

**READING HABITS AND ATTITUDES & ITS EFFECT ON THE ACADEMIC
PERFORMANCE OF SCHOOL STUDENTS IN VIRUDHUNAGAR DISTRICT,
TAMILNADU: AN EVALUATIVE STUDY**

**THESIS SUBMITTED TO MADURAI KAMARAJ UNIVERSITY
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DOCTOR OF PHILOSOPHY
IN
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SYNOPSIS

READING HABITS AND ATTITUDES AND ITS EFFECT ON ACADEMIC ACHIEVEMENT AMONG SCHOOL STUDENTS OF VIRUDHUNAGAR DISTRICT: AN EVALUATIVE STUDY

1. PREAMBLE

Reading occupies a pivotal role in the life of a man. Reading leads to treasures of knowledge. It is one of the most important components of our language and it is an essential tool for lifelong learning. Reading is an essential resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, newspapers, books, radio, television and the computers (Chettri&Rout, 2013).

Reading has been the passion of the greatest personalities of all times. People have been reading since ages and thus words of knowledge have been passed on through generations. The reading habit influences one's personal development and therefore the social progress. Regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for one's living; and thereby prepares a person for an effective participation in the social, religious, cultural and political life (Lone, 2011).It is very essential to promote Reading Habits to create a progressive and healthy society("Concern over decline in reading habit among the youth", 2015).

2. NEED AND PURPOSE OF THE STUDY

Reading Habit forms early in life and by the age of twelve years the characteristics of a Reader are basically formed for life (Bloom, 1964). The amount of extra reading outside of school has consistently been found to be related to the growth in vocabulary, comprehension, verbal fluency and general information. These students become better readers, score higher in achievement tests in all subjects and have greater content knowledge than those who don't (Cullinan, 2000).

Further, good reading habit makes way for a better understanding of one's experiences and it can be an exciting voyage to self-discovery. It enables a person to achieve practical efficiency. There is documented connection between early exposure to reading and success in school (Panagrahi&Panda, 1996).

With the developments in technology and the advent of mass media like Television, cell phones, social media, etc., both the young and the old are glued to the T.V. or are passing non-stop messages over their cell phones. They are addicted to social media. Technology is slowly enveloping the masses and reading habits and attitudes are seeing drastic changes. Apart from drawbacks in their reading habits, it has resulted in health disorders, psychological and social problems.

Reading failure could lead to misconduct, anxiety and lack of motivation. It is a matter of grave concern that it may affect the future of youngsters of today in their academic performance and their wholesome growth.

Today, schools tend to teach children how to read but not why or what to read. They do not demand extra reading time from the students. Coaching students for the examination seems to be the only objective of our educational system. Schools must realize that healthy reading attitudes do not pay off immediately but later over one's lifetime.

Thus, the researcher has felt the need to study the reading habits of present Google generation students and the effect it has created on their academic achievement and overall development.

The study would recommend the need for school authorities to work to ensure that the reading habit and the academic achievement of school students is bridged while library and information resources are provided to encourage development of favourable reading culture among the students. Data and information obtained from this study can be used to inform teachers, parents and students about the importance of developing reading habits to improve academic performance.

With Virudhunagar District consistently making to the top rank in the State Board Exams since its formation in 1986 (missing it only thrice), the researcher felt that it was the best choice for studying the effect of reading habits on the academic performance.

3. STATEMENT OF THE PROBLEM

Reading improves our knowledge. But today students are reading to pass the examination and teachers are reading for their preparation of the lectures. The poor performance of most students in tests and examinations is due to lack of proper reading habits. For an excellent performance, there is the need for the students to form good reading and study habits. Today, many students prefer to watch movies and other shows on the television, and are addicted to their mobiles on

social media. Parents and teachers complain of the lack of interest in reading among their children. The study is to discover the pattern of reading habits of students pursuing their school education. It is to understand the background of students, their level of education, their approach towards reading and the kind of reading materials they normally are in need. It also discovers the relationship between the Reading Habits and attitudes and academic performance of the students. Further the study intends to know their attitudes to facilitate their study and promote their reading habit.

Virudhunagar District in Tamilnadu is known for its academic excellence. The excellence is proved by its top position in both X and XII State Board exams in a row of years.

The study is a correlation study which aims to analyse the impact of reading habits and reading attitudes on the academic performance of the school students of Virudhunagar district.

The research study is thus conceived under the title,

**“READING HABITS AND ATTITUDES AND ITS EFFECT ON ACADEMIC
ACHIEVEMENT AMONG SCHOOL STUDENTS OF VIRUDHUNAGAR DISTRICT:
AN EVALUATIVE STUDY.”**

4. OPERATIONAL DEFINITIONS

Reading

Reading is the complex cognitive process of decoding symbols to derive meaning. It is a form of language processing. Reading is a means for language acquisition, communication, and sharing information and ideas. Like all languages, it is a complex interaction between text and reader, shaped by prior knowledge, experiences, attitude, and the language community-which is culturally and socially situated (“Reading”, n.d.).

In this research Reading refers to independent reading that is done voluntarily and leisurely for information or pleasure. Independent reading is the reading students choose to do on their own. The readers personally choose the material he likes to read, the time and place to read it. There is no stress or fear of assignments, reports or testing of comprehension.

Habit

A habit is something that you do often or regularly (“Habit”, n.d.).

Reading Habit

The reading habit refers to the amount of the different kinds of reading materials read by an individual, the frequency of reading and the average time spent on reading materials (Abeyrathna, 2004).

In this research the students' reading habits are defined by why, when, what, where and how often students read. The history of their childhood memories of reading, how many books and magazines they own and subscribe to, why they like to read, who encourages them to read and where they get their materials, their preferences of digital formats, the influence of ICT developments on reading, what environments promoted reading habits, etc..

Attitude

Attitude is defined as a feeling or opinion about something or someone, or a way of behaving that is caused by this. Attitude is the manner, disposition, feeling, position, etc., with regard to a person or thing; tendency or orientation, especially of the mind ("Attitude", n.d.)

Reading attitudes appear to emanate from perceptions acquired from people's reading history and experience (Guthrie & Greaney 1991). Parents, teachers and communities play a significant role in the mentoring and modeling of the culture of reading, as each group serves a vital part in the multilateral nature of influence on a child (McKenna, 2001).

Factors that affect reading attitudes are socio-economic status, home environment, availability of spare time, hours of television watched, quality of kindergarten instruction, library facilities and availability of reading resources at home (Walberg & Tsai, 1995).

Academic performance or academic achievement

It is the extent to which a student, teacher or institution has attained their short or long-term educational goals.

Academic achievement means how much knowledge the individual has acquired from the school (Bashir & Mattoo, 2012).

The Academic Performance in this study is defined as the self rating grades obtained by the students received in the last Annual Examination (Overall Grades) They had been given four choices namely Excellent, Above average, Average and Below average. In the study, the inputs for Academic performance is obtained from the students themselves in the questionnaire.

School Students

School students refer to children generally under the age group 5 to 18 who go to schools to get educated.

In India, there are generally many boards of schooling education viz., ICSE, CBSE, Matriculation, Anglo-Indian and State Board. In Tamilnadu, today the Matric and Anglo Indian Boards have been changed under the Government rules to come under the State Government syllabus. Yet the names of the schools have not changed.

The Study takes into consideration school students from Matric and CBSE Schools who are in Class IX and Class XI only.

Virudhunagar District

Virudhunagar district came into existence by the bifurcation of Ramanathapuram district. It is bounded in the North by Madurai and Sivagangai district, South by Tirunelveli and Tuticorin district, East by Ramanathapuram district and West by Kerala State and Northwest by Theni district. The administrative Headquarters of Virudhunagar district is located at Virudhunagar town. Virudhunagar district consists of 3 Revenue Divisions, 10 taluks, 39 Firkas and 600 Revenue Villages (“Virudhunagar”, n.d.).

Evaluative Study

Evaluation Research can be defined as a type of study that uses standard social research methods for evaluative purposes, as a specific research methodology, and as an assessment process that employs special techniques unique to the evaluation of social programs (Powell, 2006).

The study is a correlation study which aims to analyse the impact of reading habits and reading attitudes on the academic performance of the secondary and higher secondary school students of Virudhunagar district.

5. OBJECTIVES OF THE STUDY

The study has the following Prime Objectives (PO).

PO One : To analyze the personal profile of the students

PO Two : To examine the reading habits of the students in respect of print sources

PO Three : To investigate the reading habits of the students in the digital environment

PO Four : To measure the reading preferences, reading attitudes and reading barriers among the students

PO Five : To analyze the influence of school library and home on the reading habits of the students

PO Six : To unearth the influence of reading habits on the academic achievement of the students

PO Seven : To understand the teachers perception on the reading habits of the students and the impact of reading habits on the academic performance of the students

Corollary Objective for PO One

- To examine the gender, class of study, school board, type of family and nativity of the students

Corollary Objective for PO Two

- To examine the average number of books read by the students in the last three months.
- To find out what students look for before choosing a book to read.
- To observe how students get books for leisure reading.
- To discover who motivates the students to read.
- To find out whether students visit libraries other than school libraries.
- To examine the Newspaper reading habits of students.
- To examine the Magazine reading habits of students.
- To evaluate the overall Print reading habits of the students.

Corollary Objective for PO Three

- To examine the preference of reading formats among students.
- To discover what students read on the Internet.
- To discover the changes in reading methods in the digital age.
- To detect the students perception about digital reading materials.
- To find out how the social media and the Internet influences students' reading habits.
- To evaluate the overall digital reading habits of the students.

Corollary Objective for PO Four

- To discover the languages students' prefer for leisure reading.
- To find out when and where students do most of their reading.
- To detect how students spend their leisure reading.
- To find out why students read and what types of books they like to read.

Corollary Objective for PO Five

- To perceive why students like to read.
- To analyse why students don't like reading or don't read much.

Corollary Objective for PO Six

- To know the grade of academic performance of the students in class
- To find out the pro academic areas that are influenced better by reading habits
- To know the perception of students about the influence of academic performance on reading skills

Corollary Objective for PO Seven To understand the perception of teachers on the following

- The effect of reading habits on academics
- The effect of reading habits on Pro-academics
- The impact of reading habits on the academic performance of the students
- The attributes to the drop in reading habits in the technological age

6. HYPOTHESES

The following hypotheses are proposed to test their validity and reliability:

Set 1 : Teachers

- There is no association between working school board / classes handled by the teachers and their comments on the percentage of students with good reading habits.
- There is no association between gender / subject handled by the teachers and their comments on the effect of reading habits on students' score in language papers.

- There is no association between gender / subject handled / school board / classes handled by the teachers and their comments on the effect of reading habits on students' score in subject papers.
- There is no significance difference between working school board / classes handled / subjects handled / nativity of the teachers and their comments on the effect of reading habits on the pro-academic performance of the students.
- There is no association between working school board / classes handled / gender / subject handled by the teachers and their comments on the ability of the students with good reading habits to perform well in academics.
- There is no association between working school board / classes handled / gender / subject handled by the teachers and a) their comments on the drop in the reading habits of students in this technological age & b) the reasons thereof.

Set II : Students

- There is no significant difference between class of study / board of study / gender / nativity of the students and their overall print reading habits.
- There is no significant difference between gender of the students / class / school board / nativity and their perception about reading digital contents.
- There is no association between gender, class, board and family type of the students and their overall digital / online reading habits.
- There is no association between class / school board of the students and their purposes of reading.
- There is no association between gender / class / school board of the students and the reasons for not reading / not reading much.
- There is no significant difference between school board / class / gender / nativity of the students and the level of impact of library atmosphere on promoting their reading habits.
- There is no significant difference between school board / class / gender / nativity of the students and the level of impact of library resources on promoting their reading habits.
- There is no significant difference between school board / class / gender / nativity of the students and the level of impact of library services on promoting their reading habits.

- There is no significant difference between school board / class / gender / nativity of the students and the level of impact of library activities on promoting their reading habits.
- There is no significant difference between school board / class / gender / nativity of the students and the level of impact of ICT in promoting their reading habits.
- There is no association between gender / class / board / family type of the students and the problems that hinder their reading.
- There is no significant association between academic performance of the students and the ratings of their overall print reading habits.
- There is no significant association between academic performance of the students and the ratings of their overall digital / online reading habits.
- There is no significant difference between gender / class / school board / nativity of the students and the level of impact of reading habits on their pro-academic performances/skills.
- There is no significant difference between gender / class / school board / nativity of the students and the level of contributions of good reading skills.

7. RESEARCH METHOD

- The researcher has employed a descriptive-cum-evaluative research design for the present study. As a descriptive study, it aims at describing the reading attitudes and preferences of the students. As an evaluative study, it evaluates the impact of reading habits on the pro-academics and academic achievement of the students. The researcher has adopted the Survey method for the research work.

8. POPULATION

SCHOOLS IN VIRUDHUNAGAR DISTRICT

The total number of Government Schools in the district is 2,574.(+2 *Thervil 91.1 SadhaveedhamPerTherchi,2018*). There are 2 ICSE Schools (“ICSE Schools in Virudhunagar District,” n.d.) and 12 CBSE (“CBSE Schools in Virudhunagar,Tamil Nadu,” n.d.) schools and 70 Matriculation schools (“Matriculation Schools in Tamilnadu,” n.d.) in the district.

Matriculation Schools

There are 70 Matriculation schools in the district of which 45 have classes tenth and twelfth standard. Among these schools 24 are in Virudhunagar Educational District, 8 in Aruppukottai Educational District and 13 in Srivilliputhur Educational District (“Standardwise and Sexwise Details of students in Unaided Private Schools,” n.d.).

CBSE(Central Board of Secondary Examinations)

Chennai region had secured the second place in the Class XII Board Examination of the CBSE in 2018 and 2019. There are 13 CBSE Schools in Virudhunagar district of which 4 are in Aruppukottai, 4 in Virudhunagar and 5 in Srivilliputhur educational district. Chennai region comprises of Tamilnadu, Puducherry, Maharashtra, Karnataka, Andhra Pradesh, Telangana, Goa, Andaman and Nicobar Islands, Daman and Diu. Finally there are 2 ICSE Schools in Virudhunagar Educational district.

Sample

CBSE Schools

Out of 6 CBSE schools intended to be included for the study, it is decided to take 50% of schools from each of the three educational districts. As the researcher was unable to collect data from the CBSE schools from Aruppukottai, she had selected 3 schools from Virudhunagar and 3 schools from Srivilliputhur region of Virudhunagar District randomly. These 6 schools are enlisted below.

Table 1.1

List of CBSE Schools selected for the Study

Name of the Educational District	Name of the Schools Randomly Selected
Virudhunagar	Kshatriya Vidhyasala English Medium School
	Kendriya Vidyalaya, Vilaripetti
	Ramco Vidyalaya
Srivilliputhur	Arumugham Palaniguru Modern School
	Maharishi Vidya Mandir
	Sathya Vidyalaya

Matriculation Schools

Out of 45 Higher Secondary Matriculation Schools of Virudhunagar District, it is decided to take 25% of the schools for the study. Thus, 11 schools will be selected from the three educational districts. 1 school from Aruppukottai, 4 schools from Virudhunagar and 6 schools from Srivilliputhur were selected randomly. More schools from Srivilliputhur imply the native educational district of the researcher. The educational district-wise list of selected schools is given below.

Table 1.2

List of Matriculation Schools selected for the Study

Name of the Educational district	Name of the Schools Randomly Selected
Aruppukottai	Sri Sowdambika Convent Matriculation School
	Southside Matric Higher Secondary School
	KVS Matric Higher Secondary School
Virudhunagar	KCAD MATRIC Higher Secondary School
	Yennarkay R. Ravindran Thilagavathy Vidyasala Matric Higher Secondary School
	Nadar Matric Higher Secondary School
	Casa Di Mir Matriculation School
Srivilliputhur	Nava Bharath Matriculation School
	Sri Ramana Vidyalaya
	Chinmaya Vidyalaya P.A.C.R. Matriculation Higher Secondary School

Population: Students

As of 2017, the total number of Matriculation students studying class IX and XI in these 11 schools come to around 2600. About 1000 students are undergoing Class IX and XI in the aforesaid 6 CBSE schools. Thus, about 3600 students of Class IX and XI form the population of the study.

Population: Teachers

The teachers handling the Classes IX and XI in these 11 schools form the population of the study.

9. SAMPLING METHOD

Stratified Random Sampling method is adopted to select the strata – Class IX and Class XI. Random sampling method is adopted to select students from these two strata.

As far as teachers are concerned, the teachers who are handling Class IX and XI will be randomly selected.

SAMPLE SIZE CALCULATION

Raosoft Sample Size Calculator was used to determine the minimum recommended sample required for the study.

Figure 3.1 shows that the minimum recommended sample size for the students is 561, when the population is 3600, margin of error is 5%, confidence level is 99% and response distribution is 50%.

Raosoft	
What margin of error can you accept? 5% is a common choice	5 %
What confidence level do you need? Typical choices are 90%, 95%, or 99%	99 %
What is the population size? If you don't know, use 20000	3600
What is the response distribution? Leave this as 50%	50 %
Your recommended sample size is	561

Figure 1.1 : Raosoft Sampling Calculator

Thus, the researcher has to collect data from at least 561 students. So, 40 students were randomly selected from every school. Out of this 40, 20 are from class IX and 20 are from Class XI. Equal weightage was intended to be given to the respondents of both the sex and both the classes.

As far as teachers are concerned, it was decided to collect data from 10 teachers of all the selected 17 schools.

10. INSTRUMENT OF DATA COLLECTION

The primary data required for the study was collected from the well-structured questionnaires. Separate questionnaire was framed for students and teachers. The secondary data

needed for the study was sourced out from books, journals, theses, Conference Proceedings and Reports.

PRE-TEST The Questionnaire was framed and tested with 80 students of Smt. LingammalRamaju Rotary Vidyalaya (Now the name has been changed to ChinmayaVidyalaya Smt. LingammalRamaju Matriculation School) from Class IX and XI. Questions that were not lucid and those that were confusing to the students' understanding were noted. They were modified appropriately.

ANATOMY OF THE QUESTIONNAIRE

The questionnaire includes yes or no questions, multiple choice questions, rating questions and commenting questions. Likert scales were also employed.

Components of Students' Questionnaire

1. Socio-demographic information
2. Reading habits in print sources
3. Reading habits in the digital environment
4. Reading preferences
5. Reading attitude
6. Promoting reading habits @ Home & @Library
7. Barriers to reading
8. Effect of Reading Habits on academic performance
9. Suggestions for the promotion of reading habits

Components of Teachers' Questionnaire

1. Socio-demographic information
2. Reading habits of the students Vs Academic & Pro-academic performance

ADMINISTRATION OF QUESTIONNAIRE

First, e-mails with the attachments of the questionnaires for students and teachers, were sent and permission sought. The researcher had personally visited all the 17 schools and it was possible to give the questionnaires. Many schools asked that the questionnaires be handed over

and the filled in forms collected in two weeks would be sent by Courier. Frequent phone calls, emails and WhatsApp messages enabled the researcher to get somewhat better response. Five Schools were very much interested in Reading Habit Development and happy to help me out. A couple of schools were very hospitable and gave an hour for collecting the data personally and then to interact with the students.

Table 1.3 *Questionnaires distributed and Response Rate*

Name of the School	Students			Teachers		
	No. of			No. of		
	Questionnaires			Questionnaires		
	D	RA	RR	D	RA	RR
Ramco Vidyalaya	40	40	100	10	8	80
Kshatriya Vidhyasala English Medium School	40	40	100	10	10	100
Kendriya Vidyalaya	40	40	100	10	10	100
Arumugham Palaniguru Modern School	40	40	100	10	6	60
Maharishi Vidya Mandir	40	30	75	10	10	100
Sathya Vidyalaya	40	40	100	10	3	30
Sri Sowdambika Convent Matriculation School	40	40	100	10	2	20
Southside Matric Higher Secondary School	40	40	100	10	7	70
KVS Matric Higher Secondary School	40	40	100	10	10	100
KCAD MATRIC Higher Secondary School	40	36	90	10	6	60
Yennarkay R. Ravindran Thilagavathy Vidyalaya Matric Higher Secondary School	40	40	100	10	7	70
Nadar Matric Higher Secondary School	40	39	97.5	10	4	40
Casa Di Mir Matriculation School	40	33	82.5	10	0	0

Nava Bharath Matriculation School	40	40	100	10	10	100
Sri RamanaVidyalaya	40	39	97.5	10	10	100
ChinmayaVidyalayaP.A.C.R.Matriculation Higher Secondary School	40	40	100	10	3	30
AnandaVidyalaya Matric Higher Secondary School	40	40	100	10	10	100
Total	680	657	96.6	170	116	68.2

Note. D = Distributed; RA = Received and Accepted; RR = Response Rate

11. TOOLS AND TECHNIQUES

The data collected was entered in MS Excel first. Later on, the data was exported to Statistical Package for Social Science (SPSS) Ver.19. The following descriptive and inferential statistical tools were used for the analysis.

Descriptive Statistical Tools

- Mean and Weighted Average Mean
- Standard Deviation
- Percentage Analysis
- Charts and Diagrams
- Normality Test
- One Sample KS Test
- Reliability Test
- Cronbach's Alpha

Inferential Statistical Tools

- Chi-Square
- Mann Whitney U Test
- Kruskal Wallis Test
- Independent Samples t test
- One way ANOVA

- Two Way ANOVA
- Brown & Welch-Forsythe Tests

12. IMPLICATIONS OF THE STUDY

- The study will be valuable in identifying the attitudes of students towards reading and help Librarians to take up the suggested measures to make reading feel joyful and exciting.
- The study will be beneficial in enhancing the teacher's role in developing the reading habits of students.
- The study will be helpful in underlining the role of the parents in promoting reading habits at home.
- The study will help school authorities to give more importance to reading and conduct programmes for motivating reading.
- The study will recommend the Government to take policies in School Education to develop libraries in schools and reading habit among students. Since once the habit of reading is formed, it will last a lifetime.

13. SCOPE AND LIMITATIONS

The present study is limited, in its scope, to

1. The schools coming under the purview of Virudhunagar Educational district, Tamilnadu State.
2. Matric and CBSE schools, not including the government schools.
3. The students of classes IX and XI only.
4. Teachers and not Librarians since the study is primarily on the effect on academic performance.
5. The academic performance levels as self-rated by the respondents themselves.

14. REFERENCING STYLE& REFERENCE MANAGEMENT SOFTWARE

APA style – American Psychological Association 6th edition was used for generating textual citations and list of references / bibliography. Zotero, an open source reference management Software was used for generating references and in-text citations in APA Style.

15. FORMATTING TABLE

The tables are formatted according to APA style 6th edition.

16. CHAPTERISATION

The research report is organised into the following five chapters:

CHAPTER ONE: INTRODUCTION

- **Part A:** States the importance of reading and books. The antecedents, benefits, types, techniques and transition in reading are elaborated. Discussion on Why kids hate reading, Reading Journey, Reading Programs and ways to promote Reading Habits are explained.
- **Part B :** Gives a brief account of Virudhunagar District and the schools in Virudhunagar District. The Profile of the School and School Libraries under study are presented.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

In this Chapter, the reviews from authors in India and from other countries are grouped at different levels under various categories-Reading Habits and Attitudes, Changes in Reading Habits, Impact of Technology on Reading Habits, Academic Achievement and Reading Habits and Promoting Reading Habits. It delineates the gist of books, thesis, Articles and other bibliographic formats. The Inferences of the distribution of the reviews under various categories are tabulated, patterns analyzed and the Research Gap is identified.

CHAPTER THREE: RESEARCH METHODOLOGY

The chapter conceptualizes the operation plan under the various procedures adopted in the investigation in detail. The need and purpose, statement of the problem and aim of the study are discussed. The prime objectives and their corollaries are listed. The hypothesis is framed for teachers and students separately. The operational definitions under the research point of view and the scope of the study used in the research is given. The population, sampling methods and sample size calculation is elaborated. The anatomy of the questionnaire, its components,

administration and the Response rate are listed. The descriptive and inferential statistical tools used in the study and their design, reliability and validity description of the tools, nature of samples and procedure followed for collecting the samples are scheduled. The implications of the study, scope and limitations, referencing style & reference management software employed, formatting of table and chapterization of the research work ... are all detailed.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

The chapter elaborates upon the analysis of data collected from the students and teachers. SPSS package was used for conducting all the necessary statistical analyses.

CHAPTER FIVE: FINDINGS, SUGGESTIONS AND CONCLUSION

The chapter summarizes the findings of the study and lists the recommendations based on the findings. It also guides the areas for further insight and research.

BIBLIOGRAPHY

APPENDICES: It includes questionnaire, abstract of profile of study units and list of publications of the researcher.

17. MAJOR FINDINGS

STUDENTS

SOCIO DEMOGRAPHIC INFORMATION

Table 1.4 *Personal Profile of the Respondents*

Variables	Components	Frequency	Percentage
Gender	Boys	385	58.6%
	Girls	272	41.4%
Class	IX	401	61.0%
	XI	256	39.0%
Board	CBSE	238	36.2%
	Matric	419	63.8%

Family Type	Nuclear Family	498	76.0%
	Joint Family	157	24.0%
Nativity	Rural	255	38.8%
	Semi-Urban	340	51.8%
	Urban	62	9.4%
	Total	657	100.0%

(Source: Primary Data)

Table 4.1 and Fig. 4.1 deal with the independent variables of the present research work.

Gender

Out of 657 respondents included as sample of the present research work, 385 (58.6%) respondents are boys and the remaining 272 (41.4%) respondents are girls.

Class

Majority of the respondents (401, 61.0%) are studying Class IX. About 40% (256) of the respondents are studying Class XI.

Board

238 (36.2%) respondents are studying in CBSE Schools while 419 (63.8%) respondents are studying in Matriculation Schools.

Family Type

498 (76.0%) respondents are from Nuclear Families while 157 (24.0%) respondents are from Joint Families.

Nativity

255 (38.8%) respondents come from rural areas. 340 (51.8%) respondents come from semi-urban and 62 (9.4%) respondents from urban areas.

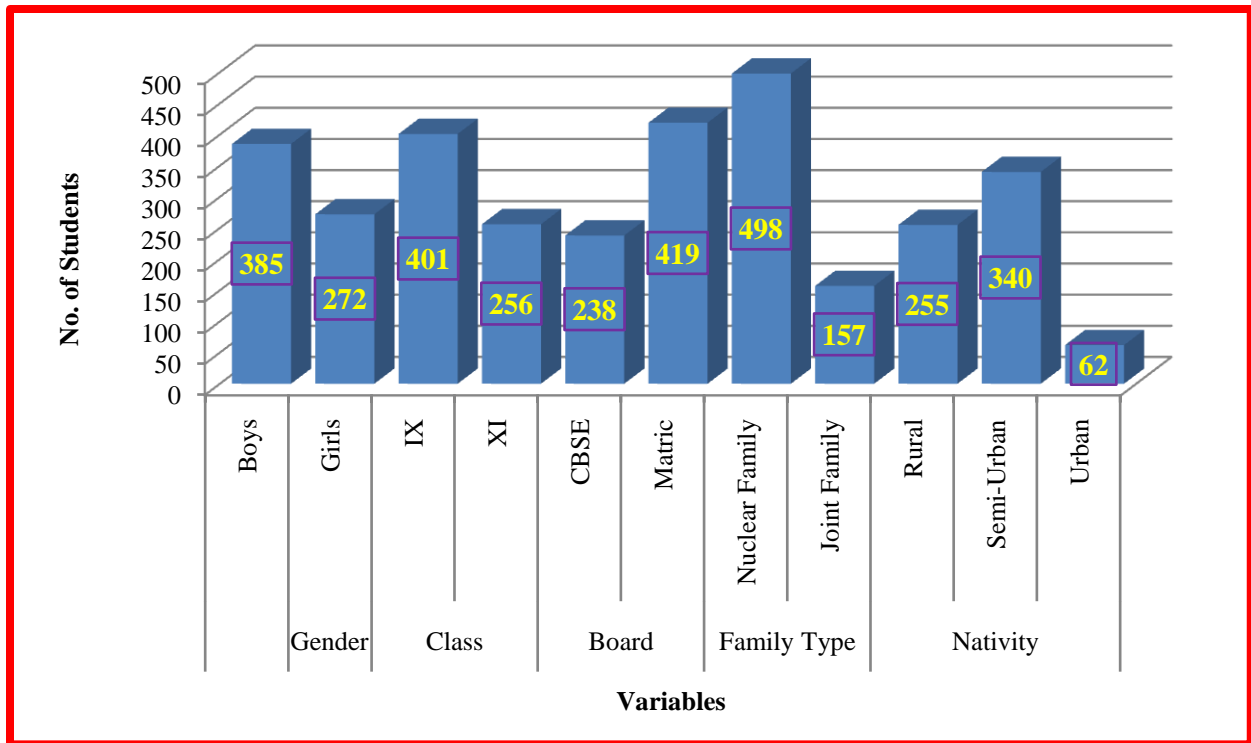


Figure 1.2: Socio-demographic Profile of the Student Respondents

SOCIO-DEMOGRAPHIC PROFILE

Out of 657 respondents included as sample of the present research work, 385 (58.6%) respondents are boys and the remaining 272 (41.4%) respondents are girls. A Majority of the respondents (401, 61.0%) are studying class IX and about 40% (256) of the respondents are studying class XI. 238 (36.2%) respondents are studying in CBSE Schools while 419 (63.8%) respondents are studying in Matriculation Schools. 498 (76.0%) respondents are from Nuclear Families while 157 (24.0%) respondents are from joint families. 255 (38.8%) respondents come from rural areas while 340 (51.8%) respondents come from semi-urban and 62 (9.4%) respondents from urban areas (Table 4.1).

TENABILITY OF HYPOTHESES - STUDENTS

The analysis of Mann-Whitney Test proves that there is no significant difference between school Board of the respondents and the level of contribution of good reading skills on “Better

performance in academic activities”, “Better English vocabulary and speaking skills”, “Better performance in co-curricular activities”, “Better independent and lifelong reading skills” and “Better Academic Scores” (Table 4.92).

The analysis of Mann-Whitney Test proves that there is no significant difference between class of study of the respondents and the level of contribution of good reading skills on “Better English vocabulary and speaking skills”, “Better independent and lifelong reading skills” and “Better Academic Scores” but there is a significant difference between class of study of the respondents and the level of contribution of good reading skill on “Better performance in academic activities” (Table 4.93).

The analysis of Mann-Whitney Test proves that there is no significant difference between class of study of the respondents and the level of contribution of good reading skill on “Better performance in academic activities”, “Better performance in co-curricular activities”, “Better independent and lifelong reading skills” and “Better Academic Scores” but there is a significant difference between class of study of the respondents and the level of contribution of good reading skills on “Better English vocabulary and speaking skills” (Table 4.94).

The analysis of Kruskal Wallis Test proves that there is no significant difference between nativity of the respondents and the level of contribution of good reading skills on “Better performance in academic activities”, “Better English vocabulary and speaking skills”, “Better performance in co-curricular activities”, “Better independent and lifelong reading skills” and “Better Academic Scores” (Table 4.95).

The analysis of Independent Samples ‘t’ test proves that there is no significant difference between gender, class of study, school board and family type of the respondents in respect of all contributions of reading skills taken together (Table 4.96 to 4.99).

The analysis of One Way ANOVA test proves that there is no significant difference between nativity of the respondents and all the contributions of reading skills taken together (Table 4.100).

The analysis of Two Way ANOVA test proves that there is no combined main effect of the variables ‘type of family’ and ‘nativity’ on contributions of reading skills among the respondents (Table 4.101).

The analysis of Two Way ANOVA test proves that there is no combined main effect of the variables ‘class’ and ‘board’ on all the contributions of reading skills taken together among the respondents (Table 4.102).

The analysis of Two Way ANOVA test proves that there is no combined main effect of the variables ‘class’ and ‘gender’ on all the contributions of reading skills taken together among the respondents (Table 4.103).

MAJOR FINDINGS: TEACHERS

SOCIO-DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Table 1.5 *Personal Profile of the teacher respondents*

Variable	Components	Frequency	Percentage
Gender	Male	26	22.4%
	Female	90	77.6%
Board	CBSE	49	42.2%
	Matric	67	57.8%
Class handled	IX	58	50.0%
	XI	58	50.0%
Subjects handled	Languages	38	32.8%
	Non languages	58	50.0%
	Both	20	17.2%
Nativity	Rural	40	34.5%
	Semi Urban	49	42.2%
	Urban	27	23.3%
	Rural	40	34.5%

Total	116	100.0%
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(Source: Primary Data)

Table 4.104 and Fig. 4.13 deal with the personal profile of the teacher respondents participated in the present research work.

Gender

Out of 116 teacher respondents, 26(22.4%) respondents are Males and the remaining 90(77.6%) respondents are Females.

Classes handled

An equal number of respondents 58(50%) handle Class IX and 58(50%) Class XI.

School Board

49 (42.2%) respondents are teaching in CBSE Schools while 67 (57.8%) respondents are teaching in Matriculation Schools.

Subjects handled

38(32.8%) respondents handle Languages and 58 (50.0%) respondents handle Non-Language Subjects while 20(17.2%) handle both.

Nativity

40 (34.5%) respondents come from rural areas, 49 (42.2%) respondents come from semi urban and 27 (23.3%) respondents from urban areas.

The Table reveals that more than three fourth of the respondents are Females, half of the respondents handle Non-Language subjects and just one fourth of them are from Urban areas.

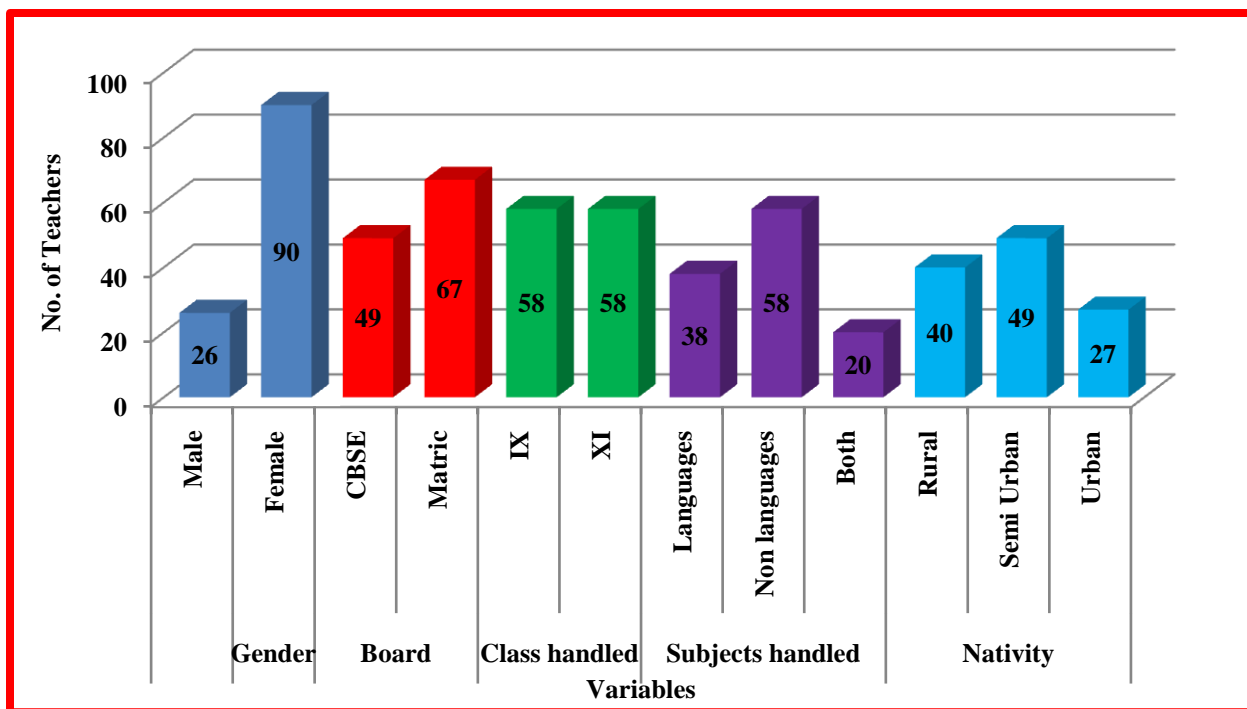


Figure 1.3 Personal Profile of the teacher respondents

TENABILITY OF HYPOTHESES: TEACHERS

The analysis of Chi- Square Test proves that there is no association between school board and classes handled by the respondents and their rating of percentage of student with good reading habits (Table 4.105).

The analysis of Chi – Square Test proves that there is no association between gender and subjects handled by the respondents and their level of agreement with the effect of reading habits on language score of the students (Table 4.106).

The analysis of Chi – Square Test proves that there is no association between school board, classes handled, subjects handled and gender of the respondents and their opinion on the effect of reading habits on students’ score in subject papers (Table 4.107).

Effect of Reading Habit on Pro-academics

The analysis of Mann-Whitney Test proves that there is a significant difference between board of the respondents and their opinion on effect of reading habits on students' one pro-academic performance namely 'Anchoring/ Compering'. But, there is no significant difference between board of the respondents and their opinion on effect of reading habits on students' other pro-academic performances namely "Writing essays, stories etc" "Elocution and Extempore speeches", "Debates and Group Discussion", "Quiz and GK", "Vocabulary and Spell Bee competitions" and "Use of New words" (Table 4.109).

The analysis of Mann-Whitney Test proves that there is a significant difference between classes handled by the teachers and their level of agreement with the effect of reading habits on one pro-academic performance of the students namely "Writing essays stories etc.". But, there is no significant difference between classes handled by the respondents and their level of agreement with the effect of reading habits on other pro-academic performances of the students namely "Elocution and Extempore speeches", "Debates and Group Discussion", "Quiz and GK", "Vocabulary and Spell Bee competitions", "Use of New words" and "Anchoring/ Compering" (Table 4.110).

The analysis of Kruskal- Wallis Test proves that there is no significant difference between the teachers handling three different subjects and their opinion on the effect of reading habits on students' pro-academic performances (Table 4.111).

The analysis of Kruskal- Wallis Test proves that there is a significant difference between nativity of the teachers and their opinion on the effect of reading habits on a pro-academic performance of the students namely "Quiz and GK". But, there is no significant difference between nativity of the teachers and their opinion on the effect of reading habits on all other pro-academic performances of the students (Table 4.112).

The analysis of Chi – Square Test proves that there is no association between subjects handled by the teachers and their agreement with the statement that students with good reading habits perform better academically. But, there is an association between school board and nativity of the teachers and their agreement with the statement that "students with good reading habits perform better academically" (Table 4.113).

The analysis of Chi – Square Test proves that there is no association between school board, gender and subjects handled by the teachers and their agreement with the statement that there is a drop in the reading habits of the students in this technological age (Table 4.114).

The analysis of Chi – Square Test proves that there is no association between nativity, gender, school board, class and subjects handled by the teachers and their agreement with various reasons that attribute to the drop in the reading habits of students in this technological age (Table 4.115).

17. SUGGESTIONS

- The Library Hour should be included in the Curriculum. Library time table may be prepared and followed in all the schools to ensure that every child in the school gets an opportunity to make use of the school library at least once a week.
- The librarian should conduct library orientation programme every year to propagate the resources available in the library and the services being rendered so as to attract students more frequently to the library.
- The library rules, regulations and procedures may be made simple and available to all through school website, school diary or handbook.
- The burden of school work should be decreased and students should have more time for leisure reading.
- Parents should take their children regularly to other libraries and expose them to a wider variety of books.
- Parents should set an example by reading books and should discuss and motivate their children to read more.
- Teachers should keep motivating their students to read more and guide them about the resources in the Library.
- As children grow, they should be motivated to read magazines in their level and not remain reading the magazines for kids alone.
- The school librarian should plan an active role in motivating the students to read. He/ She may display new arrivals; study the pulse of reading interests of his /her school students and recommend books to the students according to their level and taste.

- Students should be motivated to read the Newspapers by conducting Quiz and Competitions on Current Affairs.
- Since students are influenced by their friends and peers programmes and competitions need to be conducted regularly to make students feel the Joy of Reading.
- It should be obligatory that students borrow books and share the reviews with the class.
- The Librarian should introduce various activities during the Library Hour- Reading aloud and Partner Reading, Reading Buddies and Sustained Silent Reading.
- Reading a stipulated number of books for each class should be made obligatory and the number and not the size of the book should be taken into consideration.
- Schools should allot a time for Daily DEAR (Drop Everything And Read) when the entire School from teachers to students read. Daily reading sessions for about twenty to thirty minutes are followed by fifteen minutes in which students write in their reading response logs.
- The librarian should be proactive and enthusiastic and teachers should join hands with library staff to promote Reading Habits.
- The school management should allot sufficient amount to library development every year. Sufficient funds may be released for acquiring library resources, rendering library services, building library infrastructure, maintaining library amenities, conducting library activities and so on and so forth.
- The management should support the libraries with proper motivation to ensure the availability of all kinds of reading materials in the library.

18. CONCLUSION

The present study assessed the reading habits and attitudes and its effect of Academic Performance among school students of Virudhunagar District. The data is collected from 6 CBSE schools and 11 Matriculation schools. 680 students were randomly selected from these 17 schools and questionnaires were distributed. 657 duly filled in questionnaires were considered for the study. The study uncovers a heap of crucial findings.

A majority of students said that if they had more time they would read habitually and more frequently. A majority of students look at the title page before choosing a book. A majority

of students said that the library was the only source from where they get books. A majority of students were motivated by their parents followed by their teachers. A majority of students did not visit any library other than their school library.

A maximum number of students subscribe to Sportstar, followed by Chutti Vikatan, G.K. Today, Champak Tinkle, India Today, Gokulam, Readers Digest, Wisdom, Competition Success Review, The Week and Chandamama. A majority of students prefer to read printed books. A vast majority of students prefer to read Fiction, Non-Fiction, Newspapers and magazines in printed form. A Majority of students said that Computers and Smartphones have made their reading selective (only main parts) and less time on in-depth and concentrated Reading. A Majority of students read because their parents encouraged them to.

A majority of students prefer to read books with illustrated pictures, comics and joke books, horror & ghost stories. A majority of students read for fun, brain stimulation, excitement and to learn something. A majority of students don't read because they are too busy and have too much of school work. A majority of students said that Air & Lighting, Ventilation and Comfortable Furniture of the library had a high impact on reading habits. A majority of students said that the books, magazines and newspapers had a high impact on reading habits.

A majority of students opined that lending services, easy procedures and timely services in the library had a High Impact on Reading Habits. A majority of students accepted that library activities such as New Arrivals, Book Exhibitions, Newspaper Clippings, Book Reviews- Talks/ Discussions, Awards (Best Reader Award), Readers Club and Author Talks' have a high impact on promoting their reading habits. A majority of students said that lack of time, lack of resources and mobile hinder their reading habits. A majority of students with excellent academic performance rate their overall print reading habits as 'Good'.

A majority of students with excellent academic performance rate their overall digital / online reading habits as 'Good'. A majority of the students agree that reading habits have a great say in their skills in Writing essays, stories, poems, etc., debates, group discussion, quiz and G K competitions. A majority of students agree that good reading skills have high contribution in better academic activities, better English vocabulary and speaking skills, better performance in co-curricular activities, better independent and lifelong reading skills and better academic scores.

A majority of the teachers opined that reading habits help score better in Language and subject papers. A vast majority (94.8%) of the teachers opined that students with good reading habits perform better in Academics. A vast majority (83.6%) of the respondents said that there is a drop in reading habits of the students in this technological age. A vast majority (82.5%) of the respondents said that Electronic Gadgets contributed to the drop in Reading Habits in this technological age.

More girls than boys said that their parents gift books to them. More boys than girls said that their parents encourage and guide them on what to read. More boys read at bedtime than girls. More class XI students felt lack of time and more class IX students found mobiles as their hindrances in promoting reading habits. Approach of library staff was considered as the least problem by both Class IX and XI students.

The findings of this study will enable school administration and the Government to gauge the status of reading habits of present day young generation and plan suitable measures and activities to develop reading habits and skills among the students in the primary and middle classes since reading attitudes seem to be more positive in the lower grades than in the higher grades and reading habits developed early in Life will last a lifetime. Reading is the best way to teach the 'Art of Living'. Readers are more empathetic and become more socially involved and socially responsible. Readers make leaders in thoughts, words and deeds.