

**A Study on Non-Academic Reading Behaviour
and Reading Preferences among Middle School
Students of Vadodara City in the Era of the
Digital Media Revolution.**

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“A Study on Non-Academic Reading Behaviour and Reading Preferences among Middle School Students of Vadodara City in the Era of the Digital Media Revolution”

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VADODARA

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Certificate

This is to certify that Dissertation entitled “A Study on Non-Academic Reading Behaviour and Reading Preferences among Middle School Students of Vadodara City in the Era of the Digital Media Revolution” has been carried out by the investigator Ms Bijal Jani under my supervision and guidance for the partial fulfilment of Degree of Masters of Science. The matter presented in this dissertation has not been submitted for the award of any other degree or diploma.

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- **Ms. Bijal Jani**

ABSTRACT

This study examines the non-academic reading habits, preferences, and influencing factors among middle school students in Vadodara City, using survey-based data from 120 students, 12 parents, and 8 educators. It explores reading behaviour, preferred genres, and the role of parents and educators in fostering reading habits.

The sample was drawn from four schools in Vadodara City, with two representing English medium and two from Gujarati medium. Findings indicate that while students engage in non-academic reading, 50 percent exhibit mild reading behaviour. Among preferred reading materials, religious books emerged as the most popular (53.33%), followed by storybooks (37.50%). English is the dominant language for reading (55%), highlighting its increasing influence in non-academic literature. Notably, girls showed a higher inclination toward intense reading compared to boys, suggesting possible gender-based differences in reading engagement.

Despite these habits, several barriers hinder active participation in non-academic reading. The most significant challenge affecting 66.67 percent of students, followed by digital distractions (33.33%) and the lack of structured reading time. Educators acknowledged that non-academic reading fosters creativity, imagination, and critical thinking. However, its integration into school curricula remains inconsistent. The study also finds a weak yet significant positive correlation ($r = 0.202$, $p = 0.027$) between reading behaviour and academic achievement, reinforcing the cognitive benefits associated with reading beyond textbooks.

To address these challenges and enhance reading engagement, the study highlights the need for structured reading programs in schools, active parental involvement, and improved access to diverse reading materials. Cultivating a reading habit requires collaboration between schools and families to create a balanced and engaging environment. Future research should explore the role of digital reading formats, socio-economic factors, and the long-term academic impacts of non-academic reading. Encouraging a culture of reading at home and in educational institutions can help students to develop lifelong reading habits that contribute to their academic success and cognitive development.

Table of Content

Sr. No	Title	Page No.
1	Introduction	1-23
1.1	Meaning of Reading and Its Importance	1
1.2	History of the Reading Revolution in India	3
1.3	Classification of Reading Material	5
1.4	Types of Non-Academic Reading Material	6
1.5	Stages of Reading Preference from Childhood to Adulthood	8
1.6	Vaache Gujarat: A pioneering Reading Initiative	11
1.7	Statement of the Problem	14
1.8	Justification of the Study	14
1.9	Justification of the Sample	16
1.10	Justification of the Variables	17
1.11	Justification of the Department	19
1.12	Objectives of the Study	21
1.13	Null Hypotheses of the Study	22
1.14	Assumptions of the Study	22
1.15	Delimitations of the Study	22
1.16	Operational Definitions	23
2	Review of Literature	24-40
2.1	Researches Conducted in India	26
2.2	Researches Conducted in Abroad	28
2.3	Trend Analysis	36
2.4	Research Gap	38
2.5	Conclusion	40
3	Methodology	41-51
3.1	Feasibility Study	41
3.2	Population of the Study	42
3.3	Sample of the Study and its Selection	42
3.4	Data Collection Tool and its Description	44

3.5	Validity of the Tool	47
3.6	Collection of the Data	48
3.7	Scoring and Categorization of the Data	48
3.8	Plan of Statistical Analysis	50
3.9	Ethical Consideration	51
4	Findings and Discussion	52-106
4.1	Demographic Profile of Students'	53
4.2	Reading Behaviour of Students'	60
4.2.1	Correlation between Reading Behaviour and Academic Achievement	64
4.2.2	Differences in Reading Behaviour and Variables	66
4.3	Reading Preferences of Students'	68
4.4	Factors Influencing Students' Reading Choices	80
4.5	Factors Influencing Students' Reading Behaviour	82
4.6	Findings Related to Selected Parents of Middle School Students	84
4.7	Findings Related to Selected Educators of Middle School Students	95
5	Summary and Conclusion	107-121
5.1	Introduction	107
5.2	Methodology	111
5.3	Major Findings of the Study	117
5.4	Conclusion	119
5.5	Recommendation for Further Studies	120
Reference		122-128
Cited literature		122
Webliography		127
Appendices		129
Appendix – 1 Ethical Consideration		
Appendix – 2 Permission Letters		
Appendix – 3 Data Collection Tools		

List of Tables

Table No.	Title	Page No.
1	Description of Research Tool for Data Collection of Students Questionnaire	44
2	Description of Research Tool for Data Collection of Parents Questionnaire	46
3	Description of Research Tool for Data Collection of Educators Questionnaire	47
4	Categorization of Independent Variable of the Study	48
5	Scoring and Categorization of Students' Reading Behaviour	49
6	Statistical Measures used to Analyse the data	51
7	Frequency and Percentage Distribution of Students According to the Percentage Earned in Previous Class	53
8	Frequency and Percentage Distribution of Students According to Their Age	54
9	Frequency and Percentage Distribution of Students by Gender	54
10	Frequency and Percentage Distribution of Students Reports on Their Parents' Educational Qualification	55
11	Frequency and Percentage Distribution of Students Responses on Their Parents' Occupation	57
12	Frequency and Percentage Distribution of Students Responses Regarding Their Family's Monthly Income	59
13	Frequency and Percentage Distribution of Students' Reading Behaviour	60
14	Frequency and Percentage Distribution of Students by Type of Non-Academic Reading Materials They Read	61

15	Frequency and Percentage Distribution of Students According to the Time They Spent in Reading	61
16	Frequency and Percentage Distribution of Students According to Their Frequency of Reading Non-Academic Materials	62
17	Frequency and Percentage Distribution of Students According to their Reading Behaviour and Gender	63
18	Frequency and Percentage Distribution of Students According to their Reading Behaviour and Class of Study	64
19	Correlation Between Students' Reading Behaviour and Academic Achievement	64
20	Frequency and Percentage Distribution of Students According to their Reading Behaviour and Academic Achievement	65
21	Chi- Square Test Indicating the Differences Between Students' Reading Behaviour and Gender	66
22	Chi- Square Test Indicating The Differences between Students' Reading Behaviour and Class of Study	67
23	Frequency and Percentage Distribution of Students' Preferences of Reading	68
24	Frequency, Percentage and Mean Rank Wise Distribution of Students' According to their Preference for Fictional Reading Materials	69
25	Frequency, Percentage and Mean Rank Wise Distribution of Students' According to their Preference For Non-Fictional Reading Materials	72
26	Frequency and Percentage Distribution of Students' According to their Favourite Author	74
27	Frequency and Percentage Distribution of Students' According to their Preferred Language	74
28	Frequency and Percentage Distribution of Students' According to their Preferred Reading Formats	75

29	Frequency and Percentage Distribution of Students' According to their Preferred Time of Reading	75
30	Frequency and Percentage Distribution of Students' According to their Preferred Place of Reading	76
31	Frequency and Percentage Distribution of Students' According to their Sources of Acquiring Non-Academic Reading Material	76
32	Frequency and Percentage Distribution of Students' According to their Source of Inspiration	77
33	Frequency and Percentage Distribution of Students' According to the Help Availed in Selecting Non-Academic Reading Materials	78
34	Frequency and Percentage Distribution of Students According to the Enjoyment in Reading Non-Academic Materials	78
35	Frequency and Percentage Distribution of Students' According to their Preferred Reading Mode	79
36	Frequency and Percentage Distribution of Students' According to their Reasons for Reading Non-Academic Materials	80
37	Frequency and Percentage Distribution of Students According to their Reasons for Disengagement in Non-Academic Reading	82
38	Frequency and Percentage Distribution of Parents' by Their Age	84
39	Frequency and Percentage Distribution of Parents' According to their Relationship with the Child	85
40	Frequency and Percentage Distribution of Parents' According to Their Educational Qualification	85
41	Frequency and Percentage Distribution of Parents' According to their Occupation	86
42	Frequency and Percentage Distribution of Parents' According to their Monthly Income	87

43	Frequency and Percentage Distribution of Parents' According to the Number of Children	88
44	Frequency and Percentage Distribution of Parents' based on Their Children's School Type	88
45	Frequency and Percentage Distribution of Parents' According to their Knowledge About Non-Academic Reading Materials	88
46	Frequency and Percentage Distribution of Parents According to Their Perception About Importance of Non-Academic Reading Materials	89
47	Frequency and Percentage Distribution of Parents According to Their Perceived Benefits Of Non-Academic Reading Materials	89
48	Frequency and Percentage Distribution of Parents According to the Encouragement to Children for Reading Non-Academic Materials	90
49	Frequency and Percentage Distribution of Parents According to the Scheduled Time for Their Children to Read Non-Academic Materials	90
50	Frequency and Percentage Distribution of Parents According to their children's time spend on reading per week.	91
51	Frequency and Percentage Distribution of Parents According to their Concerns Regarding the Types of Non-Academic Reading Materials	92
52	Frequency and Percentage Distribution of Parents According to the Impact of Reading Non-Academic Materials on their Children's Academic Performance	92
53	Frequency and Percentage Distribution of Parents According to their Opinions About Challenges in Reading Non-Academic Materials	92
54	Frequency and Percentage Distribution of Parents According to their Opinions About Role of Parents in	93

	Encouraging Non-Academic Reading Habits Among Children	
55	Frequency and Percentage Distribution of Parents According to their Perception About Providing Access to Non-Academic Reading Materials to Children	94
56	Frequency and Percentage Distribution of Parents According to their Efforts for Encouraging Reading Habits of Non-Academic Materials	94
57	Frequency and Percentage Distribution of Educators According to their Age	95
58	Frequency and Percentage Distribution of Educators According to their standard they teach	96
59	Frequency and Percentage Distribution of Educators According to their Subjects they Teach	97
60	Frequency and Percentage Distribution of Educators According to their Experience of Teaching	98
61	Frequency and Percentage Distribution of Educators According to their type of school	98
62	Frequency and Percentage Distribution of Educators According to their Perceived Benefits of Non-Academic Materials	99
63	Frequency and Percentage Distribution of Educators According to their Perception About Non-Academic Reading Materials that Contribute in Students' Academic Development	99
64	Frequency and Percentage Distribution of Educators According to their Incorporation of Non-Academic Reading Materials in Classrooms	100
65	Frequency and Percentage Distribution of Educators According to the Encouragement to Students for Reading Non-Academic Materials	100
66	Frequency and Percentage Distribution of Educators According to their Perception About Schools Allocating	101

	Specific Time for Reading Non-Academic Materials to Students	
67	Frequency and Percentage Distribution of Educators According to their Concerns Regarding the Types Of Non-Academic Reading Materials	101
68	Frequency and Percentage Distribution of Educators According to their the Impact of Reading Non-Academic Materials on their Student's Academic Performance	102
69	Frequency and Percentage Distribution of Educators According to their Perceived Challenges in Reading Non-Academic Materials	102
70	Frequency and Percentage Distribution of Educators According to their Opinion About the Educator's Role in Encouraging Non-Academic Reading Habits Among Students	103
71	Frequency and Percentage Distribution of Educators According to their Perception About Contribution of Non-Academic Reading Materials in Developing Different Skills in Middle School Students	104
72	Frequency and Percentage Distribution of Educators According to the material access for non-academic reading.	105
73	Description of Research Tool for Data Collection Students'	112
74	Description of Research Tool for Data Collection Parents'	113
75	Description of Research Tool Data Collection for Educators'	113
76	Categorization of Independent Variables of the Study	114
77	Scoring and Categorization of Students' Reading Behaviour	115
78	Statistical Measures Used to Analyse the Data	117

List of Figures

Figure No.	Title	Page No.
1	Percentage Distribution of Students According to the Percentage earned in the Previous Class	53
2	Percentage Distribution of Student According to their Age	54
3	Percentage Distribution of Students by Gender	55
4	Percentage Distribution of Students report on Mother's Education Qualification	56
5	Percentage Distribution of Students report on Father's Education Qualification	57
6	Percentage Distribution of Students responses on their Mother's Occupation	58
7	Percentage Distribution of Students responses on their Father's Occupation	58
8	Percentage Distribution of Students responses on Family's Monthly Income	59
9	Percentage Distribution of Students According to their Reading Behaviour	60
10	Percentage Distribution of Students According to the Time They Spent in Reading	62
11	Percentage Distribution of Students Preference of Reading	68
12	Mean Rank Wise Distribution of Student According to their Preference for Fictional Reading Materials	71
13	Mean Rank Wise Distribution of Students According to their Preference For Non-Fictional Reading Materials	71

14	Percentage Distribution of Students According to the Reasons for Reading Non-Academic Materials	81
15	Percentage Distribution of Students According to their Reasons for Disengagement in Non-Academic Reading Materials	83
16	Percentage Distribution of Parents According to their Age	84
17	Percentage Distribution of Parents According to their Relation with Child	85
18	Percentage Distribution of Parents According to their Educational Qualification	86
19	Percentage Distribution of Parents According to their Occupation	87
20	Percentage Distribution of Parents According to their children's time spend on reading per week.	91
21	Percentage Distribution of Educators According to their Age	95
22	Percentage Distribution of Educators According to their Standard They Teach	96

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

“The man who does not read good books has no advantage over the man who cannot read them.”

- *Mark Twain*

“A reader lives a thousand lives before he dies. The man who never reads lives only one.”

- *George R.R. Martin*

“Learning gives creativity, Creativity leads to thinking, Thinking provides knowledge, Knowledge makes you great ”

- *A.P.J Abdul kalam*

Literature has always been a vital part of human culture and intellectual life. It plays a crucial role in preserving cultural heritage and passing down traditions. The evolution of reading practices is deeply intertwined with the development of literature. Early forms of literature, such as oral epics and religious texts, were transmitted through reading aloud, which played a crucial role in maintaining cultural continuity. The increasing quantity of books and educational reforms, along with the evolution of writing systems, demonstrate the significance of reading for individual development and societal advancement.

1.1 Meaning of Reading and Its Importance

Reading is a complex cognitive process that involves decoding symbols (such as letters and words) to derive meaning from them. It is a fundamental skill that enables individuals to access, understand, interpret, and respond to written language. Reading involves several key components:

Decoding - Decoding is the ability to recognize and interpret the written symbols that represent spoken language. This includes understanding the relationship between letters and sounds, which allows readers to pronounce words correctly.

Comprehension - Comprehension is the process of understanding the meaning of the text. It involves interpreting words, sentences, and paragraphs to grasp the overall message or information being conveyed. Comprehension requires background knowledge, vocabulary, and the ability to infer meaning beyond the literal text.

Fluency - Fluency is the ability to read text accurately, quickly, and with appropriate expression. Fluent readers can recognize words automatically and read smoothly, which aids in better comprehension.

Critical Thinking - Reading often involves analyzing and evaluating the text. Critical thinking in reading allows individuals to question the information, consider different perspectives, and form their own opinions based on the content.

Engagement - Reading also involves an emotional and intellectual engagement with the text. Readers may experience pleasure, curiosity, or empathy as they connect with the material.

Purpose - People read for various purposes, such as gaining information, learning new skills, enjoying a story, or engaging with different perspectives. The purpose of reading often influences the approach and level of engagement with the text.

Active Process - Reading is an active process where the reader interacts with the text. This interaction can include predicting what will happen next, visualizing scenes, making connections to prior knowledge, and summarizing or paraphrasing content.

Reading is essential for personal development, education, communication, and cultural exchange. It enhances vocabulary, improves concentration and memory, and fosters critical thinking skills. **According to Sangkaeo (1999)**, reading expresses the likes and tastes of an individual. Moreover, reading is a gateway to knowledge and understanding of the world, contributing to both individual growth and societal progress.

The development of self-concept and good reading habits can foster an improvement in academic achievement (**Walundari, 2016**).

In essence, reading is not just about recognizing words on a page; it's about making sense of them, connecting them to what we already know, and using that understanding to learn, think, and grow. Reading transfers experiences to readers so that they may expand their horizons, identify, extend, and intensify their interests, and gain a deeper understanding of the world (**Green, 2002**). **According to Bhavishi et al. (2016)**, individuals who read books for an average of 30 minutes per day showed a survival advantage compared to those who did not read books. Reading books may not only introduce some interesting ideas and characters, it may also give more years of reading. Reading can promote empathy, social perception, and emotional intelligence, which are cognitive processes that can lead to the greater survival of individuals.

1.2 History of The Reading Revolution In India

The "reading revolution" in India, can be traced back to the late 19th and early 20th centuries. This period marked a significant increase in literacy rates, the spread of printed materials, and a cultural shift toward reading as a popular activity. Here are some key factors and developments that contributed to this revolution in India:

Colonial Education Policies (19th Century): The British colonial administration introduced formal education systems, which played a crucial role in increasing literacy rates among the Indian population. The introduction of English as a medium of instruction in schools and the establishment of universities in major cities like Calcutta (Kolkata), Bombay (Mumbai), and Madras (Chennai) were significant. https://en.wikipedia.org/wiki/Bengal_Renaissance

Printing Technology and Vernacular Press: The advent of the printing press in India, starting in the 16th century with the Portuguese, and later more widely during the 19th century, revolutionized the availability of books, newspapers, and other reading materials. The establishment of vernacular presses (printing in local languages) significantly

expanded access to reading materials for the Indian population. <https://www.geeksforgeeks.org/trace-the-history-of-print-revolution-in-india>

Rise of Newspapers and Periodicals - The late 19th century saw a surge in the publication of newspapers and periodicals in various Indian languages. Publications like “The Hindu”, “Amrita Bazar Patrika”, and "Kesari” became popular contributing to the spread of literacy and public discourse. This period also saw the rise of nationalist literature, which played a role in the independence movement. <https://pwnlyias.com/upsc-notes/development-of-indian-press>

Social Reform Movements - Social reformers like Raja Ram Mohan Roy, Jyoti Rao Phule, and Ishwar Chandra Vidyasagar promoted literacy and education as tools for social change. Their efforts, combined with the spread of printed materials, helped foster a reading culture among different social groups. https://en.wikipedia.org/wiki/Brahmo_Samaj

Growth of Public Libraries - The establishment of public libraries, reading rooms, and literary societies in the early 20th century further contributed to the reading revolution. These institutions made books and periodicals accessible to a wider audience, including those who could not afford to purchase books. https://www.csirs.org.in/uploads/paper_pdf/growth-and-development-of-library-systems-in-india.pdf

Literary Renaissance - The late 19th and early 20th centuries also witnessed a literary renaissance in various Indian languages, including Bengali, Hindi, Tamil, and Marathi. Writers like Rabindranath Tagore, Bankim Chandra Chattopadhyay, and Prem Chand contributed to the flourishing of modern Indian literature, which reached a broader audience due to the availability of printed books. <https://pariksithsingh.medium.com/the-indian-literary-renaissance-4b34ef9fb1e5>

Post-Independence Expansion (Mid-20th Century) - After India's independence in 1947, the government prioritized education and literacy as key components of nation-building. Initiatives like the National Literacy Mission in the 1980s further accelerated the spread of literacy and reading habits across the country. This historical reading revolution

laid the foundation for the diverse and vibrant literary culture that exists in India today, where both traditional and digital media play significant roles in shaping reading habits.

https://praadisedu.com/upload/education-content/English/10/10_NCERT_Solution/10_Social_Science_History/Ch_07.pdf

Market is flooded with wide variety of reading materials like Books, Magazines, Comics, Newspaper, Tabloids etc., which are classified in various ways.

1.3 Classification of Reading Material

Reading material can be classified in several ways depending on the criteria used. Here are some common methods of classification:

By Genre

- I. Fiction: Literature created from the imagination, including novels, short stories, poetry, and plays.
- II. Non-Fiction: Texts based on facts and real events, including biographies, essays, self-help books, and history books.
- III. Informational Texts: Texts designed to provide facts, such as encyclopedias, manuals, and news articles.
- IV. Persuasive Texts: Texts that aim to convince the reader of a particular viewpoint, such as opinion pieces, advertisements, and editorials.

<https://study.com/academy/lesson/what-is-nonfiction-definition-examples.html>

By Medium

- I. Print Media: Traditional physical formats like books, newspapers, and magazines.
- II. Digital Media: Electronic formats, including eBooks, websites, blogs, and online articles.

- III. Audio/Visual Media: Content that can be read or consumed in audio-visual formats, such as audiobooks, podcasts, and video subtitles.
<https://www.geeksforgeeks.org/types-of-media/>

By Target Audience

- I. Children's Literature: Books and materials designed for young readers, including picture books, early readers, and young adult novels.
- II. Adult Literature- Reading materials intended for adults, ranging from literary fiction to technical manuals.
- III. Professional and Technical Reading: Specialized texts aimed at professionals, such as industry reports, white papers, and technical guides.
<https://www.jennamoreci.com/post/what-s-the-difference-between-young-adult-and-adult-books>

By Purpose

- I. Academic Reading: Texts used for educational or scholarly purposes, such as textbooks, research articles, and academic journals.
- II. Non-Academic Reading: Material read for leisure, entertainment, or general information, including novels, magazines, blogs, and social media.
<https://www.aje.com/arc/academic-vs-nonacademic-writing/>

While academic reading focuses on academic achievements and specific learning outcomes, non-academic reading encompasses a broader spectrum, fostering lifelong learning, creativity, and personal growth. Readers according to their interest, age, occupation prefers reading different types of reading material, reading for enjoyment, relaxation, stress relievers are some of the purposes of reading.

1.4 Types of Non-Academic Reading Materials

Reading materials such as comics, magazines, novels, picture books, story books, kids manuals, religious books, newspapers read by the people outside the formal curriculum are termed as non-academic reading material. Here is a brief overview:

Comics: McCloud (1993) explained comics as an artistic media in which pictures or text and images are organized side by side and in a specific order, according to the unseen art. Comics can be published in a variety of forms, similar to how cinema might be presented as a teaser, a short film, or a full-length film. Comics combine visual elements and text to convey ideas and stories making them engaging and accessible. (Examples: Chanda Mama, Chacha Chaudhary, Vikram Betal and many more.)

Novels: Novels such as Harry Potter, Malungi Days, The Vedas and Upanishads, The Hitopadesha and many more are examples of long-form narratives that provide detailed and extensive stories often consisting of multiple interconnected plots. Novels have many positive impacts such as in terms of language it helps to develop language and vocabulary. Similarly, in terms of emotions it helps to develop emotional intelligence **Rachmijati and Anggraeni, (2019)**.

Magazines: Monthly magazines such as Chompak, Chitralkha, and Amar Chitra Katha, feature a diverse collection of essays, articles, and stories that cater to a wide range of interests. <https://www.delhipress.in/subscribe/chompak-english>

Picture books/ Story books: According to Mitchell (2003), “Picture storybooks are books in which the picture and text are tightly intertwined. Neither the pictures nor the words are self-sufficient; they need each other to tell the story”. This indicates that a picture story book is a typical book of images and words that do not stand alone, but depend on each other to become a unified story.

Newspapers: Newspapers are periodical publications containing written information about current events, views, features, and other information of public interest and advertising. They are usually issued daily, weekly, or at other regular times. Newspapers are published for different areas of interest (health, education, agriculture) or for specific target groups. Such as children’s newspapers which present news and information in a format suitable for young readers. (Examples: Bal Bhaskar, Zangmag, Kid’s World, Robin Age, Kids Age and many more.)

<https://dbmag.in/>, <https://www.gujaratsamachar.com/magazine/zangmag/1>

<https://www.robinage.com/>, <https://kidsage.in/kids-magazine-subscribe/>

Religious Book: According to Smith (2010), “Religious books serve as a bridge between divine teachings and human understanding. They provide moral guidance, spiritual wisdom, and a sense of purpose to believers.” This suggests that religious books are not merely texts but sacred scriptures that connect individuals with their faith, offering ethical principles and spiritual enlightenment.

The preference of reading varies as one crosses different life stages. Below is the description about stages of life and reading preferences.

1.5 Stages of Reading Preference from Childhood to Adulthood

Reading preferences evolve across different life stages, reflecting cognitive development, emotional growth, and changing interests. In early childhood, picture books with simple narratives, rhythmic language, and vibrant illustrations help build vocabulary and comprehension. As children enter middle childhood, they gravitate toward chapter books, fantasy, and adventure stories that expand their imagination and introduce more complex plots. In adolescence, readers often explore young adult (YA) fiction, featuring themes of identity, relationships, and self-discovery, alongside nonfiction topics of personal interest. College-aged and early adult readers may transition to literary fiction, thought-provoking nonfiction, and academic texts that align with their professional aspirations or philosophical interests. In adulthood, reading preferences diversify, encompassing genres such as historical fiction, biographies, self-improvement, and even nostalgic childhood favorites. Finally, in later adulthood, many prefer reflective, slower-paced narratives, memoirs, or books that provide comfort and wisdom, often revisiting classics or exploring new perspectives on familiar themes.

<https://www.ibsafoundation.org/en/blog/the-power-of-reading-aloud-in-the-cognitive-and-emotional-development-of-children>,<https://www.cam.ac.uk/research/news/reading-for-pleasure-early-in-childhood-linked-to-better-cognitive-performance-and-mental-wellbeing>,
<https://www.readabilitytutor.com/benefits-of-reading/>,
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8482376/>

Stage of life cycle	Age	Level of Formal Schooling	Stage Preference	Reading Preferences
Early Childhood	3-6 years	Pre-School	Oral storytelling and illustrated books	Colorful, illustrated books
Foundation Stage Children	6-8 years	Standard 1 st and 2 nd	Independent reading	Simple stories, traditional tales
Preparatory Stage Children	8-11 years	Standard 3 rd and 5 th	Exploring more diverse genres and slightly longer texts.	Comics such as Tinkle and Chacha Chaudhary
Middle School Stage Children	11-14 years	Standard 6 th and 8 th	Complex narratives and develop specific genre preferences	Adventure, Series, Historical Fiction Stories, Science Fiction and Mystery
Secondary Stage Children	14-18 years	Standard 9 th and 12 th	More sophisticated, often reflecting personal interests, academic pressures, and cultural identity.	Indian romance novels, Realistic Fiction biographies of Indian leaders, motivational books.

Higher Education Students	18-25 years	University Students	Diversify as individuals explore both Indian and global literature, balancing academic needs with personal interests.	Modern Indian life, urbanization, complexities of relationships, Spiritual and Philosophical Classic Indian Literature, Political and Social Commentaries
Adulthood	25+ years	-	Career demands, personal growth, and a desire to stay informed and entertained.	Professional growth, business management, and industry-specific knowledge
Late Adulthood	50+ years	-	Reflection, nostalgia, and cultural roots.	Freedom fighters, spiritual leaders, and cultural icons.

<https://www.statista.com/statistics/1051903/india-duration-since-youth-read-a-book-outside-curriculum-by-gender/Statista>,

<https://www.hindustantimes.com/mumbai-news/32-children-read-24-books-a-year-reveals-report/story-brlMDyxQK4MobQZsZ6DivJ.htmlHindustan Times>,

<https://journals.ala.org/rusq/article/view/3319/3535>

In India, reading preferences are deeply influenced by the country’s multilingual landscape, diverse cultural heritage, and rapidly changing socio-economic conditions. The availability of regional language literature, the impact of Indian cinema and television, and the rise of digital media also play significant roles in shaping what people choose to read at different stages of their lives.

Looking to various advantages of reading may it be academic or non-academic, fictional or non-fictional, Government of Gujarat has taken a pioneering reading initiative, “ Vaache Gujarat.”

1.6 Vaache Gujarat: A Pioneering Reading Initiative

Vaache Gujarat is a pioneering initiative launched by the Government of Gujarat, India, in collaboration with the Gujarat State Literacy Mission. The initiative aims to cultivate a society where reading becomes an integral habit, especially among children, fostering knowledge, skills, and values that contribute to informed and responsible citizenship.

The vision of Vaache Gujarat is to create a society where reading becomes a daily habit, fostering informed and responsible citizens. The mission is to promote daily reading habits among students, nurture a love for reading, and enhance language skills, critical thinking, and overall academic performance.

The initiative is built on five primary objectives:

1. Introducing a daily reading period of 20 minutes in schools.
2. Encouraging students to read books beyond their academic curriculum.
3. Improving language skills and critical thinking abilities.
4. Fostering a lifelong love for reading among students.
5. Expanding the initiative to colleges and higher education institutions.

Key Features

To achieve its objectives, Vaache Gujarat incorporates several key features:

- **Mandatory Reading Period:** Schools implement a daily 20-minute reading session.
- **Diverse Reading Materials:** Emphasis on reading beyond textbooks, including storybooks, newspapers, and magazines.

- **Critical Thinking & Discussion:** Encouragement of analytical thinking and discussion-based learning.
- **Community Involvement:** Active participation from teachers, parents, and local communities to support reading habits.
- **Continuous Monitoring:** Regular assessments to track progress and effectiveness of the program.

Implementation Strategies

The success of Vaache Gujarat depends on the following strategies:

- **Teacher Training:** Workshops and training programs for educators to foster effective reading habits.
- **Distribution of Reading Materials:** Provision of books, magazines, and other reading resources to schools.
- **Establishment of Libraries & Reading Corners:** Schools are encouraged to develop dedicated spaces for reading.
- **Book Clubs & Discussions:** Formation of reading clubs to promote peer-to-peer engagement and discussions.
- **Monitoring & Evaluation:** Regular evaluations to assess the program's impact on students' reading habits.

Since its launch in 2020, Vaache Gujarat is expected to bring significant benefits to students and society at large:

- Improved language skills and academic performance.
- Increased love for reading and learning.
- Enhanced critical thinking and analytical abilities.

- Reduced dropout rates due to improved engagement in education.
- Creation of a reading culture within schools and the broader community.

Vaache Gujarat demonstrates the Government of Gujarat's commitment to literacy and education, recognizing the pivotal role of reading in shaping informed, responsible, and empowered citizens. By fostering a culture of reading, the initiative aims to transform the educational landscape in Gujarat and inspire similar efforts across India.

<https://timesofindia.indiatimes.com/city/ahmedabad/schools-to-have-separate-reading-period-every-day/articleshow/112387659.cms>

To study how much our school students read in a digital era, where social media has captured their mind and heart, it is imperative to understand the reading behaviour and preferences of school students. The present study was undertaken to redesign various questions:

Q.1. Do middle school children read non-academic material in their free time?

Q.2. What types of non-academic materials do middle school children prefer to read in their free time?

Q.4. Do middle school children utilize the knowledge and information they receive from non-academic reading materials?

Q. 5 What is the opinion of parents and educators regarding the role of non-academic reading materials in inculcating reading habits among school children?

Q.6. Is there any correlation between children's non-academic reading preferences and academic achievements?

To explore the answers to the above questions it was decided to undertake a study as follows-

1.7 Statement of The Problem

“A study on non-academic reading preference among middle school children of Vadodara city in the era of digital media revolution”

1.8 Justification of The Study

In the digital era, where technology has become an integral part of daily life, studying the reading preferences of middle school children is crucial. The advent of digital media has significantly transformed how children consume information, influencing their reading habits, cognitive development, and overall literacy patterns. As more children shift from traditional reading materials to digital platforms, understanding these changes becomes essential for educators, parents, and policymakers to make informed decisions regarding educational strategies and literacy promotion.

One of the primary reasons for conducting this study is to analyse how digital media impacts children’s reading habits. With the growing availability of digital formats such as e-books, online articles, and interactive reading applications, children are increasingly drawn toward shorter, visually engaging content. This shift has implications for their ability to engage with long-form texts, which are crucial for critical thinking and comprehension skills. By understanding these patterns, educators can adapt their teaching methods to better align with students’ reading behaviours while ensuring that they do not lose the ability to focus on extensive reading.

Another significant concern is the effect of digital reading on children’s attention spans and cognitive abilities. Digital media is characterized by bite-sized content, rapid information consumption, and constant distractions, which may impact children’s ability to concentrate on longer texts. Investigating these aspects can provide valuable insights into how digital media affects cognitive development, helping educators design interventions that foster better reading engagement and critical thinking skills.

Additionally, studying reading preferences is essential for tailoring educational approaches to students’ needs. As education increasingly incorporates digital tools, it is vital to ensure that the content provided is both engaging and educationally effective. By

understanding children's reading preferences, educators can design curriculum materials that balance traditional and digital reading experiences, promoting a holistic approach to literacy development.

This study is important for literacy promotion beyond education. Identifying the types of content that interest middle schoolers can help develop strategies to encourage reading habits that extend beyond academic requirements. A balanced reading diet—incorporating both digital and traditional books—is essential for cognitive and emotional development. Without such balance, children may lose exposure to long-form reading, reducing their ability to engage deeply with texts and limiting their exposure to diverse literary genres.

Cultural and social influences also play a crucial role in shaping reading habits. As children increasingly consume globalized digital content, there is a risk of diminished exposure to Indigenous literature and folklore. Understanding their reading preferences can help develop strategies to promote culturally relevant content, ensuring that children connect with their heritage while adapting to modern reading trends.

The study also addresses the issue of information overload, a prevalent concern in the digital age. Children are exposed to vast amounts of information, often without guidance on how to navigate it effectively. Understanding their reading behaviours can help develop strategies for improving digital literacy, ensuring that children can critically analyse and filter the content they consume.

Mental health is another critical factor linked to reading preferences. Excessive digital media consumption can expose children to harmful content, leading to potential psychological impacts such as anxiety and decreased attention span. By analysing reading preferences, this study can help identify risks and promote content that supports children's emotional well-being.

Furthermore, this study is relevant in the context of lifelong learning. Encouraging strong reading habits from an early age lays the foundation for continuous learning, shaping children's intellectual growth into adulthood. Parents also play a crucial role in guiding

children's reading habits, and understanding their preferences can help foster a balanced approach between traditional and digital reading materials.

From a policy perspective, the findings of this study can provide valuable insights for developing educational guidelines that support literacy in the digital age. Policymakers can use this data to implement initiatives that ensure students receive a well-rounded reading experience that prepares them for the evolving demands of the modern world.

In conclusion, studying the reading preferences of middle school children in the era of the digital media revolution is essential to understanding how technological advancements are shaping literacy patterns. This research will contribute to developing effective educational strategies, promoting cognitive development, addressing mental health concerns, and ensuring that children are equipped with the necessary skills to navigate a rapidly changing information landscape.

1.9 Justification of the Sample

Middle school students were selected as the sample for this study because they are at a crucial stage of cognitive, social, and emotional development, making their reading habits particularly significant. This age group, typically ranging from 11 to 14 years old, is transitioning from childhood to adolescence, a period where reading preferences are actively shaped by external influences, including technology, peer interactions, and educational exposure. Understanding how reading behaviour impacts their reading choices can provide valuable insights into their learning patterns, attention spans, and their engagement with non-academic content.

At this stage, children begin to develop independent reading habits, exploring content beyond what is mandated in school curricula. They are increasingly exposed to digital platforms such as social media, e-books, online articles, and interactive content, which compete with traditional reading materials. Investigating their preferences helps in identifying whether they are engaging in meaningful reading experiences or shifting toward fragmented, bite-sized content that may affect their comprehension and critical thinking skills.

Moreover, middle school is a foundational period for academic success. Strong reading habits developed at this stage lay the groundwork for future learning, influencing performance in high school and beyond. By focusing on this age group, the study can contribute to the development of targeted educational strategies that encourage a balanced approach to reading, integrating both digital and traditional materials effectively.

Another reason for selecting middle school students is their increasing autonomy in choosing what they read. Unlike younger children, who are largely guided by parents and teachers in their reading selections, middle schoolers start making independent choices, influenced by trends, peer recommendations, and digital accessibility. Understanding these choices allows researchers to assess whether digital media is enhancing or limiting their exposure to diverse reading materials, including literature, nonfiction, and culturally relevant texts.

Additionally, this stage is a critical period for developing digital literacy skills. As students navigate an overwhelming amount of online content, it is essential to understand how they process and filter information. Examining their reading preferences can help educators and parents guide them toward healthy media consumption habits, preventing issues like information overload, reduced attention spans, and exposure to inappropriate content.

In conclusion, middle school students represent an ideal sample for this study because their reading habits are in flux, heavily influenced by digital advancements and social changes. Studying this group provides an opportunity to understand how digital media shapes literacy development, cognitive skills, and long-term learning behaviours, ultimately helping educators, parents, and policymakers create effective interventions that support reading in the digital age.

1.10 Justification of The Variables

1.10.1 Gender

Boys and girls exhibit physiological, psychological, and social differences that may influence their reading behaviour. Research suggests girls often prefer reading emotionally

engaging stories, such as fiction or narratives centred on relationships and personal experiences. In contrast, boys may be more inclined toward nonfiction, adventure, or action-orientated books.

Additionally, studies indicate that girls tend to engage in reading more frequently than boys. Social and cultural stereotypes may also play a role in shaping reading preferences. Boys are sometimes discouraged from reading materials perceived as “feminine,” such as romance or drama, while girls may face similar biases regarding “masculine” content like science fiction or technical subjects.

Given these differences, gender was chosen as an independent variable in this study to understand its impact on the reading behaviour of middle school students. Analysing gender-based variations can provide insights into how reading habits develop and inform strategies to encourage balanced and diverse reading practices among students

1.10.2 Academic Achievement

Academic performance is closely linked to reading proficiency. Reading habits are often cultivated from childhood and continue into adulthood. A well-read student tends to have a broader knowledge base, a deeper understanding of various subjects, and improved cognitive skills, which contribute to better academic outcomes.

Students who engage in regular reading, particularly of diverse and meaningful content, may develop stronger comprehension skills, critical thinking abilities, and a habit of lifelong learning, all of which are essential for academic success. Conversely, those with poor reading habits may struggle with academic tasks that require extensive reading, comprehension, and analysis.

For this study, middle school students were selected to explore whether academic achievement (measured through examination scores) correlates with their reading behaviour. Investigating this relationship can provide valuable insights into whether students who score higher academically also exhibit more frequent and diverse reading habits. The findings of this study could help integrate non-academic reading materials into the curriculum, fostering better reading habits and overall academic growth

1.10.3 Class of the Study

The class level (6th, 7th, or 8th standard) is included to examine how reading preferences and awareness evolve as students' progress through middle school. The reasoning behind this variable is that reading habits, comprehension abilities, and exposure to different genres of non-academic materials often change with age and academic development.

- **6th Standard Students:** At this stage, students are still transitioning from primary education and may prefer simpler, visually appealing materials such as comics, picture books, and short stories. Their reading choices might be influenced by school libraries, teachers, and parents.
- **7th Standard Students:** These students are likely to have broader reading interests, exploring chapter books, novels, and age-appropriate magazines. They may also begin to develop independent reading preferences, selecting materials based on personal interests rather than school requirements.
- **8th Standard Students:** As they near the end of middle school, students may engage with more complex texts, including biographies, science fiction, fantasy novels, newspapers, and online articles. They are also more likely to be influenced by peer recommendations and digital media.

By studying different grade levels, the research can identify trends in how reading habits shift over time and determine at what stage students show the highest or lowest engagement with non-academic reading. This information is valuable for designing age-appropriate reading initiatives that sustain students' interest in reading throughout middle school.

1.11 Justification in Context to The Department of Extension and Communication

Children's engagement with non-academic activities is rapidly evolving with the outer world through social media exposure. This study on non-academic reading preferences among middle school children in Vadodara city comes at a crucial time when

digital media is reshaping how young minds interact, learn, and spend their free time. The findings from this research will be beneficial to the Department of Extension and Communication and the community in several ways.

1. Understanding Changing Interests in the Digital Age- Children's participation in extracurricular activities, such as sports, arts, social interactions, and reading, is shifting with the growing influence of digital platforms. This study will help the department understand whether traditional interests are being replaced, modified, or blended with digital-based activities.

2. Adapting Extension Strategies for Holistic Child Development department's core focus is on communication and outreach. By understanding children's non-academic reading preferences, we can develop more relevant and engaging programs that align with their evolving interests. This could include integrating interesting reading material into non-formal extension education classes to make learning and engagement more effective.

3. Bridging the Gap between Digital and Traditional Activities- While digital media offers many opportunities, excessive screen time can impact physical activity, creativity, and social skills. This research will help educators, parents, and policymakers find a balance, ensuring that digital engagement complements rather than replaces traditional activities. For example, listening to a story from elders or family members is preferable to watching one on social media.

4. Strengthening Communication Strategies for Youth Engagement- If today's middle school children prefer YouTube, gaming, or social media over books and outdoor play, our communication methods must evolve accordingly. The study's insights will assist in designing age-appropriate messages and content strategies that resonate with young learners.

5. Enhancing Research and Academic Contributions- The study will add valuable data to the fields of development communication, child psychology, and digital media studies. It will provide real-world case studies for students and faculty, enriching classroom discussions and inspiring further research in the department.

6. Informing Community and Parental Guidance Initiatives, shedding light on how digital media influences children’s non-academic choices, the study can contribute to community awareness programs. Schools and parents can use these insights to encourage a balanced approach to leisure activities, ensuring that children benefit from both traditional and digital experiences.

This research is not just about understanding what children do in their free time—it is about equipping educators, parents, and policymakers with the knowledge to create meaningful, balanced, and engaging developmental opportunities for young learners. The Government of Gujarat initiated a meaningful scheme initiative in Gujarat called “*Vaache Gujarat*” under which reading in the school libraries was promoted. This study aims to provide feedback on whether schools encourage students to read from the library, established on their premises. For the Department of Extension and Communication, this study will serve as a foundation for more relevant and impactful programs in the ever-evolving landscape of digital influence.

1.12 Objectives of the Study

1. To study the demographic profile of middle school students studying in selected schools of Vadodara City.
2. To study the non-academic reading behavior of middle school students in terms of
 - a. Types
 - b. Frequency
 - c. Duration
3. To study the relationship between student’s non- academic reading behavior and academic achievements.
4. To study the difference between reading behavior of middle school student with respect to gender and class of study.
5. To find out the reading preferences for non-academic materials among middle school students.
6. To identify the factors that influence the reading behavior of middle school students.

7. To study the reason for reading non-academic material among middle school students.
8. To study the perception of parents and educators regarding the significance of non-academic reading materials for middle school students.

1.13 Null Hypotheses of the Study

1. There will be no significant relationship between students' non-academic reading behavior and their academic achievements.
2. There will be no significant differences between the non-academic reading behavior of students and their gender.
3. There will be no significant differences between the non-academic reading behavior of the students and their class of study.

1.14 Assumptions of the Study

1. Middle school students engage in non-academic material.
2. Middle school students may vary in frequency, duration and type of reading non-academic readings.
3. Non-academic reading behavior of middle school students may vary according to their gender and class of study.
4. There are specific reasons for selected students in middle schools in Vadodara city to read non-academic readings.
5. There are various factors that affect students' non-academic reading behavior of middle school students.
6. Parents and educators have a perception of the non-academic reading material among their children and students, respectively.

1.15 Delimitations of the Study

1. The study is delimited to the middle school students studying in selected schools in Vadodara city.
2. The study is delimited to pupils of 6th to 8th standard.

3. The study is delimited to non-academic reading behavior and preferences of middle school children.

1.16 Operational Definitions

Non-academic reading material: Non-academic reading material in this study refers to written material that is not primarily used for academic or academic purposes. It is aimed at general readers, entertainment, information or personal development of readers.

Reading behavior: Reading behavior refers to how a student uses reading material in the classroom daily. The assessment is based on three key indicators: the type of reading material, the frequency of reading and the reading duration.

Reading preferences: In this study, reading preferences refer to specific ways in which middle school students choose and engage in non-academic learning materials in language preferences and format.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

Reading is one of the most important essential skills in today's world , as it enhances knowledge, critical thinking , expression , and vocabulary. The rapid shift to digital platforms has significantly influenced how students engage with reading materials. Academic reading has always played a key role in student learning within formal settings. Meanwhile, non-academic reading contributes to personal growth, entertainment, and stress relief. It stimulates imagination, enriches vocabulary, and fosters creativity. With the growing use of digital media, young people today have access to a diverse range of reading formats and platforms , including e-books, audiobooks, websites, blogs, social media, and digital libraries. The present study is about middle school children and their reading behaviour and habits of non-academic reading material. This chapter on review of literature describes in brief about similar studies done in the past.

i. Literature search

The researcher conducted a literature search using the following databases:

The databases like Google Scholar, ResearchGate, ERIC, Consensus AI, and ACADEMIA were used to find the relevant articles. Additionally, manual search techniques, such as hand searching, were also carried out to find the relevant article. A record of each search was maintained manually and included details viz. database searched, search terms used/keywords, number of references, title, abstract, and search result.

ii. Keywords used for literature search

Non-academic reading material, Middle school students, Age group 11-15 years, Reading behaviour , Reading habits , Reading preference, Parents , Children, School students , Educators.

iii. Criteria for selection of studies

- **Inclusion Criteria**

The inclusion criteria were determined based on the following three categories:

Type of Study: Surveys and quantitative studies published in the English language between 2001 and 2024 were included.

Types of Participants: Students (both male and female) studying in the middle school (grades 6–8), as well as parents and educators of these students, were included in the study.

Source of Information: Empirical studies published in authentic and recognised sources or databases.

Type of Outcome Measures: Both primary and secondary outcomes were included; main and sub outcomes were included, such as the reading behaviour and reading preference of the middle school student regarding non-academic reading material, factors influencing non-academic reading, and the perception of the educators and parents.

- **Exclusion Criteria**

The exclusion criteria were based on the following criteria:

- Empirical studies that were not available in full text
- Studies with incomplete details (example., missing year, author name, or critical study features) are necessary for a full review.

This chapter has been divided into the following section:

2.1 Researches conducted in India.

2.1.1 Reading Behaviour of Middle School Students for Non-Academic Material

2.1.2 Perception of Parents / Educators for Non-Academic Reading Habits among Middle School Students

2.2 Researches conducted abroad.

2.2.1 Reading Behaviour of Middle School Students for Non-Academic Material

2.2.2 Perception of Parents / Educators for Non-Academic Reading Habits among Middle School Students

2.3 Trend Analysis

2.4 Research Gap

2.5 Conclusion

2.1 Researches conducted in India.

2.1.1 Reading Behaviour of Middle School Students for Non-Academic Material.

The study conducted by **Mehadevappa and Mohanty (2024)** aimed to examine the reading habits of students and their impact on academic performance at the secondary school level in Prakasam District. The research employed a descriptive survey method, with a sample size of 200 students drawn from secondary schools. The sampling method used was stratified random sampling, ensuring representation across gender, school management type, and locality.

- The findings revealed that 61.25% of students had positive perceptions of reading habits.
- Gender differences were observed, with female students (80.10%) showing a more positive perception than male students (74.24%).
- Differences based on school management type indicated that government school students (85.50%) had better reading habits than those in municipal (71.00%) and private schools (75.55%).
- Rural students (85.63%) showed higher engagement in reading compared to urban students (73.54%). However, there were no significant differences based on medium of instruction, parental qualification, or parental income.

Vanitha (2023) conducted a study titled "A Study on Inculcating Reading Habits among Students of Government First Grade Colleges of Chikkaballapur District." The objective of the study was to assess the reading habits of students in government first-grade colleges in Chikkaballapur district and explore strategies to encourage reading. The study involved a sample size that was not explicitly mentioned in the document. Additionally, the sampling method was not clearly stated. The findings of the study revealed that 60% of students preferred reading printed books, while 40% engaged in digital reading. Furthermore, 70% of students read academic materials regularly, whereas 30% read for leisure purposes.

Arunima and Devi (2022) surveyed the reading practices of tribal pupils at a CBSE School, Thiruvananthapuram, India. The aim of the study was to determine students' reading behaviour, favourite reading materials, language choice, and reading impediments. The stratified random sampling technique was used to obtain data from

160 tribal pupils using a standard questionnaire, whose responses were subjected to SPSS analysis.

- Findings revealed that though 97.5 percent of students read books outside textbooks, 13.13 percent read frequently and 85.63 percent read seldomly.
- In terms of daily reading hours, 50.63 percent read for less than an hour, 35 percent read for 1–2 hours, and 14.37 percent read for over two hours.
- The most preferred reading language was Malayalam (54.37%), followed by English (36.88%).
- Library use in the school was significant, with 98.13% students having used it. The main reason for reading was gaining information (60.62%), then leisure (19.38%).
- In the format of reading, 48.13% enjoyed both digital and print media, with the most popular device being smartphones (70.18%).
- The most prevalent obstacles to reading were spending time with friends (36.25%) and too much schoolwork (38.13%).

2.1.2 Perception of Parents for Non-Academic Reading Habits among Middle School Students.

Desale et al. (2017) conducted a study to explore parents' attitudes towards their children's reading, their efforts to foster reading habits, and the challenges they faced. Using surveys and Focus Group Discussions (FGDs) with 24 parents from Marathi medium schools in Nashik district, the study revealed that all the parents (100%) strongly agreed with the importance of pleasure reading for their children. The parents reported that pleasure reading is essential for knowledge acquisition (79.20%), overall development and knowledge growth (25%) of children, provide ideas to parents about children's specific area interests (20.8%), helpful in developing children's language skills and creative thinking (16.7%), and mental growth (8.3%) of children.

- The findings further revealed that all the parents were aware of their children's reading preferences. Among them, 41.70 percent of parents said that their children prefer reading historical or biographical books; 33.30 percent and 20.8 percent noted that their children read fantasy, including superhero stories or magic tales and science fiction books, respectively.

- Only some of the parents said that their children read sports-related books (8.3%) and only read daily newspapers (8.3%).
- The activities conducted by parents to inculcate reading habits among children were visiting public libraries (37.5%), purchasing pleasure reading books (33.3%), visiting book exhibitions (29.2%), attending expert lectures on books and reading (29.2%), and reading with children (20.8%).
- All the parents (100%) agreed that there were four main challenges they faced with respect to reading habits in their children, viz., children's excessive internet usage, time constraints of both children and parents, children's dislike of reading in general, and parent's incognizance about which books should be read by their children.
- The majority of the parents (79.2%) reported that their children's school did not have sufficient library facilities.
- The remaining parents (20.8%) said that their children had a school library, but they complained that the books in the library were not interesting.

The study shows that parents value pleasure reading for their children's development and are aware of their reading preferences, especially for historical and fantasy genres. They engage in activities like visiting libraries to encourage reading. However, challenges such as excessive internet use, time constraints, and inadequate school library facilities hinder this effort. Addressing these issues is crucial for improving children's reading habits.

2.2 Researches conducted in Abroad

2.2.1 Reading Behaviour of Middle School Student for Non-Academic Material

Baharuddin et al. (2021) study aimed to examine the reading habits of students across various educational levels and geographical regions. The primary objective was to investigate the factors influencing students' reading preferences, including the type of materials they engage with, the frequency of reading, and the impact of environmental and socio-demographic factors on their reading behaviours.

The study employed a comparative research design using a survey methodology to collect quantitative data. Structured questionnaires were distributed to secondary and

tertiary students across different countries, including Malaysia, the United States, India, Vietnam, Sri Lanka, and Nigeria.

- The findings revealed diverse reading habits among students from different regions. At Koforidua Polytechnic in Ghana, 62% of students primarily read lecture notes, 25% preferred textbooks, 10% engaged with other materials, and only 3% read novels.
- In contrast, 89.7% of Turkish high school students preferred novels, 70.2% read magazines, and 66.5% engaged with online content. Similarly, 59.6% of Vietnamese students favoured fiction, while 44.8% of Malaysian students preferred digital reading materials over print.
- The study also highlighted gender differences, showing that female students read more frequently and for longer durations than male students. Additionally, students from higher socio-economic backgrounds exhibited stronger engagement with reading activities.

The study concluded that while reading remains essential for academic success, there is a noticeable shift toward digital reading platforms. The findings emphasize the need to develop reading strategies that integrate both print and digital materials to sustain students' reading engagement. The study recommends that educational policymakers, teachers, and parents implement targeted initiatives to foster deeper reading habits, ensuring students develop comprehensive literacy skills in an evolving digital landscape.

Chairanissa and Wirza (2019) carried out a study to examine the reading behavior of junior high school students in West Bandung Regency, Indonesia. The study was intended to examine students' reading behavior, interests, and reading attitudes, especially in Indonesian and English. The qualitative case study method was employed, and data were gathered using classroom observations, questionnaires, interviews, and document analysis. The sample comprised ten seventh-grade students from a public junior high school. Results showed that the students had a low reading habit, with 40 percent having less than one hour of daily reading and another 40 percent reading for just 1-2 hours. Rather, 40 percent preferred watching TV during their free time, while 30 percent were involved in reading. Most of them (70%) preferred reading novels, with most of them being in Indonesian (80%), while no student liked reading in English.

The research also indicated students' reading anxiety, as 80 percent required support in English reading and 40 percent were unable to understand English texts.

Saleh and Sultan (2019) conducted a study using a quantitative approach to examine the reading behaviour of middle school students in South Sulawesi and West Sulawesi, focusing on gender differences. The study involved 341 students (200 females and 141 males) from Makassar, Soppeng, Tana Toraja, and Majene. The data were collected using a questionnaire, which included personal information and statements about reading behaviour. The instrument, adapted from Mansor et al. (2013), covered five indicators of reading behaviour: types of reading materials, efforts to obtain materials, time spent reading, values related to reading habits, and post-reading behaviour. The questionnaire consisted of closed-ended questions with answer choices weighted from 1 to 4. Data were analysed using quantitative techniques, including t-tests, to assess the differences in reading behaviours between genders. The findings of the study revealed that:

- There was a significant difference in the reading behaviour of male and female students. The reading sources accessed by middle school students consisted of both fiction and non-fiction reading.
- Male students generally preferred to read about sports and horror-themed reading, while female students preferred friendship, romance, art, and lifestyle-themed reading.
- Further findings revealed that female students had a higher average score (24.10) compared to male students (23.05) regarding the values they associate with reading activities.
- These values reflect perceptions of reading as fun, boring, important, or time-consuming among the students. Female students scored higher on post-reading habits; in general, the female students showed more positive reading habits than male students with an average of 32.03, while male students scored 29.84.
- The female students showed a harder effort than male students to find the reading material, with average scores of 19.47 and 18.45, respectively. The effort here was accessing the internet for downloading digital reading materials.

The study, conducted by **Aydin et al. (2018)**, aimed to determine the reading preferences of middle school students, focusing on their interests to enhance their love

for reading. The sample included 100 participants, with 25 middle school students from each grade (5th to 8th). For data collection, a qualitative research method was adopted, and interviews were made with the respondents. It was found that 45 percent of middle school students read novels, followed by stories (39%), fairy tales (6%), travel texts (4%), and scientific books (3%). Very few of them (1%) read text from encyclopaedias and comics. Furthermore, few middle school students believe that the type of text (whether novel, comics, travel texts, etc.) does not make any difference in their reading.

- Findings further revealed that the majority of middle school students (73%) prefer printed text to reading, and few of them (27%) prefer screen reading. Concerning time spent per day in reading, nearly half of respondents (45%) were spending time between 30 and 60 minutes per day, followed by time spent 1-2 hours (41%), 2-3 hours (8.00%), and 4-5 hours (2.00%) per day.
- Only very few of them (2%) never read, and 1 percent were reading for less than 30 minutes in a day.
- Furthermore, 93 percent of the middle school students read silently, and the remaining 6 percent read aloud. Middle school students show a strong preference for printed texts, particularly novels and stories, and most dedicate significant time to reading each day. Their inclination toward silent reading underscores the importance of providing quiet spaces for exploration. Recognising these preferences is essential for fostering a love for reading among students.

Bal (2018) conducted a study to examine the in-school and out-of-school reading and writing experiences of middle school students, particularly focusing on their engagement with Wattpad. The objective was to explore how digital platforms influence students' reading and writing habits and whether a connection exists between in-school and out-of-school literacy activities. The study employed a qualitative phenomenological research design with a sample of 12 middle school students (8 female, 4 male) in grade 6. Participants were selected using criterion sampling, ensuring they were active Wattpad users. Data were collected over 16 weeks through surveys, semi-structured interviews, student diaries, and content analysis of their Wattpad reading and writing activities. Findings revealed that most students had negative perceptions of in-school reading and writing, describing them as restrictive,

compulsory, and uninspiring. In contrast, out-of-school reading and writing on Wattpad were associated with freedom, enjoyment, and self-expression. Students preferred diverse digital content, such as adventure, romance, and fantasy stories, and engaged actively in writing based on personal experiences. The study also indicated that 75 percent of participants did not perceive a relationship between their in-school and out-of-school literacy experiences.

Ro and Chen (2014) conducted a study to examine the pleasure reading behaviour and attitudes of non-academic English-as-a-Second-Language (ESL) learners, replicating Crawford Camiciottoli's (2001) research on academic English-as-a-Foreign-Language (EFL) students. The study aimed to investigate the frequency of L2 reading, learners' attitudes toward reading, factors limiting reading habits, reasons for reading, and variables influencing reading behaviour. The sample was 60 high-level non-academic ESL students from various language backgrounds, taking a Community English Program in the US. The research involved a survey-based quantitative method, employing a CAMICIOTTOLI version (2001) questionnaire and descriptive statistics and multiple regression analyses for data analysis. Findings revealed that 45 percent of participants had high reading frequency with positive attitudes, while 17 percent had low reading frequency but still maintained positive attitudes. Unlike Camiciottoli's study, which found a weak correlation between reading attitudes and frequency, this study showed that participants with positive attitudes tended to read more frequently. The most frequent cause of restricted reading was insufficient time (30.6%), whereas the primary stimulus for reading was its perceived utility (29.8%) and enjoyment (26.4%). Furthermore, regression analysis showed that first-language (L1) reading behaviour had a significant effect on L2 reading frequency ($p < .05$), and age was negatively related to reading involvement.

Barry (2013) conducted a study to identify the reading preferences and reading perceptions of eighth grade urban students. The investigator used the Adolescent Motivation to Read Profile Reading Survey (AMRP), developed by Pitcher et. al. (2007), for data collection. The reading preferences of the students for different kinds of reading materials revealed that scary books were most preferred by urban female students, followed by funny novels, fiction novels, series, magazines about people, and adventure novels. Information books about science and math were the least preferred

reading material among these female students. On the other hand, cartoons, comics, or graphic novels were preferred genres among urban male students, followed by novels (funny), series books, books or magazines about sports, adventure novels, and scary novels. Poetry books and information books about math were the least preferred genres among the male students. The study reveals that urban eighth grade males are more confident in their reading abilities but less interested in reading than females. These insights emphasise the importance of aligning reading materials with students' interests to boost engagement.

Pfost, Dörfler, and Artelt (2013) conducted a study examining the impact of extracurricular reading behaviour on the development of vocabulary and reading comprehension. The study aimed to analyse the relationship between different types of reading materials—traditional print and digital formats—and their influence on students' literacy. The researchers also investigated whether distinct reading patterns could be identified among students. The study utilized data from 1,226 secondary school students in Germany, drawn from the Bamberg BiKS longitudinal study. The sample included students from different academic tracks, with a nearly equal gender distribution and a small percentage (13.9%) from immigrant backgrounds. A quantitative research design was employed, using surveys to measure students' extracurricular reading habits, vocabulary, and reading comprehension. The analysis included regression modelling and latent class analysis to classify students into distinct reading behaviour profiles. Findings revealed that traditional book reading had a significant positive effect on reading comprehension and vocabulary. Specifically, students who frequently read novels, stories, or tales showed higher reading achievement, with a notable increase in vocabulary scores ($\beta = 0.098$, $p < .01$). In contrast, online activities such as reading emails and participating in online chats correlated negatively with reading performance ($\beta = -0.070$, $p < .01$). The study also identified five distinct reading profiles, with students classified as “traditional print readers” performing better than those who were “print-avoidant readers” or “online readers.”

A study on the factors influencing reading interests, leisure reading habits, and academic achievements of middle school students was conducted by **Smith (2009)**. The study was undertaken through a quantitative survey method. The sample of the study

consisted of an entire school population (479 students) at Piedmont North Carolina Middle School, but only one hundred and two surveys were returned, yielding a response rate of 21 percent. The findings indicated that:

- Only 36.30 percent of middle school students enjoy reading in their leisure time.
- More than half of the middle school students read fiction and nonfiction materials because they had nothing else to do (57.80%) or they had to for school (55.90%).
- Nearly half of them (48%) found reading a fun activity. Only 10.80 percent of the students were influenced by teacher or librarian recommendations, and 4.90 percent by friends.
- The students reported fiction books (48%) as their favourite type of reading material, followed by nonfiction books (17.6%) and joke books (7.8%), whereas biographies, poetry, and comic books were the least favourite (2%) reading material. None of the students reported newspapers as their favourite reading materials.

As per the study, gender, race or ethnicity, parents' educational levels, academic success or grades, and citizenship did influence middle school students' leisure reading habits, and race or ethnicity influenced the middle school students' academic and reading success.

Majid and Tan (2007) investigated the reading habits and preferences of children, as well as the motivations behind and attitudes towards reading. The data were collected using questionnaire-based surveys administered to 440 students in upper primary classes (standards 4th-6th) across three primary schools in Singapore. The findings of the study reported that

- 62 percent of them read non-academic material.
- The majority of students (64.00 percent) preferred to read at home, 22.00 percent of students read at school libraries, 5.00 percent of students read in MRT (Mass Rail Transit) buses/cars, 4.00 percent of students read in public libraries, 1.00 percent of students read in fast food restaurants, and remaining students read in other places (4.00 percent). Storybooks (62.70 percent), followed by

comics (45.70 percent), and magazines (28.40 percent) were most of the time preferred reading material.

- In non-fiction, the majority of students preferred handicrafts, cooking, etc. (41.40%), followed by 38.20 percent of students preferred sports, animal, and plant-related books, 36.40 percent of students preferred science-related books, 29.10 percent of students preferred UFOs and aliens-related non-fictional books, 23.40 percent of students preferred history and geography-related books, and the remaining 19.50 percent of students preferred life and people in other countries.
- In fiction, the majority of students preferred mysteries, crime, & detective stories (63.00 percent), followed by 60.00 percent adventure stories, 56.60 percent humorous stories and jokes, 50.70 percent horror stories, 34.50 percent fairytales and folktales, 34.10 percent science fiction and fantasy, 26.40 percent animals, and 20.70 percent stories about relationships.

Kendrick's (1999) study, *Middle Grade Boys: Reading Habits and Preferences for a New Millennium*, aimed to explore the reading habits and preferences of middle-grade male students. The objective was to understand why boys in middle school tend to read less than girls and to identify factors that can encourage them to read more.

The study used a survey methodology for data collection. A total of 124 seventh-grade students from a small southeastern U.S. city participated, but the study focused on 64 male students. Additionally, seven teachers were surveyed to gather insights into their reading practices and perceptions.

- The findings revealed that 56% of boys did not enjoy reading, and 53% read no books per week (excluding textbooks).
- Despite 75% of teachers and 61% of parents encouraging reading, only 8% of parents read to their children, and 86% of students reported no designated silent reading time in class.
- In terms of reading preferences, 72% of boys preferred scary books, 69% liked comics, and 65% favoured sports magazines.

However, teachers mostly assigned young adult novels and biographies, which did not align with students' preferences. The study concluded that middle-grade boys read less primarily because they lack engaging reading materials, classroom reading time, and

active parental involvement in reading. Teachers and parents need to focus on providing reading materials that align with boys' interests, encouraging self-selected reading, and integrating structured reading sessions into the school day to foster better reading habits among middle-grade male students.

2.2.2 Perception of Parents/Educators for Non-Academic Reading Habits among Middle School Students.

Ahmad et al. (2021) had undertaken a study to understand what factors influence the adoption of reading habits among middle school students in Lahore, Pakistan. The study intended to establish principal challenges that inhibit children's reading habits and the most successful methods of establishing a reading culture. The study utilized a quantitative survey design and data were gathered from 271 parents of students enrolled in grades 6 to 8 in private schools. Sampling was conducted with a convenience sampling method, with the main procedure being parent-teacher meetings.

- Results showed that too much screen time was rated as the major hindrance in reading development with a mean rank of 4.45 out of five. Other significant problems were a jammed curriculum (4.07), restricted parental engagement (3.87), high reading material costs (3.71), and missing school-level reading routines (3.70).
- The research also identified the most useful strategies for encouraging reading as reducing screen use (4.24), the use of reading rewards (4.23), tracking children's reading development (4.12), and having constant access to books (4.14). In addition, parental involvement in book club discussions and planning library trips were noted as strengths.

2.3 Trend Analysis

Over the years, research on middle school students' reading habits and preferences has revealed a significant shift in their engagement with non-academic materials. One of the most notable trends is the transition from print to digital reading. Earlier studies indicated that middle school students primarily engaged with printed texts, such as storybooks and comics. However, more recent studies highlight a growing inclination towards digital reading materials, with students increasingly favouring digital platforms over traditional print. Digital storytelling platforms have also gained popularity, as students associate them with freedom and creativity. This suggests a clear

trend toward increased screen-based reading engagement, particularly among students with internet access.

Another emerging trend is the evolution of students' reading preferences. Middle school students have consistently shown a strong preference for fiction-based reading materials, particularly novels and stories. While some studies reported novels as the most preferred reading material, others highlighted a preference for comics among male students and fiction novels among female students. However, regional variations play a role in shaping students' reading choices. In some regions, students primarily read academic materials, whereas in others, novels and magazines are more popular. This indicates that while fiction remains a common choice, academic pressures and cultural contexts influence what students choose to read.

Gender differences in reading behaviour have been a consistent trend across multiple studies. Research indicates that female students generally read more frequently, make greater efforts to obtain reading materials, and associate more positive values with reading than male students. While boys may read less, they tend to prefer engaging content such as horror and adventure stories, whereas girls show a preference for fiction, romance, and lifestyle-themed reading. These differences suggest the need for gender-responsive reading strategies that cater to diverse interests and encourage both boys and girls to develop a love for reading.

The influence of digital platforms and social media on reading engagement has also been increasing. Studies show that students who engage in reading and writing through digital platforms tend to prefer digital content over traditional school reading. However, a disconnect exists between in-school and out-of-school literacy habits, as many students do not perceive a connection between their classroom literacy experiences and personal reading choices. This growing informal digital reading culture is not yet fully integrated into school curricula, highlighting the need for educators to incorporate digital reading tools and strategies to maintain student interest.

Parental and educator influence remains a crucial factor in shaping students' reading habits. Research has found that excessive screen time, a heavy school curriculum, and a lack of structured reading opportunities at school and home hinder students' reading engagement. Although parents and teachers recognize the importance of reading, many students only read when required for academic purposes. This

suggests a need for more engaging reading environments that encourage students to read for pleasure, not just for academic achievement.

Finally, studies have shown that reading plays a vital role in literacy development. Research indicates that students who frequently read books and stories tend to have better vocabulary and reading comprehension skills, while those who primarily engage in online activities often show weaker reading performance. Although digital reading is becoming more prevalent, traditional print reading continues to play a crucial role in literacy development. Ensuring a balance between print and digital reading experiences can help students improve their literacy skills while keeping them engaged.

In conclusion, the overall trend analysis highlights a gradual shift from print-based reading to digital platforms, a persistent gender divide in reading engagement, and a disconnect between school reading programs and students' personal reading preferences. The findings suggest that educators and policymakers should integrate digital reading materials, incorporate more student-driven reading choices, and develop gender-inclusive strategies to foster lifelong reading habits. As digital platforms continue to evolve, balancing print and digital reading strategies will be essential to sustaining students' reading engagement and literacy development.

2.4 Research Gap

Despite the extensive research on the reading behaviour of middle school students, several gaps remain that need further exploration. Many studies have focused on students' reading habits and preferences, particularly their inclination toward fiction, digital platforms, and non-academic materials. However, there is a lack of research that examines the long-term impact of digital reading on comprehension and retention compared to traditional print reading. While studies like Bal (2018) and Baharuddin et al. (2021) highlight the increasing preference for digital reading, there is still limited empirical evidence on how digital reading affects cognitive development and literacy skills over time.

Another gap lies in the lack of integration between in-school and out-of-school reading experiences. Studies such as Bal (2018) indicate that students view school reading as restrictive and uninspiring, while they associate digital platforms like Wattpad with freedom and creativity. However, there is minimal research on how

educators can bridge this gap by incorporating engaging digital reading materials into school curricula without diminishing the role of print reading. This raises the need for further exploration of hybrid reading strategies that effectively combine both print and digital reading to enhance literacy skills.

Additionally, while several studies, including Saleh and Sultan (2019) and Smith (2009), have examined gender differences in reading habits, they primarily focus on preferences rather than exploring the psychological and social factors that contribute to these differences. There is a need for research that investigates how societal expectations, classroom environments, and parental influences shape gender-based reading behaviours and how interventions can be designed to encourage balanced reading engagement among both male and female students.

Furthermore, existing research largely emphasizes the preferences and habits of students from specific cultural and geographical backgrounds. While studies such as Baharuddin et al. (2021) and Majid and Tan (2007) have provided insights from diverse regions, there is still a lack of comparative research that examines cross-cultural differences in reading engagement. Understanding how socio-economic factors, access to reading materials, and cultural perceptions influence reading behaviour in different regions can provide more comprehensive insights into fostering a global reading culture.

Lastly, while studies like Ahmad et al. (2021) have explored parental and educator perceptions of non-academic reading, there is limited research on how specific interventions, such as book clubs, digital reading programs, or school-library collaborations, impact students' long-term reading habits. Future studies should focus on assessing the effectiveness of targeted strategies that encourage non-academic reading while ensuring that digital distractions do not hinder literacy development.

In conclusion, while current research provides valuable insights into middle school students' reading habits, future studies should focus on the cognitive impact of digital reading, the integration of in-school and out-of-school reading experiences, gender-based influences, cross-cultural comparisons, and the effectiveness of interventions in promoting lifelong reading engagement. Addressing these gaps will contribute to a more holistic understanding of how to cultivate sustainable reading habits among middle school students.

2.5 Conclusion

The present research on middle school students' reading inclinations, particularly concerning non-academic reading materials, highlights key trends in reading preferences, including print and online formats.

From the reviewed literature, it was observed that limited studies have been conducted in India on middle school students' engagement with non-academic reading materials and their preferences. Furthermore, no studies—either in India or abroad—have comprehensively examined the perspectives of all three key stakeholders: students, educators, and parents.

Given this gap, the present study is significant as it evaluates non-academic reading behaviour in the context of middle school children. Additionally, it aligns with initiatives such as the Vaache Gujarat scheme, which aims to promote reading habits among school students. This study contributes to understanding students' reading behaviour, their preferences for non-academic materials, and the perceptions of teachers and parents regarding such reading habits.

By providing insights into the reading behaviours of middle school students and the influence of digital media, the findings of this study can serve as a foundation for future research and policy development in the field of education, extension, and communication.

CHAPTER 3
METHODOLOGY

CHAPTER 3 METHODOLOGY

This study aims to examine the reading preference and reading behaviour of the selected middle school students of the Vadodara City. The methods and techniques used in this study are elaborated and summarized as under -

3.1	Feasibility Study
3.2	Population of the Study
3.3	Sample of the Study and its Selection
3.4	Data collection tool and its description
3.5	Validity of the Tool
3.6	Collection of the Data
3.7	Scoring and Categorization of the Data
3.8	Plan of Statical Analysis
3.9	Ethical Consideration

3.1 Feasibility Study

A feasibility study was conducted among 5th, 6th, 7th and 8th standard students studying in Experimental School (English and Gujarati medium) of Vadodara City. A total of 178 students were selected as the sample for the study. A structured questionnaire was used as the primary data collection tool. Prior permission was obtained from the school to conduct the study. Before administering the questionnaire, the researcher provided clear instructions to the students on how to complete the form to ensure accurate responses.

The findings of the survey revealed that:

- The majority of participants (**45.51%**) were **6th standard** students, followed by **7th standard** students (**30.33%**).

- A significant proportion (**42.82%**) of students were **11 years old**, while **32.02 percent** were **12 years old**.
- The sample comprised **53.37 percent boys** and **46.63 percent girls**.
- An overwhelming majority (**98.88%**) of students reported **reading non-academic materials**.
- Comics were the most preferred type of non-academic reading material, with **90.59 percent** of students selecting them. **Magazines (74.72%)**, **storybooks (65.73%)**, and **religious books (64.60%)** were also commonly read.
- A higher percentage of students (**41.01%**) preferred both **online and offline modes** for reading.
- Among the respondents, **32.02 percent read daily**, while **30.89 percent** reported **reading once a week**.
- Gujarati was the most preferred language for reading (**50.99%**), followed by **English (43.82%)**, **Hindi (36.52%)**, **Urdu and Marathi (4.49%)** respectively.
- Nearly half of the students (**48.88%**) reported reading **at any time of the day**, while **21.91 percent** preferred **reading in the evening**.
- The most common reading duration was **one hour (41.01%)**, followed by **two hours (27.52%)**.
- A majority of students (**71.35%**) reported **not engaging in newspaper reading**.
- The majority of students (**70.22%**) identified their **parents** as their **primary source of inspiration**, while **29.21 percent** cited their **teachers** as their **source of inspiration**.

3.2 Population of the Study

The population of the study consisted of middle school students (6th – 8th standard) studying in the selected schools of Vadodara City.

3.3 Sample of the Study and its Selection

The sample of the study consisted of 140 respondents; among them 120 students, 12 parents, and 08 educators. Purposive sampling method was used to select the students. The inclusive criteria for selecting them for the present study was as follows:

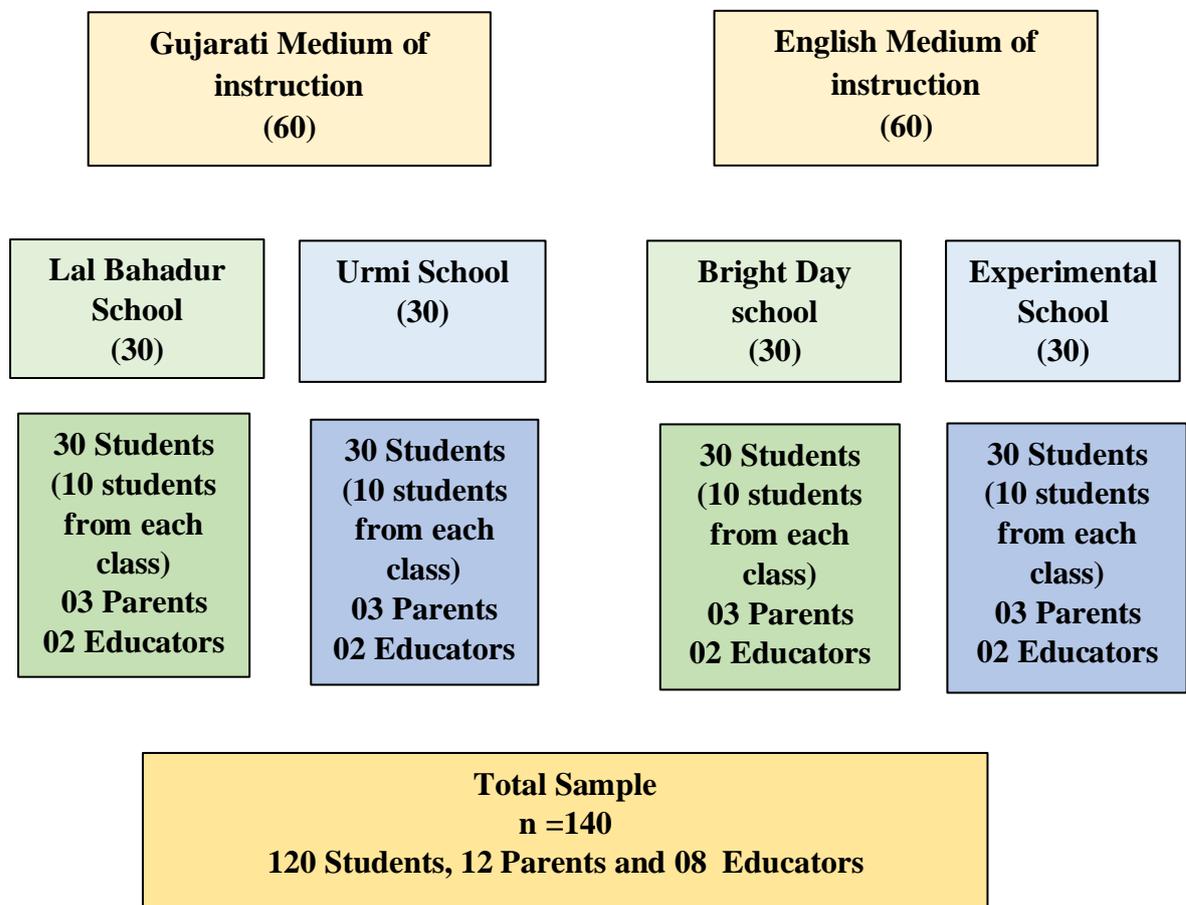
- The students who are enrolled in grades 6th-8th, studying in English and Gujarati Medium schools of Vadodara City.

- The students who are reading non-academic materials.

Prior permission was obtained from four selected schools: Experimental School (English Medium), Bright Day School Vasma-Bhayli (English Medium), Urmi School, Sama (Gujarati Medium), and Lal Bahadur School (Gujarati Medium). The researcher visited each school and interacted with 6th to 8th standard students to explore their engagement with non-academic reading materials. Parents selection was done on the basis of their availability in school campus. Those parents who came to pick and drop children were asked to fill the questionnaire. Those who agreed to participated in the research survey were given the questionnaire to fill.

Educators present during the data collection process were also included in the study. They completed a questionnaire to share their awareness of non-academic reading materials and their role in encouraging students to read them. Based on their responses, the final sample was selected.

Sample Distribution of Selected Schools in Vadodara City.



3.4 Data Collection Tool and its Description

Research tool is the standard procedure of collecting the data. The construction of a research tool appropriately measures the peculiarity of data and eventually brings the value of a research. A total of three structured questionnaires were designed to conduct the study.

These questionnaires focused on students' reading behaviour, including the types, frequency, and duration of their non-academic reading. Additionally, they explored the factors influencing middle school students' reading habits and the barriers preventing them from engaging in regular non-academic reading, whether in print or electronic format.

3.4.1 Description of the Research Tool for Students

In order to get detailed and set expected data, a questionnaire was formulated with the following five segments:

Table 1: Description of Research Tool for Data Collection of Students Questionnaire.

Section	Content	Total no of Questions/Items	Response System
1	Demographic Profile of Students	10	Close ended and Open ended
2	Reading Behaviour of Students	3	Close ended
3	Reading Preferences of Students	13	Close ended
4	Factors Influencing Students' Reading Choices	1	Close ended
5	Factors Influencing Students' Reading Behaviour	1	Close ended

Section 1: Demographic Profile of Students

This section consisted of questions detailing the information about the students background. It had 10 questions with a response system of open-ended and close ended questions. The respondents were required to furnish the information regarding their

medium of instruction, their present standard of study, previous year percentage, age, gender, parent's education, parent's occupation details and approximate monthly income of their families.

Section 2: Reading Behaviour of Students

This section had questions related to reading behaviour of the students. It consisted of three questions with the response system of close ended. The respondents were required to tick the responses among the options provided. The respondents were required to furnish the information regarding the types of non-academic reading materials, amount of time spent reading in one sitting, and the frequency of reading.

Section 3: Reading Preferences of Students

This section consisted of the items assessing the reading preferences of the students related to the non-academic materials. It had thirteen questions with a close-ended response system. The respondents were required to tick the responses among the options provided. The information asked in this section was the type of non-academic reading materials, ranking the reading preferences, preferred reading language, preferred reading format, preferred reading time, preferred reading place. The categories include obtaining non-academic reading materials, finding inspiration to read, receiving assistance in selecting non-academic materials, enjoyment in reading non-academic content, and preference for style and form of reading.

Section 4: Factors Influencing Students' Reading Choices

This section comprised the items to access to the factors influencing reading choices of the students. It consists of one question with the response system of close ended. The respondents were required to furnish the information regarding the reasons to read non-academic reading materials in your free time.

Section 5: Factors Influencing Students' Reading Behaviour

This section consists of the items to access to the unable reasons to read non-academic materials. It consists of one question with the response system of close ended. The respondents were required to furnish the information regarding the reason for reading non-academic materials. **(Refer Appendix no. 3)**

3.4.2 Description of the Research Tool for Parents

In order to get detailed and set expected data, a questionnaire was formulated with the following two segments:

Table 2 : Description of Research Tool for Data Collection of Parents Questionnaire

Section	Content	Total no of Questions/Items	Response System
1	Demographic Profile	6	Close ended
2	Perception of parents	11	Close ended

Section 1: Demographic Profile

This section consisted of questions detailing the information about the parents demographic profile. It had six questions with a close - ended response system. The respondents were required to furnish the information regarding their age, relation with child, number of children they have, their educational qualification, occupation, monthly income and type of school their child attends.

Section 2: Perception of Parents

This section focused on parents' perceptions of non-academic reading materials. It included eleven questions with both open-ended and closed-ended responses. Parents were asked about their awareness of non-academic reading materials, their importance, and their benefits. The questions also covered aspects such as encouragement, scheduling, concerns about different types of non-academic reading, the impact on academic performance, challenges faced, and the role of parents in fostering reading habits. (Refer Appendix no. 3)

3.4.3 Description of the Research Tool for Educators

In order to get detailed and set expected data, a questionnaire was formulated with the following two segments:

Table 3 : Description of Research Tool for Data Collection Educators Questionnaire

Section	Content	Total no of Questions/Items	Response System
1	Demographic Profile	6	Close ended
2	Perception of Educators	14	Close ended

Section 1: Demographic Profile

This section consists of questions detailing the information about the educators demographic profile. It had six close-ended questions. The respondents were required to furnish the information regarding their age, standard they teach, subjects they teach, teaching experience, type of school they work.

Section 2: Perception of Educators

This section explored educators' perceptions of non-academic reading materials. It included fourteen questions with both open-ended and closed-ended responses. Educators were asked about their awareness of non-academic reading materials, their importance, and their benefits. The questions also addressed encouragement, scheduling, concerns about different types of non-academic reading, the impact on academic performance, and the role of educators in fostering reading habits. **(Refer Appendix no. 3)**

3.5 Validity of the tool

The questionnaire was provided to eight experts for validation. Among them were two assistant professors and six temporary assistant professors. They were from the fields of the Extension and Communication, Human Development and Family Studies and Mass Communication and Journalism.

The experts were asked to assess the questionnaire for its content relevance, appropriateness of the response system, clarity of statements, and language used. They also evaluated whether the questionnaire aligned with the study's objectives and met standards regarding clarity, ambiguity, and format. Based on their feedback, necessary modifications were made to refine the questionnaire

3.6 Collection of the Data

The data for this study was collected in November 2024 from 120 students across four different schools in Vadodara City. From each school, 30 students were selected, ensuring diversity in the student population. Two educators and three parents from each school were included to provide comprehensive insights.

First, the researcher obtained permission from all four schools. The principals then assigned time slots for data collection. Lal Bahadur School and Bright Day School provided morning slots, while Experimental School and Urmi School allocated afternoon slots.

In each school, students from 6th, 7th, and 8th standard who read non-academic material were selected and asked to sit in one class. Two educators, assigned by the principal, accompanied the researcher during the process. The researcher distributed the questionnaires to the students and instructed them to fill them out, helping if they had any questions. Simultaneously, the educators were also given questionnaires to complete.

Afterward, the researcher waited until the school day ended. As parents arrived to pick up their children, the researcher approached them to ask if they were willing to fill out the form. This is how the data collection process was carried out

3.7 Scoring and Categorization of the Data

Scoring of data refers to the process of assigning numerical values or ranks to data points based on specific criteria, rules, or models. This helps on categorizing the data acquired.

Table 4 : Categorization of Independent Variable of the Study.

Sr. No	Variables	Basis	Categories
1	Gender	Boy	Boy
		Girl	Girl
2	Class of Study	6 th	6 th
		7 th	7 th
		8 th	8 th
3	*Academic Achievement	40 – 60%	Low achievers
		60 – 80 %	Moderate achievers
		80 % and above	High achievers

***Academic Achievement:** Academic Achievement was categorized on the basis of their percentage acquired in their previous class of study.

3.7.1 Scoring of Reading Behaviour

Close ended questions related to type of reading material they read, frequency of reading and duration were asked to study the D of R reading behaviour, scoring was done as follow :

Table 5: Scoring and Categorization of Students' Reading Behaviour

Total no of items	Minimum Score	Maximum Scores	Range	Category
8	3	16	3-16	Intense Reading Behaviour (Above 7)
				Moderate Reading Behaviour (7)
				Mild Reading Behaviour (Below 7)

3.7.2 Mean Rank for Fictional and Non-Fictional Reading Material

Mean Rank was calculated for analysing five top preferences for fictional and non-fictional Reading Material. In the list of fictional reading items, students ranked it from 1 to 5 as per their choice. Similarly, it was same for Non-fictional reading items. Hence per each item on the list mean rank was calculated as per the given formula:

$$\text{Mean Rank} = \frac{\Sigma (\text{Rank} \times \text{Frequency})}{\Sigma \text{Frequency}}$$

Where,

Rank = 1,2,3,4,5

Frequency = number of students ranking a genre at that position.

Lower mean rank indicated higher preference (closer to Rank 1). Higher mean rank indicates lower preference.

Formula used to compute Chi-Square :

The chi-squared test measures the difference between observed and expected values to determine the relationship between two categorical variables. It is calculated using the observed and expected frequencies to assess whether any association exists between them.

$$X^2 = \sum(O_i - E_i)^2/E_i$$

Where,

- O_i = observed value (actual value)
- E_i = expected value.

3.7.3 Intensity Index as a Tool for Evaluating Skill Development Perceptions

To evaluate educators' perceptions of the impact of non-academic reading on various student skill areas, an Intensity Index (II) was calculated for each identified skill. The Intensity Index helps to quantify the perceived strength or importance of each skill, as reported by the educators. The formula used to compute the Intensity Index is:

$$\text{Intensity Index (II)} = \frac{\text{Mean Score of a Skill}}{\text{Maximum Possible Score}} \times 100$$

Responses were recorded using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), where 5 is the highest possible score. Therefore, the II ranges from 3.25 to 5.0, with higher values indicating greater perceived development of that skill due to non-academic reading.

3.8 Plan of Statistical Analysis

Various statistical measures were used to analyse the responses of the study. M.S Excel and SPSS were few programming software used to code and analyse the data. The following is a list of statistical measurements that were examined.

Table 6: Statistical Measures Used to Analyse the Data

Section	Content	Statistical Measures
1	Demographic Profile	Frequency and Percentage
2	Reading Behaviour of Students	Frequency and Percentage
3	Correlation Between Reading Behaviour and Academic Achievement	Pearson Correlation
4	Difference in Reading Behaviour and Variable	Chi - Square
5	Reading Preference of Students	Frequency, Percentage and Mean Rank
6	Factors Influencing Students' Reading Choices	Frequency and Percentage
7	Factors Influencing Students' Reading Behaviour	Frequency and Percentage
8	Findings Related to Selected Parents of Middle School Students	Frequency and Percentage
9	Findings Related to Selected Educators of Middle School Students	Frequency and Percentage

3.9 Ethical Consideration

The ethical approval for the study was obtained from The Institutional Ethics Committee for Human Research (IECHR), Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara, with ethical approval number **IECHR/FCSc/M.Sc/10/2024/10**. The ethical committee reviewed and approved the study protocol and the consent form. The submission of a completed questionnaire was regarded as consent to participate in the study. The student's participation was entirely voluntary, anonymous, and consensual. The principal of the school examined the questionnaire for students, parents, and educators. After their approval questionnaires were distributed to all the concerned. **(Refer Appendix no. 1)**

CHAPTER 4
FINDINGS AND DISCUSSION

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents key findings on students' non-academic reading behaviour and preferences, based on study conducted in Vadodara City. It also highlights the perceptions of parents and educators about non-academic reading influence on their children and students respectively. The findings of the study, acquired through survey responses are presented in this chapters which is as follows:

4.1 Demographic Profile of Students

4.2 Reading Behaviour of Students.

4.2.1 Correlation between Reading Behaviour and Academic Achievement

4.2.2 Differences between Reading Behaviour and Variables

4.3 Reading Preferences of Students.

4.4 Factors Influencing Students' Reading Choices.

4.5 Factors Influencing Students' Reading Behaviour.

4.6 Findings Related to Selected Parents of Middle School Students.

4.7 Findings Related to Selected Educators of Middle School Students.

4.1 Demographic Profile of Students

This section presents data on the demographic characteristics of including their class of study, their medium of instruction in school, age, grades / pervious percentage in academics, their parent’s educational qualification and occupation and their monthly income was also the part of this section.

Table 7: Frequency and Percentage Distribution of the Students According to the Percentage Earned in Previous Class

(n= 120)

Percentage Earned	Frequency	Percentage
40-49 %	6	5.00
50-59 %	25	20.83
60-69 %	20	16.67
70-79 %	20	16.67
80-89 %	23	19.17
90-99 %	26	21.67

Above table reveals that the highest percentage of students scored between 90-99% (21.67%), followed by 20.83% in the 50-59% range. Meanwhile, equal percentage of students(16.67%) scored 60-69% and 70-79% ranges, respectively, indicating average to below-average performance and a need for academic support. (refer fig. 1)

Fig. 1: Percentage Distribution of Students According to the Percentage Earned in Previous Class (n = 120)

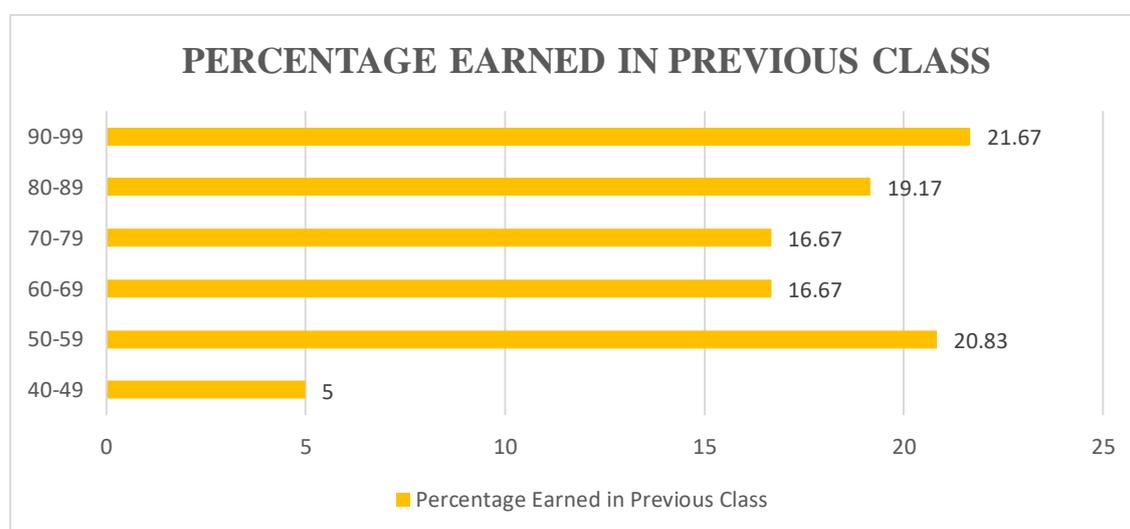


Table 8: Frequency and Percentage Distribution of Students According to Their Age

(n = 120)

Age	Frequency	Percentage
11 years	15	12.50
12 years	46	38.33
13 years	45	37.50
14 years	14	11.67

The above data indicates that almost equal numbers of the respondents were 12 years (38.33%) and 13 years (37.50%) of age, respectively. A little more than one-tenth of the students were 11 years (12.50%) and 14 years (11.67%) of age, respectively. Hence, it can be concluded that higher percentage of the students belong to 12 & 13 years of age. (refer fig. 2)

Fig. 2: Percentage Distribution of Students According to Their Age

(n = 120)

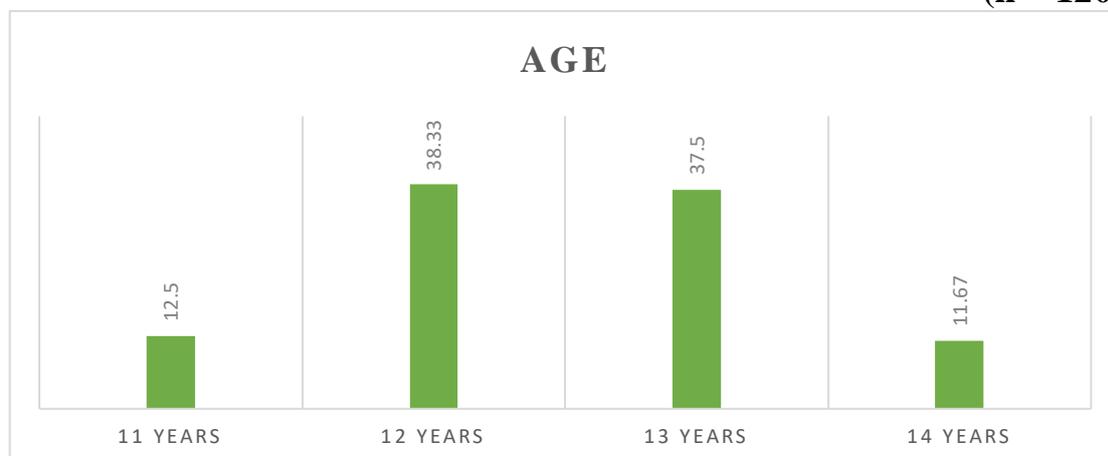


Table 9: Frequency and Percentage Distribution of Students by Gender

(n = 120)

Gender	Frequency	Percentage
Girl	67	55.83
Boy	53	44.17

The findings indicate that a higher percentage of the respondents were girls (55.83%), and the remaining were boys (44.17%), indicating that more girls read non-academic reading materials compared to boys in the selected sample. (refer fig. 3)

Fig. 3 : Percentage Distribution of the Students by Gender

(n= 120)

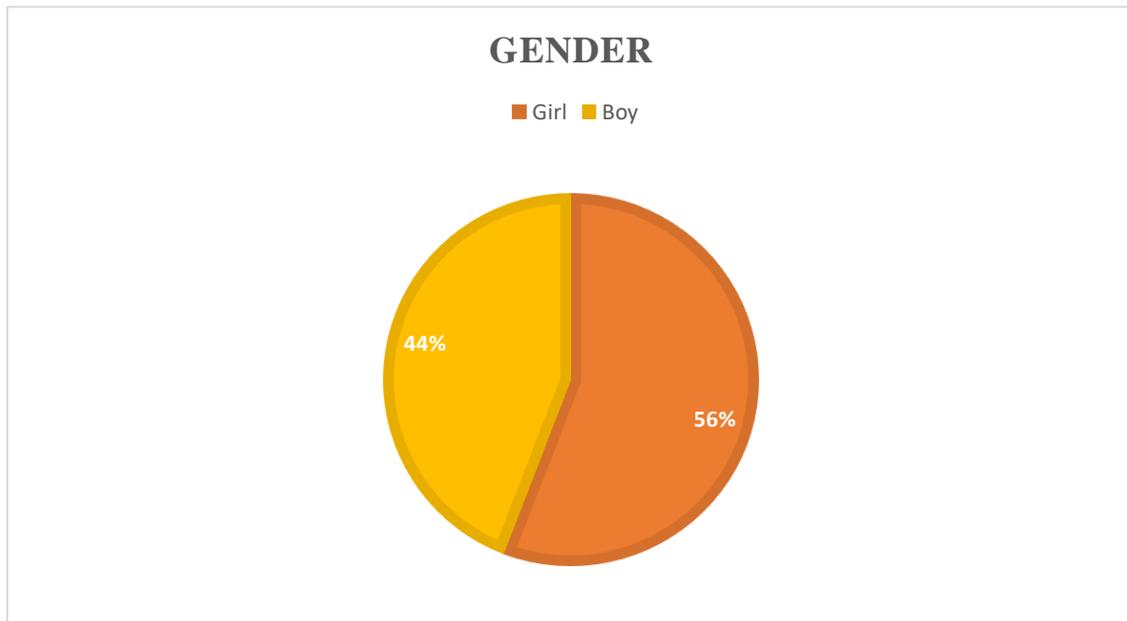


Table 10: Frequency and Percentage Distribution of Students' Reports on Their Parents' Educational Qualification

(n = 120)

Educational Qualification	Mothers		Fathers	
	Frequency	Percentage	Frequency	Percentage
10 th grade	21	17.50	12	10.00
12 th grade	25	20.83	19	15.83
Diploma	22	18.33	30	25.00
Graduation	37	30.83	34	28.33
Post- Graduation	14	11.67	21	17.51
Professional	1	0.83	4	3.33
Total	120	100	120	100

The data reveals students' report on their parents' educational qualifications. It was found that a little more than thirty percent of the respondents' mothers were graduates

(30.83%), while a little more than twenty percent had completed higher secondary education (20.83%). Nearly eighteen percent of respondents' mothers had earned a diploma, followed by secondary school education (17.5%) and post-graduates (11.67%). Very few of the respondents' mothers were professionals (0.83%).

Regarding the respondents' fathers' educational qualifications, it was found that less than thirty percent of them were graduates (28.33%) while had diplomas 25 percent. Nearly eighteen percent of the respondents' fathers had completed post-graduation, and nearly sixteen percent of them were educated till higher secondary level (15.83%). Only ten percent of the respondents' fathers were educated till secondary school level (10%), whereas very few of them were professionals (3.33%).

The above findings highlight graduation level education among parents but gender differences can be observed with fathers attaining higher education than mothers, only small number of parents were professionals which may have influence on their children's selection of reading material. (refer fig.4 and 5)

Fig. 4: Percentage Distribution of Students Reports on Their Mother's Educational Qualification

(n = 120)

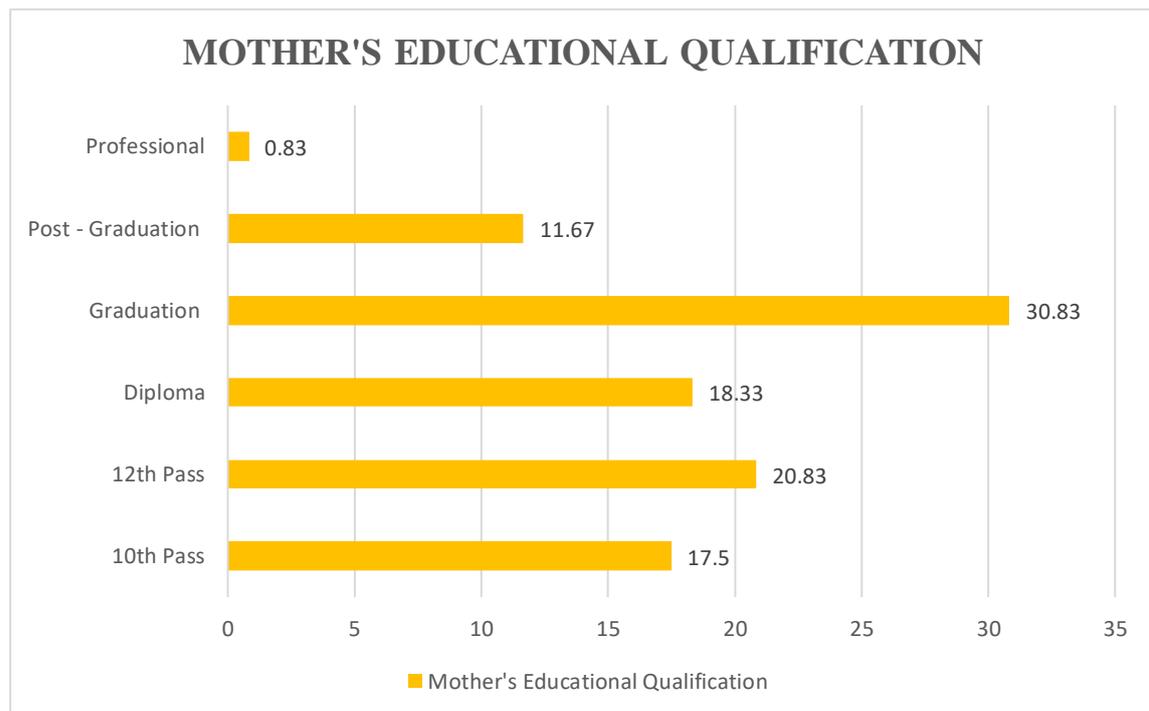


Fig. 5: Percentage Distribution of Students Reports on Their Father’s Education Qualification

(n = 120)

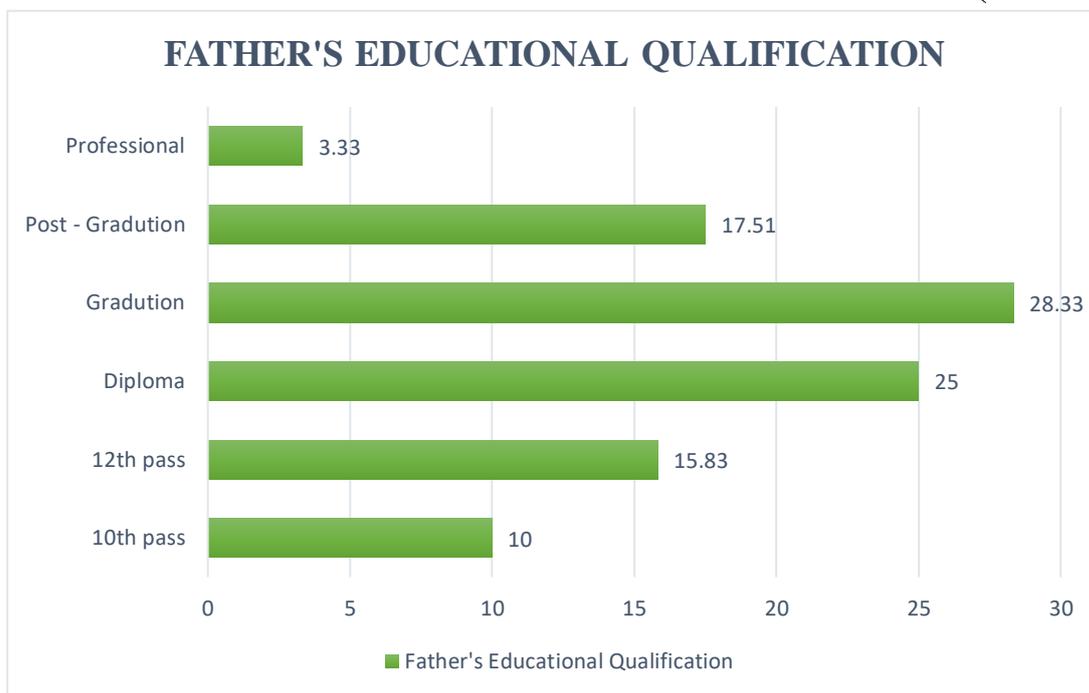


Table 11: Frequency and Percentage Distribution of Students responses on Their Parents’ Occupation

(n = 120)

Occupation	Mothers		Fathers	
	Frequency	Percentage	Frequency	Percentage
Service / Job	34	28.33	90	75.00
Self- Employed / Business	5	4.17	30	25.00
Homemaker	81	67.50	0	0.00
Total	120	100	120	100

The findings indicate (table 11) that a majority of the respondents’ mothers (67.50 %) were homemakers, while 28.33 percent were engaged in service/job, whereas very few were Self -Employed or doing their own business. Further, concerning the fathers’ occupation, it was found that three-fourths of the fathers (75%) were engaged in jobs as occupation and the remaining one-fourth were self-employed /business. (refer fig. 6 and 7)

Fig. 6: Percentage Distribution of Students Responses on Their Mother's Occupation (n = 120)

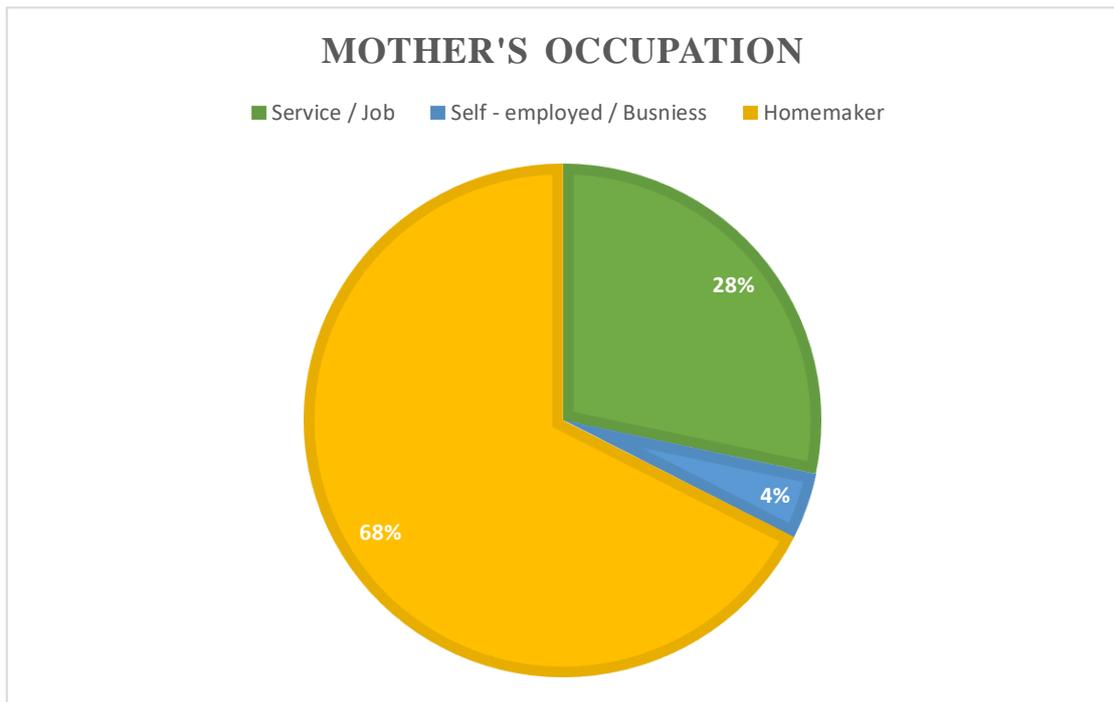


Fig. 7: Percentage Distribution of Students Responses on Their Father's Occupation (n = 120)

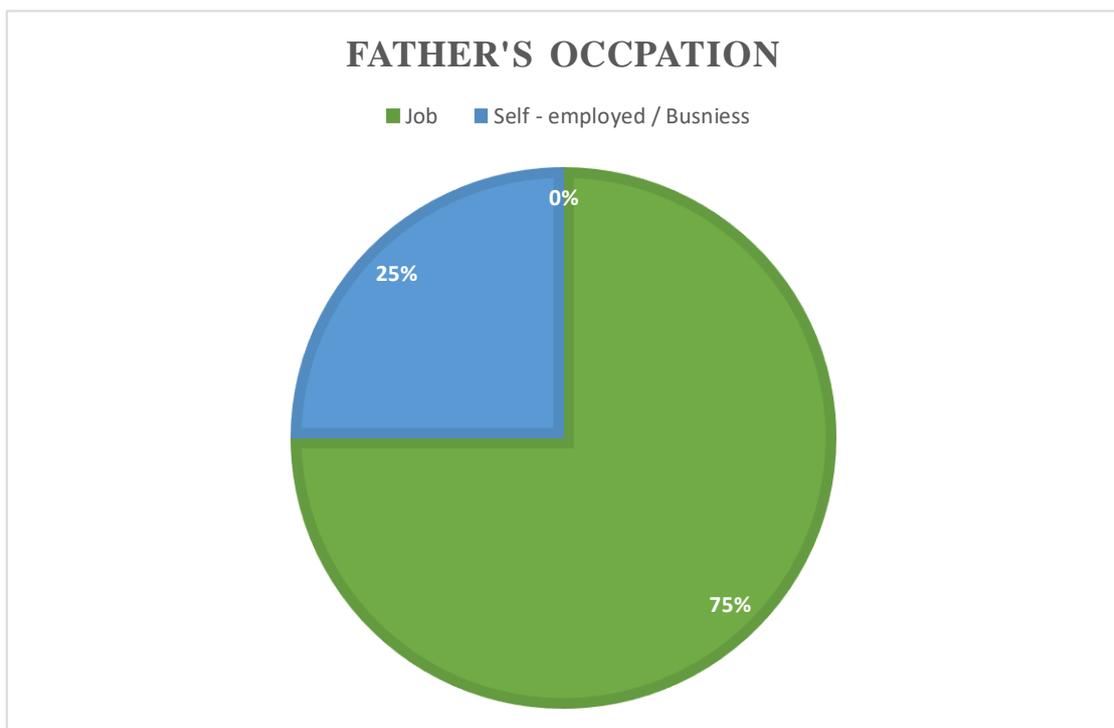


Table 12: Frequency and Percentage Distribution of Students Responses Regarding Their Family’s Monthly Income

(n = 120)

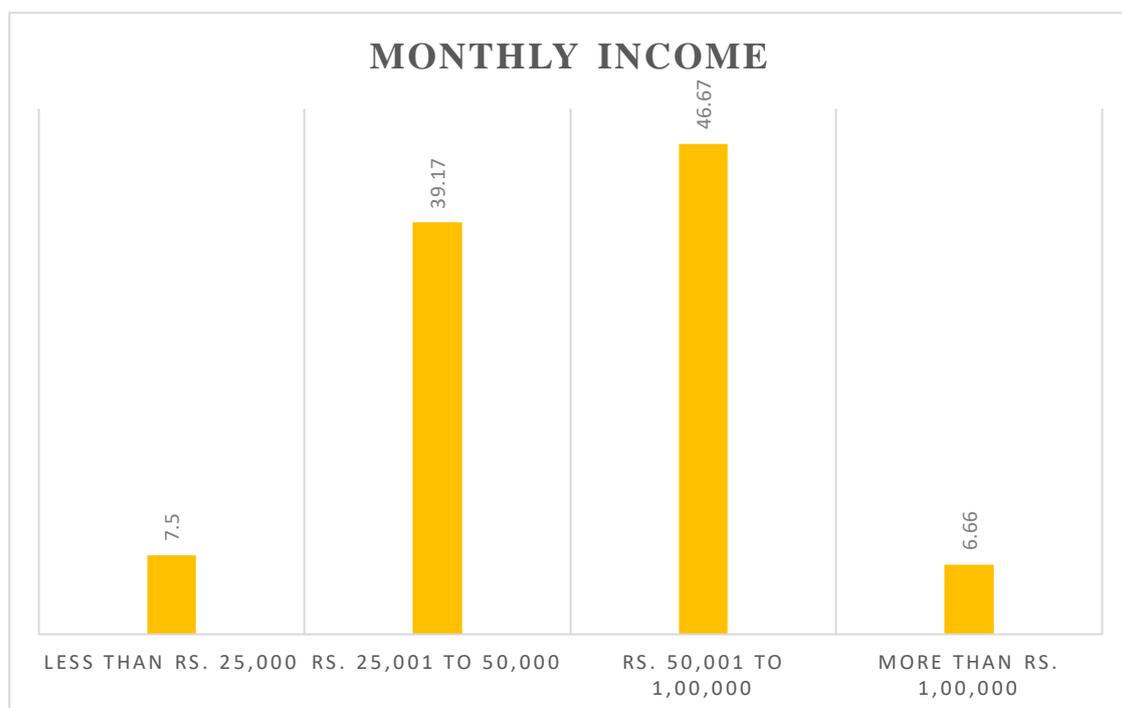
Monthly income (Rs.)	Frequency	Percentage
Less than Rs. 25,000	9	7.50
Rs. 25,001 to 50,000	47	39.17
Rs. 50,001 to 1,00,000	56	46.67
More than Rs. 1,00,000	8	6.66

The data indicates the monthly income of the respondents' family. Less than fifty percent (46.67 %) of the respondents' Family had a monthly income between Rs. 50,001-1, 00,000 and nearly forty percent had a monthly income between Rs. 25,001 to 50,000. However, few of the respondents' parents had a monthly income of less than Rs. 25,000 (7.50%) and more than Rs. 1 00,000 (6.66%).

It suggests that very few students come from low-income families and almost similar proportion comes from affluent families. (refer fig. 8)

Fig. 8: Percetage Distribution of Students Responses Regarding Family’s Monthly Income

(n= 120)



4.2. Reading Behaviour of Students

Table 13: Frequency and Percentage Distribution of Students Reading Behaviour

(n= 120)

Reading Behaviour	Frequency	Percentage
Intense	37	30.83
Moderate	23	19.16
Mild	60	50.00

The data suggests that a significant portion of middle school students (50 %) exhibit mild reading behaviour when it comes to non-academic materials. This indicates that half of the students may not have strong reading habits beyond their academic requirement. So the other hand, about 30.83% of students engage in intense reading, which is a positive sign. However, the percentage of moderate reader (19.16 %) is relatively low.

These findings suggest a potential concern regarding reading behaviour of middle school students. This calls for cultivating stronger reading habits among those who currently engage in minimal reading. Schools, parents and educators should encourage their wards to engage in diverse reading materials, and foster reading a friendly environment. (refer fig. 9)

Fig. 9: Percentage Distribution of Students Reading Behaviour

(n = 120)

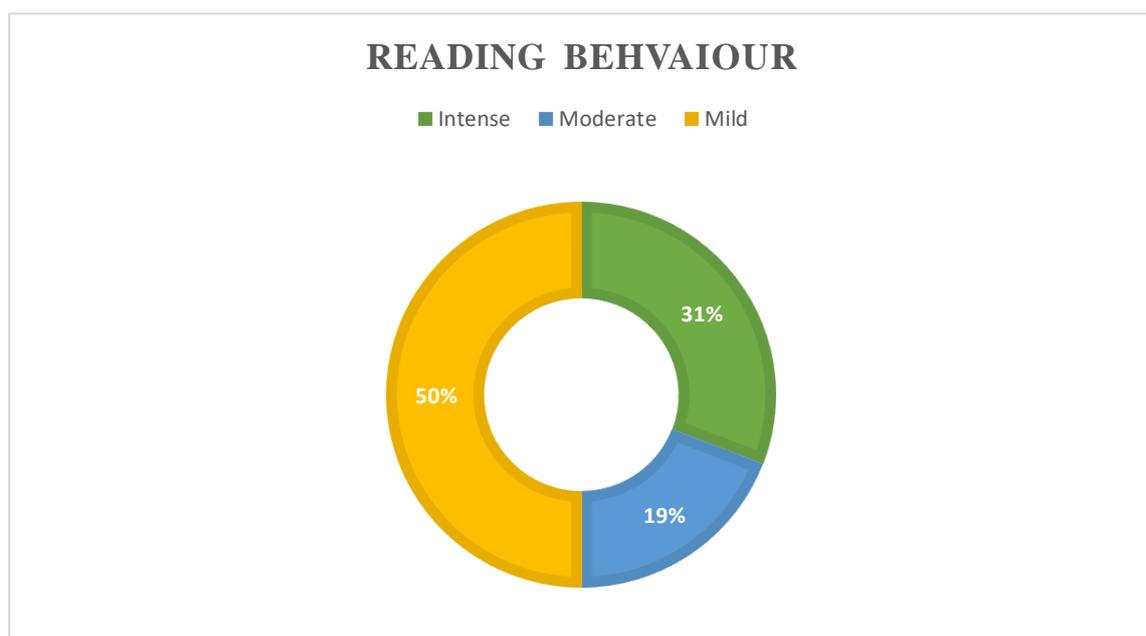


Table 14: Frequency and Percentage Distribution of Students by Type of Non-Academic Reading Materials They Read

(n = 120)

Type of Reading Materials	Frequency	Percentage
Religious books	64	53.33
Story books	45	37.50
Comics	39	32.50
Children’s newspaper	39	32.50
Picture books	34	28.33
Novels	27	22.50
Biographies	27	22.50
Magazines	19	15.83

***Multiple Responses**

The findings reveal different types of non-academic materials read by middle school students. More than half of the respondents read religious books (53.33%) in their free time, more than one-third read story books (37.50%), and an equal percentage read comics and children's newspapers (32.50%). Further, nearly thirty percent read picture books (28.33%), followed by novels (22.50%), biographies (22.50%), and magazines (15.83%).

The high percentage of students reading religious books suggests that family or community influence plays a significance role in type of reading material one selects. The popularity of comics, children’s newspaper and picture books indicates that students are more inclined toward materials that provide quick, engaging content. Less percentage of students reading novels and biographies suggests that long – form reading materials are not referred by middle school students. There is a need to encourage reading diverse reading material among students, by subscribing it in school libraires.

Table 15: Frequency and Percentage Distribution of Students According to the Time They Spent in Reading

(n= 120)

Time spent in reading	Frequency	Percentage
Less than 30 minutes	47	39.16
30 minutes – 1 hour	53	44.16

1 to 2 hours	18	15.00
More than 2 hours	2	1.68

Regarding the time spent reading non-academic materials in one sitting, more than forty percent spend 30 minutes to 1 hour (44.16%). Nearly forty percent spend less than 30 minutes (39.16%), and only fifteen percent spend 1 to 2 hours (15%). Very few spend more than 2 hours (1.68%) in one sitting. Schools and parents should promote structured reading activities for engaging students build longer reading hours. (refer fig. 10)

Fig. 10: Percentage Distribution of Students According to the Time They Spent in Reading (n = 120)

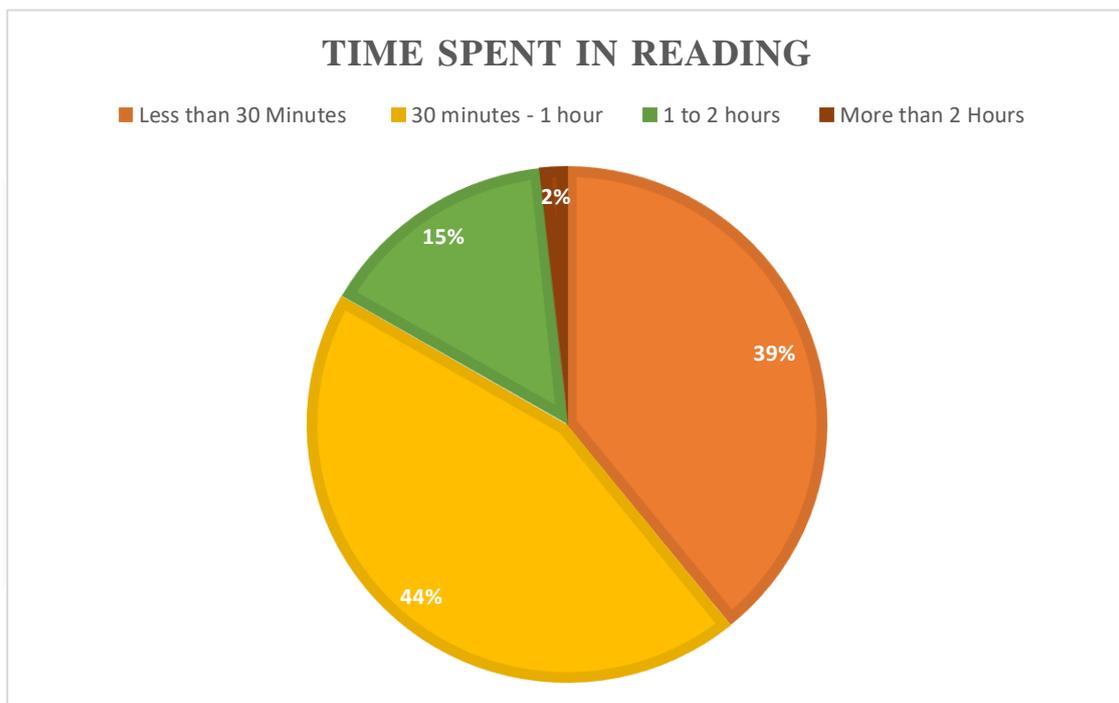


Table 16: Frequency and Percentage Distribution of Students According to Their Frequency of Reading Non-Academic Materials (n = 120)

Frequency of Reading	Frequency	Percentage
Daily	35	29.15
3 to 4 times a week	25	20.84

Once a week	47	39.17
Once a month	13	10.84

The highest proportion of students (39.17%) read non-academic materials once a week. A significant number (29.15%) read it daily, showing their strong engagement with the reading material. A small proportion (10.84%) read once in a month indicating lower interest. The data suggests that students percentage varies.

Table 17: Frequency and Percentage Distribution of Students According to Their Reading Behaviour and Gender

Reading Behaviour	Boy (n= 53)	Girls (n = 67)	Total (n = 120)
Mild (60)	31 (51.67 %)	29 (49.33%)	60 (100 %)
Moderate (23)	13 (56.52 %)	10 (43.48 %)	23 (100 %)
Intense (37)	9 (24.32 %)	28 (75.67 %)	37 (100 %)
Total	53 (100 %)	67 (100%)	120 (100 %)

The data provides insights into the reading behaviour of students based on gender. Among the 120 students surveyed, 60 exhibit mild reading behaviour, with a nearly equal distribution between boys (51.67%) and girls (49.33%). This suggests that both genders engage in casual reading at similar rates. In the moderate reading category, which includes 23 students, boys (56.52%) slightly outnumber girls (43.48%), indicating a small male preference for moderate reading. However, a significant difference is observed in the intense reading category, where out of 37 students, only 24.32% are boys, while 75.67% are girls. This suggests that girls are more likely to engage in deep and consistent reading compared to boys. Overall, while boys and girls exhibit similar mild reading habits, girls show a stronger inclination toward intense reading behaviour.

Table 18: Frequency and Percentage Distribution of Students According to Their Reading Behaviour and Class of Study

Reading Behaviour	6 th Std (n= 40)	7 th Std (n = 40)	8 th Std (n = 40)	Total (n = 120)
Mild (60)	19 (31.67%)	18 (30 %)	23 (38.33 %)	60 (100.0 %)
Moderate (23)	9 (39.13 %)	9 (39.13 %)	5 (21.74 %)	23 (100.0%)
Intense (37)	12 (32.43 %)	13 (35.13 %)	12 (32.43 %)	37 (100.0 %)
Total	40	40	40	120

The table highlights the reading behaviour distribution among 6th, 7th, and 8th standard students. Mild reading is fairly distributed, but slightly higher in 8th standard (38.33%). Moderate reading is more common in 6th and 7th standard (both 39.13%) but decreases in 8th (21.74%). Intense reading remains steady across all grades (around 32-35%). This suggests that as mild reading increases with class progression, moderate reading declines, and intense reading remains stable.

4.2.1 Correlation between Students Reading Behaviour and Academic Achievement

Table 19: Correlation Between Students Reading Behaviour and Academic Achievement

	Academic Achievement	Reading Behaviour
Academic Achievement	1	0.202*
Reading Behaviour	0.202*	1
P – Value	-	.027
N	120	120

***Correlation is significant at the 0.05 level (2 tailed).**

This table presents the correlation between student reading behaviour and academic achievement, showing a weak but statistically significant positive correlation ($r = 0.202$, $p = 0.027$)

Table 19 presents the correlation between students' reading behaviour and their academic achievement. The results show a weak but statistically significant positive correlation ($r = 0.202$, $p = 0.027$), indicating that students who engage more frequently or positively in reading activities tend to perform slightly better academically. Although the strength of the correlation is low, the p-value being less than 0.05 suggests that this relationship is not due to chance and holds statistical significance. With a sample size of 120 students, the findings highlight that while reading behaviour alone may not strongly predict academic success, it does play a meaningful role and can contribute positively to students' academic outcomes.

Table 20: Frequency and Percentage Distribution of Students According to Their Reading Behaviour and Academic Achievement

Academic Achievements (120)	Mild (60)	Moderate (23)	Intense (37)
40-60 % Low Achievers (n = 34)	21 (61.76 %)	8 (23.53 %)	5 (14.70 %)
60-80% Moderate Achievers (n = 39)	20 (51.28 %)	9 (23.08 %)	10 (25.64 %)
80% to above Higher Achievers (n = 47)	19 (40.43 %)	6 (12.77 %)	22 (46.80 %)

The table 20 presents the frequency and percentage distribution of students based on their reading behaviour (categorized as Mild, Moderate, and Intense) and their academic achievement (Low Achievers, Moderate Achievers, and Higher Achievers). The data reveals a clear relationship between reading intensity and academic performance. Among low achievers (students scoring 40-60%), the majority (61.76%) have mild reading habits, while only 14.70% engage in intense reading. In contrast, moderate achievers (60-80%) show a more balanced distribution, with 51.28% having mild reading behaviour, 23.08% moderate, and 25.64% intense. The most significant trend is observed among higher achievers (scoring 80% and above), where 46.80%

engage in intense reading, while only 12.77% fall under moderate reading habits. This pattern suggests a positive correlation between reading intensity and academic success. Students with intense reading habits are more likely to achieve higher academic performance, whereas those with mild reading habits tend to have lower academic achievements. Thus, encouraging students to develop stronger reading habits could play a crucial role in enhancing their academic outcomes.

4.2.2 Difference between students' Reading Behaviour and Variables

Table 21: Chi- Square Test Indicating the Differences Between Students' Reading Behaviour and Gender

Test Statistic	Value	df	P – Value (2 tailed)
Pearson chi -square	4.685	2	0.096
Likelihood Ratio	4.726	2	0.094
Linear – by – Linear Association	4.614	1	0.032

***Significant Value is 0.209**

The Pearson chi-square value is (4.685) with a p-value of 0.096 suggests that the relationship between reading behaviour and gender is not statistically significant at the 0.05 level. Hence, the null hypothesis is accepted suggesting that gender does not have a statistically significant influence on reading behaviour within the studied population. Similarly, the Likelihood Ratio test produced a Chi-square value of 4.726(df=2) with a p-value of 0.094, reinforcing the conclusion that there is no significant association between gender and reading behaviour.

The lack of statistical significance implies that gender differences may not be a key determinant of reading behaviour. Some other factors such as availability of reading materials, personal interest may play a more significant role in shaping reading behaviour than gender alone. It means that students who engage in more intense reading tend to have slightly better performance, but the effect is not strong. It implies that there are other factors also influence academic achievement.

Table 22: Chi- Square Test Indicating the Differences between Students’ Reading Behaviour and Class of Study.

Test Statistic	Value	df	Sig (2 sided)
Pearson chi -square	5.866	4	0.209
Likelihood Ratio	5.882	4	0.208
Linear – by – Linear Association	0.229	1	0.632

***Significant Value is 0.209**

The Pearson chi – Square value (5.866) with a p-value of 0.209 indicates that between reading behaviour and standard of study is not statistically significant at the 0.05 level. Hence, the null hypothesis was accepted. Being in a higher or lower class of study does not appear to significantly affect students’ reading behaviour. This suggests that reading behaviour is relatively stable across different grade levels rather than increasing or decreasing as students’ progress in school.

Table 22 presents the results of the Chi-Square test conducted to examine the association between students’ reading behaviour and their class of study. The Pearson Chi-Square value is 5.866 with 4 degrees of freedom and a significance level (p-value) of 0.209. Since the p-value is greater than the standard threshold of 0.05, the result is not statistically significant. This indicates that there is no significant difference in reading behaviour among students of different classes. Similarly, the Likelihood Ratio test yields a value of 5.882 with a significance level of 0.208, supporting the same conclusion. Furthermore, the Linear-by-Linear Association value is 0.229 with a significance level of 0.632, suggesting that there is no significant linear trend in reading behaviour across the different class levels. Overall, the findings suggest that students’ reading behaviour does not significantly vary according to their class of study.

4.3. Reading Preferences of the Students

Table 23: Frequency and Percentage Distribution of Students' Preferences of Readings

(n = 120)

Preference of reading non -academic reading material	Frequency	Percentage
Both fictional and non-fictional	63	52.50
Non-Fictional	21	17.50
Fictional	36	30.00

Regarding the preference for reading non-academic materials, it was found that more than half preferred reading both fictional and non-fictional materials (52.50%). Thirty percent preferred reading fictional materials, and seventeen percent preferred reading non-fictional materials. (refer fig. 11)

Fig. 11: Percentage Distribution of Students' Preference of Reading

(n = 120)

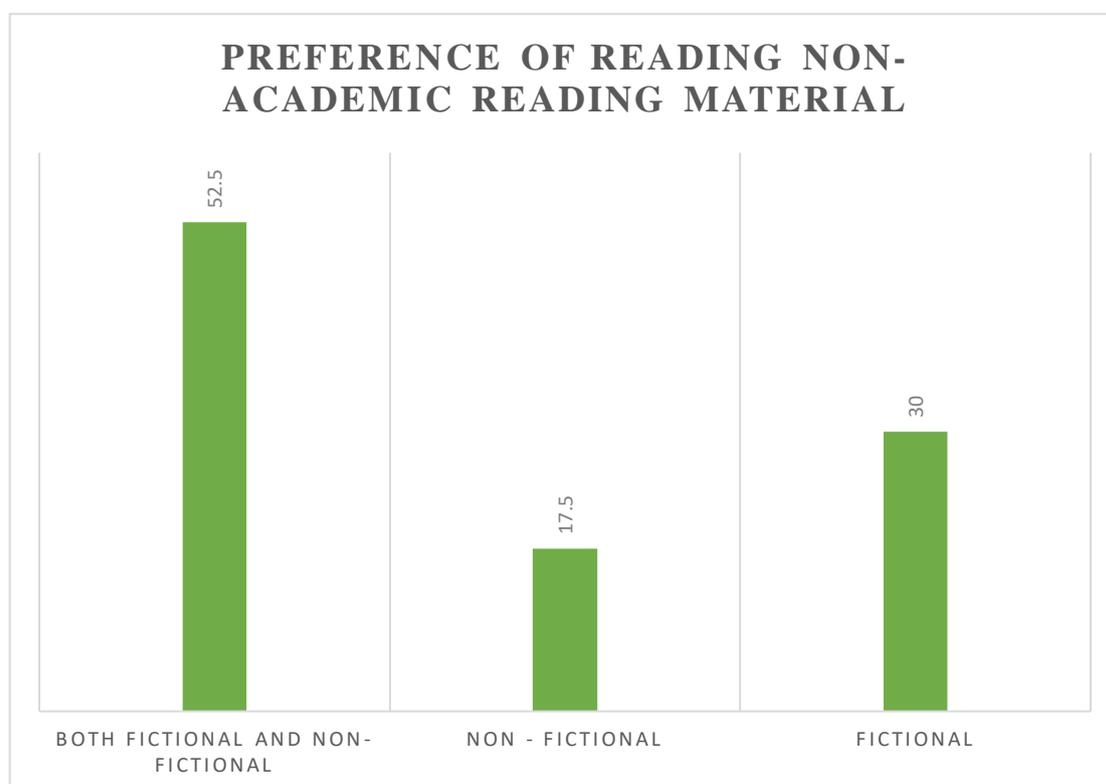


Table 24: Frequency, Percentage and Mean Rank Wise Distribution of Students According to Their Preference for Fictional Reading Materials

(n = 120)

Fictional Genre	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	*MR
Mysteries, crime and detective stories	30 (25 %)	17 (14.16 %)	11 (9.16 %)	11 (9.16 %)	14 (11.66 %)	2.54
Horror stories	22 (18.33 %)	26 (21.66 %)	20 (16.66 %)	9 (7.5 %)	13 (10.83 %)	2.61
Science fiction	17 (14.16 %)	17 (14.16 %)	13 (10.83 %)	17 (14.16 %)	8 (6.66 %)	2.75
Fantasy	14 (11.66 %)	7 (5.83 %)	9 (7.5 %)	7 (5.83 %)	16 (13.33 %)	3.08
Fairytales and folktales	8 (6.66 %)	11 (9.16 %)	18 (15 %)	11 (9.16 %)	10 (8.33 %)	3.13
Thriller / suspense	10 (8.33 %)	6 (5 %)	6 (5 %)	8 (6.66 %)	13 (10.83 %)	3.19
Adventure Stories	8 (6.67 %)	13 (10.83 %)	20 (16.66 %)	14 (11.66 %)	15 (12.5 %)	3.21
Stories about relationship	4 (3.33 %)	6 (5 %)	1 (0.83 %)	8 (6.66 %)	6 (5 %)	3.24
Funny/ joke books	6 (5 %)	13 (10.83 %)	12 (10 %)	21 (17.5 %)	11 (9.16 %)	3.29

Animal stories	2 (1.66 %)	5 (4.16 %)	10 (8.33 %)	13 (10.83 %)	14 (11.66 %)	3.73
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***Mean Rank**

Mysteries, crime, and detective stories ($M = 2.54$) are the most preferred fiction genre among students, followed by horror stories and Science fiction. In contrast, animal stories ($M = 3.73$) emerged as the least preferred. (refer fig. 12)

The preferences of 120 students for various fictional reading materials, ranked from 1 (most preferred) to 5 (least preferred), along with their corresponding mean ranks. The results show that mysteries, crime, and detective stories are the most preferred genre among students, with 25% of them ranking it as their top choice and a mean rank of 2.54. This suggests a strong interest in stories involving suspense, investigation, and problem-solving. Horror stories follow closely with a mean rank of 2.61, indicating that many students enjoy thrilling and spine-chilling narratives. Science fiction ranks third in preference ($MR = 2.75$), suggesting growing curiosity among students about futuristic, technological, and imaginative themes.

Genres such as fantasy ($MR = 3.08$), fairytales and folktales ($MR = 3.13$), and thriller/suspense ($MR = 3.19$) received moderate preference. Although fewer students ranked these genres as their top choice, they were still commonly placed in the middle ranks, showing a fair level of interest. Adventure stories, with a mean rank of 3.21, also fall into this moderately preferred category, indicating that students enjoy action-packed plots but not as much as more mysterious or horror-based content.

On the other hand, genres like stories about relationships ($MR = 3.24$) and funny/joke books ($MR = 3.29$) were less preferred, receiving low first-rank votes. This might reflect that middle school students are currently more drawn to imaginative or intense narratives than every day or humorous ones. Animal stories were the least preferred genre overall, with a mean rank of 3.73 and only 1.66% of students giving it the highest rank, suggesting that this genre might be perceived as less engaging or more suited for younger readers.

In summary, the data indicates that students in this age group are more interested in engaging, suspenseful, and imaginative stories such as mysteries, horror, and science

fiction, while traditional or light-hearted genres like animal stories, jokes, and relationship-based narratives are less favoured.

Fig. 12 : Mean Rank Wise Distribution of Students According to Their Preference for Fictional Reading Materials

(n = 120)

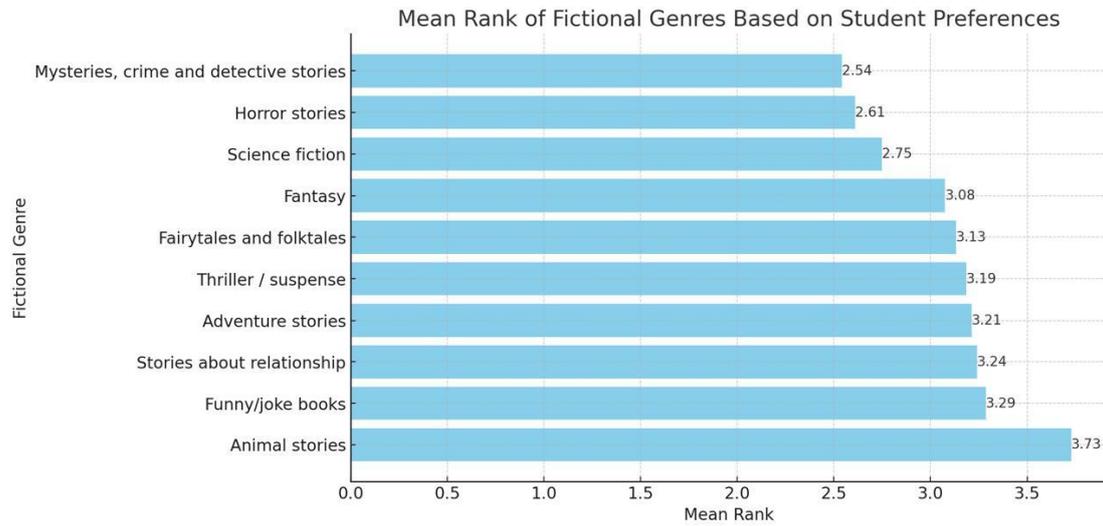


Fig. 13: Mean Rank Wise Distribution of Students According to Their Preference for Non-Fictional Reading Materials

(n = 120)

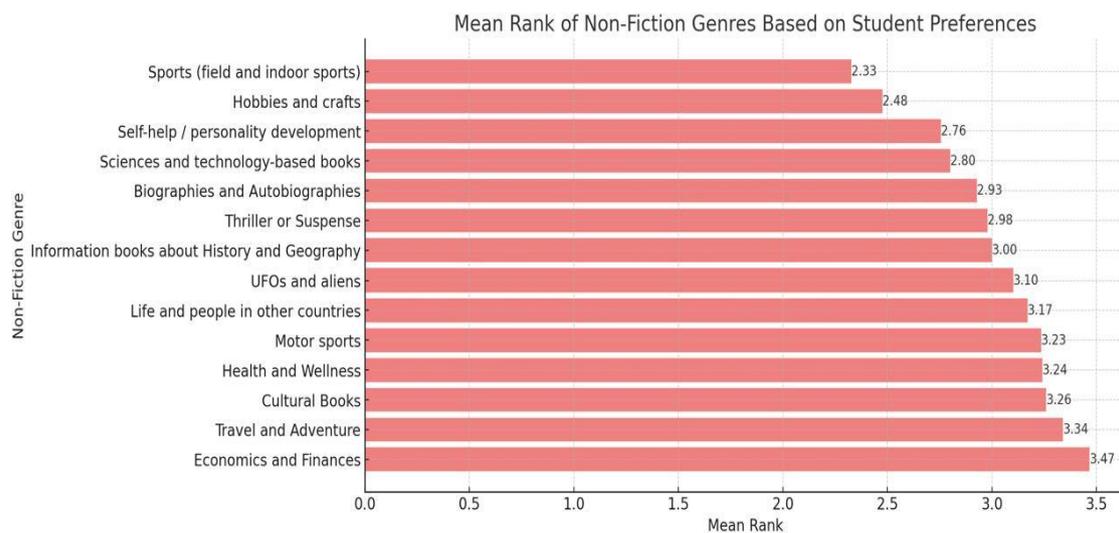


Table 25: Frequency, Percentage and Mean Rank Wise Distribution of Students According to their Preference for Non-Fictional Reading Materials

(n = 120)

Non- Fictional Genre	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	*MR
Sports (field and indoor sports)	23 (19.16 %)	9 (7.5 %)	13 (10.83 %)	6 (5 %)	2 (1.66 %)	2.33
Hobbies and crafts	21 (17.5 %)	12 (10 %)	12 (10 %)	11 (9.16 %)	6 (5 %)	2.48
Self-help / personality development	10 (8.33 %)	16 (13.33 %)	8 (6.66 %)	9 (7.5 %)	7 (5.83 %)	2.76
Sciences and technology-based books	11 (9.16 %)	15 (12.5 %)	11 (9.16 %)	9 (7.5 %)	14 (11.66 %)	2.80
Thriller or Suspense	11 (9.16 %)	10 (8.33 %)	7 (5.83 %)	10 (8.33 %)	11 (9.16 %)	2.98
Information books about History and Geography	7 (5.83 %)	10 (8.33 %)	11 (9.16 %)	5 (4.16 %)	13 (10.83 %)	3.00
Biographies and Autobiographies	7 (5.83 %)	10 (8.33 %)	6 (5 %)	10 (8.33 %)	7 (5.83 %)	2.93
UFOs and aliens	4 (3.33 %)	6 (5 %)	12 (10 %)	10 (8.33 %)	11 (9.16 %)	3.10
Life and people in other countries	7 (5.83 %)	7 (5.83 %)	8 (6.66 %)	13 (10.83 %)	9 (7.5 %)	3.17
Motor sports	7 (5.83 %)	7 (5.83 %)	15 (12.5 %)	6 (5 %)	13 (10.83 %)	3.23
Health and Wellness	2 (1.66 %)	3 (2.5 %)	1 (0.83 %)	2 (1.66 %)	7 (5.83 %)	3.24
Cultural Books	4 (3.33 %)	5 (4.16 %)	5 (4.16 %)	6 (5 %)	7 (5.83 %)	3.26

Travel and Adventure	4 (3.33 %)	11 (9.16 %)	10 (8.33 %)	19 (15.83 %)	9 (7.5 %)	3.24
Economics and Finances	2 (1.66 %)	4 (3.33 %)	1 (0.83 %)	4 (3.33 %)	5 (4.16 %)	3.47

***Mean Rank**

Sports emerged as the most preferred non-fiction genre among students. Conversely, economics and finance, travel and adventure, cultural books were the least preferred non-fictional reading material. Hobbies and crafts (m = 2.48) and self-help books (m = 2.70) also ranked relatively high in preference. Table 25 presents the preferences of 120 students for various non-fictional reading materials, ranked from 1 (most preferred) to 5 (least preferred), along with their mean ranks (MR). The findings suggest that students show the highest preference for sports-related content, including both field and indoor sports, which received the top rank from 19.16 percent of students and had the lowest mean rank of 2.33, indicating strong overall interest. Hobbies and crafts follow closely with a mean rank of 2.48, showing that students enjoy engaging in creative and practical activities through reading.

Self-help or personality development books (MR = 2.76) and science and technology-based books (MR = 2.80) also hold a moderate level of preference, suggesting that a fair number of students are interested in self-improvement and exploring how things work in the real world. Genres such as thriller/suspense (MR = 2.98), biographies and autobiographies (MR = 2.93), and information books about history and geography (MR = 3.00) also maintain a mid-level interest among students, though they were not the top choices for most.

Less preferred genres include UFOs and aliens (MR = 3.10), life and people in other countries (MR = 3.17), and motor sports (MR = 3.23), which may appeal to specific student interests but were generally less favoured. The least preferred categories are health and wellness (MR = 3.24), cultural books (MR = 3.26), travel and adventure (MR = 3.24), and economics and finances (MR = 3.47), with very few students ranking them as their top choices. These topics might appear too academic or less relatable to the students' age group, resulting in lower engagement. Overall, the data indicates that students are more inclined towards practical, relatable, and action-oriented non-

fictional genres like sports and hobbies, while more abstract or academic topics such as economics, culture, and health are less appealing at this stage. (refer fig. 13)

Table 26 : Frequency and Percentage Distribution of Students According to Their Favourite Author

(n = 120)

Author	Frequency	Percentage
Had no favourite author	94	78.33
Had favourite author	26	21.67

Findings presented in Table 26 indicate that the majority of the respondents had favourite authors (78.33%). Rabindranath Tagore, Sudha Murthy, Jeff Kinney, Swami Vivekananda, Zaver Chand Meghani, Eiichiro Oda, Stephen Hawking, Geronimo and Thea Stilton, J.K. Rowling, Agatha Christie, Ara Huang (as reported by their parents). Whereas the remaining respondents had no such favourite authors (21.67%)

Table 27 : Frequency and Percentage Distribution of Students' According to Their Preferred Language

(n = 120)

Preferred language	Frequency	Percentage
English	66	55.00
Gujarati	48	40.00
Hindi	6	5.00

Regarding the preferred language of non-academic materials, the above table reveals that more than half of the students preferred the English language to read (55%), forty percent of them preferred the Gujarati language (40%) and very few of them preferred the Hindi language (5%) to read non-academic materials. The findings implies that Gujarati medium students may also be reading English material available in the market / libraries, which is a good practices.

Table 28 : Frequency and Percentage Distribution of Students' According to Their Preferred Reading Formats

(n = 120)

Preferred reading format	Frequency	Percentage
Both physical and digital modes	42	35.00
Physical mode	38	31.67
Digital mode (E – books)	27	22.50
Digital mode (Audiobooks)	13	10.83

Portrayal of the Table 27 indicates that more than one-third of the respondents preferred reading both physical and digital formats (35%), whereas little more than thirty percent preferred reading in physical format (31.67%). Further, less than one-fourth of the respondents preferred e-books (22.50%) and nearly one-tenth of them preferred audiobooks (10.83%). Educational institutes can integrate both physical and digital reading materials to cater to students' diverse preferences. Libraries should have e-books and audiobooks to encourage digital reading habits.

Table 29 : Frequency and Percentage Distribution of Students According to Their Preferred Time of Reading

(n = 120)

Preferred time of reading	Frequency	Percentage
At any time of the day	74	39.17
During bedtime	21	16.67
In the morning	20	17.50
Afternoon	12	10.00
During snacks time in the evening	10	8.33
During library period	10	8.33

Data in Table 29 present that nearly forty percent of the respondents had no preferred time for reading non-academic materials (39.17%). The probable reason for such preference could be the convenience of readers for reading non-academic materials. Further, more than fifteen percent preferred reading in the morning (17.50%) and during bedtime (16.67%), respectively. One-tenth of the respondents preferred reading in the afternoon and an equal percentage of them (8.33%) preferred reading during snack time in the evening and during library period.

Table 30: Frequency and Percentage Distribution of Students' According to Their Preferred Place of Reading

(n = 120)

Preferred place of reading	Frequency	Percentage
At home	100	83.33
At friend's home	14	11.68
School libraries	4	3.33
Restaurants and cafes	1	0.83
Public libraries	1	0.83

Concerning the preferred place of reading non-academic materials, the findings in Table 30 indicate that a high majority of the students preferred reading at home (83.33%), more than ten percent of them preferred reading at their friend's home, few of them preferred reading in school libraries (3.33%), and very few (0.83%) preferred readings in restaurants/ cafes and public libraries.

Table 31: Frequency and Percentage Distribution of Students' According to Their Source of Acquiring Non-Academic Reading Material

(n = 120)

Sources	Frequency	Percentage
School libraries	29	24.17
Bookstores	27	22.50
Online platforms (Amazon, Flipkart etc.)	21	17.50
Borrow from friends, relatives	20	16.67
Open internet sources	13	10.83
Public libraries	9	7.50
Blogs	1	0.83

Data in Table 31 portray that nearly a quarter of students acquire non-academic reading materials from their school libraries (24.17%). More than one-fifth of them acquire reading materials from bookstores (22.50%), and an almost equal percentage of respondents i.e. 17.50% and 16.67%, acquire materials from online platforms such as

Amazon, Flipkart, etc., and borrow from friends and relatives. However, little more than one-tenth acquire reading materials from open internet sources (10.83%) followed by issuing from public libraries (7.50%) and blogs (0.83). schools should expand and diversify their library collections to cater to students' varied preferences for non-academic reading. Encourage book fairs, discounts and student friendly pricing policies can enhance reading synergy.

Table 32: Frequency and Percentage Distribution of Students According to Their Source of Inspiration

(n = 120)

Sources of Inspiration	Frequency	Percentage
Parents / guardians	54	45.00
Friends	18	15.00
Siblings	16	13.33
Self-inspired	15	12.50
Teachers	14	11.67
Author's style of writing	3	2.50
Librarians	0	0.00

A perusal of Table 32 reveals the major source of inspiration for reading non-academic material among middle school students. A higher percentage of the respondents were inspired by their parents/ guardians for reading (45%), which indicates that parents/ guardians play a crucial role in inculcating reading habits among children. Further, fifteen percent of them were inspired by their friends (15%) whereas more than one-tenth of them were inspired by their siblings (13.33%), self-inspired (12.50%), and teachers (11.67%). Very few of the respondents were inspired by the author's style of writing. The above findings suggests that librarians role should be encouraging and suggesting students' to read good / quality material. Librarians should introduce interactive reading programs for making it more engaging for students.

Table 33 : Frequency and Percentage Distribution of Students' According to the Help Availed in Selecting Non-Academic Reading Materials

(n = 120)

Source of help	Frequency	Percentage
Family members (parents, siblings)	49	40.84
Friend	27	22.50
Social media	21	17.50
Teachers or librarians	9	7.50
Pick randomly from any source	7	5.83
Reading suggested by reviewers and advertisement	6	5.00
Booksellers	1	0.83

The findings presented in Table 33 portray that family members (parents, siblings) help in selecting non-academic reading materials for more than forty percent of the respondents (40.84%). However, help from friends and social media was availed by 22.50% and 17.50 % of respondents, respectively, and few of them sought help from their teachers or librarians (7.50%). Very few respondents pick reading materials randomly from any source (5.83%) or read materials suggested by reviewers and advertisements (5.00%) or booksellers (0.83%).

Table 34 : Frequency and Percentage Distribution of Students According to the Enjoyment in Reading Non-Academic Materials

(n = 120)

Level of Enjoyment	Frequency	Percentage
Enjoyed very much	68	56.67
Enjoyed only when it was their choice	30	25.00
Did not enjoy much	22	18.33

A perusal of Table 34 indicates that the higher majority of the respondents enjoyed reading non-academic materials very much (56.67%), and one-fourth of them enjoyed

reading only when it was their choice (25%) whereas, less than one-fifth of them did not enjoy much (18.33%).

Table 35: Frequency and Percentage Distribution of Students According to Preferred Reading Mode

(n = 120)

Preferred mode	Frequency	Percentage
Reading alone silently	51	42.50
Reading with friends	30	25.00
Reading on loud alone	18	15.00
Reading online	12	10.00
Parents reading out loud	9	7.50

The findings presented in the Table 35 describe the preferred reading format of middle school students for non-academic reading materials. It was found that more than forty percent of the respondents preferred reading silently alone (42.50%), and one-fourth of them preferred reading with their friends (25%). The data shows a diverse range of reading preferences among middle school students, with a significant preference for reading silently alone. Social reading with friends and digital reading are also popular. Understanding these preferences can help educators and parents support students' reading habits by providing suitable reading environments and materials.

4.4. Factors Influencing Students' Reading Choices.

Table 36: Frequency and Percentage Distribution of Students According to the Reasons for Reading Non-Academic Materials

(n = 120)

Reasons for Reading	Frequency	Percentage
Liking for reading	85	70.83
Reading brings happiness	65	54.16
Reading helps in learning new things	63	52.50
It is a source of entertainment	61	50.83
Reading boosts the imagination	57	47.50
Reading makes the reader smarter	56	45.00
Reading adds new words to the vocabulary	51	42.50
Reading helps to learn more about the subject which a reader read	47	39.16
Reading helps in calming down	44	36.61
Reading helps in achieving good grades	43	35.83
Reading challenges the mind with new and exciting ideas	43	35.83
Reading non-academic texts increases knowledge	43	35.83
People who read a lot are very interesting	33	27.50
Liking for writing style of author / content writers	30	25.00
Reading helps in completing school assignments	28	23.33

***Multiple responses**

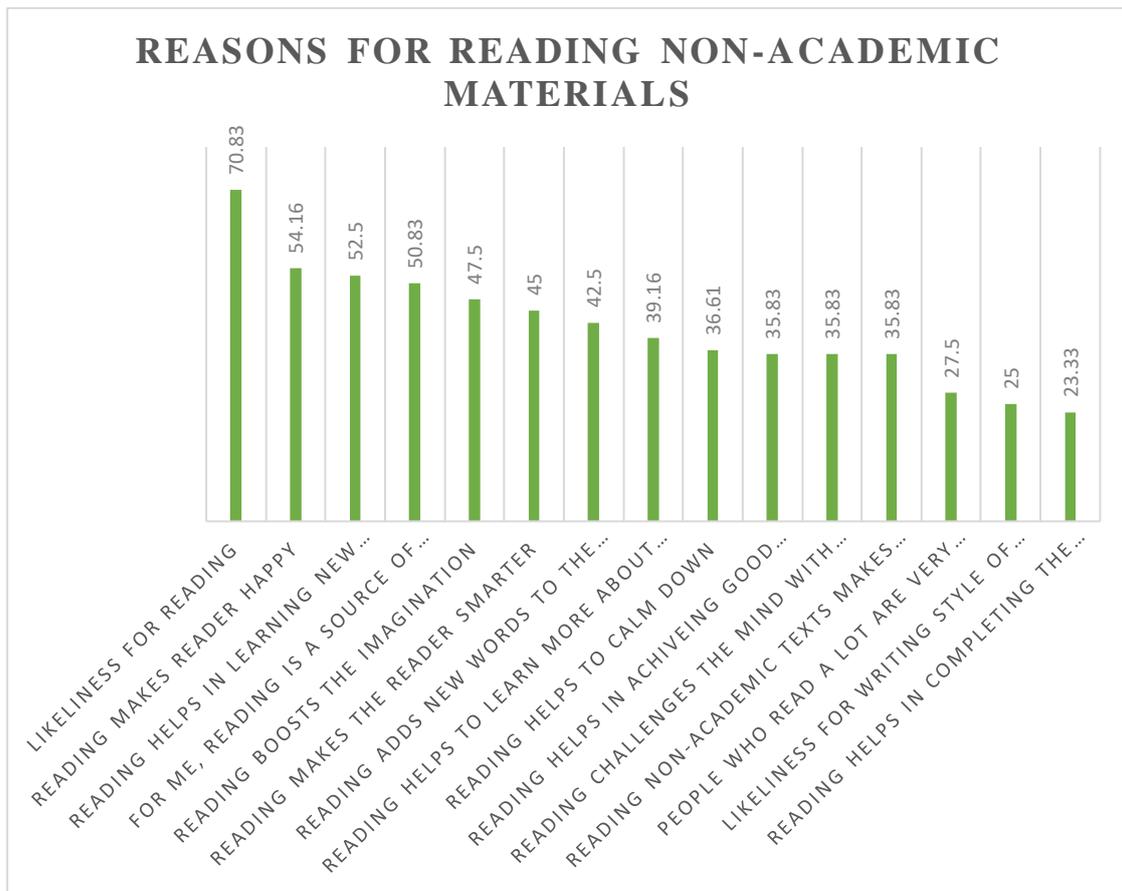
Portrayal of Table 36 presents the reasons why middle school students read non-academic materials in their free time. A high majority of the respondents (70.83 %) reported that is their primary reason for reading. More than half of the respondents stated that reading makes them happy, helps them learn new things, and serves as a source of entertainment. Further, nearly half of the respondents reported that reading boosts their imagination (47.50%), makes them smarter (45%), and adds new words to their vocabulary (42.50%). Reading helps to learn more about the subject for nearly forty percent of the respondents about which they read (39.16%).

The findings further reveal that more than one-third of the respondents reported that reading helps them to calm down (36.61%) and an equal percentage of them (35.83%)

stated that reading helps them achieve good grades, challenges the mind with new and exciting ideas, and makes them more knowledgeable. Nearly one-fourth of the respondents reported that they read because they find people with reading habits very interesting (27.50%), they like the writing style of author/ content writers (25%), and reading helps them in completing the school assignments (23.33%). (refer fig.14)

Fig.14 : Percentage Distribution of the Students According to the Reasons for Reading Non-Academic Materials

(n = 120)



4.5. Factors Influencing Students Reading Behaviour.

Table 37: Frequency and Percentage Distribution of Students' According to Their Reasons for Disengagement in Non-Academic Reading Materials

(n = 120)

Reasons	Frequency	Percentage
Parents did not allow to read non-academic material for long hours	41	34.16
Preferred Playing outdoor games with friends	41	34.16
Excessive homework given by the teachers	40	33.33
Digital distractions	40	33.33
Perceived reading as an obligation	29	24.16
Engaged in hobby classes	28	23.33
Preferred watching television over reading in free time	26	21.66
Preferred playing computer games over reading in free time	22	18.33
Preferred sleeping in free time	22	18.33
Inaccessibility of non-academic reading materials	21	17.50
Financial constraints	12	10.00

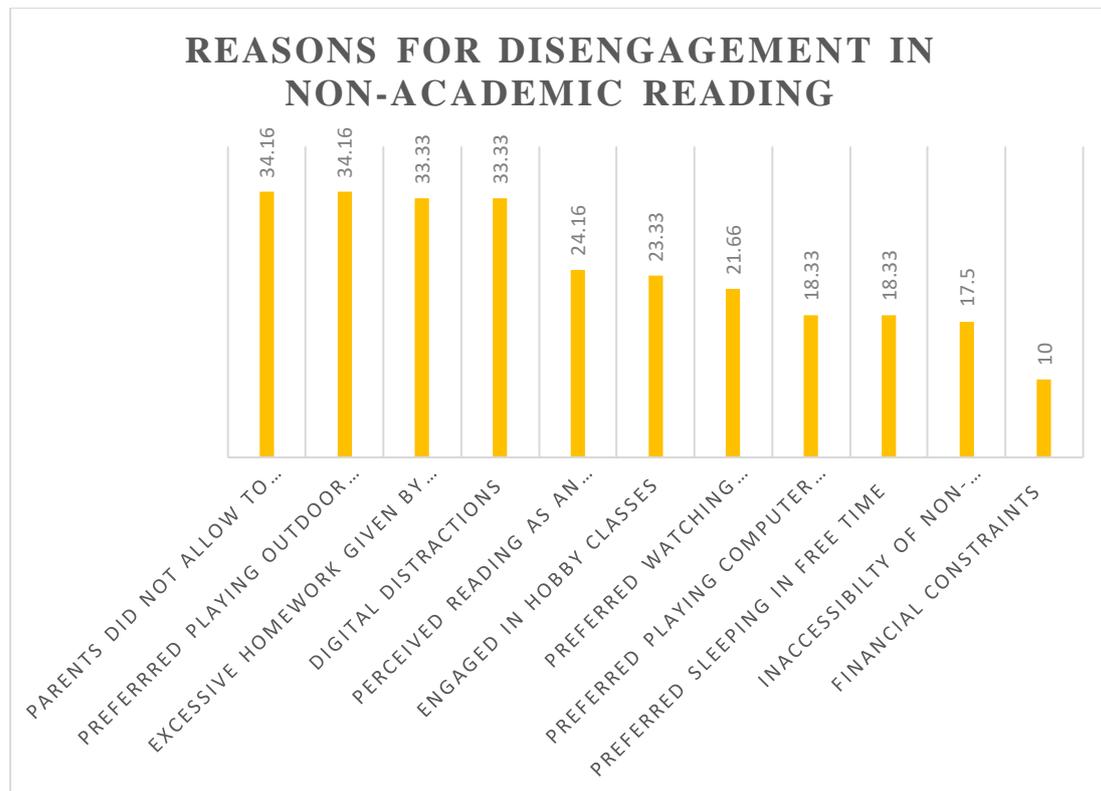
***Multiple responses**

Table 37 presents the reasons why middle school students disengage from non-academic reading. About one third of the respondents cited parental restrictions (34.16 %) preference for outdoor games with friends (34.16%), excessive homework (33.33%), and digital distractions (33.33%) as reasons for disengagement from non-academic reading. Nearly one-fourth of them perceive reading as an obligation (24.16%), Additionally participate in hobby classes (23.33%), or prefer watching television instead of reading in their free time (21.67%). An equal percentage of the respondents (18.33%) prefer playing computer games or sleeping instead of reading in their free time. Inaccessibility of non-academic reading materials was reported by less than one-fifth of the respondents (17.50%). Financial constraints were reported by one-tenth of the respondents as their reasons for disengagement in reading non-academic materials.

The above findings suggests that a combination of parental influence, academic workload, digital distractions, and competing leisure activities significantly impacts students' reading habits. Strategies to promote reading could include reducing the perception of reading as an obligation, increasing access to engaging material, and balancing screen time with reading activities. schools and parents may need to encourage non-academic reading by integrating it into daily routines and making it a more enjoyable activity rather than a chore. This suggests the need for school libraires, affordable book access initiatives to ensure students from all economic background can read non-academic material. (refer fig. 15)

Fig. 15: Percentage Distribution of Students' Reasons for Disengagement in Non-Academic Reading.

(n = 120)



4.6. Findings Related to Selected Parents of Middle School Students

This section provides an overview of the selected parents and the percentage distribution of the sample based on their demographic characteristics. It examines parents' perspectives on non-academic reading, their influence on their children's reading habits, the factors shaping their encouragement or concerns, and the challenges impacting students' engagement with non-academic reading materials.

Table 38: Frequency and Percentage Distribution of Parents by Their Age

(n = 12)

Age	Frequency	Percentage
Less than 30	1	8.33
30 – 40	10	83.33
Above 40	1	8.33

The above table presents the age-wise distribution of parents. The majority of parents (83.33%) fall within the 30–40 years of age group, indicating that this is the predominant age range for parents of students in the study. A small proportion (8.33%) are below 30 years, and an equal percentage (8.33%) are above 40 years. This distribution suggests that most parents belong to the middle adulthood stage, which may influence their perspectives on children's reading habits and educational choices. (refer fig. 16)

Fig. 16: Percentage Distribution of Parents by Their Age

(n = 12)

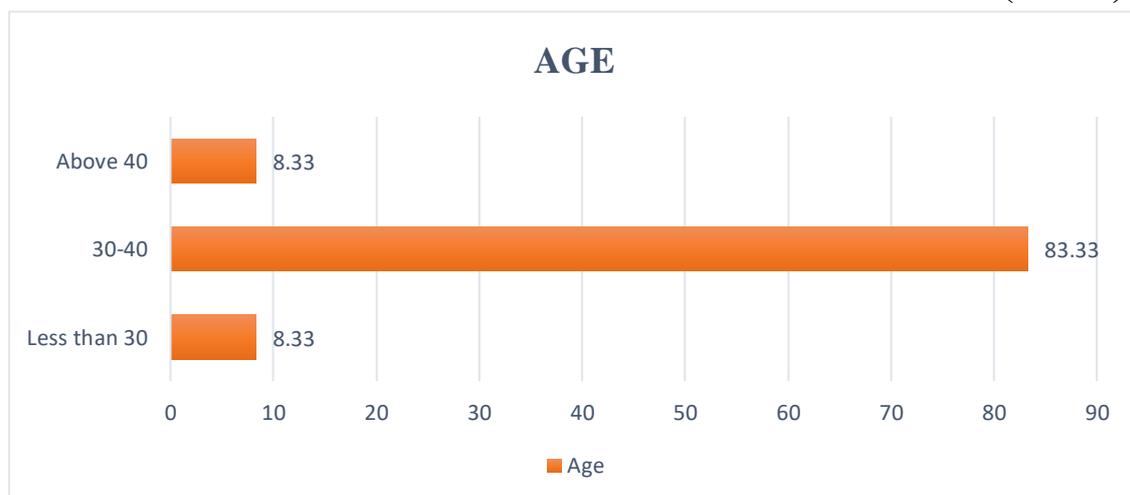


Table 39 : Frequency and Percentage Distribution of the Parents According to Their Relationship with the Child

(n =12)

Relationship with Child	Frequency	Percentage
Mother	6	50.00
Father	6	50.00

Findings from Table 39 indicate that an equal percentage of respondents were mother and father, representing an equal gender-based distribution. (refer fig. 17)

Fig. 17: Percentage Distribution of Parents According to Their Relationship with the Child

(n =12)

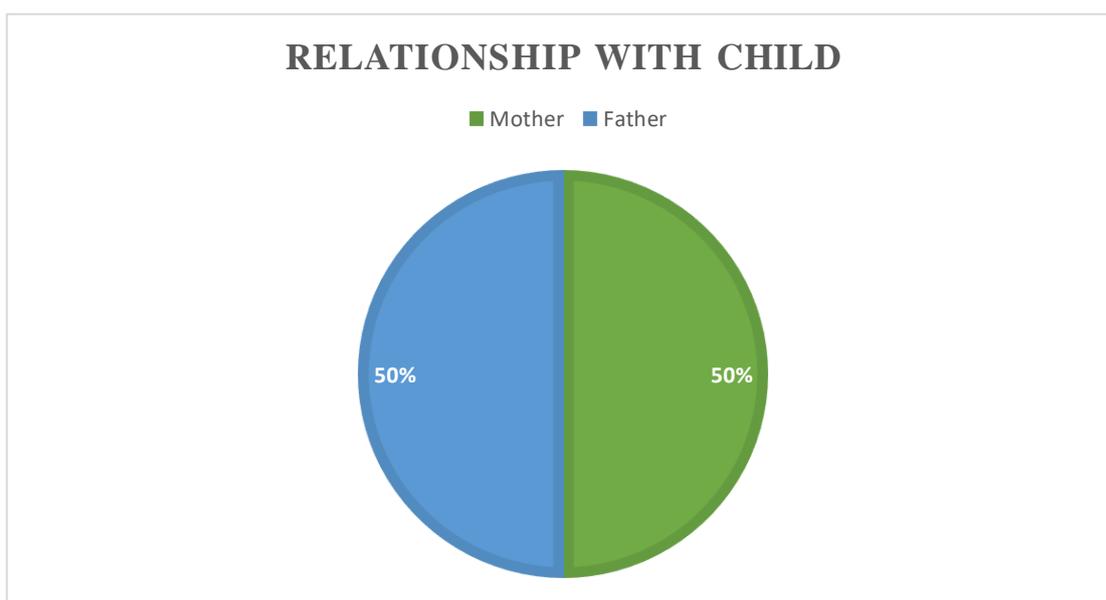


Table 40: Frequency and Percentage Distribution of Parents According to Their Educational Qualification

(n =12)

Educational Qualification	Frequency	Percentage
10th Pass	3	25.00
12th Pass	1	8.33
Diploma	3	25.00

Graduation	3	25.00
Post - Graduation	1	8.33
Professional	1	8.33

Data in Table 40 states that one-fourth of the respondents (25%) were educated up to high school, diploma, and graduation, respectively. Few of the respondents (8.33%) were educated up to high school, post-graduation, and professional level respectively. (refer fig. 18)

Fig. 18: Percentage Distribution of Parents According to Their Educational Qualification (n = 12)

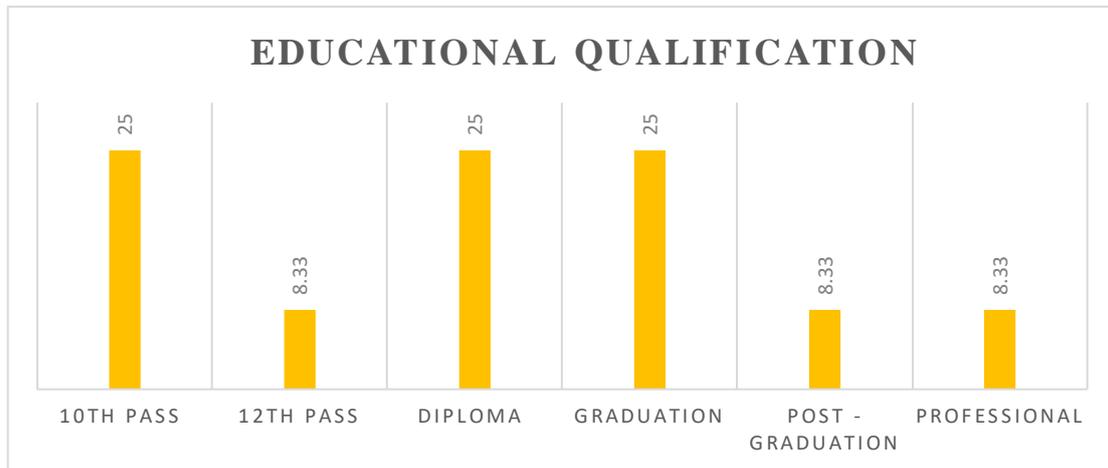


Table 41: Frequency and Percentage Distribution of Parents According to Their Occupation (n =12)

Occupation	Frequency	Percentage
Service / Job	7	58.33
Self - Employed / Business	3	25.00
Homemaker	2	16.66

Concerning the occupation of the respondents, it was found that more than half of the respondents (58.33%) had service / job as their primary source of income (Table 41).

Further, one-fourth of them (25%) were self-employed or had a business, and the remaining respondents (16.67%) were homemakers. (refer fig. 19)

Fig. 19: Percentage Distribution of Parents According to Their Occupation

(n = 12)

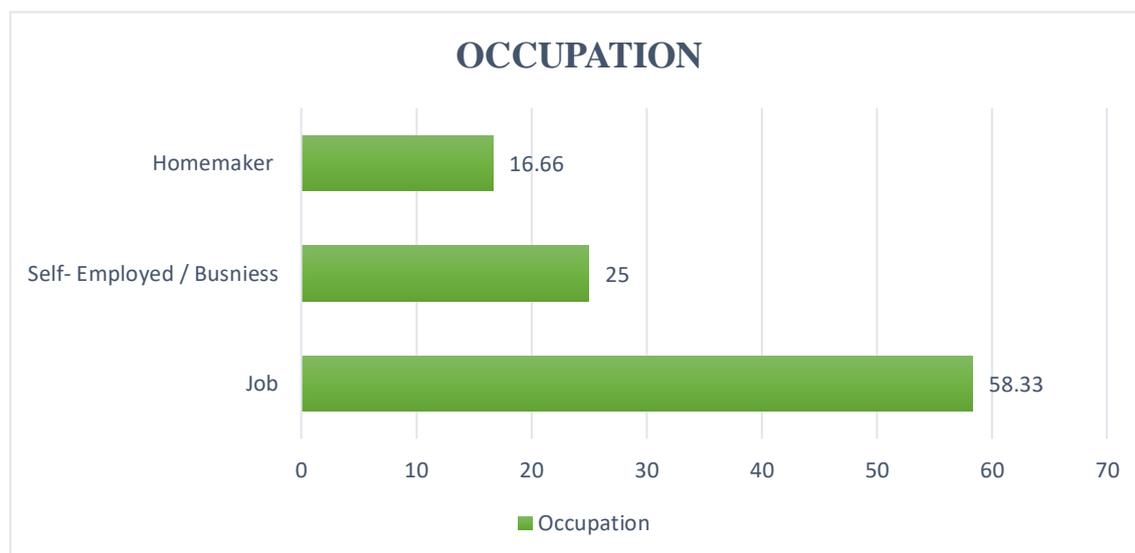


Table 42 : Frequency and Percentage Distribution of Parents According to Their Monthly Income

(n = 12)

Monthly Income	Frequency	Percentage
Less than Rs. 25,000	1	8.33
Rs. 25,001 to 50,000	2	16.66
Rs. 50,001 to 1,00,000	6	50.00
More than Rs. 1,00,000	3	25.00

Perusal of Table 41 indicates the monthly income of respondents. Half of the respondents had a monthly income from Rs. 50,001 to 1, 00,000, and one-fourth of them had a monthly income of more than Rs. 1,00,000. More than fifteen percent of the respondents were earning from Rs. 25,001 to 50,000 monthly, whereas few of them (8.33%) had an income less than Rs. 25,000.

Table 43: Frequency and Percentage Distribution of Parents According to the Number of Children

(n =12)

No of Children	Frequency	Percentage
1	6	50.00
2	5	41.66
3	1	8.33

Based on the numbers of children of respondents, the findings presented in Table 42 reveal that half of the respondents had only one child, little more than forty percent of them (41.67%) had two children, and one of them had three children (8.33%). None of the respondents had more than 3 children.

Table 44: Frequency and Percentage Distribution of Parents Based on Their Children’s School Type

(n =12)

Type of School	Frequency	Percentage
Private	6	50.00
Government	3	25.00
Semi - Government	3	25.00

Perusal of Table 44 indicates that the children of half of the respondents were enrolled in private schools, and children of equal percentage of respondents (25%) were enrolled in government and semi-government schools, respectively.

Table 45: Frequency and Percentage Distribution of Parents According to Their Knowledge About Non-Academic Reading Materials

(n =12)

Knowledge	Frequency	Percentage
Had knowledge	12	100.00
Had no knowledge	0	0.00

All the respondents were aware of non-academic reading materials, as indicates in table 45. Non-academic materials are widely popular among parents, due to media exposure, and their personal experiences. Their knowledge or awareness should lead their children to engage them reading such materials.

Table 46: Frequency and Percentage Distribution of Parents According to Their Perception About Importance of Non-Academic Reading Materials

(n = 12)

Perception	Frequency	Percentage
Very important	6	50.00
Important	6	50.00

Table 46 indicates that an equal percentage of the respondents (50%) perceived the non-academic reading as very important for their children. None of them perceived it as moderately important or not important, which indicated that the parents were well aware about the significance of non-academic reading materials in their children's overall development.

Parents valuing importance of non-academic reading is a very encouraging findings. They should also provide books, allow their children to read during a particular time rather than insisting them to complete their homework and read academic books.

Table 47: Frequency and Percentage Distribution of Parents According to Their Perceived Benefits of Non-Academic Reading Material

(n = 12)

Perceived Benefits	Frequency	Percentage
Improves communication skills of children	9	75.00
Develops understanding for culture and traditions	7	58.33
Fosters language development in children	6	50.00
Fosters creativity	6	50.00
Boost the imagination power of Children	6	50.00
Act as a stress reliver for children	4	33.33

*Multiple responses

Concerning the benefits of non-academic material, three-fourths of the respondents (75 %) believed that reading these materials improves the communication skills of their children. More than and equal to half of the respondents (50-58.33%) reported that non-academic reading material develop understanding for culture and traditions, foster language development, foster creativity and boost the imagination power of children, respectively. Further, one – third of the respondents stated that reading non-academic materials acts as a stress reliever for children.

Table 48: Frequency and Percentage Distribution of Parents According to the Encouragement to Children for Reading Non-Academic Materials

(n =12)

Encouragement for reading non-academic materials	Frequency	Percentage
Encourage to read	11	91.68
Did not encourage to read	1	8.33

The high majority of the respondents (91.67%) encourage their children to read non-academic materials (Table 48). Only a few of them (8.33%) did not encourage their children, which indicates that parents play a major role in encouraging their children to read non-academic materials.

Table 49 : Frequency and Percentage Distribution of Parents According to the Scheduled Time for Their Children to Read Non-Academic Materials

(n =12)

Scheduled time for reading	Frequency	Percentage
Had scheduled time	6	50.00
Did not had scheduled time	6	50.00

Findings presented in Table 49 indicate that only half of the parents (50%) scheduled a particular time for their children to read non-academic reading materials. The remaining parents either allowed their children to read at any time of day or were not considerate about whether their children were reading non-academic reading materials.

Table 50: Frequency and Percentage Distribution of Parents According to Their children’s time spend on reading per week

(n= 12)

Time Spent per Week	Frequency	Percentage
3 Hours	1	8.33
4 Hours	2	16.66
5 Hours	2	16.66
7 Hours	1	8.33
No Response	6	50.00

Less than twenty percent of the respondents (16.66 %) reported that their children were spending 4 to 5 hours per week in reading non-academic material. However, six respondents (50%) did not provide a response, reducing the number of valid responses. (refer fig. 20)

Fig. 20: Percentage Distribution of Parents According to Their children’s time spend on reading per week **(n = 12)**

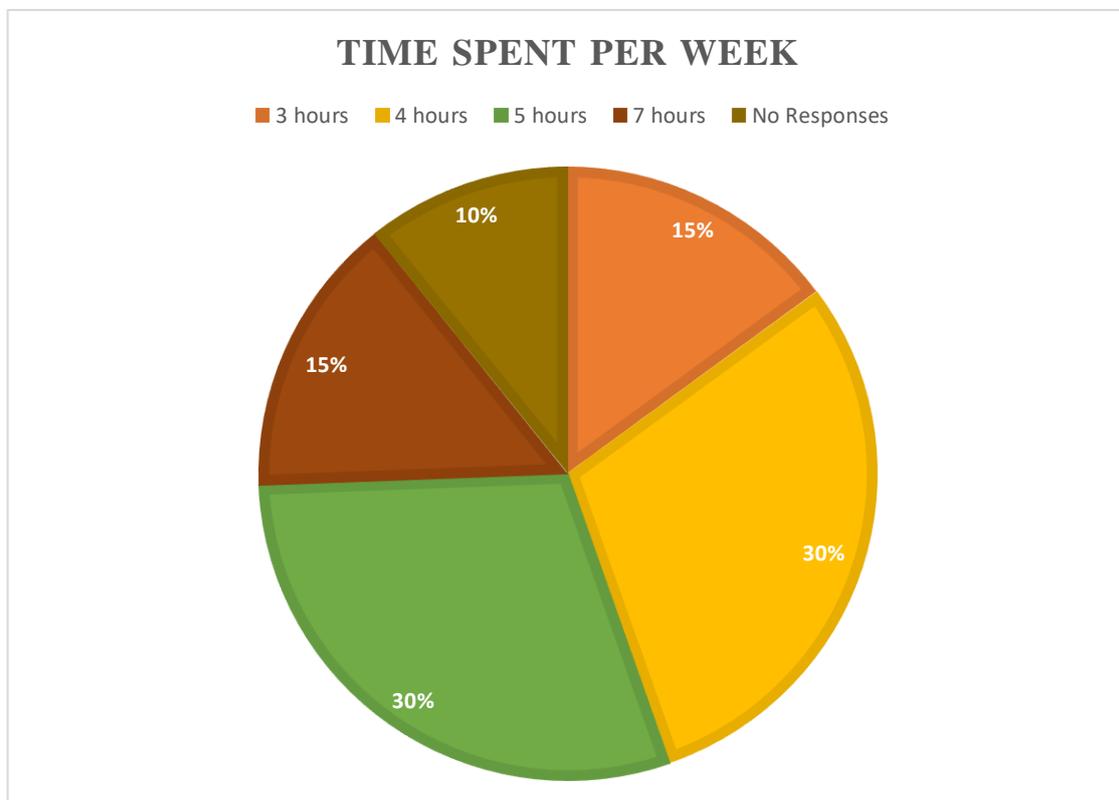


Table 51: Frequency and Percentage Distribution of Parents According to Their Concerns Regarding the Types of Non-Academic Reading Materials

(n =12)

Concerns	Frequency	Percentage
Had no concerns	7	58.30
Had concerns	5	41.67

Perusal of Table 51 reveals that more than half of the parents (58.33%) had no concerns regarding the types of non-academic reading materials whereas the remaining respondents (41.67%) were concerned. The concerns reported by parents were that their children read for the parents, and parents want their children to read for their own career achievement one of the parents also reported that they should keep an eye on what their children read.

Table 52: Frequency and Percentage Distribution of Parents According to the Impact of Reading Non-Academic Materials on Their Children’s Academic Performance

(n =12)

Impact	Frequency	Percentage
Had positive impact	10	83.33
Had negative impact	2	16.67

Regarding the impact of reading non-academic materials, the majority of the respondents (83.33%) believed that reading these materials create a positive impact on their children’s academic performance, while few of them (16.67%) believed that reading non-academic materials create a negative impact on their children’s academic performance.

Table 53: Frequency and Percentage Distribution of Parents According to Their Opinions About Challenges in Reading Non-Academic Materials

(n =12)

Challenges	Frequency	Percentage
Overloaded of academic work	8	66.67

Lack of time	6	50.00
Lack of interest	5	41.67
Lack of access to non-academic reading material	4	33.33
Exposure to social media and other entertainment sources	3	25.00
Parental discouragement for reading non-academic material	2	16.6

***Multiple responses**

The opinions of parents regarding various challenges in reading non-academic materials are presented in Table 53. Majority of the parents (66.67%) opined that academic work overload restricts their children from reading non-academic reading materials. In contrast, half of them (50%) believed that lack of time restricts their children from reading. The other challenges opined by the parents were lack of time (50%), lack of interest in reading (41.67%), lack of access (33.33%), exposure to social media and other entertainment sources (25%), and discouragement from their side for reading non-academic materials.

Table 54: Frequency and Percentage Distribution of Parents According to Their Opinions About Role of Parents in Encouraging Non-Academic Reading Habits Among Children

(n =12)

Parents role	Frequency	Percentage
Suggest books	7	58.33
Create reading clubs	3	25.00
Reading along with children	2	16.67
Give reading assignment	-	-

It is evident from the Table that the parents play a crucial role in children's reading for non-academic materials. More than half of them (58.33%) suggest books to their children, one fourth of them have created reading clubs, and few of them (16.67%) read along with their children. None of the parents give reading assignments to their children.

Table 55 : Frequency and Percentage Distribution of Parents According to Their Perception About Providing Access to Non-Academic Reading Materials to Children

(n =12)

Access to non-academic reading materials	Frequency	Percentage
Should provide access	11	91.67
Should not provide access	1	8.33

A high majority of the respondents (91.67%) perceived that parents should provide access to non-academic materials to their children, whereas the one of the parents denied access to the children. The reason for it was their busy academic study schedule.

Table 56: Frequency and Percentage Distribution of Parents According to Their Efforts for Encouraging Reading Habits of Non-Academic Materials

(n =12)

Efforts by parents	Frequency	Percentage
Share interesting events from Books / Magazines / newspapers	5	41.66
Subscribe reading material of their interest	4	33.33
Membership to public libraries	2	16.66
Read aloud for them from Books / Magazines	2	16.66
Keep buying books / magazines / comics	2	16.66

Perusal of the Table 56 reveals the efforts made by the parents to encourage reading habits among their children. More than forty percent of the parents (41.67%) shared interesting events from books/magazines/ newspapers with their children, and one third of them (33.33%) subscribed to reading materials of their children's interest. Further, an equal percentage of the respondents (16.67%) availed membership to public libraries, read aloud books/magazines, and bought books/ magazines/ comics to encourage reading among their children.

4.7 Findings Related to Selected Educators of Middle School Students

This section provides an overview of the selected educators and the percentage distribution of the sample based on their demographic characteristics. It also examines educators' perspectives on non-academic reading, their role in fostering students' reading habits, the factors influencing their encouragement or concerns, and the challenges affecting students' engagement with non-academic reading materials

Unanimously, all the educators believed that non - academic materials should be integrated in the school curriculum.

Table 57: Frequency and Percentage Distribution of Educators According to Their Age

(n=08)

Age	Frequency	Percentage
20-29	1	12.50
30-39	1	12.50
40-49	4	50.00
50-59	2	25.00

Half of the educators (50%) are between 40-49 years of age group, followed by one forth in the 50-59 age group. The representation of younger educators (below 40 years) is comparatively low, accounting for only 25% of the total. (refer fig. 21)

Fig. 21: Percentage Distribution of Educators According to Their Age

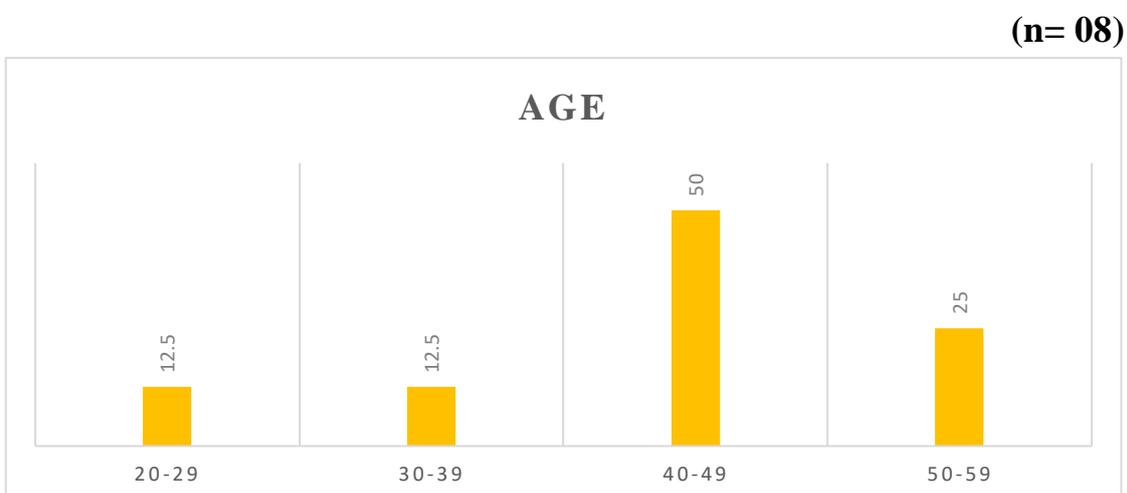


Table 58 : Frequency and Percentage Distribution of Educators According to Their standard they teach

(n = 08)

Standard They Teach	Frequency	Percentage
1 st Standard	2	25.00
2 nd Standard	1	12.50
3 rd Standard	1	12.50
4 th Standard	2	25.00
5 th Standard	5	62.50
6 th Standard	3	37.50
7 th Standard	4	50.00
8 th Standard	2	25.00

***Multiple response**

The highest number of educators (62.5%) are involved in teaching 5th Standard, followed by 7th Standard (50%) and 6th Standard (37.5%) respectively, the lower standards (1st to 4th) have fewer educators, with the 2nd and 3rd Standards having the least representation (12.5% each). (refer fig. 22)

Fig. 22: Percentage Distribution of the Educators According to their Standard They Teach

(n= 08)



Table 59: Frequency and Percentage Distribution of Educators According to Their Subjects they Teach

(n= 08)

Subjects	Frequency	Percentage
Maths	3	37.50
English	3	37.50
Social Science	2	25.00
Gujarati	2	25.00
Hindi	1	12.50
General Knowledge	1	12.50
Science	1	12.50
Music	1	12.50

***Multiple responses**

This table represents the distribution of educators based on the subjects they taught among eight individuals. Mathematics and English, are the subjects most commonly taught, with three educators each. This accounts for 37.5% of the respondents for both subjects, indicating they are prioritized areas of teaching. Social Science and Gujarati , each of these subjects is taught by two educators, making up 25% of the total frequency. These subjects hold moderate representation. Hindi, General Knowledge, Science, and Music, each of these subjects is taught by one educator only, representing 12.5% of the respondents per subject. These are less frequently taught compared to others.

This distribution highlights the diversity in teaching specializations and suggests that Mathematics and English teachers were higher in number.

Table 60 : Frequency and Percentage Distribution of Educators According to Their Experience of Teaching

(n = 08)

Experience of Teaching (in years)	Frequency	Percentage
0-9	1	12.50
10-19	3	37.50
20-29	3	37.50
30-39	1	12.50

Little less than forty percent (37.5 %) of the educators had 10 to 19 and 20 to 29 years of experience in teaching whereas, one of them had 0-9 years of experience and the highest experienced teacher had 30 to 39 years of experience.

Table 61 : Frequency and Percentage Distribution of Educators According to Their type of school

(n= 08)

Types of School	Frequency	Percentage
Private	4	50.00
Government	2	25.00
Semi - Government	2	25.00

The table presents the frequency and percentage distribution of educators based on the type of school they are associated with. Out of the total 8 educators surveyed, 50% (4 educators) work in private schools, while 25% (2 educators) are employed in government schools. Another 25% (2 educators) belong to semi-government schools. This data highlights that private schools have the highest proportion of educators among the three categories

Table 62 : Frequency and Percentage Distribution of Educators According to Their Perceived Benefits of Non-Academic Materials

(n=08)

Perceived Benefits	Frequency	Percentage
Boost the imagination power of students	7	87.50
Fosters the language development of students	6	75.00
Fosters creativity	5	62.50
Develops understanding for culture and traditions	2	25.00
Stress reliever	1	12.50

***Multiple responses**

The data reflects that educators largely recognize non-academic materials as tools to enhance imagination, language, and creativity in students, while cultural education and stress relief are perceived as secondary advantages. This data could help prioritize the ways in which non-academic materials are integrated into educational settings.

Table 63: Frequency and Percentage Distribution of Educators According to Their Perception About Non-Academic Reading Materials that Contribute in Students' Academic Development

(n=08)

Types of non-academic reading materials	Frequency	Percentage
Fictional	6	75.00
Non- Fictional	2	25.00

Educators prioritize fictional materials over non-fictional ones, possibly due to their ability to engage students' imagination and foster creative thinking, which are crucial in overall academic growth. However, non-fictional materials may play a complementary role by providing practical knowledge and factual insights. Balancing fiction and non-fiction in teaching can enhance students' academic development by providing both imaginative engagement and real-world understanding.

Table 64 : Frequency and Percentage Distribution of Educators According to Their Incorporation of Non-Academic Reading Materials in Classrooms

(n=08)

Incorporation of non-academic reading material	Frequency	Percentage
Always	4	50.00
Sometimes	4	50.00

The equal distribution between "always" and "sometimes" suggests that while all educators use non-academic materials to some extent, there may be varying factors—such as time constraints, curriculum priorities, or personal teaching styles—that influence the frequency of their incorporation.

Table 65 : Frequency and Percentage Distribution of Educators According to the Encouragement to Students for Reading Non-Academic Materials

(n=08)

Encourage students	Frequency	Percentage
Always	3	37.50
Sometimes	5	62.50

The above table reveals that the majority of educators (62.5%) "Sometimes" encourage their students to read non-academic materials. This indicates that while they see value in such materials, their encouragement may depend on specific situations, topics, or constraints. A smaller group (37.5%) "always" encourages students to engage with non-academic reading. These educators may view such materials as consistently beneficial for enhancing learning and personal growth. Although all educators encourage non-academic reading to some extent, the variation in frequency suggests potential barriers such as time, curriculum focus, or differing perceptions of its importance. Increasing awareness about the benefits of non-academic reading materials could help foster more consistent encouragement.

Table 66 : Frequency and Percentage Distribution of Educators According to Their Perception About Schools Allocating Specific Time for Reading Non-Academic Materials to Students

(n=08)

Allocation of specific time	Frequency	Percentage
Should allocated specific time	6	75.00
Should not allocate specific time	2	25.00
Not sure about allocating specific time	–	–

The data demonstrates a clear preference among educators for dedicating time to non-academic reading, which they likely perceive as beneficial for fostering creativity, imagination, and well-rounded development. However, the dissent highlights the need for addressing concerns, possibly through better integration of non-academic materials with academic goals.

Table 67 : Frequency and Percentage Distribution of Educators According to Their Concerns Regarding the Types of Non-Academic Reading Materials

(n=08)

Concerns	Frequency	Percentage
Had concerns	3	37.50
Had no concerns	3	37.50
Not sure about concerns	2	25.00

The above table indicates that 3 educators (37.5%) *had concerns* about the types of non-academic reading materials. These concerns might revolve around appropriateness, relevance, or the potential influence of such materials on students. Another 3 educators (37.5%) stated they *had no concerns*. This suggests that these educators may fully trust the benefits or see no issues with the inclusion of such materials in education.

The remaining 2 educators (25%) were *not sure* about their concerns. This group likely needs more clarity or information on the potential benefits and drawbacks of non-academic reading materials to form an opinion. The split between "had concerns" and "had no concerns" reveals a diversity of opinion among educators. The presence of

uncertainty also highlights the need for discussions or guidelines on selecting appropriate non-academic reading materials to address any doubts or apprehensions.

The concerns include newspapers, travel brochures, encyclopedias, catalogs, comics, magazines, and sports programs. They cover topics such as great personalities, culture, ethics, monuments, concentration, and contribution to development.

Table 68: Frequency and Percentage Distribution of Educators According to Their the Impact of Reading Non-Academic Materials on their Student’s Academic Performance

(n=08)

Impact	Frequency	Percentage
Positive impact	5	62.50
Not sure about impact	2	25.00
Both positive impact and negative impact	1	12.50
Negative impact	–	–

The data indicates that most educators view non-academic reading as beneficial, with some uncertainty and minimal concern about potential negative effects. The lack of respondents selecting “Negative Impact” suggests that non-academic reading is generally not seen as harmful. However, the presence of mixed opinions highlights the need for further research on how different types of non-academic reading influence students’ learning outcomes.

Table 69 : Frequency and Percentage Distribution of Educators According to Their Perceived Challenges in Reading Non-Academic Materials

(n=08)

Challenges	Frequency	Percentage
Overloading of academic work	6	75.00
Exposure to social media and other entertainment sources	6	75.00
Lack of time	4	50.00

Lack of access to non-academic reading material	3	37.50
Lack of interest	1	12.50
Parental discouragement for reading non-academic materials	–	–

***Multiple responses**

Six educators identified the heavy burden of academic work as a major challenge, making it difficult for students to engage in non-academic reading. The other six also cited social media and other entertainment sources as significant distractions that reduce students' interest in non-academic reading. The data suggests that the primary barriers to reading non-academic materials are external pressures, including academic workload and digital distractions, rather than a lack of interest or parental influence. Addressing these challenges may involve promoting time management skills, integrating engaging reading materials into academic routines, and fostering a balanced approach to digital consumption,

Table 70 : Frequency and Percentage Distribution of Educators According to Their Opinion About the Educator's Role in Encouraging Non-Academic Reading Habits Among Students

(n=08)

Educators role	Frequency	Percentage
Create reading clubs	5	62.50
Give reading assignments	5	62.50
Suggest books	3	37.50
Discussion with parents in PTA for encouragement	2	25.00

***Multiple responses**

The above table shows that five educators believe that forming reading clubs is an effective way to promote non-academic reading among students. Another five suggested that assigning non-academic reading as part of the coursework can encourage the habit. Three educators believe that recommending books to students can influence their reading habits. Two educators see discussions with parents in PTA meetings as encouraging non-academic reading at home.

The emphasis on reading clubs and assignments indicates that structured activities are more effective than mere recommendations. However, the relatively low percentage of educators involving parents suggests that parent encouragement is an under-utilized strategy. Strengthening parent-teacher collaboration could further support students' reading habits.

Table 71 Frequency and Percentage of Educators' Perceptions Regarding the Contribution of Non-Academic Reading Materials to Skill Development of Middle School Students

(n= 08)

Skills	II*
Develops emotional intelligence	4.50
Critical Thinking	4.25
Self-expression	4.12
Empathy and Social Awareness	4.12
Decision making and problem solving	4.00
Language and Vocabulary development	3.62
Creative and imagination	3.50
Socio emotional Development	3.25
Focus and Concentration	3.25

*** Intensity Indices**

The findings indicate that educators strongly perceive non-academic reading materials as valuable for developing various skills in middle school students. Among the identified skills, emotional intelligence (4.50) received the highest rating, suggesting that educators recognize its significant contribution. Critical thinking (4.25) and self-expression (4.12) were also rated highly, emphasizing the role of such reading in fostering analytical and communicative abilities. Additionally, empathy and social awareness (4.12), along with decision-making and problem-solving skills (4.0), were acknowledged as key areas of development through non-academic reading. Moderate importance was given to language and vocabulary development (3.62) and creativity

and imagination (3.5), indicating their perceived benefits, though slightly lower than cognitive and emotional skills. Meanwhile, socio-emotional development (3.25) and focus and concentration (3.25) received the lowest ratings, though they were still considered relevant. Overall, the data underscores the educators' belief in the multifaceted benefits of non-academic reading, particularly in enhancing higher-order thinking, emotional intelligence, and self-expression, while also highlighting areas that may require additional focus or intervention.

Table 72: Frequency and Percentage Distribution of Educators According to the material access for non-academic reading

(n=08)

Provide Access to Non-Academic Reading Material	Frequency	Percentage
Provided	8	100.00
Not Provided	-	-

The findings indicate universal support among educators for providing access to non-academic reading materials, emphasizing their recognition of its importance in students' overall development. This suggests a favourable environment for promoting diverse reading habits beyond the academic curriculum, which may contribute to enhanced literacy, creativity, and critical thinking skills among students.

The findings suggest that middle school students exhibit varying levels of reading engagement, with a significant proportion showing mild reading habits. This highlights the need for targeted interventions to promote deeper reading engagement among students.

The correlation between reading behaviour and academic achievement, though weak, supports the notion that reading contributes positively to cognitive development. However, additional factors such as parental involvement, peer influence, and digital distractions play crucial roles in shaping reading habits.

Gender differences in reading behaviour indicate that girls are more likely to engage in intense reading than boys. This aligns with existing literature suggesting that female students tend to prefer fiction and engage more deeply with reading material.

Parental education and occupation influence students' reading habits, with higher parental education levels correlating with greater student engagement in reading. This underscores the importance of parental encouragement and access to diverse reading materials at home.

The study also reveals that digital distractions and academic workload are significant barriers to non-academic reading. Educators and parents should work collaboratively to create structured reading time, balancing digital engagement with traditional reading habits.

Findings from educators suggest that while they recognize the benefits of non-academic reading, integration into the school curriculum is inconsistent. Schools should consider structured reading programs that encourage students to explore a variety of reading materials beyond textbooks.

Overall, the study emphasizes the importance of fostering a reading-friendly environment at home and in schools. Future research could explore strategies to incorporate digital reading formats and interactive storytelling to engage students more effectively.

CHPATER 5
SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

5.1 Introduction

Reading plays a crucial role in the cognitive, emotional, and social development of middle school students. While academic reading is essential for learning, non-academic reading such as fiction, comics, magazines, and newspapers also offers significant benefits. It enhances creativity, improves language skills, and fosters a lifelong reading habit. Research indicates that students who engage in voluntary reading beyond textbooks develop stronger comprehension skills and a more positive attitude toward learning (**Guthrie & Wigfield, 2000**).

A study by the **National Literacy Trust (2018)** found that children who enjoy reading for pleasure demonstrate higher academic performance and better communication skills. **Mar, Oatley, and Peterson (2009)** suggest that reading fiction improves empathy and social understanding by allowing readers to experience diverse perspectives. Despite these benefits non-academic reading materials among 6th–8th standard students remain limited, often due to a lack of access or encouragement.

This research aims to explore the reading behaviour and reading preferences for non-academic reading among middle school students. Understanding these factors can help educators and parents create strategies to promote a well-rounded reading culture that supports both academic success and personal growth.

Type of Non – Academic Materials

Non-academic reading materials play a vital role in shaping students' literacy skills, creativity, and emotional intelligence. These materials provide enjoyable reading experiences beyond textbooks, encouraging voluntary reading habits. Research suggests that exposure to diverse reading materials can significantly enhance students' language development, comprehension, and critical thinking skills (**Krashen, 2004**). Below are some key types of non-academic reading materials and their benefits:

Comics and Graphic Novels

Comics and graphic novels are highly engaging for middle school students due to their combination of visuals and text. They help improve reading comprehension,

vocabulary, and motivation to read (**Ching, 2021**). Research indicates that struggling readers, in particular, benefit from comics as they reduce reading anxiety while still providing meaningful narratives (**Boerman-Cornell, 2019**).

Novels (Fiction and Non-Fiction)

Reading novels fosters imagination, empathy, and critical thinking. Fictional stories help students explore different cultures and perspectives, enhancing their emotional intelligence (**Mar, Oatley, & Peterson, 2009**). Non-fiction novels, such as biographies and historical accounts, provide knowledge while improving analytical skills.

Picture Books and Storybooks

Illustrated books, even for older children, enhance visual literacy and storytelling abilities. They are particularly effective in engaging reluctant readers and improving narrative skills (**Sipe, 2008**). Storybooks, in general, introduce moral values and stimulate curiosity about the world.

Magazines

Magazines cover a wide range of topics, including science, technology, sports, and entertainment, catering to students' diverse interests. Studies suggest that magazine reading improves information processing skills and keeps students updated on current events (**Guthrie & Klauda, 2014**).

Newspapers

Reading newspapers helps students develop critical thinking and awareness of global issues. A study by the **American Press Institute (2016)** found that students who engage with news content regularly develop stronger analytical and comprehension skills.

Religious Books

Religious texts, such as the Bhagavad Gita, Bible, Quran, and others, provide moral and ethical lessons. Reading these books enhances cultural awareness and encourages discussions on values, ethics, and philosophy (**Neuman, 2006**).

5.1.1 Statement of The Problem

“A study on non-academic reading preference among middle school children of Vadodara city in the era of digital media revolution”

5.1.2 Objectives of the Study

1. To study the demographic profile of middle school students studying in selected schools of Vadodara City.
2. To study the non-academic reading behaviour of middle school students in terms of -
 - a. Types
 - b. Frequency
 - c. Duration
3. To study the relationship between student’s non- academic reading behaviour and academic achievements.
4. To study the difference between reading behaviour of middle school student with respect to gender and class of study.
5. To find out the reading preferences for non-academic materials among middle school students.
6. To identify the factors that influence the reading behaviour of middle school students.
7. To study the reason for reading non-academic material among middle school students.
8. To study the perception of parents and educators regarding the significance of non-academic reading materials for middle school students.

5.1.3 Null Hypotheses of The Study

1. There will be no significant relationship between student’s non-academic reading behaviour and their academic achievements.
2. There will be no significant differences between the non-academic reading behaviour of students and their gender.
3. There will be no significant differences between the non-academic reading behaviour of the students and their class of study.

5.1.4 Assumptions of The Study

1. The middle school students engage in non-academic material.
2. The middle school students may vary in their frequency, duration, and type of non-academic reading material.
3. Non-academic reading behaviour of the middle school students may vary as per their gender and class of study.
4. There are specific reasons for reading non-academic reading material among middle school students of Vadodara City.
5. There are various factors that influences the non-academic reading behaviour of middle school students.
6. Parents and Educators have perceptions regarding non-academic reading material among their children and students respectively.

5.1.5 Delimitations of The Study

1. The study is delimited to the middle school children who are studying in selected schools of Vadodara city.
2. The study is delimited to the school children of 6th to 8th standard only.
3. The study is delimited to non-academic reading behaviour and preferences of middle school children.

5.1.6 Operational Definitions

Non- academic reading material: Non-academic reading material in this study refers to the written content which is not primarily used for academic or scholarly purposes. It is intended for general readership, entertainment, information, or personal development of the readers.

Reading Behaviour: Reading Behaviour refers to the way middle school students engage with reading materials in their daily lives. It is assessed based on three key indicators – type of reading material, frequency of reading and duration of reading.

Reading Preferences: In this study, reading preference refers to the specific ways in language preference, format of reading guidance which middle school students choose and engage with non-academic learning material.

5.2 Methodology

5.2.1 Population of the Study

The population of the study consisted of middle school students (6th – 8th standard) studying in the selected schools of Vadodara City.

5.2.2 Sample of the Study and its Selections

The study comprised a total of 140 respondents, including 120 students, 12 parents, and 8 educators. A purposive sampling method was employed to select student participants based on the following inclusion criteria:

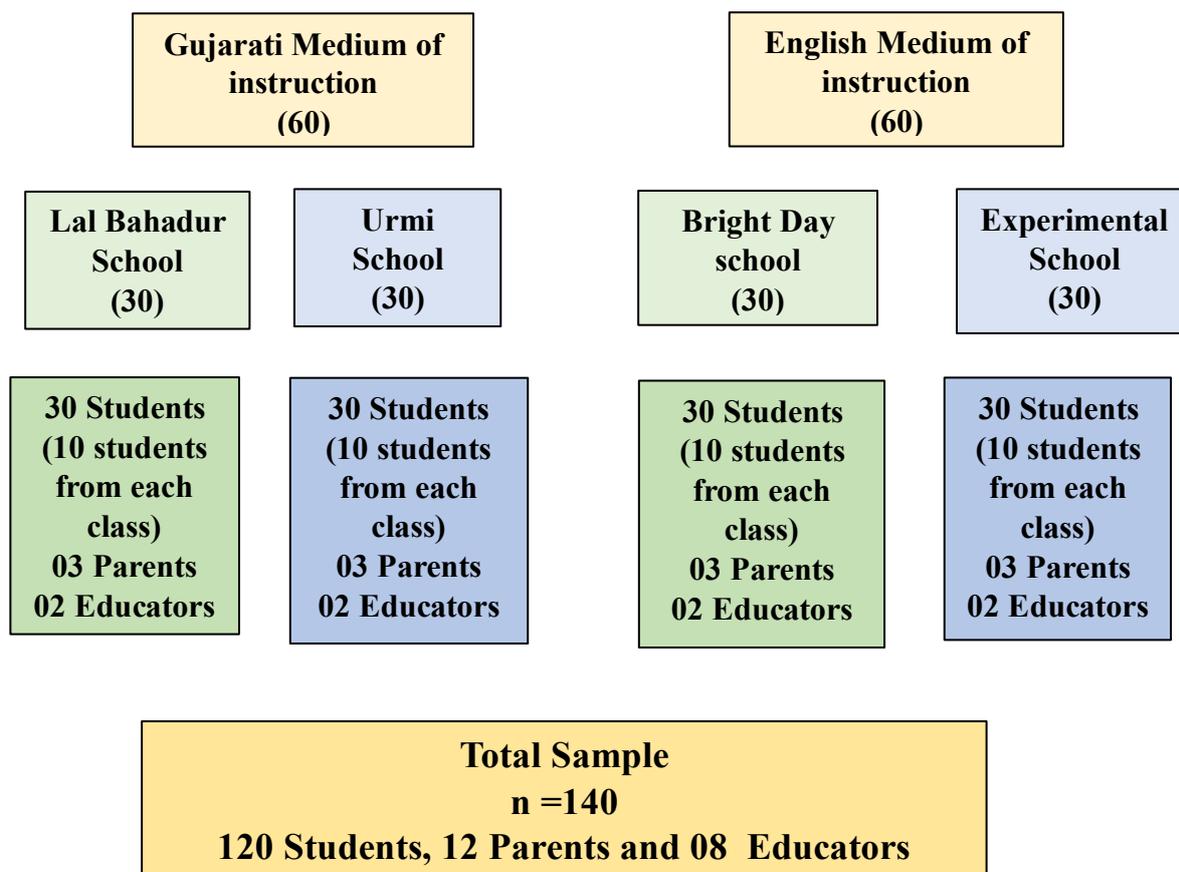
- Students enrolled in grades 6 to 8 in English and Gujarati medium schools in Vadodara City.
- Students who actively engage in reading non-academic materials.

Prior permission was obtained from four selected schools: Experimental School (English Medium), Bright Day School Vasna-Bhayli (English Medium), Urmi School, Sama (Gujarati Medium), and Lal Bahadur School (Gujarati Medium). The researcher personally visited these schools, interacting with students from grades 6 to 8 to assess their engagement with non-academic reading materials.

Parents were selected based on their availability on the school campus. Those who came to drop off or pick up their children were invited to participate in the survey. Interested parents were provided with a questionnaire to complete.

Educators present during data collection were also included in the study. They were asked to fill out a questionnaire to assess their awareness of non-academic reading materials and their role in promoting reading habits among students. Based on their responses, the final sample was determined.

Sample Distribution of Selected Schools in Vadodara City.



5.2.3 Description of Research Tool

In order to get detailed and set expected data, a questionnaire was formulated with the following five segments:

Table 73 : Description of Research Tool for Data Collection of Students

Section	Content	Total no of Questions/Items	Response System
1	Demographic profile of students	10	Close ended and Open ended
2	Reading behaviour of students	3	Close ended
3	Reading preferences of students	13	Close ended
4	Factors influencing Students' Reading Choices	1	Close ended

5	Factors Influencing Students' Reading Behaviour	1	Close ended
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In order to get detailed and set expected data, a questionnaire was formulated with the following two segments:

Table 74 : Description of Research Tool for Data Collection of Parents

Section	Content	Total no of Questions/Items	Response System
1	Demographic Profile	6	Close ended
2	Perception of parents	11	Close ended

In order to get detailed and set expected data, a questionnaire was formulated with the following two segments:

Table 75 : Description of Research Tool for Data Collection Educators

Section	Content	Total no of Questions/Items	Response System
1	Demographic Profile	6	Close ended
2	Perception of Educators	14	Close ended

5.2.4 Validity of the Tool

The questionnaire was provided to eight experts for validation. Among them were two assistant professors and six temporary assistant professors. They were from the fields of the Extension and Communication, Human Development and Family Studies and Mass Communication and Journalism.

The experts were asked to assess the questionnaire for its content relevance, appropriateness of the response system, clarity of statements, and language used. They also evaluated whether the questionnaire aligned with the study's objectives and met standards regarding clarity, ambiguity, and format. Based on their feedback, necessary modifications were made to refine the questionnaire

5.2.5 Collection of the Data

The data for this study was collected in November 2024 from 120 students across four different schools in Vadodara City. From each school, 30 students were selected, ensuring diversity in the student population. Two educators and three parents from each school were included to provide comprehensive insights. First, the researcher obtained permission from all four schools. The principals then assigned time slots for data collection. Lal Bahadur School and Bright Day School provided morning slots, while Experimental School and Urmi School allocated afternoon slots.

In each school, students from 6th, 7th, and 8th standard who read non-academic material were selected and asked to sit in one class. Two educators, assigned by the principal, accompanied the researcher during the process. The researcher distributed the questionnaires to the students and instructed them to fill them out, helping if they had any questions. Simultaneously, the educators were also given questionnaires to complete. Afterward, the researcher waited until the school day ended. As parents arrived to pick up their children, the researcher approached them to ask if they were willing to fill out the form. This is how the data collection process was carried out

5.2.6 Scoring and Categorization of the Data

Scoring of data refers to the process of assigning numerical values or ranks to data points based on specific criteria, rules, or models. This helps on categorizing the data acquired.

Table 76 : Categorization of Independent Variable of the Study.

Sr. No	Variables	Basis	Categories
1	Gender	Boy	Boy
		Girl	Girl
2	Class of Study	6 th	6 th
		7 th	7 th
		8 th	8 th
3	*Academic Achievement	40 – 60%	Low achievers
		60 – 80 %	Moderate achievers
		80 % and above	High achievers

***Academic Achievement:** Academic Achievement was categorized on the basis of their percentage acquired in their previous class of study.

Scoring of Reading Behaviour

Close ended questions related to type of reading material they read, frequency of reading and duration were asked to study the D of R reading behaviour, scoring was done as follow :

Table 77: Scoring and Categorization of Students' Reading Behaviour

Total no of items	Minimum Score	Maximum Scores	Range	Category
8	3	16	3-16	Intense Reading Behaviour (Above 7)
				Moderate Reading Behaviour (7)
				Mild Reading Behaviour (Below 7)

Mean Rank for Fictional and Non-Fictional Reading Material

Mean Rank was calculated for analysing five top preferences for fictional and non-fictional Reading Material. In the list of fictional reading items, students ranked it from 1 to 5 as per their choice. Similarly, it was same for Non- fictional reading items. Hence per each item on the list mean rank was calculated as per the given formula:

$$\text{Mean Rank} = \frac{\Sigma (\text{Rank} \times \text{Frequency})}{\Sigma \text{Frequency}}$$

Where,

Rank = 1,2,3,4,5

Frequency = number of students ranking a genre at that position.

Lower mean rank indicated higher preference (closer to Rank 1). Higher mean rank indicates lower preference.

Formula used to compute Chi-Square :

The chi-squared test measures the difference between observed and expected values to determine the relationship between two categorical variables. It is calculated using the observed and expected frequencies to assess whether any association exists between them.

$$X^2 = \sum(O_i - E_i)^2/E_i$$

Where,

- O_i = observed value (actual value)
- E_i = expected value.

Intensity Index as a Tool for Evaluating Skill Development Perceptions

To evaluate educators' perceptions of the impact of non-academic reading on various student skill areas, an Intensity Index (II) was calculated for each identified skill. The Intensity Index helps to quantify the perceived strength or importance of each skill, as reported by the educators. The formula used to compute the Intensity Index is:

$$\text{Intensity Index (II)} = \frac{\text{Mean Score of a Skill}}{\text{Maximum Possible Score}} \times 100$$

Responses were recorded using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), where 5 is the highest possible score. Therefore, the II ranges from 3.25 to 5.0 , with higher values indicating greater perceived development of that skill due to non-academic reading.

5.2.7 Plan of Statistical Analysis

Various statistical measures were used to analyse the responses of the study. M.S Excel and SPSS were few programming software used to code and analyse the data. The following is a list of statistical measurements that were examined.

Table 78: Statistical Measures Used to Analyse the Data

Section	Content	Statistical Measures
1	Demographic Profile	Frequency and Percentage
2	Reading Behaviour of the Students	Frequency and Percentage
3	Correlation Between Reading Behaviour and Academic Achievement	Pearson Correlation
4	Difference in Reading Behaviour and Variable	Chi - Square
5	Reading Preference of the Students	Frequency, Percentage and Mean Rank
6	Factors Influencing Reading Choices of the Students	Frequency and Percentage
7	Factors Affecting the Engagement of Students in Reading Non-Academic Material	Frequency and Percentage
8	Findings Related to Parents of Middle School Students	Frequency and Percentage
9	Findings Related to Educators of Middle School Students	Frequency and Percentage

5.3 Major Findings of the Study

5.3.1 Demographic Profile of Students

- The highest percentage of students were **12 years old (38.33%)**, followed closely by **13 years old (37.50%)**.
- More **girls (55.83%)** participated in the study compared to **boys (44.17%)**.
- The highest percentage of mothers were **graduates (30.83%)**, while the highest percentage of fathers had either a **diploma (25%)** or **graduation (28.33%)**.
- The majority of **mothers were homemakers (67.50%)**, while most **fathers were employed in jobs (75%)**.
- The highest percentage of families had a **monthly income between ₹50,001 - ₹1,00,000 (46.67%)**.

5.3.2 Reading Behaviour of Students

- Half of the students (50%) exhibited mild reading behaviour, while only 30.83% engaged in intense reading.
- Religious books were the most read (53.33%), followed by storybooks (37.50%)
- The highest percentage of students spent 30 minutes to 1 hour reading (44.16%).
- The majority of students read once a week (39.17%).
- Girls exhibited more intense reading behaviour (75.67%) compared to boys (24.32%).
- Mild reading was highest among 8th-grade students (38.33%).

5.3.3 Reading Performance of Students

- More than half of the students (52.50%) preferred reading both fictional and non-fictional materials.
- The most preferred genre was mysteries, crime, and detective stories (mean rank = 2.54).
- The most preferred non-fiction genre was sports (mean rank = 2.33)
- Most students preferred reading in English (55%), followed by Gujarati (40%).
- The highest percentage preferred both physical and digital formats (35%).
- The majority of students preferred reading at home (83.33%).
- Parents/Guardians were the biggest inspiration for reading (45%).
- The highest percentage (56.67%) of students enjoyed reading very much

5.3.4 Factors Influencing Students' Reading Choices

- The highest majority of students (70.83%) reported that they read because they like reading.
- More than half read because it makes them happy (54.16%) or helps them learn new things (52.5%).

5.3.5 Factors Influencing Students' Reading Behaviour

- The most common reasons for not reading were parental restrictions on long reading hours (34.16%) and preference for outdoor games (34.16%).

- **Excessive homework and digital distractions** were each cited by **33.33% of students**.

5.3.6 Findings Related to Selected Parents of Middle School Students

- The highest majority of **parents (91.68%) encouraged** their children to read non-academic materials.
- **Seventy five percent** of parents **believed that it improves communication skills**.
- **58.3% of parents had no concerns** regarding their child's reading materials.
- The majority (**83.33%**) **believed non-academic reading positively** impacted their **child's academic performance**.
- The biggest challenge cited was **overloaded academic work (66.67%)**.

5.3.7 Findings Related to Selected Educators of Middle School Students

- The highest **majority (87.5%)** believed **reading boosts imagination power**.
- **62.5% of educators** sometimes **encouraged students to read non-academic materials**.
- **75 percent cited academic workload and exposure to social media** as major obstacles to non-academic reading.
- **75 percent of educators** supported **allocating specific time** for reading non-academic materials in schools.

5.4 Conclusion

The study highlights the diverse engagement of middle school students in non-academic reading, with noticeable variations in reading frequency and intensity. While many students engage in reading beyond their academic materials, the depth and consistency of their reading habits are influenced by several factors, including personal interest, parental support, and external challenges.

A key finding is the role of gender differences, where girls tend to read more intensively than boys. This suggests that reading preferences and motivations may differ based on gender, necessitating targeted encouragement strategies for both groups. Additionally, the dominance of English-language reading material reflects current

educational and cultural trends but also raises questions about the accessibility and promotion of regional literature.

Parental education, occupation, and encouragement emerge as crucial determinants of students' reading behaviour. Children whose parents are more involved in fostering a reading culture at home tend to develop stronger reading habits. This underscores the importance of parental influence and the need for awareness programs that equip parents with strategies to support their children's non-academic reading interests.

Despite the well-established cognitive and emotional benefits of non-academic reading, several barriers hinder its widespread adoption. Heavy academic workloads often leave students with limited leisure time for reading, while digital distractions compete for their attention. The absence of structured reading time within school schedules further exacerbates the issue. Addressing these challenges requires a collaborative effort from educators, parents, and policymakers to integrate non-academic reading into daily routines in a meaningful way.

Educators recognize the value of non-academic reading in enhancing creativity, critical thinking, and emotional intelligence. However, the study indicates that its integration into the school curriculum remains inadequate. Schools can play a more proactive role by incorporating independent reading sessions, book clubs, and library initiatives to cultivate a reading-friendly environment.

While the study finds only a weak but significant correlation between non-academic reading and academic achievement, this does not diminish the importance of fostering reading habits. Reading outside the curriculum still contributes to cognitive growth, vocabulary development, and comprehension skills, indirectly benefiting academic performance. To maximize this impact, both home and school environments need to actively encourage reading through structured programs, engaging resources, and positive reinforcement.

In conclusion, while students do engage in non-academic reading, there is room for greater encouragement and systemic support to enhance its impact. By addressing barriers, promoting a diverse range of reading materials, and integrating reading-friendly policies into educational frameworks, stakeholders can help nurture a generation of engaged, critical, and lifelong readers.

5.5 Recommendations for Further Studies

- ❖ E-books and audiobooks impact on students' reading habits.
- ❖ A study on the role of Socioeconomic Backgrounds: Investigating how family income and parental literacy levels influence reading choices of students'
- ❖ Non-Academic reading and its effect on students' academic achievements.
- ❖ The impact of digital reading formats on students' reading.
- ❖ A comparative study on influence of academic and non-academic reading material on students' overall development.

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APPENDICES

Appendix – 1 Ethical Consideration

Appendix – 2 Permissin Letters

Appendix - 3 Data Collection Tool

Appendix – 1

ETHICAL CONSIDERATION



Institutional Ethics
Committee for Human
Research
(IECHR)

FACULTY OF FAMILY AND COMMUNITY SCIENCES
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Ethical Compliance Certificate 2024-2025

This is to certify Ms. Bijal Jani study titled; "A study on Non-Academic Reading Behavior and Reading Preferences among Middle School Students of Vadodara city in the Era of the Digital Media Revolution." from Department of Extension and Communication has been approved by the Institutional Ethics Committee for Human Research (IECHR), Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda. The study has been allotted the ethical approval number IECHR/FCSc/M.Sc./10/2024/10.

Prof. Komal Chauhan
Member Secretary
IECHR

Prof. Mini Sheth
Chairperson
IECHR

**Chair Person
IECHR**

Faculty of Family & Community Sciences
The Maharaja Sayajirao University of Baroda

Appendix – 2

PERMISSION LETTERS

પ્રતિ,
આચાર્ય,
લાલ બહાદુર શાસ્ત્રી,
વડોદરા
28મી સપ્ટેમ્બર, 2024

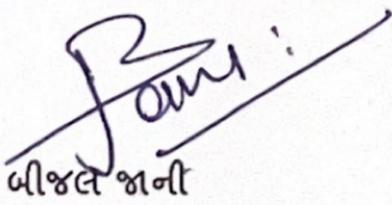
વિષય: વાંચન વર્તણૂક પર ડેટા સંગ્રહ હાથ ધરવા માટે પરવાનગી માટેની વિનંતી અને વડોદરા શહેરની મિડલ સ્કૂલના બાળકો અને શિક્ષકોની પસંદગી.

આદરણીય સર/મેડમ,

હું તમારી પ્રતિષ્ઠિત શાળામાં સંશોધન અભ્યાસ હાથ ધરવા માટે તમારી પ્રકારની પરવાનગીની વિનંતી કરું છું.

મારા માસ્ટરના નિબંધનો, વિસ્તરણ અને સંચાર વિભાગમાં, ફેકલ્ટી ઓફ ફેમિલી એન્ડ કોમ્યુનિટી સાયન્સ, મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડા, વડોદરા હું ^{ઉચ્ચ પ્રાથમિક} માધ્યમિક શાળાના બાળકોની વાંચન વર્તણૂક અને પસંદગીઓ પર અભ્યાસ હાથ ધરું છું. તેમજ બિન-શૈક્ષણિક વાંચન સામગ્રીના મહત્વ અંગે શિક્ષકોની ધારણા. આ અભ્યાસનો હેતુ વિદ્યાર્થીઓની વધુ સારી રીતે વાંચવાની ટેવ અને કેવી રીતે બિન-શૈક્ષણિક વાંચન સામગ્રી તેમના સર્વાંગી વિકાસમાં ફાળો આપી શકે છે. અભ્યાસનો સમાવેશ થાય છે મધ્યમ શાળાના બાળકો અને તેમના શિક્ષકો સાથે સરળ પ્રશ્નાવલિ અને મુલાકાતો. તમામ ડેટા એકત્ર કરેલનો ઉપયોગ ફક્ત શૈક્ષણિક સંશોધન હેતુઓ માટે કરવામાં આવશે અને સંપૂર્ણ ગુપ્તતા રહેશે જાળવવામાં આવશે. અમે મધ્યમ શાળાના બાળકો (માતાપિતા સાથે) સંપર્ક કરવા માટે તમારી પરવાનગી માંગીએ છીએ સંમતિ) અને અભ્યાસમાં ભાગ લેવા માટે શિક્ષકો. સહભાગિતા સ્વૈચ્છિક છે, અને તમામ એકત્ર કરતા પહેલા સહભાગીઓને અભ્યાસના હેતુ અને કાર્યવાહી વિશે જાણ કરવામાં આવશે કોઈપણ ડેટા. અમે કૃપા કરીને તમારી શાળામાં અને તમારી શાળામાં આ અભ્યાસ હાથ ધરવા માટે તમારી મંજૂરીની વિનંતી કરીએ છીએ પ્રક્રિયાને સરળ બનાવવામાં મદદ. મારી વિનંતી ધ્યાનમાં લેવા બદલ આભાર. હું તમારા હકારાત્મક પ્રતિભાવની રાહ જોઉં છું.

આપની આપની,
દ્વારા,


બીજલે જાની

સંશોધન વિદ્વાન

વિભાગ વિસ્તરણ અને કોમ્યુનિકેશન



ડૉ.અવની મણિયાર
વડા અને માર્ગદર્શક

વિસ્તરણ વિભાગ અને કોમ્યુનિકેશન



ડૉ.રશ્મિ દુર્ગાપાલ

સહાયક પ્રો.અને સહ-માર્ગદર્શક

વિસ્તરણ વિભાગ અને કોમ્યુનિકેશન

permitted


આચાર્ય

લાલ બહાદુર શાસ્ત્રી વિદ્યાલય પ્રા. વિ.
હરણી રોડ, વડોદરા - 360 022.



પ્રતિ,
આચાર્ય,
ઉર્મી સ્કુલ,
વડોદરા
28મી સપ્ટેમ્બર, 2024

વિષય: વાંચન વર્તણૂક પર ડેટા સંગ્રહ હાથ ધરવા માટે પરવાનગી માટેની વિનંતી અને વડોદરા શહેરની મિડલ સ્કૂલના બાળકો અને શિક્ષકોની પસંદગી.

આદરણીય સર/મેડમ,

હું તમારી પ્રતિષ્ઠિત શાળામાં સંશોધન અભ્યાસ હાથ ધરવા માટે તમારી પ્રકારની પરવાનગીની વિનંતી કરું છું.

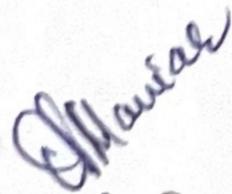
મારા માસ્ટરના નિબંધનો, વિસ્તરણ અને સંચાર વિભાગમાં, ફેકલ્ટી ઓફ ફેમિલી એન્ડ કોમ્યુનિટી સાયન્સ, મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડા, વડોદરા હું માધ્યમિક શાળાના બાળકોની વાંચન વર્તણૂક અને પસંદગીઓ પર અભ્યાસ હાથ ધરું છું. તેમજ બિન-શૈક્ષણિક વાંચન સામગ્રીના મહત્વ અંગે શિક્ષકોની ધારણા. આ અભ્યાસનો હેતુ વિદ્યાર્થીઓની વધુ સારી રીતે વાંચવાની ટેવ અને કેવી રીતે બિન-શૈક્ષણિક વાંચન સામગ્રી તેમના સર્વાંગી વિકાસમાં ફાળો આપી શકે છે. અભ્યાસનો સમાવેશ થાય છે મધ્યમ શાળાના બાળકો અને તેમના શિક્ષકો સાથે સરળ પ્રશ્નાવલિ અને મુલાકાતો. તમામ ડેટા એકત્ર કરેલનો ઉપયોગ ફક્ત શૈક્ષણિક સંશોધન હેતુઓ માટે કરવામાં આવશે અને સંપૂર્ણ ગુપ્તતા રહેશે જાળવવામાં આવશે. અમે મધ્યમ શાળાના બાળકો (માતાપિતા સાથે) સંપર્ક કરવા માટે તમારી પરવાનગી માંગીએ છીએ સંમતિ) અને અભ્યાસમાં ભાગ લેવા માટે શિક્ષકો. સહભાગિતા સ્વૈચ્છિક છે, અને તમામ એકત્ર કરતા પહેલા સહભાગીઓને અભ્યાસના હેતુ અને કાર્યવાહી વિશે જાણ કરવામાં આવશે કોઈપણ ડેટા. અમે કૃપા કરીને તમારી શાળામાં અને તમારી શાળામાં આ અભ્યાસ હાથ ધરવા માટે તમારી મંજૂરીની વિનંતી કરીએ છીએ પ્રક્રિયાને સરળ બનાવવામાં મદદ. મારી વિનંતી ધ્યાનમાં લેવા બદલ આભાર. હું તમારા હકારાત્મક પ્રતિભાવની રાહ જોઉં છું.

આપની આપની,
દ્વારા,



બીજલ જાની
સંશોધન વિદ્વાન

વિભાગ વિસ્તરણ અને કોમ્યુનિકેશન



ડૉ. અવની મહિયાર
વડા અને માર્ગદર્શક

વિસ્તરણ વિભાગ અને કોમ્યુનિકેશન



ડૉ. રશ્મિ દુર્ગાપાલ
સહાયક પ્રો. અને સહ-માર્ગદર્શક

વિસ્તરણ વિભાગ અને કોમ્યુનિકેશન

Permitted


Principal
URMI SCHOOL

To,
The Principal,
Bright Day School (Bhayali),
Vadodara
28th September, 2024

Subject: Request for Permission to Conduct Data Collection on Reading Behaviour and Preferences of Middle School Children and Teachers of Vadodara city.

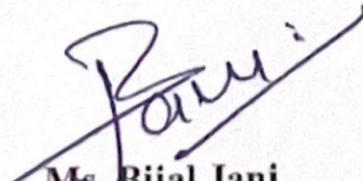
Respected Sir/Madam,

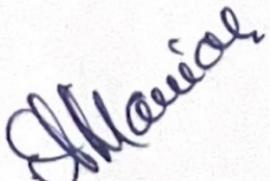
I request your kind permission to conduct a research study at your esteemed school. As part of my Master's dissertation, at the Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara

I am conducting a study on the reading behavior and preferences of middle school children as well as the perception of teachers regarding the significance of non-academic reading materials. The purpose of this study is to understand better students' reading habits and how non-academic reading materials can contribute to their overall development. The study involves simple questionnaires and Interviews with middle school children and their teachers. All data collected will be used solely for academic research purposes, and complete confidentiality will be maintained. We seek your permission to approach middle school children (with parental consent) and teachers for participation in the study. Participation is voluntary, and all participants will be informed about the purpose and procedures of the study before collecting any data. We kindly request your approval to conduct this study at your school and your assistance in facilitating the process.

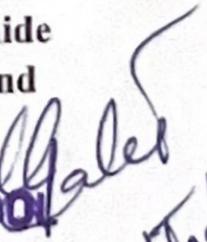
Thank you for considering my request. I look forward to your positive response.

Yours sincerely,
Through,


Ms. Bijal Jani
Research Scholar
Dept. Extension and
Communication


Dr. Avani Maniar
Head and Guide
Dept. of Extension and
Communication


Dr. Rashmi Durgapal
Asst. Prof. and Co-guide
Dept. of Extension and
Communication
Principal
THE BRIGHT SCHOOL
Bhaili, Vadodara


Permitted

To,
The Principal,
Experimental English Medium School,
Vadodara

28th September, 2024

Subject: Request for Permission to Conduct Data Collection on Reading Behaviour and Preferences of Middle School Children and Teachers of Vadodara city.

Respected Sir/Madam,

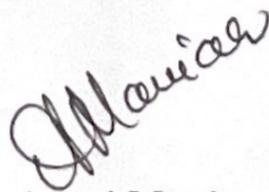
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I am conducting a study on the reading behaviour and preferences of middle school children as well as the perception of teachers regarding the significance of non-academic reading materials. The purpose of this study is to understand better students' reading habits and how non-academic reading materials can contribute to their overall development. The study involves simple questionnaires and Interviews with middle school children and their teachers. All data collected will be used solely for academic research purposes, and complete confidentiality will be maintained. We seek your permission to approach middle school children (with parental consent) and teachers for participation in the study. Participation is voluntary, and all participants will be informed about the purpose and procedures of the study before collecting any data. We kindly request your approval to conduct this study at your school and your assistance in facilitating the process.

Thank you for considering my request. I look forward to your positive response.

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Ms. Bijal Jani
Research Scholar
Dept. Extension and
Communication


Dr. Avani Maniar
Head and Guide
Dept. of Extension and
Communication


Dr. Rashmi Durgapal
Asst. Prof. and Co-guide
Dept. of Extension and
Communication


Principal
University Experimental School (E.M.)
Vadodara

Appendix - 3

DATA COLLECTION TOOLS

- **English Language (Students, Parents, Educators.)**
- **Gujarati Language (Students, Parents, Educators.)**

TOOL FOR STUDENTS
(English and Gujarati language)

Dear Student,

Subject: Assent to Participate in a Research Study on “Non-Academic Reading Behaviour and Reading Preferences among Middle School Students of Vadodara City in the Era of Digital Media Revolution”

I am Ms. Bijal Jani, and I am conducting a research study for the partial fulfilment of my M.Sc. degree, at the Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda. The study focuses on understanding the reading behavior and preferences of middle school students like you. I would like to invite you to participate in this study by answering a few simple questions in a questionnaire. The questionnaire will ask about your reading habits, the types of books you enjoy, and your reading preferences. This study will help us learn more about what middle school students like to read and how we can improve the reading experience for everyone.

Please note:

- Your participation is completely voluntary.
- The information you provide will be kept confidential, and your identity will not be shared with anyone.
- There are no right or wrong answers—we are only interested in your honest opinions.
- You can choose to stop participating at any time without any penalty.

If you agree to participate, please sign below. If you have any questions or need help, feel free to ask us. Thank you for your time and consideration.

Sincerely,

Ms. Bijal Jani
Research Scholar
9054917121

Dr. Avani Maniar
Head and Guide
97268597502

Dr. Rashmi Durgapal
Asst. Prof. and Co-guide
8449954560

My Assent:

I, agree to participate in the study about reading behaviour and preferences. I understand the purpose of the study and my rights as a participant.

Student's Signature: _____

Date: _____

Section - 2

Reading Behaviour of the Students

Please carefully read the options below and place a tick mark (✓) for options that apply to you.

11. Out of the below listed non-academic materials, which kind of reading materials do you usually read? (**Multiple choices are allowed**)

- Comics (such as Chacha Choudhary, Amar Chitra Katha, Panchatantra etc.)
 - Magazines (such as Chanda Mama, Wisdom, Science Reporter etc.)
 - Novels (such as Harry Potter, The Adventure of Rusty, Malgudi Days, etc.)
 - Storybooks (such as Panchatantra, Akbar and Birbal, Jataka Tales etc.)
 - Biographies (such as Wings of Fire, The Dhoni Touch, The Test of My Life, etc.)
 - Picture books (such as Little Krishna, Festivals of India, The Wheels on the Tuk-Tuk, etc.)
 - Religious books (such as Ramayana, Mahabharata, Bhagwat Geeta, Quran, Guru Granth Sahib etc.)
 - Children's newspapers (such as Baal Bhaskar, Zag Mag, Kids World, etc.)
- Any other, please specify _____

12. How much time do you usually spend reading in one sitting?

- Less than 30 minutes
- 30 minutes -1 hour
- 1 to 2 hours
- More than two hours

13. How often do you read non-academic materials in your free time?

- Daily
- 3-4 times in a week
- Once a week
- Once in a month

Section - 3

Reading Preferences of the Students

14. Which type of non-academic reading materials do you prefer to read in your free time?

- Fictional
- Non - Fictional
- Both

15. Which type of fictional non-academic reading material do you prefer reading the most? Select your **Top five** preferences and rank your response in Column B. (Marking your most favorite at number 1 and least favorite at number 5)

Fictional Genre (Column A)	Column B
Mysteries, crime and detective stories	
Adventure stories	
Horror stories	
Science fiction	
Fairytales and folktales	
Animal stories	
Funny/ joke books	
Stories about relationships	
Fantasy	
Thriller/ Suspense	

16.. Which type of Non- Fictional non-academic reading material do you prefer reading the most? Select your **Top five** preferences and rank your response in Column B. (Marking your most favorite at number 1 and least favorite at number 5)

Non-Fictional Genre (Column A)	Column B
Hobbies and crafts	
Sports (field and indoor sports)	
Motor sports	
Sciences and technology based books	
UFOs and aliens	
Information books about History and Geography	
Self-help/ personality development	
Biographies and Autobiographies	
Life and people in other countries	
Thriller or suspense	
Travel and Adventure	
Cultural books	
Health and Wellness	
Economics and Finances	

17. Do you have a favorite author?

Yes

No

If yes, please write the name _____

18. What is your preferred language to read non-academic materials?

English

Gujarati

Hindi

Other _____

19 . What non-academic reading format do you prefer?

Physical mode

Digital readings-

E-books

Audiobooks

All

20. At what time do you prefer to read non-academic materials?

During library period

During bedtime

In the morning

Afternoon

During snacks time in the evening

At any time of the day

21. What is your preferred place for reading non-academic materials?

At home

School libraries

At friend's home

Buses/ cars/ auto rickshaws, etc.

Public parks

Restaurants and cafes

Public libraries

Any other, please specify _____

22. From where do you acquire non-academic reading materials to read?

School libraries

Public libraries

Bookstores

Borrow from friends, relatives

Online platforms such as Amazon, Flipkart, etc

Open internet sources

Blogs

Any other, please specify _____

23. Who inspires you to read non-academic materials?

- Parents/ guardians
- Siblings
- Teachers
- Librarians
- Friends
- Self-inspired
- Author's style of writing

Any other, please specify _____

24. Who/what helps you to select non-academic reading materials?

- Family members (parents,siblings)
- Teachers or librarians
- Friends
- Booksellers
- Readings suggested by reviewers and advertisements
- Social media
- Pick randomly from any source

25. Do you enjoy reading non-academic material?

- Very much
- Not much
- Only when it is my choice

26. How do you prefer reading non-academic materials?

- Reading out loud alone
- Reading silently alone
- Parents reading out loud
- Reading with friends
- Reading from printed texts
- Reading online

Section - 4

Factors influencing reading choices of the Students

Please carefully read the options below and place a tick mark (✓) for options that apply to you.

27. Why do you read non-academic materials in your free time? (**Multiple choices are allowed**)

I read in my free-time because-

- I like to read.
- I feel people who read a lot are very interesting.
- I learn more about the subject which I read about.
- I like the writing style of author/ content writers.
- Reading helps me in learning new things.
- Reading makes me smarter.
- Reading boosts my imagination.
- Reading helps me in achieving good grades.
- Reading helps me in completing my school assignments.
- Reading helps me to calm down.
- Reading challenges my mind with new and exciting ideas.
- Reading adds new words to my vocabulary.
- Reading non-academic texts makes me more knowledgeable.
- Reading makes me happy.
- For me, reading is a source of entertainment.

Section 5

Factors affecting the engagement of students in reading non-academic materials

28. I am unable to read non-academic materials because:

- I like to watch television over reading in my free time.
- I like to play computer games over reading in my free time.
- I like to sleep in my free time.
- I perceive reading as an obligation.
- The un accessibility of non-academic reading materials to me.
- Parents do not allow me to read non-academic materials for long hours.
- Too much homework is given by the teachers.
- Of the digital distractions.
- Of my engagement in hobby classes.
- Playing outdoor games with friends.
- Of my financial constraints.

પ્રિય વિદ્યાર્થી,

વિષય: “ડિજિટલ મીડિયા રિવોલ્યુશનના યુગમાં વડોદરા શહેરના મિડલ સ્કૂલના વિદ્યાર્થીઓમાં બિન-શૈક્ષણિક વાંચન વર્તન અને વાંચન પસંદગીઓ પરનો અભ્યાસ”

હું મિસ બીજલ જાની છું, અને હું મારા એમ.એસસી. ડિગ્રીના અંશરૂપ સંશોધન અભ્યાસ ચલાવી રહી છું. હું માતૃવિજ્ઞાન અને સમુદાય વિજ્ઞાન ફેકલ્ટી, મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડામાં એક્સ્ટેન્શન અને સંદેશાવ્યવહાર વિભાગમાં અભ્યાસ કરી રહી છું. આ અભ્યાસ તમારા જેવા માધ્યમિક શાળાના વિદ્યાર્થીઓના વાંચન વ્યવહાર અને પસંદગીઓને સમજવા પર કેન્દ્રિત છે. હું તમને આ અભ્યાસમાં ભાગ લેવા આમંત્રણ આપું છું, જ્યાં તમારે એક સરળ પ્રશ્નાવલીના પ્રશ્નોના જવાબ આપવા રહેશે. આ પ્રશ્નાવલી તમારા વાંચન આદતો, તમને ગમતી પુસ્તકોની શૈલીઓ અને તમારી વાંચન પસંદગીઓ વિશે પૂછશે. આ અભ્યાસ અમને એ સમજવામાં મદદ કરશે કે માધ્યમિક શાળાના વિદ્યાર્થીઓ શું વાંચવાનું પસંદ કરે છે અને અમે કેવી રીતે વાંચનનો અનુભવ વધુ આનંદદાયક બનાવી શકીએ.

મહત્વપૂર્ણ નોંધ:

- તમારું ભાગ લેવું સંપૂર્ણપણે સ્વૈચ્છિક છે.
- તમે આપેલી માહિતી સંપૂર્ણપણે ગુપ્ત રાખવામાં આવશે, અને તમારી ઓળખ કોઈ સાથે વહેંચવામાં આવશે નહીં.
- કોઈ પણ જવાબ સાચો કે ખોટો નથી—અમે ફક્ત તમારી ઇમાનદાર અભિપ્રાય ઈચ્છીએ છીએ.
- તમે ક્યારે પણ, કોઈપણ કારણસર, ભાગ લેવાનું બંધ કરી શકો છો અને તમને કોઈ શિસ્તજોગ પગલાંનો સામનો કરવો નહીં પડે.

જો તમે ભાગ લેવા સંમત હોવ, તો કૃપા કરી નીચે હસ્તાક્ષર કરો. જો તમને કોઈ પ્રશ્ન હોય અથવા મદદ જોઈએ, તો અમારો સંપર્ક કરો.

આભાર,

મિસ બીજલ જાની

સંશોધક

9054917121

મારી સંમતિ:

હું, _____, સંશોધન અભ્યાસમાં ભાગ લેવા સંમત છું, જે વાંચન વ્યવહાર અને પસંદગીઓ વિશે છે. મને અભ્યાસના હેતુ અને ભાગ લેનાર તરીકેના મારા અધિકારો સમજાઈ ગયા છે.

વિદ્યાર્થીના હસ્તાક્ષર: _____

તારીખ: _____

વિદ્યાર્થીઓ માટે પ્રશ્નાવલિ

વિભાગ - 1: વિદ્યાર્થીઓની લોકસંખ્યાત્મક માહિતી

1. વિદ્યાર્થીનું નામ: _____
2. શાળાનું નામ: _____ કૃપા કરીને નીચે આપેલા વિકલ્પો ધ્યાનપૂર્વક વાંચો અને યોગ્ય વિકલ્પ આગળ ✓ નો નિશાન મૂકો.
3. શાળામાં શિક્ષણનું માધ્યમ: અંગ્રેજી ગુજરાતી
4. ધોરણ: 6મું 7મું 8મું
5. અગાઉના ધોરણમાં મેળવેલા ગુણ/ટકાવારી: _____
6. વય: 11 વર્ષ 12 વર્ષ 13 વર્ષ 14 વર્ષ 15 વર્ષ
7. લિંગ: છોકરો છોકરી
8. માતા-પિતાની શૈક્ષણિક લાયકાત: 10મું પાસ 12મું પાસ ડિપ્લોમા
 ગ્રેજ્યુએશન પોસ્ટ-ગ્રેજ્યુએશન પ્રોફેશનલ
- માતા: _____ પિતા: _____
9. માતા-પિતાનું વ્યવસાય: નોકરી સ્વ-રોજગાર/વ્યવસાય ગૃહિણી
- માતા: _____ પિતા: _____
10. પરિવારની અંદાજિત માસિક આવક: 25,000 રૂપિયાથી ઓછી
25,001 - 50,000 રૂપિયા 50,001 - 1,00,000 રૂપિયા 1,00,000
રૂપિયાથી વધુ

વિભાગ - 2: વિદ્યાર્થીઓની વાંચન પ્રવૃત્તિઓ

11. નીચેની બિન-શૈક્ષણિક સામગ્રીમાંથી તમે કઈ સામગ્રી વાંચતા હોવ છો?
(એક કરતા વધુ વિકલ્પ પસંદ કરી શકો)

- કોમિક્સ (ચાચા ચૌધરી, અમર ચિત્ર કથા, પંચતંત્ર, વગેરે)
- મેગેઝિન (ચંદામામા, વિઝડમ, સાયન્સ રિપોર્ટર, વગેરે)
- નવલકથાઓ (હેરી પોટર, રસ્ટીની સાહસિક કથા, માલગુડી ડેઝ, વગેરે)
- વાર્તા પુસ્તકો (પંચતંત્ર, અકબર-બીર્બલ, જાતક કથાઓ, વગેરે)
- આત્મકથાઓ/જીવનચરિત્રો (વિંગ્સ ઓફ ફાયર, ધોની ટચ, ટેસ્ટ ઓફ માય લાઈફ, વગેરે)
- ચિત્રકથાઓ (લિટલ ફ્લેશ, ઇન્ડિયાના તહેવારો, ધ વ્હીલ્સ ઓન ધ ટુક-ટુક, વગેરે)
- ધાર્મિક પુસ્તકો (રામાયણ, મહાભારત, ભગવદ ગીતા, કુરાન, ગુરુ ગ્રંથ સાહિબ, વગેરે)
- બાળકો માટેના અખબારો (બાળ ભાસ્કર, ઝગ મેગ, ક્રિડ્સ વર્લ્ડ, વગેરે)
- અન્ય: _____

12. તમે એક બેઠકમાં સામાન્ય રીતે કેટલો સમય વાંચો છો?

- 30 મિનિટ કરતા ઓછો
- 30 મિનિટ - 1 કલાક
- 1 - 2 કલાક
- 2 કલાકથી વધુ

13. તમે શૈક્ષણિક પ્રવૃત્તિઓ સિવાય ક્યારે વાંચો છો?

- દૈનિક
- 3-4 વાર/અઠવાડિયામાં
- અઠવાડિયામાં એક વાર

મહિનામાં એક વાર

વિભાગ - ૩: વિદ્યાર્થીઓની વાંચનની પસંદગીઓ

14. તમે કયા પ્રકારની બિન-શૈક્ષણિક સામગ્રી વાંચવા પસંદ કરો છો?

સાહિત્યિક (Fictional)

અસાહિત્યિક (Non-Fictional)

બંને

15. તમે નીચે આપેલી સાહિત્યિક સામગ્રીમાંથી કઈ વધુ વાંચવા પસંદ કરો છો? (ટોચની 5 પસંદગીઓ માટે ક્રમ આપો)

સાહિત્યિક પ્રકાર

ક્રમ

ગુપ્ત હકીકતો અને ગુનાહિત વાર્તાઓ

સાહસિક વાર્તાઓ

ભૂતિયા વાર્તાઓ

વૈજ્ઞાનિક કથાઓ

પરીઓ અને લોકકથાઓ

પ્રાણીઓની વાર્તાઓ

હાસ્ય/જોક બુક

સંબંધોને લગતી વાર્તાઓ

કલ્પનાત્મક (Fantasy)

શ્રિલર/સસ્પેન્સ

16. તમે નીચે આપેલી અસાહિત્તિક સામગ્રીમાંથી કઈ વધુ વાંચવા પસંદ કરો છો? (ટોચની 5 પસંદગીઓ માટે ક્રમ આપો)

અસાહિત્તિક પ્રકાર

ક્રમ

શોખ અને હસ્તકલા

રમતગમત (મેદાન અને ઇન્ડોર)

મોટર સ્પોર્ટ્સ

વિજ્ઞાન અને ટેકનોલોજી

UFOs અને એલિયન્સ

ઇતિહાસ અને ભૂગોળ

આત્મ-વિકાસ

જીવનચરિત્રો

અન્ય દેશોના લોકો અને જીવનશૈલી

પ્રવાસ અને સાહસિક કથાઓ

આરોગ્ય અને વેલનેસ

અર્થશાસ્ત્ર અને નાણાં

17. શું તમારો કોઈ મનપસંદ લેખક છે?

હા

ના

જો હા, તો નામ લખો: _____

18. તમે બિન-શૈક્ષણિક સામગ્રી કઈ ભાષામાં વાંચવી પસંદ કરો?

- અંગ્રેજી
- ગુજરાતી
- હિન્દી
- અન્ય: _____

19. તમે કયા પ્રકારના ગેર-શૈક્ષણિક વાંચન ફોર્મેટ પસંદ કરો છો?

- શારીરિક મોડી (પ્રિન્ટેડ પુસ્તકો)
- ડિજિટલ વાંચન
 - ઈ-બુક્સ
 - ઓડિઓબુક્સ
- બધા

20. તમે ગેર-શૈક્ષણિક સામગ્રી ક્યારે વાંચવાનું પસંદ કરો છો?

- પુસ્તકાલય અવધિ દરમિયાન
- સુતા પહેલા (બેડટાઈમ)
- સવારે
- બપોરે
- સાંજે નાસ્તા સમયે
- દિવસના કોઈ પણ સમયે

21. તમે ગેર-શૈક્ષણિક સામગ્રી ક્યાં વાંચવાનું પસંદ કરો છો?

- ઘરે
- શાળા લાઇબ્રેરીમાં

- મિત્રના ઘરે
- બસ/કાર/ઓટો રિક્ષા વગેરેમાં
- જાહેર બાગોમાં
- રેસ્ટોરન્ટ અને કેફેમાં
- જાહેર લાઇબ્રેરીમાં
- અન્ય, કૃપા કરીને ઉલ્લેખ કરો: _____

22. તમે ગેર-શૈક્ષણિક સામગ્રી ક્યાંથી મેળવો છો?

- શાળા લાઇબ્રેરીમાંથી
- જાહેર લાઇબ્રેરીમાંથી
- પુસ્તક દુકાનમાંથી
- મિત્રો, સગાસંબંધીઓ પાસેથી ઉધાર લેવું
- ઓનલાઇન પ્લેટફોર્મ (અમેઝોન, ફ્લિપકાર્ટ વગેરે)
- ખુલ્લા ઇન્ટરનેટ સ્ત્રોતો
- બ્લોગ્સ
- અન્ય, કૃપા કરીને ઉલ્લેખ કરો: _____

23. તમને ગેર-શૈક્ષણિક સામગ્રી વાંચવા માટે કોણ પ્રેરણા આપે છે?

- માતા-પિતા/અભિભાવક
- ભાઈ-બહેન
- શિક્ષકો
- લાઇબ્રેરીયન
- મિત્રો

- હું સ્વ-પ્રેરિત છું
- લેખકની લખવાની શૈલી
- અન્ય, કૃપા કરીને ઉલ્લેખ કરો: _____

24. તમને ગેર-શૈક્ષણિક સામગ્રી પસંદ કરવામાં કોણ/શું મદદ કરે છે?

- પરિવારના સભ્યો (માતા-પિતા, ભાઈ-બહેન)
- શિક્ષકો અથવા લાઇબ્રેરીયન
- મિત્રો
- પુસ્તક વેચનાર
- સમીક્ષકો અને જાહેરાતો દ્વારા ભલામણ કરેલી સામગ્રી
- સામાજિક મિડિયા
- કોઈ પણ સ્ત્રોતમાંથી જુદાજુદા પુસ્તકો પસંદ કરવાં

25. શું તમને ગેર-શૈક્ષણિક સામગ્રી વાંચવી ગમે છે?

- બહુ જ ગમે છે
- બહુ ગમતું નથી
- માત્ર ત્યારે જ જો તે મારી પસંદગીનું હોય

26. તમે ગેર-શૈક્ષણિક સામગ્રી કેવી રીતે વાંચવાનું પસંદ કરો છો?

- એકલા ઊંચા અવાજે વાંચવું
- એકલા શાંતિથી વાંચવું
- માતા-પિતા ઊંચા અવાજે વાંચે તે રીતે સાંભળવું
- મિત્રો સાથે વાંચવું
- છાપેલ પુસ્તકોમાંથી વાંચવું

- ઓનલાઇન વાંચવું

27. હું મારા ખાલી સમયમાં ગેર-શૈક્ષણિક સામગ્રી વાંચું છું કારણ કે: (એક કરતાં વધુ વિકલ્પ પસંદ કરી શકાય)

- મને વાંચવું ગમે છે.
- મને લાગે છે કે જે લોકો વધુ વાંચે છે તે રસપ્રદ હોય છે.
- હું જે વિષય વાંચું છું તેના વિશે વધુ શીખી શકું છું.
- લેખક / કન્ટેન્ટ રાઇટરની લખવાની શૈલી મને પસંદ છે.
- વાંચન મને નવી બાબતો શીખવામાં મદદ કરે છે.
- વાંચન મને બુદ્ધિશાળી બનાવે છે.
- વાંચન મારી કલ્પનાશક્તિમાં વધારો કરે છે.
- વાંચન મને શાળાના અભ્યાસમાં સારા ગુણ મેળવવામાં મદદ કરે છે.
- વાંચન મારી શાળા સંબંધિત અસાઇનમેન્ટ્સ પૂરું કરવામાં મદદ કરે છે.
- વાંચન મને શાંત થવામાં મદદ કરે છે.
- વાંચન મારા મગજને નવી અને રોમાંચક વિચારો સાથે પડકાર આપે છે.
- વાંચન મારી શબ્દકોશની શ્રેણી વધારો કરે છે.
- ગેર-શૈક્ષણિક સામગ્રી વાંચવું મને વધુ જ્ઞાની બનાવે છે.
- વાંચન મને ખુશી આપે છે.
- મારા માટે, વાંચન એક મનોરંજનનો સ્ત્રોત છે.

28. હું ગેર-શૈક્ષણિક સામગ્રી વાંચી શકતો નથી કારણ કે:

- હું મારો ખાલી સમય ટીવી જોવામાં પસાર કરવાનું પસંદ કરું છું.
- હું મારો ખાલી સમય કમ્પ્યુટર ગેમ્સ રમવામાં પસાર કરું છું.

- હું મારો ખાલી સમય ઊંઘવામાં પસાર કરું છું.
- હું વાંચનને ફરજ તરીકે અનુભવું છું.
- ગેર-શૈક્ષણિક સામગ્રી સુધી મારી પહોંચ નથી.
- મારા માતા-પિતા મને લાંબા સમય સુધી ગેર-શૈક્ષણિક વાંચન કરવાની મંજૂરી આપતા નથી.
- શિક્ષકો દ્વારા ખૂબ જ વધુ હોમવર્ક આપવામાં આવે છે.
- ડિજિટલ વ્યાકુલતા (ડિજિટલ ડિસ્ટ્રાક્શન) મને વાંચવામાં અવરોધે છે.
- હું મારા શોખ સંબંધિત વર્ગોમાં વ્યસ્ત હોઉં છું.
- હું મારા મિત્રો સાથે આઉટડોર રમતો રમવામાં વધુ રસ લઉં છું.
- મારા નાણાકીય મર્યાદાઓ (ફાઇનાન્સિયલ કન્સ્ટ્રેઇન્ટ્સ) છે.

TOOL FOR PARENTS
(English and Gujarati language)

Dear Parent/Guardian,

Subject: Consent for Your Participation in a Research Study on Non-Academic Reading Behavior and Reading preferences among the Middle School Students of Vadodara City in the era of Digital Media Revolution.

I am Ms. Bijal Jani, a research scholar at the Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda. I am conducting a study to better understand the reading behavior and preferences of both middle school students and their parents.

We would like to invite you to participate in this study by completing a questionnaire designed to explore your reading habits, the types of books you enjoy, and your reading preferences. Your insights will greatly contribute to our understanding of family reading dynamics and help enhance the reading experience for students.

Please note the following:

- Participation is completely voluntary.
- The information collected will be kept confidential, and your identity will not be shared with anyone.
- There is no right or wrong answers; we are only interested in your honest opinions.
- You can choose to stop participating at any time without any penalty.

If you consent to participate in this study, please sign below. If you have any questions or require further information, feel free to contact me.

Thank you for your time and consideration.

Sincerely,

Ms. Bijal Jani
Research Scholar
9054917121

Dr. Avani Maniar
Head and Guide
97268597502

Dr. Rashmi Durgapal
Asst. Prof. and Co-guide
8449954560

Consent for Participation:

I, the undersigned, give my consent to participate in the study about reading behavior and preferences. I understand the purpose of the study and my rights as a participant.

Parent/Guardian Signature: _____

Date: _____

Questionnaire (For Parents)

1. **Name (optional)** _____
2. **Age (in years)** _____
3. **Relation with child-** Father Mother
4. **Educational qualification-**
 10th pass 12th pass Diploma Graduation Post-graduate Professional
5. **Occupation-** Job Self-employed / Business Homemaker
6. **Monthly income-**
 Less than Rs, 25,000 Rs. 50,001 to 1,00,000
 Rs 25,001 to Rs 50,000 More than Rs 1 lakh
7. **Number of children-** 1 2 3 4 or more
8. **Type of school your child/children attend-**
 Government Private Semi-government

Please read the below listed questions carefully and place a mark (✓) for the option that applies to you.

Q.9. Do you know about non-academic material such as magazines, novels, comics, storybooks, newspapers etc.?

- Yes
 No

Q.15. Do you think reading non-academic materials has an impact on your children's academic performance ?

- Positive impact Negative impact No impact

Q.16. In your opinion, what are the challenges that restrict middle school children from engaging in non-academic reading?

- Lack of time
 Lack of interest
 Lack of access to non-academic reading materials
 Overload of academic work
 Parental discouragement for reading non-academic materials
 Exposure to social media and other entertainment sources

Other (please specify) _____

Q.17. In your opinion, what role should parents play in encouraging non-academic reading habits among children?

- Suggesting books
 Creating reading clubs
 Giving reading assignments
 Reading along with children

Others (please specify) _____

Q.18. Do you think parents should provide more access to non-academic reading materials for their children?

- Yes No

If no, then what additional support should be provided by the parents? _____

Q. 19. What are your efforts to encourage your child/children to read non -academic reading material ?

- Keep buying books /Magazines/comics
- Subscribe reading material of their interest
- Membership to public libraries
- Read aloud for them from Books/ Magazines
- Share interesting events from books/ magazines/Newspapers

પ્રિય વાલી / સંરક્ષક,

વિષય: “ડિજિટલ મીડિયા રિવોલ્યુશનના યુગમાં વડોદરા શહેરના મિડલ સ્કૂલના વિદ્યાર્થીઓમાં બિન-શૈક્ષણિક વાંચન વર્તન અને વાંચન પસંદગીઓ પરનો અભ્યાસ”

હું મિસ બીજલ જાની છું, અને હું મારા એમ.એસસી. ડિગ્રીના અંશરૂપ સંશોધન અભ્યાસ ચલાવી રહી છું. હું માતૃવિજ્ઞાન અને સમુદાય વિજ્ઞાન ફેકલ્ટી, મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડામાં એક્સ્ટેન્શન અને સંદેશાવ્યવહાર વિભાગમાં અભ્યાસ કરી રહી છું. આ અભ્યાસ તમારા જેવા માધ્યમિક શાળાના વિદ્યાર્થીઓના વાંચન વ્યવહાર અને પસંદગીઓને સમજવા પર કેન્દ્રિત છે. હું તમને આ અભ્યાસમાં ભાગ લેવા આમંત્રણ આપું છું, જ્યાં તમારે એક સરળ પ્રશ્નાવલીના પ્રશ્નોના જવાબ આપવા પડશે. આ પ્રશ્નાવલી તમારા બાળકના વાંચન આદતો, તેને ગમતી પુસ્તકોની શૈલીઓ અને તેની વાંચન પસંદગીઓ વિશે પૂછશે. આ અભ્યાસ અમને એ સમજવામાં મદદ કરશે કે માધ્યમિક શાળાના વિદ્યાર્થીઓ શું વાંચવાનું પસંદ કરે છે અને અમે કેવી રીતે વાંચનનો અનુભવ વધુ આનંદદાયક બનાવી શકીએ.

મહત્વપૂર્ણ નોંધ:

- તમારું ભાગ લેવું સંપૂર્ણપણે સ્વૈચ્છિક છે.
- તમે આપેલી માહિતી સંપૂર્ણપણે ગુપ્ત રાખવામાં આવશે, અને તમારી ઓળખ કોઈ સાથે વહેંચવામાં આવશે નહીં.
- કોઈ પણ જવાબ સાચો કે ખોટો નથી—અમે ફક્ત તમારી ઇમાનદાર અભિપ્રાય ઈચ્છીએ છીએ.
- તમે ક્યારે પણ, કોઈપણ કારણસર, ભાગ લેવાનું બંધ કરી શકો છો અને તમને કોઈ શિસ્તજોગ પગલાંનો સામનો કરવો નહીં પડે.

જો તમે ભાગ લેવા સંમત હોવ, તો કૃપા કરી નીચે હસ્તાક્ષર કરો. જો તમને કોઈ પ્રશ્ન હોય અથવા મદદ જોઈએ, તો અમારો સંપર્ક કરો.

આભાર,

મિસ બીજલ જાની

સંશોધક

9054917121

ભાગ લેવા માટે સંમતિ:

હું, _____, સંશોધન અભ્યાસમાં ભાગ લેવા સંમત છું, જે વાંચન વ્યવહાર અને પસંદગીઓ વિશે છે. મને અભ્યાસના હેતુ અને ભાગ લેનાર તરીકેના મારા અધિકારો સમજાઈ ગયા છે.

વાલી / સંરક્ષકના હસ્તાક્ષર: _____

તારીખ: _____

માતા-પિતાઓ માટે પ્રશ્નાવલી

1. નામ (ઇચ્છાએલ) _____
2. ઉંમર (વર્ષોમાં) _____
3. બાળક સાથેનો સંબંધ - પિતા માતા
4. શૈક્ષણિક લાયકાત -
5. વ્યવસાય - નોકરી સ્વરોજગાર / બિઝનેસ ગૃહિણિ
6. માસિક આવક -
 - રૂ. 25,000થી ઓછી
 - રૂ. 25,001 થી રૂ. 50,000
 - રૂ. 50,001 થી 1,00,000
 - રૂ. 1 લાખથી વધુ
7. બાળકોની સંખ્યા -
 - 1
 - 2
 - 3
 - 4 કે વધુ
8. તમારું બાળક / બાળકો જે શાળામાં અભ્યાસ કરે છે તેનો પ્રકાર -
 - સરકારી
 - ખાનગી
 - અર્ધ-સરકારી

કૃપા કરીને નીચે આપેલા પ્રશ્નો ધ્યાનથી વાંચો અને યોગ્ય વિકલ્પ માટે ✓ ચિહ્ન મૂકો.

Q.9. શું તમને ગૈર-શૈક્ષણિક વાંચન સામગ્રી જેવી કે મેગેઝિન, નવલકથાઓ, કોમિક્સ, વાર્તાપોથી, અખબાર વગેરે વિશે માહિતી છે?

હા

ના

Q.10. તમારી દ્રષ્ટિએ મધ્યમ શાળાના બાળકો માટે ગૈર-શૈક્ષણિક વાંચન સામગ્રી કેટલી મહત્વપૂર્ણ છે?

ખૂબ જ મહત્વપૂર્ણ

મહત્વપૂર્ણ

મધ્યમ મહત્વની

બિલકુલ મહત્વપૂર્ણ નથી

Q.11. તમે શું માનો છો કે ગૈર-શૈક્ષણિક વાંચન સામગ્રીના બાળકો માટે કયા ફાયદા છે?

બાળકોની કલ્પનાશક્તિ વધે

સર્જનાત્મકતા વિકસે

સંસ્કૃતિ અને પરંપરાઓ પ્રત્યેની સમજ વિકસે

બાળકોના સંચાર કુશળતા સુધરે

ભાષા વિકાસ માટે મદદરૂપ થાય

બાળકો માટે તણાવ ઘટાડવાનું સાધન બને

○ અન્ય (કૃપા કરીને સ્પષ્ટ કરો)

Q.12. શું તમે તમારા બાળકોને ગૈર-શૈક્ષણિક સામગ્રી વાંચવા માટે પ્રોત્સાહન આપો છો?

○ હા

○ ના

Q.13. શું તમે તમારા બાળકો માટે ગૈર-શૈક્ષણિક સામગ્રી વાંચવાનું સમયપત્રક બનાવ્યું છે?

○ હા

○ ના

જો હા, તો તમે દર અઠવાડિયે કેટલો સમય ફાળવ્યો છે? _____ કલાક

Q.14. શું તમને ચિંતા છે કે તમારા બાળકો કઈ પ્રકારની ગૈર-શૈક્ષણિક સામગ્રી વાંચે છે?

○ હા

○ ના

○ ખાતરી નથી

જો હા, તો તમારી ચિંતાઓ શું છે?

Q.15. શું તમને લાગે છે કે ગૈર-શૈક્ષણિક સામગ્રીનું વાંચન તમારા બાળકોના શૈક્ષણિક પ્રદર્શન પર અસર કરે છે?

○ સકારાત્મક અસર

○ નકારાત્મક અસર

○ કોઈ અસર નથી

Q.16. તમારું મંતવ્ય શું છે, કયા કારણો મધ્યમ શાળાના બાળકોને ગૈર-શૈક્ષણિક વાંચન તરફ આકર્ષવામાં અવરોધરૂપ બને છે?

- સમયનો અભાવ
- રસની ઉણપ
- ગૈર-શૈક્ષણિક સામગ્રીની ઉપલબ્ધતાનો અભાવ
- શૈક્ષણિક અભ્યાસનો ભાર
- માતા-પિતાઓનું ગૈર-શૈક્ષણિક વાંચન પ્રત્યે પ્રોત્સાહન ન હોવું
- સોશિયલ મીડિયા અને અન્ય મનોરંજન સ્ત્રોતો તરફ ઝોક
- અન્ય (કૃપા કરીને સ્પષ્ટ કરો) _____

Q.17. તમારું મંતવ્ય શું છે, માતા-પિતાઓએ બાળકોને ગૈર-શૈક્ષણિક વાંચન માટે કયા પગલાં ભરવા જોઈએ?

- પુસ્તકોની ભલામણ કરવી
- વાચન ક્લબ બનાવવી
- વાંચન સંબંધિત કાર્ય આપવું
- બાળકો સાથે સાથે વાંચવું
- અન્ય (કૃપા કરીને સ્પષ્ટ કરો) _____

Q.18. શું તમને લાગે છે કે માતા-પિતાએ બાળકોને વધુ ગૈર-શૈક્ષણિક સામગ્રી ઉપલબ્ધ કરાવવી જોઈએ?

- હા
- ના

જો ના, તો માતા-પિતાઓએ વધુ કયા પ્રકારનું સમર્થન આપવું જોઈએ?

Q.19. તમારું બાળક/બાળકો ગૈર-શૈક્ષણિક સામગ્રી વાંચે તે માટે તમે શું પ્રયત્નો કરો છો?

- પુસ્તકો, મેગેઝિન, કોમિક્સની ખરીદી કરો
- તેમના રસની વાંચન સામગ્રી માટે ચંદો (Subscription) લો
- જાહેર લાઇબ્રેરીમાં સભ્યતા લો
- બાળકો માટે પુસ્તક / મેગેઝિનમાંથી ઉલ્લેખનીય ભાગો વાંચી બતાવવું
- અખબાર/પુસ્તકો/મેગેઝિનમાંથી રસપ્રદ ઘટનાઓ શેર કરવી

TOOL FOR EDUCATORS
(English and Gujarati language)

Dear Educator,

Subject: Consent for Your Participation in a Research Study on Non-Academic Reading Behavior and Reading preferences among the Middle School Students of Vadodara City in the era of Digital Media Revolution.

I am Ms. Bijal Jani, a research scholar at the Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda. I am conducting a study to better understand the reading behavior and preferences of middle school students, with insights from educators like you.

We would like to invite you to participate in this study by completing a questionnaire designed to explore your observations regarding students' reading habits, the types of books they enjoy, and their reading preferences. Your valuable insights will help us enhance the reading experience for students and inform future educational practices.

Please note the following:

- Participation is completely voluntary.
- The information collected will be kept confidential, and your identity will not be shared with anyone.
- There are no right or wrong answers; we are only interested in your honest opinions.
- You can choose to stop participating at any time without any penalty.

If you consent to participate in this study, please sign below. If you have any questions or require further information, feel free to contact me.

Thank you for your time and consideration.

Sincerely,

Ms. Bijal Jani
Research Scholar
9054917121

Dr. Avani Maniar
Head and Guide
97268597502

Dr. Rashmi Durgapal
Asst. Prof. and Co-guide
8449954560

Consent for Participation:

I, the undersigned, give my consent to participate in the study about reading behavior and preferences. I understand the purpose of the study and my rights as a participant.

Parent/Guardian Signature: _____

Date: _____

Questionnaire (For Educators)

Name (optional) _____ Age (in years) _____

School _____

Which standard do you teach? _____

Which subjects do you teach? _____

Teaching experience (in years) _____

Type of school you work in (Government/ Semi- Government/ Private) _____

Please read the below listed questions carefully and place a mark (✓) for the option that applies to you.

Q.1. Are you aware about non-academic reading material for middle school children?

- Yes
- No

Q.2. How important do you think non-academic reading materials are for the overall development of middle school students?

- Very important
- Important
- Moderately important
- Not important at all

Q.3. According to you, what are the benefits of reading non-academic materials to middle school students?

- Boost the imagination power of students
- Fosters creativity
- Develops understanding for culture and traditions
- Foster the language development of students
- Stress reliever
- Any other (please specify) _____

Q.4. Do you believe that non-academic reading material should be integrated in the school curriculum?

Yes

No

Maybe

Not sure

Q.5. According to you, what type of non-academic reading material contributes to the student's academic development ?

Fictional

Non-fictional

Q.6. Do you incorporate non-academic reading material into your classroom activities ?

Always

Sometimes

Rarely

Never

Q.7. Do you encourage students to read non-academic materials during class or outside the school in their free time?

Always

Sometimes

Rarely

Never

Q.8. Do you think schools should allocate specific time for students to engage them with non-academic reading materials?

Yes

No

Not sure

If yes, then how much time per week should be allotted? _____(in hours)

Q.9. Do you have any concern regarding the types of non-academic reading materials students may choose to read?

Yes

No

Not sure

If yes, what are your concerns? _____

Q.10. Do you think reading non-academic reading materials have an impact on a student's academic performance?

Positive impact

Not sure

Negative impact

Both

Q.11. According to you, what are the challenges that restrict middle school students from engaging in non-academic reading?

Lack of time

Lack of interest

Lack of access to non-academic reading materials

Overload of academic work

Parental discouragement for reading non-academic materials

Exposure to social media and other entertainment sources

Other (please specify) _____

Q.12. In your opinion, what role should teachers play in encouraging non-academic reading among students?

Suggesting books

Creating reading clubs

શિક્ષકો માટે પ્રશ્નાવલી

નામ (છચ્છાએલ): _____

ઉંમર (વર્ષોમાં): _____

શાળા: _____

તમે કયા ધોરણને ભણાવો છો? _____

તમે કયા વિષયો ભણાવો છો? _____

શિક્ષણ અનુભવ (વર્ષોમાં): _____

શાળા જેવું પ્રકારની છે? (સરકારી/અર્ધ-સરકારી/ખાનગી)

કૃપા કરીને નીચે આપેલા પ્રશ્નો ધ્યાનથી વાંચો અને યોગ્ય વિકલ્પ માટે ✓ ચિહ્ન મૂકો.

Q.1. શું તમને મધ્યમ શાળા ના વિદ્યાર્થીઓ માટે ગૈર-શૈક્ષણિક વાંચન સામગ્રી વિશે જાણકારી છે?

હા

ના

Q.2. તમારી દ્રષ્ટિએ મધ્યમ શાળાના વિદ્યાર્થીઓ માટે ગૈર-શૈક્ષણિક વાંચન સામગ્રી કેટલી મહત્વપૂર્ણ છે?

ખૂબ જ મહત્વપૂર્ણ

મહત્વપૂર્ણ

મધ્યમ મહત્વની

બિલકુલ મહત્વપૂર્ણ નથી

Q.3. તમારી દ્રષ્ટિએ મધ્યમ શાળાના વિદ્યાર્થીઓ માટે ગૈર-શૈક્ષણિક વાંચનના શું ફાયદા છે?

- વિદ્યાર્થીઓની કલ્પનાશક્તિ વધે
 - સર્જનાત્મકતા વિકસે
 - સંસ્કૃતિ અને પરંપરાઓ પ્રત્યેની સમજ વિકસે
 - ભાષા વિકાસ માટે મદદરૂપ થાય
 - તણાવ ઘટાડવામાં સહાયક બને
 - અન્ય (કૃપા કરીને સ્પષ્ટ કરો)
-

Q.4. શું તમારું માનવું છે કે ગૈર-શૈક્ષણિક વાંચન સામગ્રી શાળા ના અભ્યાસક્રમમાં સામેલ થવી જોઈએ?

- હા
- ના
- કદાચ
- ખાતરી નથી

Q.5. તમારું મંતવ્ય શું છે, કયા પ્રકારની ગૈર-શૈક્ષણિક વાંચન સામગ્રી વિદ્યાર્થીઓના શૈક્ષણિક વિકાસમાં ફાળો આપે છે?

- ગદ્ય/કથા (Fictional)
- ગદ્યૈર્હર/અકથા (Non-fictional)

Q.6. શું તમે તમારી શાળા ની પ્રવૃત્તિઓમાં ગૈર-શૈક્ષણિક વાંચન સામગ્રીનો સમાવેશ કરો છો?

- હંમેશા

- ક્યારેક
- ભાગ્યે જ
- કદી નહીં

Q.7. શું તમે વિદ્યાર્થીઓને શાળા દરમિયાન અથવા શાળાના બહાર તેમના ફી ટાઈમમાં ગૈર-શૈક્ષણિક વાંચન માટે પ્રોત્સાહન આપો છો?

- હંમેશા
- ક્યારેક
- ભાગ્યે જ
- કદી નહીં

Q.8. શું તમને લાગે છે કે શાળાઓએ વિદ્યાર્થીઓ માટે ગૈર-શૈક્ષણિક વાંચન માટે ખાસ સમય ફાળવવો જોઈએ?

- હા
- ના
- ખાતરી નથી

જો હા, તો કેટલો સમય દર અઠવાડિયે ફાળવવો જોઈએ?

_____ (કલાકમાં)

Q.9. શું તમને ચિંતા છે કે વિદ્યાર્થીઓ કઈ પ્રકારની ગૈર-શૈક્ષણિક સામગ્રી વાંચે છે?

- હા
- ના
- ખાતરી નથી

જો હા, તો તમારી ચિંતાઓ શું છે?

Q.10. શું તમને લાગે છે કે ગૈર-શૈક્ષણિક વાંચન સામગ્રી વિદ્યાર્થીઓના શૈક્ષણિક પ્રદર્શન પર અસર કરે છે?

- સકારાત્મક અસર
- નકારાત્મક અસર
- ખાતરી નથી
- બંને

Q.11. તમારું મંતવ્ય શું છે, કયા કારણો મધ્યમ શાળાના વિદ્યાર્થીઓને ગૈર-શૈક્ષણિક વાંચન તરફ આકર્ષવામાં અવરોધરૂપ બને છે?

- સમયનો અભાવ
- રસની ઉણપ
- ગૈર-શૈક્ષણિક સામગ્રીની ઉપલબ્ધતાનો અભાવ
- શૈક્ષણિક અભ્યાસનો ભાર
- માતા-પિતાઓનું ગૈર-શૈક્ષણિક વાંચન પ્રત્યે પ્રોત્સાહન ન હોવું
- સોશિયલ મીડિયા અને અન્ય મનોરંજન સ્ત્રોતો તરફ ઝોક
- અન્ય (કૃપા કરીને સ્પષ્ટ કરો) _____

Q.12. તમારું મંતવ્ય શું છે, શિક્ષકોએ વિદ્યાર્થીઓને ગૈર-શૈક્ષણિક વાંચન માટે કયા પગલાં ભરવા જોઈએ?

- પુસ્તકોની ભલામણ કરવી
- વાચન ક્લબ બનાવવી
- વાંચન સંબંધિત કાર્ય આપવું

○ માતા-પિતાઓ સાથે PTA બેઠકમાં ચર્ચા કરવી

○ અન્ય (કૃપા કરીને સ્પષ્ટ કરો) _____

Q.13. તમારા મતે, ગૈર-શૈક્ષણિક સામગ્રી મધ્યમ શાળાના વિદ્યાર્થીઓની નીચે આપેલી કુશળતાઓ પર કેટલો પ્રભાવ પાડી શકે? (કૃપા કરીને 5 થી 1 ના સ્કેલ પર રેટિંગ આપો, જ્યાં '5' મહત્તમ છે અને '1' નીવૃત્તમાન છે.)

કુશળતા	5	4	3	2	1
ભાષા અને શબ્દકોશ વિકાસ	<input type="checkbox"/>				
તર્કશક્તિ અને વિશ્લેષણ	<input type="checkbox"/>				
સર્જનાત્મકતા અને કલ્પનશક્તિ	<input type="checkbox"/>				
સામાજિક-ભાવનાત્મક વિકાસ	<input type="checkbox"/>				
નિર્ણય લેવાની ક્ષમતા અને સમસ્યા હલ કરવાની શક્તિ	<input type="checkbox"/>				
આત્મ-અભિવ્યક્તિ	<input type="checkbox"/>				
ભાવનાત્મક બુદ્ધિમત્તા	<input type="checkbox"/>				
ધ્યાન અને કેન્દ્રિતતા	<input type="checkbox"/>				
સહાનુભૂતિ અને સામાજિક જાગૃતિ	<input type="checkbox"/>				

Q.14. શું તમને લાગે છે કે શાળાઓએ વિદ્યાર્થીઓ માટે પૂરતી ગૈર-શૈક્ષણિક સામગ્રી ઉપલબ્ધ કરાવવી જોઈએ?

○ હા

○ ના

જો ના, તો શાળાઓએ વધુ કયા પ્રકારનું સમર્થન આપવું જોઈએ?

પ્રિય શિક્ષક,

વિષય: “ડિજિટલ મીડિયા રિવોલ્યુશનના યુગમાં વડોદરા શહેરના મિડલ સ્કૂલના વિદ્યાર્થીઓમાં બિન-શૈક્ષણિક વાંચન વર્તન અને વાંચન પસંદગીઓ પરનો અભ્યાસ”

હું મિસ બીજલ જાની છું, અને હું મારા એમ.એસસી. ડિગ્રીના અંશરૂપ સંશોધન અભ્યાસ ચલાવી રહી છું. હું માતૃવિજ્ઞાન અને સમુદાય વિજ્ઞાન ફેકલ્ટી, મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડામાં એક્સ્ટેન્શન અને સંદેશાવ્યવહાર વિભાગમાં અભ્યાસ કરી રહી છું. આ અભ્યાસ તમારા જેવા માધ્યમિક શાળાના વિદ્યાર્થીઓના વાંચન વ્યવહાર અને પસંદગીઓને સમજવા પર કેન્દ્રિત છે. હું તમને આ અભ્યાસમાં ભાગ લેવા આમંત્રણ આપું છું, જ્યાં તમારે એક સરળ પ્રશ્નાવલીના પ્રશ્નોના જવાબ આપવા પડશે. આ પ્રશ્નાવલી તમારા વાંચન આદતો, તમને ગમતી પુસ્તકોની શૈલીઓ અને તમારી વાંચન પસંદગીઓ વિશે પૂછશે. આ અભ્યાસ અમને એ સમજવામાં મદદ કરશે કે માધ્યમિક શાળાના વિદ્યાર્થીઓ શું વાંચવાનું પસંદ કરે છે અને અમે કેવી રીતે વાંચનનો અનુભવ વધુ આનંદદાયક બનાવી શકીએ.

મહત્વપૂર્ણ નોંધ:

- તમારું ભાગ લેવું સંપૂર્ણપણે સ્વૈચ્છિક છે.
- તમે આપેલી માહિતી સંપૂર્ણપણે ગુપ્ત રાખવામાં આવશે, અને તમારી ઓળખ કોઈ સાથે વહેંચવામાં આવશે નહીં.
- કોઈ પણ જવાબ સાચો કે ખોટો નથી—અમે ફક્ત તમારી ઇમાનદાર અભિપ્રાય ઈચ્છીએ છીએ.
- તમે ક્યારે પણ, કોઈપણ કારણસર, ભાગ લેવાનું બંધ કરી શકો છો અને તમને કોઈ શિસ્તજોગ પગલાંનો સામનો કરવો નહીં પડે.

જો તમે ભાગ લેવા સંમત હોવ, તો કૃપા કરી નીચે હસ્તાક્ષર કરો. જો તમને કોઈ પ્રશ્ન હોય અથવા મદદ જોઈએ, તો અમારો સંપર્ક કરો.

આભાર,

મિસ બીજલ જાની

સંશોધક

9054917121

ભાગ લેવા માટે સંમતિ:

હું, _____, સંશોધન અભ્યાસમાં ભાગ લેવા સંમત છું, જે વાંચન વ્યવહાર અને પસંદગીઓ વિશે છે. મને અભ્યાસના હેતુ અને ભાગ લેનાર તરીકેના મારા અધિકારો સમજાઈ ગયા છે.

શિક્ષકના હસ્તાક્ષર: _____

તારીખ: _____

શિક્ષકો માટે પ્રશ્નાવલી

નામ (છચ્છાએલ): _____

ઉંમર (વર્ષોમાં): _____

શાળા: _____

તમે કયા ધોરણને ભણાવો છો? _____

તમે કયા વિષયો ભણાવો છો? _____

શિક્ષણ અનુભવ (વર્ષોમાં): _____

શાળા જેવું પ્રકારની છે? (સરકારી/અર્ધ-સરકારી/ખાનગી)

કૃપા કરીને નીચે આપેલા પ્રશ્નો ધ્યાનથી વાંચો અને યોગ્ય વિકલ્પ માટે ✓ ચિહ્ન મૂકો.

Q.1. શું તમને મધ્યમ શાળા ના વિદ્યાર્થીઓ માટે ગૈર-શૈક્ષણિક વાંચન સામગ્રી વિશે જાણકારી છે?

હા

ના

Q.2. તમારી દ્રષ્ટિએ મધ્યમ શાળાના વિદ્યાર્થીઓ માટે ગૈર-શૈક્ષણિક વાંચન સામગ્રી કેટલી મહત્વપૂર્ણ છે?

ખૂબ જ મહત્વપૂર્ણ

મહત્વપૂર્ણ

મધ્યમ મહત્વની

બિલકુલ મહત્વપૂર્ણ નથી

Q.3. તમારી દ્રષ્ટિએ મધ્યમ શાળાના વિદ્યાર્થીઓ માટે ગૈર-શૈક્ષણિક વાંચનના શું ફાયદા છે?

- વિદ્યાર્થીઓની કલ્પનાશક્તિ વધે
 - સર્જનાત્મકતા વિકસે
 - સંસ્કૃતિ અને પરંપરાઓ પ્રત્યેની સમજ વિકસે
 - ભાષા વિકાસ માટે મદદરૂપ થાય
 - તણાવ ઘટાડવામાં સહાયક બને
 - અન્ય (કૃપા કરીને સ્પષ્ટ કરો)
-

Q.4. શું તમારું માનવું છે કે ગૈર-શૈક્ષણિક વાંચન સામગ્રી શાળા ના અભ્યાસક્રમમાં સામેલ થવી જોઈએ?

- હા
- ના
- કદાચ
- ખાતરી નથી

Q.5. તમારું મંતવ્ય શું છે, કયા પ્રકારની ગૈર-શૈક્ષણિક વાંચન સામગ્રી વિદ્યાર્થીઓના શૈક્ષણિક વિકાસમાં ફાળો આપે છે?

- ગદ્ય/કથા (Fictional)
- ગદ્યૈર્હર/અકથા (Non-fictional)

Q.6. શું તમે તમારી શાળા ની પ્રવૃત્તિઓમાં ગૈર-શૈક્ષણિક વાંચન સામગ્રીનો સમાવેશ કરો છો?

- હંમેશા

- ક્યારેક
- ભાગ્યે જ
- કદી નહીં

Q.7. શું તમે વિદ્યાર્થીઓને શાળા દરમિયાન અથવા શાળાના બહાર તેમના ફી ટાઈમમાં ગૈર-શૈક્ષણિક વાંચન માટે પ્રોત્સાહન આપો છો?

- હંમેશા
- ક્યારેક
- ભાગ્યે જ
- કદી નહીં

Q.8. શું તમને લાગે છે કે શાળાઓએ વિદ્યાર્થીઓ માટે ગૈર-શૈક્ષણિક વાંચન માટે ખાસ સમય ફાળવવો જોઈએ?

- હા
- ના
- ખાતરી નથી

જો હા, તો કેટલો સમય દર અઠવાડિયે ફાળવવો જોઈએ?

_____ (કલાકમાં)

Q.9. શું તમને ચિંતા છે કે વિદ્યાર્થીઓ કઈ પ્રકારની ગૈર-શૈક્ષણિક સામગ્રી વાંચે છે?

- હા
- ના
- ખાતરી નથી

જો હા, તો તમારી ચિંતાઓ શું છે?

Q.10. શું તમને લાગે છે કે ગૈર-શૈક્ષણિક વાંચન સામગ્રી વિદ્યાર્થીઓના શૈક્ષણિક પ્રદર્શન પર અસર કરે છે?

- સકારાત્મક અસર
- નકારાત્મક અસર
- ખાતરી નથી
- બંને

Q.11. તમારું મંતવ્ય શું છે, કયા કારણો મધ્યમ શાળાના વિદ્યાર્થીઓને ગૈર-શૈક્ષણિક વાંચન તરફ આકર્ષવામાં અવરોધરૂપ બને છે?

- સમયનો અભાવ
- રસની ઉણપ
- ગૈર-શૈક્ષણિક સામગ્રીની ઉપલબ્ધતાનો અભાવ
- શૈક્ષણિક અભ્યાસનો ભાર
- માતા-પિતાઓનું ગૈર-શૈક્ષણિક વાંચન પ્રત્યે પ્રોત્સાહન ન હોવું
- સોશિયલ મીડિયા અને અન્ય મનોરંજન સ્ત્રોતો તરફ ઝોક
- અન્ય (કૃપા કરીને સ્પષ્ટ કરો) _____

Q.12. તમારું મંતવ્ય શું છે, શિક્ષકોએ વિદ્યાર્થીઓને ગૈર-શૈક્ષણિક વાંચન માટે કયા પગલાં ભરવા જોઈએ?

- પુસ્તકોની ભલામણ કરવી
- વાચન ક્લબ બનાવવી
- વાંચન સંબંધિત કાર્ય આપવું

○ માતા-પિતાઓ સાથે PTA બેઠકમાં ચર્ચા કરવી

○ અન્ય (કૃપા કરીને સ્પષ્ટ કરો) _____

Q.13. તમારા મતે, ગૈર-શૈક્ષણિક સામગ્રી મધ્યમ શાળાના વિદ્યાર્થીઓની નીચે આપેલી કુશળતાઓ પર કેટલો પ્રભાવ પાડી શકે? (કૃપા કરીને 5 થી 1 ના સ્કેલ પર રેટિંગ આપો, જ્યાં '5' મહત્તમ છે અને '1' નીવૃત્તમાન છે.)

કુશળતા	5	4	3	2	1
ભાષા અને શબ્દકોશ વિકાસ	<input type="checkbox"/>				
તર્કશક્તિ અને વિશ્લેષણ	<input type="checkbox"/>				
સર્જનાત્મકતા અને કલ્પનશક્તિ	<input type="checkbox"/>				
સામાજિક-ભાવનાત્મક વિકાસ	<input type="checkbox"/>				
નિર્ણય લેવાની ક્ષમતા અને સમસ્યા હલ કરવાની શક્તિ	<input type="checkbox"/>				
આત્મ-અભિવ્યક્તિ	<input type="checkbox"/>				
ભાવનાત્મક બુદ્ધિમત્તા	<input type="checkbox"/>				
ધ્યાન અને કેન્દ્રિતતા	<input type="checkbox"/>				
સહાનુભૂતિ અને સામાજિક જાગૃતિ	<input type="checkbox"/>				

Q.14. શું તમને લાગે છે કે શાળાઓએ વિદ્યાર્થીઓ માટે પૂરતી ગૈર-શૈક્ષણિક સામગ્રી ઉપલબ્ધ કરાવવી જોઈએ?

○ હા

○ ના

જો ના, તો શાળાઓએ વધુ કયા પ્રકારનું સમર્થન આપવું જોઈએ?
