Preference Of Reading Novels Over Watching Movies Among Younger Generation - A Survey

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ABSTRACT: *Entertainment is considered very important in today's world. There can be many forms of entertainment such as going out shopping, eating out, amusement parks, going to the theatres, etc. But the most common forms of entertainment are movies and books. Books have been a classic form of entertainment for a long time while movies are relatively more recent. The aim of this survey is to find out whether reading is as prevalent as it used to be among the younger generation and whether it is more prevalent over movie watching habits or not. A well structured questionnaire was prepared comprising 15 questions and was circulated on an online platform among participants. The results were then collected and analysed statistically. It was found that the habit of book reading was still quite prevalent among teens. Movies are also preferred by many. Both were activities which were done by teens during their leisure. Reading is a hobby pursued by many teens. However it is the lack of time in their busy schedules which makes them resort to a quicker way out of books - watching movies. Classes, tuitions, coaching, homework, assignments, exams,etc., rob teens of their time to read. Many say that they love to read during the little free time they get. More awareness may be created in schools to inculcate the reading habit in children.*

KEY WORDS: Entertainment ; Movies ; Novels ; Online survey ; Teenagers

1. INTRODUCTION

Reading habits are calculated as how much a person reads, how often do they read, when do they read and what do they read. Reading can be summarised as a habit that involves books,

printed articles and electronic materials. It is an essential tool for learning exchange (Rosli *et al.*, 2017). In this networked world of mass migration and media, greater literary skills are required for participation in technologically- mediated age. Across nations, increasing attention is being paid to improving reading skills as the baseline for critical literacy, independent learning and civic participation. Reading can also be defined as the meaningful decoding and comprehension of print and online texts for purposeful activity including enjoyment, participation and action (Loh and Sun, 2018).

Film is considered to be one of the best ways for sharing ideas and creating an impact. It is a powerful medium of story telling about original life or other events. It is a great source of entertainment. It combines visuals, movements, theatre, music all in one and therefore has the magical power to create impact (Baiju, 2018).

Film and literature are two different things with a similar goal, to create sublimity in human imagination and understanding. Both film and literature work hand in hand to boost the progress of human civilisation. They are complementary in nature and no one is a substitute to one another. They are both artistic expressions of the human mind (Ramrao, 2016). These days, many books and classics are being made into motion pictures. Certainly the audience members will argue as to the quality of one of these forms versus the other. However, when turning any piece of literature into film, there are a number of distinct and unavoidable differences no matter how the contributors may struggle to make the two forms as similar as possible (Godfree, 2010). A novel conveys best the message its writer wishes to share. When a movie is made it undergoes multiple interactions and significant creative license is usually taken. A novel is the product of a single man and a movie is the output of hundreds of people. Hence, a movie usually dilutes the message of the novel (Gupta, 2019).

Books are great because they allow the reader to be a part of the story. We have an insight into the character's thoughts and feelings. They have more detail, more focus on character development and depth to the meaning of artwork. However, it is a more time consuming form (libmedia, no date).

Movies are great in their ability to show and overall experience the story. While reading spurs imagination, movies help you visualize all the elements of the story. Movies make it easier for us to just lean back and enjoy. An added benefit of movies is the music and visual designs that enhance the experience of watching a movie (libmedia, no date). Some studies have shown that among teens, the early adolescents are often the library's heaviest users, i.e., from age 11-14 years. The National Endowment for the Arts (NEA) Reading at risk reports that "literary reading is declining among all age groups" contrary to the popular belief that it is declining among only among the teenagers and youth (Creel, 2007). Many people believe that adolescents simply do not read as much as they used to. A closer look reveals that students are reading as much as they have but the materials they are reading have changed . However, adolescents read only if they have to. The lack of adolescents reading for pleasure is increasing more and more (Glasier, 2018). In studies, the younger groups including young adults aged 18-24 years, had a rate of declination in reading 55% greater than rate of

declination in total adult population (Moyer, 2010).

Reading is a man's bulwark against loneliness. It provides experience through which an individual may expand his horizons of knowledge, identity, extend and intensify his interests and gain deeper knowledge about himself (Chettri, 2013). It is hence very significant, not just academically. It must be a habit inculcated in all, especially the youth who are the future of our nation. Previous studies on insilico modelling (Ponnulakshmi *et al.*, 2019), nanoparticles (Ke *et al.*, 2019; Wang *et al.*, 2019; Wu *et al.*, 2019; Li *et al.*, 2020), studies on cancer cell lines (Rengasamy *et al.*, 2018; Chen *et al.*, 2019; Gan *et al.*, 2019; Ma *et al.*, 2019), natural compounds (Mohan, Veeraraghavan and Jainu, 2015; Menon, Priya and Gayathri, 2016; Rengasamy *et al.*, 2016; Priya, Jainu and Mohan, 2018; Ramya, Priya and Gayathri, 2018). This study aims at finding whether the teens prefer watching movies or reading books and to create awareness to inculcate reading habits in the younger generation.

2. MATERIALS AND METHODS

A prospective observational study was conducted among younger generation which was economical, easy to create, had a wide reach and involved heterogeneous population, gathering a lot of data. However it was not able to overcome response bias and survey fatigue. The research had been granted approval from Scientific Review Board, Saveetha Dental College, Chennai.

It involved preparing a well structured questionnaire comprising 15 questions covering socio-demographic information, knowledge, attitude and perception. The survey was circulated to 101 participants via Google forms online. The results obtained were collected (to excel) and analysed statistically. The statistical software used was SPSS version 22. The statistical method used was description statistics. Association analysis was done using Chi Square test with $p \leq 0.05$ is statistically significant.

3. RESULTS AND DISCUSSION

The study participants belong to the age group of 12-23 years. 12.87% participants were between 12-15 years of age. 58.42% were between 16-18 years of age. 28.71% were 19 years or slightly older.

According to Figure 1, 79.2% of participants read books while 20.8% do not read books. When asked for genre preference, 5.9% prefered science fiction, 5.9% preferred comics, 20.8% preferred fiction, 23.8% liked biographies, 36.6% preferred romance, 1% preferred other genres while 5.9% weren't into much reading [Figure 2].

71.3% enjoyed varieties in their reading choices while 28.7% did not [Figure 3]. When asked whether they preferred watching movies over reading, 49.5% said no, 33.7% said yes while 16.8% replied that they gave equal importance to both [Figure 4].

27.7% never finish a book at one stretch, 55.4% finish it if they like the book that they've picked out. 16.8% finish it only at times depending upon factors like work [Figure 5]. When asked whether books improve imagination skills more than movies, 63.4% answered

correctly with a yes. 36.6% answered no according to Figure 6.

When asked whether books help experience the protagonist's feelings with greater intensity, 34.7% agreed to the statement while 40.6 % disagreed. 24.8% were not so sure about it [Figure 7]. When asked for the main reason a teen may prefer movies over books, 72.3% said that it is because movies are quick to follow and require much less patience while 27.7% said it may be due to other reasons [Figure 8].

The most attractive feature in movies according to 25.7% were the actors. 51.5% liked that movies unwind in a short span of time and are quick. 22.8% liked seeing what they were supposed to rather than imagining it [Figure 9].

64.4% agreed that reading improves vocabulary and speaking skills while 35.6% disagreed [Figure 10]. 51.5% felt that the habit of reading was dying out among the youth, while 48.5% did not feel so [Figure 11].

When asked for the main reason for reading being less prevalent, 17.8% felt that it is due to busy schedules, 26.7% felt that it is due to people showing greater towards graphics and other effects. 39.6% felt that it is due to lack of patience and looking for shortcuts and quick ways out while 15.8% think all the above is a possible explanation [Figure 12].

60.4% were aware of the importance of bedtime story reading for children while 39.6% did not know that it invoked their imagination [Figure 13]. When a movie was taken based on a book, 34.7% felt that the book was better, 43.6% felt that the movie was better and 21.8% were not very sure about which they found better [Figure 14]. 73.3% have agreed to read more while 26.7% replied saying that they were not so keen in doing so [Figure 15].

In the present study, teenagers were found to do both read books as well as watch movies. However, after analyzing all the responses, it can be said that teens enjoy watching movies more than reading due to the time restraint they face. Movies as they get over faster are preferred.

According to Tori E Godfree, 2010 (Godfree, 2010) turning any piece of literature into a film has many differences which are inevitable and hence the original book is found to be better.

According to The Age Old Debate, 2018 (libmedia, no date) books and movies are great in their own way. Books offer more detail and are time consuming. Movies are short and precise with many effects like music and get over quickly.

According to Dr. Totawad Nagnath, 2019 (Ramrao, 2016) film and literature both go hand in hand and are both very much necessary. They are both very beautiful artistic expressions of the human.

According to Jessica E et al, 2010 (Moyer, 2010) the rate of decline of reading habit was more among young adults between 18-24 years than older adults. (about 55% more).

This survey spreads awareness about the advantages of reading and plays a role in promoting reading habits. Upon overcoming our limitations like less sample size, regionalism and inability to test practicality, we may get more solid and accurate results.

4. CONCLUSION

Knowledge and wisdom is the biggest asset an individual can have. Books play an important role in inculcating this knowledge. They also improve language and communication skills. Though book reading habit is prevalent among teenagers, it is not as popular among them as

movies. More interest should be inculcated amongst teenagers towards book reading. Book reading habits may be inculcated in school by introducing library hours separately, by conducting book reading workshops and spelling contests.

CONFLICT OF INTEREST

The authors declare that there were no conflicts of interest in the present study.

AUTHOR CONTRIBUTION

Yoshita Guntupalli: Literature search, data collection, analysis

V. Vishnu Priya: Data verification, manuscript drafting

Karthik Ganesh Mohanraj: Data verification, manuscript drafting

R. Gayathri: Data analysis, manuscript drafting

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GRAPHS:
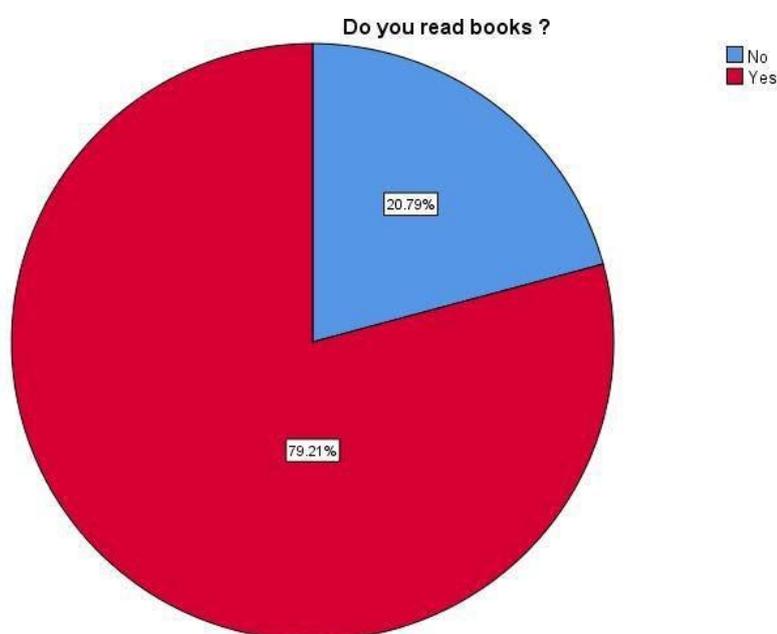
Fig 1: Pie chart shows the percentage distribution of participants who read books and those who does not read books. 20.79% (Blue) responded with No. 79.21% (Red) responded Yes. Blue-No, Red-Yes
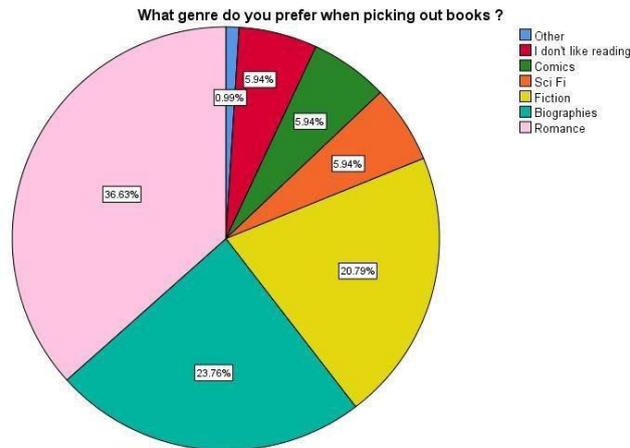
Fig 2: Pie chart represents the percentage distribution of responses about awareness on genres participants pick out while reading. 36.63% (Pink) liked the genre of Romance. 23.76% (Turquoise) liked picking out Biographies. 20.74% (Yellow) find themselves picking out more of Fiction. 5.94% (Orange) picked out Comics. 5.94% (Green) like reading science fiction Science Fiction . 5.94% (Red) don't like reading .
0.99% (Blue) like picking out genres other than the ones mentioned here. Blue-other, Red-I don't like reading, green- comics, Orange-science fiction, Yellow-Fiction, Turquoise-
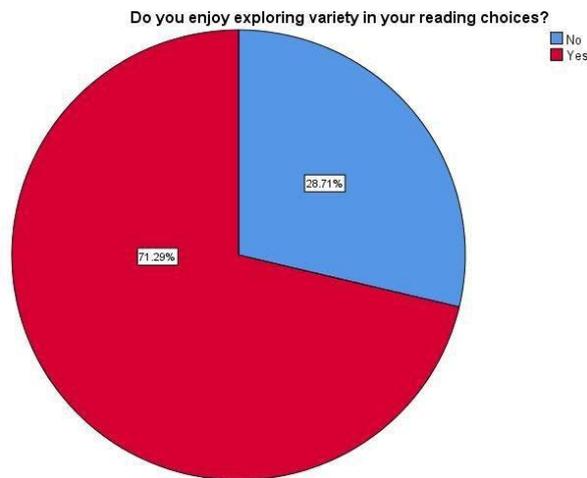
Biography, Pink-Romance

Fig 3: Pie chart shows the percentage distribution of responses about awareness on variety in their reading choices. 28.71% (Blue) do not like picking out different genres and exploring reading options. While 71.29% (Red) like exploring reading variety. Blue-No-28.71%, Red-Yes-71.29%.
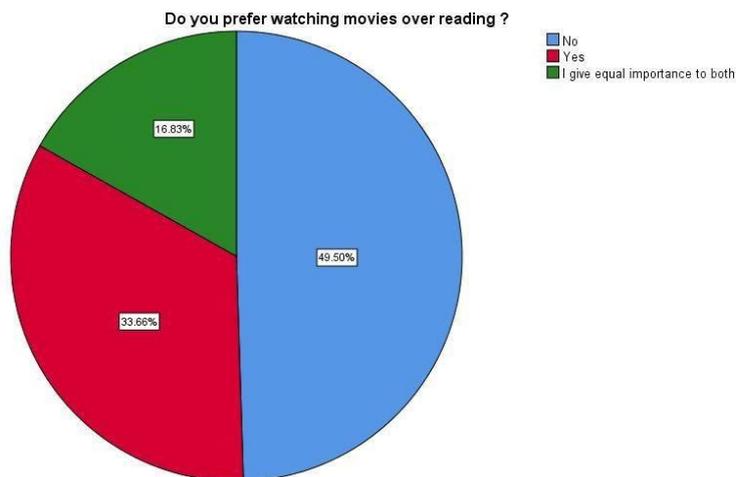
Fig 4: Pie chart shows the percentage distribution of responses about awareness on watching movies. 49.50% (Blue) do not prefer movies over reading. 33.66% (Red) prefer movies over reading. While
16.83% (Green) give equal importance to both. Blue-No-49.50%, Red-Yes-33.66%, Green-give equal importance to both-16.83%.
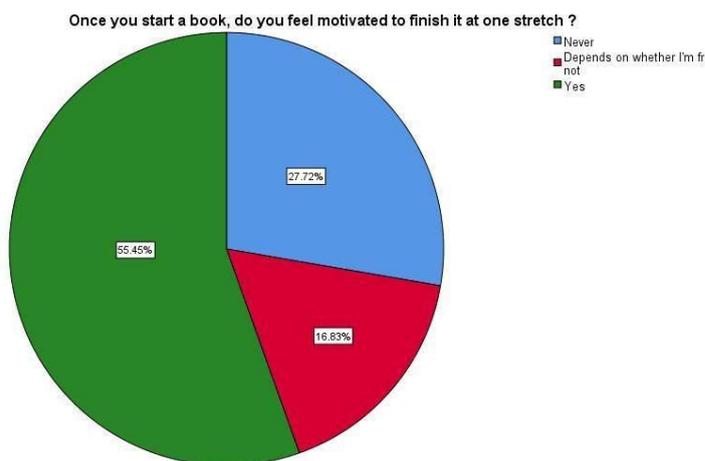
Fig 5: Pie chart shows the percentage distribution of responses about awareness on reading a book at a stretch. 55.45% (Green) can finish reading any book at a stretch . 27.72% (Blue) can never finish reading a book at a stretch. 16.83% (Red) can sometimes finish a book at a stretch. Blue-Never-27.72%, Red- Depends on whether I'm free or not-16.83%, Green-Yes-55.45%.
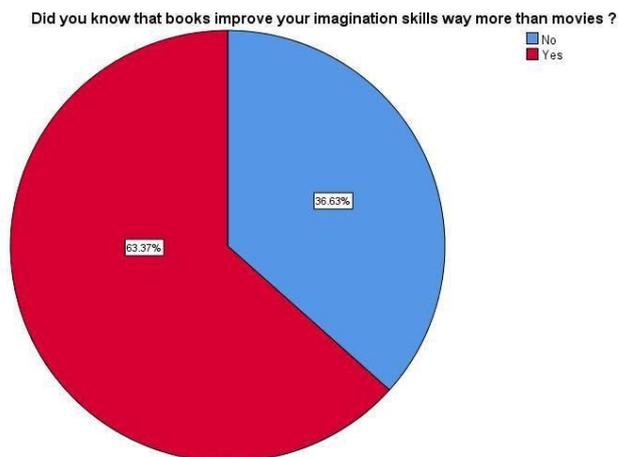
Fig 6: Pie chart represents the percentage distribution of responses about awareness on improving imagination skills by reading books. 63.37% (Red) are aware that books improve imagination skills .

While 36.63% (Blue) were not aware of this fact. Blue-No-36.63%, Red-Yes-63.37%..
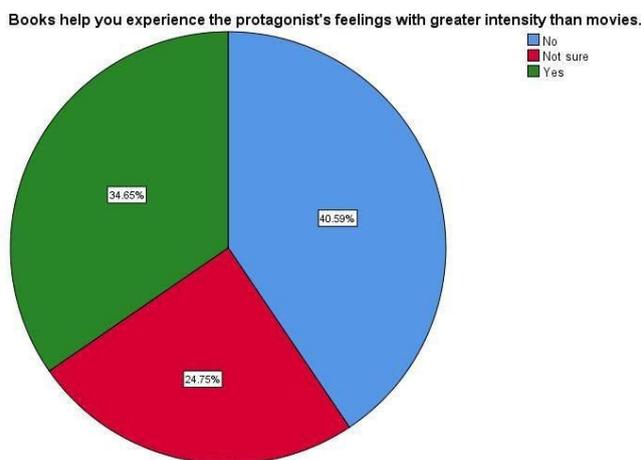
Fig 7: Pie chart represents the percentage distribution of responses about awareness on experiencing feelings and empathizing better by reading books . 40.59% (Blue) of participants do not feel that books help in empathizing better. 34.65% (Green) feel that books do help in experiencing feelings a lot better.

24.75% (Red) were not so sure of how they felt. Blue-No-40.59%, Red-Not sure-24.75%, Green-Yes- 34.65%..
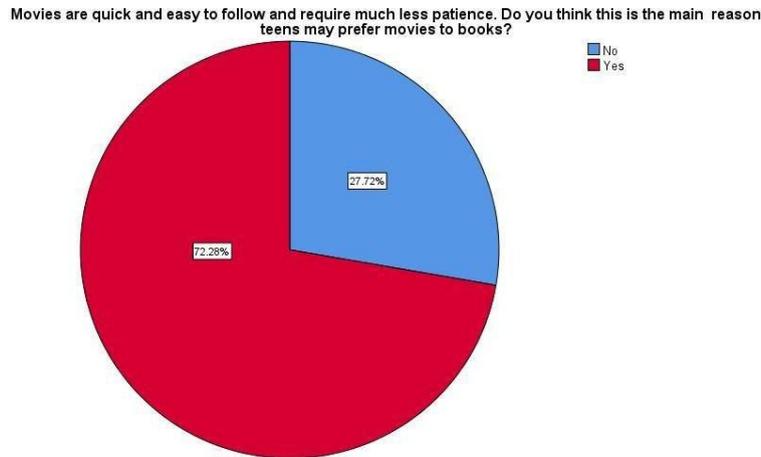
Fig 8: Pie chart shows the percentage distribution of responses about awareness on preferring movies than books. 27.72% (Blue) feel that this is not the reason. While 72.28% (Red) feel that this is the reason why movies are preferred. Blue-No-27.72%, Red-Yes-72.28%.
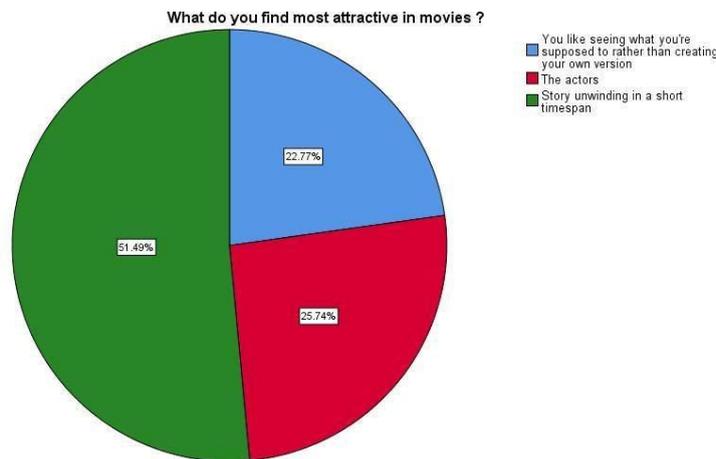
Fig 9: Pie chart showing percentage distribution of responses on what the participants found most attractive about movies. 51.49% (Green) think that the story unwinding in a short time span is most attractive about movies. 22.77% (Blue) preferring to see than imagine and hence like movies more.

25.74% (Red) find the actors to be most attractive in movies. Blue-You like seeing what you're supposed to rather than creating your own version-22.77%, Red-The actors-25.74%, Green-Story unwinding in a short timespan-51.49%.
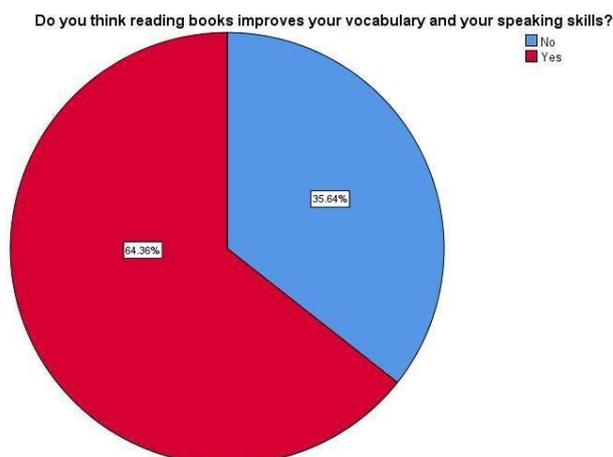
Fig 10: Pie chart shows the percentage distribution of responses on reading improves vocabulary and speaking skills. 35.64% (Blue) say that books do not improve vocabulary and speaking skills. While 64.36% (Red) say that it does improve vocabulary. Blue-No-35.64%, Red-Yes-64.36%.

Do you think the habit of reading books is dying out among the youth ?
- No
- Yes

51.49%   48.51%
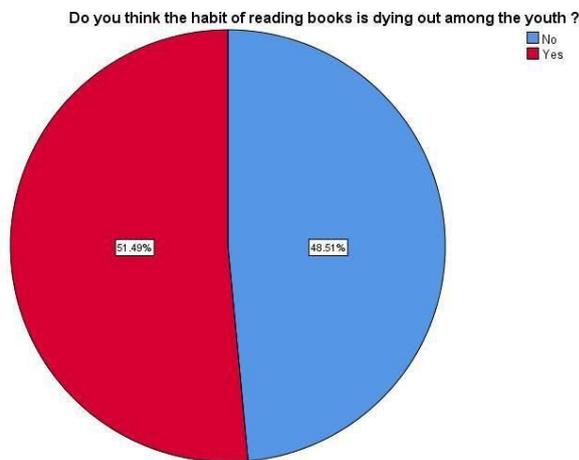
Fig 11: Pie chart shows the percentage distribution of responses on the habit of reading is declining among the youth. 48.51% (Blue) feel that reading is still prevalent. While 51.49% (Red) think that reading is dying out. Blue-No-48.51%, Red-Yes-51.49%.

What is the main reason for reading being a less prevalent hobby ?
- All these reasons
- Busy schedules
- People showing greater interest towards graphics and effects
- Less patience and looking for quick ways out

15.84%   39.60%   17.82%   26.73%
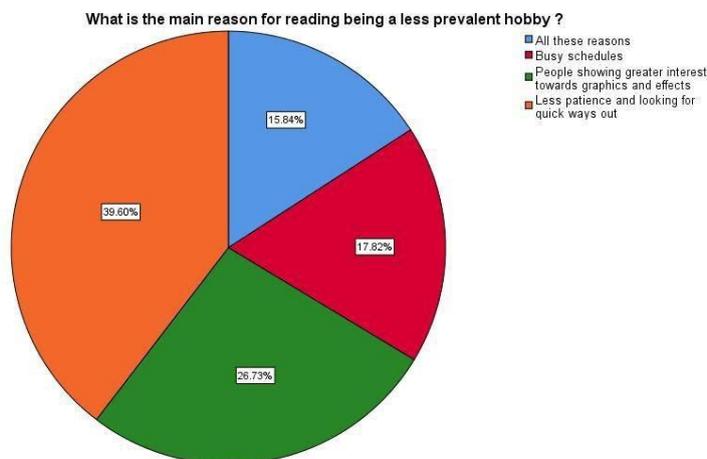
Fig 12: Pie chart shows the percentage distribution of responses on reading being a less prevalent hobby. 39.60% (Orange) think it is due to people having less patience and hence looking for quicker ways out. 26.73% (Green) think the less prevalence of reading is due to people showing greater interest towards graphics and other effects as portrayed in movies. 17.82% (Red) think the less prevalence is due to busy schedules . 15.84% (Blue) think that all the above is a possible explanation for reading being less prevalent. Blue-All the reasons-15.84%, Red-Bus schedules-17.82%, Green-People showing greater interest towards graphics-28.73%, Orange-Less patience and looking for quick ways out-39.60%.

Did you k1w that bedtime stories are very important for children as they invoke their imagination and curiosity ?

No
Yes

60.40%   39.60%
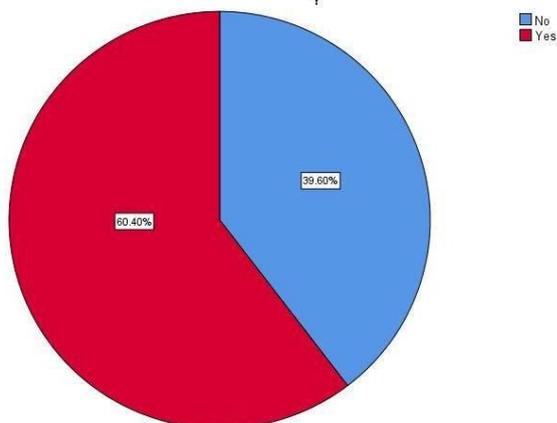
Fig 13: Pie chart showing percentage distribution of responses on importance of bedtime stories for children. 39.60% (Blue) did not know that bedtime stories are important for children. While 60.40% (Red) knew they were important for expanding their imagination.

When a movie is based on a book , do you feel the book is better than the movie ?

No
Maybe
Yes

34.65%   43.56%   21.78%
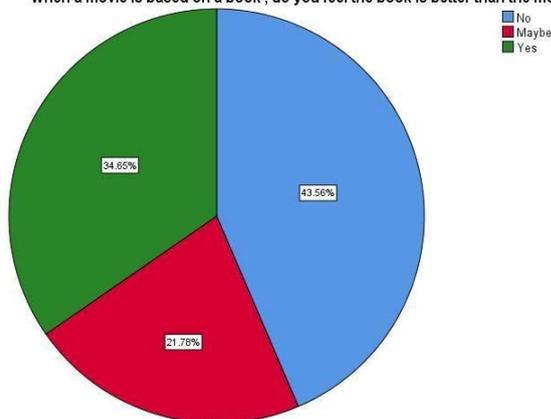
Blue-No-39.60%, Red-Yes-60.40%.

Fig 14: Pie chart showing the percentage distribution of responses on seeing a movie based on a book. It represents those who find the book better in percentage. 43.56% (Blue) feel the movie is better. 34.65% (Green) feel the book is better. 21.78% (Red) were unclear and stated that the book may be better. Blue- No-43.56%, Red-Maybe-21.76%, Green-Yes-34.65%.

Will you try to read more in your leisure to help you relax and enter a different world, out of reality ?

No, books are just not my thing
Yes, I'd love to

73.27%   26.73%
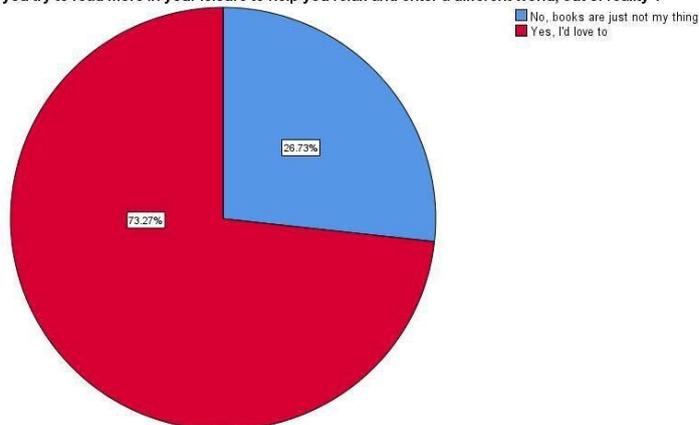
Fig 15: Pie chart showing percentage distribution of responses of participants when they

were asked whether they would indulge in reading during their free time (in percentage). 26.73% (Blue) of participants said reading was just not their thing. While 73.27% (Red) participants stated that they would
love to read more whenever they're free. Blue-No-26.73%, Red-Yes-73.27%.
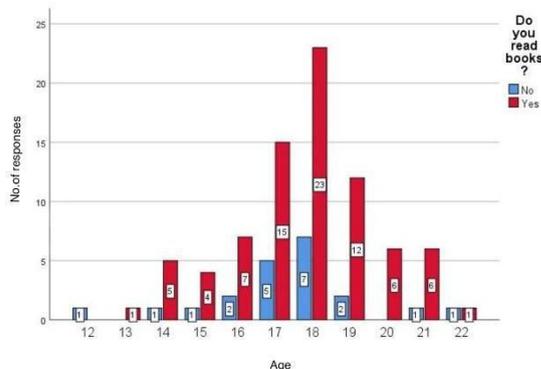
Fig 16: Bar graph showing association between different age groups (X axis) and responses to whether they read books (Y axis). X axis represents the different adolescent years while Y axis represents the number of responses. Red represents yes and Blue represents no. Participants of age 18 seem to read more than those of other years. Majority of the groups answered yes, however this is not statistically significant.
Chi square test p = 0.665 (statistically not significant).
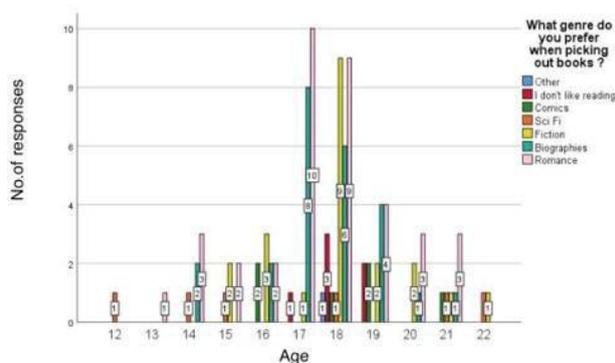
Fig 17: Bar graph showing association between genre of books which participants prefer (Y axis) and age of participants (X axis). X axis represents the different adolescent years while Y axis represents the number of responses. Pink represents romance, turquoise represents biographies, yellow represents fiction, orange represents sci-fi, green represents comics, blue represents other genres and red represents preference of not reading. Romance was a commonly picked out genre among all ages. It was picked out highest by those belonging to the 17 years age group. This was however statistically not significant. Chi square p=0.353 (statistically not significant).
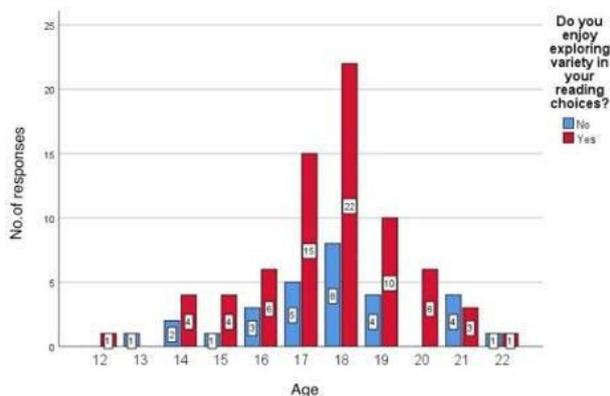
Fig 18: Bar graph association between age of participants (X axis) and responses to whether they enjoy variety in reading (Y axis). X axis represents the different adolescent years while Y axis represents the
number of responses. Blue represents no and red represents yes. Participants of 18 years of age seemed to pick out more variety while reading. This was however statistically not significant. Chi square p=0.528 (statistically not significant).
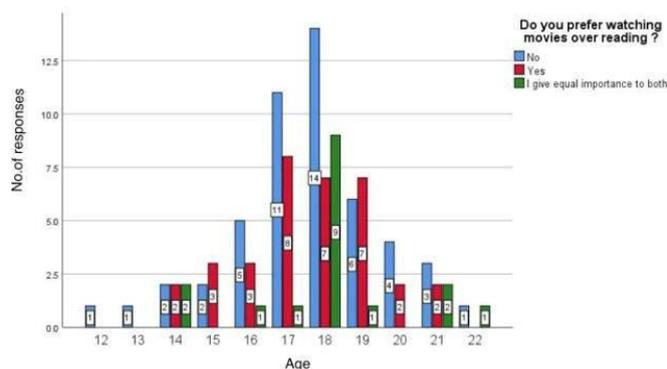

Fig 19: Bar graph showing association between age of participants (X axis) and their responses to preference when it comes to reading books or watching movies (Y axis). X axis represents the different adolescent years while Y axis represents the number of responses. Blue represents no, red represents yes and green represents I give equal importance to both. Participants of age group 18 preferred reading over movies the most. This is however statistically not significant. Chi square p=0.607 (statistically not significant).
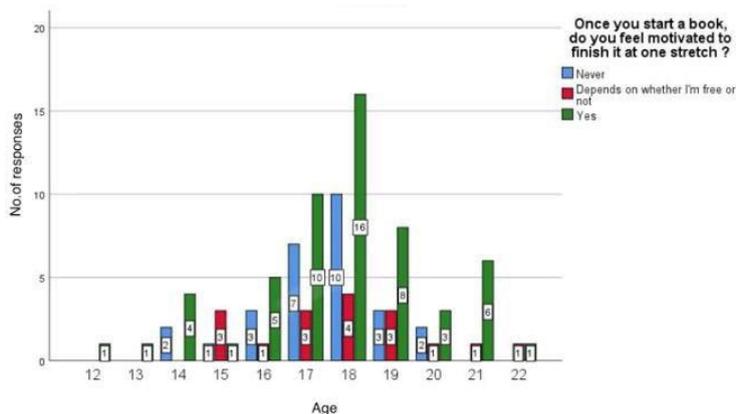
Fig 20: Bar graph showing association between age of participants (X axis) and their motivation of participants when it comes to reading books at a stretch (Y axis). X axis represents the different adolescent years while Y axis represents the number of responses. Blue represents never, green represents yes and red represents depends on whether I'm free or not. Participants belonging to age group 18 were most motivated to finish a book at a stretch. However this was not statistically significant. Chi square p = 0.687 (statistically not significant).
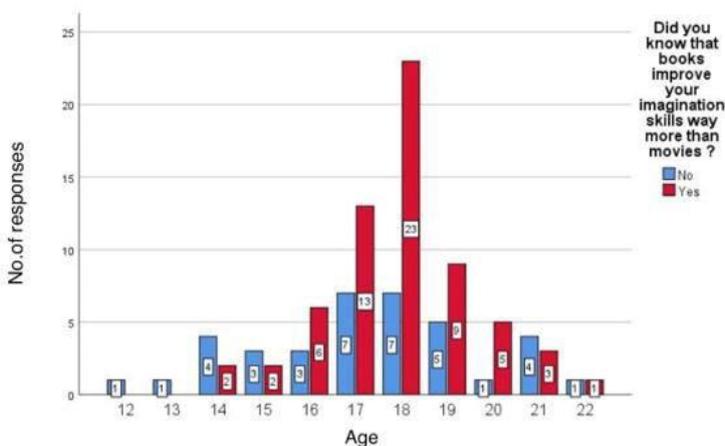
Fig 21: Bar graph showing association between the age of participants (X axis) and those who knew that books improve imagination skills way more than movies do (Y axis). X axis represents the different adolescent years while Y axis represents the number of responses. Blue represents no and red represents yes. Participants of the age group 18 were most aware about the fact that books improve imagination skills. However this was not statistically
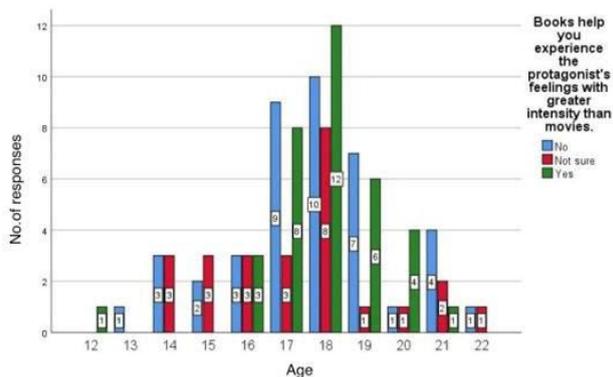
significant. Chi square p=0.300 (statistically not significant).

Fig 22: Bar graph showing association between age of participants (X axis) and whether the participants feel that books help experience feelings more than movies (Y axis). X axis represents the different adolescent years while Y axis represents the number of responses. Participants belonging to the age group 18 were highest in replying that books help experience protagonists' feelings with greater intensity.

However the data is statistically not significant. Chi square p=0.388 (statistically not
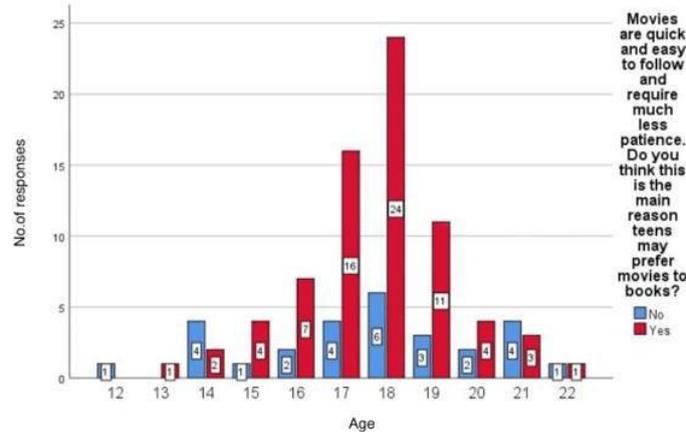
significant.)

Fig 23: Bar graph showing association between age of participants (X axis) and responses to whether participants prefer movies as they are quicker to complete than books (Y axis). X axis represents the different adolescent years while Y axis represents the number of responses. Blue represents no and red represents yes. Most groups replied with a yes, however upon analysing it was not found to be statistically significant. Chi square p=0.231 (statistically not significant).
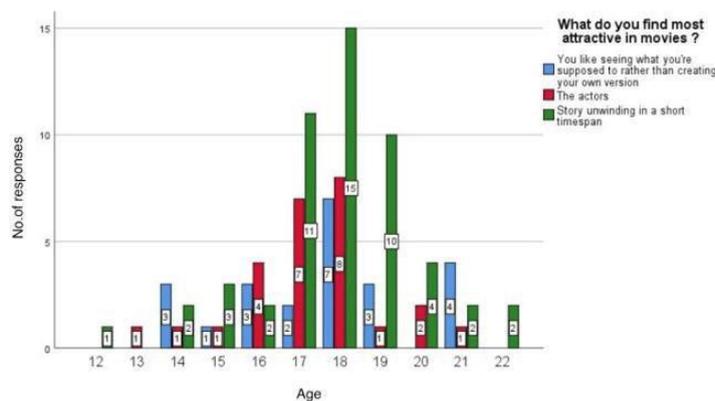
Fig 24: Bar graph showing association between age of participants (X axis) and responses to what participants find most attractive in movies (Y axis). X axis represents the different adolescent years while Y axis represents the number of responses. Blue represents I like seeing than imagining on my own, red represents the actors and green represents story unwinding in a short timespan. The groups mostly picked story unwinding in a short timespan. However upon analysing it was not statistically significant. Chi square p=0.280 (
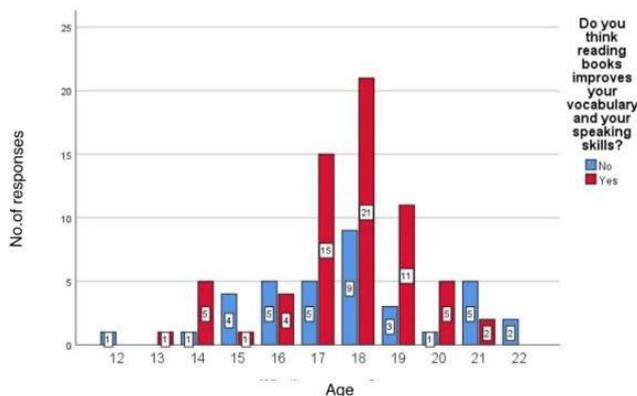

statistically not significant).

Fig 25: Bar graph showing association between age of participants (X axis) and responses to whether participants agree that books improve vocabulary and speaking skills (Y axis). X axis represents the different adolescent years while Y axis represents the number of responses. Blue represents no and red represents yes. Most groups picked yes. Upon analysing it was found to be statistically significant. Chi square p= 0.027 (statistically significant).
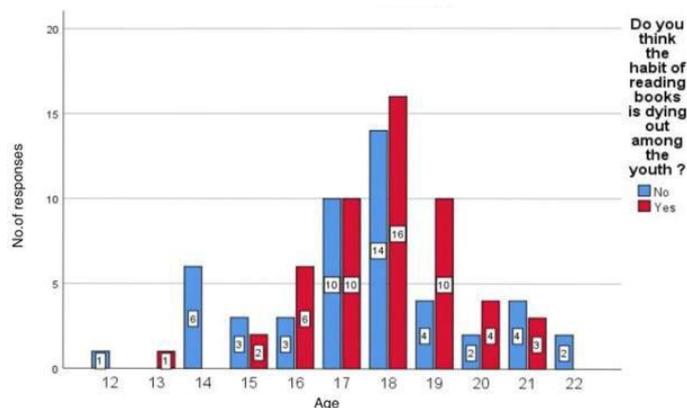

Fig 26: Bar graph showing association between age of participants (X axis) and responses to whether the participants think that the habit of reading is dying out among the youth (Y axis). X axis represents the different adolescent years while Y axis represents the number of responses. Blue represents no and red represents yes. Most groups picked the majority of yes. However upon analysing it was not statistically significant. Chi square p = 0.146 (statistically
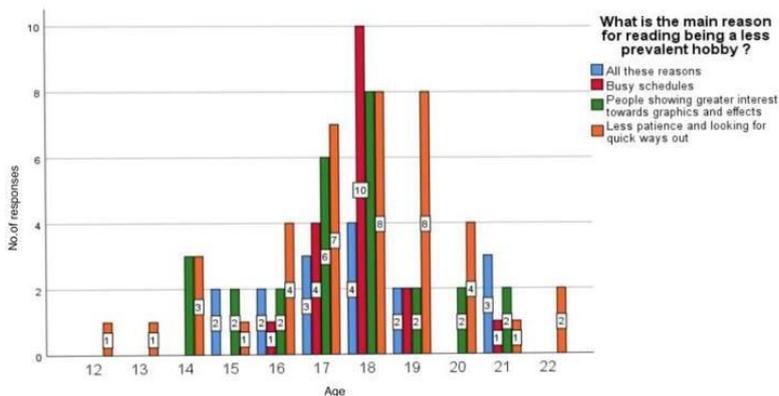
not significant).

Fig 27: Bar graph showing association between age of participants (X axis) and responses to what the participants think is the main reason for reading being a less prevalent hobby (Y axis). X axis represents

the different adolescent years while Y axis represents the number of responses. Red represents busy schedules, green represents people showing greater interest towards graphics and effects, orange represents less patience and blue represents all the above. Varied responses were given by the groups and they were not statistically significant upon analysing. Chi square p=0.519 (data is statistically not significant).
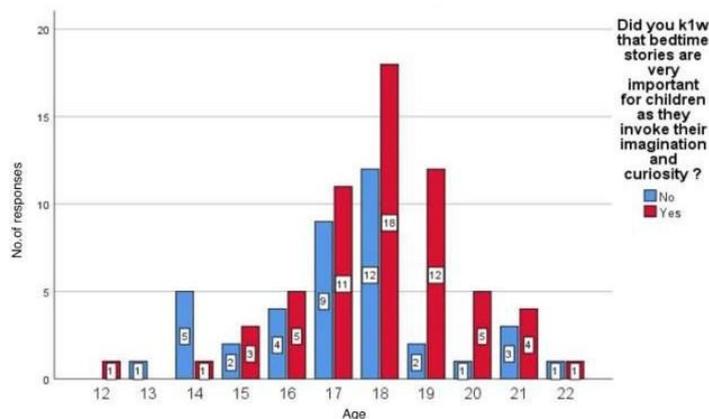

Fig 28: Bar graph showing association between age of participants (X axis) and responses to whether participants knew that bedtime stories invoke imagination and curiosity in children (Y axis). X axis represents the different adolescent years while Y axis represents the number of responses. Blue represents no and red represents yes. Mostly the groups picked yes. However upon analysing they were not found to be statistically significant. Chi square p=0.253 (data is statistically not significant).
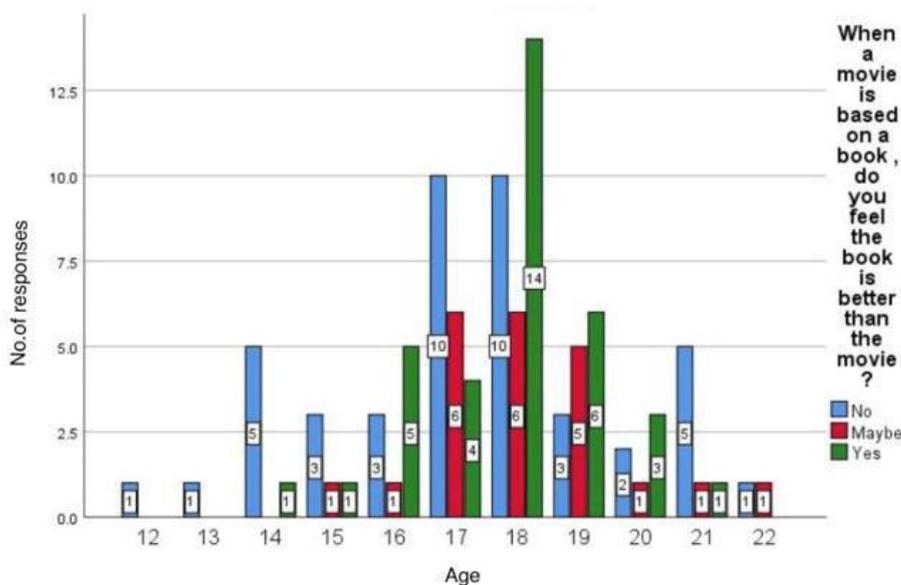

Fig 29: Bar graph showing association between age of participants (X axis) and participants' opinion on a movie being based on a book and which they find better (Y axis). X axis represents the different adolescent years while Y axis represents the number of responses. Blue represents no, green represents yes and red represents maybe. Groups gave a variety of

answers which upon analysing were not statistically significant. Chi square p=0.422 (data is statistically not significant).
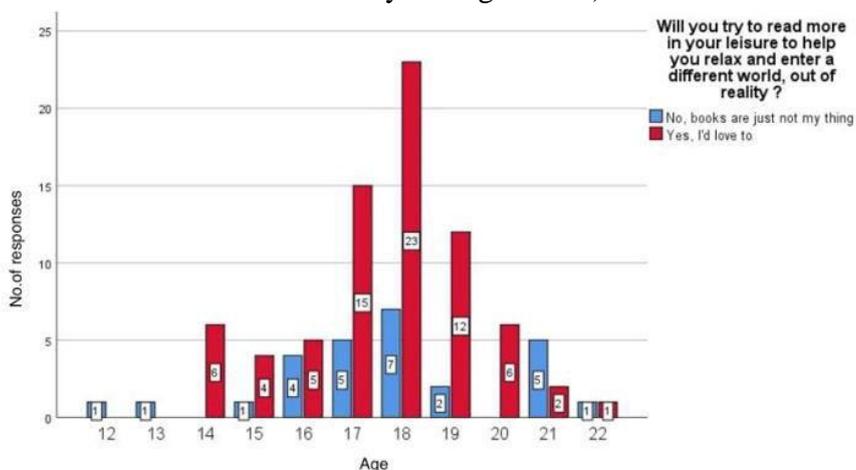

Fig 30: Bar graph showing association between age of participants (X axis) and responses to whether participants will read more in their leisure time or not (Y axis). X axis represents the different adolescent years while Y axis represents the number of responses. Blue represents no and red represents yes. The groups mostly answered with a yes and upon analysing a statistical significance was found. Chi square p=0.025 (data is statistically significant).