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**ACADEMIC READING ATTITUDES AND FORMAT PREFERENCES
AMONG THE STUDENTS OF SHAHEED BENAZIR BHUTTO WOMEN
UNIVERSITY PESHAWAR**

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Abstract

This study evaluates students' reading formats and attitudes at Shared Benz Bhutto Women University in Peshawar, as well as how they affect their academic performance. The study used random sampling techniques to choose 314 individuals from SUBWAY using a quantitative strategy. Analyses were performed to evaluate format preferences and reading attitudes to collect data. According to the analysis, print materials are preferred, especially for emphasizing important points and remembering details. Students did not completely ignore electronic media, though, as many felt that they were appropriate for situations that called for convenience and shorter readings. The wide range of student preferences, many of whom felt at ease utilizing both print and electronic formats was an important discovery. This study adds to the continuing

discussion of print versus electronic reading in academic contexts. The study highlights the need to provide flexibility in course material formats to meet individual needs and maximize the learning experience by demonstrating the different preferences of the student population and the usefulness of both formats.

Keywords: Academic reading attitudes, print reading, electronic reading, Reading format preferences, Shaheed Benazir Bhutto Women University

Introduction

People have always believed that reading introduces them to culture (Shutaleva et al., 2023; Bloome & Kim, 2016; Ferdman, 1990; Bloome, 1985). One approach to learning things and acquiring knowledge is by reading. It is important for the learning process. This is a method of communicating ideas from the writer to the reader via print or digital writing (Sharma, 2019). Success comes with a key to reading. The practice of reading has an impact on advancing both social advancements generally and one's own personal growth (Shafi & Loan, 2010; Loan & Shah, 2017). Reading is something that every person needs to do. Because reading can unveil and present new views, it offers a route to knowledge achievement. Numerous new things can be learned through reading. People who read may learn something new or even things they would not have thought of otherwise (Ismail et al., 2022). Reading is a fundamental part of education that helps people learn since it fosters their ability to think critically (Aksan & Kisac, 2009).

Research on university students' attitudes and behaviors towards print and electronic reading formats over the past two decades consistently shows a preference for print reading when in-depth study is required (Salaz & Mizrachi, 2021; Mizrachi et al., 2018; Liu, 2006; Dilevko & Gottlieb, 2002). Scholars have been intrigued by students' behaviors and perspectives on online reading since digital formats became practical for educational use (Mizrachi & Salaz, 2022).

One of the most crucial aspects of our language is reading, which is also an essential skill for all learners to possess throughout their lives. Education must prepare these students to adapt to the rapid pace of social and technological changes if they are to thrive in the 21st century. The primary factor influencing education in these circumstances is language proficiency. In this context, reading serves as a valuable tool for lifelong learning, for acquiring the latest

information and skills, and for gaining knowledge from various media sources, including newspapers, books, radio, television, and computers. Therefore, fostering strong reading habits in both young and adult learners is vital for achieving high-quality basic education (Noor, 2011).

According to (Foasberg, 2014), there are several reasons why readers and students may choose one reading format over another. The reading formats that readers choose can be influenced by their individual preferences. Evidence, as mentioned by (Rainie et al., 2012), shows that people often use both print and electronic media instead of sticking to just one. Feedback from students in the study by (Worden & Collinson, 2011) indicated a preference for print for extended reading, while they favored e-books for finding quotations and copying text. Data on reading and media consumption demonstrates that digitalization is impacting reading habits and trends across the Western world (Hakemulder & Mangen, 2024).

The National Institute of Child Health and Human Development (2000) has identified five crucial reading skills: "phonemic awareness, phonics, vocabulary, reading fluency, and text comprehension." The main indicators of text comprehension in children with special education needs are like those of early readers, focusing on decoding rather than vocabulary or other later-acquired skills (Vargas et al., 2024; Van et al., 2016). In his influential work *How to Read a Book*, Adler (1940) categorized different reading levels and genres, stating, "There would appear to be several types of reading: for information, for entertainment, for understanding."

As our lives become increasingly connected digitally and digital texts are readily available, there was a belief that printed books would lose value as cultural heritage and that reading them would become less significant (Schwabe et al., 2023; Wolf & Potter, 2018). This implies that reading habits concerning both e-books and traditional printed books need to be scrutinized. Today's book readers must make a more deliberate choice between reading online or in print than before (Baron, 2021).

The introduction highlights the enduring significance of reading for intellectual growth and cultural enrichment. It underscores the value of reading for educational, social, and personal progress. Despite the rise of digital reading choices, scholarly studies indicate that thorough examination in print remains favored. The text also delves into various reading formats, their impacts, and the essential reading abilities identified by academic institutions. The exploration of

the significance of physical books and evolving reading behaviors is ongoing as society becomes increasingly digital-centric.

About University

The first public sector women's university in Khyber Pakhtunkhwa province is Shaheed Benazir Bhutto Women University in Peshawar. It is named after Shaheed Benazir Bhutto to honor the sacrifices of notable Pakistani women who dedicated their lives to women's emancipation and national progress. On September 1, 2004, Mr. Akram Khan Durrani, the Chief Minister of Khyber Pakhtunkhwa at that time, inaugurated the campus. The Frontier Women University Act 2004 (N.-W.F.P. ACT NO. VI OF 2005) No. PA/NWFP/Legis: 1/2005/2677 established the first female university ever. It was passed by the Provincial Assembly of North-West Frontier Province on October 5, 2004, and received the governor's approval on February 7, 2005. The Frontier Women University Bill, 2004 is now in effect as a provincial law of North-West Frontier Province, as published in the N. W.F.P. (Extraordinary) Gazette on February 11, 2005, following the governor's approval.

On June 10, 2005, Prof. Dr. Syeda Farhana Jahangir was appointed as the first vice chancellor of the University of Peshawar. The Department of Psychology at the university houses the University Camp Office. By November 2005, the necessary funds were secured. The university commenced its operations in the Government Frontier College for Women's hostel building in Peshawar. In February 2006, the university initiated its academic activities with the establishment of eight departments - Arabic, Psychology, Computer Science, Islamic Studies, Mathematics, Statistics, Economics, and English, enrolling an initial 240 students (SBBWU).

Objectives of the Study

The followings are the objectives of the study:

1. To explore students' preferences for academic texts in print and electronic formats.
2. To analyze the academic reading attitudes of SBBWU Peshawar students.
3. To evaluate how the length of the text impacts format preferences.

Problem Statement

Even though academic reading is crucial for students' educational paths, there is limited understanding of the attitudes of SBBWU Peshawar students towards reading and the formats they prefer. This lack of knowledge hinders the development of tailored materials and strategies to support students in their academic reading endeavors, potentially impacting their learning outcomes and overall academic success.

Literature Review

Numerous surveys on reading preferences conducted to date have revealed varying results regarding college and university students' favored reading formats; some studies have indicated a preference for print (Mizrachi et al., 2018; Mizrachi et al., 2016; Dilevko & Gottlieb, 2002), while others have shown an inclination towards electronic versions (Singer & Alexander, 2017). A significant amount of literature has been dedicated to digital reading, highlighting the challenges associated with transitioning from traditional books or printed material to screen reading and its impact on comprehension and learning outcomes (Olsen et al., 2013). According to the Italian segment of the Academic Reading Format International Study (ARFIS), the most extensive research on students' reading preferences and habits, most university students prefer print when engaging with academic texts for educational purposes (Collina, 2017). The study also revealed a strong correlation between students' reading habits, social contexts, and their preference for e-books over physical copies (Cumaoglu et al., 2013). In China, mainland Chinese learners tend to favor traditional printed resources for academic reading, although an increasing number of students are using smartphones for their class readings (Xiao et al., 2018). A survey conducted by (Loan & Shah, 2017) found that out of 150 participants, 107 chose the print format, 35 chose both formats, and only eight chose the online format. According to (Husaini et al., 2012), 63% of respondents stated a preference for reading in print. The study by (Schugar et al., 2011) was one of the first to examine the differences in reading comprehension between print and electronic formats. Around 50% of the students believed that a paper book would always be a more practical option than a Kindle (Clark et al., 2008). In a study by (Kazanci, 2015), 792 randomly selected students from eight different departments within the Faculty of Education at Çukurova University in Türkiye were involved. The research revealed that most students favored

using traditional print paper over digital screens for their reading activities. According to the findings of (Jabbar & Warraich, 2023), students showed greater understanding while reading digitally, and there was a clear preference for digital materials. A study by (Subaveerapandiyan, & Sinha, 2023) revealed that students used smartphones and laptops for e-readings. Additionally, (Dobler, 2015; Mizrachi, 2015; Falc, 2013) added that while students may express a preference for print-based texts over e-texts, they also understand the value of using a combination of the two. (Jeong, 2012) emphasized that while e-texts are acceptable to students, print books appear to be the preferred choice overall. (Dobler, 2015) suggests that pupils may be more easily influenced when reading e-texts, which is why print-based texts are favored. According to (Qayyum & Williamson, 2014), information found on paper is considered more dependable. (Clark, 2012) conducted a significant survey on young people's reading habits in the UK, where 52% of the children stated a preference for reading electronically (including social media and SMS) over print. The director of the National Literacy Trust, Jonathan Douglas, is concerned about this trend because the results also show that, as per (Williams, 2013), "children who only read digitally are significantly less likely to value reading and be proficient readers." Graduate students at "San Jose State University" showed a preference for accessing their texts online in (Liu, 2006) research on format preferences, although they still printed them out for reading and studying purposes. They utilized a combination of both printed and digital materials, but there were variations in their preferences across different fields. A survey conducted by (Li et al., 2011) among undergraduate students revealed a wide range of choices in favor of physical books.

The literature review explores the varied reading format preferences of college and university students. Some research suggests a preference for print media, while others find appeal in electronic forms. This choice is influenced by factors such as cognition, learning goals, and social environment. Surveys indicate that students have varying degrees of preference for print or digital versions, with some even expressing a preference for a combination of both. There are inquiries into the impact of digital reading on comprehension and the significance of traditional print media.

Methodology

The following sections describe the methodology.

Research Design

The study was conducted using a cross-sectional survey design. To determine the preference of SBBWU students for academic reading materials, the author collected primary data through a questionnaire.

Population and Sample Size

All the students of SBBWU in the academic year 2023-2024 were the population of the study. In which we received responses from 314 students using convenience sampling technique.

Data Collection Procedure

Regarding the students' preferred reading medium, the researcher developed multiple-choice question items. The students received instructions about the questionnaire and its purpose before being asked the questions. Their responses were the main source of information. Books, journal articles, websites, and other materials served as the secondary sources of information.

Analysis and Data Interpretation

The 28th version of the "Statistical Package for Social Sciences" (SPSS) was used for data analysis. The author created a set of survey items to assess students' attitudes towards media. Because the data was categorical or nominal, the researcher analyzed the popularity of various reading mediums among students using frequency and percentage statistics. Tables, pie charts, and graphs were used to display the data.

Scale and Measurement

There are two main constructs used in this research. The selection of the measuring scale for each construct was based on its established reliability, indicated by a Cronbach's alpha of 0.70 or higher. The variables in this study were assessed using a 16-item scale. Table 1 provides the details of each related concept.

Table 1: Number of scale items for each construct

Construct	Items	Reference
Reading attitudes	8	(Mizrachi, 2015)
Format preferences	8	(Mizrachi et al., 2018), (Sharma, 2019), (Loan, 2017)

Pilot Study Reliability of Instrument

Before conducting the actual survey, a pilot test of the data collection tool was conducted on a group of thirty-five students at SBBW University, with approval from an expert. These students were then excluded from the main survey. The findings of the pilot study were analyzed using SPSS (Version 28). Based on the pilot study, the overall reliability of the scale was determined, and the results indicate that the internal consistency for both acquired and necessary skills is satisfactory. Cronbach's alpha values ranged from 0.951 to 0.888 as shown in Table 2. According to Sekaran & Bougie (2016), the minimum acceptable level of reliability is a Cronbach's Alpha score of 0.6. Therefore, the results of the measuring instrument are considered suitable for actual data collection.

Table 2: Reliability Statistics

Variables	Items	Cronbach's Alpha
Reading attitudes	8	0.751
Format preferences	8	0.882

Results

Participants

Most participants (n=245) 78% fall within the age range of 18-22, indicating that a substantial portion of the sample comprises younger students. A smaller percentage of participants are in the age ranges of 23-28 (n=49) 15.6%, 29-33 (n=16) 5.1%, and 34 and above (n=4) with the percentage of 1.2 also displayed in the table 3.

Table 3: Ages of Participants

Age	Frequency	Percentage
18-22	245	78
23-28	49	15.6

29-33	16	5.1
34 and above	4	1.2

Level of Study

The bulk of responders 84.4% (n=265) have a bachelor's degree; the next lowest percentage 13.7% (n=43) have an MS/M.Phil. Yet smaller 1.9% (n=6) level of study PhD as per Table 4.

Table 4: Participants Level of Study

Level of Study	Frequency	Percentage
Bachelors	265	84.4
MS/M.Phil.	43	13.7
PhD	6	1.9

Devices

According to Table 5, the most common device used for academic reading among the students of SBBWU is a mobile device, with 62.7% (n=197) of students using it. Laptops are also a popular choice, with 33.8% (n=106) of respondents using them for reading. Only a small percentage of respondents use iPads (0.6%, n=2) or tablets (2.9%, n=9) for reading, and none reported using desktop computers.

Table 5: Device use for academic reading

Device	Frequency	Percentage
Mobile	197	62.7
Laptop	106	33.8
iPad	2	0.6
Tablet	9	2.9
Desktop	0	0

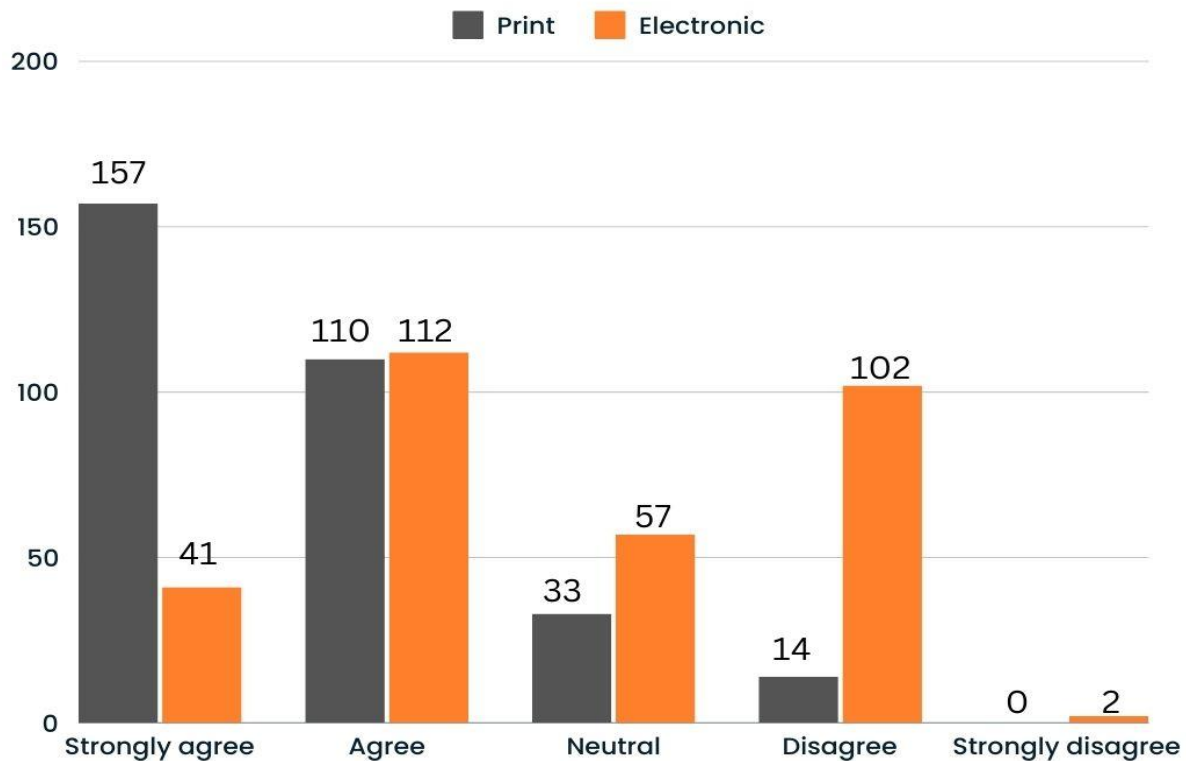


Figure 1. Remember information best when reading (Print vs Electronic)

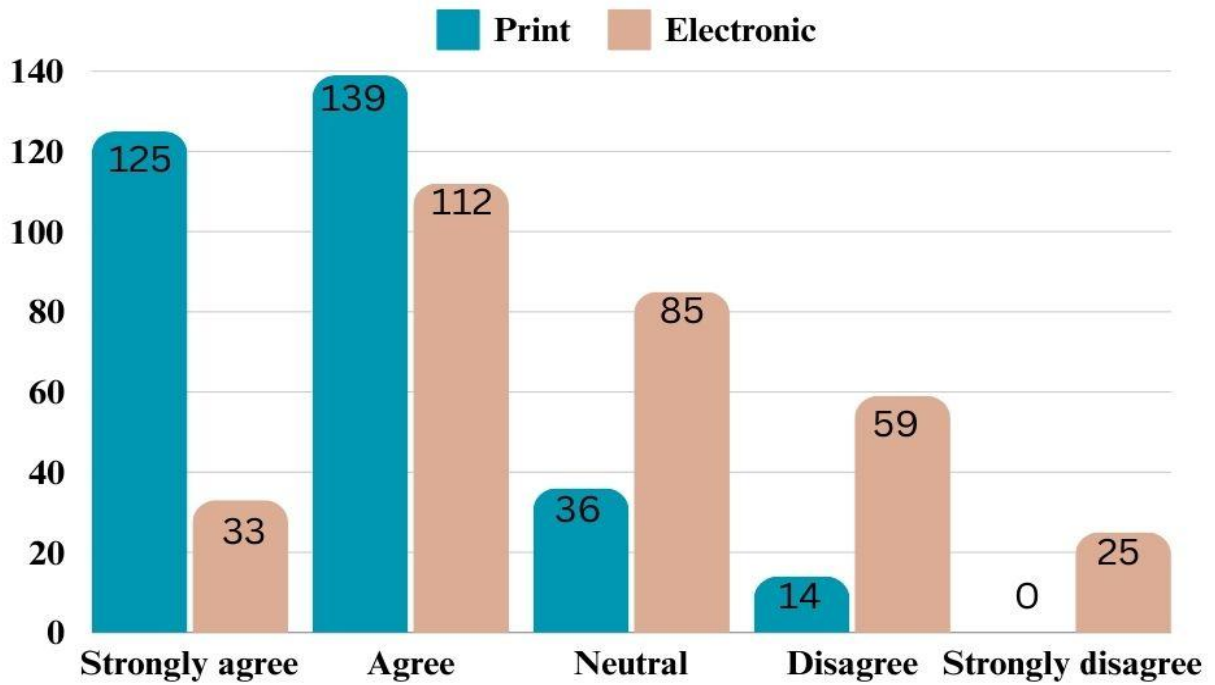
Remembering Information Best When Reading In Print Format

A significant portion of respondents strongly agree (n=157, 50.0%) and agree (n=110, 35.0%) that they remember information from their course readings best when reading from printed pages. This indicates a strong preference for the print format when it comes to retaining information from academic texts. A smaller number of respondents are neutral (n=33, 10.5%) or disagree (n=14, 4.5%) with this statement, suggesting that there are some who may not have a strong preference for print or who may believe that they can remember information equally well from electronic sources.

Remembering Information Best When Reading In Electronic Format

Responses regarding the suitability of electronic reading for assigned readings vary. A significant number of respondents agree (n=112) - 35.7%, and strongly agree (n=41) - 13.1%, that reading assigned texts electronically is more suitable. However, a considerable proportion

disagree (n=102) - 32.5%, or strongly disagree (n=2) - 0.6%, with this statement. The neutral response rate is high (n=57) - 18.2%, indicating that many respondents are undecided or have



mixed feelings about the suitability of electronic reading for assigned texts.

Figure 2. Preference of all course material (Print vs Electronic)

Preference of All Course Material in Print Format

Most respondents either strongly agree (n=125, 39.8%) or agree (n=139, 44.3%) that they prefer to have all their course materials in print format. This indicates a clear preference for traditional printed materials such as books, course readers, and assignment notes. A smaller percentage of respondents are neutral (n=36, 11.5%) on this statement, suggesting some ambivalence or variability in preferences within the sample. An exceedingly small proportion of respondents disagree (n=14, 4.5%) with the preference for print format, indicating that there are some who do not favor printed materials for their coursework.

Preference of All Course Material in Electronic Format

While 35.7% of respondents (n=112) prefer to have all their course materials in electronic format, the distribution of responses is more varied compared to the preference for print. A significant number of respondents (n=85) or 27.1% are neutral, while 18.8% (n=59) disagree with this statement, indicating a more mixed stance on the exclusive use of electronic materials for coursework. A smaller percentage of respondents (n=33) or 10.5% strongly agree, and (n=25) or 8.0% strongly disagree with the preference for electronic format.

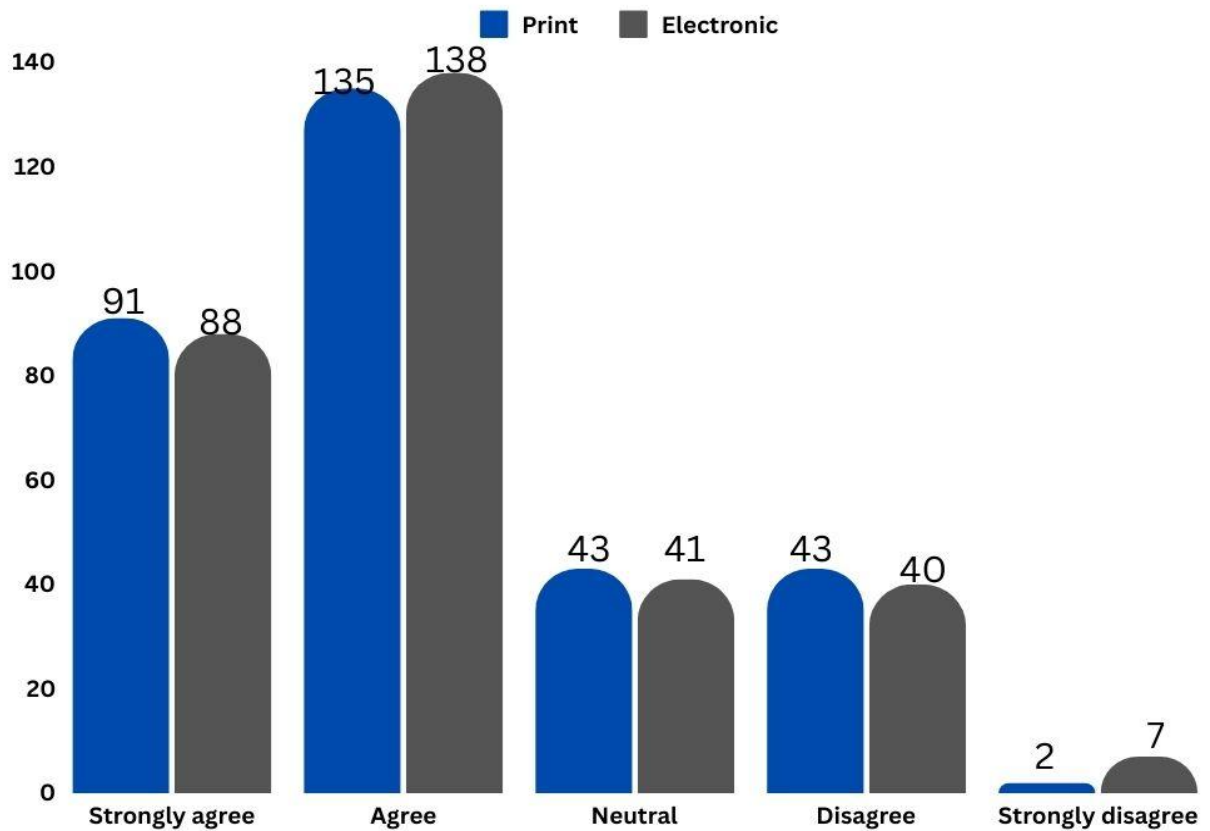


Figure 3. Preference by pages more than five pages or less than 5 pages (Print vs Electronic)

Preference of Print If More Than Five Pages

A combined majority of respondents either strongly agree (n=91) 29.0% or agree (n=135) 43.0% that they prefer to read assigned readings in print if the material is more than five pages long.

This indicates a preference for printed format when dealing with longer readings. A significant number of respondents are neutral (n=43) 13.7% on this statement, a small group of respondents disagree (n=43) 13.7% with the preference for print format for longer readings, and an even smaller percentage strongly disagree (n=2) 0.6% with this statement.

Preference of Electronically If Less Than 5 Pages

For assigned readings less than five pages long, there is a significant preference among respondents for electronic format. A combined majority of respondents either strongly agree (n=88) 28.03% or agree (n=188) 43.95% that they prefer to read shorter assigned readings electronically. This suggests a preference for electronic format when dealing with shorter texts. A notable portion of respondents are neutral (n=41) 13.06% on this statement, a low percentage of respondents disagree (n=40) 12.74% or strongly disagree (n=7) 2.23% with the preference for electronic format for shorter readings.

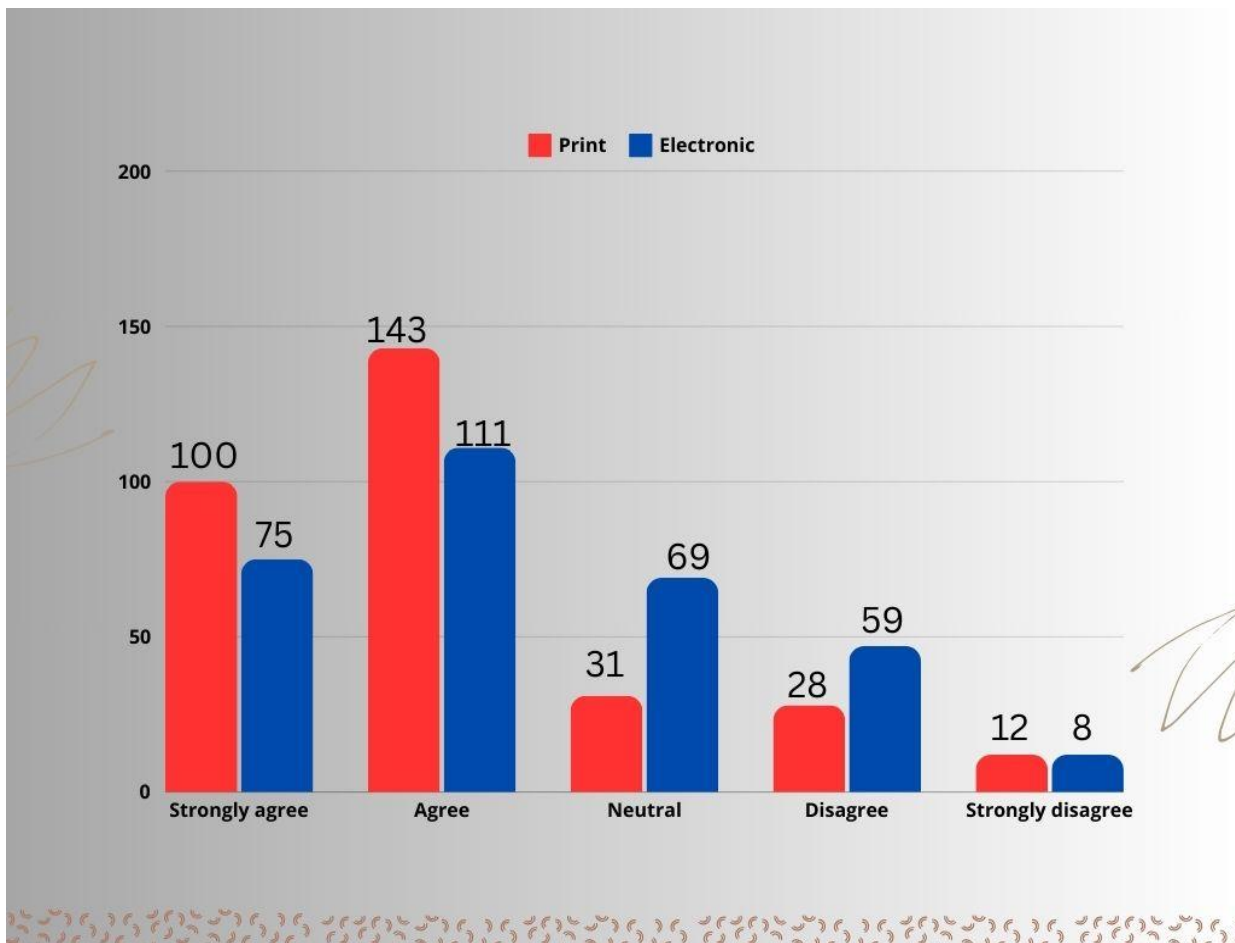


Figure 4. Print out course material and to digitized course material (Print vs Electronic)

Preference for Printing out Course Material

Most participants exhibit a clear preference for printed course materials, with 31.8% strongly agreeing (n=100) and 45.5% agreeing (n=143). This underscores a significant leaning towards printed resources among the students surveyed. A smaller group, comprising 9.9% (n=31), remains neutral, suggesting some ambivalence. In contrast, only 8.9% (n=28) disagree and 3.8% (n=12) strongly disagree, indicating a minority favoring digital materials.

Preference for Making Digital Copies of Printed Material

Respondents also exhibit a significant preference for generating digital duplicates of their printed course materials, with 23.9% strongly agreeing (n=75) and 35.4% agreeing (n=111). This suggests that a majority prefer having both printed and digital formats of their materials. A notable 22.0% (n=69) remain neutral, indicating some indecision or mixed views. Conversely, 15.0% (n=47) disagree and 3.8% (n=12) strongly disagree, representing a smaller faction that opposes creating digital duplicates.

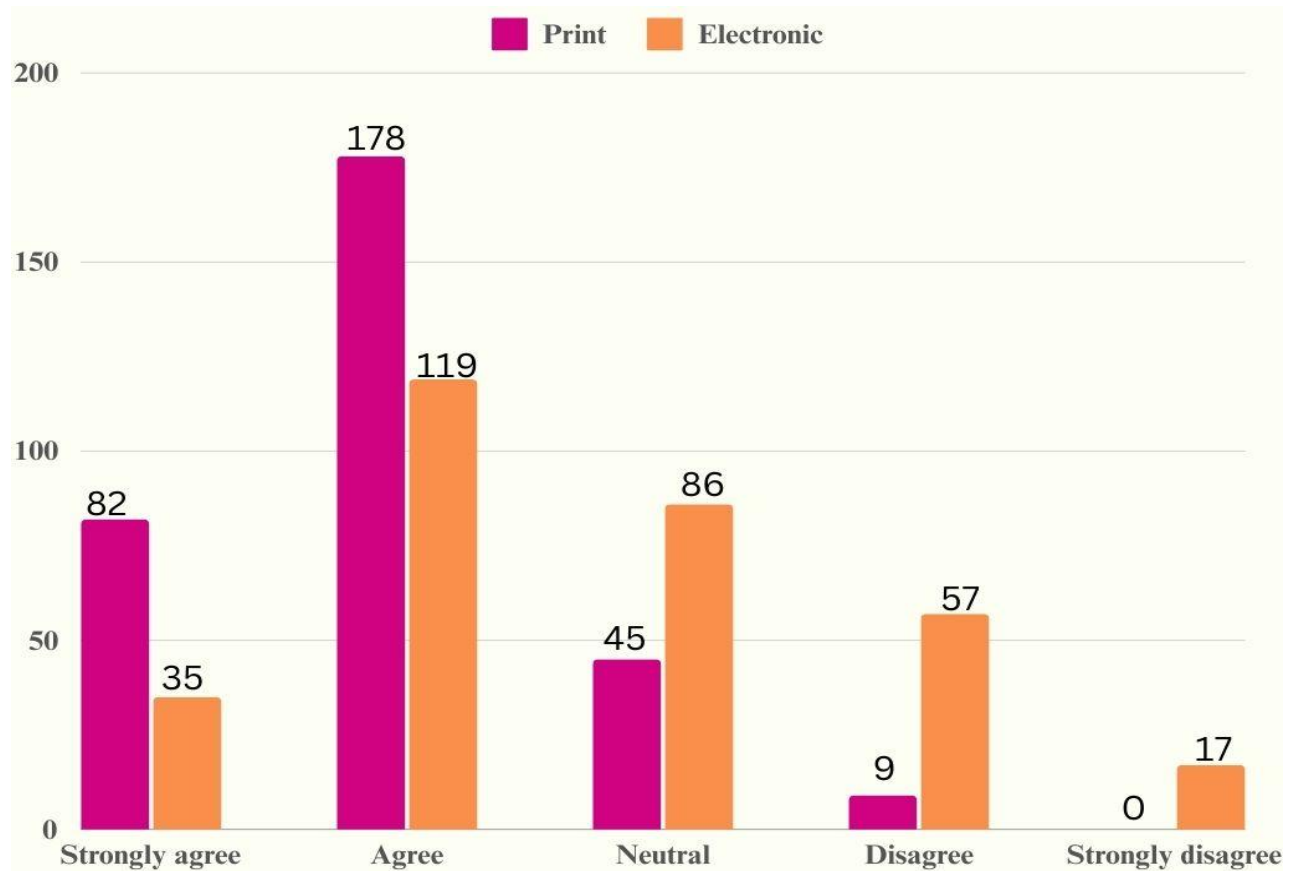


Figure 5. I usually highlight and annotate my course readings (Print vs Electronic)

I Usually Highlight and Annotate My Print Course Readings

Most participants actively engage with their printed course readings, with (n=82) 26.1% strongly agreeing and (n=178) 56.7% agreeing that they typically highlight and annotate these materials. This indicates a common practice among students of marking up their printed texts. A smaller group, (n=45) 14.3%, are neutral, suggesting some variation in these behaviors. Only (n=9) 2.9% disagree, indicating a minority who do not highlight or annotate their printed readings.

I Usually Highlight and Annotate My Electronic Course Readings

Respondents tend to highlight and annotate electronic readings, although this is less common compared to print readings. 11.1% strongly agree (n=35) and 37.9% agree (n=119) that they usually highlight and annotate electronic materials, making up 49% overall (n=86). These figures, however, are lower than those for print readers. Additionally, 27.4% (n=57) of respondents hold a neutral view on this matter, while 18.2% disagree with the practice of highlighting and annotating electronic readings, with 5.4% (n=17) strongly disagreeing.

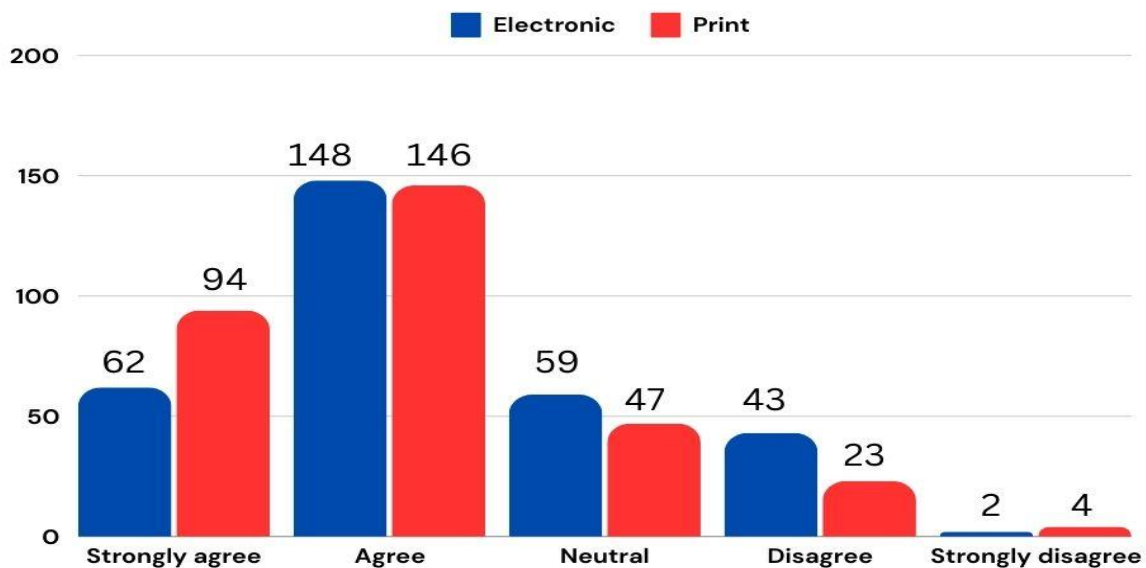


Figure 6. Preference of Print and Electronic readings depend on pages length (Electronic vs Print)

Preference of Electronic Reading for Less Than 5 Pages

When it comes to required readings, most respondents agree (n=148) 47.1% or strongly agree (n=62) 19.7% that they would rather read them electronically if they are less than five pages. This suggests that when working with shorter materials, the electronic format is preferred. Regarding this statement, a sizable percentage of respondents (n=59) 18.8% remain neutral, an extremely low percent of participants strongly disagree and disagree respectively (n=2) 0.6% and (n=43) 13.7%.

Preference of Print Reading for More Than 10 Pages

Respondents also clearly prefer to read assigned readings in print when they are longer than 10 pages. Most respondents overall agreed (n=146) 46.5% or strongly agreed (n=94) 29.9% that they would rather read longer prescribed readings in print format. This implies that while working with lengthy material, the printed format is preferred. Only (n=59) 15.0% remain neutral on this statement, fewer participants (n=23) 7.3% disagreed and strongly disagreed (n=4) 1.3% about the statements.

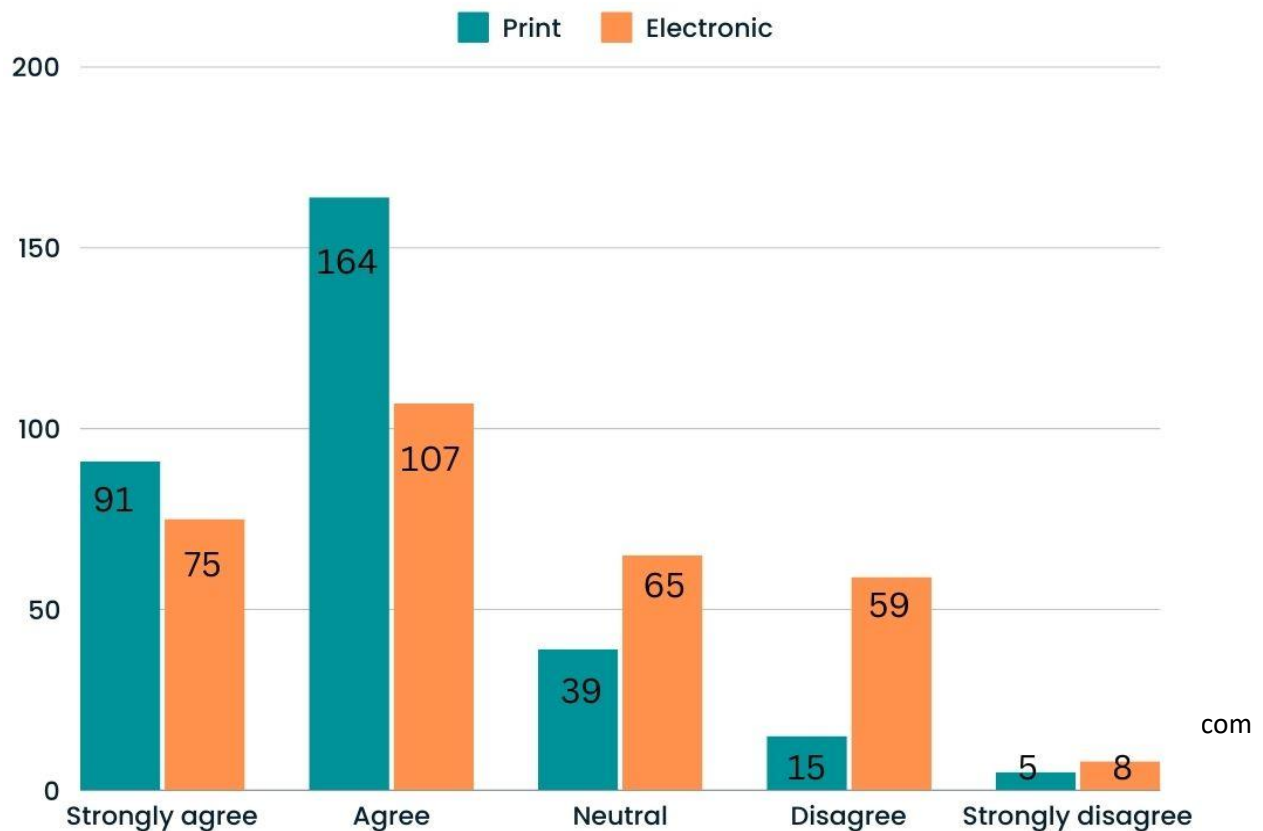


Figure 7. Focus best when read in Print or Electronic (Print vs Electronic)

Focus on Material Better in Print

When reading the content in print, most respondents agree (n=164) 52.2% or strongly agree (n=91) 29.0% that they can focus better. This suggests that when it comes to focus and concentration, students who responded to the survey strongly preferred the print format. Fewer respondents (n=39) 12.4% gave this statement a neutral response, which may indicate some ambivalence or variation in the sample's experiences. A minority of respondents disagree (n=50) 4.8% or strongly disagree (n=15) 1.6% with the notion that they can focus better on the material when reading in print.

Focus on Material Better Electronically

On the contrary, opinions regarding whether reading digitally enhances focus on the content are more varied. The percentages are lower compared to print format, even though a notable portion of participants agree (n=107) 34.1% or strongly agree (n=75) 23.9% that they can concentrate better on the content when reading electronically. Concerning this statement, a significant percentage of participants (n=65) 20.7% are neutral, indicating considerable uncertainty or diversity in experiences. It is less common for participants to disagree (n=59) 18.8% or strongly disagree (n=8) 2.5% that reading electronically aids them in focusing better on the content.

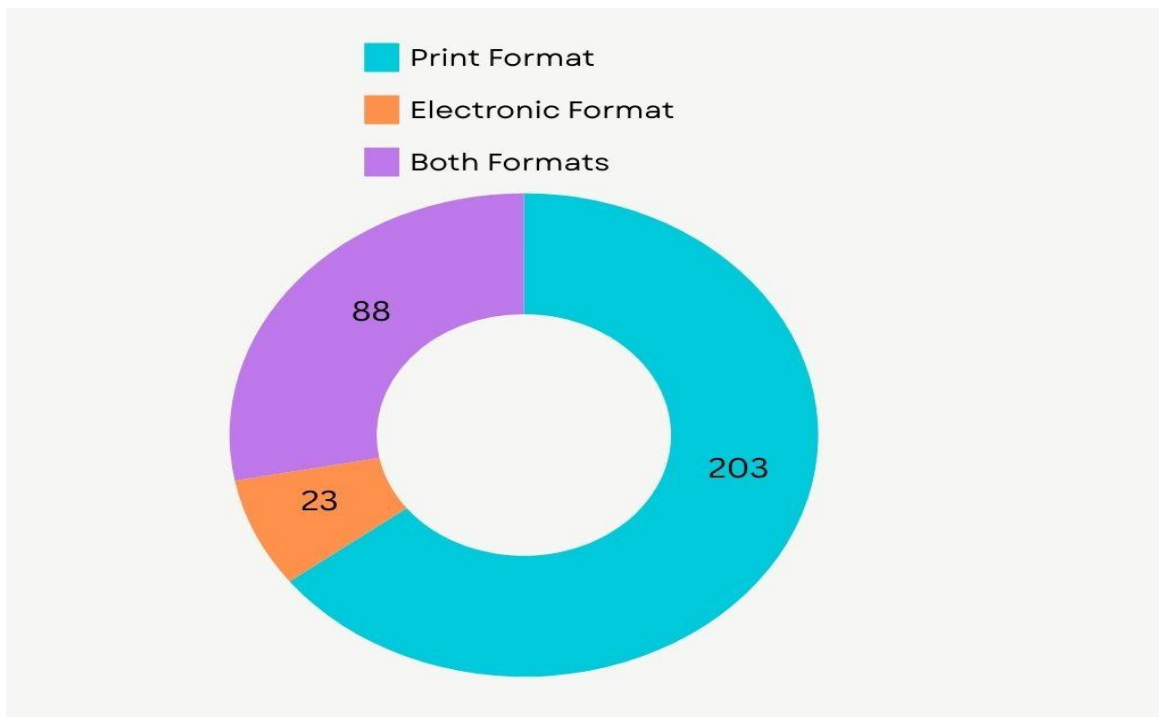


Figure 8. Preference of the reading format**Preference of the reading format**

A significant number of respondents (64.6%) indicated a preference for reading in print format. This implies that most of the surveyed students favor printed materials for reading. Only 7.3% of respondents reported feeling comfortable reading in electronic format, suggesting a lower preference for digital reading among the students. A considerable proportion of participants (28.0%) expressed comfort with both print and electronic modes of reading, indicating that many students have varied reading preferences and can adapt to different styles depending on the context or content.

Discussion

This study investigated students' preferred reading formats, devices, and how they affected their academic performance. Interesting insights into how students approach course materials were uncovered by the analysis. As is common for studies done at universities, the bulk of participants were young undergraduates. The cell phone was the most often used reading device, a survey taken by (Mizrachi, 2015) at the University of California, Los Angeles undergraduates students revealed that Laptop is the most common device used for reading, Demonstrating the pervasiveness of mobile technology in student life. Desktop computers were seldom chosen, however laptops were very frequently used, as a survey by (Mizrachi et al., 2018) worldwide the results showed that Laptop is the most used device for reading materials electronically. Reading from printed pages helped students retain information. This indicates that when it comes to remembering course material, print is strongly preferred. Diverse opinions were expressed regarding the use of electronic reading for prescribed readings. This suggests that not everyone prefers to read on an electronic device. Most students said that they would rather have all their course materials in print. This implies that traditional printed resources, such textbooks, and course packs, are trusted and felt comfortable using, (Sharma, 2019) showed in a survey that print material is the favorite option for all the students.

Although print was preferred, a significant portion of respondents expressed openness to receiving materials in electronic format. This underscores the importance of offering a variety of format options for course materials. Students clearly indicated their preference for a specific

reading format based on the length of the assigned reading. Print was suggested for readings exceeding five pages, while shorter readings of less than five pages were favored in electronic format, as noted by Mizrachi (2015). This highlights the need to read strategically, considering the length and convenience of the material. When it came to reading their course materials, most students stated a preference for printing them out rather than reading online, further emphasizing the perceived comfort and effectiveness of print products. Interestingly, a significant number of students also expressed a desire for both print and digital access, indicating a preference for creating digital copies of their printed materials. An established practice among the surveyed students was to highlight and annotate their print course texts. While this technique was less common with electronic readings, a notable percentage of students still utilized it. This indicates that students believe that physically interacting with the text by underlining and marking it is beneficial for their learning. Most participants mentioned that reading the content in print form enhanced their ability to focus. This indicates that for many students, print might be a more preferred medium for understanding and concentration. In terms of focusing while reading digitally, opinions were mixed, suggesting that some students may struggle to concentrate when reading in an electronic format, as indicated by the survey conducted by Mizrachi (2015) where students recall and concentrate better when reading material in print. While a smaller number of students felt at ease reading digitally, the majority reported feeling more comfortable with print. However, a significant number expressed comfort with both formats, as shown in a "survey of the literature reading habits and preferences of adolescents" by Loan & Shah (2018), where only eight participants showed a preference for reading digitally out of 150 participants, 107 preferred reading in print, and 35 enjoyed both formats. This indicates that students have diverse preferences and comfort levels regarding reading formats. This study highlights the importance of considering student preferences when developing educational platforms and materials. Although many students still favor print, especially for focused reading and retaining information, electronic media also offer benefits due to their accessibility and flexibility. Providing a variety of reading formats to cater to the different needs of students can enrich their learning experience.

Limitation of the study

The study was limited to female students at Shaheed Benazir Bhutto Women University students Peshawar.

Future Direction

The current study highlights the need for a more thorough and deep understanding of the subject and opens up various opportunities for further research. Here are some ideas for potential future paths:

1. **Mixed-Method Approach:** It is recommended that future study utilize a mixed-method approach, integrating both qualitative and quantitative data to offer a more comprehensive picture of the research problem. This will enable researchers to record the participants' complex experiences and viewpoints in addition to the findings' statistical significance.
2. **Expanded Population:** In order to improve the findings' generalizability, more research with a representative and varied sample of Pakistani university students should be conducted. This larger sample size will guarantee that the findings accurately represent the wider student body, which includes people from different geographic locations, socioeconomic backgrounds, and academic specializations and also include male student's responses.
3. **Cross-Cultural Comparisons:** Study comparisons involving college students from several nations may provide an international viewpoint on the problem. By highlighting contextual variations and cultural factors, these comparisons could improve our comprehension of the research findings as a whole.
4. **Policy Implications:** The implications of the findings for educational policy and practices should also be the main focus of research. Working with policymakers to convert research findings into workable plans could result in significant enhancements to the educational system.

Conclusion

A statistical analysis of the data reveals that a higher number of students in the survey favored reading materials in print rather than electronic format. Most students opted for print materials because it was easier to highlight key points that way. However, electronic reading should not be disregarded. For shorter readings and situations where convenience is a priority, students were willing to use electronic media. Creating digital copies of printed materials is just one example of how essential electronic formats are becoming in education. The diversity of preferences among the student body is a significant finding. Many students expressed comfort with both print and electronic formats, underscoring the importance of offering a variety of format options for course materials. By providing print and electronic access alternatives, teachers can better cater to the unique needs and preferences of their students, enhancing the quality of the learning experience. Further investigation into the specific factors influencing students' choices of reading formats may be beneficial. Additionally, exploring how print and electronic reading practices complement each other could offer educators valuable insights on how to effectively support students' learning outcomes.

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