

Reading Habits Among the Students of ABK High School Boys and Girls, Amu: A Comparative Study

Fatima Husain^{1*}, Mehtab Alam Ansari²

Abstract

This study explores the reading habits of students from ABK Union High School, affiliated with Aligarh Muslim University, focusing on both boys' and girls' sections. The primary aim is to understand the preferences, attitudes, and challenges students face regarding reading. Specifically, this research examines the factors that influence their reading habits, such as the availability of reading material, time management, and the role of technology. Data were collected using a structured questionnaire, which was distributed to a representative sample of students from both schools. The questionnaire covered various aspects of reading, including the types of material students prefer (e.g., academic texts, novels, or digital content), the frequency of their reading, and the environments in which they read. The analysis of the responses reveals that mobile phone usage is a significant obstacle to reading among students. Many students reported that the constant distraction from mobile devices reduces their focus and time spent on reading books, whether for academic purposes or personal enjoyment. Despite these challenges, some students still exhibit strong reading habits, particularly those who have cultivated a reading-friendly environment or have access to supportive resources. The findings of this study suggest the need for interventions aimed at reducing mobile phone distractions and promoting a culture of reading within the school. Recommendations include implementing reading programs, providing access to diverse reading materials, and encouraging designated reading times to counteract the negative impact of mobile devices on students' academic and personal reading habits.

Keywords: Reading habits; ABK Union High School; AMU; Aligarh

INTRODUCTION

The achievement of quality basic education calls for the development of good reading habits of both young and adult learners. Reading is a key to a wealth of experience that links people in a way far beyond distance or time. Reading is important for students in general in order to cope with new knowledge in a changing world – that of the technological age. The ability to read is at the heart of self education and lifelong learning. Reading is a very important issue which is not only about enjoyment but a necessity; the basic tool of education. Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self discovery. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information, as well as the attitudes, morals, beliefs, judgment and action of readers [1].

*Author for Correspondence

Fatima Husain
E-mail: fatimahusain00786@gmail.com

¹MLISC, Department of Library and Information Science, A.M.U., Aligarh, Uttar Pradesh, India

²Professor, Department of Library and Information Science, A.M.U., Aligarh, Uttar Pradesh, India

Received Date: September 11, 2024

Accepted Date: October 10, 2024

Published Date: October 11, 2024

Citation: Fatima Husain, Mehtab Alam Ansari. Reading Habits Among the Students of ABK High School Boys and Girls, Amu: A Comparative Study. Journal of Advancements in Library Sciences. 2024; 11(2): 14–23p.

“Reading skills of a child plays a vital role in their success in school as they will allow them to access the best of the curriculum and improve their understanding, enhance their knowledge and also improve their personality. Apart from the academic benefits, reading can also be a fun and imaginative time for children, which will further open the

gateway to all kinds of success for them. Reading has been identified as a key for development and must be included in schools' strategic development plans. Thus Reading habit is an important tool for the development of mental capacities and personality of an individual, apart from mental and personal development, reading is an important tool for social, economic and civic life development. [2,3].

REVIEW OF RELATED LITERATURE [4-7]

There are some studies conducting on reading habits among the students, the purpose of conducting studies on reading habits among students is to gain insights into factors that may influence reading motivation, comprehension, and academic success. Researchers may examine variables such as reading frequency, reading materials, reading environment, parental influence, and technology usage to understand how these factors impact students reading habits.

Oliviera et al. (2022) examined the children's daily activities and well-being during the Covid-19 lockdown. This study showed that the effects of day-to-day activities on children's comfort and child and family factors influenced the children's engagement in activities during the lockdown and afterwards. The findings revealed a higher frequency of inactive behaviors and decreased incidence of active leisure and playing activities, especially among adolescents. Girls were less physically active than boys but engaged more in social activities.

Gezgin et al. (2021) seek to investigate the correlation between reading habits and smartphone addiction among high school students. As per the study done with college students, they find watching TV and using the internet more enjoyable than reading books. A correlational study model was adopted for the study as a part of the quantitative research. The females scored significantly above, whereas the boys scored slightly below. It also revealed that before deciding, girls enjoy searching for whatever they can online compared to boys. These findings revealed that reading fewer books is not linked to smartphone addiction. However, it becomes clear that educators are desperately required to assist students in qualitative qualities like concentrating and paying attention while reading a book rather than making quantitative comparisons regarding the number of books. This study suggests that it is important to determine reading events and activities to encourage and boost the reading culture. Reading exercises ought to be incorporated more effectively into school curricula.

Smedt et al. (2020) examined the mapping of reading and writing motivation in the third to eighth graders. The current study's purposes are to evaluate why students read and write in elementary and secondary grades and to identify motivational trends in students' reading and writing. The core integrated motivation theory must fully understand these objectives and the connections between reading and writing motivations. The analyses concentrated on the scales' factor structures and correlations, measurement invariance across gender, the general level of achievement and grades, and reliability. The findings revealed a substantial positive link between students' autonomous reading and writing motivation on the one hand and students' controlled reading and writing motivation on the other, demonstrating the interconnectedness of reading and writing reasons.

Samsuddin et al. (2019) examined the reading habit and attitudes among the rural community in low literacy rate areas in Malaysia. The aim of this study is to examine rural people' attitudes toward reading and their reading habits in low literacy areas in Malaysia. The findings revealed moderate levels of reading attitude, with multiple variables producing a meaningful link with reading attitude (education level, household income and time spent in reading). This study suggests holding reading campaigns in public places including libraries, public gathering places, schools, and higher education facilities as well as incorporating reading activities at homes.

Wema, Evans (2018) examined the reading culture among students in higher learning institutions in Tanzania. This study aims to determine whether students read different informational materials for reasons other than academic tasks. These findings show that students read books, magazines,

newspapers, and social media sites that cover topics like sports, economics, and politics in their free time and social and technical challenges. Additionally, the results show that students spend their free time playing and watching video games, talking to friends, listening to the radio, and watching TV. These findings also show that their reading habits are hampered by excessive academic work, a lack of internet access, and family obligations. This study suggests that libraries should find a better way to stock more reading materials, run more outreach programmes to draw in new readers, and also start reading and writing clubs in schools to empower students in education and organize TV programmes that will encourage more students to read and learn when participating in extracurricular activities.

Mansor, Noraien (2017) examined the exploring perceptions on ESL students' reading habits. This study aims to investigate opinions regarding the reading habits of ESL students. The findings showed that although the reading habits of ESL students are still poor, they can be improved with appropriate instruction and activities that encourage students to improve their reading abilities. This study suggests that It is now time for the government and the community to step up their efforts to encourage good reading habits in order to address this crucial modern issue.

Gok, Tolga (2016) examined the effects of social networking sites on students' studying and habits. This study aims to determine whether social networking sites had beneficial and detrimental effects on male and female students' study and dietary habits. According to computer and internet usage findings, both male and female respondents reported using computers for more than two hours each day.

Ahmadi et al. (2013) examined the relationship between students' reading motivation and comprehension. This study examines the connection between reading motivation and reading comprehension. This study supports the idea that teaching students to be motivated to read explicitly is a practical way to improve their reading comprehension. Students benefited most from explicit reading instruction accompanied by experience in activities that encourage reading motivation. The findings of this study revealed that students with greater motivation and who want to learn would fare better in reading comprehension than other learners who had less motivation and might gain in many ways in their ability to read in English.

Ansari et al. (2012) examined the reading habits among the students of a women's college in Aligarh. The study revealed that reading books to learn new things and have fun. Additionally, it automated its library to provide its patrons with improved services. The library personnel should receive adequate training, especially in IT-related subjects, to enable them to comprehend users' needs, such as those for e-resources and digital libraries. This study recommended that training is required for the library to be enhanced because many guests choose to attend at night.

INSTITUTIONAL PROFILE

Aligarh Muslim University is a prestigious academic institution located in Aligarh, Uttar Pradesh, India. It was established by Sir Syed Ahmad Khan, he was a visionary leader and educationist, with the aim of promoting modern education among the Muslim community in India [8]. Aligarh Muslim University offers a wide range of undergraduate, postgraduate, and doctoral programs in various disciplines such as arts, science, commerce, and engineering, medicine, law, management, and social sciences. It has more than 300 courses across 12 faculties and several affiliated institutions.

AMU ABK Union High School (Boys)

AMU Students Union established ABK Union High School called Madarsa in Jamalpur in 1946. It was Primarily created with the intention of teaching the Holy Quran and Urdu to the children of University grade IV employees and underprivileged Muslim communities.[9,10] The Madrasa was relocated to a sizable space close to Sir Syed Hall in 1950. The junior high school was added and the institution was renamed Abdul Baseer Khan Union School in 1988. The Boys Section opened on Emadul Mulk Road in 1985–1986.

AMU ABK Union High School (GIRLS)

The current Girls Section building, which is close to the Union Hall, was constructed by Dr. Zakir Husain, the vice chancellor at the time. The Madarsa began offering classes up to class V in 1963 after being designated as a primary school. Senior professor in the department of zoology with a solid reputation among instructors and pupils, Prof. Abdul Baseer Khan [11]. He also served as the Treasurer of the AMU Students Union and made remarkable contributions to the university. The junior high school was added and the institution was renamed Abdul Baseer Khan Union School in 1988.

OBJECTIVES OF THIS STUDY

The main purpose of this study is to know "the reading habits among the students of ABK High Boys School and Girls, AMU. The study has framed the following objectives:

- To understand the attitude and preferences towards reading in ABK high school students.
- To know the student's frequency of visiting library;
- To find out the regularity of reading newspapers;
- To know how students get books and which materials they prefer to read;
- To identify the factors that motivate the reading habits of the students;
- To identify the factors that act as a barrier to the reading habit among ABK high school students;
- To examine the role and influence of electronic gadgets on reading habits of the ABK high school students;
- To explore the role of family, home environment, teachers, school library and friends on the reading habits of the ABK high school students.

PILOT STUDY

The pilot study was conducted on 15 students of 8th, 9th and 10th ABK High Schools (Boys) and (Girls), AMU, Aligarh [12]. At the initial stage the investigator has conducted the pilot study to know the attitude and preferences of students of ABK High Schools towards reading habits, the problem or the barriers to the reading habits, the motivational factors and so on. The main purpose of the pilot study is to know and evaluate feasibility, time, cost and adverse events and improve upon the study design prior to performance of a full-scale research project. The pilot study was conducted on 15 students of 8th, 9th and 10th ABK High Schools (Boys) and (Girls), AMU, Aligarh. Based on the feedback of the pilot study [13], the investigator has revised, reorganized and simplified the questionnaire for extracting most appropriate data for the study conducted under the title "**Reading Habits among the students of ABK High School Boys and Girls, AMU: a comparative study**".

Methodology Adopted

There are 496 boys students in 8th, 9th and 10th class in ABK High Boys School and 550 girls in 8th, 9th, and 10th class in ABK High Girls School. The present study is conducted on a sample of 100 students i.e. 50 each from ABK High Girls School and ABK High Boys School. The questionnaire consists of 28 including closed-ended and open-ended questions. A total number of questionnaires were distributed among the students of 8th, 9th and 10th of these ABK High Schools 100 out of 100 questionnaires were collected back. The questionnaire was filled by the students in the presence of researchers. Moreover, the researcher helped students to enable them to understand a couple of terms used in the questionnaire.

Universe of Sample

The population for the main study constitutes the students studying in ABK High School (Girls and Boys) in AMU Aligarh.

DATA ANALYSIS AND INTERPRETATION

There are 496 boys students in 8th, 9th and 10th class in ABK High Boys School and 550 girls in 8th, 9th and 10th class in ABK High Girls School. Questionnaires were distributed randomly among the students and filled questionnaires were collected back on the same day or within 2-4 days. The investigator has selected all the received questionnaires for analysis data.

It is observed data from Table 1 that 90 percent of boys students from ABK high school expressed enjoyment in reading, while 10 percent of them did not find it enjoyable Conversely, 94 percent of girls students from ABK high school reported enjoying reading, with only 6 percent of them not enjoying it (Table1).

From the data shows in the above table it is clear that 6 percent of the boys read every day, 10 percent of the boys read weekly, 30 percent of the boys do not read non-print materials fortnight, 12 percent of the boys read once in a month, 26 percent of the boys read never, whereas 40 percent of the girls do not read non print material never, 20 percent of the girls read fortnight, 18 percent of the girls read once in a month, 14 percent of the girls read weekly, and 8 percent of the girls read every day (Table 2). It is clear from the above table shows a minimum number of respondents do not take interest in reading because non print material is available in audio visual form so the respondents are unable to understand them.

The above data shows that 88 percent of boys students are in favor of reading in English, 12 percent of boys are in favor of reading in Urdu language whereas 86 percent of girls students are in favor of reading in English, 14 percent of the girls are in favor of reading in Urdu language. In light of the entire observation, that means it is clear from the majority of the students prefer to read the English language in order to increase their fluency (Table 3).[14] The girls said that they prefer to read English because nowadays the English language is more important and girls also said that their parents also want them to learn the English language.

Table 1. Reading is pleasure.

Option	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
Yes	14	16	15	90%	14	16	16	94%
No	–	1	4	10%	2	1	–	6%

Table 2. Frequency of reading.

Option	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
Everyday	1	1	1	6%	1	1	2	8%
Weekly	2	1	2	10%	2	4	1	14%
Fortnight	7	5	3	30%	4	4	2	20%
Once in a month	3	1	2	12%	2	4	3	18%
Never	3	12	8	26%	8	3	9	40%

Table 3. Language preference.

Option	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
English	16	16	12	88%	16	15	12	86%
Urdu	–	3	3	12%	2	1	1	8%

Table 4. Types of Material.

Option	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
Textbook	7	9	5	42%	14	10	8	60%
Magazines	4	7	8	38%	4	3	4	22%
Newspaper	-	4	7	22%	2	5	3	20%
Fiction	15	9	7	62%	8	9	4	42%
Non-Fiction	2	1	1	8%	5	4	5	28%

The data shows that 42 percent of the boys prefer to read textbooks, 38 percent prefer to read magazine,,22 percent prefer to read newspaper, 62 percent of boys students prefer to read fiction, 8 percent prefer to read non-fiction, whereas 60 percent girls prefer to read textbooks, 22 percent of the girls prefer to read magazine, 20 percent of the girls prefer to read newspaper,42 percent of girls students prefer to read fiction,28 percent prefer to read non-fiction(Table 4). This data shows that the majority of the students are interested in both textbook and fiction.

The data shows that 24 percent of the boys read for the sake of education, 10 percent to read for the preparation for the competition, 64 percent to read for the sake of knowledge and 2 percent read for any other whereas 36 percent of the girls read for the sake of education,4 percent to read for the preparation for the competition, 54 percent to read for the sake of the knowledge and 2 percent read for any other (Table 5). It is confirmed above data that the majority of the students read to improve their knowledge.

The data shows that 72 percent of the boys students spend 1 to 2 hours on reading every day, 22 percent of the boys students spend 3 to 4 hours on reading, 8 percent of the boys students spend 5 to 6 hours on reading every day whereas 74 percent of the girls students spend 1 to 2 hours on reading every day, 22 percent 3 to 4 hours, 4 percent 5 to 6 hour on reading every day (Table 6). It is confirmed that in the above data the majority of the students spend one to two hours reading because of their hectic schedules with classes.

The above data shows that mobile as a reading barrier obtained 86 percent of the boys' students, 10 percent gossiping and 22 percent of the boys students do household activities what happen in the house is that the elder siblings are made to work their brothers and the younger siblings are sent out to get things, come from the school and then they do all these things so they are get tired that is the major reason they can not focus their studies well, they are not able to good score well in their exams and also they are not focus on their assignments and project works we can say household activities becomes major barrier of the study whereas 78 percent of the girl's students use their mobile, and 40 percent gossiping. Girls do not talk about themselves and their personal talk, but they also talk about how they can study well and get a good score in an academic scenario.40 percent of the girls students engage in household activities their parents and siblings want to help in household activities from the girls after the school, girls comes from the school they are get tired and they get household work from their siblings, their siblings say wash clothes, shoes, iron and their mothers wants help in kitchen work mothers say let's make the food and sometimes unexpected guest come at home so mothers say go and make tea and snacks for guests,the above data confirmed that the major barrier of the study of the girls household activities (Table 7). Overuse of Mobiles are another major barrier for boys and girls because they are busy playing games and listening to music.they are use mobiles with internet like whatsapp, facebook, twitter, instagram for chatting with friends and family members and without internet they are use mobile download videos which downloaded from the Youtube. At the time of covid-19, girls were mostly using mobile because it was not allowed to go out of the house so they used to watch YouTube videos like cooking, movies and many other things.

Table 5. Purpose of reading.

Option	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
For Preparation of Examination	4	-	5	24%	9	5	4	36%
To prepare competition	3	3	2	10%	1	-	1	4%
To improve knowledge	11	13	8	64%	9	10	8	54%
Any other	1	-	-	2%	1	-	-	2%

Table 6. Number of hours spent on reading.

Hours	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
1 to 2	13	13	9	72%	14	13	10	74%
3 to 4	3	2	6	22%	5	3	3	22%
5 to 6	-	3	-	8%	-	-	-	4%

Table 7. Barriers of reading.

Option	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
Mobile	13	16	14	86%	15	15	10	78%
Gossiping	2	2	1	10%	6	8	6	40%
Household Activities	3	5	3	22%	9	8	3	40%

Table 8. Opinion of students to improve reading habits.

Option	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
Lecture for Motivation	11	11	7	58%	16	10	11	38%
Encouragement by family/friends	5	8	6	38%	12	11	8	62%
Gift vouchers	-	3	2	10%	-	-	-	-

The data shows that lecture for motivation was preferred by 58 percent of the boys students, followed by 38 percent says that it is achievable thanks to support from family and friends, 2 percent preferred orientation programmes and 10 percent gift vouchers aimed to improve reading habits whereas 28 percent of the girls students preferred lecture for motivation,(Table 8) 62 percent get the support from family and friends, the primary source of motivation the girls get from their mothers because their mothers also want their daughters do shine and shine their parents name, 10 percent preferred orientation programmes it is aimed to improve reading habits among students.

The above table shows the data regarding favorite place for reaching 68 percent of the boys(Table 8) preferred to read in their respective rooms,26 percent of the boys preferred to read in library,4 percent of the boys preferred to read in the seminar and 2 percent of the boys preferred to read in their friend's rooms whereas 44 percent of the girls preferred to read in their respective rooms,28 percent of the girls preferred to read in the library,24 percent of the girls preferred to read in their friend's rooms because when there classes,the girls have some doubts,maybe they are not able to ask so they think they go to friend's rooms and do group study and do group discussion,so that their doubts get clear and perform well in exams and get good score, 2 percent of the girls preferred to read in seminar (Table 9) . Sometimes they do not get time to go to the library because of their hectic schedule and another factor is fatigue. They are feeling tired so they do not want to go to the library. It is confirmed by the above data that the majority of the students preferred to read in their rooms.

The above data shows that 78 percent of the boys use mobile,8 percent of the boys use laptops,6 percent of the boys use personal computer whereas 76 percent of the girls use the mobile, 16 percent of the girls use laptops,6 percent of the girls use tablet and 0 percent of the girls use personal computer (Table 10). The above data indicates that the girls who use the mobile for the purpose of the assignments, projects they search for relevant material on mobile. Girls are not able to use personal computers because their parents can not buy them. They are very expensive, that is why they do not use personal computers.

The above data shows that 62 percent of the boys do not visit the library,12 percent of the boys do not visit the library because of distance,12 percent of the boys they get unavailability of the material,10

percent of the boys get poor services of library whereas 40 percent of the girls do not visit the library because shortage of the time,38 percent of the girls do not visit the library because of distance,10 percent of the girls they get poor services of the library and 4 percent of the girls get unavailability of the material. It is clear that sometimes they do not go to the library because shortage of time and also distance and sometimes they do not get what they want because unavailability of the resources (Table 11).

The above data shows that 36 percent of the boys spent their leisure time in sports,24 percent of the boys spent their leisure time in surfing net,22 percent of the boys spent their leisure time in listening music,14 percent of the boys spent their leisure time in chatting with friends,4 percent of the boys spent their leisure time in watching(Table 12) TV whereas 38 percent of the girls spent their leisure time in listening music,24 percent of the girls spent their leisure time in chatting with friends,14 percent of the girls spent their leisure time in sports,8 percent of the girls spent their leisure time in watching TV. Important to mention here that as compared to girls boys spend more of their leisure time in sports.

The above data shows that 58 percent of the boys prefer to read in printed source,38 percent of the boys prefer to read electronic source whereas 34 percent of the girls prefer to read printed source,26 percent of the girls prefer to read electronic source (Table 13). It means majority of boys and girls preferred to read printed source because they easily understand what they are reading.

Table 9. Favorite Place of reading.

Option	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
Library	7	1	5	26%	8	1	2	28%
Seminar	2	-	-	4%	-	-	1	2%
Friend's Room	1	-	-	2%	-	-	12	24%
Room	6	18	10	68%	11	11	-	44%

Table 10. Use of Electronic Gadgets.

Option	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
Mobile	14	17	8	78%	13	12	13	76%
Laptop	2	-	2	8%	5	2	1	16%
Tablet	1	-	2	6%	1	2	-	6%
Personal computer	-	-	1	2%	-	-	-	-

Table 11. Irregularity of Visiting Library.

Option	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
Distance	2	2	2	12%	7	3	9	38%
Shortage of time	12	12	7	62%	9	8	3	40%
Unavailability of material	2	2	2	12%	1	1	1	4%
Poor services of the library	-	2	3	10%	1	3	1	10%

Table 12. Usage of Leisure Time.

Option	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
Listening Music	3	5	3	22%	9	5	5	38%
Chatting	2	3	2	14%	3	6	3	24%
Surfing Net	1	6	5	24%	-	-	2	4%
Sports	9	4	5	36%	5	1	1	14%
Watching TV	1	2	-	4%	2	-	2	8%

Table 13. Favorite reading format.

Option	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
Printed source	9	10	10	58%	16	10	8	34%
Electronic source	7	7	5	38%	3	4	6	26%

Table 14. Newspaper reading.

Option	Boys				Girls			
	8th	9th	10th	Percentage	8th	9th	10th	Percentage
Yes	3	4	7	28%	3	5	3	22%
No	12	15	9	72%	12	12	15	78%

The above table shows that the students do not show interest in reading newspaper. 72 percent of the boys are not interested in reading newspapers, only 28 percent of the boys are preferred to read newspapers whereas 78 percent of the girls are not interested in reading newspapers, only 22 percent of the girls are preferred to read newspapers. That means both boys and girls are not interested in reading newspapers (Table 14).

CONCLUSION

A nation which read is a nation which leads. In the same way, people who read more are considered more knowledgeable. Unfortunately, a significant decline has been witnessed as far as reading habit is taken into account. In the past, students read many books other than those which are mentioned in their Syllabi. However, the present generation of students could not continue that habit. This study shows that mobile has become a major obstacle in reading and study.

REFERENCES

- Ahmadi, Mohammed Reza, Ismail, Hairul Nizam, and Abdullah, Muhammad Kamarul Kabilan. (2013). The relationship between students' reading motivation and reading comprehension. *Journal of Education and Practice* 4 (18), 8-17.
- Aligarh Muslim University (2022, Sept.). About Us. <https://www.amu.ac.in/> Note: Contents of this chapter have been taken from the AMU website. (References as above).
- Ansari, Mehtab Alam, Bano, Tabassum and Fatima, Kashish. (2012). The Reading Habits Among the Students of a Women's College in Aligarh. *Journal of Library and Information Science* Vol 37 No 1.
- Clark and Rudman. (2006). *Reading for pleasure: research overview* London National Literacy Trust.
- Eyre, G. (2005). The development and practice of literacy: A voyage of discovery.: <http://www.iasl-slo.org/ifla2005-eyre.doc> Accessed on 02/08/06
- Gezgin, Deniz Mertkan, Gurbuz, Fatmagul and Barburuglu, Yusuf (2021). Undistracted Reading, Not More or Less: The Relationship Between High School Students' Risk of Smartphone Addiction and Their Reading Habits. *Technology, Knowledge and Learning*, 1-17. <https://link.springer.com/journal/10758>
- Gok, Tolga. (2016). The Effects of Social Networking Sites on Students' Studying and Habits. *International journal of Research in Education and Science* 2 (1), 85-93. <https://eric.ed.gov/?id=EJ1105127>
- Kothari, C.R. (1989). *Research Methodology: Methods and techniques*, Delhi: New Age International.
- Mansor, Noraien. (2017). Exploring perceptions on ESL students' reading habits. *Journal of Business and Social Development* 5 (2), 19-24.
- Oliveira, Vitor H., Martins, Paula C. and Carvalho, Graça S. (2022). Children's Daily Activities and Well-being during the COVID-19 Lockdown: Associations with Child and Family Characteristics. <https://link.springer.com/journal/12144>

-
11. Panigrahi, C. & Panda, K.C. (1996). Reading interests and information sources of school going children: A case study of two English medium schools of Rourkela, India. *Malaysia. Journal of Library and Information Science* 1 (1), pp. 57- 65.
 12. Samsuddin, Samsul Farid, Shaffril, Hayrol Azril Mohamed, Bolong, Jusang, and Mohamed, Nor Aini. (2019). Understanding the reading habit and attitudes among the rural community in low literacy rate areas in Malaysia: Rural library perspectives. *Library Management*.
 13. Smedt, Fien De., Rogiers, Amélie, Heirweg, Sofie, Merchie, Emmelien and Keer, Hilde Van (2020). Assessing and mapping reading and writing motivation in third to eighth graders: a self-determination theory perspective. *Frontiers in psychology* 11, 1678.
 14. Wema, Evans. (2018). Investigating reading culture among students in higher learning institutions in Tanzania. *University of Dar es Salaam Library Journal* 13(1), 4- 19. <https://www.ajol.info/index.php/udslj/article/view/184586>