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THESIS:

**“Poor reading habits and their consequences on general educational performance - a case study from primary and lower secondary school “Vëllezërit Frashëri”, Republic of Kosovo”**

Mentor:

Assoc. Prof. Dr. Veronika Kareva

Student:

Hasan Sopa

## **STUDENT DECLARATION**

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**Thesis:**

**“Poor reading habits and their consequences on general educational performance - a case study from primary and lower secondary school “Vëllezërit Frashëri”, Republic of Kosovo”**

**Teza:**

**“Zakonet e këqija të leximit dhe pasojat e tyre në suksesin e përgjithshëm të nxënësve - një rast studimi nga shkolla fillore dhe e mesme e ulët “Vëllezërit Frashëri”, Republika e Kosovës”**

**Тема:**

**„Лошите навики за читање и нивните последици врз општиот успех на учениците - студија на случај од основното и средното училиште „Велезерит Фрашери“, Република Косово“**

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**Abstract**

Reading has an important place in a people's life. Reading unlocks knowledge treasures. It is among the most crucial parts of our language and a crucial instrument for lifelong learning. Reading is a crucial skill for acquiring new knowledge and abilities, for continuing education, and for learning through media including newspapers, books, radio, television, and computers (Chettri&Rout, 2013). Understanding and collecting knowledge is a discipline that promotes personal development. It is a crucial procedure that helps in the conception of ideas and knowledge in one's chosen field of research or area of expertise.

This research concentrates on the issues of poor reading habits and how they affect a pupil's academic performance in primary and lower secondary school “Vëllezërit Frashëri” in Lipjan. An investigation is conducted with sixty pupils of the ninth grade to determine the causes of pupil's poor reading habits. In order to guide the researcher in administering surveys during the investigation, research questions are set.

The essential data are collected from participants using a self-made questionnaire. Sixty pupils were part of the questionnaire which had fourteen questions with multiple choices. Second instrument was parents’ questionnaire. Sixty parents were part of the questionnaire. Parents had given their opinion about how much they encourage children to learn, how much are their children interested in reading especially in books. The third instrument was teachers’ interview. Five English language teachers were part of the research. They had given their opinion, suggestions and their preferences about reading habits.

A review of pertinent literature is also included, along with advice on how to address the issue of pupils' poor reading habits. The researcher himself personally has distributed questionnaires that are the study tool to the pupils. Moreover, data gathering and analysis are presented.

***Key words:*** *reading, habit, pupils, school, English language.*

**Abstrakti**

Një vend i rëndësishëm në jetën e një populli është leximi. Leximi zhblokon thesaret e njohurive. Është ndër pjesët më të rëndësishme të gjuhës sonë dhe një instrument vendimtar për të mësuarit gjatë gjithë jetës. Leximi është një aftësi thelbësore për përvetësimin e njohurive dhe aftësive të reja, për edukimin e vazhdueshëm dhe për të mësuarit përmes mediave, duke përfshirë gazetatat, librat, radion, televizionin dhe kompjuterët (Chettri&Rout, 2013). Të kuptuarit dhe mbledhja e njohurive është një disiplinë që promovon zhvillimin personal. Është një procedurë vendimtare që ndihmon në konceptimin e ideve dhe njohurive në fushën e zgjedhur të kërkimit ose në fushën e ekspertizës.

Ky hulumtim përqendrohet në çështjet e shprehive të dobëta të leximit dhe se si ato ndikojnë në performancën akademike të nxënësit në shkollën fillore dhe të mesme të ulët “Vëllezërit Frashëri” në Lipjan. Është kryer një hetim me gjashtëdhjetë nxënës të klasës së nëntë për të përcaktuar shkaqet e zakoneve të dobëta të leximit të nxënësve. Për të udhëhequr studiuesin në administrimin e anketave gjatë hetimit, vendosen pyetje kërkimore.

Të dhënat thelbësore janë mbledhur nga pjesëmarrësit duke përdorur një pyetësor të bërë vetë. Pyetësori përbëhet nga katër komponentë. Pjesa e parë e anketës është fokusuar në nivelin socio-ekonomik dhe tiparet demografike të pjesëmarrësve, ndërsa në pjesën e dytë janë kërkuar të dhëna për zakonet e leximit të nxënësve. Pjesa e tretë përmbledh të dhëna për zakonet e studimit të nxënësve. Pjesëmarrësit pyeten në lidhje me faktorët që ndikojnë në zakonet e leximit të nxënësve në pjesën e fundit. Si instrument i dytë do të jetë intervista e mësuesve. Ata do të japin mendimet, sugjerimet dhe preferencat e tyre për zakonet e të lexuarit.

Përfshihet gjithashtu një përmbledhje e literaturës përkatëse, së bashku me këshilla se si të trajtohet çështja e zakoneve të dobëta të leximit të nxënësve. Vetë studiuesi ka shpërndarë personalisht tek nxënësit pyetësorët që janë mjete i studimit. Për më tepër, është paraqitur mbledhja dhe analiza e të dhënave.

***Fjalët kyçe:*** *lexim, zakon, nxënës, shkollë, gjuhë angleze.*

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## Chapter I

### INTRODUCTION

Humans frequently engage in reading in order to expand their knowledge. In a literate culture, reading is done for informational purposes, as well as to acquire and broaden knowledge. It is a significant activity in a person's life since it stimulates that person's interest in gaining more information. Additionally, it requires the person to enjoy and be amused by hearing about other people's experiences as they are presented in written or tested materials. It is also the process by which written words are taken in, understood, and translated into spoken words so that people can use them every day. When read aloud, reading is a receptive talent that is similarly beneficial to hearing and vocalizing what was aroused.

Education is a lengthy and difficult journey through life; gaining information, attitudes, values, and skills via education is not an easy undertaking. Students are required to devote a significant amount of their time to studying, and they must graduate with respectable grades. Academic performance/ achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average (CGPA) (Talib & Sansgiry SS, 2012). Academic performance, as stated by Narad and Abdullah (2016), is the information acquired that is evaluated by a teacher through marks and/or educational goals set by students and instructors to be attained during a specified period of time. They said that these objectives are measured through ongoing evaluations or test outcomes.

Reading is the capacity to convert the visual representation of words into meaning, claim Longe and Ojo (1996). Walker (1998) asserts that reading is a process, not a final product, in which readers shift among informational sources (what they already know and what the text says), elaborate meaning and strategies, check their interpretation (receiving when appropriate), and utilize social context to focus their responses. Reading, according to the Interpretation Reading Association (2005), is a comprehensive method of extracting meaning from print that necessitates all of the following: 1. The creation and maintenance of reading motivation. 2. Creating suitable active ways to contrast meaning from prints 3. Enough prior knowledge and

terminology to help readers understand what they are reading. 4. The capacity to translate terms that aren't familiar 5. The capacity for fluent reading. As a result of most pupils losing interest and focus, bad reading habits among students resulted from the fact that reading is a complicated activity that demands high mastery and personal interest for solid efficacy.

It has been said that a child may only learn a great deal about his or her own world if exposed to reading books, newspapers, and periodicals. The wealth of human experience and knowledge is more accessible to the youngster as he is introduced to reading and grows to appreciate books. This is the reason why this thesis is focused primarily in reading physical books. It's likely that children don't get the chance to interact with books while they're young, which makes it harder for them to develop a habit of reading later in life. This is predicated on the notion that reading is a prerequisite for adult literacy. Regular reading is linked to the formation of complex grammatical structures; stronger comprehension, enhanced word analysis abilities, and fluency; minimal quantities of voluntary reading are linked to increased interest and skill development.

The Hindu newspaper (2004) has made the argument that reading a book in a quiet corner of a library has become an antiquated notion for most people in an age where surfing the internet, using cool phones, and sending nonstop SMSs appear to be the norm of the day. According to Sharma (1978), a youngster assists himself by reading books, newspapers, and other periodicals to learn about the world and its environment. Panagrahi and Panda (1996) say that after a kid has been taught to read and develops a passion for books, he may discover for himself the riches of human experience and knowledge based on the realization that this is true. The authors continued by stating that "children who miss the chance to interact with books at this stage find it challenging to develop a reading habit in their later years." According to Dave (1977), reading is an intellectual activity that a man can only engage in if he has made it a habit when he was a young child.

The value of reading cannot be overstated, as can be seen from the foregoing, since a reading habit is a highly important factor in a person's ability to become practically effective. The best medium for passing along information from one generation to the next is books. When you

read books at the perfect age for chewing and digesting each unique masterpiece, you will get the most out of them (Naik, 1976).

An important place in a man's life is reading. Reading unlocks knowledge riches.

It is among the most crucial parts of our language and a crucial instrument for lifelong learning. Reading is a crucial tool for lifelong learning, for picking up new knowledge and skills, and for learning via media including newspapers, books, radio, television, and computers (Chettri & Rout, 2013).

The greatest people in history have all been avid readers. Since people have been reading for a very long time, information has been passed down through the generations. The practice of reading has an impact on societal advancement and personal growth. Regular and methodical reading develops the mind, tames the emotions, raises tastes, and gives one insights on life, which equips one to participate effectively in social, religious, cultural, and political life (Lone, 2011). To build a progressive and healthy society, it is crucial to encourage reading habits

Reading is another form of art that gives a person a solid basis on which to create their worldview and their understanding of life. Reading may help people have a better understanding of their own experiences and may be a thrilling journey toward self-discovery. Reading gives people experiences that help them broaden their horizons, find their interests, develop and deepen them, and understand the world more fully (Green, 2002).

Early in childhood, reading habits develop, and by the age of twelve, a person has essentially developed their lifelong reading habits (Bloom, 1964). The quantity of additional reading done outside of the classroom has repeatedly been linked to improvements in verbal fluency, vocabulary, and comprehension as well as general knowledge. These pupils improve as readers, do better on achievement exams across the board, and know more about the subject matter than their counterparts who don't (Cullinan, 2000).

Additionally, having a healthy reading habit helps one comprehend their experiences better and may be an exciting journey to self-discovery. It makes it possible for someone to work effectively in real life. Early reading experience and academic achievement have been linked, according to research (Panagrahi & Panda, 1996).

For the purpose to comprehend the material and pass exams, reading habits help learners develop a pattern of study that tends to be constant. The academic performance of learners may be determined in part by their reading habits. Reading and educational success are linked and have an impact on one another. Learners' reading habits vary since they typically come from varied environments. We can identify pupils who read well, for instance, and learners who read poorly. Educational success refers to a person's level of school-based knowledge (Bashir & Mattoo, 2012).

The school culture, family culture, and disposable money have an influence on kids' reading habits, and ICT has an impact on reading, according to Mlay et al. (2015). Technology now has an impact on kids' reading habits at home in addition to how they learn and study in the classroom. Because reading materials are easier to obtain and load more quickly online, Chauhan and Lal (2012) found that students read online content more than offline content. It is well acknowledged that reading is a key element in students' academic success. Reading helps build awareness, communication ability, and academic writing skills.

Learners must establish solid reading habits in order to receive a creative education. Learners, who consistently read, particularly during their free time, are said to have a reading habit. Reading may be an inspiring path toward self-discovery and may help one better comprehend their own experiences. "The optimum time to develop a reading habit is in school while one is young, but once one is established, it may last all life. (Green, 2001)

According to Bashir and Mattoo (2012), academic accomplishment is the acquisition of knowledge and abilities that have been established as standards by an educational institution. He said that reading habits and effective reading instruction might be created throughout early education. Reading may help one better grasp their personal experiences while allowing them to discover themselves. Greene (2001) asserts that reading habits may develop early in school and, once formed, can last a person their entire life.

Academic success and reading are related. A learner may perform better in school subjects and other settings if they have good reading habits. Reading habits may aid a learner in acquiring

knowledge that is both significant and practical. The ability to read well may aid learners thrive and excel in life (Bashir & Mattoo, 2012).

A reading habit is essential for developing a literate society, claims Palani (2012). It aids in the development of a person's personality and their capacity for logical reasoning, critical thought, and cognitive skills. According to Palani (2012), efficient reading is crucial for effective learning, and since reading and academic performance are linked, we can infer that successful reading habits are necessary for academic success. Learners' academic performance may be improved by developing their comprehension skills with the aid of active reading habits.

Reading is defined as "an active endeavor on the part of the reader to understand a writer's message" by Smith & Robinson (1980, p. 41). Reading is a process of thinking, remembering, and connecting ideas while written words are working, claims Toit (2001). According to Devarajan (1989), reading is the skill of deciphering written and printed words. The interplay between what is in the mind and what is on the page within a certain context that leads pupils to comprehend what they read is how Irvin (1998) defines the reading process. Reading then involves being able to realize, analyze, and comprehend the information contained in words or phrases. Understanding a written linguistic message and examining and analyzing written or printed letters, words, or sentences are cognitive processes.

Particularly, the encouragement of one's own personal development and broader societal change are impacted by the reading habit. A person can become more prepared to engage successfully in social, religious, cultural, and political life through reading on a regular basis and in a methodical manner, which helps to hone the mind, refine emotions, increase tastes, and give insights for one's life (Lone, 2012).

Reading is a key component of academic success at colleges and universities across all subject areas. Learners must successfully complete all of their courses in order to get the points. To achieve the necessary grade point, learners must read. Gaining knowledge of the facts and developing abilities in the topic of research are prerequisites for success in colleges. Reading may help you learn all of these things. Despite knowing how to read, what to read, when to read it, and where to read it, the majority of college and university students do not have a

reading habit. The presumption is that students need a book to read at a specific period, whether for leisure or in order to pass the test.

### **1.1 The importance of the study**

Today's children consistently struggle with having bad reading habits. Several pupils spend their entire day attempting to read in school libraries and at home, but it never results in academic success. According to Tella and Akande (2007), reading is an essential component of life that is not simply for enjoyment but rather a necessity. It is also the primary method of instruction. To manage fresh and developing learning in the ever-changing world of technological advancements, reading is essential for everyone.

Pupils would benefit from this study because it will provide them with first-hand knowledge of the causes, effects, and long-term solutions to the issues associated with bad reading habits. Further, this study can encourage the government, primary and secondary school administrators, and educators to stay current with innovative reading instruction techniques and the supply of scholastic equipment.

Pupils enhance on the offered solution as a result of being well-informed of the negative effects of bad reading habits. This act as a channel for pupils' reading within and outside of the primary and secondary level and will inspire them to buy the required school supplies for themselves. Further, it raises educational standards because the research give pupils the tools they need to become proficient readers and writers. This can increase their chances of success in school and in society.

### **1.2 Structure of the thesis**

The introduction, literature review, methodology, findings and discussion, and conclusion are the five chapters that make up this essay. Introduction in the first chapter explains poor reading habits consequence the academic performance of present students. Importance of the thesis, aims and objectives of the study and also hypothesis of the study are part of the first chapter.



The second chapter comprises literature review; the need for effective reading culture, factors responsible for poor reading culture, the role of library in promoting reading among students, strategies for promoting reading habits etc.

The technique and study processes are covered in the third chapter. The study's design, research question and hypothesis, demographic and sample, data collecting and analysis methods, and tools are all presented.

The fourth chapter presents the final results of the instruments. All the results are presented in charts.

The final chapter offers a summary conclusion, a list of the study's limitations, and a suggestion for additional research. The bibliography and appendices are included in the final part.

### **1.3 Aims and objectives of the study**

#### **General Objective**

This study aims to investigate the issue of poor reading habits and how it affects students' academic performance today.

#### **Specific Objectives**

- Learn the reasons behind pupils' poor reading habits.
- Examine the impact of poor reading habits and their effects on a pupil's educational achievement.

Research questions of the study are:

- How do pupils generally feel about reading?
- Do reading habits affect pupils' academic achievement in any way?
- What motivates pupils to read?
- Is reading efficiency impacted by the lack of pertinent textbooks in the school library?

The hypotheses of the thesis are as follows:

H1# Poor reading habit affects the academic performance of primary school pupils.

H2# Poor reading habits among primary school pupils are significantly correlated with family and physiological background.

H3# Teacher's attitudes to the students affect their reading habit

## **2. Chapter two-Literature review**

### **2.1 Overview**

The main way to reach the knowledge room is by reading, a long-standing practice. According to Clarke and Rumbold (2006), it is seen as an unconscious practice that fosters the growth of a person's capacity for critical thought as well as their capacity for imagination. Therefore, having a reading habit is a crucial way to learn new things, enhance cognitive skills, and get insight into one's personality and character. Reading is seen as a way to learn new things and is involved in a constant awareness of a person's talents. Additionally, it appears that reading habits change with age due to differences in attention, interests, ability, and environmental factors (Ozbay, 2006).

There is a critical need to develop reading habits in order to accelerate learning and facilitate the educational process. According to Scales and Rhee (2001), a person's gender, race, and educational background may be used to predict their reading patterns and habits. Since reading enjoyment and propensity are highly correlated, it would be counterproductive to make someone read something they don't want to. In order to create reading habits for future learning, it is crucial to observe one's reading preferences. Youth reading habits are declining nowadays, and television, mobile phones, movies, computer games, and other unhealthy forms of entertainment are contributing to the deterioration of the issue. Individuals' personal, social, educational, financial, and professional backgrounds all have an impact on their reading preferences (Hopper, 2005).

According to Bond Tinker, Wasso, and Wasson (1994), reading is a technique that allows people to distinguish symbols apart from reading patterns. As a result, the reader can comprehend what is written and subsequently recall the portions that he found interesting. Chettri & Rout (2013), on the other hand, perceived reading as an optional step individuals take to analyze numerous themes included in a passage and noted that in learning, reading is the medium that allows people to grasp the world around them more thoroughly.

According to Okwilagwe (1998), reading entails the meaningful interpretation of words, phrases, and sentences. According to him, reading calls on a variety of critical thinking skills, including problem-solving, analyzing, inventing, and imagining. Understanding, probing, interpreting, projecting, defining, and determining the words' and the author's, meaning of the chapter, should also be included in the reading process. According to this description (Collins, Brown, & Newman 1998; Kidd & Castano 2013; Whitten, Labby, & Sullivan 2016), reading helps people become more cognitively skilled. This definition is consistent with how this research understands its intellectual underpinnings.

Reading, according to Dadzie (2008), is the ability to comprehend words found in written or non-printed materials and apply the knowledge for one's own growth. People read for a variety of purposes, including enjoyment, leisure, relaxation, information, and the advancement of their knowledge. Reading is the differentiating evidence of the images/symbols and the link of correct significance with them, according to Palani (2012). It ought to be recognizable and understandable. Skills in comprehension aid the student in understanding the significance of words both alone and in context.

According to experts (Dale, 1940), we only remember 10% of the things we hear, 40% of the things we write, and 60% of the things we commit to memory. The most astounding fact of them all is that we recall almost all of what we are taught. Even if not every one of us stands in front of a class as a teacher, we should all be sharing what we know. According to Okebukola (2004), reading gives mankind the means to pass on information to each successive generation and helps one to hear the wisdom of the past.

Reading is a fundamental tool for information sharing, and developing a reading habit is a skill that may be developed in the classroom. A youngster can educate himself about the world and its environment through reading books, daily newspapers, and various publications. The youngster may explore for themselves the wealth of human experiences and information throughout reading once they have been taught to read and have developed a love of books.

Children who don't have the opportunity to engage with books early in life find it challenging to develop a strong reading habit later in life (Deavers, 2000). Laws pass away but literature does not. In fact, according to Issa et al. (2012), books are the best medium for transmitting knowledge from one age or person to another. According to Philip (2009), reading is typically connected with schoolwork and exams rather than with enjoyment. But, it should go without saying that pupils who haven't read a lot will find it difficult, if not impossible, to demonstrate their skills in any field. According to research by Devendran (2007), pupils need to try reading more the more they observe their teachers doing it. The more pupils hear educators read to them, the more proficient readers they become. According to McKool and Gespass's 2009 research, educators who read for pleasure, implement writing circles, encourage reading discussions, and read for pleasure themselves are more likely to encourage their pupils to engage in quiet reading meetings, discuss their reading experiences, and recommend various books.

Singh (2011) looked at high school students' academic performance and study techniques. 100 high school students from two different high schools were chosen at random for the research. The findings indicate that there are considerable differences between males and girls' study habits and academic performance. But, Bhan and Gupta (2010) looked at the academic performance and study habits of students from both scheduled and unscheduled caste groups. The findings indicated that gender had little impact on students' study habits and academic performance. A reading habit can be formed if this activity is performed often and automatically. Moreover, Tampubolon (1990) affirms that a person requires more time to develop the habit of reading since motivation and interest play a part in it.

Additionally, Reid (2007) asserts that habits serve as emotional stabilizers or soothers. The person's thoughts and actions are guided by the patterns in his or her mind. Therefore, it can be said that reading is a habit that is a regular action that is done to understand information and find amusement in written content. It might be argued that fiction, non-fiction, books, periodicals, and newspapers all count as forms of reading. Reading is a great way to learn new things, and this can boost pupils' educational performance.

Higginbotham (1999) investigated the reading preferences of middle school pupils at a large public school in Atlanta, Georgia, a state in the southeastern United States. According to numerous societal assumptions, the study's findings showed disparities in interest by gender. Males had a higher preference for athletics and science, while females expressed a larger interest in romance, friendship, animal stories, adventure, and historical literature. Additionally, men favored non-fiction over women.

According to Gallo's 2007 statement, "Books yield their best to you, if you read them at the age at which each unique masterpiece can be ideally chewed and digested." Actually, little is known about students' daily readings and how they impact their academic performance. Pupils may read for a variety of reasons each day, like informational reading or reading for enjoyment (Issa et al., 2012). Numerous pupils think that reading is an essential component of learning and that reading is the primary way that many facts obtained via studying are acquired.

Reading, according to Guthrie, Benneth, and McGough (2007), is the process of deriving meaning from written or printed words. Reading is the foundation for learning and the most important life skill for everyone. Reading is mostly connected with books, as if written words complete the process of reading, according to (Issa et al. 2012). It indicates that a person may learn things, enjoy stories, and learn what other people think or don't believe throughout reading. The individual is capable of creating his or her own thoughts and beliefs. As a result, reading gives us access to all kinds of knowledge that are essential for our continued existence and development.

We may claim that a person has developed a reading habit if they consistently read without thinking about it. This occurs as a result of the habit being created unintentionally and being

repeated until it becomes a regular part of his routine. In reality, many students do not fit the description of individuals who have strong reading habits, and their subpar reading habits may be blamed for their subpar performance on school exams (Issa et al., 2012).

As claimed by Wygotskyian approach, children acquire skills throughout interactions with adults (Senechal and Cornell 1993). Vygotsky emphasized the important role that parents have in encouraging their kids to read. Cook-Cottone (2004), Dodici and Pertson (2003), and Rashid (2005) all claimed that when children are encouraged and complimented for doing well in reading at home, they take reading seriously. Instilling the habit of reading in children at home and at school requires parental participation, say Smith et al. (2007). Parental participation in their children's reading has a favorable impact on academic performance (Fan and Chen 2001; Dearing et al. 2006). When parents become included, they urge and encourage their kids to work more, which inspire the kid to work hard and succeed in school (Melhuish et al. 2001).

According to a research by Clark and DeZoya (2011), there is a strong correlation among enjoyment and academic achievement, suggesting that students who read more are also better readers. Additionally, research from the Organization for Economic Cooperation and Development (OECD) (2002) demonstrated that children's love of reading is more crucial to their academic achievement than their family's socioeconomic situation. Twist, Schagen, and Hodgson (2007) note that children with the most positive attitudes toward reading were more likely to perform well on the PIRLS (Progress in International Reading Literacy Study) reading assessment. Clark and Rumbold (2006) contend that reading for pleasure could be one meaningful way to help combat social exclusion and raise educational standards. Additionally, Clark (2011) and Clark and Douglas (2011) found a connection between reading frequency and achievement. Sheorey and Mokhtari (1994) looked at the behaviors of 85 college students in a Midwestern University in the United States. The study's findings revealed that pupils who read for an average of 4.75 hours per week performed better on a test of reading comprehension.

## **2.2 The Effect of Reading Habits on Academic Achievement**

According to Tracy and Akande (2008), reading is a type of entertainment that is essential to a person's growth and development of life skills. Students with bad reading habits receive poor

grades on their exams, are easily sidetracked, and finally quit school. According to Rubin (2002), kids with bad reading habits are more likely to engage in harmful social behaviors such as delinquency, absenteeism, aggression at school, taunting, computer hacking, and cheating on exams. A bad reading habit can play a major role in the demise of any person who is plagued by it, whereas a healthy reading habit develops steadily and creates a valued personality. The development of reading skills affects or improves confidence in a variety of topics, including social studies, science, arithmetic, and others. A student with poor reading skills struggles in class and struggles academically for the rest of his or her academic career (Fosudo, 2010). According to Ike (2000), "reading plays a valuable role in promoting ideas and ideals, which enhance both individual development and the socioeconomic development of the nation (p. 156).

Reading is a habit that lasts a lifetime and is the true source of knowledge access. It is accepted as a recognized technique that supports one in realizing one's unique potential and strengthens one's capacity for critical thought. Accordingly, it is believed that reading regularly is a crucial way for a person to develop their personality, mental abilities, and capacity for learning and understanding (Clark & Rumbold, 2006).

According to several studies (Cunningham & Stanovovich, 2001; Hangu, Capps, Blacklock, & Garza, 2014; Levine, Waite & Bowman, 2007), students' reading habits have a significant impact on their scholarly output. It is a crucial technique of learning and is necessary for better academic achievement (Bashir & Mattoo, 2012), and it affects how well university students throughout the world fare. Students' emotional and intellectual intelligence increases when they are engaged in reading, even nonacademic books (Okwilagwe, 1998). Good reading habits allow kids to develop their critical thinking abilities and eventually improve their academic performance. Additionally, even reading nonacademic novels helps pupils improve their linguistic abilities.

Asagwara (2001), nevertheless, points out that poor reading habits have a detrimental impact on pupils' comprehension, which has an impact on their performance and development. Even intelligent pupils who read less poorly suffer academically (Levine, Waite, & Bowman, 2007).

However, some students with poor reading abilities have made noticeable improvements after taking part in lengthy reading assignments (Anderson, Wilson, & Fielding, 1988). Unfortunately, reading is losing ground to social media and technology in terms of leisure time choices (Obaidullah & Rahman, 2018). It is simpler for students to view videos and other online programs when they use websites like YouTube, Facebook, and other social media platforms (Obaidullah & Rahman, 2018; Palani, 2012); Palani, 2012). As a result, more students are developing an unfavorable opinion of academic reading. These factors account for the worrying fall in the number of pupils who read outside of the classroom.

People who read from an early age excel in reading and are more knowledgeable (Cunningham & Stanovich, 2001; Pearson, 2013), while those from low-income families or cultures where reading is not introduced or emphasized display very poor reading skills (Snow, Burns & Griffin, 1998) (Ameyaw, Anto, 2017; Chen, Yang, 2014; Heath et al., 2014).

According to published research, technology and social media diversions have led to a reduction in college students' reading habits and an increase in their disinterest in reading (Briggs, 1987; Palani, 2012). Some pupils also fail to develop reading habits as a result of their unique family situations, which are impacted by poverty and conventional beliefs and behaviors. It can be challenging for students from these backgrounds who have minimal reading experience to succeed in college (Ameyaw & Anto, 2018; Yamoah, 2015). Thai pupils did badly on the PISA exam, according to the QECD (2014) poll conducted in Thailand. The exam also showed that kids' reading proficiency had an impact on their academic success.

According to literature, kids' acquisition of reading habits determines how well they perform academically (Annamalai & Muniandy, 2013). Horbec's (2012) research revealed a significant link among reading behavior and academic success. According to Fatiloro, Oyekoa, and Hameed (2017), Kidd & Castano (2013), Whitten, Labby, and Sullivan (2016), reading habits have a considerable positive impact on pupils' academic performance. Reading habits are more significant than using object lessons, blackboards, maps, images, or even reading digital texts. Reading-based teachings eventually assist pupils in committing such concepts to memory (Singer & Alexander, 2017).



Recreational reading has been shown to promote the growth of vocabulary and grammar (Krashen 2004, 2009; Krashen & Williams, 2012). According to Cunningham and Stanovich (1998) and Whitten, Labby, and Sullivan (2016), reading for enjoyment affects verbal fluency, comprehension, eloquence, vivid thinking, and academic achievements. However, bad reading habits lead to extremely low marks. A study of 227 preservice teachers found that since they disliked reading and did not value assignments, they had low reading comprehension after completing three years of their bachelor's degree. Better grades were achieved by readers (Benevides & Peterson, 2010).

Burgess et al. (2011) looked at the relationship between instructors' reading preferences, knowledge of children's literature, and engagement in encouraging reading among pupils. 161 fifth-grade teachers from throughout the country participated in the study. The study came to the conclusion that the schoolteacher's role in helping students develop their reading skills was greatly influenced by his or her reading skills and knowledge of children's literature.

Additionally, it was established that teachers who had a stronger understanding of children's literature employed more effective literacy strategies. Unfortunately, rather than narrative material, we rely mainly on picture books and novels to promote children's voluntarily reading habits. A healthy balance between fiction, narrative, and factual reading is important.

### **2.3 Factors That Influence Reading Habits**

Numerous factors affect reading preferences. According to research, reading preferences are influenced by factors including age, gender, marital status, educational background, employment, and parents' educational backgrounds. According to findings from a research done by Allahi and Khandai (2015) on 410 college students in India, female college students read more than male college students, which led to superior academic achievements.

Mudzielwana (2014) cites a number of factors as the main causes of parents' lack of involvement in their children's reading development, including education level, lack of time, laziness, and lack of resources and abilities. Children's reading inadequacies are caused by a variety of socioeconomic factors, physical abnormalities, mental imbalances, a lack of motivation, teachers' failure to assist the students, and more (Akubuilu et al., 2015). Aina et al.

(2011); Chettri & Rout (2013); Igbokwe et al. (2012); Majid & Tan (2007) found that children's interest in reading and reading development are negatively impacted by excessive screen time used for purposes other than reading books. Lack of time, absentee parenting, and diminished interest, according to Akindele (2012), are major barriers to children's acquisition of reading habits.

The main obstacles to promoting reading habits among students, according to Ogunrombi and Adio (1995), are parents who are illiterate, an unfavorable reading environment, parents who don't read, insufficient reading material, a lack of good reading skills, a lack of libraries, and a preponderance of schoolbooks. Children who dislike reading are more likely to lack motivation, spend more time watching television, make bad decisions, and perform relatively poorly in their academics. These sorts of initiatives are carried out for a variety of reasons, including poor outreach strategies, a lack of funding, and a lack of true dedication (Chidiebere et al., 2013).

Children may develop better reading habits in a variety of ways, including by giving them a better atmosphere, suitable reading material, reading rewards and prizes, setting up a home library, giving them more time, etc. The motivation of parents, family members, and teachers contributes to the development of reading and literacy in children. The critical thinking and analytical abilities of children are developed and encouraged by parents' healthy reading activities (Ahmad et al., 2020; Bano et al., 2018). It is also important to highlight that in order for parents to be more effective and result-producing in their children's education and intellectual development, practical and results-oriented training programs are required. 2013's Patt; 1993's Simmons et al.

Adnan et al. (2016) came to the conclusion that parents and teachers work together to foster a positive reading environment so that students show the greatest interest in productive reading. In order to encourage youngsters to read for pleasure, he advised parents to provide engaging books and a welcoming reading space. The greatest way to foster reading, according to Ahmad et al. (2021), is for parents, guardians, and language teachers to play active, committed roles. They went on to say that parents' provision of proper reading materials at home may also serve as the key factor in encouraging youngsters to develop a love of reading.

To make reading more efficient and goal-oriented, Conner and Farr (2009) identified three abilities that students must master: separating significant information from less important information; approaching texts intentionally; and making an effort to comprehend. Yochum and Miller (1993) came to the conclusion that correcting reading and learning inadequacies among children requires improved communication between parents and teachers regarding a child's learning issues. Parent and Teacher Associations (PTAs) also serve as a unifying force between parents and educators, encouraging them to accept their rightful and result-driven roles in fostering kids' reading habits (Yusof, 2010).

Reading aloud to children fosters literacy development like listening ability, the book's orientation, page-turning, and print recognition, which ultimately leads to increased reading achievement, according to High et al. (2000). Researchers were also of the opinion that parents should continuously follow their child's development. One of the greatest ways to encourage reading habits and reading development is to help the child establish a modest personal library of books that he or she may buy for themselves and with gifts. The study also made the case that parents should create reading lists with brief book summaries to encourage their kids to read. Additionally, authors advised parents to exercise caution when choosing books for their children to read because some of them might seriously hinder the formation of good habits in them.

Other than demographic changes, technological progress has resulted in an abundance of knowledge and extensive media consumption. Gunasekara (2002) found that Sri Lankan students ignored their studies in favor of spending a lot of time online browsing, conversing, and viewing media. All they did was study for their final. In a different study, Liu (2000) noted that the students preferred to watch television shows over reading in their leisure time.

According to a 2003 worldwide survey (Books Aid worldwide), YouTube and the sharing of online information have reduced the reading ability of university students in the United Kingdom. Only about half of the pupils read, and they only do so right before the final test.

It has been proven that a student's reading attitude either helps or inhibits the formation of reading habits. Children's disinterest in reading, according to Briggs (1987), lowers their desire to read. In a survey of aspiring college instructors by Applegate et al. (2014), it was found that

the majority of the students lacked interest for reading. Only 48.9% of these pupils showed reading interest. Female pre-service teachers showed a favorable attitude toward reading and performed better academically, according to a different study by Bulgurcuoglu (2016).

Many students are disinterested in reading academic literature because they are too indolent (Owusu-Acheaw & Larson, 2014). Despite having learnt to read at home, some pupils quit reading as they become older and get interested in other activities. When they enter college, students who quit reading regularly in elementary or secondary school become sluggish learners (Akabuike, & Asika, 2012).

Reading preferences can also be influenced by family history and the living situation. Students who were unable to learn to read at home due to a lack of resources or because of their parents' education level have a hard time building good reading habits (Ameyaw & Anto, 2018; Yamoah, 2015). According to a survey of 395 college students majoring in education, their parents did not read to them when they were young, which had an impact on their reading skills. The level of poverty in some Ghanaian areas determines whether or not pupils are interested in reading. Students struggle to focus on reading because of a shortage of reading resources or household distractions (Acheaw, 2004; Ameyaw & Anto, 2018; Yamoah, 2015).

International students' limited reading habits may be caused by their limited language abilities. According to Alghail & Mahfoodh (2016), overseas college students have trouble reading scholarly papers. As stated on page 379, the students found it challenging to "take brief and relevant notes; use own words in note taking; work out the meanings of difficult words; and identify supporting ideas/examples." These writers argued that because kids had minimal exposure to academic reading materials, they experienced reading difficulties and poor English language proficiency.

#### **2.4 Factors Hindering Students Reading Habits**

In order to identify the variables that impacted students' reading habits, Ogunrombi and Odio (1995), quoted in Hassan, Olasen, and Mathew (2012), conducted an investigation involving 600 students in 10 secondary schools in Nigeria. It was determined that reading was hampered by living situations. It was found that other elements impacting kids' bad reading habits were a

lack of reading resources, a lack of reading materials and skilled librarians, a lack of public libraries, and a lack of teacher motivation.

With the main goal of encouraging a reading culture between students, Wilson and Bhamjee (2007) looked at the promotion of literacy among secondary school pupils. The findings showed that while 32% of the kids claimed they lacked a peaceful home environment in which to read, 9% of the pupils hailed from literate backgrounds in which their parents read every day.

According to Morrow (1995), who was mentioned by N'Namdi (2005), parents are the first and most important teachers who should invest the most time in encouraging their children to read. Zhang (2002) suggests that encouraging big reading in the classroom can aid students in developing good reading habits and literacy skills.

Recent research has demonstrated that external variables have a detrimental impact on the development of reading habits. Adetunji and Oladeji (2007) listed a number of issues, including an unfavorable reading environment, peer pressure, the school curriculum, and parental and teacher influence, that might prevent children from developing excellent reading habits. The instructor is thought of as the key that unlocks the reading garden entrance. The instructor might also encourage the reluctant reader to read by persistent and tenacious example. (Loh, 2009). Morrison and Cooney (2001) hold the opinion that the home environment is a crucial setting for children's initial learning and socio-emotional development. It appears to be the most important during a child's formative years and is also crucial for the following years of learning in primary school.

## **2.5 Role of the Library in creating Reading Habit**

Libraries are dedicated to giving everyone free and equitable access to all types of knowledge, whether it be written, recorded, or visual. By offering age-appropriate and engaging reading material, they support the creation of literate and welcoming environments. Given that they contain a variety of learning resources in print and non-print media in addition to books, modern libraries are often referred to as learning resource centers or media resource centers. It is crucial for librarians to promote a reading culture.

Promoting a reading culture has been a serious concern in many countries throughout the world, but despite all of these efforts, one common threat still exists: no country is happy with the amount of engaged readers that exist among its population. In most countries, it is accepted that in order to establish a long-lasting, mutually beneficial connection between individuals and books, approaches and instructional methods used to promote reading must be frequently employed. If the current pace of reading continues unabatedly, the number of illiterates will continue to climb in the future, claims Eisemon (1997). Makenzi (2004) pointed out that the reverse of literacy, illiteracy, is difficult to measure. Although it is relatively simple to find statistics on the world's illiterate populations, little is known about the millions of literate adults who rarely pick up books or magazines and about the millions of schoolchildren for whom reading has largely come to mean textbooks. It is still challenging to determine what is generating this phenomenon due to the wide variety of reading styles. Additionally, reading preferences vary greatly based on the reader's age group, educational attainment, and sociocultural background.

By offering sufficient and appropriate reading material, library orientation programs, a vibrant, welcoming reading environment, and cutting-edge library services that grab their attention and motivate them to develop a good reading habit, they act as a catalyst, inspiring and motivating students to read. Children will benefit from active reading awareness programs, information literacy campaigns, and other activities that foster a love of reading.

The goal of library services should be to get kids into the habit of reading. With the intention of piquing students' attention, drawing them to the library, and inspiring them to form a reading habit, the library should offer cutting-edge, creative services. It is crucial to use proactive learning strategies and methodologies that may inspire and encourage kids to develop a lifelong reading habit in order for them to not only develop stronger communication skills but also to advance intellectually and make valuable contributions to society.

In order to establish reading as a habit that will always be required and loved throughout one's lifetime, it is important to encourage children and teenagers to read as part of their everyday lives. A well-organized library containing printed and non-printed books and other resources for

study, research, and recreation—a storehouse of information. The adage that "knowledge is power" is untrue, because books are, of course, a wealth of knowledge. It is not simple to cultivate a love of reading and maintain a good reading interest that will eventually lead to a reading habit. The school and public libraries can help with this.

The distinctive function of public and school libraries is that they are essential to the growth of literacy, which manifests in a tenable reading habit. This then serves as a foundation for a process of lifelong learning. According to Philip (2009), reading is what connects libraries to literacy. When individuals get into the habit of reading, they will visit the libraries in search of books. They strengthen their reading habit by exploring the new universe that connects within the library by using the school and public libraries.

Libraries may participate in literacy teaching in any way, according to Schamber (2006), who also advocates their engagement in literary promotion. She advised that libraries offer programs for persons for whom English is a second language, such as one-on-one tutoring, or literacy workshops language. Additionally, reading materials ought to represent many cultures and interests. Additionally, there should be enough room for tutoring and access to instructional resources. A literacy librarian should oversee all of the activities.

Children's library activities in both public and school libraries are as varied and fascinating as the staff that works there. The operation of the children's library differs from that of the adult libraries. One of the primary functions of a library is to facilitate the search for and use of information. A child's library is a collaborator in their education. According to Ugboma (2010), a librarian working in a children's library must plan a variety of activities to be able to accomplish this aim, including these: Storytelling, Craft Making, Film Shows, Puppetry, Talks, Book Exhibition and Book Talks.

## **2.6 Time Spent in Reading by Students**

According to Haliru, Marjanatu, Mohammed, and Dangani (2015), out of the 480 respondents, 250 (52%) said they read for between one and two hours, 150 (31%) said they read for between two and three hours, 50 (11%) said they read for between three and four hours, 20 (4%), for between four and five hours, and 10 (2%), for six hours or more. In a related research, Kavi,

Tackie, and Buggyei (2015) found that respondents were reading for longer periods of time each day, ranging from more than 5 hours to less than 1 hour.

29 (33.3%) of the respondents said as much, followed by 4 (4.6%), who said they read for more than 5 hours. A further 49 people (56.3%) reported that they read for 1-2 hours each. In their 1999 study on the English reading preferences of ELLS students at the University of Science in Malaysia, Kaur and Thiyagarajah found that the majority of the students enjoyed devoting 3-5 hours per week to reading activities.

According to the research's analysis, (69.8%) of the respondents read literary works, followed by newspapers with (28.6%), novels with (25.4%), and newspapers with (28.6%). In a related research on children's reading habits and the availability of books in Botswana Primary schools conducted by Tella and Akande in 2007, they found that 36.7% of children read every day. The research identified two variables that prevented children from reading: a lack of reading resources in the school library and the high price of reading materials. According to Medar and Kenchakkanavar (2015), out of 246 respondents, 39.02% spent 2-4 hours reading, 30.89% spent 5-6 hours reading, followed by 17.09% who read for 6-8 hours, 7.30% who read for more than 8 hours, and 05.69% who read for less than an hour.

## **2.7 The Development of Reading Habits**

Early reading habits and attitudes among students are thought to emerge mostly at home. The attitudes, efforts, and living conditions of parents have a significant impact on their children's reading habits. The formation of students' reading habits depends greatly on parental involvement. According to Ernst-Slavit, Han, and Wenger (2004), parents are their children's first instructors, although teamwork between parents and teachers is important for kids' reading habits. Parents and teachers each execute their own tasks at home and at school, respectively. Parents of different pupils often fail to give their kids the right amenities. The family environments, cultures, beliefs, and literacy habits of students vary. All of these elements have an impact on pupils' academic success.

Pupils' ability to acquire healthy reading habits is supported by the attitude of their parents and their home surroundings. A youngster who is supported by his parents in a positive home



environment and background is ready to meet this challenge when they first start school because it is a new place for them. Because most parents are unable to give their kids a perfect environment due to incapacity, inadequate resources, bad management, and poor family backgrounds, their kids end up being varied learners.

According to Greaney (1996), parental impacts on children's reading include: a lack of acceptable reading material, parents' inability to buy books, a lack of light and space, the volume of daily home chores, and child labor practices. In order to help their children learn, parents may engage with them by reading books and playing activities, say Padak, Sapin, and Ackerman (2004). To clarify their children's understanding of these topics and to explore the methods and resources of the community, they might take field trips to a farm, park, library, and industry. To teach their kids a lesson about a real-world issue, parents might put their kids in a variety of circumstances.

Similar to this, Bus (2003) asserts that parents' attitudes have a direct impact on their children's reading habits since they may better engage them in reading and help them maintain their level of interest in books. Therefore, parents who dislike reading as a source of knowledge should be aware of the benefits of reading if they want their kids to develop a meaningful and enjoyable reading habit. For their children to be able to share things and experiences with one another, parents must foster a close and cordial relationship with their offspring.

Moreover, parents may effectively encourage their kids to read if they figure out how to make it enjoyable and bridge the gap among kids and books. Parents can more effectively explain to children the visual details, complicated subjects, and language challenges that cause issues. They serve as a focal point for their kids as they develop their reading habits. As a result, parents and teachers are crucial in helping kids develop good reading habits.

It has been noted in academic literature that parents faced several challenges in developing reading habits in their kids, including involvement with contemporary electronic tools (Loan, 2009). According to studies, the majority of kids would rather watch TV than read (Hastings & Henry, 2006; Loan, 2009). In order for the next generation to establish successful reading habits, parents and other key stakeholders in education need to understand the implications of

the redundant use of contemporary technology for purposes other than book reading. Additionally, this study only looked at one aspect of screen usage, which was how much time parents believed their kids were spending on social media instead of reading books, watching television for amusement, and playing mobile games.

Numerous authors have examined the various pertinent facets of parents' reading responsibilities, such as parents' active reading engagement with children (Ahmad, Soroya, Tariq & Chaudhry, 2021), parents' role in encouraging children's reading habits (Ahmad, Tariq, Chaudhry & Ramzan, 2020), and parents' role in fostering reading habits and academic performance (Bano, Jabeen & Qutoshi, 2018; Rasheed, 2012), but after Investigating this phenomena in the context of Pakistan is crucial in order to comprehend the main issues and determine the most effective methods for encouraging youngsters to read.

Mudzielwana (2014) cites a number of factors as the main causes of parents' lack of involvement in their children's reading development, including education level, lack of time, laziness, and lack of resources and abilities. Children's reading inadequacies are caused by a variety of socioeconomic factors, physical abnormalities, mental imbalances, a lack of motivation, teachers' failure to assist the students, and more (Akubuilu et al., 2015). Aina et al. (2011); Chettri & Rout (2013); Igbokwe et al. (2012); Majid & Tan (2007) found that children's interest in reading and reading development are negatively impacted by excessive screen time used for purposes other than reading books. Lack of time, absentee parenting, and diminished interest, according to Akindele (2012), are major barriers to children's acquisition of reading habits.

The main obstacles to promoting reading habits among students, according to Ogunrombi and Adio (1995), are parents who are illiterate, an unfavorable reading environment, parents who don't read, insufficient reading material, a lack of good reading skills, a lack of libraries, and a preponderance of schoolbooks. Children who dislike reading are more likely to lack motivation, spend more time watching television, make bad decisions, and perform relatively poorly in their academics. These sorts of initiatives are carried out for a variety of reasons, including poor outreach strategies, a lack of funding, and a lack of true dedication (Chidiebere et al., 2013).

Children may develop better reading habits in a variety of ways, including by giving them a better atmosphere, suitable reading material, reading rewards and prizes, setting up a home library, giving them more time, etc. The motivation of parents, family members, and teachers contributes to the development of reading and literacy in children. The critical thinking and analytical abilities of children are developed and encouraged by parents' healthy reading activities (Ahmad et al., 2020; Bano et al., 2018).

The right guidance from parents, teachers, and others may foster and cultivate reading habits (Bahruddin, Hasnol, Ramsi, and Kadir, 2015).

It has been proven via studies (Cunningham & Stanovich, 2001; Strauss, 2009) that children who learn to read at a young age at home will continue to do so throughout their lives. Reading is a skill that should be cultivated throughout a person's life, according to White (2002), who argues that it is important to instill in children's minds from an early age. She urged that parents should prioritize teaching their kids to read and write. Pre-service teachers who were effective had learnt to read as children, according to a research by Benevides & Peterson (2010). They had been inspired by their parents to appreciate library reading.

According to several experts, kids become proficient at acquiring the language when they put effort into and enjoy the reading activity (Reyhene, 1998). Others think that when reading is deliberately focused on a single objective, it becomes a habit (Chettri & Rout, 2013). The main ideas or aims of a book's writing are eventually understood and appreciated by the reader, who also broadens their conceptual grasp of concepts that may be applied to and articulated in order to shape their own view of life (Reyhene, 1998; Chettri & Rout 2013).

As a result, everyday repetition is necessary to form a reading habit (Méndez 2018). As a result of repetition, a person develops creativity and critical thinking skills (Tung & Chang, 2009). 44 medical interns participated in a specific research (Linzer et al., 1988) in which they were assigned a journal or lecture series to read. The interns learned more as a result of attending more sessions. Unfortunately, pupils were unable to develop the habit of reading if they lacked the necessary materials or did not live close to libraries with decent reading materials (Ogunrombi, 1995).

## **2.8 Strategies for promoting reading habits**

In order to encourage children to read for pleasure on a regular basis, there are a number of effective tactics, motivators, and practices that may be employed. The finest methods and techniques parents employ to encourage and instill reading habits in their kids were the subject of a query. To determine the relative importance of each technique for fostering children's reading habits, mean values for the variables were determined.

The presence of books and consistent reading role modeling is an early reading environment's initial defining feature. Farrant (1997) underlined that using informal means of reading rather than formal ones is the greatest approach to promote reading. He said that before attempting to teach a youngster to read, informal means should be used to spark his interest in reading. In order to help youngsters identify books with enjoyment and value, he pointed out that this was accomplished through narrative, instructor reading, and consulting books to learn information.

In fact, Gibson (2004) said that in order to motivate students to read, they should be given the freedom to select the books they want to read, read books with plenty of images, read for competitions, have access to a classroom library, and have authors read to them in class. Once students were exposed to various reading strategies and reading resources, they were likely to expand their horizons and take up the habit of routine reading.

Access to text would also promote reading. The establishment of classroom libraries for the students is a good place to start in order to expose them to a variety of books, magazines, and other print materials in diverse genres and at varying degrees of difficulty. Such activities would probably increase students' exposure to reading and encourage them to cultivate a reading culture. Beers (1996) argued that while choice is vital, it should be restricted to prevent overwhelming novice readers.

Additionally, students and instructors are exposed to a range of informational resources via book fairs, exhibitions, and book discussions. These can be done in a classroom setting when teachers and students introduce one another to their favorite books. This can be accomplished by reading aloud from the book's blurb on the back cover, the opening lines of the first chapter,

or any other favorite passage while explaining why the book was entertaining. Later, encourage book swapping to encourage more students to read.

The promotion of a reading culture in Uganda, and other African countries, must therefore go hand in hand with the promotion of reading as a pleasurable activity, which meant that the pupils must start to read for fun and not just because they have to prepare for examinations (Rosenberg, 2003). Sarjant (2005) stated that, for this to be possible, the promotion of reading for enjoyment, or to „sell the sizzle of reading“ as he put it, had to begin when the children were very young.

Additionally, it has been shown that children who perceive reading as fun rather than a means of learning certain skills would increase their literacy more quickly. Therefore, it was thought that encouraging this kind of reading was a good thing (Rosenberg, 2003). Facts from a research comparing "high and low achieving countries" may support this opinion. When students were asked how one becomes a good reader, the excellent readers in "high achieving countries" and the good readers in "low achieving countries" gave different replies. The good readers in the "high achieving countries" emphasized elements like reading a lot of good books, having a creative imagination, and picking up a lot of new vocabulary, whereas the good readers in the "low achieving countries" focused more on factors like doing a lot of drills, sounding things out, and exercising self-control.

Additionally, a more skill- and drill-based approach to teaching might not provide superior outcomes. Contrarily, this approach appears to produce readers who do not read outside of school and it does not produce engaged readers (Elley, 2001). Reading should be done on a daily basis and not just in schools if you want the reading culture to change. Thus, it was intriguing to observe how feasible it was to encourage kids to read outside of the classroom and for fun.

Early readers are often left alone to examine books and practice reading-like behaviors that have been modeled for them; no one checks on their reading progress or puts any pressure on them to sound out words (Phinney, 1988). Gitachu (2007) discovered that by having a dialogue with young children after reading to them, people who offer to read to them frequently aid in

their development as independent readers. Because of this, Nannozi (1996), cited by Nnam (2003), said that in order to encourage the habit of reading in schools, reading should be taught as a topic in and of itself, consistently and methodically, and as a result, a lot of time must be expressly allotted for it on the schedule.

To encourage students to read ahead and build on what they had learned in class, teachers assigned them projects that required them to conduct library research. Planned reading sessions would allow students to take use of their time in the libraries and expose them to a range of reading materials, which would motivate them to read.

Additionally, Earl (1997) suggested that reading logs should be implemented as a way to encourage reading among students. The reading logs assisted students in keeping track of their reading both in and outside of class. They included the content read as well as the length or number of pages read. The logs provided a framework for measuring progress in addition to acting as a sufficient reminder to read. They also sent a strong and unambiguous message about the value of reading outside of class. This kind of exercise would probably inspire students to read more.

According to research, kids who read aloud to their parents are smarter, are better readers, and have better communication skills. Reading ought to be enjoyable, in Corirossi's (2001) opinion. "Never associate reading with punishment or reprimanding your children," Corirossi said. For instance, putting your child to read in a room as punishment decreased the youngster's interest in reading. According to Sangkeo (1999), parents who read aloud to their kids offered them the finest possible start on the path to literacy. He believed that the kids who excelled in literacy classes at school were those who grew up around books and had parents and siblings who read to them. As a result, he offered some original advice for parents on how to encourage reading in their kids, including reading aloud from picture books, setting up a home library to enhance learning, and going to bookstores and libraries.

The manner youngsters were introduced to reading had a big impact on how well-rounded readers they were. Before teaching their students to read syllables and basic phrases, teachers often taught their students how to recognize the distinct letters of the alphabet. For example,

Bakunda et al. (2003) claimed that the Enhancement of Universal Primary Education in Kampala (EUPEK) project chose to employ a phonic method to teach reading in order to enhance reading practice with the goal of increasing learners' reading abilities. Jolly phonics, a multi-sensory technique that uses letters, sounds, motions, and tales, was seen to be a superior option. It brought reading to life and made it fun and understandable.

The humorous phonics approach assisted students in decoding words by comprehending the sounds that the letters stand for. The 42 sounds of the English language were therefore taught to the students, in addition to the alphabet's names. With this information, teachers guided students through the phases of combining sounds, creating words, and finally reading. They were also taught how to write by detecting the sounds in words, connecting the letters to those sounds, and correctly constructing the letters. This kind of reading instruction provided the student with a strong foundation for both reading and writing.

In order to encourage a reading culture, instructors should, according to Magara and Batambuze (2005), employ better teaching strategies. To teach students how to read, teachers needed to receive training. Additionally, it has been stated that book-based instruction is far more successful than conventional teaching techniques, which are founded on a single textbook. This meant that instead of using the standard reading strategy, the students should be exposed to a wide variety of books that are pertinent to them (Elley, 2001).

One technique to alter students' perceptions of reading as homework is through these instructional strategies. This factor was crucial since it is thought that a reading culture cannot develop if students view reading as something they must do but do not love. Reading could become a part of every element of children's daily lives once reading was seen as enjoyable and used in other areas of their lives.

To make reading more efficient and goal-oriented, Conner and Farr (2009) identified three abilities that students must master: separating significant information from less important information; approaching texts intentionally; and making an effort to comprehend. Yochum and Miller (1993) came to the conclusion that correcting reading and learning inadequacies among children requires improved communication between parents and teachers regarding a child's

learning issues. Parent and Teacher Associations (PTAs) also serve as a unifying force between parents and educators, encouraging them to accept their rightful and result-driven roles in fostering kids' reading habits (Yusof, 2010).

According to High et al. (2000), the culture of book sharing with young children has a highly encouraging impact on their language and vocabulary development as well as their ongoing book-reading habits. When you read aloud to kids, you help them develop literacy skills including listening comprehension, book orientation, page-turning, and print identification, which in turn raises their reading proficiency. Researchers also believed that parents should keep an eye on their kids to see whether their efforts to encourage reading habits and literacy development are having the desired effect. One of the greatest ways to encourage reading habits and reading development is to help the child establish a modest personal library of books that he or she may buy for themselves and with gifts. The study also made the case that parents should create reading lists with brief book summaries to encourage their kids to read. Additionally, authors advised parents to exercise caution when choosing books for their children to read because some of them might seriously hinder the formation of good habits in them.

## Conclusion

Parents, educators, and professors frequently lament the lack of reading habits among children in today's generation. In light of the aforementioned claim, second chapter tried to analyze the literature review about poor reading habits and their consequences on general educational performance. Especially, we tried to find out if poor reading habit affects the academic performance of primary school pupils, if family and physiological background is correlated with poor reading habits and if teacher attitudes affect student reading habits. These are some of the topics that we will test in the research.



### **3. Chapter three-Research Methodology**

#### **3.1 Background of the study**

The goal of this research was to see the consequences of poor reading habits on students' general academic performance. Educators utilize a variety of methods, plans, and frequently, these variations take place in the same school or district. Learning and reading are inextricably intertwined. Learning also contributes to general growth in terms of the mind, career, and person. Reading helps people grow more complete in every way, since it not only provides them with fresh perspectives, knowledge, and understanding.

Teachers who love to read aloud inspire pupils to love reading on their own, which encourages them to take up pleasure reading. Engaging group read-aloud sessions of books are one of the most efficient ways to transmit this excitement. The immediate learning opportunity offered by this interactive reading can help children get a deeper comprehension of the ideas in the book and spark their interest in learning.

The frequency, volume, and content of students' reading are considered to be their reading habits for this study. The reading habits of students have been studied by researchers over the years in relation to gender (Scales and Rhee, 2001; Razia, 2015; McGeown, 2015), income (Razia, 2015); age (McGeown, 2015); educational background (van Bergen et al., 2017); employment status (Ahmad et al., 2014); and career and professional development (Womack and Chandler, 1992; Wood et al., 1995; Erdem,2015)

Data were gathered using a survey study approach. With the help of data collectors, copies of the questionnaire were delivered to pupils at "Vellezërit Frashëri" elementary and lower secondary schools. Three main methods were used in this study's design to help it accomplish its goals, allowing for a deep grasp of the research topics by fusing the two viewpoints. As a result, questionnaires and interviews served as the primary data collection methods. According to Seliger and Shahomy (1989), questionnaires may be used to "collect data on phenomena" or behaviors that are difficult to witness. The survey approach, according to Hassan (1995), entails

direct interaction with individuals, traits, or attributes that are pertinent to a particular research.

For a variety of purposes, this research is crucial to the subject of education. First, educators should understand that building a knowledge society depends greatly on pupils developing a love of reading and being lifelong learners. Reading is important because it gives people the information and comprehension they need to establish their own lives and positively impact the socioeconomic growth of the country.

The purpose of this master thesis was to investigate the issue of poor reading habits and how it affects students' academic performance today. It was based on students' questionnaire, parents' questionnaire and a teacher interview developed at "Vëllezërit Frashëri" a primary and lower secondary school in Lipjan.

Another objective of the study was to learn the reasons behind pupils' poor reading habits and to examine the impact of poor reading habits and their effects on a pupil's educational achievement.

The research findings are presented in bar graphs, charts, tables, for quantitative and qualitative data.

### **3.2 Research questions**

Research questions of the study are:

- How do pupils generally feel about reading?
- Do reading habits affect pupils' academic achievement in any way?
- What motivates pupils to read?
- Is reading efficiency impacted by the lack of pertinent textbooks in the school library?

### **3.3 Research Hypothesis**

The hypotheses of the thesis are as follows:

H1# Poor reading habit affects the academic performance of primary school pupils.

H2# Poor reading habits among primary school pupils are significantly correlated with family and physiological background.

H3# Teacher's attitudes to the students affect their reading habit

### **3.4 Research Design and Methodology**

To get exact results, in this research were used instruments like questionnaire which was done with both parents and students to see their viewpoints and also an interview with teachers.

### **3.5 Participants**

The study was conducted in primary and lower secondary school "Vëllezërit Frashëri" in Lipjan and was focused on the poor reading habits and their consequences on general academic performance. The participants were pupils of the ninth grade, in total sixty pupils. All the pupils lived in urban area and their level of English is elementary. Their age was between fourteen and fifteen years. Parts of the research were also the parents of the pupils. The purpose of the parents' questionnaire was to see parents' opinion about reading habits of their children. There also were five other participants, they were English teachers of above mentioned school. All of the teachers were with a master degree and all of them had experience more than 6 years. The pupils belong to the same level of language proficiency.

### **3.6 Instruments**

The instruments used in this study were questionnaire with students and also with the parents and also an interview with teachers. The students' questionnaire (Appendix A) was the first instrument used in the research. The questionnaire had 14 questions and was used to see students' opinion on the poor reading habits and their consequences on general academic performance.

Parents' questionnaire (Appendix B) was the second instrument used in the research. The purpose of this questionnaire was to see their opinion about the reading habits of their children. Parents' questionnaire had 10 questions.

Teachers' interview (Appendix C) - The purpose of the teachers' interview questions was to provide a comprehensive picture of how teachers see the consequences of poor reading habits on pupils' general academic performance.

### **3.7 Detailed Description of the Instruments**

This research was a combination of qualitative and quantitative methods. Since questionnaires are one of the most commonly used techniques for obtaining information in both quantitative and qualitative, this research was conducted through questionnaires for students and also for parents and informal interview for teachers.

The researcher planned to use a questionnaire as one of the main tools for gathering data because it could help learn more about how Grade 9 pupils feel about their reading habits, reading trends, or habits in relation to their exposure to, levels of interest in, and motivation for reading as well as their frequency and amount of reading. Reading no longer becomes a difficult activity that must be completed in order to pass a test; rather, it becomes an inherent worth as something to be done until a desire to read more is created. So it appears that there is a technique to look into kids' reading habits. There are questions that may be asked to learn more about students' reading habits, as Vasqueset al. (2010) have suggested. Among them are: Asking kids to explain their favorite tales, novels, or poetry and why they appreciate them, as well as how they first learned to read (for example, "Did you go to the library? Did your parents have any impact on how you learned to read? Or by having students answer questions such, "Do you read frequently? Do you like reading in a certain location or at a certain time of day? Inquiring about the students' own reading habits by asking, "Do you underline, highlight, or make notes?" The decision to use this measure was made since it was difficult to examine the perceived influence of participants' reading habits in the survey research design. The survey

approach, according to Hassan (1995), entails direct interaction with individuals, traits, or attributes that are pertinent to a particular research. It was simple to administer and finish. The questionnaire was in English and also in Albanian, just to be sure that the students understand the questions. The questionnaire was conducted using the Linkert scale format. It had fourteen questions. The data of the questionnaire were confidential and it took up to thirty minutes.

The second instrument was parents' questionnaire. The questionnaire had ten questions, linkert scale questions to see the opinion of the parents about poor reading habits. Sixty parents were part of the research. Parents' questionnaire was done in Albanian language.

The interview was conducted with five English language teacher of primary and lower secondary school "Vëllezërit Frashëri" in Lipjan. The interview was with seven questions. The questions were open, allowing teachers to give their opinions, suggestions and their experiences and ideas about the poor reading habits and their consequences in academic performance. The goal of using an interview was to confirm the accuracy of some of the data gathered from the questionnaires and to obtain more reliable data from the interviewees, who can express their own experiences with teaching reading skill and its development strategies. It was thought that in-person interviews with instructors would yield more reliable results. Teachers may share strategies they employ to help students develop a habit of reading.

### **3.8 Data procedure**

Student accomplishment in a variety of academic topics is measured by performance. Teachers and school authorities frequently use classroom performance, graduation rates, and standardized test scores to gauge student accomplishment.

In order to find the impact of poor reading habits on the general performance of students, in addition to the three instruments, we will also use the general success of students at school. We will try to find out if students with excellent grades in school have better reading habits (ex. have declared 3-5 reading hours for day) than students with lower overall success.

In this chapter a detailed description on the research methodology is given, including the purpose of the study, research question, research hypothesis, research design and

methodology, the three instruments and participants. The following chapter will be based on the results and discussions gathered from the instruments.

#### **4. Chapter four -Data analysis**

##### **4.1 Introduction of study results and discussions**

From the three instruments that were used in this research, the first was students' questionnaire (Appendix A). The questionnaire was in English and also in Albanian, just to be sure that the students understand the questions. The questionnaire had 14 questions and was used to see students' opinion on the poor reading habits and their consequences on general academic performance.

Parents' questionnaire (Appendix B) was the second instrument used in the research. The purpose of this questionnaire was to see their opinion about the reading habits of their children. Parents' questionnaire had 10 questions.

The third instrument (Appendix C) was teachers' instrument. The interview was conducted with five other English language teachers of primary school "Vëllezërit Frashëri" in Lipjan. The interview was with seven questions. The purpose of the teachers' interview questions was to provide a comprehensive picture of how teachers see the consequences of poor reading habits on pupils' general academic performance.

##### **4.2 Results from students' questionnaire**

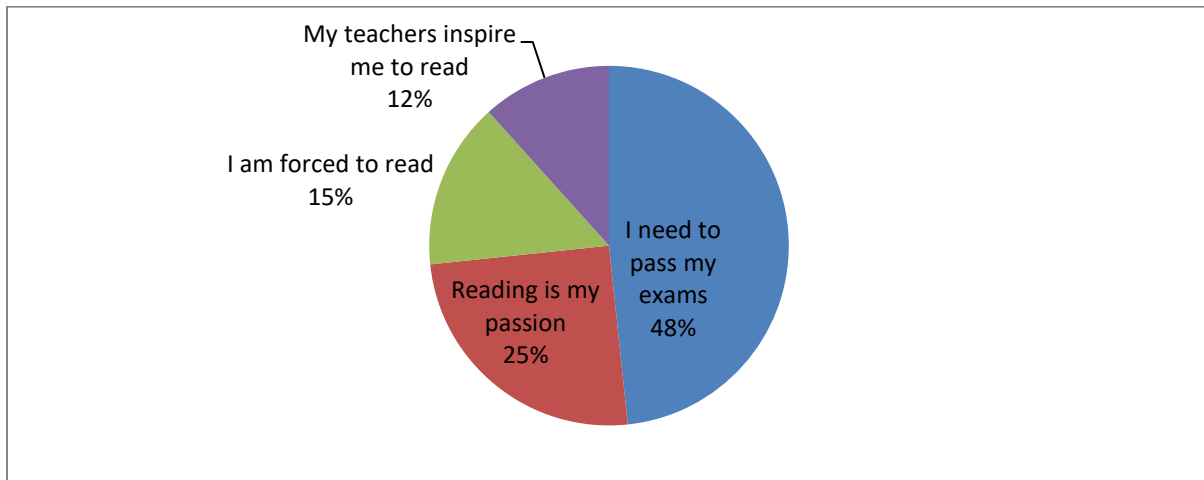
The questionnaire was conducted using the closed-ended (multiple choice questions) format. It had twelve questions. The data of the questionnaire were confidential and it took up to thirty minutes.

The first five questions were formulated as following:

- Why do you read?
- Amount of Time Spent Reading
- My Preferences of Reading Materials

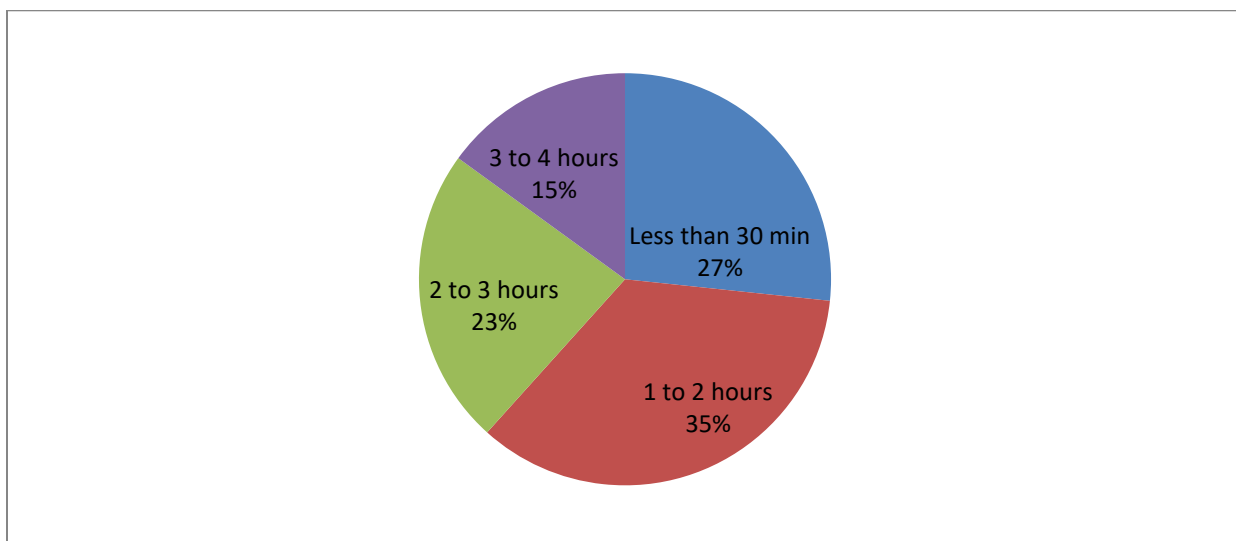
- Amount of Time Spent on Surfing the Internet
- Frequency of reading book/novel in year

Regarding the first question “Why do you read?” pupils in primary and lower secondary school “Vëllezërit Frashëri” in Lipjan responded: 48% of the pupils responded I need to pass my exams, 25% responded reading is my passion, 15% responded I am forced to read and 12% of the pupils responded my teachers inspire me to read.



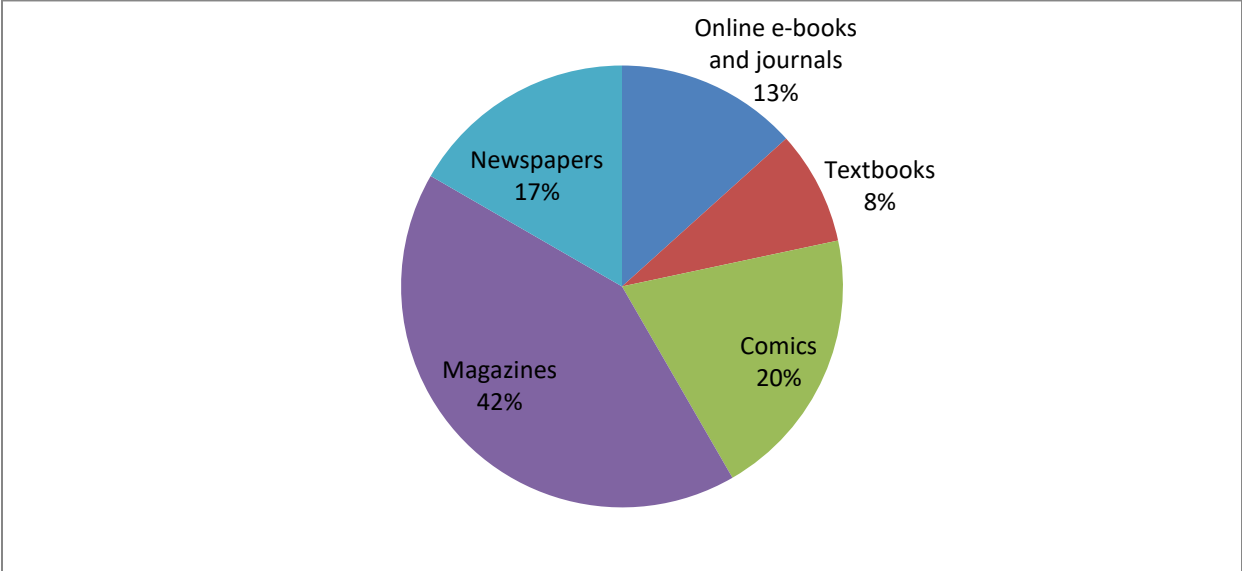
**Figure 1: Why do you read?**

In the figure 2, it can be seen than out of 60 pupils, 27% of the pupils responded less than 30min, 35% responded 1-2 hours, 23% responded 2-3 hours and 15% responded 3-4 hours.



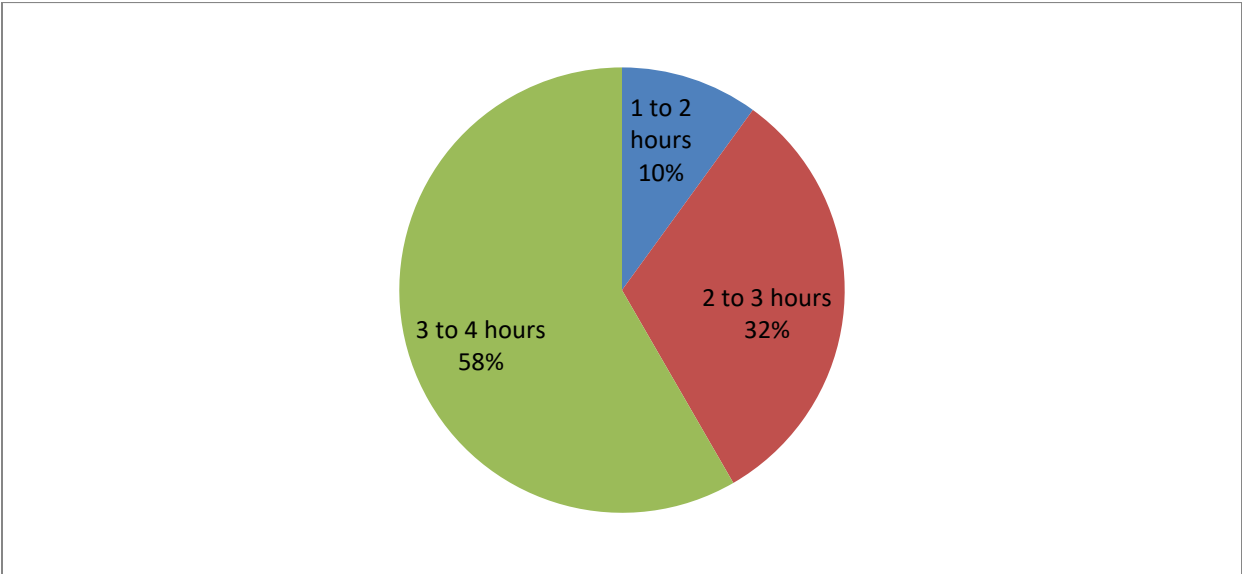
**Figure 2: Amount of Time Spent Reading**

In figure 3, preferences of reading materials, 13% of the participants responded online e-books and journals, 8% responded textbooks, 20% responded comics, 42% of the pupils responded magazines and 17% responded newspapers.



**Figure 3: My Preferences of Reading Materials**

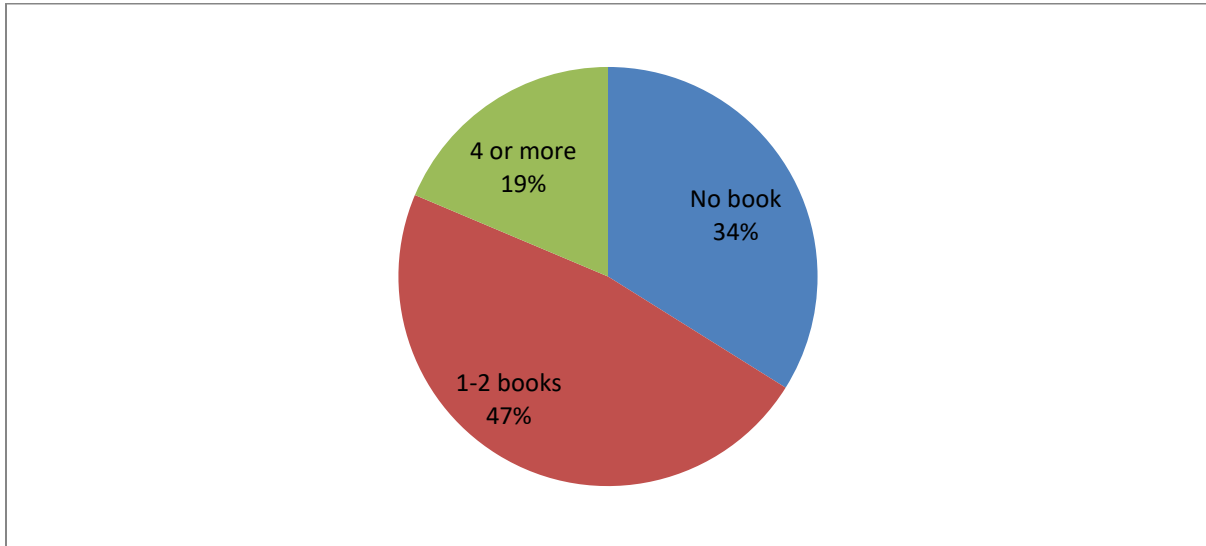
In figure 4, when pupils were asked about the amount of time spent on surfing the internet, 10% of pupils responded 1-2 hours, 32% responded 2-3 hours and 58% responded 3-4 hours.



**Figure 4: Amount of Time Spent on Surfing the Internet**

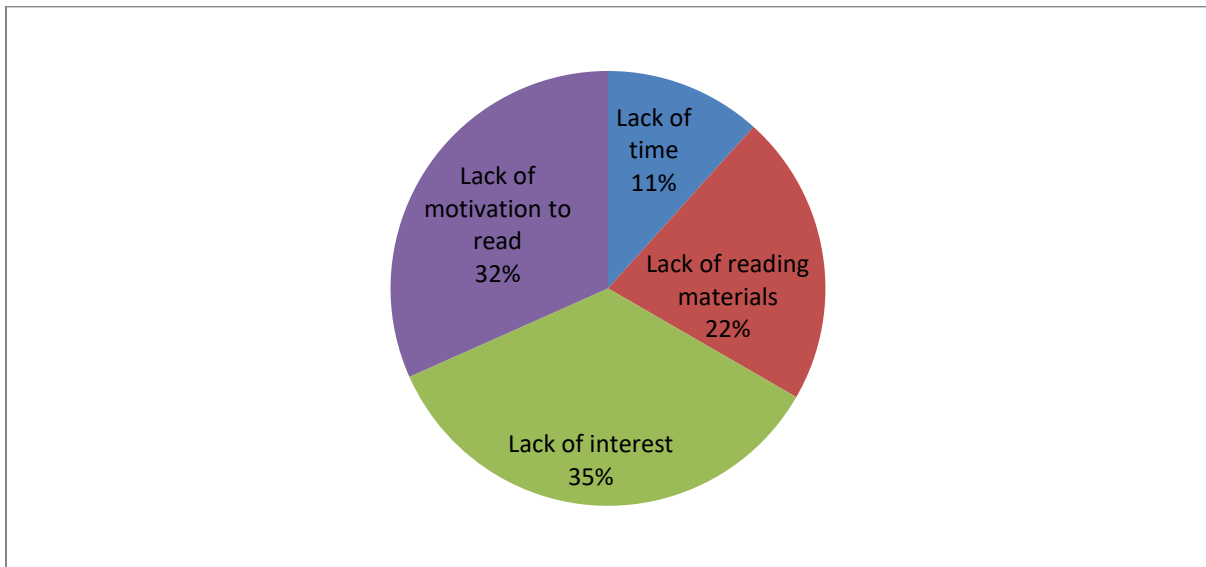


In figure 5, frequency of reading book/novel in year, 34% of the pupils responded no book, 47% responded 1-2 books and 19% responded 4 or more.



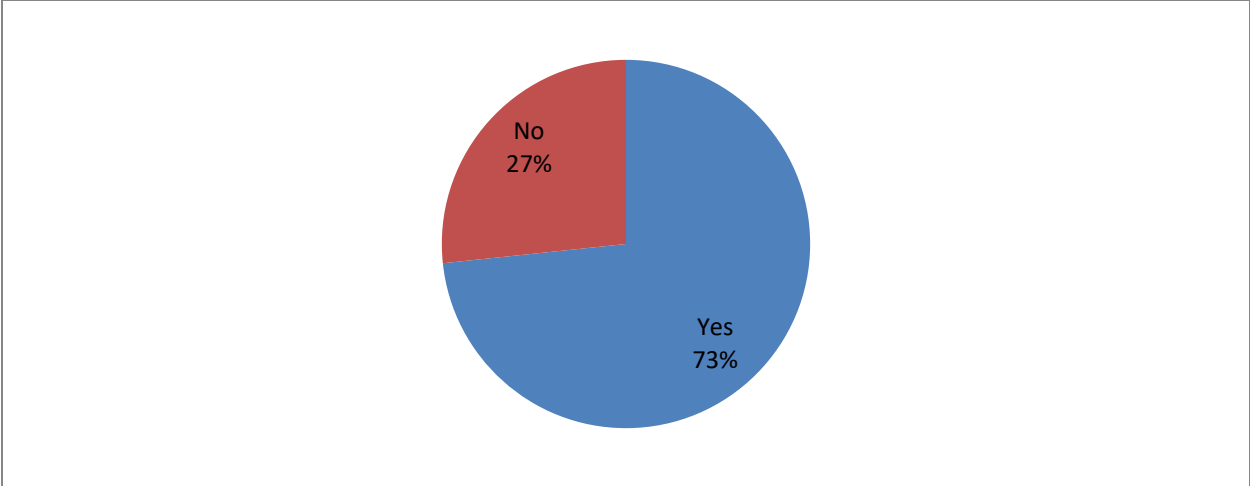
**Figure 5: Frequency of reading book/novel in year**

In figure 6, it can be seen that 11% of the pupils responded lack of time, 22% responded lack of reading materials, 35% responded lack of interest and 32% responded lack of motivation to read.



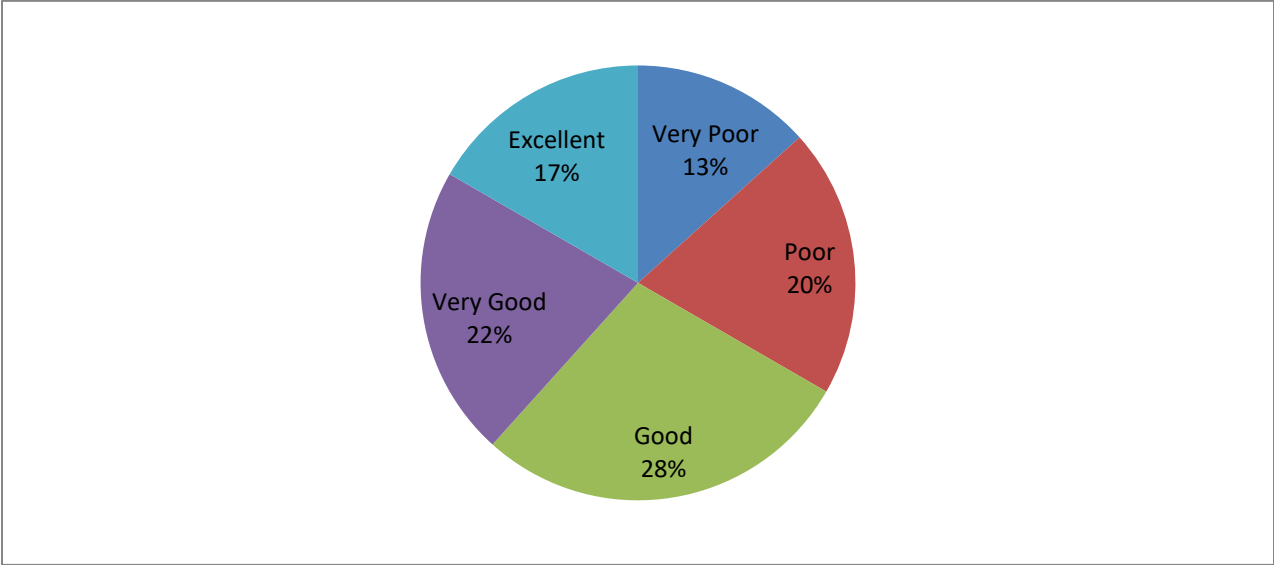
**Figure 6: What are your challenges in reading?**

In figure 7, it can be seen than 73% of the pupils responded yes and only 27% responded no.



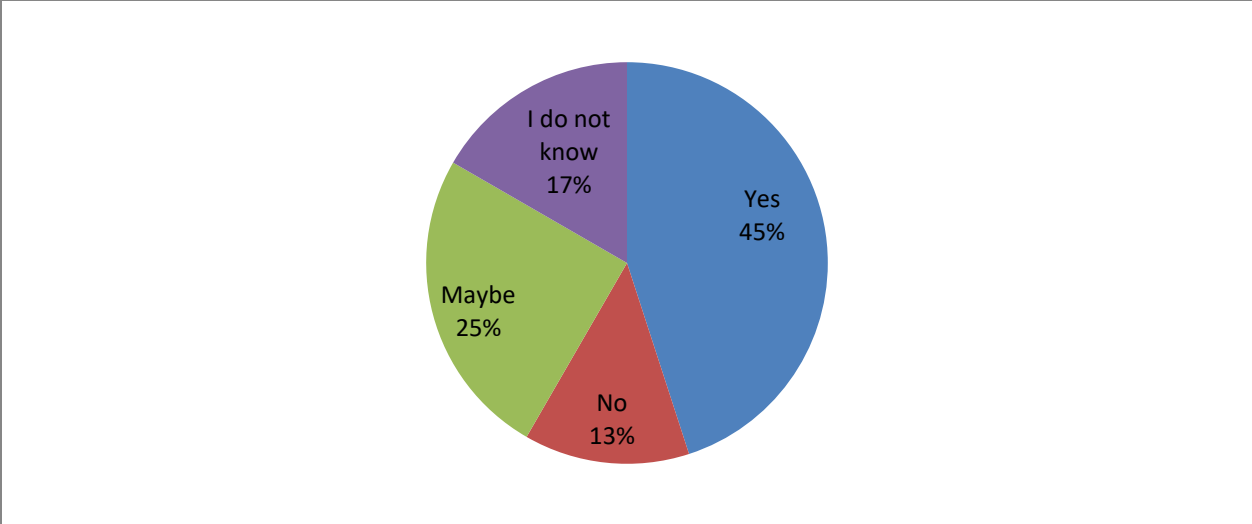
**Figure 7: I get better grades when I read more**

In figure 8, in the question what is your attitude towards reading, 13% of the pupils responded very poor, 20% responded poor, 28% of the pupils responded good, 22% responded very good and 17% of the pupils responded excellent.



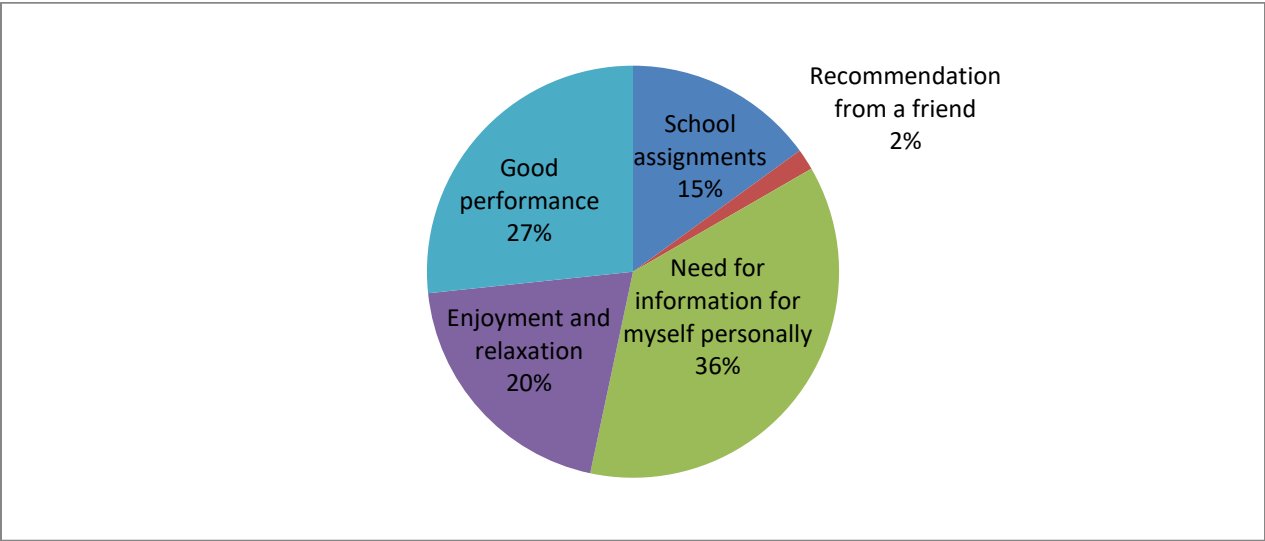
**Figure 8: What is your attitude towards reading?**

In figure 9, when pupils were asked if there is a relationship between your reading habits and your academic performance, their responses were listed in chart 9. 45% of the pupils responded yes, 13% responded no, 25% responded maybe and 17% of the pupils responded I do not know.



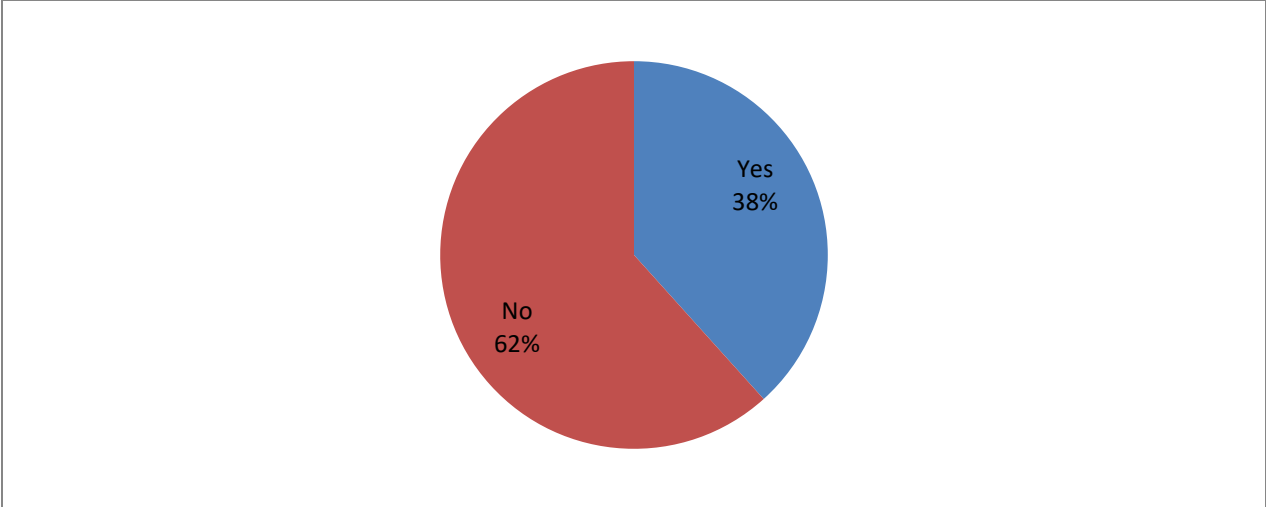
**Figure 9: Do you think there is a relationship between your reading habits and your academic performance? Explain...**

In figure 10, in the question what motivates you to read, 15% of the pupils responded school assignments, 2% responded recommendation from a friend, 36% responded need for information for myself personally, 20% responded enjoyment and relaxation and 27% good performance.



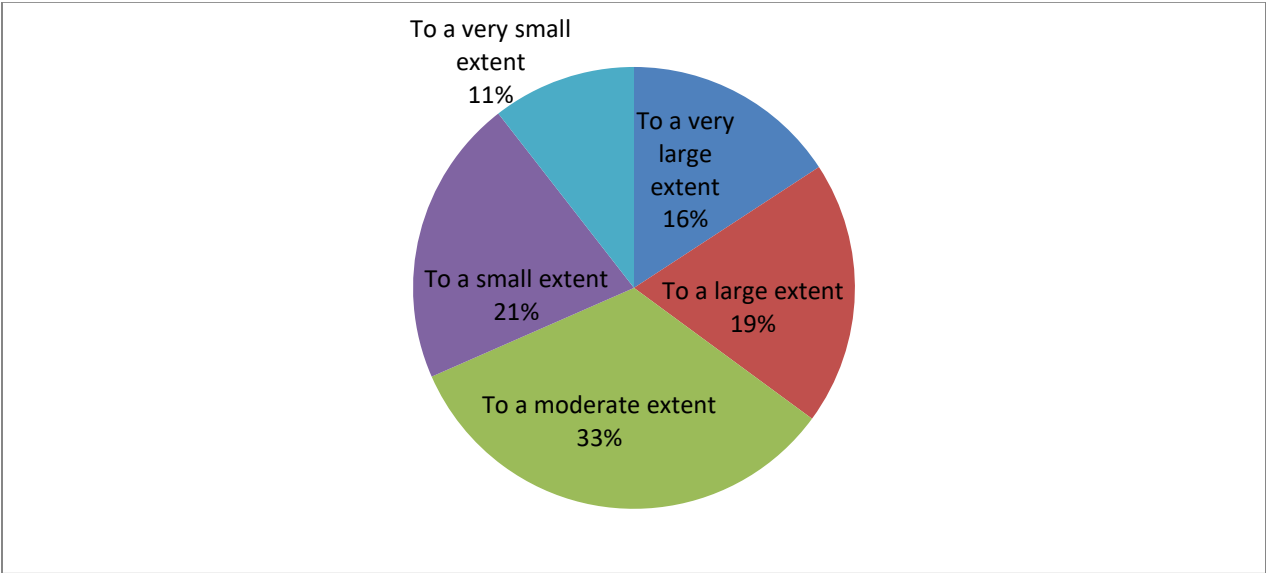
**Figure 10: What motivates you to read?**

In figure 11, it can be seen that 38% of the pupils responded yes and 62% responded no when they were asked if the school environment promote students' reading habits.



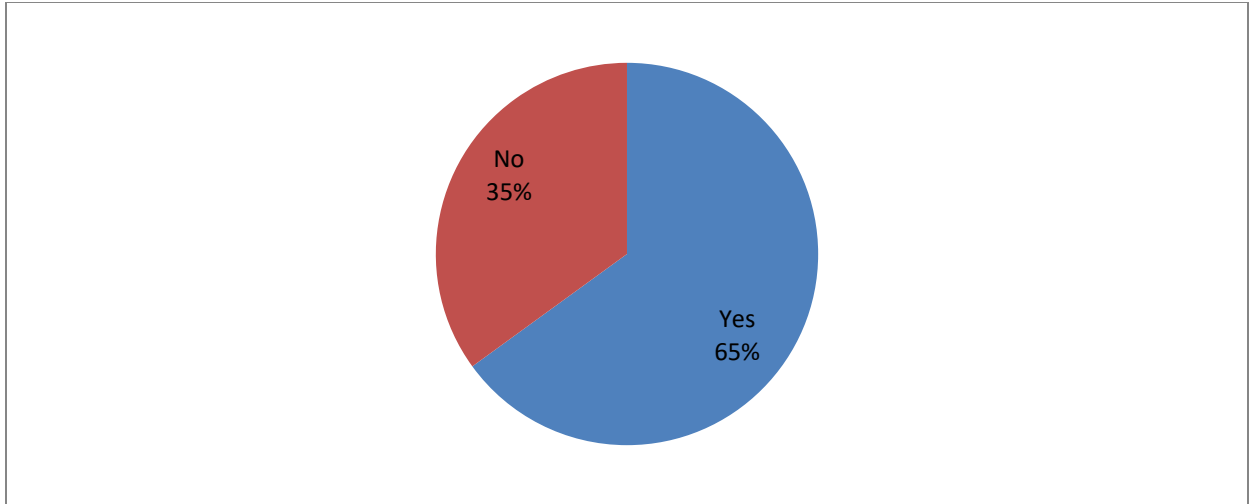
**Figure 11: Does the school environment promote students' reading habits?**

In figure 12, 16% of the pupils responded to a very large extent, 19% responded to a large extent, 33% responded to a moderate extent, 21% of the pupils responded to a small extent and 11% responded to a very small extent.



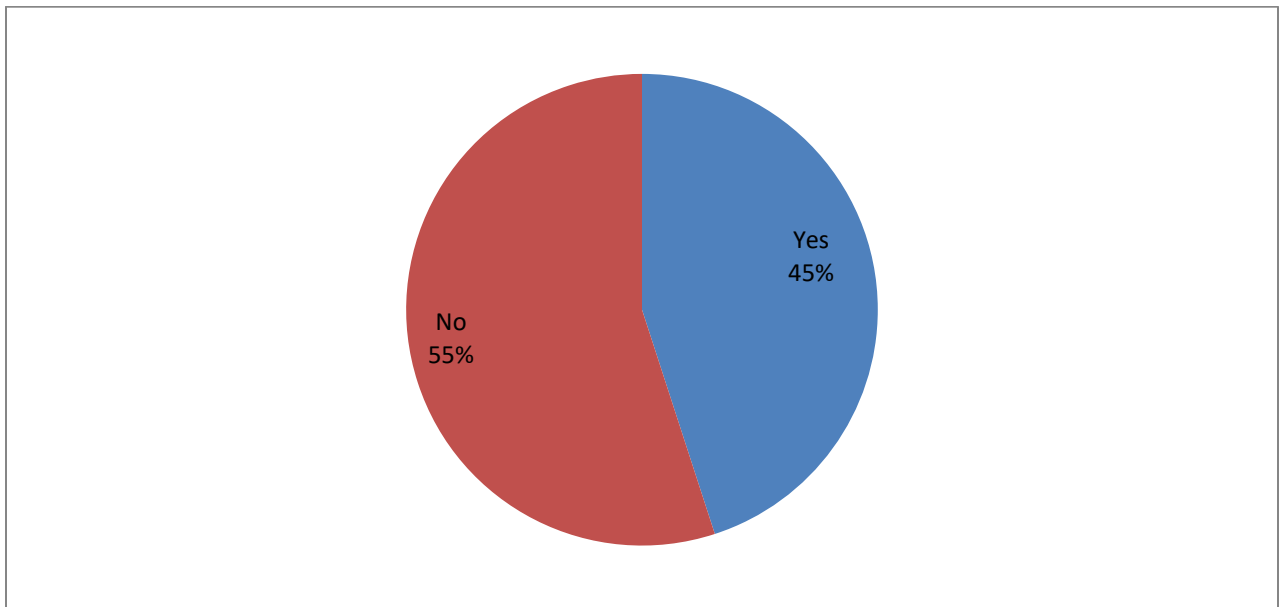
**Figure 12: To what extent do you enjoy reading?**

In figure 13, in the question did your parents have any impact on how you learned to read, 65% of the pupils responded yes and 35% responded no.



**Figure 13: Did your parents have any impact on how you learned to read?**

In the figure 14, 45% of the pupils responded yes and 45% responded no.



**Figure 14: My teacher creates opportunities for students to read books in our class**

In order to see the effect of reading in academic achievement, the researcher tried to compare the students' responses to the question amount of time spent in reading with their average grade in school. The researcher wanted to see if the students who read more had better final results than the students who read less.

St. Nr	Student response	Student's average grade	St. Nr	St. response	St. average grade
St. 1	1-2 hours	3.5	St.31	1-2 hours	3.15
St. 2	3- 4 hours	5.00	St.32	Less than 30min	1.60
St. 3	2-3 hours	4.15	St.33	1-2 hours	2.90
St. 4	Less than 30min	1. 56	St.34	2-3 hours	4.80
St. 5	1-2hours	3.60	St.35	1-2 hours	3.60
St. 6	Less than 30min	2.20	St.36	1-2 hours	3.00
St.7	1-2 hours	4.0	St.37	3-4 hours	5.00
St. 8	2-3 hours	3.90	St.38	Less than 30min	2. 50
St. 9	1-2 hours	2.89	St.39	1-2 hours	3.50
St.10	Less than 30min	1.50	St.40	2-3 hours	4.40
St.11	1-2 hours	2.80	St.41	1-2 hours	3.15
St.12	3-4 hours	4.80	St.42	3-4 hours	5.00
St.13	1-2 hours	3.80	St.43	Less than 30min	2.56
St.14	2-3 hours	4.20	St.44	2-3 hours	4.60
St.15	Less than 30min	2.15	St.45	1-2 hours	3.20
St.16	1-2 hours	3.00	St.46	Less than 30min	2.60

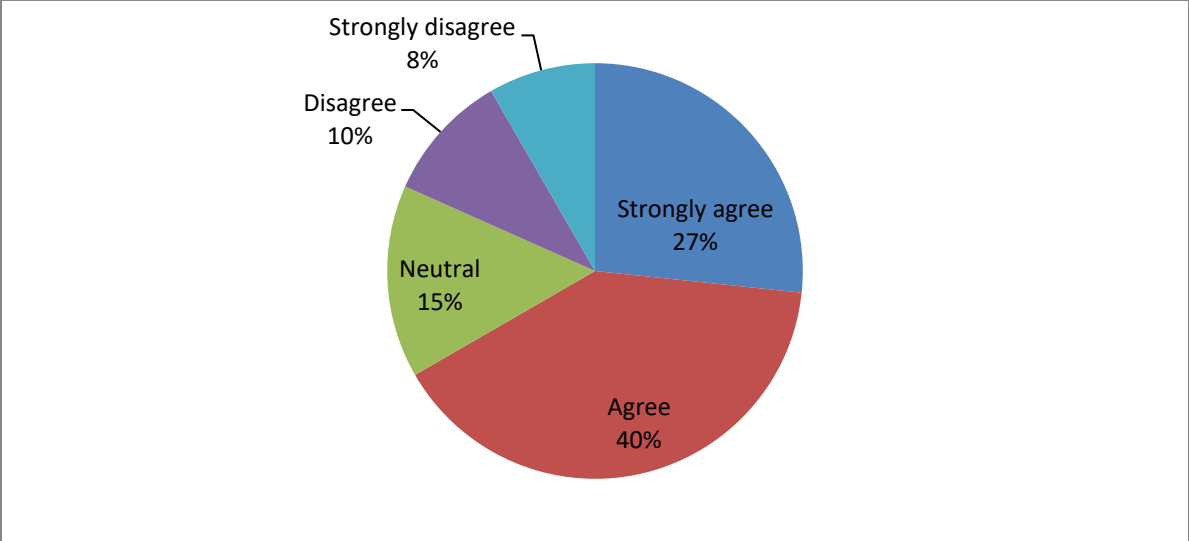
St.17	2-3 hours	4.60	St.47	3-4 hours	4.70
St.18	Less than 30min	2.40	St.48	1-2 hours	3.90
St.19	3- 4 hours	4.80	St.49	2-3 hours	3.80
St.20	Less than 30min	2.70	St.50	Less than 30min	1.80
St.21	1-2 hours	3.40	St.51	1-2 hours	3.40
St.22	2-3 hours	3.70	St.52	2-3 hours	4.50
St.23	Less than 30min	1.90	St.53	3-4 hours	5.00
St.24	1-2 hours	3.20	St.54	Less than 30min	2.00
St.25	2-3 hours	4.15	St.55	2-3 hours	4.20
St.26	1-2 hours	2.80	St.56	1-2 hours	3.90
St.27	Less than 30min	2.15	St.57	3- 4 hours	4.80
St.28	3-4 hours	5.00	St.58	2-3 hours	4.00
St.29	2-3 hours	3.90	St.59	Less than 30min	2.70
St.30	Less than 30min	2.50	St.60	1-2 hours	3.60

**Table 1: Comparing students' amount time spent in reading with their average grade**

In the table 1 it can be seen than the pupils who responded that they read more had better grades than the pupils who read less.

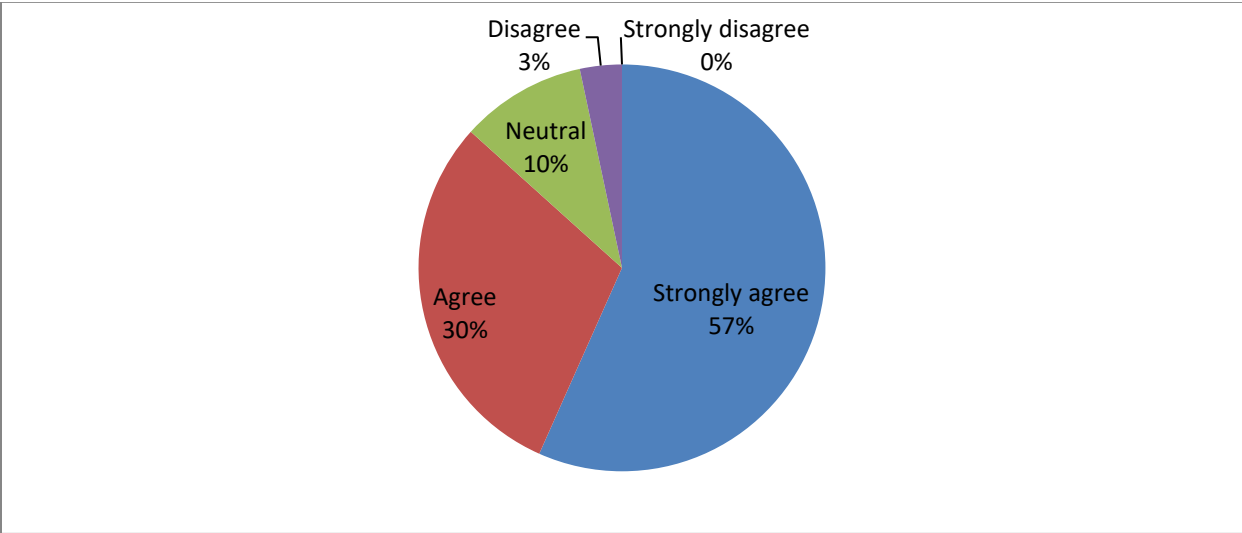
#### **4.3 Parents' questionnaire results**

The second instrument was parents' questionnaire. The questionnaire had ten questions, linker scale questions to see the opinion of the parents about poor reading habits. Sixty parents were part of the research. Parents' questionnaire was done in Albanian language.



**Figure 15(first question) - We spend time reading together with my child**

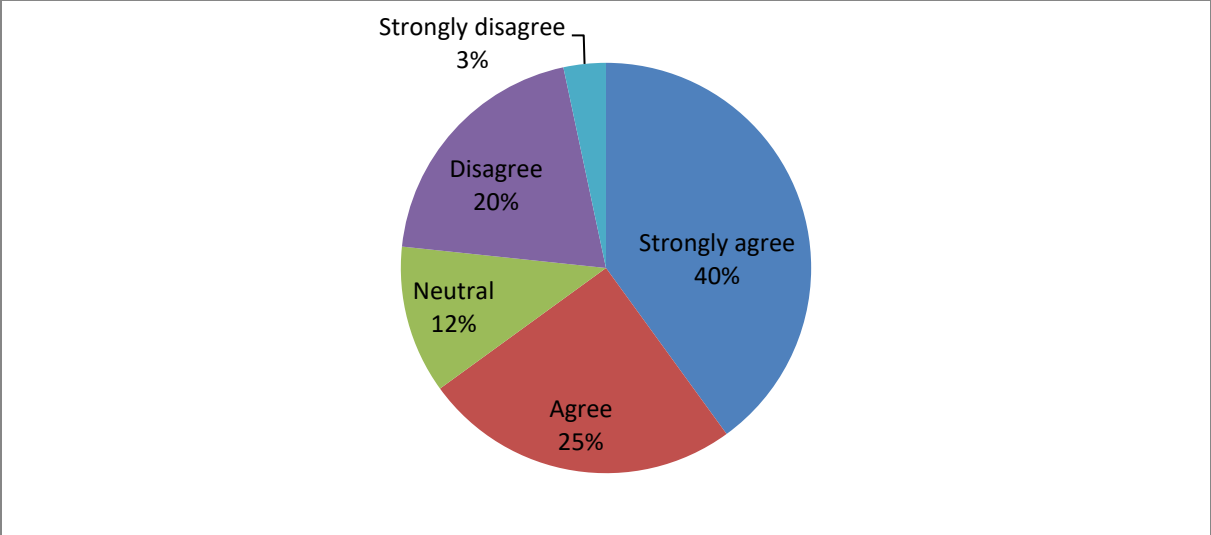
In figure 15, first parents' question, it can be seen that 27% of the parents strongly agree with this question, 40% agree, 15% of the parents responded neutral, 10% of the parents responded disagree and only 8% responded strongly disagree.



**Figure 16 (second question) - I go through my child's homework and what he/she have done in school**

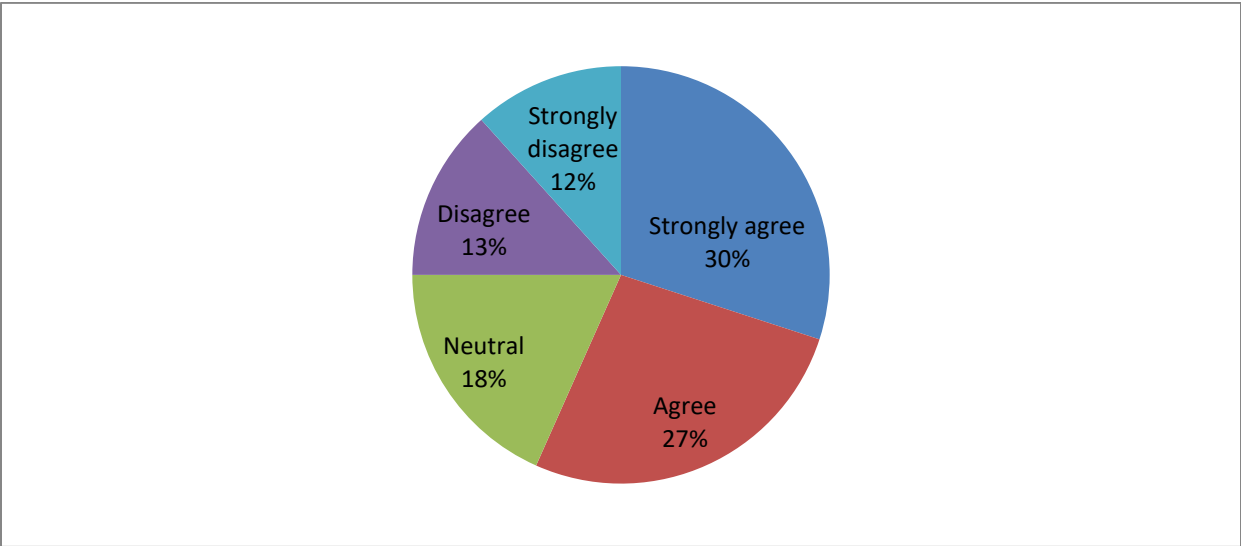
In figure 16, second question, 57% of the parents responded strongly agree, 30% responded agree, 10% of the parents responded neutral, 3% responded disagree and none of the parents responded strongly disagree.





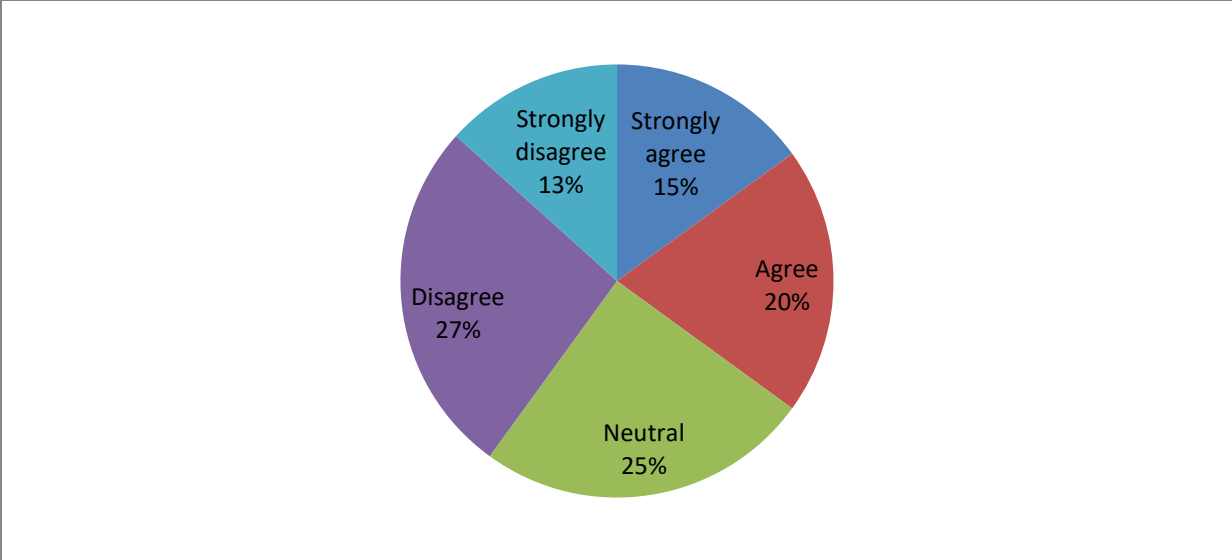
**Figure 17 (third question) - I offer various incentives as encouragement to read**

In figure 17, third question, 40% of the parents responded strongly agree, 25% responded agree, 12% responded neutral, 20% of the parents responded disagree and 3% responded strongly disagree.



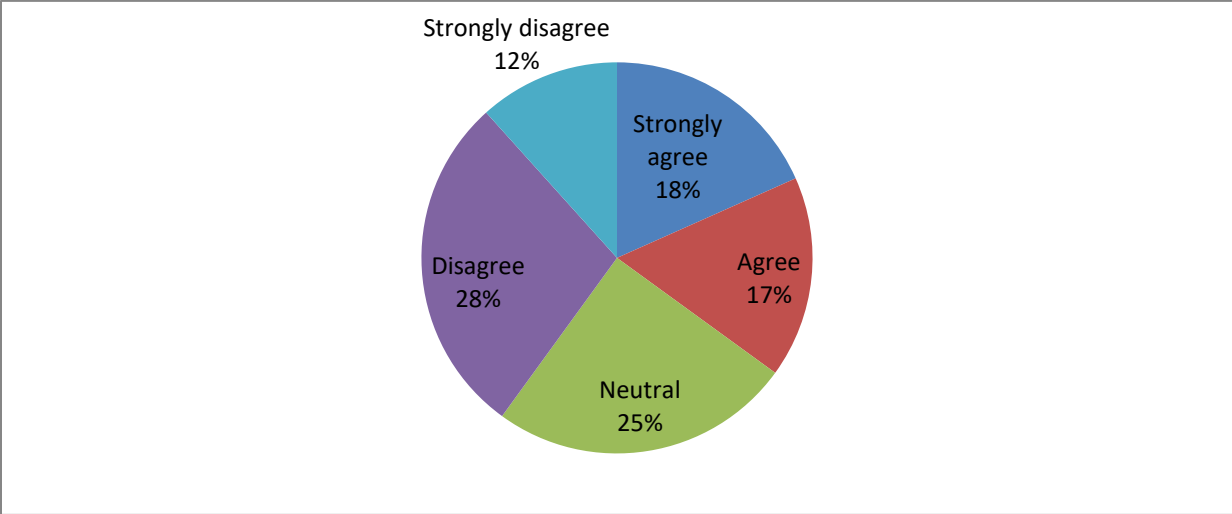
**Figure 18 (fourth question) - I provide my child with technological devices for reading such as computers and tablets**

In figure 18, fourth question, 30% of the parents responded strongly agree, 27% responded agree, 18% of the parents responded neutral, 13% responded disagree and 12% of the parents responded strongly disagree.



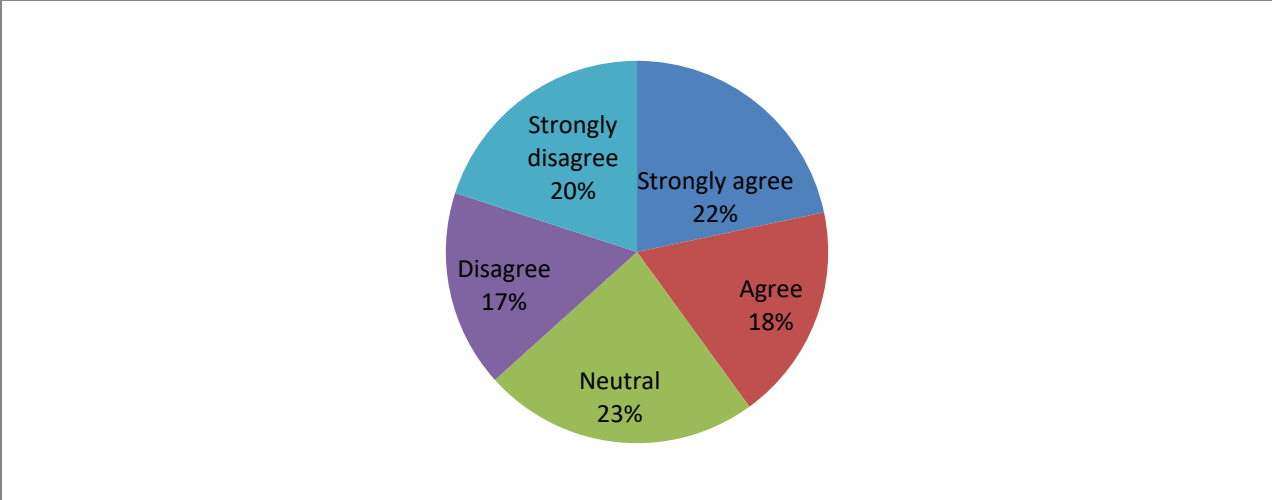
**Figure 19 (fifth question) - My child has favorite story books**

In figure 19, my child has a favorite story books, 15% of the parents responded strongly agree, 20% responded agree, 25% of the parents responded neutral, 27% responded disagree and 13% of the parents responded strongly disagree.



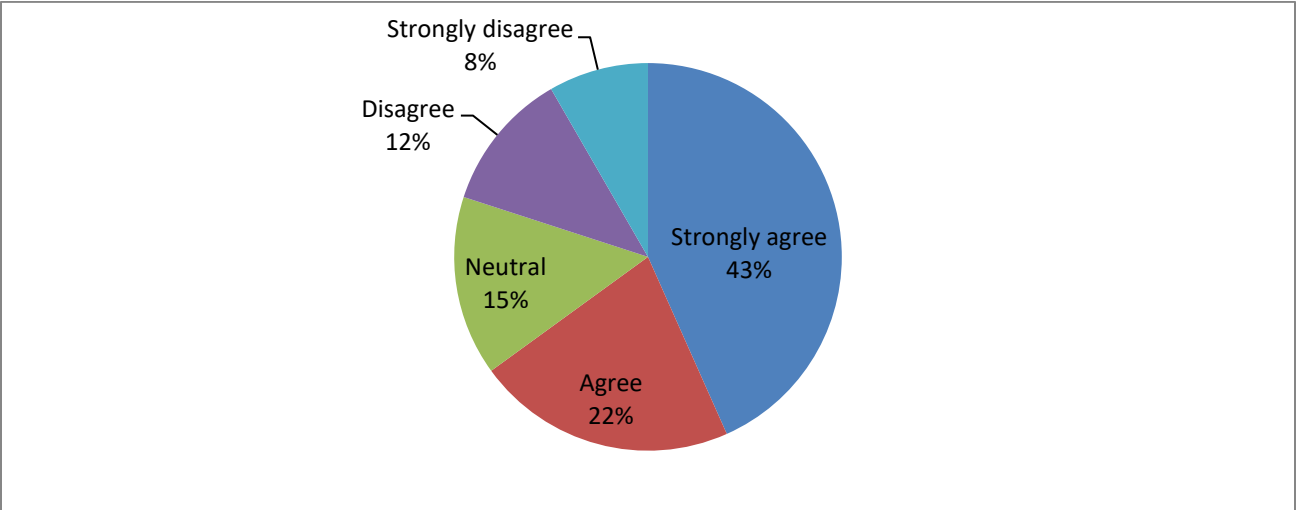
**Figure 20 (sixth question) - My child spend most of the time reading books**

In figure 20, sixth question, 18% of the parents responded strongly agree, 17% responded agree, 25% of the parents responded neutral, 28% responded disagree and 12% of the parents responded strongly disagree.



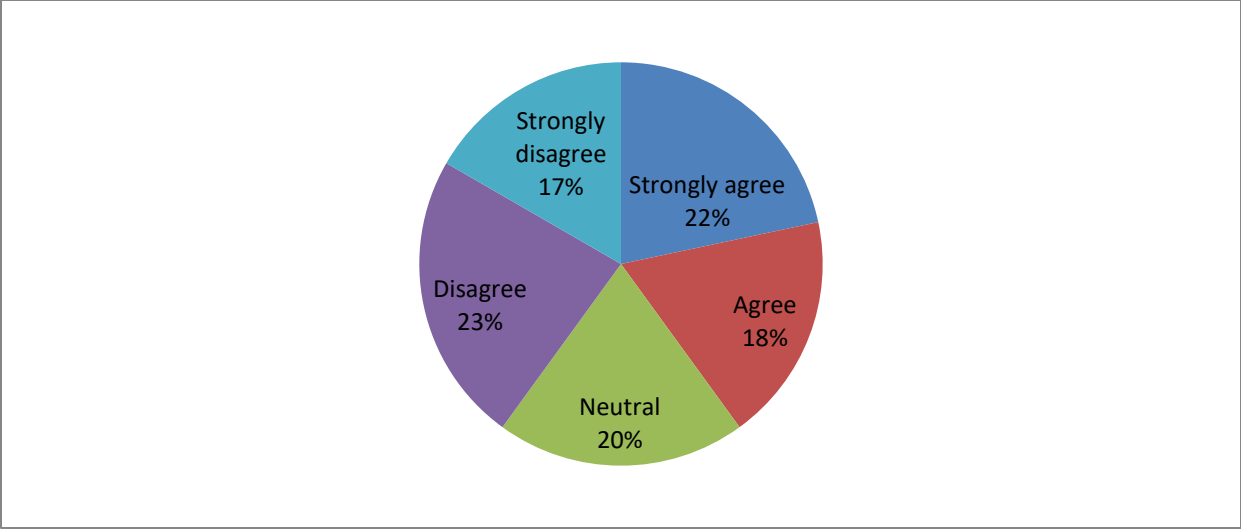
**Figure 21 (seventh question) - My child enjoy and love reading books**

In the figure 21, seventh question, 22% of the parents responded strongly agree, 18% responded agree, 23% of the parents responded neutral, 17% responded disagree and 20% of the parents responded strongly disagree.



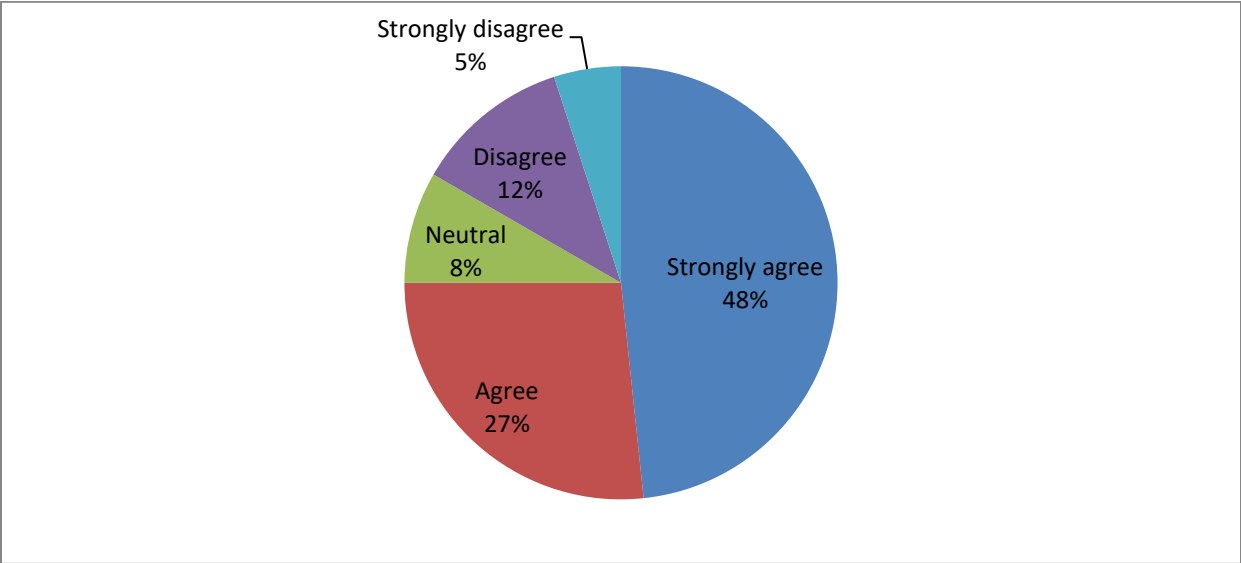
**Figure 22 (eighth question) - My children and their friends often share about the books they have read**

In figure 22, eighth question, 43% of the parents responded strongly agree, 22% responded agree, 15% of the parents responded neutral, 12% responded disagree, and 8% of the parents responded strongly disagree.



**Figure 23 (ninth question) - Reading has enabled my child to be creative and loves writing on what he/she has read**

In figure 23, ninth question, 22% of the parents responded strongly agree, 18% responded agree, 20% of the parents responded neutral, 23% responded disagree and 17% of the parents responded strongly disagree.



**Figure 24 (tenth question) - My child often consult me for clarifications on what she/he hasn't understood while reading**

In figure 24, tenth question, 48% of the parents responded strongly agree, 27% responded agree, 8% of the parents responded neutral, 12% responded disagree and 5% of the parents strongly disagree.

#### 4.4 Teachers' interview results

##### 1. What are some of the students' reading habits in your school? List them\_\_\_\_\_

Teacher 1: Reading habits are as listed

1. Read 30 min a day after school
2. Setting reading goals
3. Always having a book with themselves
4. Tracking their progress
5. Finding new words

Teacher 2: Reading is one of the most important language skills. Students require learning to be successful. In our school, reading habits are developed, students have their own reading space and their own organized reading cosmos.

Teacher 3: Reading for information, required reading, personal interest, leisure reading.

Teacher 4: Most of the time students read for their subjects to get good grades and also for pleasure and fun.

Teacher 5: Students read required materials most of the time, then online reading newspapers and magazines and also for fun.

##### 2. Is there a relationship between reading habits and academic performance? Explain. \_\_\_\_\_

Teacher 1: There is a close relationship connected between reading habits and academic performance because the more you read the more information you get and the more you expand your articulation, your way of thinking and your worldview.

Teacher 2: The better and more robust the reading habits are, the more overall performance improves. Therefore we can say that if there are strong reading habits in pupils, there can be a boost in performance

Teacher 3: Yes, both reading habits and study skills influence students' academic performance.

Teacher 4: Yes, students who engage in regular reading both inside and outside the classroom tend to perform better academically to those who do not prioritize reading.

Teacher 5: Yes, of course. The more you read, the better you will understand the subject and the higher will be the academic performance at the end.

### **3. What do you think are the main factors that affect students' reading habits?**

Teacher 1: The main factors of a student's reading habits are the encouragement and the mentoring of teachers and parents.

Teacher 2: Motivation, class environment, incentives, and so on.

Teacher 3: There are many factors which encourage reading including time, space, access to books, teachers and peers, overcoming physical limitations such as poor vision or dyslexia.

Teacher 4: Parental influence, school and teacher influence, access to reading books, peer and social networks, personal interest and motivation etc.

Teacher 5: Motivation, parental influence, time spent on social networks etc.

### **4. In your own opinion, do you think students' reading is driven by desire to succeed?**

**Explain** \_\_\_\_\_

Teacher 1: I think student reading is driven by their desire to learn something new and create the images of the story they're reading fully by their imagination and yes also the desire to succeed is an important part that fits the panorama.

Teacher 2: I think students reading can mostly start off either as an assignment or a chore, or as a hobby they do for fun, both cases can be honed to achieve greater success with the right approach.

Teacher 3: Student reading is driven by desire to succeed because reading is one of the main skills that must be possessed by students in order to be successful in learning English language.

Teacher 4: No, they are driven more by audio and visual materials.

Teacher 5: It can be one of the reason but not the main.

### **5. Are there times when students have relaxed on reading, hence affecting their performance? Explain** \_\_\_\_\_

Teacher 1: There are always times when students have relaxed their reading and because of that they have decreased the good performance.

Teacher 2: So far, there hasn't been a noticeable drop in performance when reading dips

Teacher 3: Yes, reading relaxes students as well because sometimes it helps to push out all the anxiety and slow you down after the frantic pace of the day.

Teacher 4: Yes, but is very rare and that only in science fiction materials.

Teacher 5: Yes, sometimes but not very often. Students had fun while reading romantic or comic texts.

**6. In your experience, do the students who are good readers also perform well in academics and vice versa? Explain \_\_\_\_\_**

Teacher 1: Students who are good readers tend to do better in school but in my opinion even students that don't read that many books tend to have the same performance and sometimes even slightly better than the students who reads more than them.

Teacher 2: Yes, usually students who are well versed tend to be more knowledgeable, and aware.

Teacher 3: Yes of course, students who read independently become better reader, score higher on achievements tests and have greater knowledge than those who do not read a lot.

Teacher 4: Yes, they do.

Teacher 5: Yes, all of my students who are greater readers also have higher average grade.

**7. What role do parents play in developing reading habits in their children?**

Teacher 1: Parents play the main role in their children reading habits. Because the influence from the beginning is what takes the most part in their development and if the parent reads books the kids will watch and take the habit to read the same as their parent.

Teacher 2: A very big role, parents can enforce what students learn in classes and therefore make the lessons stick more.

Teacher 3: Parents have great role also in developing reading habits to their children because children who hear their parents and others reading aloud have larger vocabularies. Those children understand the world better and think more clearly.

Teacher 4: By actively engaging in reading related activities and fostering a friendly reading environment, parents can instill a love for reading and promote literacy skills. They can reach this by reading aloud, be a reading role model, create a reading routine, built a home library, visiting libraries and bookstores, discuss books etc.

Teacher 5: Parents play very important role in developing reading habits because they are the first and most important teacher in children's life. From the early age, parents can help by talking, singing, reading and playing. This will help later his/her children develop language and also reading habits and skills.

## **Chapter V-Conclusion, recommendation and limitations**

### **5.1 Conclusion**

Any formal education must start with reading. It is the basis for all successful academic endeavors. Without it, literacy is impossible since it serves as the foundation of literacy. Information is communicated from a writer to a reader during the act of reading. The reader may have to use experience to decode written symbols in order to receive the message. The value of reading is best understood in a classroom context when books make up the majority of the learning materials. The degree to which a student can swiftly and effectively gather knowledge from printed materials will determine how successful they are.

One of the core subjects included in school curriculum is reading. It entails identifying and comprehending the nature of the linguistic symbols that make up written language. Reading is an active process that necessitates the reader's whole focus and capacity for thought. Knowing how to read well is the key to knowledge and is required for success in all academic courses. Reading has a key part in achieving success in formal education, which is a necessary way of doing so.

Every person should read since it benefits them not just one way, but many other ones. Finding innovative strategies to foster a love of reading in young people is crucial given the fall of their reading habits and their hearts. It will take time to do this. The golden age of reading will need coordinated efforts from all parties and the construction of an environment that is conducive to reading at home, in educational institutions, libraries, and workplaces; pupils need to develop the habit of reading.

Reading has been strongly endorsed as a determinant in academic success by several scholars. In order to expose students to alternative and broader viewpoints of knowledge, the study suggests that (1) lecturers should stimulate and encourage them to read informational materials other than their notebooks and handouts. (2) Educational institutions should encourage students to plan out their reading time. (3) Educational institutions should keep an



eye out for inappropriate social media use so that pupils will carefully use it for educational objectives.

Children who struggle with reading receive low marks in school, are often distracted and agitated, behave inappropriately, appear to detest learning, and frequently do not reach their full potential. Children who have poor reading habits are more likely to engage in antisocial behavior, claims Rubin (2002). Poor reading habits are linked to delinquency, school violence, bullying, and computer hacking, and even cheating on exams. Poor reading habits are linked to these behavioral patterns, not that person who have them exhibit them; on the other hand, excellent reading habits foster the growth of a stable and productive mind.

The students should be taught how to read with effort. Reading is essential to learning, according to Kolawole (2005), who also observed that a child's capacity for reading is at the heart of the educational process. The reasons behind pupils' success or failure are frequently the reading habits of students. Unable to read, the learner cannot profit from formal education. One talent that every learner needs is the capacity to read and comprehend to succeed in his or her academic endeavors. This research looked at how reading habits affected pupils' academic performance in Lipjan's "Vellezerit Frasheri" elementary and lower secondary schools.

## **5.2 Conclusion on research findings**

The purpose of this master thesis was to investigate the issue of poor reading habits and how it affects students' academic performance today. It was based on students' questionnaire, parents' questionnaire and a teacher interview developed at "Vëllezërit Frashëri" a primary and lower secondary school in Lipjan.

Another objective of the study was to learn the reasons behind pupils' poor reading habits and to examine the impact of poor reading habits and their effects on a pupil's educational achievement.

After analyzing the results from the instruments used in this study, it was feasible to compile enough information to address the major issues stated in the preceding sections.

All of them have been presented chronologically in order to assess if the data analysis supported the study's hypothesis.

### **H1# Poor reading habit affects the academic performance of primary school pupils.**

Based on the results gained from the three instruments, it can be concluded that the first hypothesis was proved to be true. In students' questionnaire, in the question "Do you think there is a relationship between your reading habits and your academic performance? Explain..." 45% of the students answered yes, it effects. In the question "I get better grades when I read" 73% of the students answered yes. Also, in teachers' interview, in the question "Is there a relationship between reading habits and academic performance?" some of teachers responses were "There is a close relationship connected between reading habits and academic performance because the more you read the more information you get and the more you expand your articulation, your way of thinking and your worldview." "The better and more robust the reading habits are, the more overall performance improves. Therefore we can say that if there are strong reading habits in pupils, there can be a boost in performance." "Yes, both reading habits and study skills influence students' academic performance." This hypothesis was proved to be true also according to the literature review.

### **H2# Poor reading habits among primary school pupils are significantly correlated with family and physiological background.**

Based on the results of the three instruments, it can be concluded that the first hypothesis was proved to be true. The best evidence for this hypothesis are three instruments and literature review. In the students' questionnaire, in the question "Did your parents have any impact on how you learned to read?" 65% of the pupils answered yes. This was also proved by parents' questionnaire. Parents who responded that they spent time with their children explaining what they didn't understand in reading and they check what his/her child has done in school had children with better academic performance than the parents who do not pay attention to their children's' learning. Also, the importance of parents in academic performance was also noted by teachers. One of the teachers said "Parents play the main role in their children reading habits. Because the influence from the beginning is what takes the most part in their

development and if the parent reads books the kids will watch and take the habit to read the same as their parent.”

### **H3# Teacher’s attitudes to the students affect their reading habit**

Based on the instruments and in literature review, it can be concluded that the third hypothesis was proved to be partly true. According to the previous literature teachers’ attitudes is one of the elements that affect reading habits, others are parents’ educational background, home environment, socioeconomic status etc.

The research topic that was posed in the third chapter was constantly in mind as the data for this research paper was being gathered.

#### **1. How do pupils generally feel about reading?**

The majority of pupils had favorable opinions on reading. Most pupils responded that they feel very good about reading (22%) and 28% feel good about reading. Pupils’ preferences reading materials are magazines with 42%, comics with 20% and then newspapers 17%. Less preferred are textbooks with 8%. Most importantly pupils responded that they get better grades when they read. According to the research that is currently available, the majority of youngsters claim to like reading (Clark and Rumbold, 2006).

#### **2. Do reading habits affect pupils' academic achievement in any way?**

According to the teachers’ interview reading habits do affect pupils’ academic achievement. The more you read, the better you will understand the subject and the higher will be the academic performance at the end was the general opinion of the teachers.

#### **3. What motivates pupils to read?**

According to the students’ questionnaire, we can say that pupils are motivated by: need for information for myself personally (36%), good performance (27%), enjoyment and relaxation (20%), school assignments (15%).

#### **4. Is reading efficiency impacted by the lack of pertinent textbooks in the school library?**

School libraries are crucial information delivery systems in the educational system because they help meet the needs of teachers as well as students, including the development of cross-curricular skills like communication, math, study, problem-solving, interpersonal, and social skills, as well as the use of technology. According to the Illinois School Library Media Association (2003), test scores are generally higher in schools with fully staffed libraries that receive better funding, have collections that are up to date and relevant, and where students use the school library to develop the information literacy skills necessary to succeed on tests and as lifelong learners. But, the effect of these school libraries falls when it is not sufficiently equipped with books and textbooks. Poor reading habits in schools are greatly influenced by inadequate access to reading resources (Deavers et al., 2002).

### **5.3 Recommendations**

Building a knowledge society depends greatly on pupils developing a love of reading and being lifelong learners. Reading is important because it gives people the information and comprehension they need to establish their own lives and positively impact the socioeconomic growth of the country. The following suggestions are made based on the results of this survey research with the goal of encouraging individuals from all walks of life and raising community awareness in order to improve the reading habits of the younger generation in the study region.

It is impossible to overstate or cast doubt on the importance of parents and teachers in helping kids develop a reading habit. They may accomplish this in a variety of ways, but most significantly by setting an example for others to follow. They will be able to develop a love of reading in young people's hearts to a greater extent the more they read in front of their kids.

It is important to update the performance evaluation process at educational institutions to promote in-depth and comprehensive reading. In this way, the kids who read a lot will be rewarded, not the ones who just memorize. People's visits to libraries and reading habits are closely related. Libraries should be designed to appeal to young people for this reason. Most libraries today provide Internet access. The younger generation would find another motive to frequent libraries if these amenities could be improved even more. Additionally, library

collections should be improved to prevent individuals from becoming discouraged or upset when they cannot locate the items they need there.

Academic institutions would perform better if they routinely host activities that encourage students to learn and excel in these occasions, such as study groups, debate clubs, seminars, essay contests, and quiz competitions. Students' reading habits will advance in this way. The government ought to provide favorable conditions that will encourage pupils to read. The media should work with curriculum designers to create programs that would foster and support kids' strong reading habits.

Finally, it is recommended that parents support their kids in developing their reading abilities from an early age so that it becomes an integral part of their lives. Children might be encouraged to visit one of the numerous local libraries available today to read books and fiction. When this is completed, it will assist them in writing and speaking clearly, which will ultimately result in greater academic success in the near future.

According to the researcher, if these suggestions are applied holistically, students' reading habits would be further improved, which will have an effect on their academic performance.

#### **5.4 Limitations**

A challenge for this investigation was the scarcity of resources in Kosovo. The fact that there were so few research on this subject in Kosovo made it much harder to finish our investigation. Despite the fact that the study was limited to one school, it was nonetheless helpful. There was just one grade level used in the study. To offer additional information, future research should include individuals from various grade levels.

Five teachers were questioned; nevertheless, this is insufficient to draw any conclusions about the pupils' poor reading habits. Positive responses were received from every teacher, and they all concurred that pupils' reading habits have an impact on their overall academic achievement. The research will yield a more accurate outcome if more teachers participate.

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## Appendixes

### Appendix A- Students' questionnaire

Name_____
Average grade in school_____

1) Why do you read?	a) I need to pass my exams b) Reading is my passion c) I am forced to read d) My teachers inspire me to read
2) Amount of Time Spent Reading	a) Less than 30 min b) 1 to 2 hours c) 2 to 3 hours d) 3 to 4 hours
3) My Preferences of Reading Materials	a) Online e-books and journals b) Textbooks c) Comics d) Magazines e) Newspapers
4) Amount of Time Spent on Surfing the Internet	a) 1 to 2 hours b) 2 to 3 hours c) 3 to 4 hours
5) Frequency of reading book/novel in year	a) No book b) 1-2 books c) 4 or more
6) What are your challenges in reading? You can circle multiple responses	a) Lack of time b) Lack of reading materials c) Lack of interest d) Lack of motivation to read
7) I get better grades when I read more	a) yes b) no
8) What is your attitude towards reading?	a) Very Poor b) Poor c) Good d) Very Good e) Excellent

9) Do you think there is a relationship between your reading habits and your academic performance? Explain...	_____ _____ _____
10) What motivates you to read?	a) School assignments b) Recommendation from a friend c) Need for information for myself personally d) Enjoyment and relaxation e) Good performance
11) Does the school environment promote students' reading habits?	a) Yes b) No
12) To what extent do you enjoy reading?	a) To a very large extent b) To a large extent c) To a moderate extent d) To a small extent e) To a very small extent
13) Did your parents have any impact on how you learned to read?	a) Yes b) No
14) My teacher creates opportunities for students to read books in our class	a) Yes b) No

**Appendix B- Parents' questionnaire**

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	We spend time reading together with my child					
2	I go through my child's homework and what he/she have done in school					
3	I offer various incentives as encouragement to read					
4	I provide my child with technological devices for reading such as computers and tablets					
5	My child has favorite story books					
6	My child spend most of the time reading books					
7	My child enjoy and love reading books					
8	My children and their friends often share about the books they have read					

9	Reading has enabled my child to be creative and loves writing on what he/she has read					
10	My child often consult me for clarifications on what she/he hasn't understood while reading					

**Appendix C- Teachers' interview**

1. What are some of the students' reading habits in your school? List them\_\_\_\_\_

2. Is there a relationship between reading habits and academic performance?

Explain.\_\_\_\_\_

3. What do you think are the main factors that affect students' reading habits?

Explain\_\_\_\_\_

5. Are there times when students have relaxed on reading, hence affecting their performance?

Explain\_\_\_\_\_

6. In your experience, do the students who are good readers also perform well in academics and vice versa?\_\_\_\_\_

7. What role do parents play in developing reading habits in their children?