

## AN ANALYSIS OF READING HABITS OF STUDENTS

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### ABSTRACT

*The current study presents an analysis of the reading habits of students at the elementary school level in Tehsil Ahmadpur East District Bahawalpur, Punjab. The main objectives of the study were to examine the reading habits (styles) of students and to evaluate factors affecting their reading habits. This study was descriptive in nature. The population of the study consisted of all elementary school students in Tehsil Ahmadpur East. The sample size of the study was 540 students and 90 teachers. A questionnaire was the tool of this study on five point likert scale. The data of the study were analyzed by applying frequency, percentage, mean score, standard deviation, t-test and ANOVA. The findings revealed statistically significant differences in student reading habits based on class, gender, parental qualification, and school type. There was insignificant impact of locality on the reading habits of students. In teachers' opinions, use of the internet, mobile devices and social media were the main problems for students. It is recommended for teachers to pay proper attention to developing positive reading attitudes to enhance effective reading habits among students. Moreover, students need to develop the habit of reading for pleasure and acquiring knowledge and not only to pass their exams and tests. Institutional heads should concentrate on providing the best reading sources in school libraries, including computers and internet facilities. Library staff should be given training to monitor students while working in libraries and train students to search for and utilize reading sources.*

**Keywords:** Students, Teachers, Schools, Libraries and Computer Labs.

### INTRODUCTION

Good reading habits are the result of a well-planned and carefully considered approach to education that has led to widespread conformity in students' approaches to, and success in, the classroom. Literacy and intellectual accomplishments are intertwined and interdependent. Many universities attract students from all over the world, bringing with them a wide range of cultural backgrounds and educational experiences. So their reading habits are structured differently. There are students who have good reading habits and students who have terrible reading habits. In other words, a person's level of academic accomplishment is directly proportional to how much they have learned in school (Bashir & Mattoo, 2012).

Reading is a respectable habit for everybody particularly for new teenagers. Reading is not significant one aimed at youngsters and learners but also for all the deep-rooted and new individuals. Reading gives such a generous of information that a student cannot attain during his readings in institute but institute can show a significant role in strengthening reading habits of new learners. Reading widens student's awareness and at current-day, it is a main requirement of a learner to distinguish the external creation by emerging the habits of reading. Reading does not mean to recite prescribed course books in institutes but it includes all kinds of reading materials like journals, storybooks, cartoons and papers (Fatiloro et al., 2017).

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Institute helps students develop habit of silent reading, as stated by Doiron (2005). Teachers should read aloud to their classes to encourage pupils to read on their own time. Together, a school's teachers and librarians may provide students with valuable reading practice, and the library at the school's institute can serve as a hub for students' creative approaches to reading in an effort to foster lifelong literacy. According to Syed Mohammad Ali (2010), students' perspectives need to be expanded in order to affect their future education. A student's output will reflect his or her level of dedication to learning and enthusiasm for reading. In this regard, developed countries open their doors and supply all the resources necessary to foster lifelong readers in young students. We also lack a publicly accessible library, and access to the institute's reading rooms is limited. At the basic level, teachers have very few resources to help their students produce work outside of textbooks (Syed Mohammad Ali, 2010).

The practice of independent inquiry is a staple of progressive and useful education. Individual investigation calls for vigilant self-study guided by reflective intelligence. Reading habits are the pattern that underlies self-learning, often known as reading in one's own unity. Reading makes room for introspective reflection about one's abilities and can be an exciting means of self-exploration. A person's reading habits are best shaped at a young, impressionable age in school, but the effects of that early work can endure a lifetime (Greene, 2001). Research workers and educators would do well to know that every child, regardless of whether he or she is talented, normal, ordinary, or regressive, needs to hone his or her individual approach but that, with appropriate study practices, any child may succeed in researchers and under any circumstance. The development of effective reading habits is powerful weapons that may help students succeed in all aspects of life (Owusu-Acheaw & Larson, 2014).

The protruding opening to the knowledge opportunity understands which a continuing process is in the same early days. It's a given that this practice helps human beings become more imaginative and develops their capacity to assess potentially lethal situations more rationally. To this end, a lifelong commitment to reading is one of the most effective means by which an individual can develop his or her character and mind. Analysis is a gateway not only to personal and intellectual development but also to civic, commercial, and public spheres (Clark & Rumbold, 2006).

One of the three R's that a student struggles with is reading. The success or failure of his academic career hinges heavily on his reading ability. Because reading is so crucial to a student's success, every effort should be made to develop children's reading skills from the time they are young. It has been shown through research that youngsters are influenced more by their families and peers than by their schools. Children's emotions and life guidance are mostly determined by the people they spend the most time with. Constant exposure to those who promote education and literacy is beneficial for children. A child's intellectual development is directly impacted by the reading habits they develop at a young age, thus encouraging those habits is important. The habit of reading improves students' interpretation skills, which is especially important in fields where reading is essential at any level of the job (Balan et al., 2019). Therefore, the issue of interpretation, whether for education or freedom, is important because it helps to enhance early publics' abilities and consciousness (Green, 2001).

In Pakistan, reading habit is defined as how often, how much, and what learners read. Reading attentiveness and likings appear to be different at various stage levels. In Pakistan, learners do not recite additional analysis material other than progress volumes at elementary level because they are only guaranteed to recite them. They are more interested in watching television or interested in listening of new on Radio instead of reading books. Many students do not take interests in reading books and not help to their parents in their work. They are interested other activities instead of books reading. They like to spend their times with their peers in bazars to buy things of their choice. Sixty three years have been passed but policy makers fail to develop the curriculum for student's choice books. Books reading habit become a problem at Elementary level. The present study will classify the thought, practice, character and effects of reading habits at elementary school level and support to find out the means to develop the present condition. It is estimated that a serious study of this kind will enable the job-related specialists and the concerned experts to get a better sense of reading habits and can help their nation well by receiving awareness of the related problems (Manzoor & Saleem, 2010).

## REVIEW OF LITERATURE

First of all it is very important to define what is reading and keenly inspect that students face what kind of problems while reading. Different researchers have defined the reading in different words. Viewpoints about reading differ among different people depending upon the individual's aim and attitude towards words, language as the surroundings of reading and the content of the text. In this way, the definition of reading depends on the textual contents, reading material purpose of the reader, attitude of reader towards reading and experience of reader. But researchers define reading according to their research and observations.

### **Reading**

The reading skills is a complex activity related to the aim to understand the material related to the subject matter should be understood by the readers regarding to the knowledge related to the culture and atmosphere. To some extent reading is a technical as well as a non-technical activity i.e. in the grade classes and early classes. The development of the human mind is related to the reading skill activity properly performed (Coutant & Perchemlides, 2005). The function of the human mind and thinking is joined with the reading skills and its proper use in association with the society (Rizopoulos & Wolpert, 2004). Reading skills are important to the success of middle and high school students. A student's ability continues to grow through meeting with diverse texts and extensive reading for various dedications over a lifetime (Coutant & Perchemlides, 2005). Mature readers can read the words, but they may want comprehension training so they know what they are reading (Coutant & Perchemlides, 2005; Nathanson et al., 2008). To be a real reader, one must not only be capable to read the words, but understand, know and use the constructed understanding to make links to their own life, the world, and other texts. As far as the reading and its main aim is related we can discussed it as under.

### **Reading Habits**

It is the instinct of the human to develop some habits as a result of behaviorist activities performed in the routine. Any change related to the habit is not as easy as one think under the rule of inertia. Change often involves an epiphany, a life-altering understanding that most of us hardly, if ever, skill. Perhaps this is why the more distrustful among us would uncertainty that simply selection of a book could change a life (Sultna, 2016). Like many enthusiastic readers, we have had the capability of falling in love with a book. But, we admit here, we have not been true to their loves. After the first enjoyment of discovery, we have wander away in search of other books that would absorb, encounter, tantalize, take their breath away and leave me imperfect more. The concerns with books have been loving and many (Trabasso & Magliano, 1996).

### **Importance of Reading Habits**

Every person, whether for pleasure or for education, would benefit from developing the habit of reading. It's a source of education and learning. In fact, a neo-literate group's scholastic fortunes hinge heavily on its members' reading skills. It may be argued that reading is a fundamental talent for all students to acquire, and as such, all efforts should be made to help children develop their reading abilities from a young age. Children are influenced more by their families and friends than by their teachers, according to research. Teenagers' minds and moral compass are controlled by the people they spend the most time with. Any time a kid can be in the presence of someone who promotes education and literacy is a good time. Taking up such reading activities has many advantages, especially when dealing with problems associated with the child's logical development. It might be difficult for a youngster to flourish without a reading habit, especially if they plan to go into a profession that involves reading at any level. When kids read for pleasure, rather for schoolwork, they pick up linguistic abilities without even realizing it, as Fatiloro et al. (2017) discovered. Children that develop a reading habit improve their literacy, as demonstrated by Francico and Madrazo (2019). Since of this, the question of whether or not reading is done for educational or recreational purposes is significant because it helps young cultures broaden their horizons (Green, 2001).

### **Study Habits of Elementary School Students**

Learning is best accomplished through study. This route is challenging, and it will take a lot of hard work to reach the Elementary level of success on it. The definition of "habit" is "to do something repeatedly." The phrase "habit" demonstrates a person's liking for the way he or she acts, as stated by Nagaraju (2004). It plays a significant and lasting part in shaping each child's identity. Indeed, one's routines have a major role in shaping one's identity. It's easy to find a new hobby or pastime that you want to make a regular part of your life. One's habits can be viewed as either good or bad. Working

hard, telling the truth, being on time, etc., are all good habits that benefit society as a whole, whereas negative habits like smoking and fibbing are harmful to those around the addict. An eagerness to read for the sheer pleasure of gaining knowledge is a study habit. You can get books on any topic from bookstores or libraries.

### **Factors Affecting Reading Habits**

Reading is the mental and information-gathering process of analyzing text. A reader develops an effective reading habit through a process of understanding, comprehension, and investigation. There are a number of factors that can influence.

### **Reading Habits at Elementary School Level in Pakistan**

According to Sultana (2022), reading skills are most important to make an individual competent. So the challenges of this modern world must be followed. It is basically due to the factors of ignorance of proper reading process and also inappropriate teaching skills. Motivation, perception and mental faculty of learning are the difficulties which learners face in reading. Solution of these problems is to recognize the need and right of a student then reading will play a dynamic role in the achievement of every individual. If these factors are ignored than desired results cannot be achieved. At Elementary school level, students seem to be wasting their precious time in learning how to read. They need to read variety of books to understand text with meaning, learning and getting information and knowledge which is written in text. Good and efficient reader must understand the message and information which is conveyed in a text because reading without comprehension is just decoding a text and it is not enough. Reading must able to understand the ideas and meanings of text. So that reader can increase knowledge. Ramzan (2006) says that good reading has direct relation with school libraries. Unluckily in Pakistan at Elementary school level students are deprived of good libraries. Every school must be provided with a library, reading room, sufficient books at school level, equipment and multimedia services. Use of public library must be in easy access of every student. So that students are eager to consult library and this thing will develop positive reading interest among students. But in Pakistan, schools library is regarded at last point in priority list of school. There is no regular annual budget for libraries. Books are not according to the interest of students. There is no provision of librarian in every school and mostly books remained locked in cupboards.

### **Parental Strategies to Engage Young Children in Book Reading**

When parents find ways to fill the void between their children and books, their children are more likely to pick up a book and read on their own. Parents are in a prime position to alleviate their children's frustrations by explaining abstract concepts, challenging topics, and linguistic obstacles. If a parent wants to write an excellent novel with their child as the protagonist, they can do so. By asking questions, providing information, and offering suggestions about which books to read, adults can help their children develop into contributing members of society. Parents who also study writing and come up with original tale ideas can help their children bridge the gap between the pages of a book and the experiences of adolescence.

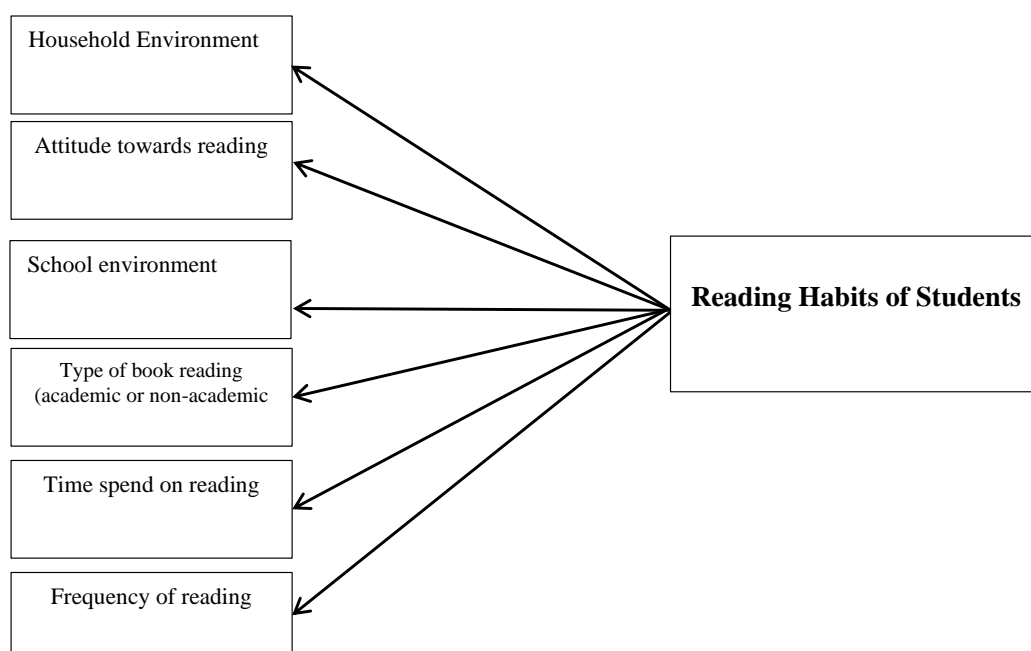
### **Promoting Reading Habits for Schools**

As Lockwood (2008) argues, the welfare of children and their needs are crucial to the progress of society as a whole. Reading is an essential part of a child's education since it helps them establish their conceptual framework. For kids, reading can be both an engaging and a draining pastime. Their teachers and fathers will have the greatest influence. Good books and an encouraging environment may turn reading into a pleasurable experience; without either, reading can be a chore. There should be a positive reading culture at school, as well as access to reading materials, a well-stocked library, and extracurricular reading opportunities for pupils. The responsibility for encouraging kids to read rests with the administration of each school. Students need to be kept actively engaged in reading in order to develop a genuine interest and enthusiasm for the activity.

### **Previous Studies of Reading Skills and Reading Habits**

Publics' reading activities are divided into two categories in the literature on adult education: the sorts of information they give or transcribe, and the frequency with which they engage in reading them (i.e., frequency of commitment). Singh (2011) looked on the academic success and study habits of upper-elementary school students. One hundred (100) pupils from two (2) contrasting elementary schools were used for the investigation. The data demonstrates significant differences between the study habits of and academic outcomes for females and boys.

### Conceptual Framework



Source: Parodi et al. (2019)

### Aims and Objectives

A student reading habits differs from other student even when they are being trained by the same instructor and same setting. Attitude to reading, Kind of book read (academic or non-academic), Time consumed on reading, Percentage of reading, School atmosphere, and Domestic environment are amongst the various causes that can add to a student reading habit. Other causes may include learning incapacities, attentiveness etc. An amendment in these elements may central to a positive or negative modification in the attitude of the student towards reading. Thus the six variables above control a student's reading habit. The objectives of the study were:

1. To examine the reading habits (styles) of students.
2. To evaluate factors effecting the reading habits of students.

### RESEARCH METHODOLOGY

In this chapter, the researcher discusses research methodology, population studies, sampling techniques, data collection instruments, and research methods. The study's focus was to investigate mainly the reading habits of elementary school students in Tehsil Ahmadpur East. The nature of the study was descriptive. According to Best and Kahn (2006), descriptive research is concerned with the settings or associations that prevail, the applications that happen, the familiarized beliefs, opinions, or attitudes, the methods that are going on, the properties that are being felt, or the tendencies and preferences that are emerging. The survey method was used in this study. A survey has many features and popular attractions; it is typically used to investigate a wide range of problems, populations, and programs. In order to quantify or designate any comprehensive feature, we can conduct surveys face-to-face, by e-mail, by phone, or through the internet (Cohen, 2011). Population contains all the subjects that one needs to study. It includes all the possible cases (people, substances, and events) that establish a known whole (Snyder, 2019). The study was delimited by Tehsil Ahmadpur East. The population of the study contained all the students and teachers at the elementary schools in Tehsil Ahmadpur East. According to records on the school's website, 289 (120 male and 169 female) schools were situated in Tehsil Ahmadpur East (<http://school.portal.punjab.gov.pk>). The cluster sampling method was used in this study. At the first stage, a list of PEF, private, and government schools in Ahmadpur East was prepared. Then, 30 schools were chosen at random from each district, including 10 government schools, 10 private schools, and 10 PEF schools. Following that, six

students from each school were chosen at random from each class (two high achievers, two averages, and two below averages). The total sample size was 540 students and 90 elementary school teachers. The selection of schools and students was done randomly. One teacher from each school was chosen randomly from the available teachers. After a broad review of literature, the researcher developed a questionnaire for investigating the reading habits of students at the elementary school level. The questionnaire was created with the help of expert opinions. Cronbach's Alpha was used to determine the Tool of Reliability. The Cronbach's alpha value was 0.898, which shows the high level of reliability of the scale (questionnaire).

**DATA ANALYSIS**

To collect data, researcher visited 90 schools personally. Questionnaires were given to teachers and students to fill out. Four hundred and eighty-nine (489) students and 80 teachers returned the questionnaire after completing their responses. Some of the respondents returned incomplete questionnaires. Table 3.1 gives details about the demographic data regarding the sample respondents to the study. Data collected from teachers and students through questionnaires was tabulated and analyzed. Data collected through a questionnaire from teachers and students in the form of quantitative information was analyzed through the Statistical Package for Social Sciences (SPSS). Methods were applied to calculate the percentage of scores, mean of scores, t-scores, and ANOVA statistics on the data to draw the results of the study. Details about the results are given in chapter 4.

**Table No. 1 Demographical details of sample students**

Demographical Variables		Frequency	Percentage
Class	6th	31	6.3%
	7th	86	17.6%
	8th	372	76.1%
Gender	Male	394	80.6%
	Female	95	19.4%
Locality	Rural	380	77.7%
	Urban	109	22.3%
Fathers Qualification	Illiterate	125	25.6%
	Primary	72	14.7%
	Middle	147	30.1%
	Elementary	84	17.2%
	Higher Elementary	35	7.2%
	Graduation	14	2.9%
Mothers qualification	Post-Graduation	12	2.5%
	Illiterate	214	43.8%
	Primary	101	20.7%
	Middle	91	18.6%
	Elementary	52	10.6%
	Higher Elementary	24	4.9%
School gender	Graduation	3	.6%
	Post-Graduation	4	.8%
	Boys School	352	72.0%
	Girls School	50	10.2%
	Coeducation School	87	17.8%
Types of school	Government	215	44.0%
	Private	167	34.2%
	PEF	107	21.4%

**Table No. 2 Time spend on reading hours in a daily**

Time	Frequency	Percentage
Less 1 hour	37	8
1 hour	62	13
2 hours	107	22
3 hours	89	18
4 hours	92	19
above 4 hours	102	20

Table 2 shows that students spend two hours (22%), more than four hours (20%), four hours (19%), three hours (18%), one hour (13%) and less than one hour (8%) per day studying.

**Table No. 3 Impact of class differences on the students' attitudes towards reading habits**

Class	N	Mean	Std. Deviation	Mean Square	F-value	Sig.
6th	31	156.26	32.915			
7th	86	162.92	27.701	.601	2.267	.000
8th	372	158.89	23.391	.265		
Total	489	159.43	24.884			

Table 3 shows the comparison among students according to their reading habits. The mean of 6<sup>th</sup> grade students is (M = 156.26, SD = 32.915), mean of 7<sup>th</sup> grade students is (M = 162.92, SD = 27.701) and mean of 8<sup>th</sup> grade students is (M = 158.89, SD = 23.391). The p-value (f = 2.267, p = 0.000) shows the difference is significant at < 0.05 level of significance. This explores that class students' attitudes are different towards reading habits and 7<sup>th</sup> grade students (M = 162.92, SD = 27.701) have the highest score while students in 6<sup>th</sup> grade (M = 156.26, SD = 32.915) have the lowest scores for reading habits.

**Table No. 4 Impact of gender differences on the students' attitudes towards reading habits**

Gender	N	Mean	Std. Deviation	t-value	df	Sig.
Male	394	177.87	27.344	2.503	487	.013
Female	95	170.32	22.110			

Table 4 shows the comparison among students according to the impact of gender on their attitude towards reading. The mean of male students is 177.87 with a standard deviation of 27.344 and the mean of female students is 170.32 with a standard deviation 22.110. Male students have a higher mean than female students. So the attitude of male students toward reading is higher than that of female respondents. The t-score is 2.503 and the p-value is 0.013 which shows the difference is significant at the 0.05 level of significance. This paper investigates the fact that students' gender has an impact on their attitudes, and that males have a better attitude toward reading.

**Table 5. Impact of locality differences on the students' attitudes towards reading habits**

Locality	N	Mean	Std. Deviation	t-value	df	Sig.
Rural	380	176.49	27.320	.127	487	.899
Urban	109	176.12	23.821			

Table 5 shows the comparison among students' scores regarding the impact of locality on the attitude of students towards reading. The mean score of urban students is 176.49, which is higher than the mean score of rural students (176.12). The results of the t-test (t-value = 0.127, p = 0.899) identify an insignificant mean difference between groups. This explains why rural as well as urban students have the same attitudes.

**Table No. 6 Impact of school gender differences on the students' attitudes towards reading habits**

School Gender	N	Mean	Std. Deviation	Mean Square	F-value	Sig.
Boys School	352	160.20	27.245	1.279	3.074	.000
Girls School	50	155.98	22.272	.416		
Coeducation School	87	158.31	13.816			
Total	489	159.43	24.884			

Table 6 shows the comparison among students according to their reading habits. The boys' school has a mean of (M = 160.20, SD = 27.245), the girls' school has a mean of (M = 155.98, SD = 22.272), and the co-educational school has a mean of (M = 158.31, SD = 13.816). The p-value (f =

3.074,  $p = 0.000$ ) shows the difference is significant at  $< 0.05$  level of significance. This study explores that school gender has a relationship with students' attitudes towards the use of reading habits, and boys' schools ( $M = 160.20$ ,  $SD = 27.245$ ) have the highest score while students of girls' schools ( $M = 155.98$ ,  $SD = 22.272$ ) have the lowest scores for reading habits.

**Table No. 7 Impact of types of school differences on the students' attitudes towards reading habits**

Types of School	N	Mean	Std. Deviation	Mean Square	F-value	Sig.
Government	215	161.70	27.454	1.254	2.915	.000
Private	167	155.23	25.784	.430		
PEF	107	161.41	15.678			
Total	489	159.43	24.884			

Table 7 depicts the effect of school type on reading habits. According to ANOVA results ( $f = 2.915$ ,  $p = 0.000$ ) the type of school had a significant impact on reading habits. However, the mean comparison shows that reading habits in government schools ( $M = 161.70$ ,  $SD = 27.454$ ) were better than all.

**Table No. 8 Causes of poor study habits in views of teachers**

Themes	Frequency	Percentage
Use of Internet, Mobile and Social Media	17	21%
Reading the Story Books and Novels	13	16%
Reading of Young Adult Literature	10	13%
Language Barriers	8	10%
Lack of Interest	9	11%
Carelessness	4	5%
Watching Movies and Cartoons	7	9%
Lack of Monitoring by Parents	8	10%
Laziness of Study	4	5%
9 Themes	80	100.0%

Table 8 shows the teachers' opinions about the causes behind the weak reading habits of students. According to the data, use of the internet and social media (21%), students' interest to study story books and novels (16%), reading of young adult literature (13%), language barriers (10%), lack of students' interest in reading (11%), carelessness of students to take an interest in reading (5%), watching movies and cartoons (9%), weak monitoring of parents (10%), and students' laziness (5%) are causes behind students' lack of interest in reading.

**Table No. 9 Suggestions to improve good reading habits among students in views of teachers**

Suggestions	Frequency	Percentage
Healthy environment in school	10	13%
Good reading habits development	19	24%
Write notes on books	14	18%
Parental monitoring guidance	10	13%
Suggest good books for reading to students	9	12%
Activity based learning	11	14%
Early child education should be promoted	7	9%
7 themes	80	100.0%

Table 9 shows the teacher's opinion about suggestions to improve the reading habits of students. Data show that schools should have a healthy environment (13%). Good reading habits can make students efficient (24%). Students should make notes in their books (18%). Parental monitoring and guidance are necessary (13%). Teachers should suggest good books for reading (12%) to students. Activity-based learning is important (14%). Early childhood education should be promoted (9%).

## DISCUSSION

The purpose of this research was to examine elementary school kids' reading behaviours. First, we wanted to know, "What are students' reading habits (styles)?" According to the initial account of the findings, it was discovered that when reading, children make the sounds of the words they encounter



in print. The rest of the phrase provides context that students can utilize to make educated guesses about the meanings of unfamiliar words. Therefore, it is clear that the student was permitted to read, and that they did so in order to clarify their understanding. Since it is obvious that students use dictionaries and highlight passages in books, it follows that these resources facilitated students' reading. Ogbodo (2010) classifies readers into three broad categories. To put it simply, they are things that need focus, leisure time, and/or effort. A person who makes reading a hobby becomes well-rounded in various areas of knowledge and is able to engage people in informed discussion on a variety of topics.

According to Owusu-Acheaw and Larson's (2014) research, students can benefit from reading for both social and academic reasons once they have been taught to read and have developed a passion for literature. It explains why respondents don't find reading intriguing and demonstrates that they haven't developed a love for the activity. This study contradicts previous research that found that text organization had no effect on students' reading comprehension or motivation to read. Well-organized texts with a steady pace and a wealth of relevant details are interesting and accessible to their intended audiences (Anyaegebu et al., 2016). Sometimes textbooks are hardly more than loosely organized collections of data and figures. It's possible the chapter order, the explanatory text's structure, and the language may use some lightening up. Sometimes, conventional explanatory patterns like cause-and-effect, chronological order, or compare-and-contrast will be used. Good informational skill books typically have more straightforward, explanatory writing that students can understand than textbooks (Freeman & Person, 1992). No one in Nigeria needs to be told that there is a severe lack of quality reading material.

The finding of the second objective also indicated that students find appropriate books from the library and share the titles of their favorite writers with their peers. Students are aware of the reading in the library while using computers and mobile devices; they also discussed various aspects of the books and reading with their fellows. As a result, students feel more at ease in the library when they study in groups. The majority of students prefer to discuss their reading material with family members and classmates. They have methods like looking at the titles, images, chapter inquiries, and reviews before starting to read a chapter. They go to get the sense of new words as they see them for the first time. They wrote down the main ideas they read as they read their textbooks to needy people after reading to the library. Similarly, Nagappa (1966) showed an investigation into reading desires. He determined that reading interests could be maintained by using libraries stocked with the most recent books and their advanced digital versions. Similarly, Purcell-Gates et al. (2002) studied the modifications in out-of-school learning practices in the US, which have implemented new reading habits and are read more commonly. They found that the use of real-life activities and material in class, that is, authentic material, had a significant effect on the participants' literacy practices. Contrary to the present study, Simon (2004) stated that curriculum subjects can get the attention of students if made more activity-based. As far as reading strategies are concerned, learners should take notes during class lectures and rewrite or type their notes with their classmates. Students in peaceful places where they have less handy supplies of resources during study they study during their personal peak time of energy to study with concentration for maximum yield.

The learners' self-discussion about reading and reading material enables them to cover the areas related to the examination. Such things change their notes into their words, for it is well thought out to create links between the new material they are demanding to learn and the data they already know with a classmate or group. Students get help from tutors, classmates, and their instructors to complete assignments and try to turn them in on time. Kumar (2011) observed the theoretical achievement and study practices of higher-level elementary students. The study included 100 upper elementary students chosen at random from two upper elementary schools. The result shows that girls and boys vary significantly in their study practices and educational achievement. According to the current study, readers fail to review different paragraphs in books in order to improve their conceptual clarity. They read academic books, the columns of prominent writers, magazines, digests, etc., and daily newspapers.

The strategy of most of the students is not conventional as far as taking notes or main points. Students do not write important points of their readings on sticky notes, diaries, or note books. They did not anticipate what possible questions might be asked on the test and made sure they knew the answers, mispronouncing the words during reading. They do not use visual memory during reading.

Students do not read slowly or pay attention to the punctuation marks during reading. It is concluded that variables such as students' socioeconomic status, parental qualifications, and the types of schools they attend have a significant impact on their study habits. Already published studies with favourable results for the current study are Singh (2011), Balan et al. (2019), Mirza et al. (2012), and Mansor et al. (2013).

As far as the gender variable is concerned, most of the related studies have the same findings as the current study, with only one study having the opposite result. Bhan and Gupta (2010) studied the habits and educational achievement of students who fit into the planned caste and non-scheduled class groups. The results show that gender has no major effect on the study habits and educational achievements of learners. It may be the difference in culture and the caste system that explains the different results from all other studies. Also According to Scales and Rhee (2001), when associating reading practices among white adult Americans and Asian Americans, they found that education, gender, and race were significant predictors of how often and how well-educated adults recite. Furthermore, he suggested that adults read mostly about their way of life and country. Rabia et al. (2017) studied the reading preferences of middle school-sixth, seventh and eighth grade-students at a citizen, public school in Atlanta, Georgia. The findings of this study show sex differences in awareness, which is similar to many societal categorizations, with females expressing a stronger interest in romance, relationships, animal stories, exploration, and historical fiction, while males expressed a stronger interest in athletics and learning. Also, the male respondents had a stronger liking for nonfiction than did the female respondents.

## **CONCLUSION AND RECOMMENDATIONS**

The majority of students agreed that they produce the sound of the words from the books when they read. Students use the rest of the sentence to help them guess the meaning of words for effective comprehension. Therefore, it is concluded that students' reading was allowed and made their concepts clear. Given that students take notes on books and consult dictionaries to find meanings, it is reasonable to conclude that students' reading was aided by materials such as dictionaries.

It is also evident that students find appropriate books from the library and share the titles of their favorite writers with their peers. Students are aware of the reading in the library while using computers and mobile devices; they also discussed various aspects of the books and reading with their fellows. As a result, students feel more at ease in the library when they study in groups. The majority of students agreed that they discuss their reading material with family members and classmates. They have methods like browsing the headings, pictures, chapter questions, and summaries before starting to read a chapter. They attempt to decipher the meanings of new words as they encounter them for the first time. They wrote down the main ideas they read as they read their textbooks to needy people after reading to the library.

Students take notes during class lectures and rewrite or type their notes with their classmates. Students in peaceful places where they have less handy supplies of resources during study they study during their personal peaks of energy to study with concentration. Students ask themselves questions about material that could appear on future exams and quizzes. They change their notes into their own words for better understanding and to create associations between the new material they are trying to learn and information they already know from a classmate or group. Students get help from tutors, classmates, and their instructors to complete assignments and try to turn them in on time. Students omit to make reviews of different paragraphs in reading books to make their conceptual clarity clear. They read academic books, the columns of prominent writers, magazines, digests, etc., and daily newspapers. The majority of students does not take sticky notes, diaries, or note books to jot down important points from their readings. They did not anticipate what possible questions might be asked on the test and made sure they knew the answers, mispronouncing the words during reading. They do not use visual memory during reading. Students do not read slowly or pay attention to the punctuation marks during reading. It is concluded that factors such as class, gender, parental qualification, and the types of schools where students read all have a significant impact on their studying habits. Teachers believe that the use of the internet, mobile devices, and social media, as well as laziness and a lack of interest on the part of students, are causes of poor study habits. On the basis of this study, the following recommendations are described: The study has imposed poor reading habits on the elementary school students, so they should be motivated and inspired to read properly.

1. The school library should have resources tailored to the needs of the students and be open during school hours to encourage students to read.
2. It has been discovered that students have a poor reading attitude and understand the materials they read. Therefore, students are recommended to develop a good attitude toward reading.
3. It is identified that good readers do not have much extracurricular reading, so students are recommended to read a lot of extracurricular reading for pleasure and to acquire knowledge.
4. Research reveals that rural students have better reading habits, so urban students should be monitored, and a further study on the poor study habits of urban students may be conducted.
5. There is a deficiency of reading material available in the schools at the elementary level. Therefore, it is recommended that more reading materials be made available to the students of PEF and private schools for the improvement of their reading habits.
6. The same study could be replicated on a large scale in all of Pakistan's provinces.

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