Reading Habits of Secondary and Higher Secondary Students of Madurai: A 'Class of Study' Based Evaluation

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Abstract

The present study aims at examining the general reading habits of students in terms of their class of study i.e. secondary Vs higher secondary level. The study reveals that :a majority of 49 (49.0%) of IX standard respondents preferred to read non-fiction ; The large number of 41(41.0%) XI standard respondents preferred to read non-fiction; Both IX and XI standard students mostly preferred to read science fiction and comedy fiction; Both IX and XI standard students mostly preferred to read essays ; a majority of 56(56.0%) class IX students and the large number of class XI 67(67.0%)students read 1-2 hours per week for reading;

Keywords

Reading habits, school students, Madurai city, fictions preferred, preferred language, reading

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Introduction

Reading is a skill which enables us to get a message; recognizing the written words (written symbols); getting (understanding) the meaning; used to teach pronunciation; grasping information from texts. Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.Effective reading is the result of acquisition of set of skills and habit. Reading has two fold purposes, namely acquiring knowledge and source of enjoyment.According to the Oxford English Dictionary, Reading means "the action of pursuing written or printed matter" (OED, 2003, p.1201).

Review of Literature

Andayani and Marayam(2018)analysed and portrayed Reading Habit and Interest of Tangerang City's Community. Reading is an important activity in improving people's life quality, and therefore it needs to grow and breed into a habit.. The study revealed that 40% of the people like to spend their leisure time for reading activities. They preferred reading newspapers articles about religious affairs to other topics. To get their reading need, they often bought religious books from the bookstore. In addition, they also acknowledged that the family played an important role in providing the conducive environment that contributed the growth and development of reading habits. Wema (2018) investigated the reading culture among students in higher learning institutions in Tanzanisome..The study findings indicate that students spend their spare time reading print and e-newspapers, books and magazines, and access social media that cover aspects such as sports, economic, technological and social issues. They are motivated to read by their desire to learn new aspects of life, expanding their vocabularies, improving reading skills, and acquiring new information. Florence, Adesola and Alaba (2017) undertook a survey study on reading habits among college of education students in the information age. The study confirmed that good reading habits enhance academic performance. The study recommended that courses on communication skills should be included for the first year (100 level) students and prose work and fiction such as novels

should be a compulsory course for second year students (200 level).Jayamma (2017) conducted a study on the reading habits of women PG students at Govt. Science College, Bangalore. The total population of the study is 83 students. The results revealed that 72% of the respondents opined that their self interest is the inspiration for reading books. Majority of the respondents read books to acquire information and to be an informative person. Swaminathan (2017) undertook a study on newspaper reading habits among the students of Arts Colleges in Madurai, Tamilnadu. majority of respondents read newspaper daily (66.09%) and time spent was less than 30 minutes. 92 (52.87%) use library for newspaper reading. The study found that newspapers are the tool for creating and generating reading habits among the students. . Adnan, Akram and Akram (2016) explored the factors that are influential in promoting the reading habits of students. The data was collected from 1050 students of three public universities of Punjab with the help of a questionnaire. The study reveals the fact that reading habits are being nurtured from home in which parents play a vital role. Along with parents, teachers nourish this reading habit through their continuous guidance and support. It is recommended that parents and teachers should work in collaboration with one another and create a healthy atmosphere that increases the interest of students in reading.

Chiang (2016) intended to understand the Reading Habits, Language Learning Achievements and Principles for Deep Knowledge. The study aimed at understanding how the nine principles for deep knowledge (PDK) affect reading habits and language achievements by conducting a small-scale, experimental and statistical study. All 32 students participating in this study exhibit significant traits of PDK. The results suggest that inner-connection principle significantly correlates with academic performances. Deep-and-down and alternating principles significantly correlate with reading habits. Meanwhile, inner-connection principle effectively predicts academic performances and deep-and-low principle effectively forecasts reading habits. Rani and Murugan (2016) carried out a studyon Reading Habits of PG Students with Special Reference to Anna University Regional Centre in Tirunelveli. Today library has changed from traditional library to hybrid library. This study collected data from 87 respondents. The research concluded that most of the respondents (51.73%) are II year students, majority of the students visit the library daily (59.78%), use printed materials for reading students, make use of newspapers (31.06%) and conduct web searching for reading communication (21.84%), Murugan (2015) carried out a study on the Reading Habits of students in University VOC College of Engineering Anna University Thoothukudi Campus. The samples of 166 students selected randomly were studied. The finding reveals that : 85 (51.20%) respondents spend up to 1 hour for reading, 65(39.16%) of the engineering students read to get up-to-date information, 41(24.70%) use Text books and 41 (24.70%) use printing materials frequently.

Objectives

The objectives of the study are :

- To elicit the personal profile of the school students
- To identify the type of books preferred for reading among the respondents
- To know the types of fiction preferred for reading among the respondents
- To know the type of non-fiction preferred for reading among the respondents
- To examine the time spent on reading per week among the respondents
- To identify the preferred language, place and time for reading among the respondents
- To identify the purpose of reading among the respondents
- To examine the style of reading preferred among the respondents and
- To understand the sources for getting materials to read among the respondents

Research Methodology

Population and Sample

The population for the study comprises of the secondary and higher secondary students of St. John Matriculation Higher Secondary school and Seventh-Day Adventist Matriculation Higher Secondary School students, Madurai city. 200 students were randomly selected in all. 100 students each from the classes IX, and XI constitute the samples for the study.

Tools for data collection

For this study, a well- designed structured questionnaire was used to collect the data The questionnaires were distributed to the samples selected on the basis of stratified random sampling

method. Two strata ' Class IX and Class XI' were employed. Random selection was done in each strata.

Data Analysis

Table 1: Personal Profile of the Respondents

Independent Variables	Components	Count	%
School	Seventh Day School	100	50.0%
	St John School	100	50.0%
Class	IX	100	50.0%
	XI	100	50.0%
Gender	Boy	118	59.0%
	Girl	82	41.0%
	Total	**200**	**100.0%**

(Source: Primary data)

Table 1 shows the information about personal profile of the respondents. 101 respondents belong to Seventh day Adventist school, Madurai and 99 respondents belong to St. John School, Madurai.100 respondents study class IX and another 10 respondents study class XI. Thus, the questionnaire has been equally distributed to the respondents of IX and XI classes.Out of 200 respondents, 118(59.0%0) respondents are boys and the remaining 82(41.0%) respondents are girls.

Table 2: Types of books preferred for reading Vs Class of Study of the respondents

Class	Type of books preferred for reading			Total
	Fiction	Non Fiction	Both	
IX	23 (23.0)	49 (49.0)	28 (28.0)	100
XI	27 (27.0)	41 (41.0)	32 (32.0)	100
Total	**50 (25%)**	**90(45%)**	**60(30%)**	**200**

(Source: Primary data)

Table 2 shows the Types of books preferred for reading and Class of Study of the respondents

Class IX Students

The analysis revealed that among 100 respondents, a majority of 49 (49.0%) of IX standard respondents preferred to read non-fiction, while 28 (28.0%) of the IX standard respondents preferred to read both fiction and non-fiction. The least number of 23 (23.0%) IX standard respondents preferred to read fiction only.

Class XI Students

The large number of 41(41.0%) XI standard respondents preferred to read non-fiction, and it is followed by 32 (32.0%) of the XI standard respondents who preferred to read both fiction and non-fiction. Just 27 (27.0%) of the XI standard respondents prefer to read fiction only. It is happy to note both IX and XI standard students preferred to read non-fiction.

Table 3: Types of Fiction preferred for reading Vs Class of Study of the Respondents

Type of fiction preferred for reading	Class		Total	%
	IX	XI		
Science fiction	26 (26.0)	21 (21.0)	**47**	23.5
Crime-detective stories	8 (8.0)	21 (21.0)	**29**	14.5
Adventure stories	6 (6.0)	9 (9.0)	**15**	7.5
Humor/Comedy	24 (24.0)	28 (28.0)	**52**	26.0
Fantasy	17 (17.0)	10 (10.0)	**27**	13.5
Horror stories	9 (9.0)	8 (8.0)	**17**	8.5
Animal stories	5 (5.0)	3 (3.0)	**8**	4.0
Others	5 (5.0)	0 (0.0)	**5**	2.5
Total	**100**	**100**	**200**	**100%**

(Source: Primary data)

Table 3 shows the types of fiction preferred for reading and class of the respondents.

Class IX Students

A majority of 26(26.0%) students preferred to read science fiction, while 24(24.0%) students preferred to read humor/comedy fiction, 17(17.0%) students preferred to read fantasy fiction, 9(9.0%)students preferred to read horror stories, 8(8.0%) students

preferred to read crime-detective stories,6(6.0%) students preferred to read adventure stories and 5(5.0%) students preferred to read animal stories. The least number of 5(5.0%) students preferred to read other types of fictions.

Class XI Students

The large number of 28(28.0%) students preferred to read humor/comedy fiction, and it is followed by 21(21.0%) students who preferred to read science fiction and crime-detective stories, 9(9.0%) students who preferred to read adventure stories and 8(8.0%) students who preferred to read horror stories. Just 3(3.0%) students preferred to read animal stories. Both IX and XI standard students mostly preferred to read science fiction and comedy fiction.

Table 4: Type of non -fiction preferred for reading Vs Class of Study of the Respondents

Type of non-fiction preferred for reading	Class		Total	%
	IX	XI		
Essays	37 (37.0)	42 (42.0)	**79**	39.5
Biography/auto-biography	26 (26.0)	19 (19.0)	**45**	22.5
Self-help(motivational)books	20 (20.0)	23 (23.0)	**43**	21.5
General knowledge	11 (11.0)	5 (5.0)	**16**	8.0
History	2 (2.0)	11 (11.0)	**13**	6.5
Personality development	4 (4.0)	0 (0.0)	**4**	2.0
Total	**100**	**100**	**200**	**100**

(Source: Primary data)

Table 4shows the types of non-fiction preferred by the respondents in terms of their class of study.

Class IX Students

A majority of 37(37.0%) students preferred to read essays while 26(26.0%) students preferred to read biography/ auto-biography, 20(20.0%) students preferred to read self-help books, 11(11.0%) students preferred to read general knowledge books and 4(4.0%) students preferred to read personality development books. The least number of 2(2.0%) students preferred to read history books.

Class XI Students

The large number of 42(42.0%) students preferred to read essays and it is followed by 23(23.0%) students who preferred to read self-help books, 19(19.0%) students who preferred to read biographies/auto biographies, 11(11.0%) students who preferred to read history books and 5(5.0%) students who preferred to read general knowledge books. Both IX and XI standard students mostly preferred to read essays.

Table 5: Time Spent on reading per week Vs Class of Study of the Respondents

Time Spent on reading per week	Class		Total	%
	IX	XI		
1 to 2 hours	56 (56.0)	67 (67.0)	**123**	61.5
3 to 4 hours	10 (10.0)	17 (17.0)	**27**	13.5
5 to 6 hours	26 (26.0)	12 (12.0)	**38**	19.0
>6 hours	8 (8.0)	4 (4.0)	**12**	6.0
Total	**100**	**100**	**200**	**100**

(Source: Primary data)

Table 5 shows the time spent by the respondents on reading per week in terms of their class of study.

Class IX Students

The analysis revealed that a majority of 56(56.0%) students read 1 to 2 hours while 26(26.0%) students read 5 to 6 hours, 10(10.0%) students read 3 to 4 hours and the least number of 8(8.0%) students read > 6 hours in a week.

Class XI Students

The large number of 67(67.0%)students read 1 to 2 hours while 17(17.0%) students read 3 to 4 hours, 12(12.0%) students read 5 to 6 hours and the least number of 4(4.0%) students read > 6 hours per week.

Table 6 shows the language preferred by class IX and XI students for reading books.

Table 6: Preferred language for reading Vs Class of Study of the Respondents

Preferred Language for reading	Class		Total
	IX	XI	
Tamil	62 (62.0%)	64 (64.0%)	**126 (63.0%)**
English	26 (26.0%)	27 (27.0%)	**53 (26.5%)**
Others	12 (12.0%)	9 (9.0%)	**21 (10.5%)**
Total	**100**	**100**	**200**

(Source: Primary data)

Class IX Students

The analysis revealed that a majority of 62(62.0%) students preferred to read in Tamil language while 26(26.0%) students preferred to read in English language and the least number of 12(12.0%) students preferred to read in other languages.

Class XI Students

The large number of 64(64.0%) students preferred to read in Tamil language while 27(27.0%) students preferred to read in English language and the least number of 9(9.0%) of students preferred to read in other languages.

Table 7: Purpose of reading Vs Class of Study of the Respondents

Purpose of reading for reading	Class		Total
	IX	XI	
To pass time	29 (29.0%)	31 (31.0%)	**60 (30.0%)**
To relax	12 (12.0%)	27 (27.0%)	**39 (19.5%)**
To get a job	19 (19.0%)	15 (15.0%)	**34 (17.0%)**
To know current affairs	8 (8.0%)	4 (4.0%)	**12 (6.0%)**
To improve my knowledge	26 (26.0%)	19 (19.0%)	**45 (22.5%)**
To write competitive exams	5 (5.0%)	3 (3.0%)	**8 (4.0%)**
To prepare for morning assembly and Co-curricular activities	1 (1.0%)	1 (1.0%)	**2 (1.0%)**
Total	**100**	**100**	**200**

(Source: Primary data)

Table 7 shows the purpose of reading by Class IX and XI students.

Class IX Students

The least number of 1(1.0%) respondent preferred to read to prepare for morning assembly programmes and Co-curricular activities. A majority of 29(29.0%) respondents read to pass their time while 26(26.0%) respondents read to relax and 22(18.6%) respondents read to get a job. 20(16.9%) respondents read to improve their knowledge while 8(6.8%) respondents read to know the current affairs.

Class XI Students

A majority of 25(30.5%) respondents read to improve their knowledge followed by 18(22.0%) respondents who read to pass time, 15(18.3%) respondents who read to relax, 12(14.6%) respondents who read to get a job, 7(8.5%) respondents who read to write competitive exams, 4(4.9%) respondents who read to know current affairs and the least number of 1(1.2%) respondent who reads to prepare for morning assembly programmesand Co-curricular activities.

Table 8: Style of Reading Preferred Vs Class of Study of the Respondents

You prefer	Class		Total
	IX	XI	
Silent reading	33 (33.0%)	35 (35.0%)	**68 (34.0%)**
Loud reading	18 (18.0%)	18 (18.0%)	**36 (18.0%)**
Lips reading	49 (49.0%)	47 (47.0%)	**96 (48.0%)**
Total	**100**	**100**	**200**

(Source: Primary data)

Table 8 shows the style of reading preferred and class of the respondents.

Class IX Students

The least number of 18(18.0%) respondents preferred loud reading. A majority of 49(49.0%) respondents preferred lips reading while 33(33.0%) respondents preferred silent reading.

Class XI Students

A majority of 47(47.0%) respondents preferred lips reading followed by 35(35.0%) respondents who preferred silent reading and the least number of 18(18.0%) respondents who preferred loud reading.

Table 9: Deciding Factors Vs Class of Study of the Respondents

Deciding Factors	Class		Total
	IX	XI	
Cover page	34 (34.0%)	29 (29.0%)	**63 (31.5%)**
Authors	24 (24.0%)	23 (23.0%)	**47 (23.5%)**
Table of contents	31 (31.0%)	27 (27.0%)	**58 (29.0%)**
Preface/Summary	11 (11.0%)	21 (21.0%)	**32 (16.0%)**
Total	**100**	**100**	**200**

(Source: Primary data)

Table 9 shows the deciding factors of choosing a book to read and the class of study of the respondents.

Class IX Students

The least number of 11(11.0%) respondents chose to read a book based on preface/summary. A majority of 34(34.0%) respondents read Cover page before choosing a book while 31(31.0%) respondents read Table of contents and 24(24.0%) respondents read about authors before choosing books to read.

Class XI Students

A majority of 29(29.0%) respondents read Cover page as the deciding factor to choose a book followed by 21(21.0%) respondents who read Preface/Summary, 27(27.0%) respondents who read Table of contents and 23(23.0%) respondents who read about Authors as the deciding factors for choosing a book to read.

Table 10shows the sources used by the respondents to get materials to read in terms of class of study of the respondents.

Table 10: Sources for getting materials to read Vs Class of Study of the Respondents

Sources of get materials to read	Class		Total
	IX	XI	
Own collection	30 (30.0%)	28 (28.0%)	**58 (29.0%)**
Private lending library	4 (4.0%)	6 (6.0%)	**10 (5.0%)**
Friend's Books	12 (12.0%)	11 (11.0%)	**23 (11.5%)**
School library	23 (23.0%)	27 (27.0%)	**50 (25.0%)**
Online library	15 (15.0%)	17 (17.0%)	**32 (16.0%)**
Subscribed	2 (2.0%)	1 (1.0%)	**3 (1.5%)**
Public library	9 (9.0%)	5 (5.0%)	**14 (7.0%)**
CD ROMs	5 (5.0%)	5 (5.0%)	**10 (5.0%)**
Total	**100**	**100**	**200**

(Source: Primary data)

Class IX Students

The analysis revealed that majority of 30(30.0%) students get materials to read from own collection, while 23(23.0%) students get from school library, 15(15.0%) students get from online library, 12(12.0%) students get from friends, 9(9.0%) students get books to read from public library, 5(5.0%) students get from CD ROMs, 4(4.0%) students get books to read from Private lending library and 2(2.0%)students get materials to read from the subscribed sources.

Class XI Students

The large number of 28(28.0%) students gets required materials to read from their own collection. It is followed by 27(27.0%) students who get materials from school library, 17(17.0%) students who get from online library, 11(11.0%) students who get books from friends, 6(6.0%) students who get books from Private lending library and 5(5.0%) students who get books from public library and CD ROMs. Just 1(1.0%) student gets books to read from subscribed resources. Both IX and XI standard students mostly preferred to read their own collection.

Table 11: Person encouraging and suggesting to read Vs Class of Study of the Respondents

Who encourage and suggest you to read?	**Class**		**Total**
	IX	**XI**	
Mother	32 (32.0%)	20 (20.4%)	**52 (26.0%)**
Father	9 (9.0%)	8 (8.2%)	**17 (8.5%)**
Sister	4 (4.0%)	13 (13.3%)	**17 (8.5%)**
Brother	16 (16.0%)	16 (16.3%)	**32 (16.0%)**
Grandparents	15 (15.0%)	12 (12.2%)	**27 (13.5%)**
Teacher	8 (8.0%)	9 (9.0%)	**17 (8.5%)**
Friends	6 (6.0%)	9 (9.2%)	**15 (7.5%)**
School librarian	9 (9.0%)	8 (8.2%)	**17 (8.5%)**
Others	1 (1.0%)	3 (3.1%)	**4 (2.0%)**
Total	**100**	**98**	**200**

(Source: Primary data)

Table 11 shows the people who encourage and motivate the students to read in terms of their class of study.

Class IX Students

The analysis revealed that majority of 32(32.0%) students stated that their mothers encourage and motivate them to read while 16(16.0%) students stated that their brothers do that. While 15(15.0%) students shared that their grandparents, 9(9.0%) students stated that their father and school librarian, 8(8.0%) students stated that their teachers, 6(6.0%) students shared that their friends, 4(4.0%) students stated that their sisters and 1(1.0%) student shared that other person encourage and motivate them to read.

Class XI Students

The large number of 20(20.4%) students stated that their mothers encourage and motivate them to read and it is followed by 16(16.3%) students who shared that their brothers,13(13.3%) students who stated that their sisters, 12(12.2%) students who shared that their grandparents, 9(9.2%) students who stated that their and teachers, 8(8.2%) students who shared that their school librarians and fathers and 3(3.1%) students who stated that other people encourage and motivate them to read.

Most of the IX and XI standard students stated that their mothers encourage and motivate them to read.

Table 12: Convenient and preferred time for reading Vs Class of Study of the Respondents

Convenient and preferred time for reading	**Class**		**Total**
	IX	**XI**	
Early morning	28 (28.0%)	17 (17.0%)	**45 (22.5%)**
During breakfast	10 (10.0%)	12 (12.0%)	**22 (11.0%)**
While travelling to read	20 (20.0%)	24 (24.0%)	**44 (22.0%)**
Evening	24 (24.0%)	24 (24.0%)	**48 (24.0%)**
Before going to bed	18 (18.0%)	23 (23.0%)	**41 (20.5%)**
Total	**100**	**100**	**200**

(Source: Primary data)

Table12 shows the convenient and preferred time for reading among Class IX and XI students.

Class IX Students

The analysis revealed that a majority of 28(28.0%) students preferred to read in the early morning, while 24(24.0%) students preferred to read in the evening, 20(20.0%) students preferred to read while travelling, 18(18.0%) students preferred to read before going to bed and the least number of 10(10.0%) students preferred to read during breakfast hours.

Class XI Students

The large number of 24(24.0%) students preferred to read while travelling and in evening hours while 23(23.0%) students preferred to read before going to bed, 17(17.0%) students preferred to read in the early morning. The least number of 12(12.0%) students preferred to read during breakfast hours.

Table 13 shows the convenient place for reading among Class IX and XI students.

Table 13: Convenient Place for reading Vs Class of Study of the Respondents

Convenient place for reading	Class		Total
	IX	XI	
Home	36 (36.0%)	36 (36.0%)	**72 (36.0%)**
School	14 (14.0%)	17 (17.0%)	**31 (15.5%)**
School library	7 (7.0%)	12 (12.0%)	**19 (9.5%)**
Public library	22 (22.0%)	11 (11.0%)	**33 (16.5%)**
While travelling	16 (16.0%)	22 (22.0%)	**38 (19.0%)**
Other places	5 (71.4%)	2 (28.6%)	**7 (3.5%)**
Total	**100**	**100**	**200**

(Source: Primary data)

Class IX Students

The analysis revealed that a majority of 36(36.0%) students preferred to read at home while 22(22.0%) students preferred to read in public library, 16(16.0%) students preferred to read while travelling, 14(14.0%) students preferred to read at school and 7(7.0%) of students preferred to read at school library. The least number of 5(71.4%) students preferred to read at other places.

Class XI Students

The large number of 36(36.0%) students preferred to read at home, and it is followed by 22(22.0%) students who preferred to read while travelling, 17(17.0%) students who preferred to read at school, 12(12.0%) students who preferred to read at school library, 11(11.0%) students who preferred to read in the public library and 2(28.6%) students preferred to read at other places. Both IX and XI standard students mostly preferred to read a home.

Findings' Specific Suggestions

More students prefer to read non-fiction. So, the school libraries should build a good collection of non-fiction materials in the library. Of the fiction category, science, crime, humour and fantasy stories are popular among the students. So, the library should procure more varieties of such kinds of books for the students. Of the non-fiction category, most of the students want essays, biographies, autobiographies and motivational books. So, the library may concentrate on these species of books on their purchase routines. Most of the students read 1-2 hours per week. As it is bit low, the students should be motivated to visit the library quite often. During the free periods or leisure hours, the students may be sent to the library. More library hours, if possible, may be incorporated in the school time table. Tamil and English are the most preferred language for reading among the students. So, books in these two languages should be made available more in number in the libraries. Most of the students read to pass time and relax. The librarian should procure such kind of books that will enable the students to relax. The books that help the students to choose different careers for their life and the books that will improve the general knowledge of the students may be preferred, as they are needed most by the students.

A good number of students decide to read a book after browsing its cover page, author and table of contents. The students should be trained to take into account other factors like publishers, reputation of the authors, foreword and abstract for taking decision on the books to be read.Many students have own collection of books. These books may be displayed or circulated among the classmates or displayed in the library for the use of others. A marginal set of students get books from online libraries. The students may be oriented to the availability of various open source websites that will give them hundreds of free books to download. Sites like project Gutenberg, booksee.org, pdfdrive.com, archives.org may be introduced among the students.Parents, grandparents and siblings may be invited for some informal gatherings while some reading activities are conducted in the school. They may be requested to motivate their wards / children to read by taking part in the combined reading sessions and storytelling sessions in homes.Sizeable number of students prefers to read in the early morning and in the evening hours. So, the library may be kept open 30-45 minutes before the school hours and after the school hours to facilitated the students to get opportunities to read during their preferred time.

Home is the most convenient place for reading among the students. So, the parents may be directed to maintain a congenial reading atmosphere in their homes. Small libraries may be established in the homes. Books may be donated to the children by the parents on their birthdays. JPublic libraries are preferred by a mediocre number of students. The school library may take some initiatives to

collaborate with the nearby public libraries. The students may be enrolled as the members of nearby public libraries. If the public librarian is interested, he/she can bring books to the school once or twice a week for the school student members to borrow or return the books.

Conclusion

The role of the libraries in promoting reading is especially crucial in developing scientific, reflective thinking and creativity. Librarians can help secondary school students and youths develop critical and independent thinking through their exposure to a wide variety of instructional resources and learning opportunities. Apart from the development of creative and critical thought, the role of the library in the promotion of reading habit can be seen in the readers' development of values, attitudes, and appreciation.

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