

Reading Habit and Students' Attitudes Towards Reading: A Study of Students in the Faculty of Education UiTM Puncak Alam

Jamiah Baba (PhD) ^{1*}, Faiza Rostam Affendi

¹Faculty of Education, Universiti Teknologi MARA,
UiTM Puncak Alam Campus, 42300 Puncak Alam, Selangor, Malaysia

²Faculty of Education, Universiti Teknologi MARA,
UiTM Puncak Alam Campus, 42300 Puncak Alam, Selangor, Malaysia

Email addresses:

jamia021@salam.uitm.edu.my (Jamiah Baba) *Corresponding Author
faizarostam95@gmail.com (Faiza Rostam Affendi)

<https://doi.org/10.24191/ajue.v16i1.8988>

Received: 5 May 2019

Accepted: 13 December 2020

Date of online publication: 27 April 2020

Published: 27 April 2020

ABSTRACT

Ability to read is crucial as reading affects intellectual and emotional growth of an individual. Those who read well have more chances in widening their mental horizons and better opportunities of success. Hence, this paper is an attempt to understand the reading habits and attitudes of the students in the Faculty of Education in Universiti Teknologi Mara, Puncak Alam. To collect the relevant data, a questionnaire was designed and distributed to 80 students. The questionnaire investigated the students' reading habit, preferences, and attitudes towards reading. The research findings through quantitative analysis revealed that the students had an overall positive attitude towards academic and leisure reading as they read academically and leisurely daily or at least once a week. Apart from that, digital materials are considered better compared to printed texts when it comes to the students' preference and its availability. Based on the findings, several recommendations were made to help improve students' reading habits and attitudes. Having a national survey on Malaysian students' reading habits is deemed necessary as it can document current trends (including the use of digital materials as a form of reading) and factors affecting students' reading habits and attitudes so that more fruitful actions to improve students' reading habits can be taken. Finally, teachers should also play a more significant role in motivating students to read as the findings yield that teachers are shown to have an impact on students' reading habits and attitudes.

Keywords: reading attitude, reading habit, students' attitude

INTRODUCTION

Reading affects intellectual and emotional growth of an individual. Those who read well have more chances in widening their mental horizons and better opportunities of success. Moore, Bean, Birdyshaw and Rycik (1999) mentioned that adolescents entering the adult world in the 21st Century will read and write more than at any other time in human history. They will need higher levels of reading literacy to carry out their jobs, run their households, act as citizens and perform their personal lives. Nevertheless, for the past years, technology advances and the media have certainly made students read fewer books. Instead, they spend a significant amount of time in surfing the internet and they prefer to do other activities that involved technologies instead of reading (Annamalai & Muniandy, 2013; Florence, Adesola, Alaba & Adewumi, 2017). In the long run, it is very vital for students to master reading skill as with enhanced reading skill, learners will make better progress in all other areas of learning (Ahmed,

2016). Hence, as future leaders, university students ought to improve their reading habits by making use of the technology. Also, the education system needs to prepare these students to adjust to social and technological changes that are occurring (Mohd Noor, 2011).

Essentially, this paper provides exploratory insights into the reading habits and attitudes of the students in the Faculty of Education in Universiti Teknologi Mara, Puncak Alam. By identifying the students' reading habits and attitudes, the paper also tries to establish the relationship between reading habits and attitudes, and to make appropriate suggestions to improve students' reading habits that concur with their reading preferences. With that in mind, the paper is also cognisant of the fact that students' reading habits might be affected by the accessibility of digital reading materials made available by the Internet technology. Hence, the following research questions are aligned to the objectives of the paper:

1. What is the reading habit of students in the Faculty of Education UiTM Puncak Alam?
2. What factors influence their reading habits?
3. What are the students' attitudes towards reading?
4. How do the attitudes impact on their reading habits?

READING AND READING HABIT

Reading is defined as an active attempt on the part of the reader to understand a writer's message, which involves cracking the code and analysing, reasoning, thinking, imagining, and judging (Smith & Robinson, 1980). Toit (2001) stated, reading is a process of thinking, recalling and relating ideas under the functioning of written words. It is the ability to comprehend what is seen in the text, which is the ability of the reader to capture before processing that information and acquire meaning from it (Adetunji, 2007).

Fundamentally, reading habit refers to the behaviour which conveys the likeness of reading of individual preference of reading materials and tastes of reading (Sangkaeo, 1999). A good reading habit is very much needed for one's healthy intellectual growth as it provides the reader with a sense of values which help him to gradually develop the capability to understand instead of condemn (Mohd Noor, 2011). Also, for one to attain practical efficiency and a healthy intellectual growth, a reading habit is crucial. One's interest of reading is determined to a significant extent by the amount of reading materials that he will read and the intensity of how much he wants to keep reading (Chettri & Rout, 2013). Apart from that, reading speed, fluency, vocabulary, general knowledge and academic achievement can be developed with a good reading habit.

Florence et al. (2017) confirmed that good reading habits enhance academic performance. Their study showed that almost all the respondents understood the importance of reading, however the reading habits of the respondents did not reflect the lives of most students in colleges and universities. Similarly, Anyaegbu's (2016) research on how poor reading habit affects the academic performance of secondary school students found that lack of understanding in reading leads to discouragement from studying outside the classroom as it is difficult for students to comprehend their text. Hence, their academic performance will be affected. In addition to that, Espin and Deno (1993) established that a relationship does exist between basic reading literacy and student academic success.

DEVELOPING READING HABIT

According to Inderjit (2014), the growth of reading habit does not only occur in the classroom or at home, but also in the community or the public. McColvin (1929) believed that there are four factors that help develop children's reading habit. First, the influence from parents and friends who enjoy reading. Basically, anyone in the child's social circle plays a role in influencing him. Second, the presence of books at home or an appealing library in the community. Next, the influence of teachers. Teachers must be readers as they are role models to all the students in school. Finally, school work that is closely related to library reading. Reading habit implies that the readers turn to books naturally and almost automatically and teachers are responsible in relating school work to library reading.

Anyaegebu (2016) mentioned that without the existence of a functional library, students' reading habit can be affected. The respondents in his study revealed that lack of reading materials in their school library affects their reading habits. In addition to that, the lack of well-equipped school library and a teacher librarian make it harder for the students to fully make use of the library. Library is one of the resources that can stimulate and develop the reading interest of the students and it plays vital roles in promoting reading.

Interestingly, the reading habit of people in this digital era, especially young adults has changed. It is found that they are spending more time reading electronic materials compared to printed materials (Liu, 2005). Lone (2011) confirmed in his study that most of the students who enjoy reading are from the urban areas as they have access to public libraries and better facilities specifically the Internet.

READING ATTITUDE

Studies in the United States have shown that there is a negative trend in student attitudes toward reading as they grow older. It is also has been stated that when there are more tempting options such as videos games and watching television, children may not read. This attitude also includes those accomplished readers with average to low attitudes toward reading (McKenna, Kear & Ellsworth, 1995). Here, reading attitude is defined as a system of feelings associated to reading which causes the reader to approach or avoid a reading situation (Tunnell, Calder, Justen & Phaup, 1991).

According to Briggs (1987), a positive reading attitude is a motivational stimulus that encourages and assists learning, whereas, a negative attitude will result in the opposite. He also concluded that children who have positive attitudes towards reading have a greater possibility for success. A National Survey on Children's Attitudes toward Reading reported that recreational and academic reading attitudes among children in the United States of America is decreasing gradually and it is predicted that as children mature and more options on leisure activities are available, the positive attitude towards reading will become worse (McKenna, Kear & Ellsworth, 1995) and this is a serious issue as Smith (1990) mentioned that a positive attitude plays significant role in reading behaviour as it helps to motivate in accomplishing cognitive tasks. Thus, students can succeed towards their goals in education.

FACTORS AFFECTING READING ATTITUDE

There are several factors that affect reading attitude. Braden (2012) mentioned that one of the factors is how the child was raised. The macro system and culture of the child was brought up affect his reading attitude. Before a child experiences going to school, his source of beliefs, attitude and knowledge towards the world come from the family. Furthermore, the media and experiences with people around him are other main sources of attitudes that have lifelong impact on what a child values. Reading attitude of students is partially a socially constructed concept. From his prior experience and knowledge about books and literacy, a child transfers everything to his present experience at school. Meaning, it is important for teachers to set up the classroom as a learning community that serves students with cultural identities.

Braden (2012) added that another factor that affects reading attitude is reading ability. Students find assignments harder, frustrating and overwhelming when they have fallen behind and no longer read according to their grade level. Besides that, he believed that gender is a background factor that is related with students' reading attitude. For a long time, it has been shown that girls view reading as a more satisfactory behaviour compared to boys. In contrast, Parker (2004) asserted that ability does not influence reading attitude as no correlation between attitude and ability was identified. This means individuals' reading attitude should not be affected by their reading ability.

According to Palani (2012), if students were given the appropriate training at school level, they can easily develop potential in reading. Teachers do not only teach in school. They play a vital role in inculcating positive attitudes that shape students into serious readers. If students were instilled with the

values of reading, there is a very high possibility that they would continue to read for the rest of their life. In conclusion, students' attitudes towards reading affect their reading habits.

READING PREFERENCES

Previous research proved that students have several reading preferences. In a study by Erdem (2015) on the types of reading materials read by university students, it was determined that the respondents read novels, newspapers and magazines in their leisure time. However, they could not spend much time on reading books as they are occupied with classes, busy social life and spending time on the computer. A local study by Mohd Noor (2011) that focused on reading habits and preferences of EFL postgraduates indicated that Internet materials were the main preferred reading material. Also, the students who read for pleasure preferred materials that are written in their first language while those who read for academic purposes would go for English reading materials.

In 2010, a survey done by Malaysian Reading Profile conveyed that Malaysians who are at the age of 10 and above only read approximately eight to twelve books a year (National Library of Malaysia, 2010). Literacy statistics in 2016 reported that out of 85% of Malaysians who read regularly, 77% of them preferred newspapers, 3% read magazines, 3% read books and 1.6% read comics (Borneo Post Online, 2017). It shows that Malaysians have a variety of reading preferences.

Zainol Abidin, Pour-Mohammadi and Lean (2011) found around 48% of their respondents read in their spare time and their reading materials are mostly newspapers, magazines and comics. In addition, 40% said they read because they think they should while 66% said reading is necessary to pass the exam. Similarly, Daniel, Esoname, Chima and Udoaku (2017) reported that a majority of students read with the sole purpose of passing their examination. Only a small number of them read to fulfil their interest in reading or for the sake of intellectual inquisitiveness.

Lone (2011) revealed that college students mostly read for education, as 43.49% of his respondents said they read for the purpose of education, followed by 40.23% who read to gain information while only 11.39% read for leisure. The negative attitude towards reading for leisure is because they are pressured by their parents and teachers to perform better academically. Lone (2011) also mentioned that it is important for parents and teachers to encourage students in both academic and leisure reading as reading is one of the most basic skills for lifelong learning and lifetime reading is best established through leisure reading.

The enormous production and consumption of information and knowledge via the digital media have rapidly changed the way reading is experienced. People no longer read solely from print-based materials (Chong, 2016). A case study by Mohamed et al. (2012) on reading behaviours of students revealed that students spent so much more time on reading using digital media rather than printed materials on both non-academics or non-course related materials. In his study, Ahmed (2016) exposed that undergraduate students mostly use the Internet and watch television more than they read. Additionally, only 29.6% of the respondents read one or more book in the previous year, while the other 70.4% said that they did not read any book or novel.

Nor Shahriza and Amelia (2007) revealed that websites are an important source of reading for university students as they spend a significant amount of time reading from websites, newspapers and academic books. Besides, reading has become a major activity during their leisure time. Zainol Abidin et al. (2011) reported that the growth of the electronic media as one of the sources of information and entertainment has been extraordinary. The amount of people especially the young who are going wireless and using the Internet to gather information is growing every day. Hardcopies are being abandoned as young people prefer softcopies. It is harder to read hardcopies because they are seen as

too much work and they take too long. Based on the studies above, it can be concluded that most Malaysian students read but they prefer using the Internet as their medium of reading.

RESEARCH METHODOLOGY

This study applied a quantitative survey research. The population of this study is the students in the Faculty of Education in UITM Puncak Alam. Convenience sampling was employed to select the samples, which form ten (10) percent of the 1341 student population. Hence, 135 questionnaires were distributed to the students in the Faculty. However, the response rate was only 59% as 80 questionnaires were returned.

This study used a questionnaire as the main instrument. The questionnaire was based on the reviewed literature and research instruments used in similar studies, including Smith's (1991) Adult Survey of Reading Attitude (ASRA). The questionnaire was divided into four sections. Section A contained questions on the respondents' demographic information. Section B consisted of questions on reading habits that include the frequency of reading, types of reading materials and preferred online activities. Section C contained questions on factors influencing reading habits while Section D focused on reading attitude. The responses were based on a five-point Likert scale (5 = "strongly agree"; 1 = "strongly disagree"). In order to avoid bias, peer debriefing were used with other researchers who are working in similar field of study in which they gave insights throughout the research process. Apart from that, to ensure the validity of the questionnaire, it was reviewed by an expert on the research topic.

FINDINGS AND DISCUSSIONS

Out of 80 respondents, 55 (68.8%) were female and the remaining 25 (31.2%) were male. Table 1 shows the demographic profile of the respondents, including the students' semester (part) of study.

Table 1
Demography of Respondents

Demographic variable	Item	Frequency	Percentage (%)
Gender	Male	25	31.2
	Female	55	68.8
Part	1	20	25.0
	2	6	7.5
	3	10	12.5
	4	1	1.2
	5	2	2.5
	6	20	25.0
	8	21	26.3

READING HABIT

The respondents' reading habits were analysed through the frequency of reading, both academic and leisure, the types of academic and leisure reading they prefer, their reading preferences when it comes to printed text and digital materials, the respondents' favourite leisure activity apart from reading, the frequency of time spent on the Internet and their activity on the Internet.

Table 2
Frequency of Academic and Leisure Reading

	Frequency	Percentage (%)
Academic Reading		
Daily	30	37.5
Once a week	24	30.0
Once a month	8	10.0
Rarely	18	22.5
Never	0	0
Leisure Reading		
Daily	33	41.3
Once a week	21	26.3
Once a month	13	16.3
Rarely	11	13.8
Never	2	2.3

Table 2 shows the frequency of reading. 30 (37.5%) respondents did their academic reading daily, 24 (30%) said once a week, another 8 (10%) answered once a month and 18 (22.5%) admitted that they rarely read for academic purposes. Interestingly, 33 (41.3%) respondents did leisure reading daily, 21 (26.3%) said once a week, another 13 (16.3%) answered once a month, 11 (13.8%) admitted they rarely read for leisure and the other 2 (2.3%) never read for leisure. The findings revealed that the respondents' frequency of academic reading is very promising as most of them read academically daily or at least once a week. Equivalently for leisure reading, most of the respondents admitted that they read for leisure daily or at least once a week.

Asked about their preference of academic reading materials, 39 (48.8%) respondents picked textbooks. Only 12 (15%) admitted they read encyclopedias as most preferred to read websites (72 respondents; 90%). 30 (37.5%) respondents answered that they read journals and 20 (25%) of them admitted to reading e-textbooks. Table 3 shows the respondents' preferred reading materials.

Table 3:
Preference of Academic and Leisure Reading Materials

	Frequency	Percentage (%)
Academic Reading Materials		
Textbook	39	48.8
Encyclopedia	12	15.0
Website	72	90.0

Journal	30	37.5
eTextbook	20	25.0
Leisure Reading Materials		
Magazines	33	41.3
Novel	35	43.8
Comic	36	45.0
Newspaper	28	35.0
Poetry	13	16.3
Catalogue	4	5.0

From the findings, it is found that the respondents' main source of academic materials is the websites. This finding is reflected in the study by Nor Shahriza and Amelia (2007) as websites are an important source of reading for university students as they spend a significant amount of time reading the websites. The respondents of the current study also prefer to read magazines, novels, comics and newspapers for their leisure reading. This is similar Erdem (2015) who found that his respondents read novels, newspapers and magazines during their leisure time.

The respondents were also asked to rank their preference of reading materials between digital materials and printed texts. 54 (67.5%) respondents preferred digital materials while the remaining 26 (32.5%) preferred the printed texts.

Table 4
Preference between Printed Texts and Digital Materials

	Frequency	Percentage (%)
Printed Texts	26	32.5
Digital Materials	54	67.5

As indicated in Table 4, most of the respondents preferred digital materials compared to printed texts. This reflects the study by Mohd Noor (2011) that found the majority of the postgraduate students chose Internet materials as their main reading materials. Similarly, Mohamed et al. (2012) also revealed that students spent so much more time reading on digital media rather than printed materials on both non-academic or non-course related materials. Zainol Abidin and associates (2011) reported that the growth of the electronic media as one of the sources of information and entertainment has been extraordinary. The amount of people especially the young who are going wireless and using the Internet to gather information is growing every single day. Hard copy is being abandoned as young people prefer digital materials. For them, it is harder to read hard copy because it is seen as too much work and it takes too long. Liu (2005) mentioned that the reading habit of people in this digital era, especially young adults, has changed because they are spending more time reading electronic materials compared to printed materials.

FACTORS INFLUENCING READING HABIT

The respondents were asked whether their family members influence them to read or not. 11 (13.8%) respondents admitted that their family members do not influence them to read. Another 24 (30%) answered that they were unsure. The other 45 (56.2%) agreed that their family members play a part in influencing them to read.

Similarly, the respondents were asked on the influence of their teachers on their reading habit. A small number (7 or 8.8%) believed their teachers do not influence them to read at all. 21 (26.3%), on the other hand, remained uncertain. The rest (52 or 65%) answered that their teachers play a part in influencing them to read.

The respondents were also asked whether the availability of the public libraries affected their reading habits. 61 (76.3%) respondents admitted that the availability of the libraries does not affect their reading habits. 8 (10%) of them, on the other hand, are unsure about this question. Only 11 (13.7%) agreed that they do not read because they do not have the access to the public libraries.

Also, the respondents were asked whether they think their reading habit is directly connected to their academic achievement or not. A small number (7 or 8.7%) disagreed as they believe reading habits should not be affiliated with academic achievement. Another 15 (18.8%) are neutral about this notion. Most of the respondents (58 or 72.5%) admitted that their reading habits are directly connected to their academic achievement. Table 5 indicates the factors influencing the respondents' reading habits.

Table 5
Factors Influencing Reading Habits

	Frequency			Percentage (%)		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Influence from						
Family Members	45	24	11	56.2	30.0	13.8
Teachers	52	21	7	65.0	26.3	8.8
Existence of Good Libraries	11	8	61	13.7	10.0	76.3
Academic Achievement	58	15	7	72.5	18.8	8.7

The findings have shown that the respondents' reading habit is encouraged by family members as more than half agreed that their family members influenced them to read. Besides family members, their teachers also played a big part in influencing them to read. As asserted by McColvin (1929), the biggest contributing factors are parents and friends who enjoy reading and teachers who influence their students to read. This is because teachers are role models to all the students in school when parents and family members are not present.

Existing literature argues that library is one of the resources that can stimulate and develop the reading interest of the students and it plays a vital role in promoting reading (Anyaeibu, 2016; McColvin, 1929). Interestingly, the findings of this study proved the opposite as the respondents admitted that the existence of good libraries does not affect their reading habit.

Another contributing factor that influences the reading habit of the respondents in the current study is academic achievement. The respondents agreed that they read for their academic achievement as they believe that reading habit is directly connected to their academic achievement. As cited in Daniel et al. (2017), a majority of students read with the sole purpose of passing their examination. Lone (2011) supported this finding as his study revealed that college students mostly read for the purpose of education.

READING ATTITUDE

The respondents were asked on the influence of their teachers on their reading habit. 45 (56.2%) respondents agreed that their family members play a big role in influencing them to read. Another 24 (30%) answered that they were neutral on this question. The rest of the respondents (11 or 13.8%) disagreed and said their family members do not influence them to read at all.

Likewise, the respondents were asked on the influence of their teachers on their reading habit. 52 (65%) respondents agreed that their teachers influenced them to read. The other 21 (26.3%), on the other hand, remained uncertain. Only a small number (7 or 8.8%) believed that their teachers do not influence them to read at all.

Table 6:
Reading Attitude

	Frequency			Percentage (%)		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Influence from						
Family Members	45	24	11	56.2	30.0	13.8
Teachers	52	21	7	65.0	26.3	8.8

It can be concluded that parents and teachers play a vital role in students' life as the respondents believed that their parents and teachers influenced them to read. This is supported by Braden (2012) who mentioned that one factor that contributed to a child's reading attitude is how the child was raised. The macro system and culture of the child was brought up definitely affect his reading attitude. Braden (2012) asserted that before a child experiences going to school, his source of beliefs, attitude and knowledge towards the world come from the family. From his prior experience and knowledge about books and literacy, a child transfers everything to his present experience at school. Hence, it is really important for teachers to influence children to read so they will develop a positive reading attitude because students' reading attitude is partially a socially constructed concept.

IMPACT OF READING ATTITUDE ON READING HABIT

As mentioned earlier, most of the respondents (72.5%) believed that their reading habits are directly connected to their academic achievement. When the item was cross tabulated with their frequency of reading, 67.5% read academic materials daily or at least once a week. Interestingly, only 5.6% out of 22.5% of the respondents who answered they rarely read disagreed that reading habit is directly connected to their academic achievement.

The respondents were asked if they believe that reading will help them do better in their career. The item was cross tabulated with the respondents' frequency of academic reading. 77.6% of them believed that reading will help them in their career. Thus, 67.5% of them take the initiative to read academically daily or once a week. Not surprisingly, only 5.6% out of 22.5% of the respondents who answered they rarely read academic materials disagreed that reading will help them to do better in their career.

The respondents were asked about the relationship of reading with employability. Most of the respondents (59 or 73.8%) agreed that reading will help them a lot in finding jobs. 20 (25%) were uncertain. Only a small number (1 or 1.2%) believed that reading does not help them in finding jobs. The respondents were also asked on the relationship of reading and their career. Not surprisingly, most of them (62 or 77.6%) agreed that reading will help them to do better in their career. Only 1 (1.3%) admitted that they believe reading does not help them to do better in their career.

From the findings, it is shown that the respondents believed that reading is highly connected to their academic achievement. It can be assumed that the purpose of the respondents doing academic reading daily or at least once a week is very much associated with their goals of performing better academically.

This is supported by Florence et al. (2017) who confirmed that good reading habits enhance academic performance. Similarly, Anyaegbu (2016) revealed that students' poor reading habit affects their academic performance.

Most of the respondents believed that reading will help them in finding jobs and they agreed that reading will help them do better in their career. Hence, most of them read for leisure and academically daily or at least once a week for these purposes. As discussed previously, Inderjit (2014) stated that reading contributes significantly to job success and development in career.

CONCLUSION AND RECOMMENDATION

The findings highlighted that most of the students spend some time reading academically and leisurely daily for educational purpose and pleasure. Apart from that, it can also be agreed that digital materials are considered better compared to printed texts when it comes to students' preference and its availability. Reading is highly connected to their academic achievement, and that it can significantly contribute to their future careers.

The paper offers several recommendations based on the findings. Firstly, in tandem with current technological advancement, a national survey on the digital reading of the Malaysian citizens should be done to see if the reading habits are influenced by the rapid technological changes. Secondly, teachers should keep motivating students to read as the findings found that teachers significantly influence students' reading habits. Since students prefer digital materials compared to printed texts, teachers can provide them with reading assignments that require them to utilise online materials. Also, teachers should be aware of the shifts in their students' reading patterns so that they are updated of their students' needs. Finally, as what has been concluded, students prefer digital materials rather than the printed texts. Therefore, institutions like schools and universities can provide more access to digital materials and web databases to students so that good reading habits can be cultivated.

REFERENCES

- Adetunji, A. (2007). Factors affecting reading habit of secondary school students in Osogbo. *Medwell Journals*. Retrieved February 6, 2018, from <http://docsdrive.com/pdfs/medwelljournals/sscience/2007/102-105.pdf>
- Ahmed, S. (2016). Reading Habits and Attitudes of UMSKAL Undergraduates. *International Journal of Applied Linguistics & English Literature*, 5(2). <http://dx.doi.org/10.7575/aiac.ijalel.v.5n.2p.189>
- Annamalai, S., & Muniandy, B. (2013). Reading Habit and Attitude among Malaysian Polytechnic Students. *International Online Journal of Educational Sciences*, 5(1).
- Anyaegbu, M. (2016). Poor Reading Habit and the Academic Performance of Junior Secondary School Students in Enugu South Local Government Area of Enugu State. *Research Gate*. Retrieved February 11, 2018.
- Borneo Post Online (2017, October 14) *Malaysians Not Reading Enough Books*. Retrieved January 5, 2018, from <http://www.theborneopost.com/2017/10/14/malaysians-not-reading-enough-books/>
- Braden, M. J. (2012). Impacting Attitudes Towards Reading in the Second Grade Classroom: A Reading Role Model Intervention. *Wichita State University*. Retrieved February 11, 2018, from <https://soar.wichita.edu>
- Briggs, L. D. (1987). A Poor Attitude: A Deterrent to Reading Improvement. *Reading Horizons*, 27(3), 7th ser. Retrieved February 11, 2018, from <http://scholarworks.wmich.edu>
- Chettri, K., & Rout, S. K. (2013). Reading Habits - An Overview. *IOSR Journal of Humanities And Social Science*, 14(6). Retrieved March 26, 2018, from www.Iosrjournals.Org.
- Chong, S. L. (2016). Re-thinking aliteracy: When undergraduates surrender their reading choices. *UKLA*, 50(1). Retrieved February 12, 2018, from www.researchgate.net.
- Daniel, O. C., Esoname, S. R., Chima, O. D., & Udoaku, O. S. (2017). Effect of Reading Habits on the Academic Performance of Students: A Case Study of the Students of Afe Babalola University,

- Ado-Ekiti, Ekiti State. *American Journal of Library and Information Science*. Retrieved February 12, 2018, from <http://www.sciencepublishinggroup.com/j/ajlis>
- Erdem, A. (2015). A research on reading habits of university students: (Sample of Ankara University and Erciyes University). *Procedia - Social and Behavioral Sciences*. Retrieved March 25, 2018.
- Espin, C. A., & Deno, S. L. (1993). Performance in Reading From Content Area Text as an Indicator of Achievement. *SAGE Journals*, 14(6), 47-59. Retrieved April 8, 2018, from <http://journals.sagepub.com>
- Florence, F. O., Adesola, O. A., Alaba, H. B., & Adewumi, O. M. (2017). A Survey on the Reading Habits among Colleges of Education Students in the Information Age. *Journal of Education and Practice*, 8(8). Retrieved February 1, 2018, from www.iiste.org.
- Inderjit, S. (2014). Reading Trends and Improving Reading Skills Among Students in Malaysia. *International Journal of Research In Social Sciences*, 3(5). Retrieved March 21, 2018, from www.ijsk.org/ijrss.
- Liu, Z. (2005), "Reading behavior in the digital environment: changes in reading behavior over the past 10 years", *Journal of Documentation*, Vol. 61 No. 6, pp. 700-12.
- Lone, F. A. (2011). Reading Habits of Rural and Urban College Students in the 21st Century. *Library Philosophy and Practice*. Retrieved February 1, 2018, from <http://digitalcommons.unl.edu/libphilprac>.
- McColvin, L. R. (1929). The Reading Habits. *Library Review*, 2(4), 197-202. Retrieved February 13, 2018, from <https://doi.org/10.1108/eb011901>.
- McKenna, M. C., Kear, D. J., & Ellsworth, R. A. (1995). Children's Attitudes toward Reading: A National Survey. *Reading Research Quarterly*, 30(4), 934-956. Retrieved February 8, 2018, from <http://www.jstor.org/stable/748205>
- Mohamed, M., Rahman, R. A., Tin, L. C., Hashim, H., Maarof, H., Mat Nasir, N. S., . . . Jumari, N. F. (2012). Reading behaviors of students in Kolej Datin Seri Endon (KDSE). *International Journal of Educational Management*, 26(4), 381-390. Retrieved February 1, 2018, from <https://doi.org/10.1108/09513541211227782>.
- Moore, D.W., Bean, T.W., Birdyshaw, D. & Rycik, J. (1999). Adolescent literacy: A position statement. *International Reading Association*.
- National Library of Malaysia. (2010). Reading profile of Malaysians: 2010. Kuala Lumpur: Perpustakaan Negara Malaysia. Retrieved January 9, 2018, from <http://www.pnm.gov.my>
- Mohd Noor, N. (2011). Reading Habits and Preferences of EFL Post Graduates: A Case Study, *Indonesian Journal of Applied Linguistics*, Vol. 1 No.1. on April 3, 2018 from: <http://balaibahasa.upi.edu>
- Nor Shahriza A. K. & Amelia, H. (2007). Reading habits and attitude in the digital age: Analysis of gender and academic program differences in Malaysia. *The Electronic Library*, 25(3), 285-298. <http://dx.doi.org/10.1108/02640470710754805>
- Palani, K. K. (2012). Promoting Reading Habits and Creating Literate Society. *Journal of Arts, Science & Commerce*, 3(2). Retrieved March 23, 2018, from <https://pdfs.semanticscholar.org>
- Parker, C. T. (2004). An Evaluation of Student Reading Attitudes: Does Ability Affect Attitude? Retrieved February 1, 2018, from <https://libres.uncg.edu/ir/uncw/f/parkerc2004-1.pdf>.
- Sangkaeo, S. (1999). Reading Habit Promotion in ASEAN Libraries. 65th IFLA Council and General Council and General Conference, Bangkok, Thailand. Retrieved February 8, 2018, from <https://eric.ed.gov/?id=ED441496>.
- Smith, N. & Robinson, H. (1980). *Reading Instruction for Today's Children*, Prentice-Hall Inc., Englewood Cliffs, NJ.
- Smith, C. M. (1990). A longitudinal investigation of reading attitude development from childhood to adulthood. *The Journal of Educational Research*, 83(4), 215-219.
- Toit, C. M. (2001). The Recreational Reading Habits of Adolescent Readers: A Case Study. Retrieved February 11, 2018, from <https://repository.up.ac.za/bitstream/handle/2263/30417/dissertation.pdf?sequence=1>.
- Tunnell, M., Calder, J., Justen, J., & Phaup, E. (1991). Attitudes of Young Readers. *Reading Improvement*, 28(4). Retrieved February 20, 2018, from <https://search.proquest.com/?accountid=42518>.

Zainol Abidin, M. J., Pour-Mohammadi, M., & Lean, O. C. (2011). The Reading Habits of Malaysian Chinese University Students. *Journal of Studies in Education*, 1(1), e9. Retrieved February 2, 2018, from www.macrothink.org/jse.

TABLES

Table 1:
Demography of Respondents

Demographic variable	Item	Frequency	Percentage (%)
Gender	Male	25	31.2
	Female	55	68.8
Part	1	20	25.0
	2	6	7.5
	3	10	12.5
	4	1	1.2
	5	2	2.5
	6	20	25.0
	8	21	26.3

Table 2:
Frequency of Academic and Leisure Reading

	Frequency	Percentage (%)
Academic Reading		
Daily	30	37.5
Once a week	24	30.0
Once a month	8	10.0
Rarely	18	22.5
Never	0	0
Leisure Reading		
Daily	33	41.3
Once a week	21	26.3
Once a month	13	16.3
Rarely	11	13.8

Never	2	2.3
-------	---	-----

Table 3.
Preference of Academic and Leisure Reading Materials

	Frequency	Percentage (%)
Academic Reading Materials		
Textbook	39	48.8
Encyclopedia	12	15.0
Website	72	90.0
Journal	30	37.5
eTextbook	20	25.0
Leisure Reading Materials		
Magazines	33	41.3
Novel	35	43.8
Comic	36	45.0
Newspaper	28	35.0
Poetry	13	16.3
Catalogue	4	5.0

Table 4.
Preference between Printed Texts and Digital Materials

	Frequency	Percentage (%)
Printed Texts	26	32.5
Digital Materials	54	67.5

Table 5.
Factors Influencing Reading Habits

	Frequency			Percentage (%)		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Influence from						
Family Members	45	24	11	56.2	30.0	13.8
Teachers	52	21	7	65.0	26.3	8.8
Existence of Good Libraries	11	8	61	13.7	10.0	76.3

Academic Achievement	58	15	7	72.5	18.8	8.7
----------------------	----	----	---	------	------	-----

Table 6.
Reading Attitude

	Frequency			Percentage (%)		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Influence from						
Family Members	45	24	11	56.2	30.0	13.8
Teachers	52	21	7	65.0	26.3	8.8