



## Role of Classroom Teachers in Cultivating Voluntary Literacy Habits among School Going Children: An In-depth Analysis

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### ABSTRACT

This study delves into the role of primary school teachers in fostering voluntary reading habits among school-going children, focusing on 3rd through 5th graders in District Lahore, Pakistan. Through face-to-face interviews with 30 primary school teachers, the research provides an in-depth analysis of the strategies employed by teachers to promote voluntary reading habits among their students. The findings reveal that while teachers are implementing innovative approaches to encourage reading, such as interactive storytelling sessions, book clubs, and classroom libraries, they face significant challenges. The most prominent obstacles reported by teachers include a lack of time and pressure to complete curriculum requirements, which hinder their ability to dedicate sufficient attention to supporting children's reading habits. Despite these challenges, the study underscores the crucial role of teachers in cultivating voluntary reading habits among school children. Their efforts contribute to enhancing literacy skills, fostering a love for reading, and promoting lifelong learning habits among students. The insights gained from this study have implications for educational policy and teacher training programs, emphasizing the need for greater support and resources to enable teachers to prioritize and effectively promote voluntary reading habits within the constraints of their professional responsibilities.



## **Introduction**

Creating readers who want to read rather than creating readers who can read should be the attention of the school teachers. It has been proven that passionate readers are more successful academically than those who are not intrinsically motivated to read. The following sections will deal with some basic concepts, background of the study, the research problem and some related aspects.

Developing reading habit among children is the responsibility of teachers, parents, librarians and publishers who can promote it through better knowing their interests and preferences. It can best be promoted in early ages. It has been observed that children like to read study related material rather than recreational (Gambrell, 1996). Past research studies have explored the roles of many individuals to inculcate reading habit among children such as mothers, siblings, peers, school teachers, etc. But Hughes-Hassell and Lutz (2006) found that the school teacher has greater opportunities to instill, flourish and stimulate reading habit among children. Furthermore, Aina et al. (2011) mentioned that electronic entertainments are diverting the attention of students from books, so, school teachers have to find ways to encourage students to become intended readers. In this regard, Morrow and Weinstein (1986) emphasized that fostering voluntary reading should be integral part of literacy and school teachers can play a vital role in the promotion of voluntary reading among their students.

It has been found by many research studies that the school teacher has greater opportunities to inculcate reading habit among school children (Aina et al., 2011; Hughes-Hassell & Lutz, 2006; Ogunrombi & Adio, 1995). Correspondingly, it has been affirmed that the family has little opportunities to affect the reading habit of children while the school teachers have broader opportunities in this respect by selecting appropriate and attractive reading material for them (Srinivasan, 1998 as cited by Gonen et al., 2011).

The literature reviewed above identified many factors which are contributors to the motivation among children towards leisure reading. But, no such study seems to have been conducted focusing on school teacher as a motivational factor. A search of available literature indicates that more research has been conducted to explore the role of mothers and peers but very little attention is given to the role of school teacher in the promotion of reading habit among school children. It has also been found that no study on this issue seems to have been conducted in Pakistan. So, there is an urgent need to conduct a study which will identify practical teaching methodologies, strategies and best practices adopted by Pakistani school teachers. The current study aimed to explore this area focusing on the primary school teachers to inculcate and promote reading habit among school children of grade one through five.

This study is very important to be conducted at this time as Pakistan Government is investing valuable resources on school teacher's training and reading promotion programs. Its results will strengthen these efforts. The study will provide practical implications for school teachers to instill reading habit among children. Furthermore, it will provide some indications to policy makers, educationists, school teachers, and librarians to design teacher training and children reading promotion programs.

### **Statement of the problem**

School teachers have great impact on the disposition of their students and serve as role models for them. They have the duty to make their students lifelong learners. Instilling reading habit among children is the most important task for educators to help them in becoming voluntary reader and lifelong learner. It has been proven that school teachers are using traditional methodologies and inappropriate practices to inculcate reading habit among school children. They lack in training and are not interested in instilling reading habit among school children. Instead, they put pressure on children to pass tests and examinations. Therefore, it is necessary to explore innovative teaching methodologies, strategies and practices that promote pleasure reading among children.

Most of the available research deals with the role of parents (especially mothers) and peers to inculcate reading habit among children but very little attention has been given to the role of the school teacher. No study appears to have been conducted on this issue in Pakistan. There is an urgent need to explore the role of school teacher in fostering reading habit among school children in Pakistan. The results of this research will be helpful to design curriculum for school teacher's training and reading promotion programs. Furthermore, it will identify new and innovative teaching methodologies to promote reading habit among school children which will lead them to become lifelong learners.

### **Research questions**

**This study will achieve its objective by addressing the following research questions:**

1. What strategies and best practices are the school teachers currently using to inculcate leisure reading habit among school children?
2. What new strategies and best practices can be adopted by the school teachers to foster leisure reading habit among school children?
3. What problems do the school teachers face while promoting reading habit among their students?

### **Delimitation of the study**

The study will mainly focus on leisure reading habit which is alternatively used in literature as pleasure reading, independent reading, self-selected reading, spare time reading, voluntary reading and reading outside of the school. The study will not cover reading related to school, homework and course related assigned by school teachers or reading to pass tests or examinations.

### **Review of Literature**

Literature established that primary school teachers were employing a lot of reading promotional strategies to develop leisure reading habits among school going children including:

#### **School teacher's knowledge of children's literature**

Burgess et al. (2011) examined the relationship between reading habit among school teachers, their knowledge of children's literature and their role in the promotion of reading habit among school children. A group of 161 fifth grade Kindergarten teachers from the United States participated in the study. The study inferred that the school teacher's role in fostering reading skill among students was heavily influenced by his/her own reading ability and knowledge of children's literature. Moreover, it was proven that the teachers having more knowledge of children's literature used very best practices of literacy.

An interesting study by Block and Mangieri (2002), replicated after 20 years, explored the recreational reading habit among school teachers and their knowledge of children's literature. A sample of 549 elementary school teachers was surveyed and the teachers who mentioned more than three activities were interviewed. The study revealed that the teachers who had good knowledge of children's literature were lifelong readers also. They were able to provide wider experiences by book sharing to engage students. These teachers were providing numerous opportunities to students as reading books of their own choice, offering reading incentives and discussing books that had been read during recreational reading. Short and Pierce (1990 as cited by Cullinan, 2000) demonstrated that most of the teachers were lacking in knowledge of children's literature so they were unable to suggest material according to the interest of children. Further, they were found unaware about the effects of their teaching methodology on children's reading motivation.

Unfortunately, we are mainly relying on picture story books and novels rather than focusing on narrative text to stimulate voluntary reading habit among children. We should make balance among fiction, story and information books. For this, the school teachers should be expert in children's literature and should have the knowledge of global literature publishing worldwide which could be helpful in developing leisure reading habit among children (Nevo et al., 2019).

### **Traditional strategies used by school teachers**

The study by Dalila (2018) aimed to explore the preschool teacher's practices in order to create love of reading among children. For this purpose, 111 preschool teachers working in independent preschools were chosen. The study concluded that the school teachers did not care much before reading any book and they were also wrongly practicing while reading books. The study also revealed that school teachers did not use any innovative or attractive practice while doing story-telling, establishing reading corner for children, reading books before children and creating love of reading among children. Finally, the study suggested that school teachers should implement picture story book's reading, be aware of reading skills and interest of their students, visiting public, school libraries and book fairs with school children and making a good collaboration with families to make available reading resources to the children.

Hughes-Hassell and Rodge (2007) conducted a study using 1340 students from grade five through eight in an urban middle school in a northeast city in United States. The study demonstrated that school teachers had to expand the definition of reading which was usually considered limited to only books rather the teachers should find out what type of material students like. It had been found that most of the students like magazines to read in their leisure time. The school teacher should make sure the availability of magazines, fiction and pictorial material through collaborating with library staff and school administration. The teacher should also consider that the students like to read material in their first language. It has also been found that providing time in class for reading, appropriate and easy access to books are positively associated with the amount of independent reading among students. In this respect, the school teacher should work with the cooperation of library staff. It has been suggested by Doiron (2003) that the school teacher should use fiction books widely to stimulate reading habit among children as it has been found that they like more fiction book to read for pleasure rather than information books.

### **Innovative teaching methodologies**

The school teachers widely used social methodologies to stimulate reading habit of school children which include 'literature circles' and 'book clubs'. Similarly, there are passive methodologies such as 'read-aloud / story-telling', 'sustained silent reading', 'providing reading choice', 'providing time for reading', 'providing effective class environment'. Each of these methodologies has been used and its effectiveness measured. The details will be mentioned at the relevant places in the data analysis and presentation.

The above mentioned literature on the role of school teacher in the promotion of reading habit among school children revealed that mostly teachers were using traditional and boring strategies like "chalk and talk". They generally prepare school children to pass curriculum related tests and examinations rather than creating among them an inspiration to read for pleasure. There is a dire need to explore innovative and interesting teaching methodologies to promote reading habit among school children. It has also been found through the search of relevant literature that no study has been conducted in Pakistan to explore the role of school teacher in the promotion of reading habit among children. This study will benefit school teachers, librarians, educationists, education policy makers, governments and will provide practical implications to design teacher training and reading promotion programs.

### **Research Design and Procedure**

The selection of an appropriate research design according to the nature and need of the study is the key to success. The current study aimed to investigate the role of school teacher in promoting reading habit among school children. The study explored the perceptions of school teachers regarding intrinsic motivation among school children. Strategies and best practices to inculcate reading habit among school children were investigated and the problems faced by school teachers while developing reading habit among children were also studied.

Survey method was considered most appropriate as the population for the study was easily accessible and the method provides comprehensive view in case of large population by studying relatively small number of participants. The method was also successfully employed by many similar research studies (Merga & Roni 2018; Gambrell, 1996; Morrow, & Weinstein, 1986; Ogunrombi, & Adio, 1995; Omer, 2013). This method “involves obtaining information directly from the participants by posing questions. The questions may be presented orally, on paper, or in some combination, but the response comes from the person to whom the question is addressed at the time the question is asked” (Dane, 1990, p. 120). Therefore, it was decided to employ this method to conduct this research.

### **Population of the study**

The study was conducted on selected school teachers from private school systems of Lahore covering those who are teaching from grade one through five in private school systems. There are several private school systems but a list of those which had good reputation and library infrastructure was prepared.

### **Sampling**

Purposive sampling technique was used to select private school systems while convenient sampling technique was used to select branches of each system. School teachers were selected by using convenient sampling technique. Initially, four school systems were identified which were: Beaconhouse, The City School, Dar-e-Arqam, and Allied Schools keeping in mind their library infrastructure. Out of these, two systems were to be chosen on the basis of prior permission, ease of access and participant’s consent to participate in the study.

Finally, two school systems; Beaconhouse and Dar-e-Arqam were selected to conduct interviews with school teachers. The branches of these systems situated at Lahore city were visited personally. The Lahore city was selected purposely as it was convenient for the researcher to conduct this study because he himself resides in the city.

From these two school systems, 30 primary school teachers who were teaching from grade one through five including male and female participated. The teachers were interviewed by prior consent considering their availability. Average time taken for an interview was about 18 minutes.

### **Instrumentation**

Direct interviewing was considered most suitable tool for data collection in this study because it aimed to explore the perceptions, personal experiences, employed strategies and encountered problems by school teachers regarding developing reading habit among school children. As, Boyce and Neale (2006) affirmed that in-depth interviews are most suitable when you intend to explore thoughts, behaviors of the population or new issues in-depth. Moreover, interviews have successfully been used in many related studies which explored the reading motivation of children and the role of school teacher in the promotion of pleasure reading. Therefore, it was decided to conduct interview with primary school teachers to collect the data.

### **Development of the instrument**

There are some studies which are somehow similar to the current study. Furthermore, the researcher was unable to find a comprehensive instrument after search of relevant published and unpublished literature which will explore the role of school teacher in promoting reading habit among school children. Hence, it was decided to develop a new instrument by the help of relevant literature. An unstructured interview schedule was developed on the basis of previous relevant literature, pilot study and expert advice.

The instrument has two parts in which one was concerned with demographics of the participants. Demographics like gender, educational level, working experience and professional qualification were added.

## **Data collection**

Due to easy to access, personal reference, prior permission to collect data and consent of teachers to participate nearest branches of the two school systems selected were personally visited several times. Direct interviews were conducted by using Urdu as well as English language with the help of “Audionic Dream MP3 Player”. Each teacher was interviewed in a separate room with no noise to avoid distractions and recording problems. Only three interviews were recorded on average during each visit. Each interview took an average of about 18 minutes. Later, the interviews were transcribed very carefully by texting in MS Word version 2010.

As the researcher conducted interviews with the participants personally the attitudes, emotions and expressions while responding were also captured and noted. The researcher also visited the school library and got the needed information to know the impact of school library on school teachers as well as school children.

## **Data Analysis and Discussion**

Descriptive statistics, e.g. frequency and percentages, was applied for analyzing data. The demographic variables and the data collected through the second part of the instrument were analyzed. The qualitative data were analyzed using Nvivo10. Segmentation of the data, categories and themes emerged with the help of Nvivo10.

### **Currently used methodologies, teaching strategies to develop reading habit**

The related research question was: What strategies and best practices are the school teachers currently using to inculcate leisure reading habit among school children? The following sections discuss the related data.

#### **Perceived effect of teaching methodology on reading habit development**

What effect did teaching methodology employed by school teachers have on reading habit development? One half (n=15, 50%) of the school teachers considered that teaching methodology had a great impact on inculcating reading habit. Five (16.6%) participants demonstrated that interesting teaching methodology had proved more effective. Three (10.0%) teachers claimed that style and way of teaching had real effects. Two teachers felt that ensuring children’s involvement and activity based learning and keeping in mind main objective the teaching methodology proved more effective. Five (16.6%) teachers gave no response or were undecided in this respect.

One half of these school teachers considered that teaching methodology had great impact in developing reading habit which is different from the findings of Short and Pierce (1990 as cited by Cullinan, 2000) who found that school teachers were unaware about the effects of their teaching methodology on children’s reading motivation. The participants of the present study were well aware about effect of teaching methodology because they were being continuously trained by the school administration to develop reading habit among children.

#### **Importance given by school teacher to develop reading habit**

Did school teachers give importance to developing reading habit among school children? Most of the participants (n=17, 56.6%) considered it important to develop reading habit. Eleven (36.6%) participants thought that teaching methodology which had great impact on reading habit development among school children was enough. Two (6.6%) teachers gave no response.

Most of the teachers considered it important to develop reading habit among school children. These findings are consistent with those of McKool and Gespass (2009) who found that the teachers who valued reading considered inculcation of reading habit among students more important. The schools surveyed in the present study conducted workshops and training programs to for teachers to inculcate reading motivation among their students which positively affected their consideration given to develop reading habit among school children.

#### **Methodology currently used by school teachers to develop reading habit**

The respondents were asked about the methodology, strategy and/or best practices currently used by them to inculcate reading habit among school children. It was found that reading-aloud or

story telling was the most used strategy by eight (32%) teachers followed by library periods and library activity by five (20%). Reading circles as strategy was mentioned by four (16%) while offering intrinsic and extrinsic rewards was used by three (12%). Two (6.6%) used picture books and magazines. One (4%) respondent each mentioned presenting as role model and using a variety of literature, learning through fun, and introducing books and authors to the children. Three teachers did not respond, one said that school environment was not good to use innovative strategies another remarked that “currently I am not using any strategy.”

**Table 1:** Methodology currently used by school teachers to develop reading habit  
(n = 25)

Methodology	Frequency	Percentage	Rank
Read-aloud / story-telling	8	32	1
Library periods & library activity	5	20	2
Reading circles	4	16	3
Offering intrinsic and extrinsic awards	3	12	4
Use of picture books and magazines	2	8	5
Introducing books and authors	1	4	6
Learning through fun reading	1	4	6
Presenting as role model & using variety of literature	1	4	6

Read aloud or story telling was mentioned by most of the school teachers followed by library periods. This was so because the school administration fostered the implementation of these innovative strategies. The participants mentioned that they had lesson plans for read-aloud and library periods to make sure the learning took place through activities like books reviews, book references, or providing choice to children to select books of their own interest.

#### **Effectiveness of currently used methodologies**

How effective were the methodologies, strategy or best practices currently used by teachers to develop reading habit among school children? Twenty-one (70.0%) participants considered that methodologies used by them proved effective whereas only six (20%) felt that these were slightly effective. Only two (6.6%) teachers said that the employed methodologies had no effect due to careless attitude of children. One (3.3%) did not respond.

Overall, the methodologies used were effective. It was noticed during the interviews that most of the participants showed confidence while discussing the effectiveness of their employed methodology. However, some felt otherwise and reason was the careless behavior of children.

#### **Use of library to promote reading habit**

Did these school teachers recommend use to foster reading habit among school children? A large majority of teachers (n=19, 63.3%) confirmed that they assigned work related to library use while nine (30%) did not recommend library use. Two (6.6%) participants gave no response. Four (13.3%) teachers affirmed that library had very positive impact on children’s reading. Three (10%) respondents felt that assigned book reviews and characters could be helpful to develop reading habit through library use. on the contrary one third of the participants three (13.3%) teachers maintained that library is useful for seniors, not for juniors.

Most of the teachers in this study encouraged library use which contradicts with the study by Omer (2013) which found that most of the teachers did not encourage library use to foster reading motivation among students. However, the reason behind the findings of this study might be that these school systems had very good library infrastructure, willing library staff, continuous teacher training structure, and supportive administration.

#### **Providing reading choice and time**

Did school teachers provide reading choice and time in their class to develop reading habit? A large number of teachers (n=24, 80%) demonstrated that they provided reading choice and time

to read in class whereas only three (10%) did not provide reading choice and time. Three (10%) teachers gave no response.

Edmunds and Bauserman (2006) and Miller (2012) also found that most of the school teachers used many strategies from which the most frequent and effective methodology was providing reading choice and time in class. Although, school teacher's direction was very important to ensure that students were reading books at an appropriate level. On the contrary, Sanden (2012) found that due to societal trends, testing and examination pressures it was very difficult to provide time for free reading.

#### **School teacher's knowledge of children's literature**

It was decided to check school teacher's knowledge of children's literature. It showed that very few only eight (26.6%) respondents claimed that they had enough knowledge of children literature while 21 (70%) of them confessed that they did not have enough knowledge of children's literature. One (3.3%) teacher said that the school provided predefined book list according to the level and interest of school children.

Many research studies found school teachers lacking in children's knowledge, unfamiliarity with publishing children's literature resulting in their inability to recommend material to children according to their interest (Cremin et al., 2008; Short, and Pierce, 1990 as cited by Cullinan, 2000). Burgess et al. (2011) suggested that the school teachers having good knowledge of children's literature were more successful in employing best literacy practices than those who had not.

#### **Innovative strategies and teaching methodologies used by school teachers**

The next research question was: What new strategies and best practices can be adopted by the school teachers to foster leisure reading habit among school children? The data related to this question are presented in the following sections.

#### **School teacher's referring towards Urdu and local literature**

The teachers were asked if they recommended the use of Urdu and local literature to foster reading habit among school children. Most of the participants (n=18, 60%) claimed that they referred school children to read local and Urdu literature. However, the remaining 12 (40%) affirmed that they did not recommend school children to read local and Urdu literature. Further probes found that those recommended did it occasionally. It was so because the school administration and infrastructure did not allow them to use Urdu literature. The researcher personally observed that the school library at one of the surveyed schools had only one shelf of Urdu and local literature which was quite outdated. Also, the library staff mentioned that there was almost no use of Urdu or local literature.

#### **Use of read-aloud in class**

Use of read-aloud or story-telling to foster reading motivation among children was also explored in the study. It was found that a large majority of the school teachers (n=27, 90%) did use read-aloud or story-telling in their class to foster reading habit. Only three (10.0%) confirmed that they did not use read-aloud. What were the effect and use of read-aloud in the classroom? Two (6.6%) teachers admitted that the children showed more interest towards more reading when read-aloud was employed. Another two (6.6%) agreed that read-aloud enhanced vocabulary and comprehension. One (3.3%) teacher claimed that read-aloud was more effective than sustained silent reading. It was discovered that two (6.6%) teachers were confused between read-aloud and lecture method.

This study confirmed that most of the respondents used read-aloud or story-telling to inculcate reading habit among school children which was advocated by Duffy (1967) who found that read-aloud was a very effective technique used by many school teachers to create engagement, excitement and love of literature among children. It had also been revealed by previous research that students improve their vocabulary and comprehension skills through read-aloud sessions



(Al-Mansour, & Al-Shorman, 2011; Primamore, 1994 as cited by Oueini, Bahous, & Nabhani, 2008).

#### **Use of sustained silent reading (SSR)**

Did these teachers make use of sustained silent reading (SSR) program in classroom to inculcate reading habit among school children? Most of participants (n=20, 66.6%) claimed that they used sustained silent reading in class regularly. Five (16.6%) respondents used sustained silent reading frequently. Another five (16.6%) admitted that they did not use sustained silent reading in class. Moreover, two (6.6%) teachers felt that SSR was more effective than read-aloud whereas one (3.3%) said that SSR did not prove effective. Two (6.6%) teachers said that they get feedback after SSR program another two (6.6%) claimed that they had lesson plan of SSR.

#### **Use of ICTs to stimulate reading habit**

Were Information and Communication Technologies (ICTs) used in class to develop reading habit among school children? The results show 13 (43.3%) respondents used ICTs in their class to inculcate reading habit while 15 (50%) did not. By inferring accessories which have been used in class by school teachers, it shows that one third of the participants three (10%) teachers used computer and two (6.6%) used of projector, CDs and flash cards. Five (16.6%) teachers revealed that school administration did not provide these accessories to be employed in class to foster reading habit among children.

The findings of the study suggested that teachers did not use ICT's much to inculcate reading habit. This might be due to the unavailability of these resources for class use. Although, the schools surveyed were thought to have good financial resources, yet they did not provide these resources. It was very discouraging.

#### **School teacher as role model for school children**

The effect of school teacher as a reading role model on the reading habit of school children was probed. A large number of the teachers (n=25, 83.3%) said that they presented themselves as role models before school children to stimulate their reading habit three (10%) admitted that they did not. Two (6.6%) gave no response. Considering its effect and use for school children, it was found that 10 (33.3%) teachers said that presenting as role model created more interest towards reading. Two (6.6%) respondents revealed that they presented other successful personalities to create stimulation. One (3.3%) claimed that use of role model was limited to discuss topic only. These findings are consistent with the research of Gambrell (1996) which concluded that third and fifth grade students mentioned that their school teachers presented themselves as role models which created inspiration among them to read more.

#### **Problems faced by school teachers in developing reading habit among children**

What problems do the school teachers face while promoting reading habit among their students? It is possible that the teachers face some real problems in developing reading habit. There was a need to look at those. The responses of the participants are presented in the following sections.

#### **Lack of finance as hindrance in developing reading habit**

Shortage of funds available in the school budget might one of the problems that the teacher faced. Fourteen (46.6%) teachers claimed that they did not feel any lack of finance whereas eight (26.6%) admitted that they faced lack of finance while inculcating reading habit among children. Five (16.6%) teachers felt shortage of funds while buying books for the library. One (3.3%) teacher gave no response. The schools surveyed had a very good financial and library infrastructure to support school teachers and library staff and to make needed material available for children.

#### **Lack of intrinsic motivation as hindrance in developing reading habit**

The respondents were asked if lack of intrinsic motivation among school children was a hindrance for them in developing reading habit. A large majority (n=24, 80%) of the participants admitted that lack of intrinsic motivation among school children was a big obstacle in developing reading habit. Three (10%) teachers claimed that it depended on the willingness of the children.

Two (6.6%) teachers claimed that the teacher or school environment can motivate school children while one (3.3%) disagreed that children had no motivation, it was the school teacher who had to create it. The lack of motivation as a big problem in educating children has been identified in research (Gambrell, 1996).

**Gender-based difference as a problem in reading habit among children**

Did the gender difference among school children cause a problem for school teachers to inculcate reading habit? Ten (33.3%) respondents claimed that girls had a better reading habit as compared to boys whereas three (10%) believed that boys had good reading habits than girls. Two (6.6%) teachers claimed that there was no difference among boys and girls regarding reading attitudes. Five (16.6%) teachers suggested that boys and girls should be dealt separately to develop reading habit. Two (6.6%) teachers remarked that it was a problem but it could be managed easily. One (3.3%) teacher said that handling diversity was the beauty of the class and a characteristic of a good school teacher. Seven (23.3%) teachers had no experience of handling this.

This study confirmed the findings of earlier research that girls were more enthusiastic readers than boys and that girls showed more interest towards voluntary reading than boys (Abeyrathna & Zainab, 2004; Chen, 2008; Greaney, 1980; Hughes-Hassell, & Rodge, 2007; Majid, & Tan, 2007; Morrow, & Weinstein, 1986; Wigfield, & Guthrie, 1997).

**Need for school teachers’ training to develop reading habit**

School teacher’s training to develop reading habit among children is considered very important. Data related to this issue are presented in Table 6. Sixteen (53.3%) accepted that they felt lack of training and three (10.0%) felt that it will more helpful if training was provided. Only two (6.6%) claimed that the school administration was focusing on teacher’s training. It is interesting to note that eight (26.6%) teachers never felt lack of training. During further questioning in the interview, only seven (71.4%) teachers emphasized that training was important and that it should be provided on a continuous basis. Does it show lack of interest on the part of teachers? This attitude combined with school administration’s focus on training or lack of it needs to be studied.

**Table 2:** *Need of school teacher’s training to develop reading habit (N = 30, Effect and use n = 7)*

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Feel lack of school teacher's training	16	53.3
Never feel lack of training	8	26.6
School administration is focusing on teacher's training	2	6.6
If provided, it will be more helpful	3	10.0
Undecided or no response	1	3.3
<b>Effect and use</b>		
Continuous teacher's training is necessary	5	71.4
Trained teacher can use better techniques	2	28.5

**Summary**

This chapter presented the data and its interpretation. The responses of the participants have been discussed according to the research questions. Findings related to each question have been reported in various sections. The next chapter will provide a summary of the whole study along with conclusions and recommendations.

**Conclusions**

Many factors that were affecting the reading habit among children need to be addressed by the society in general and the educational authorities in particular. There is a need to develop programs to reduce, if not minimize, the effect of these factors so that parents and teachers could play their role in motivating children to read. More attention should be given to teacher training

programs focusing on skills to use teaching methodologies which aim to inculcate reading habit among children.

There is also a need take stock of currently available children's literature especially in the local languages, to develop programs to encourage its production, and to create awareness of children's literature among the general population and the teaching community. Concurrently, special attention should be placed on developing school libraries and children's sections in public libraries.

### **Recommendations**

**The following recommendations are made in light of the findings of this study:**

1. A national survey of available children's literature in national languages should be conducted ending possibly with a comprehensive bibliography. A reprint program of out-of-print publications should be initiated. Production of new literature should be encouraged and writers of children's literature should be encouraged with financial benefits.
2. A vigorous program to develop school libraries and children's sections in public libraries should be initiated so that literature becomes easily available to children.
3. The content of the teacher training curricula should be examined with the purpose of incorporating elements which train teachers to encourage reading habit among children.
4. A comprehensive research program related to reading habits should be developed and implemented.
5. This study should be repeated involving more population from both public and private sector schools, school children from various levels, parents of children, and school teachers in all provinces.

Later on a study could be conducted on the effectiveness of methodologies suitable to inculcate reading habit among children in the local context.

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