

# An Exploratory Study of the Reading Habits of Urban Malaysians and its Impact on Academic Achievement

Prema Ponnudurai<sup>1\*</sup>, Michelle Kimberly Irawan<sup>2</sup>

<sup>1</sup>School of Liberal Arts and Sciences, Taylor's University, No. 1, Jalan Taylors, Subang Jaya, Selangor 47500, Malaysia

<sup>2</sup>School of Liberal Arts and Sciences, Taylor's University, No. 1, Jalan Taylors, Subang Jaya, Selangor 47500, Malaysia

\*Corresponding author E-mail: [prema.ponnudurai@taylors.edu.my](mailto:prema.ponnudurai@taylors.edu.my)

## Abstract

Recently, greater awareness has been reported regarding the problems associated with the weak reading habits of Malaysian millennials and its lack. In a world where harnessing and using knowledge is of utmost importance, firstly, understanding the reading habits is vital before moving forward to address this issue and emphasising its development. Therefore, the objective of this study was to investigate the reading habits of university students and to identify its correlation to their academic performance. A small random sample of fifty undergraduate students from an urban private university in Selangor participated in this quantitative study. Statistical analysis (SPSS) was used to analyse the academic and recreational reading habits and ascertain the correlation between reading and academic performance. The findings revealed the types of readings preferred by undergraduate students, the frequencies and found insignificant correlation between reading habits and academic performance due to the low reading practise. This is concluded by suggestions for academics, students and curriculum designers in tackling this long standing issue in Malaysia.

**Keywords:** Academic performance; Malaysian; Reading habits.

## 1. Introduction

Empirical studies have been conducted on the topic of reading and numerous definitions have been derived from different perspectives. Generally, reading habit is "the behaviour which expresses the likeness of reading of individual, which occur regularly of leisure reading approach, types of reading, tastes of reading, uses of library services viewing on what they have read fixing on objectives of reading[1]. In the academic environment, early imbibing of reading habits is an essential skill necessary in the acquisition of knowledge which is highly demanding in the life of a student[2]. Krashen[3] believes that engaged reading is vital for students to develop an interest and to achieve academic success.

However, weak reading skills amongst Malaysians have been a long standing issue dating back to the 1980s. In a reported survey conducted by the Malaysian National Library in 2005 indicated that "Malaysians only read an average of two books per year which was the same amount almost ten years earlier in 1996"[4]. A further international study conducted by the Central Connecticut State University (CCSU) on 61 countries, found Malaysia ranked sixth from the bottom in the list of World's Most Literate Nation (WLMN) ranking[5].

Academic achievement indicates the level of students' competence in respect of the academic content[6]. Teachers at school would guide the students in their learning process however; students should also make full use of the library to satisfy their reading needs. A majority of university courses require independent learning skills and is a self-learning experience which requires students to do their own readings. However, millennials may find this task difficult due to their short attention span and other report-

ed characteristics reported. Black[7] pointed out that millennials prefer inductive reasoning, desire frequent and quick interactions with content and display exceptional visual-literacy skills. All these components relate to the interactive interface of gadgets and this is one of the challenges faced with reading, which is seen as a sedentary and passive activity.

According to Bashir and Mattoo[8], reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits due to many variables. Hence, it is timely to better understand this issue of reading which has riddled Malaysia for the past 4 decades.

### 1.1. Objectives of the Study

The main objectives of this study were:

- To examine the reading habits (styles) among Malaysian students.
- To understand the frequency of students spent reading
- To identify the material students read when they visit the library.
- To ascertain the relationship between reading habit and academic achievement.
- To provide updated information about reading habits of urban Malaysian university students.

## 1.2. Research Questions

In order to achieve these objectives, this study is governed by the following research questions:

- What are the reading habits among Malaysian students?
- What is the correlation between (Students') reading habits and academic achievement?

## 2. Literature Review

### 2.1. Malaysian Reading Habits

To begin, reading habit is detailed as how often, what is read and how much is read[9]. A majority of the studies on this topic have centred on reading habits of children, per-university, adults, their behaviours, preferences and its importance as a skill for future success. In a study conducted to analyse the reading habits of undergraduate students in Malaysia, Annamalai and Muniandy[10] found that Malaysian polytechnic students have low interest in reading. Moreover, students prefer technology related activities compared to reading. The researchers also discussed the implications of the findings in terms of instructional material development within reading context.

Abidin, Pour-Mohammadi, and Ooi[11] investigated if early intervention in reading would influence reading habits of Malaysian Chinese University students. Based on the findings, the students prefer to read materials via electronic media during their free time but preferred printed materials to pass exams. Students used textbooks and materials to help them with their homework. However, very few read novels for leisure but read the newspapers sometimes. These findings are similar to Annamalai and Muniandy[10]. Earlier studies by Pandian[12] and later studies from Mokhtari et al.[13] found little change in reading habits of Malaysian youth, only focused on reading required academic material and cited the advancement of technology as a cause for the dwindling interest in reading.

Low reading habits have also long been seen to be prevalent amongst lower-income households and from those living in rural Malaysia[4]. This was also discovered in an earlier profiling of Malaysian readers by Pandian[12] which profiled only 20% of Malaysians as 'regular' readers and the remaining termed 'reluctant' readers. This large scaled study further found that 80% of Malaysian university students fell into the category of 'reluctant' readers and further found that students from rural areas read less than urban students.

### 2.2. Global Reading Habits

Below average reading habits are seen to be a worrisome trend in other parts of the globe too. A recent report released by Singaporean National Library Board to investigate the reading habits of 3,515 Singaporean residents conducted in 2016 discovered; 79% spent a minimum of 30 minutes reading daily, 57% preferred reading fiction, 46% of the sample either did not read any books or a maximum of 3 books in the past year amongst other information related to Singaporean read habits[14]. In a previous survey by the National Arts Council (NAC) in 2015 also found low reading rates amongst Singaporeans and citing lack of time and interest as the main reasons for not reading[15]. In the US, a lack of reading amongst college students is also a cause of concern. Reports by the US National Endowment for the Arts found that young American adults had declined in reading[16]. Further in a large scaled mixed-method study conducted by SuHua Huang et al. [17] on 1,265 participants discovered that American youth spent an approximately 2 -3 hours per day in total reading a variety of reading

material. In India, a comparative study conducted in Kashmir on the reading habits of students from rural and urban areas, revealed that 'reading habits of rural and urban college students of the 21st century show that the reading culture is more developed in urban students than rural counterparts'[18]. Therefore, overall in all parts of the world, the reading habit is on the decline and needs to be further investigated for all angles.

### 2.3. Impact of Reading on Academic Achievement

The reading- writing process is interdependent to each other, thus reading habits and academic achievement is studied widely. It is effective reading habits that enable a student to excel academically[8] and it is in the educational process that a student enquires these effective reading habits. Students who are actively engaged in the reading habit are shown to be more informed learners and performed well academically[19][20]. Reviewing the literature on the impact of reading habits on academic achievement, a study was conducted in Ghana by Owusu-Acheaw and Larson[21] to assess the reading habits among students at Koforidua Polytechnic and their effects on their academic performance. The findings showed that majority of the respondents acknowledge the importance of reading. The researchers confirmed that reading habit had an influence on the students' academic performance and that there was a relationship between the two factors.

Given the reported low number of readers among the millennial population in Malaysia, the government has taken an initiative to boost this number. On 16th April 2016, Youth and Sports Minister Khairy Jamaluddin launched the 'Read Malaysia' campaign to cultivate the reading habit amongst Malaysian youth. He said it is important to encourage Malaysians to develop the reading habit from young[22]. Besides this, it has been reported the literacy rate of Malaysians is currently at 94.64% which indicates there is high literacy however the earnestness is the question. As such, there seems to be lack of motivation for students to read[23]. Therefore, this is an area of research not delved in greatly in Malaysia with many gaps still needed to be discovered. Consequently, to tackle the core of this issue of reading habits and its relation to academic achievement in an urban setting is the focus of this exploratory study in-line with the objectives below.

## 3. Methodology/Materials

This study was conducted to determine the reading habits of students and its correlation to academic performance. To achieve this objective, a survey with a combination of adapted questions from Gaona and Gonzalez[24] research paper were used to elicit information from the students following all ethical considerations.

### 3.1. Participants

The target students' population in this study were 50 randomly selected Malaysian university students who studied in a private university in Selangor, Malaysia located in an urbanised setting. The demographics of these students were of middle to upper class of society and mainly were educated at local public or private high schools. The only criteria for the selection were that students were in at least 2nd semester of the degree and Malaysian to ensure reliability of data and results. 82% of participants were pursuing their bachelor's degree followed by 12% in their foundation studies and 6% in diploma. 72% were in their 4th semester and below while 28% are in their 5th semester onwards.

Since all students entering university met the minimum English requirement and had acceptable proficiency in English as set by the National Educational regulatory agencies and Ministry of Higher Education Malaysia (MOHE). In addition, students are required to take an academic English course in their first semester.

Therefore, by the second semester, all students would achieve a minimum English proficiency.

### 3.2. Data Collection and Analysis

The data was collected via an online questionnaire which was posted on social media. All responses recorded from the survey are strictly confidential and only used for the purpose of this research paper. Participants were assured of anonymity and confidentiality. This study consisted of five variables: students' Cumulative Grade Point Average (CGPA), academic reading, recreational reading, library usage and opinion on reading. The data would be analysed using Microsoft Excel. Figures and tables would be used to summarize the findings. For the first research question, the proportions of respondents in choosing the responses were represented in percentages. Tables and graphs were used to analyse the reading habits among students.

In order to answer the second research question, two variables were tested to see if they have a relationship to students' academic performance. The two variables used were academic-related reading and recreational reading. For each variable, a score is created from the accumulated of students' Likert response. The scores were used to calculate the variance which will be used in the one-way ANOVA analysis.

### 3.3. Limitations of the Study

The limitations of this study were time and a small sample size as this was an exploratory study with generalized results. As such, the results are not representative of the general Malaysian population due to the small sample. However, it represents a relatively small urban population of university students. In addition, there was also a limited amount of variables studied in this paper which only focused on duration spent on reading, material read and resources.

## 4. Results and Findings

This section reports the results and discussion for the reading habits of university students in terms of academic reading, recreational reading and resources.

### 4.1. Profile of Respondents

Out of 50 respondents, 56% of respondents have a CGPA of 3.50 and this category has the most respondents and followed by 34% 3.00-3.49 CGPA and lastly 2.50-2.99 CGPA representing 10% of respondents.

### 4.2. RQ 1: What are the Reading Habits among Students?

The reading habits among students were assessed based on three sections: academic-related reading and recreational reading habits per day, and materials student read when they visit the library over the duration of a semester. This fulfils the first and third objectives which are to examine the reading habits among students and to examine the material students read when they visit the library.

**Table 1:** Differences between Academic Reading and Recreational Reading

Academic-Related Reading	Factor	Recreational Reading
<ul style="list-style-type: none"> <li>34% spent less than 1 hour.</li> <li>32% spent 1-2 hours.</li> <li>26% spent 3-4 hours.</li> <li>4% spent no</li> </ul>	Outside Classroom	<ul style="list-style-type: none"> <li>28% spent less than 1 hour.</li> <li>58% spent 1-2 hours.</li> <li>6% spent 3-4 hours.</li> <li>6% spent no</li> </ul>

<ul style="list-style-type: none"> <li>4% spent more than 4 hours.</li> </ul>		<ul style="list-style-type: none"> <li>2% spent more than 4 hours.</li> </ul>
72% Personal notes and lecturer's notes.	Most Frequently Read Material	<ul style="list-style-type: none"> <li>56% Fictional books</li> <li>76% Newspapers/Online news</li> </ul>
40% never read academic material.	During Semester Break	52% often reads recreational materials.
42% read textbooks or reference books.	Library Resource	20% read novels.

Based on the factors listed, in academic-related reading, firstly, during outside classroom hours; 34% spent less than 1 hour a day while 32% spent 1-2 hours a day for academic-related reading. In order to succeed in university, students are involved in academic activities that require a significant amount of reading time. This result is similar to a study by Annamalai and Muniandy[10] on reading attitudes and habits of university students in Malaysian Polytechnics which showed a lack of interest in reading. In contrast, 58% of respondents spent 1-2 hours, whilst 28% spent less than 1 hour on recreational reading daily. Therefore comparing these two from of reading material, it is evident that there is a preference towards recreational reading. In a study by Ogbodo[25], it was found that students normally desire a change in reading materials after a long day at school. It helps learn to relax, cool their brain and avoid mental fatigue, as in the findings there is an increased appreciation for recreational reading material as more time is spent on this form of reading compared to academic material.

To identify the level of reading habits, the lower percentages of 4% who spent no time reading and 34% of participants who spent less than 1 hour per day on academic material and similarly 6% and 28% of participants who less between 0-59 minutes per day for recreational reading were tabulated. The tabulation of these findings indicated that 38% of the participants had low readings of academic material and 34% of participants have similar low reading habits of recreational reading material. This is significant as it has been the believe that low reading habits are related towards lower income parts of society, nevertheless in this study it is found that even the urban population of university students are not inclined to reading.

Despite the sample participants being of high to average academic achievers with CGPA of between 3.50 to 2.5, the findings showed only a small sample of 4% read academic-related material for more than 4 hours per day and 2% of the participants spend more than 4 hours per day on recreational material. Therefore, we can see that the reading habit even amongst the urban population is only popular to a smaller group of students and the overall reading habits of Malaysian urban university students can be seen as a bell curve with small percentages at the two ends of the spectrum and the majority of the participants possessing average reading habits which depicts Pandian's[12] labelling of 'reluctant' readers clearly.

The second factor assessed was most frequently read material between academic reading and recreational reading during weekdays. It was found that personal notes and lecturer's notes were two of the most frequently read academic materials. 72% respondents read both materials often. Nearly all lecturers provide notes for the students' convenience. They would test their students based on the topics arranged in their slides or lecture notes and these forced students to read these materials as their grades relied heavily on them. Personal notes were prepared by the students as it suits their style of learning. Some students read their own notes if the lecturers did not provide them. Regarding the frequency of

materials read during weekdays a majority of 56% of the participants read for recreation and fictional books came out on top followed by 76% reading newspapers/online news. Therefore, the researcher concludes that fictional and online reading materials are most popular forms of reading among millennials. The popularity of online news is in line with the preference of millennials and findings by Akarsu & Dariyemez[26].

The third factor assessed in the study was the reading frequency during semester breaks. The majority of 52% of the participants indicated that they read recreational materials during semester breaks. However, 40% of participants did not read any academic material during their semester break. This clearly shows that university students' use their leisure and semester holidays for recreational reading and are more focused on academic reading during the semester.

Lastly, 42% of respondents often read textbooks or references book provided in the library and is also a popular book source for students. Students would often use this because it is the lecturer's teaching source with recommended reading material apart from slides. For recreational reading only 20% often read novels provided by the library, whilst the other relied on online resources and technological gadgets to download recreational reading material.

In a final analysis of the data collected in Table 1, it is understood that the participants spent time reading a combination of reading materials; academic and recreational materials. Only a small percentage of participants had high and reading habits whilst the remainder possessed average reading habits. Their choice of reading materials was also based on their involvement in university academics combined with fictional and online news. During semester breaks, the participants were more inclined to read recreational materials and read their academic materials less. Finally, the library continues to be an important resource centre in meeting the students' reading needs.

### 4.3. RQ 2: What is the Correlation between (Students') Reading Habits and Academic Achievement?

The second research question was aimed to assess the effect of reading habits to participants' academic performance and to ascertain the relationship between reading habit and academic performance. The one-way ANOVA test was carried out with the first variable being the students' CGPA whereas the second variable was the score accumulated from the Likert responses based on academic-related reading or recreational reading. If the p value exceeded 0.05, the null hypothesis was accepted. If the p value was below 0.05, the null hypothesis was rejected thus confirming the existence of a relationship between reading habits and academic performance. Based on Table 2, the p value from the one-way ANOVA test is more than 0.05, thus indicating that the two variables have no relationship.

**Table 2:** Summary of Mean and Variance for Academic-Related Reading

Group	N	Mean	Variance	p-value
2.50-2.99	5	23	50.5	0.4525
3.00-3.49	17	26	18.625	
3.50 and above	28	24.536	27.147	

Given the limitations of this study, the short time, small number of participants and low reading habits of the participants derived from the first research question, it can be seen that due to their weak reading habits there is insignificant implications to academic results. From the findings of duration of time spent reading academic material, a majority of 68% spent less than 2 hours per day reading academic material. Based on Table 2, the mean participants CGPA of 2.50-2.99 is 23, the next category of CGPA be-

tween 3.00-3.49, the mean was 26 and the last category of CGPA between 3.50 and above was 24.536. This indicated a very small comparison between the categories between academic achievements.

**Table 3:** Summary of Mean and Variance for Recreational Reading

Group	N	Mean	Variance	p-value
2.50-2.99	5	26.2	33.7	0.8295
3.00-3.49	17	27.294	79.471	
3.50 and above	28	25.893	45.284	

In a similar analysis of Table 3, we can see that the mean participants CGPA of 2.50-2.99 is 26.2 while the next category of CGPA of 3.00-3.49 had a mean of 27.294 and lastly the CGPA of 3.50 and above had the lowest mean of 25.893. Correspondingly, there is further insignificance of 0.8295 when identifying the correlation between recreational reading and academic achievements. Therefore, this indicates that due to the low involvement in reading there is no impact on academic achievement. It is evident from the first research question and fiction genre being their preferred recreational reading, there is no relevance to their academic work, whereas reading academic material would be more significant to their academic success. From this data, it is clear that there is no application of knowledge used from the academic or recreational reading into academics. It is hence clear that both research question are aligned and the analysis is reliable as these findings indicate that reading habits has insignificant influence on academic achievement and is not the only determinant to academic success as previously believed[8][21] and as Williams (1984) explains, people read for differing purposes and reasons.

## 5. Conclusion

### 5.1. Summary

This study embarked on identifying the overall academic and recreational reading habits of urban students and how the hours spent reading in these differing purposes correlated to their academic performance. It was found that students' were more inclined to read for recreational purposes whereby; they spent less than 1 hour for academic reading but more hours for recreational reading daily. Provided lecture notes and personal notes are always read by university students because it eases the learning process. It can be seen that despite identifying this issue for the past three decades and numerous initiatives, the overall reading habits in relation to duration were low which is parallel to the highlighted national problem of weak reading habits amongst Malaysian. As such, it can be said that irrespective of socioeconomically or urban-rural divide, weak reading habits is a reoccurring pattern in society. Fiction was identified as a preferred genre of recreational reading material and reading via online was the preferred mode of reading. In addition, the library was the main source of academic material. The one-way ANOVA test showed that academic-related reading and recreational reading have insignificant implications to students' academic performance which can be contributed to the low hours dedicated to reading. Although the study had limitations in sample size and time, it was able to provide fruitful information regarding the academic and recreational reading habits of students.

### 5.2. Recommendations

A few recommendations can be made in order to improve the reading habits. Firstly, it is reinstated that parents play an active role in instilling and actively cultivating reading habits from a young age. The curriculum at university should also provide students with more time for reading, be it academic or recreational material. For educators, this study is also beneficial when assigning reading materials for students to also include a variety of read-

ing materials in accordance to reading inclinations besides academic notes but to include online materials, resources via e-library and non-academic material. Further to this, critical reading skills need to be included into teaching repertoire to enable students to apply the material they read to class assignments and not compartmentalise their reading. Efforts need to be made to redesign this mundane and passive activity into an exuberating activity through simple reading competitions and Book Clubs, which need to be established at higher educational institutes. Overall, it is imperative that we create conducive reading environments for our youth. This would provide them with the tools and resources to enable students to apply knowledge in real-life applications and most importantly not distinguish their reading habits towards academic or recreational, as knowledge from both will be more empowering.

## References

- [1] Sangkaeo, S. (1999). Reading habit promotion in Asean libraries. 65th IFLA Council and General Conference, Bangkok, Thailand, August 20-August 28, 1999. <http://www.ifla.org/IV/ifla65/papers/091-114e.htm>.
- [2] Akabuike, I. G and Asika, I. E. (2012). Reading Habits of Undergraduates and their Academic Performance: Issues and Perspectives. *An International Multidisciplinary Journal, Ethiopia*, 6 (2), 246-257.
- [3] Krashen, S. (2004). *The power of reading: Insights from the research* (2nd ed.). Portsmouth, NH: Heinemann.
- [4] Jليل, A. (2017, October 26). Low literacy rank because Malaysians don't want to read, say educationists. Retrieved November 23, 2017, from <https://www.themalaysianinsight.com/s/20195/>
- [5] World's Most Literate Nations Ranked. (2016, March 9). Retrieved from Central Connecticut State University: <https://webcapp.ccsu.edu/?news=1767&data>
- [6] Ladipo, S. O., & Gbotosho, S. (2015). An Influence of Gender Difference on Reading Habit and Academic Achievement of Undergraduate Medical Students in University of Ibadan, Nigeria. *Library Philosophy and Practice*. Retrieved October 29, 2017, from <http://digitalcommons.unl.edu/libphilprac/1338/>
- [7] Black, A. (2010). Gen Y: Who They Are and How They Learn. *Educational Horizons*, 88(2), 92-101.
- [8] Bashir, I. & Mattoo, N. H. (2012). A Study on Study Habits and Academic Performance Among Adolescents (14-19) years. *International Journal of Social Science Tomorrow*, 1(5), 1-5.
- [9] Shen, L. (2006). Computer technology and college students' reading habits. *Chia-Nan Annual Bulletin*, 32, 559-572.
- [10] Annamalai, S., & Muniandy, B. (2013). Reading Habit and Attitude among Malaysian Polytechnic Students. *International Online Journal of Educational Sciences*, 5 (1), 32-41.
- [11] Abidin, M. J., Pour-Mohammadi, M., & Ooi, C. L. (2011). The Reading Habits of Malaysian Chinese University Students. *Journal of Studies in Education*.
- [12] Pandian, A. (2000). A study on readership behaviour among multi-ethnic, multi-lingual Malaysian students. A paper presented at the seventh International literacy and education research network (LERN) Conference on Learning, RMIT University, Melbourne, 5-9 July 2000.
- [13] Mokhtari, K., Reichard, C. A., & Gardner, A. (2011). The impact of internet and television use on the reading habits and practices of college students. *Journal of Adolescent and Adult Literacy*, 52(7), 609-619. doi:10.1598/JAAL.52.7.6.
- [14] National Library Board (NLB). (2016). 2016 National Reading Habits Study on Adults, Singapore. Retrieved 22 November, 2017 from <https://www.nlb.gov.sg>.
- [15] Heng, J. (2016, March 19). Low reading rate: Lack of interest, time cited as factors. Retrieved November 21, 2017, from <http://www.straitstimes.com/singapore/low-reading-rate-lack-of-interest-time-cited-as-factors>
- [16] National Endowment for the Arts (NEA). (2007). *To read or not to read: A question of national consequence*, Washington, DC: Author.
- [17] SuHua Huang, Matthew Capps, Jeff Blacklock & Mary Garza (2014) Reading Habits of College Students in the United States, *Reading Psychology*, 35:5, 437-467, DOI:10.1080/02702711.2012.739593.
- [18] Lone, Fayaz Ahmad, "Reading Habits of Rural and Urban College Students in the 21st Century" (2011). *Library Philosophy and Practice* (e-journal), 586, from <http://digitalcommons.unl.edu/libphilprac/586>
- [19] Mokatsi, R. (2005). Sharing resources: How library networks can help education goals. East Africa Book Development Association. A research Paper looking at libraries in developing world. Commissioned by AID International.
- [20] Savolainen, H., Ahonen, T., Aro, M., Tolvanen, A., & Holopainen, L. (2007). Reading comprehension, word reading and spelling as predictors of school achievement and choice of secondary education. *Learning and instructions*, 18(2), 201-210. doi: 10.1016/j.learninstruc.2007.09.017.
- [21] Owusu-Acheaw, M., & Larson, A. G. (2014). Reading Habits Among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic. *Library Philosophy and Practice*.
- [22] Panirchellvum, V. (2016, April 16). 'Read Malaysia' to Cultivate Reading Habit among Malaysian Youth. Retrieved from The Sun Daily: <http://www.thesundaily.my/news/1763507>.
- [23] Malaysian National Library (2006), "The reading profile of Malaysians 2006", unpublished research by the Malaysian National Library, Kuala Lumpur.
- [24] Gaona, J. C., & Gonzalez, E. R. (2010). Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students. *Revista de la Educación Superior*.
- [25] Ogbodo, R. O. (2010). Effective Study Habits in Educational Sector: Counselling Implications. *Edo Journal of Counselling*, 3(2), 229-239.
- [26] Akarsu, O., & Daryemez, T. (2014). The reading habits of university students studying English language and literature in the digital age. *Journal of Language and Linguistic Studies*, 10(2), 85-99.
- [27] Haig, M. (2013, April 26). Why people don't read books. Retrieved October 29, 2017, from <https://www.booktrust.org.uk/cy-gb/whats-happening/blogs/2013/april/wir-why-people-dont-read-books2/>
- [28] Krathwohl, D. R. (2002). *A Taxonomy for Learning, Teaching, and Assessing: a Revision of Bloom's Taxonomy of Educational Objectives*. England: Pearson.