

**PROMOTING READING HABIT OF THE STUDENT AT  
SECONDARY LEVEL**

**A thesis submitted to  
The Central Department of Library and Information Science in  
Partial fulfillment for the Requirement of Masters' Degree in  
Library and Information Science  
Tribhuvan University**

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7 March, 2011**

## **LETTER OF RECOMMENDATION**

This is to certify that Mr. Om Nath Khatiwada has prepared this thesis entitled **“PROMOTING READING HABIT OF THE STUDENT AT SECONDARY LEVEL”** under my supervision and guidance. I recommend this thesis for final approval and acceptance.

Date: 7<sup>th</sup> March, 2011

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**Bhim Dhoj Shrestha**

Thesis supervisor

**LETTER OF ACCEPTANCE**

This thesis entitled “**PROMOTING READING HABIT OF THE STUDENT AT SECONDARY LEVEL**” prepared and submitted by Mr. Om Nath Khatiwada in partial fulfillment of the requirements for the masters degree of library and information science is here by accepted and approved.

Date: 7<sup>th</sup> March, 2011

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Om Nath Khatiwada  
Researcher

## ABSTRACT

This thesis entitled "**promoting reading habit of the students at secondary level**", tries to show the most notable aspect and activities of the students at secondary level; mainly, the reading habit promoting factors such as, teachers, librarians, principals, reading materials and students themselves. In this study the first chapter explains, introductory part and background of the study includes the definition, value, research, skills, nature, kind, motivation, reading and knowledge, meaning of habit, social context, family role, role of mass media, and role of private and government sector. The reading habit promotional activities, definition and functions of school library and the role of teacher librarian, in the statement of the problem barriers of reading habit, ways of promoting reading habit, the availability reading materials and the role of teacher librarian. To find out the solution of the problem the following objectives are pointed out existing situation, affecting factors, availability of reading materials and to suggest for promotion of reading habit. Significance of the study is for the concern authority such as teacher, librarian, head teacher, parents and library science department. In limitation of the study close and open study of students, teachers, head teachers and librarian through questionnaire covers 4 schools of secondary level students of 9 and 10 class at Kathmandu valley. 120 students about 9.99% out of 1212, 20 teachers about 22.22% out of 90 and 4 principals and 4 librarians who are responsible. This study has completed within 1 month duration between 1st Falgun, 2066 to 30th Falgun, 2066 due to limited time and budget. In organization of the study all the topics and subtopics are arranged according to format provided by department. At the end of the chapter definition of terms are provided. In second chapter, review of literature is mentioned. During the time of preparation of this thesis, much more journals, articles, books etc. are reviewed. Therefore, it has become comprehensive and detailed study. Chapter third, focus of the study, focused and analyses the reading habit of the students at secondary level at selected 4 schools' teachers, librarians and the principals of Shree Padma higher secondary Bhaktapur, Birendra Sainic higher secondary Bhaktapur, Shree Bal bayabasai secondary Kathmandu and the Xavier international school Kathmandu who have got the direct responsible to promote the reading habit of the students. Chapter four, research methodology survey and descriptive analytical method is followed in research design,

there are about 1212 students, 90 secondary level teachers, 4 librarians and 4 principals of the schools as population. Random sampling method is adopted and took 120 students, 20 teachers, 4 librarians and 4 principals of the sampled school. This covers 9.99% of students, 22.22% teachers, sent percent librarians and sent percent principals. Data were collected by means of questionnaires distributed consisting 17 questions to students, 11 questions to teachers, 11 questions to librarians and 11 questions to principals of the sampled school. The data is expressed numerically and interpret one by one. Chapter five, presentation, analysis and interpretation of findings 77.14% students like to read for knowledge gain. All schools have library but some school libraries do not provide books easily, most of the students spending leisure time by playing. Most students read 1 hour a day except text books. 52.38% students are not satisfied with the opening hour of the library. There is no reading club in the schools; no internet facility is there in library. Most teachers provided home work assignment base on text book, most teachers encourage to students for reading by asking them to read related reference books. Most of the teachers are interested to take class in library. Most of the schools appointed semi-professional librarians 50% principals of the school provided library environment positive 50% do not provided positive library environment. Chapter six, summary, conclusions and recommendations where the acquisition of good reading habits depends largely on the availability of reading materials. Unfortunately there is at the moment an acute shortage of suitable reading materials for students neither do the schools have trained librarians and students do not satisfy about the library. The internet facility is not provided in the library. The main purpose of the school library is to provide self education, school library should promote the reading habit of the students but, it is not found so. Students are forced to read textbooks for educational excellence, although student showed willingness to read more broadly. Availability of reading materials according to need and interest of the students, professional librarian and reading habit programs in the library. Students' encouragement to use the library to complete homework assignment and encouragement of teachers by the principal for collaborating effort and creating Positive environment for reading, book exhibition, visiting book shop, etc are the recommendations for promoting reading habit.

Om Nath Khatiwada

## **Preface**

Present world is the world of information and communication. Information has become a key factor for the society. Every human being in a society needs information for solving problem in his daily life situation. The explosion of vast sources of literature in multi format, such as electronic, print and multimedia. In such a situation reading habit of the young generation is essential for adjusting and competing in a global society.

Especially school children should develop the reading habit for the life-long learning process. School library and the library programs provide base for reading habit of the students.

This is an area where no study has been made in our country. Therefore this analytical study of the reading habit of the students is a welcome one. This study has significance for concerned authorities especially, teachers, librarians, principals, parents and others.

**Om Nath Khatiwada**

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**List of abbreviations:**

- a. CDLIS: Central Department of Library and Information Science
- b. CDROM: Compact read only memory
- c. BLISc: Bachelor in Library and Information Science
- d. MLISc: Masters in Library and Information Science
- e. IASL: International Association of School Librarians
- f. IFLA: International Federal Library Association

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the study**

The 21st century world is increasingly becoming knowledge based society have a literate generation of both young and elderly people. But the problem is that many students are doing less reading in their daily life. There is also a knowledge that needs to be closed up as most students, for instance, need proper guidance as to what to read and what not to. Reading habit is considered as the voluntary activities of human beings in which certain time has to be devoted for reading.

The promotion of reading habit is depended on self motivation to read, family structure, friendship, teachers, teacher librarian, librarian, social behaviors, literacy rate, educational system, publishing pattern, family and cultural traditions, literacy system and political perspective of a country. Promotion of reading habit always helps the developmental activity of a nation. It gives relaxation to the tired body. At the same time it keeps the mind occupied. A regular habit of reading enables man to take part in group discussions and social functioning.

Extension of usual reading time is known as the promotion of reading habit in general. Literature explosion and the use of modern information technologies have also affected the reading habit of student some extent these days. Reading of all the publications by the regular readers of a society is not possible in this information revolution age. Time, effort money and technical know how are the main barriers to the acquisition collection of all relevant materials for reading. Therefore classification, identification selection and acquisition of relevant materials as per the areas of specialization of the reader is necessary.

Limitedly acquired reading materials by an individual or by the institutions have been being preserved and arranged in some places and localities for present and posterity. These processes have initiated to establish personal and institutional libraries and such libraries have further initiated reading habit of the students. Therefore libraries are considered as the key elements for the continuous and cyclical development of reading habit among the users of all kinds, levels and status. Present period is the age of

communication. We can talk directly to people who live on the far side of the globe. The air waves everywhere vibrate with words. Scientific discoveries have made possible a succession of inventions which have overcome the barriers to communication among the nearly six billion human inhabitants of this planet. Telephone, telegraph, radio, television, teletype and various methods of voice recording are examples of the ways in which language symbols have now become the means of bringing human beings together.

Reading is important for everybody in order to cope with new knowledge in the changing world of the technological age. The importance and necessity will hopefully continue to increase in the years to come. However, the number of those who know how to read but do not read enough is also increasing. There are still some people, young and old, who cannot get access to reading activities and reading programs at all and some people who are able to read do not get access to such activities and programs, but in a dissatisfactory degree of relationship. They neither have much initial interest nor lasting interest in books and reading. The reading habit has to be built up and promoted from an early age.

In many developing countries have been launching extensive literacy campaigns, in the sense of teaching people to write and to read. But knowledge of characters and reading techniques alone are not sufficient to develop real reading societies. People should be motivated to read and informed how to utilize reading materials to improve their own personality and their social environment. In this context roles of nongovernmental organizations, government sectors, libraries, school and family are very important for mutual cooperation to promote reading habits to readers, especially, the role of libraries is very important as libraries are very important institutions as information centers and lifelong educational agencies.

### **1.1.1 Definition of reading**

The Michigan definition of reading supported by the International Reading Association, defined reading as "the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language and the context of the reading situation." (BurkeHuey, 2009)

### **1.1.2 Values of reading**

Technology has not replace reading. The printed page reaches millions still untouched by electronics, and for those who can take advantage of the newer devices, reading still serves unique purposes. It is many things to many people. It is a telescope, because through it we can look at the distant stars. And speculate about examine the chromosomes and the atoms, but also inter those minutes particles which even the finest lenses can not reveal. It is a never ending wide screen film on which the human pageant passes in review. It is still the only known time machine that can recreate the events of the past and open of the vista of the future.

According to Gray and Rogers "It is an indispensable factor in modern life interwoven with work, recreation, and other activities of young people and adults. Its great values lies in two facts printed materials provide the most illuminating and varied records of human experience that are now available and they can be examined and restudied time and again at the readers convenience in acquiring, clear understandings, in developing rational attitudes, and in reaching sound conclusions

Reading one of the major avenues of communications is essential to the existence of our complex systems of social arrangements. It is the means by which every age is linked to every other.

### **1.1.3 Research in reading**

The American Educational Research Association, and the International reading association, devotes much or all of their attention to problems in the teaching of reading. More than 4000 individual research studies in reading have been published in England and America since 1880. It seems clear from the research that no one method is best for all children under all circumstances, that children differ widely in the kinds of instruction they need. A wide variety of approaches must be used in order to get best results with most children moreover, we must know. Much about the psychology of reading, role of emotion, motivation, home back ground, and others factors in reading retardation. We must also know about the nature and extent of individual differences.

Reading as an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language.

It has often been said that reading is an active process. Good reading is a reaching out, a searching for meaning.

#### **1.1.4 Reading as symbolic behavior**

In reading we employ visual symbols to represent auditory symbols. The basic task in reading is to establish in the mind of the reader automatic connections between specific sights and the sound they represent. Since the sounds themselves are symbols of meanings, the process of reading involves a hierarchy of skills ranging from auditory and visual discrimination to such higher order mental activities as organizing ideas, making generalizations, and drawing inferences.

#### **1.1.5 Reading and knowledge**

Reading is an important means of introducing the child to the surrounding world. Through reading the child can view ever – widening horizons and explore ever new areas in the world of things, people, and events. School need books to tell about the earth, the sea, the sky, far way places, events past and present or the plants and animals and physical phenomena around us.

The pupil's knowledge is the distillation of his impressions gained from abundant reading. The residue left by these impressions keeps growing and changing as his contact with the world of reality through experiences with books expands. For this reason, teachers should encourage their pupils to read whole books about important topics, rather than merely a few pages in a textbook. Young children must be helped to think of reading as an activity with an inherent appeal. The child who loves to read is father to the man who keeps informed through reading.

#### **1.1.6 The nature of reading**

In former days, reading was considered to be a relatively simple mechanical skill. Even today this conception is still held by many people who are unfamiliar with the psychology of the reading act.

Reading is a much more complex process. Effective reading involves all of the higher mental processes. It involves recall, reasoning, evaluation, imagining, organizing, applying, and problem solving. Good reading requires good thinking.

### **1.1.7 Kinds of reading**

The term 'reading' embraces a wide variety of tasks, activities, skills and mental processes. The kind of reading a person does will usually depend upon his purpose – He / She may read for pure recreation and enjoyment or he / she may read to study. Ideally he will find pleasure in study type reading too, but his/ her approach, attitude and technique will be different. He/ she may read to find the answer to a question or the solution of a problem, to learn the main idea of a selection or some specific item of information, to discover the outcome of series of events or to follow directions in making a model airplane, or baking a cake. For these purposes he employs different methods in his/ her reading. Reading occurs at different levels. A child may read easy materials fluently and without help. This is the independent reading level. He may read harder reading materials, calling for concentration and special efforts. This is the level of challenge. He may read materials which require outside help.

The diversity of reading tasks, skills, and challenges appears in almost all the areas of the school curriculum.

#### **1.1.7.1 Elements essential to growth in reading**

- a) Physical health
- b) Mental health
- c) Sight and hearing
- d) Intelligence
- e) Back ground of experience
- f) Knowledge of language
- g) Desire to read
- h) Purpose for reading
- i) Interest in reading
- j) Reading skills.

### **a) Physical Health**

A reasonable measure of physical health is essential to all school learning. Physical discomfort, languor, a low energy level, and similar symptoms of health Problems may often interfere with normal progress in reading. Nervous, tension and even ordinary physical fatigue can reduce enjoyment and interest in reading. Vitamin deviancies and endocrine disturbances have been associated with poor reading. Smith and Deachant mention adenoids, infected tonsils, poor teeth rickets, asthma, allergies, tuberculosis, rheumatic fever, and other prolonged illnesses as possible factors in reading retardation. We should provide a healthful physical environment in school; good light, proper humidity and temperature, appropriate seating. We should arrange for periods of rest and of exercise.

### **b) Mental Health**

Among the basic development needs of children that affect growth in reading is feeling of security, of being accepted and loved, and of being adequate to the tasks they are expected to carry out. Every one performs better in any activity if he has self confidence, a feeling of successful performance, and a strong desire to achieve. One cannot learn well, in reading or in anything else, if he is distracted by anxieties, frustrations, and the sense of failure. For this and other reasons, every effort is made in modern schools to build whole some attitudes in children, to give them a sense of belonging and a feeling of being accepted and respected, and to provide many success experiences. Good reading is best carried on in a class room atmosphere that is warm, friendly and relaxed. The cause-and – effect relationship between emotional and social immaturity and poor reading is something reversed, lack of various characteristics of the maturing emotional and social life can have a detrimental effect upon reading but the fact must not be overlooked that frequently in ability to read well is a cause of personality defects.

### **c) Sight and Hearing**

**Sight:** It has been estimated that about one fourth to one half of elementary school children are in need of visual correction. One of the first questions the reading clinician asks about the nonreader is, "Does this child have satisfactory eyesight?" The child who

must strain his eyes to read is not likely to enjoy the process and will, usually try to avoid reading. If his vision is so poor that with considerable effort it is difficult or impossible for him to differentiate between the forms of letters, success in reading will be delayed until he is given reading materials printed in type that he can read comfortably.

Cases of nearsightedness, farsightedness, astigmatism, muscular imbalance, and lack of fusion are found among both good and poor readers. Nevertheless, in good readers as well as in poor readers such conditions tend to result in fatigue and consequent loss in reading ability. Quite probably nearly all readers- slow, normal, and superior- who have visual defects would improve in reading ability if their defects were corrected.

**Hearing:** A child who suffers from hearing loss is at a distinct disadvantage. He will for example, have difficulty in benefiting from the teacher's oral explanations. Especially if the child is taught by predominantly oral phonetic methods, auditory acuity is important in the process of learning to read. The child with hearing loss will have inadequate or inaccurate auditory images of the words he read, and consequently may encounter difficulty in word recognition.

As in the case of visual defects, hearing loss may be no more common among poor readers than among good readers. Nevertheless, all readers who have deficient hearing ability would probably be aided in reading performance if they received appropriate attention from parents, teachers and physicians. In conclusion we can say that careful attention should be given to the hearing ability of all students.

#### **d) Intelligence**

It is known that a fairly close relationship exists between intelligence and the ability to read. Fact is that intelligence tests and reading tests set many tasks that are similar. The correlation between performance in intelligence tests and reading tests usually tends to be very high may mean merely that a large part of an intelligence tests calls for abilities closely related to the ability to read. Cultural background and present environment is likely to affect performance in both reading and intelligence tests.

If intelligence is thought of as an inherited ability, the school and the teacher cannot significantly affect this factor .But there is reason to believe that in the early years of a child's life environment may have an effect upon what is commonly consider as



intelligence. Certainly a rich environment, one which offers many opportunities for learning, can help a child with limited intellectual endowment to make much greater use of his native ability than he/she could if he/she were deprived of intellectually stimulating surroundings.

**e) Background of experience**

Reading success depends on what the reader brings to the printed page, much significance must be attached to the body of direct and indirect experiences which he has accumulated in advance of the reading. The child's prior stock of impressions will determine in large measure how much meaning he will derive from the visual symbols before him. These impressions will include both the things that have happened to him directly and the symbolic experiences he has had with reading, listening, viewing of motion pictures and television, and the like.

Reading is of course, in itself an important kind of experience. Through the synthesis of the direct impressions which can be brought about in the process of reading, the reader develops new images and concepts which enable him to extend the range of his vision of reality. The amount of direct experience that even the most privileged person may enjoy is necessarily limited. Through reading we may range in imagination over the globe over the known universe, and over the countries and each new experience provides the background for further understanding in reading.

**f) Knowledge of language**

That a good knowledge of language is necessary in preparation for the reading experience illustrates the close interrelations of the various aspects of language communication. There is a strong relationship between linguistic ability and reading achievement, and that a child's ability to understand and use language orally is an important factor in beginning reading. All we should know about children's language learning. Point to the interrelatedness of the four facts of language- reading, writing, speaking and listening. We may conclude, therefore, that wide experience with all kinds of language, including extensive contacts with words and sentences in meaningful situations, contribute effectively to the improvement of reading.

Growth in reading usually is produced best, not from a program of isolated drills, but from a rich, diversified, and stimulating language environment and a curriculum which provides for many kinds of highly motivated language experiences.

**g) Desire and purpose**

The desire to read is the motivating force that leads to read. It may simply be the desire to do what others around us are doing. It may be desire to have needed information or to spend a pleasant leisure hour. The desire to read arises from a sense of need for reading. The sense of need can be cultivated by creating the necessary conditions.

Desire eventuates in purpose, which clarifies direction efforts shall take. The emphasis in reading guidance should be placed not upon arbitrary teacher direction but upon the awakening of pupil desire, the release of pupil energy and the development of pupils 'self direction.

Especially in the initial stage of reading, the factor of good motivation is of prime importance. Motivation is not a mere mechanical preliminary to the reading itself, but is the result of the teacher's providing or helping the pupil to discover clear goals. If the child first experiences with reading are purposeful, he will be started on the road of meaningful reading.

The number and types of purposes for which individual reads is almost unlimited. Children and young adults have so many things that they want and need to know. They want to know what the good radio and television programs and movies are, and what makes them good; how to apply for a position and how to behave in an interview; what makes wars and how they can be prevented; how they can be more popular among their friends; what they can believe in the newspaper; how they can better along better at home; where they can get the truth about the trouble spots around the world. They want to know about labor, prices, employment, and new scientific advances. They want to know what they must do to be safe when riding a bicycle, driving a car, or repairing a light switch.

The task of the reader is to assist the reader in carrying out his purposes. If he is frosted by obstacles too numerous and too great in the form of vocabulary burden or complexity of thought, he will soon give up his purposes or seek to achieve them by means other than

reading. Too many young readers have abandoned the spontaneous search for meaning in books because they did not receive appropriate guidance. But if they are given the encouragement and opportunity they will often avidly explore every aspect of experience, asking more questions than the wisest and most learned can answer.

#### **h) Interest in Reading**

Closely related to purpose in reading is interest. Children are most likely to read with comprehension those materials which deal with topics of interest to them. In fact it has been found that some pupils are able to read stories at a level of reading difficulty far beyond their normal abilities if the subject is one in which they are vitally interested. Children's interests are at least in part the result of the experiences they have had. They are closely related to the activities of play and work which constitute their daily living. Reading should be taught in the setting of a wide variety of purposeful enterprises designed to expand the child's range of interests. Radio, television, films, fieldtrips, class projects, group discussion involving the exchange of experiences—all these are methods by which the ground may be prepared for ever more tactful and meaningful reading.

#### **i) Reading skill**

The specific skill involved in the act of reading itself has been intentional. To do so formal reading instruction has stressed the mechanical skills of word recognition and sentence comprehension. Pupils can make more rapid improvement if they can be shown how to recognize letters and phonetic elements, how to discover familiar elements in the longer unfamiliar words, how to use context clues, how to note details, how to find the main idea of a longer passage, how to compare, evaluate and visualize the author's meaning, how to locate and utilize needed information, how to follow printed directions, and how to adapt approach and speed of reading both to the nature of the material read and to their purpose. These skills can be learned through guided practice. Dr. Bernice Leary has summed it up well: "it is no light matter to acquire the wide range of abilities and skills basic to reading, even in a mechanical sense. Nor is it any light matter to convert into meaning the language of mathematics, science, literature, and the social studies, to maintain a critical attitude toward what is read, to develop the habit of relating written experience to our own experiences, and to adjust reading abilities to different

materials by grasping the authors intent, his use of words, and his style of writing, and by defining clearly one's own reading purposes."

In reading skill development, the effect of various growth factors on the child's progress should be considered in reading. Reading skill focuses attention on the fact that reading is a continuous process that it is a part of an intricate pattern of growth and, that each factor and each specific skill must be considered in relation to all others.

### **1.1.8 Meaning of habit**

In psychology, any regularly repeated behavior that requires little or no thought and is learned rather than requires little or no' thought and is learn rather than innate. A habit which can be part of any activity, ranging from eating and sleeping to thinking and reacting is developed through reinforcement and repetition.

Reinforcement encourages the repetition of behaviors or response, each time the stimulus that provoked the behavior recurs.

The behavior becomes more automatic with each repetition. Habits, as described by William James in his principle of psychology, are useful as the means for conserving higher mental processes for more demanding tasks, but they promote behavioral inflexibility. Reading habit promotion means behavior which express 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.

### **1.1.9 Motivation in learning**

Motivation popularly is thought to be essential to learning. Learning was defined as a change in a behavioral potentiality. Realization of such potential seems to be related to the learner's level of motivation. A pupil who has learned something list would be expected to recite them with particular energy under some sort of incentive. The incentive is said to raise his level of motivation. To show that motivation affect performance of what has been learned is not the same as demonstrating its effects on the process of learning itself. This would require that individuals learned under various levels of motivation and be tested under the same incentive levels. And indeed, the best controlled

experiments of this design indicate learning effects to be the same under different levels of motivations.

#### **1.1.10 Attribute of a reading habit**

The motivated person has the reading habit is said to be motivated. Motivation is the key to reading habit but what kind of motivation does a reading posses. Those people who have reading habits, read and learn, about subjects that simply interest them. "When a person engages in an intrinsically motivated activity, he becomes fully absorbed in the activity and committed to it. Further he can tolerate substantial fatigue and suppress primary drives such as hunger (Koch 1956). A life longer by definition has an internal disposition towards learning and is, there four intrinsically motivated to learn. Do children naturally posses the intrinsic motivation to learn? Apparently, yes. "Developmentalist acknowledge that from the time of birth, children in their healthiest states, are active, inquisitive, curious and playful even in the absence of rewards. Parents are the pivotal factors in reading habits attribute. Parents' social class and education, perhaps the most important determinants of participation in reading habit, their children are also more likely to participate, also found a strong family influence on the development of adolescents' undivided interests. One reason for the importance of family influence on the reading could be the creation of "learner's identities" in the family. Learner's motivation in reading is affected by self determination theory.

#### **1.1.11 Self- determination theory**

Self- determination theory is an approach to motivation that examines why a person choose to act? The theory categorizes motivation in to three basic types spread across spectrum. A motivation or non action, extrinsic motivation or action caused by an external force and intrinsic motivation or action caused by the inherent satisfaction of the action itself. Social context is also considered in self determination theory as a determinant of a person's motivational locus (Ryan and Deci, 2000).

#### **1.1.12 Types of motivation**

The two extremes on the self determination continuum are a motivation and intrinsic motivation. In a motivation people either do not act at all or act without intent. Non

action is caused by a lack of value for the activity, a perceived lack of confidence to complete the activity or lack of confidence that the outcome of the activity is desirable.

Intrinsic motivation on the other hand, stems from the self and causes actions that are stimulated by interest, enjoyment, curiosity or pleasure. The remaining category extrinsic motivation, as defined in self-determination theory, is divided into four types based on the degrees of a person's autonomy in determining an action.

The first type, external regulation is action caused by an external demand or reward. The second type, introjected regulation, is action caused by an avoidance of guilt or anxiety. People exercise introjected regulation in order to maintain their feelings of self worth.

The third type, identified regulation, is action caused by identifying one's values with those of another person.

The fourth type, integrated regulation, occurs when action based on the values of another person are fully assimilated into the self.

### **1.1.13 Social context**

In addition to the categories of motivation outlined by self-determination theory, the social context of motivation is explored. People have psychological needs for competence, for relatedness and for autonomy. People are more likely to be intrinsically motivated, or at least have a more autonomous level of extrinsic motivation, if they know they can do the task (sense of competence) have a positive relationship with a support person with whom they feel secure such as a mentor (relatedness) and feel that they have a choice in performing the task. People who are not intrinsically motivated to do a task, can with time and a healthy social context, begin to assimilate behaviors to themselves so as to become more autonomous and eventually develop intrinsic motivation (Ryan and Deci, 2000) "There is some suggestion in the literature that internalized reasons do gradually supplant extrinsic reasons for engaging in disliked behavior (such as doing homework) and that specific teaching practices do facilitate internalization. By examining the motivational factors and social context in the lives of students who exhibit the attributes of reading habit, we may be able to discover the experiences, both in and outside school, that either help children maintain their intrinsic motivation towards learning or help them internalize extrinsic motivation.

attitude toward what is read, to develop the habit of relating written experience to our own experiences, and to adjust reading abilities to different materials by grasping the authors intent, his use of words, and his style of writing, and by defining clearly one's own reading purposes."

In reading skill development, the effect of various growth factors on the child's that it is a part of an intricate pattern of progress should be considered. Reading skill focuses attention on the fact that reading is a continuous process, growth, and that each Roles of local institutes or organizations in helping libraries conducting reading promotion.

The task of encouraging positive reading interest to foster a love for reading which will promote a reading culture and society is not an easy one. All parties concerned national institutes or private sectors should work together. All effort should be coordinated to achieve the goal.

#### **1.1.14 Roles of family**

Parents are certainly important socializing agents. Parents who spend time in reading with their children they give them the best possible start on the road to literacy. Many research studies have pointed out that the children who do best in literacy skills at school are those who come from homes where there are books, where their parents spend time reading to their children and where children see their parents and older siblings engage in reading activities.

Some creative suggestions for parents to foster reading habit to children : Read story books aloud, create a learning environment by setting up a mini reading corner and flood with reading materials, visit the library ; book shops, book-prize as gift.

#### **1.1.15 Roles of libraries, librarians, library programs**

'Libraries' are a means to stimulate and develop the reading interest the following is some strategies which libraries and librarians play important roles in promotion on reading. The librarian should help develop among the reader's pleasant and positive attitude towards reading. The pleasant and positive attitude of the reader should be developed first before someone is able to automatically form the habit of reading and the love for books. The principal function of the librarian is to serve to course of education formally or informally. When we think of the librarian's role on education, we think first

of books and of what she does with books. Librarians have a responsibility and an opportunity to go out and tell the public what they have in their libraries and find out what they want to read, improve and keep improving the set-up of the library to encourage readers to stay and browse.

In any effective school library program, the librarian should have definitive responsibilities in certain areas of the curriculum and should have an active teaching role. But this role must always be coordinated with what is taking place in the classroom. With his wide knowledge of materials and techniques for using them, the librarian can make a strong partner in the planning and implementing of the educational enterprise.

#### **1.1.16 Roles of Mass media**

Radio, TV, newspapers and magazines can help advertise reading projects, village libraries, seminars-training workshops, interviews of reading authorities / writers / teachers and organizations involved in the reading activities to promote reading, hence the help of these media personnel will be sought.

#### **1.1.17 Roles of private and government sectors**

The professional sectors or agencies play a great deal to elevate the standard of library and services through activities which aim to develop or to encourage activities of reading and writing those are: The National Language and Literature Agency National Book Development Council Committee, Reading Association, Library Association, Writer's Association and P.E.N. International Club, Parent Teacher Association and Women's Association, etc.

#### **1.1.18 Effective methods and some successful programs for reading habit promotion**

Programs of activities are broadly categorized into 3 main groups those are:

- Book-based programming
- Bringing books to public and
- New format to promote reading: computer machine.

##### **1.1.18.1 Book-based programming**

###### **1.1.18.1.1 Make book available**

The information contained in the list should be sufficient to allow for the books to be found in the library and a mere listing of authors and title will always need to be extended



either by a brief descriptive note on each book to indicate its particular value or the arrangement of the list under heading which will give such an indication.

#### **1.1.18.2 Reading program**

Reading programs provide an incentive to some children to read books which they might otherwise not try. The following are successful programs undertaken by ASEAN Libraries:

##### **a) Reading Camp**

The program aimed at exposing the student to the various skills via speed reading, information handling skill. Various activities with local writers and film show, slides shows were carried out. Sometimes the Reading Camps were scheduled to coincide with the National Book.

##### **b) Reading Contest**

It is aimed to accelerate reading habit among young generation by the use of libraries is considered as potential one in the nation building. The contest material is a number of books on literature: prose and poetry, selected by the National Committees. The contest participants are required to develop and deliver some book abstracts.

##### **c) Book Talk**

A low cost-effective strategy with ability to reach a wide audience a possible is book talk. The schools held book talk and the book reporting sessions by librarian's cooperation. The talk has been done through talk-cum-slide by librarians for new coming books or orientation in the library; book talk contest, or book abstract contest after book talk session.

##### **d) Read aloud to children**

If the child is too old enough to talk to, she is old enough to read too. Most critical task during these early stages is learning how to calm the child, not to bring it under control. By 9 months the child is able to respond to the sight of certain books and convey to her parents that these were her favorite. By age 5 she had taught herself to read. Fairy tales offer us an excellent opportunity to introduce the child or class to comparative literature.

#### **e) Creative poetry**

The rules for retaining of developing love of poetry within children are: read it aloud; read it often; keep it simple; keep it joyous or spooky (ghost) or exciting. Poetry sets an excellent medium for training the disciplines of listening and reading that are such integral parts of reading aloud program. It must be read word for word. "Because it is bound by meter and rhythm; every word and every syllable counts.

#### **f) Picture Book**

Start with picture books and build to storybooks and novel. Picture book can be read easily to children widely separate in age. Novels, however pose a problem. If there are more than 2 years between the children, each child would benefit greatly if reading to her or him individually. Make sure the child can see the picture easily. In class, the children in the back row can see the picture above the heads of the others.

#### **g) Story hours**

Story-telling is one of the easiest activities for the library to organize. Traditional tales or short stories of the same type and picture book are the easiest to use. Apart from these myths, legends, fairy tales, stories about animals, things which appeal to the sense of wonder and the sense of humor that stimulate the imagination of spirit of adventure are the most suitable.

### **1.1.18.3. Performance**

#### **a. Dramatic Activities**

Drama groups need careful organizing and adequate space. The approach is to outline a theme, based on a story or part of a book, which can then, by the cooperation of the children and the person in charge, be demonstrated in a dramatic form, each child undertaking and improving a role.

#### **b. Puppets**

Dramatic activity and craftwork can be combined in the making by the children of puppets, and their presentation of a performance based on a story or episode or episode from a book. For both the puppeteers and audience of other children it will extend the awareness of the story and the book on which it has been based.

#### **1.1.18.4 Craft activities**

Craft activities can use both local traditional skills and a wide range of materials, many of which can be improvised from waste materials such as newspaper, disused packaging. Card board and so on. The requirements are space and surfaces on which to work, a good collection of materials. The link with books can be twofold; the choice of themes from books, such as giants, prehistoric animals, or other features, and the use of books for instruction in methods and techniques.

##### **1.1.18.4.1 Competition quiz**

The quiz is aimed at encouraging students to read beyond their textbooks in school, promotion books as a source of information and promoting books themselves. Therefore it is necessary to decide precisely what the purpose of the quiz is in each competition. Book quiz can be done just for fun. They may be set at various levels for under eights to elevens and over.

##### **1.1.18.5 Activities for individual**

Few libraries provide a wider range of educational games. However, where there is suitable accommodation, jigsaws, card games (particularly those linked to children's books and featuring book titles and characters and board games) may provide an additional attraction.

"Cognitive Games" are thinking game. It includes of language games which need no equipment or props only imagination and words. Some language games promote memory skill, some for listening and some are guessing games.

##### **1.1.18.6 Bringing Books to Public**

###### **Here are some suggestions:**

- Prepare exhibit about book authors characteristics in novels or concepts retrieved from literature and or display maps of book shops libraries in the community.
- Promote the production and distribution easy-to-read pamphlets and low-price printed materials. These material informing what the public interest e.g. health or rural issues agriculture or animal breeding and encourage subscribing.
- Collect oral and unprinted literature.

- Set up book reader's group in villages or community. Do reading activities. Use books as a fundamental documents when news in newspaper, radio and TV. has been reported.
- Encourage public to know books and book sources both reading and no reading group.

### **1.1.19 New format to promote reading: computer machine**

As amount of information grows and as it become more easily and quickly available, there will be a need to teach individual strategies for both dealing with information and accessing the information available. More and more organizations, institutes and companies are putting their budget to computers, In the long run, the printed word will be converted to electronic from this is high technology and opening the new arena of reading promotion. Those are collecting center for Audio- Visual and Computer-the based materials: Compact Disc Interaction (CDI) Compact Disc Read only memory (CDROM) audio.

### **1.1.20 Meaning and definition of school library**

School libraries are considered an essential infrastructure in realizing open education independent self study and resource based learning and for adapting education to the information age. Students acquire knowledge and information by reading books or using other information resources in the libraries. The role of school libraries is not limited to providing knowledge and information. Student learns how to search and retrieve the information they need. School library is the prime factor for promoting the reading habit of a student.

Library is a place where information is stored it can be in many forms scorch as, books, reports, newspapers, journals, encyclopedias, dictionaries, maps, audio video cassettes, CD ROMS, internet etc. with the advancement of information communication technology, libraries play a biggest role in the academic and the society. By destination knowledge, school library can play a most constructive role in molding the character and sharpening the thoughts of children. It is essential, there, that our education be more libraries oriented rather than class oriented. A school library is known as information or

learning centre. Library is an integral part of school education system so library is necessary. It provides information, ideas, that one fundamental for functioning successfully in today's societies, which is increasingly information and knowledge based. The school library equips students with life-long learning skill and develops the imagination, enabling them to live as responsible citizens.

#### **1.1.20.1 Objectives of the school library**

- a) To support and educational goals as outlined in the school's mission and curriculum;
- b) To develop and sustain in children the habit and enjoyment of reading and learning, and the use of libraries through their lives;
- c) To offer opportunities for experiences in creating and using information for knowledge, understanding imagination and enjoyment;
- d) To cultivate reading habits for deriving pleasure and information through the use of library resources;
- e) To provide access to local, regional, national, and global resources and opportunities that expose learners to diverse ideas, experiences and opinion.
- f) To organize activities that encourage cultural and social awareness and sensitivity;
- g) To work with students, teachers and community members to achieve the mission of the school;
- h) To promote reading and the resources and services of the school library to the whole school community and beyond;
- i) To provide materials to supplement and enrich work done in subject teach in the classroom, to help the students learn pedagogically;
- j) To guide students in their choice of materials

#### **To fulfill the above objective school librarian must be ever aware:**

- ❖ To participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents, and other community members;
- ❖ To provide with equal library materials and services most appropriate and most meaningful in their growth and development as individuals;

- ❖ To stimulate and guild pupils in all phases of their reading so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation;
- ❖ To provide an opportunity through library experiences for students to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes;
- ❖ To help children and young people to become skillful and discriminating users of libraries and audio visual materials;
- ❖ To introduce pupils to community libraries as early as possible and cooperate with these libraries in their efforts to encourage continuing education and cultural growth;
- ❖ To work with teachers in the selection and use of all types of library materials which contributes to the teaching program;
- ❖ To participate with teachers and administrators in program for continuing profession and cultural growth of the school staff; and
- ❖ To cooperate with other librarians and community leaders in planning and developing an overall library program for the community of the area;

#### **1.1.20.2 Functions of school libraries**

##### **a) A service agency**

As a service agency it functions to help the achievement of educational objectives. It provides materials for all subjects, and all interest of pupils and teachers. Through the library, books and other materials are distributed to individuals, groups and classes. All the pupils and teachers go to library to use books, magazines, pictures, maps, audio Vidal materials, and internet; to find facts and illustrative materials, to read.

##### **b) A teaching agency**

The school library has a positive, active, teaching function. It suggests reading. It supplies all types of materials for promoting reading habit and interests, it stimulate new interests. It helps pupils to use the resources of the library. Students encouraging learning by the guidance of library by its bulletins and exhibits, by posters, direction sheets and guides, it suggests to become lifelong use of the library. The environment, of the library

attracts pupils / teachers to read and increase the enthusiasm, motivation started with in its own classroom, assembly, soap, and laboratory.

**c) A resource centre**

School library is the place where the teachers and students get all needed information in an easy way.

**d) Knowledge disseminating centre**

School library is the place for enjoying books, for investigating problems, for studying, for using all sorts of materials. The physically comfortable room helps reader to encourage reading. The school librarian must have skill in matching books and their readers, understanding school needs and prepared to copy with school problems ready to utilize the results of the school needs and prepared to cope with school testing programmer, quick in discovering reading difficulties and in finding aid for dealing with them; alert to improve the conditions for study and to help individual improve their study habit, effective in relating books to the happenings of the world and the interest of the world to books – is so subtle a guide, a friend, a leader, that the leader is almost unaware of his services. The school librarian makes the library a knowledge disseminating centre, a resource – sharing laboratory, and an intellectual work shop for the entire school.

**1.1.20.3 Promoting the reading habit and effective use of materials**

The school librarian uses various devices for promoting the use of library materials and stimulating the students to use the library as a resources laboratory, a reading work shop, a work centre for the entire school. Mary peacock Douglas in her book. " The teacher – librarian hand book "summaries the various devices used by the school librarian for encouraging the use of materials.

**1.1.20.4 Librarian plays very important role in promoting the reading habit of a student by**

- ❖ Encouraging reading by telling pupils of books which may interest them;
- ❖ Encourage pupils to go library ;
- ❖ Encourage reading by giving lists of suggested reading;
- ❖ Encourage teachers to take classes in library;
- ❖ Encourage reading by means of displays;

- ❖ Teaching students how to use the library;
- ❖ Taking classes to library to spend periods for pleasure reading;
- ❖ Reading excerpts from library books to stimulate interests;
- ❖ Exhibiting interesting materials;
- ❖ Taking library materials to class room;
- ❖ Pasting articles and clippings on classroom bulletin boards and inform pupils where additional materials can be found;
- ❖ Becoming acquainted with books in library which pupils may enjoy reading;
- ❖ Recommending materials relating to their extra curriculum interest students who reveal ;
- ❖ Consulting teachers regarding poor reading habits;
- ❖ Using films, filmstrips, and phonograph records in stimulating interest;
- ❖ Keeping the records of book read;
- ❖ Teaching students how to use reference books related to specified courses;
- ❖ Recommending materials relating to their extracurricular interests;
- ❖ Understanding of problem;
- ❖ By using films and filmstrips in interpreting library service and how to use libraries;
- ❖ Emphasizing current problems and encourage students keep informed with magazines.

**1.1.20.4.1 School librarian plays most important role to encourage teachers to use the library by**

- ❖ Notifying teachers of new books and materials;
- ❖ Having informal talks;
- ❖ Sending lists of interesting magazine articles;
- ❖ Placing library notes on principal's bulletin board;
- ❖ Asking teachers to suggest new materials to be ordered;
- ❖ Attending teacher's request promptly;
- ❖ Attending the faculty meeting to talk;
- ❖ Attending departmental meeting to talk;
- ❖ Working with teachers in developing units of work on library services to be included in course of study and to be taught to all students;



- ❖ Familiarizing course of study and help in developing new course of study;
- ❖ Inviting new teachers to library;
- ❖ Visiting classes;
- ❖ Sending all teachers each week a form asking what library assignments will be made to the students;
- ❖ Mentioning names of teachers making outstanding use of library in monthly news–letters or school paper, give to teachers names of little used materials relating to their courses;
- ❖ Asking teacher suggestions for book week activities;
- ❖ Publishing book review and jacketing new books;
- ❖ Having library exhibits at faculty meeting;
- ❖ Holding faculty meeting in the library;
- ❖ Using five minute period to discuss new library materials and services;
- ❖ Devoting at least one entire faculty meeting to discuss school library and its use;
- ❖ Holding open house for teachers between semesters; and
- ❖ Encouraging use of audio visual materials related to class work and give help in selecting and locating suitable one;

**1.1.20.4.2 To encourage reading recreational reading and promoting reading habit teacher librarian plays very important role by**

- ❖ Placing book and library news in school paper;
- ❖ Making scrap – book clippings from book jacket;
- ❖ Cutting books reviews from book jackets, past on different colored cards fill in box where easily accessible;
- ❖ Preparing book news bulletin and distribute;
- ❖ Talking students informally;
- ❖ Cooperating with public library;
- ❖ Giving book talks to school clubs;
- ❖ Discussing materials related to subject being studied by visiting the classes;
- ❖ Notifying new materials which may be interested;
- ❖ Displaying books in library;

- ❖ Devoting one section of library shelves to books concerning hobbies one of books recently made in to movies etc;
- ❖ Studying students' reading habit and interest;
- ❖ Presenting book plays at assembly programs; and
- ❖ Advertising books through library instruction

#### **1.1.20.5 The library hour for elementary school's student**

- ❖ Each student may select and borrow from the library a book or books which he wishes to read. Opportunity for returning or exchanging books during the week should be provided;
- ❖ Students should be encouraged to do some reference reading. Primary grade children may find pictures and easy books with the teachers help that answers some of the questions connected with their activities while intermediate grade children may do real reference reading;
- ❖ During a library period, poetry hour should be held. This a time for enjoyment when children can search through the poetry books to find their favorite poems to read aloud to the group or to read silently for personal satisfaction. Teachers should take this added opportunity to introduce the children to new poets and new poetry;
- ❖ During library period story hour may be held in which the teacher tells story;
- ❖ Students may tell or read good short stories which they have found;
- ❖ Students should be given some free time in the library to spend browsing to find things in which they are particularly interested;
- ❖ During library periods, students should be encouraged to read current news;
- ❖ Students are interested to know the authors and illustrators, so expose them during library period;
- ❖ Teachers should include instruction in the use of books and libraries as part of the plans for library period.

The forgoing activities aimed at promoting the reading habit and the effective use of library materials cannot be carried on during one library period. Teachers and librarians must use their own judgment and plan use of time so that students are benefited from it.

An as much as a prime purpose of the librarian is to foster development of good thinking and learning habits among students. Librarian must make conscientious effortless to see that sidings.

- ❖ Learn to enjoy reading.
- ❖ Develop judgment in selecting books.
- ❖ Acquire ability to use factual books and materials.
- ❖ Form the habit of using libraries and the library materials.
- ❖ Respect the right and privileges of using public property.

School libraries are concerned with generating understanding of the intellectual moral, spiritual, cultural, social, and democratic values and with the preservation of these values through the development of informed and responsible citizen. To achieve this end, school libraries deserve more attention than even selvage or conversely libraries for the simple reason that schooling age is the most formative period for building the character of the students and inculcating good reading habits among them.

Some ideas for promoting reading habit and effective use of library may be considered. To coordinate and promote the all-round development of libraries, a directorate of school libraries is instituted. All school libraries would be under its jurisdiction. Its functions would be to regularize grants, exercise control and supervision administration, preparation of statistics, foam late school library standards, compilation of bibliographies, promotion of professional education, library extinction services, production literature for children, adolescents, or young adults. It would also produce materials for the gifted special areas, for special purposes and on topics of current interest to children and young people. It would also produce magazines, pamphlets, periodicals, films, and audio Visuals and develop stander for school library buildings, and furniture.

#### **1.1.20.6 School library help students by**

Library services worldwide have been based on the assumptions they contribute to social good, facilitating personal decision making, societal well being, the growth of democracy and the development of a knowledge able society. School library help refers to both the institutional involvement through advice and assistance in the formation experiences of people (helps –as inputs) and the effect of this involvement on the people it serves (helps

as outcomes) impacts. Durance and fisher 2003 define out comes as "benefits to people; specially, achievements or changes in skills knowledge attitude, behavior, condition, or life status for program participants". The outcomes included skills that foster independence with learning, information use skills and oral and written communication skills. The outcomes also related to perception and attitude changes, including fostering a sense of self, a sense of personal worth, self importance and self expression and change in their perception the library and librarian.

#### **1.1.20.6.1 The ways of helping students**

Find appropriate resources across diverse topics and to develop some of the information scaffolds necessary for them to do this on their own by providing diverse resources and instructions in the use of multiple formats the school library helps students access a variety of view points on an issue and enables them to construct their own view point.

#### **1.1.20.6.2 Using the information to complete school work**

Know how to use the various information sources and the purpose of these sources in the research process, both in terms of managing projects to completion and accessing quality information, particularly nature this instructional intervention through which they have been taught how to identify main ideas, take notes, evaluate, sort, and organized ideas.

❖ Develop to reflective thinkers with finding information and encouraging them to learn from their information search experiences.

#### **1.1.20.6.3 School work in general**

- Get the first facts for their topics.
- Discovering new information
- Learning more and intrusting things more about the topics
- Progress in research
- Getting good grades
- Informational to formational
- Important in shaping and changing minds

#### **1.1.20.6.4. Using computers in the library**

- ❖ Find information inside and outside library search internet,
- ❖ Enabling students to be more comfortable for searching the internet,

❖ Develop skills for evaluating internet information.

#### **1.1.20.6.5 Reading interest**

❖ Ways of reading

❖ Interns of curriculum

❖ Enable to complete immediate class needs,

❖ Availability of range of books,

❖ Access to current best seller literature

❖ Follow-up dialogue

❖ Contribute to students' enjoyment of reading

❖ Empowering students to use their minds well

❖ Save time in school work

❖ Enable to complete work on time

❖ Providing study environment to work

❖ Know strength and weakness with information use

❖ Think around the world

❖ Do the work more efficiently

❖ Provide safe environment for ideas investigation

❖ Set goals and plan for things

#### **1.2 Statement of the problem**

In this modern and information base age, reading habit of the student is an integral part of society, so school library is the foundation for cultivating reading habit of a student. The different methods of increasing the reading habit of student are applied in the developed countries. But in the context of country like, Nepal due to the lack of proper budget for library the reading habit of student at school level is not considered primarily. The different methods of increasing reading habit for school-going students in different aspects requires such as: Economical, psychological, parental, teacher, librarian, head teacher etc as well as government policy is also needed. The problems of the reading habit are answer of the following:

1. What are the barriers for cultivating reading habits?
2. What are the ways for the students promoting the reading habits?

3.The availability of reading materials in the school is necessary, without reading materials how can reading habit form?

4.In promoting student reading habit the role of library, librarian, and teacher librarian and, teacher play vital role, without knowledge of the responsible role how can reading habit promote?

5.Responsible person agency should have the knowledge of the promoting factors for good reading habit, with the poor attention and negligence, how the reading habit promote?

### **1.3 Objectives of the study**

The objectives of the study will be:

- a.To find out the existing situation of the reading habit of the students;
- b. To find out the factors which affect good reading habits among students;
- c.To find out the availability of reading materials in the school;
- d.To suggest the ways, how to promote better reading habit.

### **1.4 Significance of the study**

This study will be the first comprehensive study of reading habit of the student. So it will be helpful and significance for the concern authorities for promoting reading habit. This study will be helpful guide to teacher, librarian, head teacher, parents, and library science department, students of library science, lectures, researchers and all the stakeholders who want to know about reading habit promotion of the student.

This study has been completed by consulting vast source of literature such as international and national books, journals, articles, newsletters, conference paper and abstracts related to reading habit. In this way this study is significant. In another sense it is significance for teachers, librarians, and principals of the school who are directly responsible for promoting reading habit would be the guidance as there is mentioning recommendation for promoting reading habit of the students.

### **1.5 Limitation of the study**

This study ultimately is based on close and open study of students, teachers, head teachers and librarians through questionnaire and some cases with interview and internet. This study covered 4 schools of secondary level students at Kathmandu valley from 2

governments based and 2 private based. 120 students of secondary level about 9.99.% i.e. out of 1212 and 20 teachers about 22.22. %. And 4 librarian and 4 principals who are responsible for reading habit promotion. Due to limited time and budget, the researcher has selected only 4 schools of secondary level students especially class 9 and class 10 students and has completed the study within 1 month duration between 1st Falgun, 2066 to 30th Falgun, 2066. This is just finding out the factors affecting good reading habit. Teacher, teacher librarian, students and principal of the schools are directly responsible in promoting reading habit.

### **1.6 Organization of the Study**

The study has followed the format of the Central Department of Library and Information Science. The first chapter deals with introduction which includes background, statement of the problem, objectives, scope and limitations, significance of the study, definition of the terms/glossary and organization of the study. The second chapter deals with relevant studies of the literature i.e. review of literature. The third chapter deals with the detail description of the selected school and its resource (focus of the study). The fourth chapter deals with research methodology which includes research design, population, sampling procedure, data collection procedure and data analysis procedures. The fifth chapter deals with analysis and presentation of the study. The sixth chapter deals with summary, conclusion and recommendations.

### **1.7 Defination of terms**

#### **Collaboration**

In education collaboration reflect a shifting philosophical view about the importance of working together to improve learning. Efforts to share responsibilities in education through collaborative practices represent an attempt to transform education in to community of learners.

#### **School librarian**

School librarian is a person who has both knowledge of teaching methodology and library.

**Lifelong learner**

A person who practices using skills and attitudes to be a learner for life. These skills generally mean information literacy skills or the ability to “recognize when information is needed.

**Motivation**

Pupil who has learned something list would be expected to recite them with particular energy under some sort of incentive. The incentive is said to be raise his level of motivation.

**Secondary level**

Secondary level generally refers to Grade 6-12, covering three distinct levels of education, i.e. lower secondary, secondary, and higher secondary education. Especially in my thesis secondary level students refers to class 9 & 10.



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## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Review of literature**

This is the study about promoting the reading habit of school student so the literature related to the reading habit of school students is reviewed. The literature has collected from different types of books, Journals, encyclopedias and websites.

1. Smith and Robinson define reading as “an active attempt on the part of the reader to understand a writer’s message”. There are two essential problems involved in learning how to read. First, there is a problem of “Cracking the code”. This involves learning to correlate speech sound of the language to the written symbols used to present the speech sound.

2. The second problem involves the more sophisticated abilities of analyzing, reasoning, thinking, imaging, and judging as one reads. All these activities require a sufficiently. Good knowledge of syntax or language structure as well as of semantics or word meaning correlation.

#### **The purposes of reading are as follows:**

- i) Reading for pleasure, leisure and relaxation
- ii) Reading for information
- iii) Reading for knowledge
- iv) Reading for any combination of the above

3. The 2006 IASL Conference Lisbon London 3-7 July. According to conference, School librarians are considered to play a decisive role in all aspects concerning the performance and dynamics of school libraries: their existence in every school, their contribution to creating reading habits and promoting literacy; their importance in implementing more active educational methodologies focused on the students; in short, their qualities as a library within the school.

The increase of available information due to the development of new information and communication technologies in the last quarter of the 20th century has stressed the importance of the school library in educational context as a privileged facility for the

access to information. This is confirmed by the issue of the School Library Manifesto under the patronage of both UNESCO and the IFLA in 1976.

4. The IASL research journal”, School Libraries world wide”, considered an essential infrastructure in realizing open education independent self study and resource based learning and for adapting education to the information age. Students acquire knowledge and information by reading books or using other information resources in the libraries. The role of school libraries is not limited to providing knowledge and information. Student learns how to search and retrieve the information they need. School library is the prime factor for promoting the reading habit of a student

5. According to John J.Deboer, M. D. (1964). The teaching of reading the term' reading' embraces a wide variety of tasks, activities, skills and mental processes. The kind of reading a person does will usually depend upon his purpose – He / She may read for pure recreation and enjoyment or he / she may read to study. Ideally he will find pleasure in study type reading too, but his/ her approach, attitude and technique will be different. He/ she may read to find the answer to a question or the solution of a problem.

### **Reading skills and strategies**

Useful reading skills and strategies will help us to enhance our reading process. The more that we read, the more things we will know. The more that we learn, the more places we will go. Reading is one great habit that can truly change our life forever. Reading can entertain us, a must us, but most of all it will enrich us with knowledge and experiences.

Although the term reading strategies might sound too mechanical and dry for the ears of a creative book lover, these strategies can enhance our gasping power and help us get the most out of any book or any text that we lay our eyes on.

Speed reading: combination of various reading method. The aim of speed reading is basically to increase the reading skill without compromising on the understanding.

Strategies used in speed reading are;

- i. Identifying words without focusing on each letter.
- ii. Not sounding out all words.
- iii. Not sub- vocalizing some phrase.
- iv. Spending less time on some phrases than others.

Speed reading is just a process that increases the speed of reading without compromising on the retention of the content.

**Scanning:** Scanning through the text is reading strategies that can be used if you are particularly looking at the text through a set perspective in mind you can only scan for portions that interest you. You can skim important points through the summary.

Active reading: we should go in – depth understanding of the text that we read and hence we need to make sure we are actively involved with the text while reading it. There are four important points that we need to keep in mind during active reading which are as follows:

**a) Underlining:** Identify the most important part of the text according to our own understanding and underline them using a pencil or marker while we are reading.

**b) Note key -words:** Note down the headings as you read and detail using one or two key- words for each point.

**c) Questions:** Before start reading prepare for reading by writing down all the questions want the material to answer. This helps to read accordingly and ensures we get the answers to all questions and don't get distracted while reading.

**d) Summaries:** After complete reading of the text summarize that portion in own words.

#### **The other ways of creating reading habit:**

**First,** if realize that reading habit is important for children, start the reading habit in own family. Let the children know that enjoy the time share with there for reading. They will love both the time for reading

**Second,** include expense for books in budget to children. Children should often visit book shop or book fair.

**Third,** visit any libraries that are available in neighborhood, schools, universities, club, etc. ask the children to visit the libraries.

**Fourth,** share books and knowledge will increase reading habit. Hold a book club where other members can bring their collection of books and share them.

**Fifth,** make own books. Reading books does not always mean buying books. We can borrow them, share them or make them by ourselves. Children will be enthusiastic if you make a personal book socially made for them. We can use their photographs, handmade

pictures etc to make the book. We can also cut and stick the brochure from the hospital where the baby was born to complete the book. It is cheap if we ask our children to make their own books. They can draw or cut pictures from magazines and write their own stories according to their own imagination. Ask them to tell the stories of the pictures and write it for them.

For us ourselves, we can collect a lot of information from newspaper, magazines, internet, brochures and any other printing materials to make a clipping of information.

**Sixth**, it is creative if you can dramatize the story you read to your children. We can do what the story is about. Bring the information in the story into reality or action.

**Seventh**, give book as gift instead of other materials; we should introduce books as gift so that the children respect books as valuable gifts. We can give books for our children as their birthday presents or when they have good achievement in school.

**Eighth**, if our children often see, us reading, they will know that reading is a good habit that mom and dad often do.

**Ninth**, make sure that books and reading habit are one benefited through books we can teach our children about some concept, value or belief. When it is difficult to tell them not to cheat, we can find a children book with interesting pictures that contains of moral teaching concerning cheating.

a) But remember that only good books should we and our children read because some books can be very distractive if they are not suitable with our value or belief. For example, there are many books that contain pornography and violence that can influence us and our children's mind. If we think that our children have already been found of wrong books, do not forbid them directly to stop their habit of reading them. Instead, influence them with our opinion that they should be able to choose which books are good and which books are not so that they will not resist. Let them know from the beginning that they can choose their books but give them some limitation which books are acceptable which books are not. Always have a book around. Don't go without reading materials always have something in briefcase to read.

- b) Set a reading goal: determine how much time you want to spend in reading. Goal might be a book a month, one per week or it might be to read 30 minutes a day. Setting a goal is the first step towards reading more.
- c) Keep a log: Keep a list of the book you have read.
- d) Keep a list: Make a list of things you want to read in the future. Ask your friends what they are reading.
- e) Turn off the television: Television is one of our major time consumers. Make your television watching more conscious and less habitual. Those are the time to pickup book.
- f) Listen when you can't read: There are great audio persons of all sorts of books. Listening to the book still gives the ideas, and imagination the reading a book can.
- g) Join a reading group or book club: Reading groups typically once a week or once a month to discuss a book they have all decided to read communing to the group provides a bit more impetus to finish the book, and gives a great forum for discussion and socialization around the book's theme.
- h) Visit the library and book store often. Take time to browse. Browsing will feed mental need to read and give plenty of new things to read.

6. The British Education Secretary David Blanket said " Turning the pages of books is to open a window on the world. Books are the foundation on which other learning can be built." In developing reading habit of a children / students. The parents of the students play very important role. It is said that home is the first school of a child. Parent's educational backgrounds directly affect the reading habit of children. If the parents of child read in home for leisure time, the child also ready to read. Families also play.

In psychology, any regularly repeated behavior that requires little or no thought and is learned rather than requires little or no' thought and is learn rather than innate. A habit which can be part of any activity, ranging from eating and sleeping to thinking and reacting is developed through reinforcement and repetition.

Reinforcement encourages the repetition of behaviors or response, each time the stimulus that provoked the behavior recurs.

The behavior becomes more automatic with each repetition. Habits, as described by William James in his principle of psychology, are useful as the means for conserving

higher mental processes for more demanding tasks, but they promote behavioral inflexibility.

The term 'reading' embraces a wide variety of tasks, activities, skills and mental processes. The kind of reading a person does will usually depend upon his purpose – He / She may read for pure recreation and enjoyment or he / she may read to study. Ideally he will find pleasure in study type reading too, but his/ her approach, attitude and technique will be different. He/ she may read to find the answer to a question or the solution of a problem, to learn the main idea of a selection or some specific item of information, to discover the outcome of series of events or to follow directions in making a model airplane, or baking a cake. For these purposes he employs different methods in his/ her reading.

Reading occurs at different levels. A child may read easy materials fluently and without help. This is the independent reading level. He may read harder reading materials, calling for concentration and special efforts. This is the level of challenge. He may read materials which require outside help.

The diversity of reading tasks, skills, and challenges appears in almost all the areas of the school curriculum.

7. According to IASL journal and Encyclopedia Britannica, Motivation popularly is thought to be essential to learning. Learning was defined as a change in a behavioral potentiality. Realization of such potential seems to be related to the learner's level of motivation. A pupil who has learned something list would be expected to recite them with particular energy under some sort of incentive. The incentive is said to raise his level of motivation. To show that motivation affect performance of what has been learned is not the same as demonstrating its effects on the process of learning itself. This would require that individuals learned under various levels of motivation and be tested under the same incentive levels. And indeed, the best controlled experiments of this design indicate learning effects to be the same under different levels of motivations.

8. According to Todd, R. (2003). "Learning in the information age school: opportunities outcomes and options," school libraries are considered an essential infrastructure in realizing open education independent self study and resource based learning and for

adapting education to the information age. Students acquire knowledge and information by reading books or using other information resources in the libraries. The role of school libraries is not limited to providing knowledge and information. Student learns how to search and retrieve the information they need. School library is the prime factor for promoting the reading habit of a student.

9. Ryan and Deco, 2000, Self- determination theory is an approach to motivation that examines why a person choose to act? The theory categorizes motivation in to three basic types spread across spectrum. A motivation or non action, extrinsic motivation or action cause by an external force and intrinsic motivation or action caused by the inherent satisfaction of the action itself. Social context is also considered in self determination theory as a determinant of a person's motivational locus

10. An effective school library is not just an information place, but is also a knowledge space (Todd, 2001) It is where students develop the appropriate, cognitive behavioral, and affective scaffolds to enable them to engage meaning fully with information, to make decision about the information they encounter interns of its worth and appropriateness, and to restructure percent information into appropriate representations of their newly acquired understandings.

11. According to Angela Phillip Dept of Extension Studies, University of Papua New Guinea, “reading habit - a missing link between literacy and libraries”\_It is argued that there is little point in putting energy into teaching literacy if there is no follow-up programme to establish reading habits. The U.P.N.G. Extension Studies Book Programme has highlighted three needs in relation to this: 1) the need to take the books to the people rather than waiting for the people to come to the books, 2) the need to provide books that are easy enough for people to enjoy, and 3) the need for ongoing commitment to the program me. It is argued that the reading habit is not only a missing link between literacy and libraries, but it is a link so vital that at every level from village to university the people in PNG are drastically underachieving in their daily work

12. According to Elspeth S Scott, Menzieshill High School, Dundee,United Kingdom

How good is your school library resource centre?

An introduction to performance measurement



Reflection and evaluation are key to improving the effectiveness of the School Library Resource Centre. The idea of measuring success may seem initially daunting, or even threatening, and be seen as yet another call on already limited time, but we should not be put off: much of the information required is already there, either explicit or implicit, or can be easily extrapolated, and it only needs to be collated critically evaluated and turned into knowledge about the strengths and the development needs of the LRC. *This paper* shows why performance measurement is for the benefit of the school pupils and staff, of the LRC and of the librarian; identifies some suitable measures to use; considers how the process might be managed within the context of the LRC; and looks at how the results can be made to work to the advantage of the LRC. It considers both 'hard' or quantitative indicators and qualitative measures and begins to look at the crucial question of the impact of the LRC on learning

13. According to Todd, 2001 an effective school library is not just information place, but is also a knowledge space. It is where students develop the appropriate, cognitive behavioral, and affective scaffolds to enable them to engage meaning fully with information, to make decision about the information they encounter interns of its worth and appropriateness, and to restructure percent information into appropriate representations of their newly acquired understandings. An effective school library is not just informational, but transformational and formational leading to knowledge creation, knowledge production, knowledge dissemination and knowledge use as well as the development of information values. The informational, transformational and formational elements of the school library are interdependent, working together in integrated and iterative ways to bring about students' learning. This integration characterizes the school library as an active agent of learning. The notion of agent is an important concept. Agent means a condition of being in action or operation, engagement, acting for others. Conceiving and valuing the school library as an agent of learning rather than an agency of information take away the perception that its primary function is the supply and exchange of information. Effective school libraries are instructional agents, engaging students in active and meaningful search processes, enabling to explore, formulate and focus their searches and providing a supportive environment ( personal, physical, and

instructional) for them to be successful in their research. Students valued instructions that enabled them to become good researchers and to explore the world of ideas in depth, and many acknowledge that this instruction had a positive effect on their grades.

Central to this work is the role of the school librarian as an information learning specialist, working with classroom teachers to foster opportunities for students to learn well. This shared dimension of pedagogy clearly plays a key role in maximizing learning outcomes in terms of intellectual quality: the development of higher order thinking, depth of knowledge, and depth of understanding, the ability to engage in substantive conversation, the ability to recognize knowledge as problematic, and reading literacy grounded in language, grammar and technical vocabulary.

Children should encourage reading for pleasure. The availability of reading materials in the home plays a part in developing a child's reading skill. Pupils who have access to a larger number of books have a tendency to be more interested in reading a broader range of materials." School library can make a difference to students' achievement.

The British Education Secretary, David Blunkett said "Turning the pages of books is to open a window on the world. Books are the foundation on which other learning can be built." in developing reading habit of the students. The parents of the students play very important role. It is said that home is the first school of a child. Parent's educational backgrounds directly affect the reading habit of children. If the parents of child read in home for leisure time, the child also ready to read. Families also play.

In promoting reading habit of a student, parents, individual family play very important, role. If the family of member is active reader or parents read in a leisure time, child also interested to read. There is one saying " home is the first school of a child". Family tradition and culture also affect to create reading habit of a child. It also helps to increase intrinsic motivation to wards reading.

Games and play ground: Students get enjoyment from game. They know the importance of team work and rules of the game. We can promote reading habit of a student by providing fun games related to subject or topic.

14. The Michigan Definition of Reading, supported by the International Reading Association, defines reading as "the process of constructing meaning through the

dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation." Preparation of students seeking initial certification at the elementary and secondary levels should be based on both this definition and the following premises:

- The act of reading is critical to learning in all subject areas. Reading is one of the English language arts involving several communication processes including reading, listening, speaking, writing, viewing, and visually representing. While all six processes are mutually enhancing and essential tools for thinking and learning in all content areas, we have singled out the process of reading and articulated standards for the preparation of all secondary teachers. Since students spend much of their time learning from texts, reading instruction should be embedded and developed in all subject areas. In a broad sense, all teachers are teachers of reading.
- The ultimate goal of reading instruction is to develop independent, strategic, motivated readers who actively engage in reading as a lifelong pursuit for a variety of purposes, such as recreation, economic success, participation in political and social processes, remaining informed, and continuing to learn.

15. Historically, school librarians have promoted reading as a major task. In the 21st century, a new role is evolving, that of the teacher and librarian collaborating to guide students to become information literate as well as lifelong readers and also to develop critical thinking skills. Critical thinking skills are essential. They provide students with the ability to sift through the information available to them, analyze it in relation to their past learning, and create new knowledge. To be ready for their place in a global community, students must be able to read, to know, and to do. The right to information to have access to materials, to education, to values as human beings, as stated in the UN Convention on the Rights of the Child (1989), require equal access to literacy services and social inclusion. A human rights approach can also be applied in hybrid library environments and be helpful in closing the digital divide. School libraries have an excellent position to contribute to the development of skills of children, young people and teachers and educational staff to access sources for information and learning. Even if resources are limited, an active school librarian is an indispensable link between different

parts of the whole school community. Such types of school library services are not a luxury, or only for the happy few but a consequence of applying human rights of children in the educational context of today.

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## **CHAPTER III**

### **FOCUS OF THE STUDY**

#### **3.1 Focus of the study**

This study has focused reading habit around four secondary level students of Katmandu valley. It has focused on four schools in order to accomplish more information within the limited time and budget. The responsible people for promoting reading habit of students are head teachers, teachers, librarians and student themselves. So this study focused on four secondary level school students, teachers, librarians and head teachers of selected two government base and two private base school of Kathmandu valley. The researcher has selected Shree Padma Higher Secondary School, Darbarsquare Bhaktapur, Shree Birendra Sainic Awasia Higher Secondary School Sallaghari, Bhaktapur, Shree Balbyabasai Secondary School Siphel, Kathmandu and Xavier International School Kalopul, Kathmandu. The following are the detail descriptions of the respective schools.

#### **3.2 Present situation of the reading habit of four secondary schools at Katmandu valley**

##### **a) Shree Padma Higher Secondary School Darbarsquare Bhaktapur**

Shree Padma Higher Secondary School was established in 1981 B.S. at Darbarsquare Bhaktapur. It is the oldest as well as popular school after Durbar High School in Kathmandu valley. It has passed 85 years in education sector. This is a government based school. There are 20 secondary level teachers and 3000 students in this school. It provides education from nursery to 12 classes. There are 280 secondary level students. Among them there are 120 students in class 9 and 160 in class 10. There is a library for the students to read but the resources of the library are not enough according to the number of students. There are 500 collections in library. The librarian of the school is not capable to manage library systematically. Card system is used to issue books and maintain register. Every student is given one book for 7 days but the library period is not provided. Students exchange books at break time or at leisure period. There is open access system. Separate reading room is provided. Internet facility is not there in library. There is internet facility only for teacher staff.

**b) Birendra Sainic Awasia Higher Secondary School, Sallaghari, Bhaktapur**

Birendra Sainic Awasia Higher Secondary School was established in 2042 B.S. at Sallaghari Bhaktapur. It is the popular school of Bhaktapur. This school is running by the fund of military kalyan kose. This is an organizational private school. It provides education from nursery to 12 classes. There are 30 secondary level teachers and altogether 3000 students in this school. Among them 630 students are in secondary level. There are 320 students in class 9 and 310 are in class10. There is a library in separate building. There is also a reading room with library. KOHA software is used for renew, reserve, and issue books. It is computer software for automation in library. There is only one computer in the library which is only used for circulation of books. The internet facility is not provided in library. There is professional librarian in this school. He has done masters in library and information science. All the students, teachers, staffs, and army staffs of the school can be the member of the library. There are about more than 2000 collections in library. Books are managed according to D.D.C. system. Periodicals are arranged on periodical display rack. One period is provided for library use in a week for class 4 -10. School library is opened from 9:00 am to 4:00 pm. 2 books can be issued for 15 days for 10 class students and only one book for 4-9 class students. It has provided open access system.

**c) Shree Bal byabasai secondary school, Siphah, Kathmandu**

Shree Balbayasai secondary school was established in 2028 B.S. at Siphah, Kathmandu. It provides education from nursery to class 10. There are altogether 700 students. Among them there are altogether 196 students in secondary level. There are 96 students in class 9 and 95 students in class 10. There are 20 secondary level teachers. There is a library for the students to read but there is not separate reading room. Books are arranged according to DDC system. Library facility is provided for class 4 to 10. Every week 1 period is provided for library. Book renew system is not provided. The librarian of this school is

professionally teacher and has taken general training in library. There are 1000 collections in library.

**d) Xavier International school, Kalopul, Kathmandu.**

Xavier International School was established in 2062 B.S.at Kalopul, Kathmandu with an objective of imparting quality education to children and making class room learning interesting by providing them with fun academic activities, the opportunity to explore new things and dimensions and create meaning in their practical life. As a learning institution, the school provides education from nursery to twelve classes. It is an English medium school and run by private sector as a company. The total numbers of students are 500. Among them there are 106 students in secondary level. There are 34 students in class 10 and 72 students in class 9. There are 20 secondary level teachers. The mission of school is to inspire students to a lifelong love of learning.

There is a library for the students to read. The library is open access for all students and teachers. Every week 1 period is provided for class 3 to 10. Card system is used for circulation. Every student gets one book for 15 days. There is no professional librarian. The librarian of the school has just taken general training of the library. Books are not managed technically in the library. Internet facility is not provided in the library. There are 1000 collections in the library.



**The cooperative view of four schools**

**Table: 3.1**

<b>S. N</b>	<b>School name</b>	<b>Established</b>	<b>Level</b>	<b>Secondary level teachers</b>	<b>Secondary level students</b>	<b>Collections</b>	<b>System</b>	<b>Classification</b>	<b>Number of book renew</b>	<b>Library period</b>
1	Psdma higher secondary school	1981 B.S.	Nursery to 12	20	280	5000	Open	No	1 book for 7 days	No
2	Birendra sainik higher secondary school	2042 B.S.	4 to 12	30	630	2000	Open	DDC	2 books for 15 days	1 period in a week
3	Shre Balbyabasai secondary school	2028 B.S.	Nursary to 10	20	196	1000	Open	DDC	No	1 period in a week
4	Xavier international school	2062 B.S.	Nursery to 12	20	106	1000	Open	No	1 book for 15 days	1 period in a week

## **CHAPTER IV**

### **RESEARCH METHODOLOGY**

#### **4.1 Introduction**

The study is focused on the identification of the problems, solutions and contributions of school to get the detail information. The method mainly used is survey with structured questionnaire to collect primarily various data; document and literature published were used as secondary sources. Personal contacts with concerned persons were made. The researcher applied following steps:

#### **4.2 Research design**

There are various research designs in research methodology such as conventional, historical descriptive, case study, survey research etc. The survey research design as well as descriptive research design is adopted. Among various survey methods, the analytical method is followed.

#### **4.3 Population**

Data were collected by means of questionnaires from selected 4 Secondary level school students at Katmandu valley including two private and two government based schools. The questionnaires were in 4 sections. The first was addressed to the principal of the sampled school. The second which were completed by secondary teachers of sampled schools. The third section was completed by the librarians of the sample school and the fourth was completed by students themselves. There are about 1212 students, 90 teachers, 4 librarians and 4 principals in school. Among them the researcher took 120 students, 20 teachers, 4 librarians and 4 principals of the school. This covers 9.99 % of students, 22.22 % teachers, 100 % librarians and 100 % principles.

#### **4.4 Sampling**

There are various methods of sampling such as representative sampling, convenience sampling, quota sampling, random sampling etc.

Random sampling is applied while collecting the data. The group targeted for the study is selected randomly from the entire population during the study period.

Four school students of secondary level from Kathmandu valley including private and government school randomly. There are about 1212 students, 90 teachers, 4 librarians

and 4 principals properly. Among them the researcher took 120 students, 20 teachers randomly and 4 librarians and 4 principals of the schools totally. This covers 9.99% of students, 22.22% teachers and all principals and librarians of the selected schools.

#### **4.5 Data collection procedure**

Data collection is the major part of any research work. There are various methods available for collection of data. Surveying through questionnaires, interview and record analysis is followed in this study. First of all the questionnaires to secondary level students consisting 17 questions, teachers questionnaires consisting 11 questions, librarian questionnaires, consisting 11 questions and principal of the school consisting 12 questions (Appendix-1) were crenulated to target people. The questionnaires are in three sections, the first to the principal of the school on the caliber of teachers, the availability of library materials collaborative planning librarian and the environment of the library. The second to the teachers of the secondary level on leisure time, ways of encouraging students to read, ways of updating knowledge, kinds of homework and the library help. The third section of the questionnaire is to the librarian on collection situation, room, and access way, availability of suitable materials, internet in library, quality of the librarian, managing system and ways of attracting students in library. The fourth or the last section of the questions were completed by students themselves based on father occupation size of the family, like and dislikes of reading, reading reason, likeliness of reading materials, ways of getting books, library help, leisure time, reading hour, reading place, reading club and opening hour of library, etc.

#### **4.6 Data analysis procedure**

In this regard, all the collected raw data is, tabulated classified and analyzed. Then it is categorized in the various forms according to their need and nature. The data is expressed numerically and percentages are calculated. Then its interpretation and analysis is done one by one. The details of analysis of the data are presented in the chapter five.

## CHAPTER V

### PRESENTATION, ANALYSTS AND INTERPRETATION OF FINDINGS

This study "Promoting reading habit of the student at secondary level" is carried out to find out what is the existing situation of reading habit, what types of problem and weakness the students is facing and what could be the right solution. The major findings of students reading habit obtained through users survey, interview and record analysis are analyzed in this section one by one.

A questionnaire of 17 questions to 120 students, 11 questions to 4 librarians, 12 questions to 4 principals and 11 questions to 20 teachers of secondary level. Among them only 105 (87.5%) students, 16 (80% secondary level teachers, 4 librarians, and 4 principals respondents within given time period. Here is the analysis of 105 students, 16 secondary level teachers, 4 librarians and 4 principals of the school. A simply of questionnaire is attached with in appendix.

#### Students

Data from the selected school students are analyzed according to the questionnaire filled by the students themselves are as follows:

#### 5.1 Parents Occupation

**Table: 5.1 Parents Occupations**

Respondents parents occupati	No	of	Percentage
Farming	13		12.38%
Labor	13		12.38%
Business	46		43.80%
Service holder	24		22.85%
Teacher	6		5.7%
No response	3		2.85%
Total	105		100%

Parents occupation is directly affect the reading habit of the students. According to the above table, there are 105 students. Among them the occupation of parents of the students

12.38% are farmers 12.38% are labors, 43.8% are businessman, 22.85% are service holder, 5.7% are teachers and 2.85% students did not response the question. It showed that the occupations of parents of most of the students' fathers are their business.

## 5.2 Family sizes

**Table: 5.2 Family sizes**

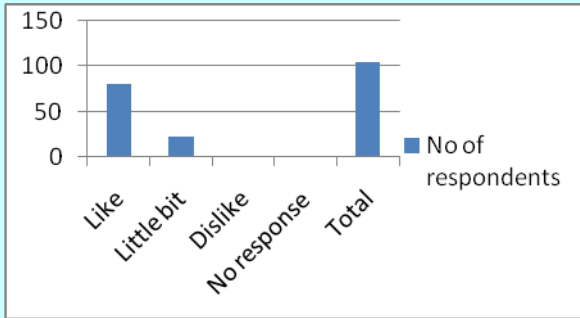
<b>Respondents family size</b>	<b>No of respondents</b>	<b>Percentage</b>
3 to5	76	72.38%
5 to8	12	20.95%
8 to11	5	4.76%
11 above	0	0% %
No response	2	1.90%
Total	105	100%

The family size also affects the reading habit of the students. The above table shows that the 72.38% respondents' family size is ( 3 to 5) 20.95% respondents' family size is (5 to 8) 4.76% respondents' family size is (8 to 11) and 1.90% students did not response the question.

## 5.3 Reading interest

**Table: 5. 3 Reading interest**

<b>Respondents reading interest</b>	<b>No of respondents</b>	<b>Percentage</b>
Like	81	77.14 %
Little bit	22	20.95 %
Dislike	0	0 %
No response	2	1.9 %
Total	105	100 %



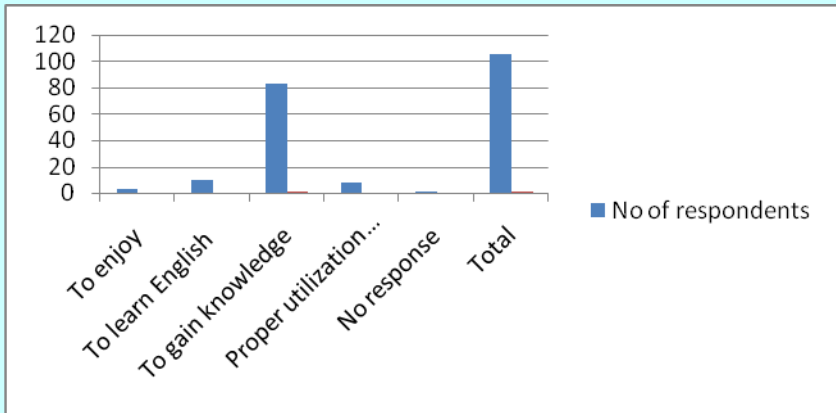
a. Figure:5.1

According to above table 77.14% of students liked to read, 20.95% students little bit liked to read and 1.9% students did not response the question and no one is there in the category of dislike of reading.

#### 1.4 Reasons for reading

**Table: 5. 4 Reasons for reading**

Respondents reading reason	No of respondents	Percentage
To enjoy	3	2.85 %
To learn English	10	9.52 %
To gain knowledge	83	79.04 %
Proper utilization of time	8	7.61 %
No response	1	0.95 %
Total	105	100 %



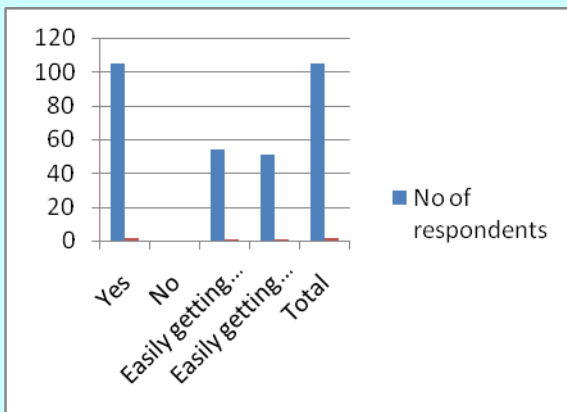
b. Figure: 5.2

According to the above table 2.85% of the students read to enjoy, 9.52% students read to learn English, 79.04% to gain knowledge, 7.66% read for proper utilization of time and 0.95% did not response the question.

### 5.5 Library facilities

Table: 5.5 Library facilities

Have library	No of respondents	Percentage
Yes	105	100 %
No	0	0 %
Easily getting books Yes	54	51.42 %
Easily getting books No	51	48.57 %
Total	105	100 %



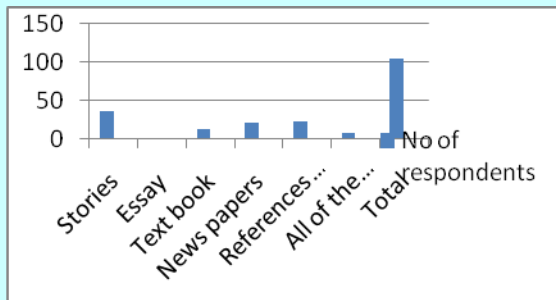
c. Figure: 5.3

The above table shows that all the sampled school have library but 51.42% of respondents get the books easily. 48.57%. Of respondents did not get books easily.

### 5. 6 Reading choice

**Table: 5. 6 Reading choice**

Respondents choice in reading	No of respondents	Percentage
Stories	37	35.23 %
Essay	0	0 %
Text book	14	13.33 %
News papers	21	20 %
References books	24	22.85 %
All of the above	9	8.57 %
Total	105	100 %



c. Figure:5.4

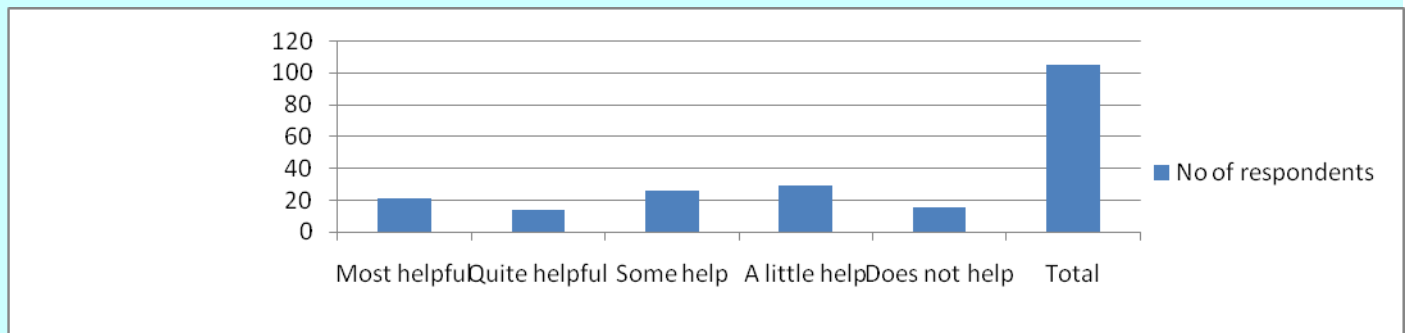
The above table shows that most of (35.23%) of the students like to read story books, 13.33% students like to read text books, 20% students like to read newspapers, 22.85% students like to read reference books and 8.57% students like to read all of the above except essays. No one among respondents liked to read essays.



## 5.7 library support

**Table: 5.7 library support**

Library support to promote reading habit	No of respondents	Percentage
Most helpful	21	20 %
Quite helpful	14	13.33 %
Some help	26	24.76 %
A little help	29	27.6 %
Does not help	15	14.28 %
Total	105	100 %



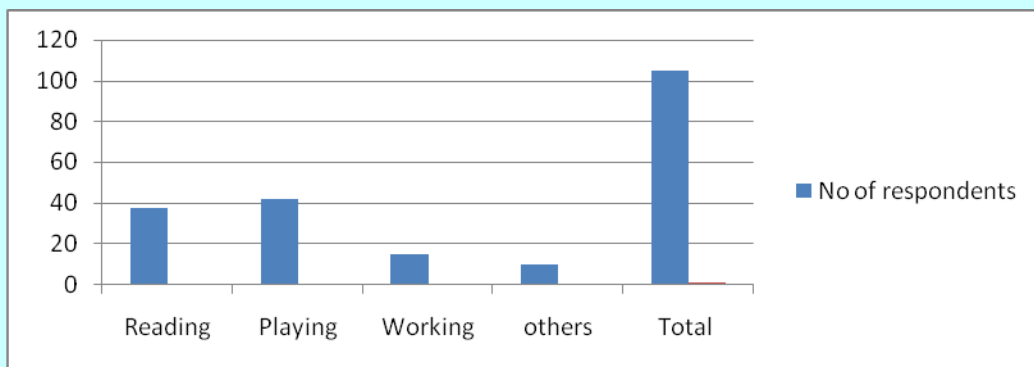
### d. Figure: 5.5

The above table and figure shows that 20% students have got most help to read from school library, 13.33% students have got quite help to read from school library, 24.76% students have got some help to read from school library, 27.6% students have got a little help to read from school library and 14.28% students did not get help to read from school library.

#### d. 5.8 Leisure time

**Table: 5.8 Leisure time**

Respondent leisure time	No of respondents	Percentage
Reading	38	36.19 %
Playing	42	40 %
Working	15	14.28 %
others	10	9.52 %
Total	105	100 %



e. Figure:5.6

According to the above table 36.19% students spend leisure time by reading, 40% by playing, 14.28% working and 9.52% have others.

#### 5.9 Reading periods

**Table: 5.9 Reading periods**

Respondents reading period	No of respondents	Percentage
2 hours a day	30	28.57 %
1 hour a day	48	45.71 %
Half an hour a day	18	17.14 %
15 minutes a day	9	8.57 %
Total	105	100 %

The above table showed that 28.57% students reading time spent 2 hours a day by reading non text books in average , 45.71% 1 hour a day, 17.14% half an hour a day and

8.57% students read only 15 minutes a day in average. The students were asked to tell the time they spent in reading other than their text books.

### 5.10 Reading place

**Table: 5.10 Reading place**

<b>Respondents reading place</b>	<b>No of respondents</b>	<b>Percentage</b>
In library	17	16.19 %
In own room	53	50.47 %
In bed	19	18.09 %
Any where	16	15.23 %
Total	105	100 %

According to the above table it showed that 16.19% of the students want to read in the library, 50.47% want to read in own room, 18.09% want to read in bed and 15.23% students want to read anywhere.

### 5.11 Reading club

**Table: 5.11 Reading club**

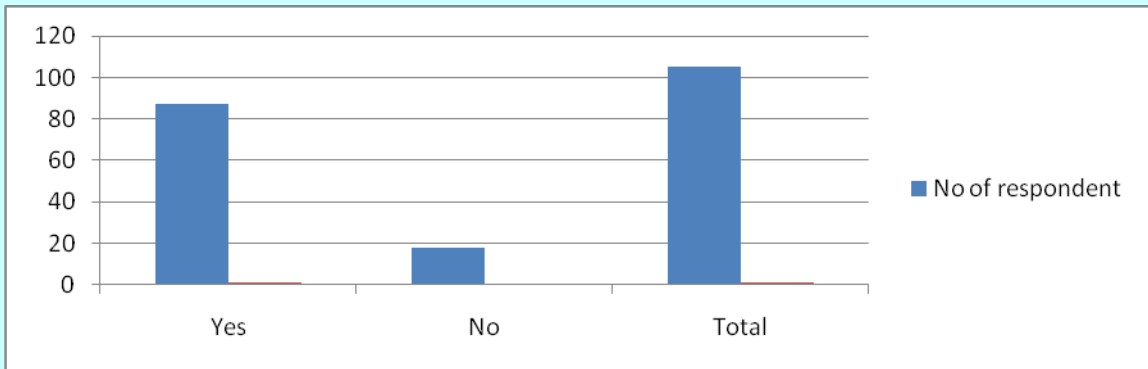
<b>Reading club</b>	<b>No of respondent</b>	<b>Percentage</b>
Reading club Yes	0	0 %
Reading club No	105	100 %
Total	105	100 %

According to the above table there is no reading club.

### 5.12 Teachers asked to read extra book

**Table: 12 Teachers asked to read extra book for reading habit**

<b>Teacher ask to read extra book</b>	<b>No of respondent</b>	<b>Percentage</b>
Yes	87	82.85 %
No	18	17.14 %
Total	105	100 %



f. Figure:5.7

According to the above table 82.85% students responded that their teachers asked those to read non textbooks and 17.14% students responded that their teachers did not ask to read non text books.

### 5.13 Extra reading purposes

**Table: 13 Extra reading purposes**

Extra reading purposes	No of respondent	Percentage
Note making	7	8.04 %
Research	4	4.59 %
Knowledge gain	49	56.32 %
Project work	27	31.03 %
Total	87	100%

According to the above table in the purpose for reading non text books, 8.04% students responded note making, 4.59% students responded research work, 56.32% students responded knowledge gain and 31.03% students responded project work.

#### 5.14 Opening hour of library

**Table: 5.14 Opening hour of library suitable**

Opening hour of library suitable	No of respondents	Percentage
Yes	50	47.61 %
No	55	52.38 %
Total	105	100 %

According to the above table 47.61% students responded suitable for the opening hour of the library and 52.38% students did not find library and opening hour is not suitable to them.

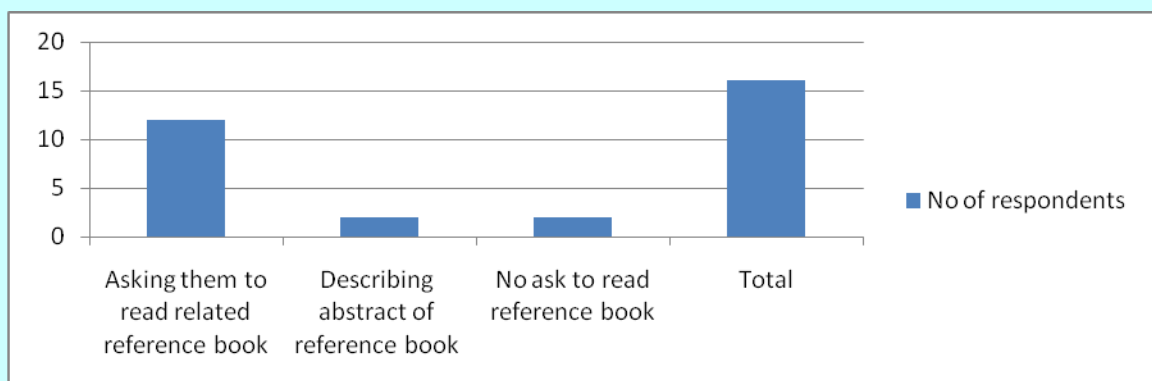
#### Teacher

Data from the selected school Teachers are analyzed according to the questionnaire form filled by the teachers themselves are as follows:

#### 5.15 Ways of encouraging

**Table: 5.15 Ways of encouraging**

Ways of encouraging	No of respondents	Percentage
Asking them to read related reference book	12	75 %
Describing abstract of reference book	2	12.5 %
No ask to read reference book	2	12.5 %
Total	16	100



g. Figure:5.8

According to the above table the ways of encouraging students for reading 75% teacher ask students to read related reference books, 12.5% describing to read abstract of the reference books and 12.5% teachers do not ask students to read reference books.

### 5.16 Visiting time of library

**Table: 5.16 visiting time of library**

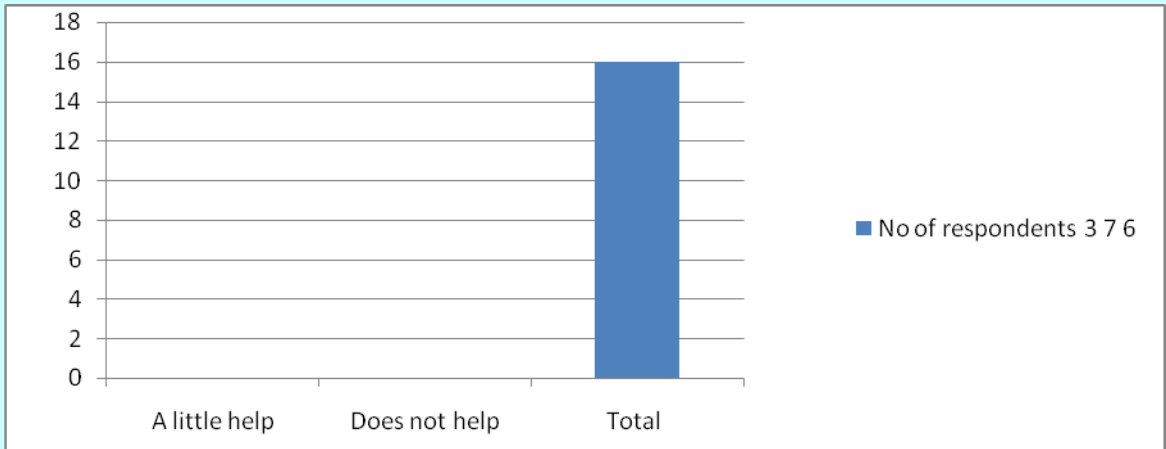
Visiting time of library	No of respondents	Percentage
Once a day	11	68.75 %
Twice a day	2	12.5 %
Once a week	2	12.5 %
Twice a week	1	6.25 %
Total	16	100 %

According to above table, 68.75% school teachers visit library once a day, 12.5% school teachers visit library twice a day, 12.5% school teachers visit library once a week and 6.25% school teachers visit library twice a week.

### 5.17 Library helps students enjoy reading more

**Table: 5.17 Library helps students enjoy reading more**

Library helps students enjoy reading more	No of respondents	Percentage
Total help	3	18.75 %
Most help	7	43.75 %
Some help	6	37.5 5
A little help	0	0%
Does not help	0	0 %
Total	16	100 %



h. Figure:5.9

According to the above table 18.75% school teacher responded that students get total help from library for enjoy reading more for promoting reading habit, 43.75% school teacher responded that students get most total help from library for enjoy reading more 37.5% school teacher responded that students get some help from library for enjoy reading more and no one respondents is there for category of a little help and does not help.

### 5.18 Taking class

**Table: 5.18 Taking class in library**

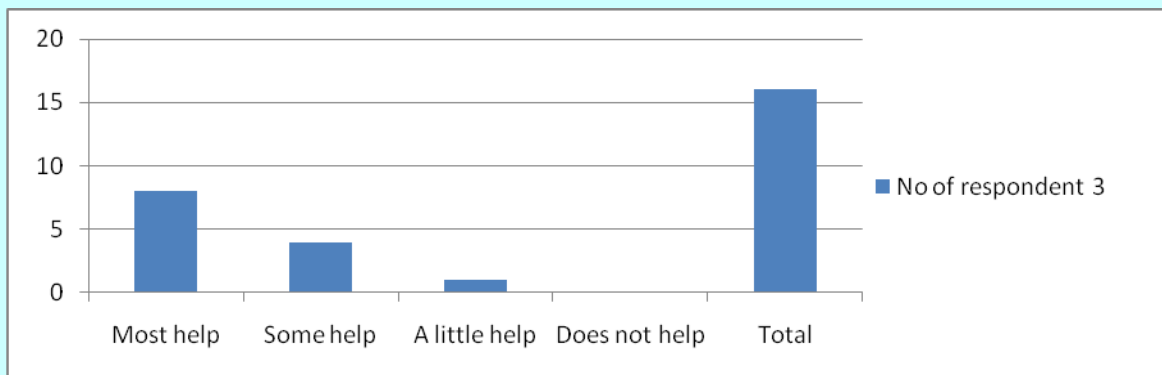
Taking class in library	No of respondents	Percentage
Yes	13	81.25 %
No	3	18.75 %
Total	16	100 %

According to the above table 81.25% of the teachers were interested to take class in the library and 18.75%. Of the teachers did not show interest to take class in the library.

### 5. 19 Library help students to do their school work

**Table: 5. 19 Library help students to do their school work**

Library help students to do their school work	No of respondent	Percentage
Total help	3	18.75 %
Most help	8	50 %
Some help	4	25 %
A little help	1	6.25 %
Does not help	0	0 %
Total	16	100 %



i. Figure:5.10

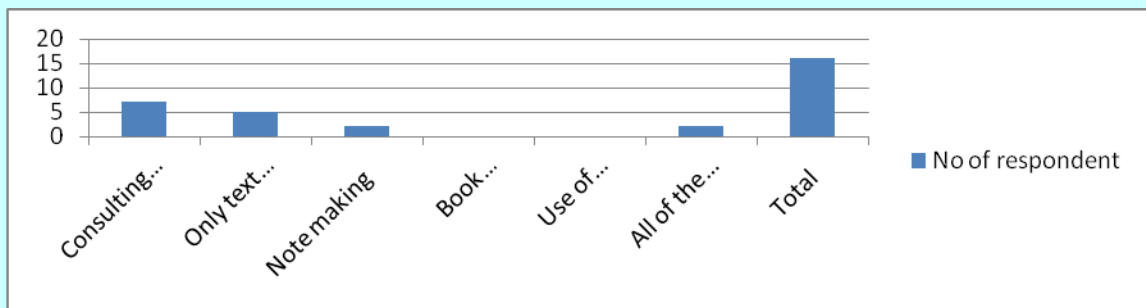
According to the above table, 18.75% of the teachers think that library totally helped students to do their school work better, 50% teachers think that library most helped students to do their school work better 25% of the teachers think that library some helped students to do their school work better, 6.25% of the teachers think that library a little helped students to do their school work better and no one respondents was there for the category of does not help.



## 5.20 Homework assignments

**Table: 5.20 Homework assignments**

Homework assignments	No of respondent	Percentage
Consulting reference books	7	43.75 %
Only text book related	5	31.25 %
Note making	2	12.5 %
Book making	0	0 %
Use of internet	0	0 %
All of the above	2	12.5 %
Total	16	100 %



j. Figure:5.11

The above table shows that 43.75% teachers assigned homework to students which require consulting reference books, 31.25% teachers provided homework assignment based upon text book, 12.5% teachers assigned homework for note making and 12.5% teachers assigned home work for all of the above.

## 5.21 Discussion teaching topics

**Table: 5.21 Discussion teaching topics**

Discussion teaching topics	No of respondent	Percentage
Yes	10	62.5 %
No	6	37.5 %
Total	16	100 %

From the above table shows that 62.5% of the teacher discussed with teaching topic with librarian and 37.5% of the teachers did not discuss about teaching topics to the librarian.

### 5.22 Knowledge updating ways

**Table: 5.22 Knowledge updating ways**

Knowledge updating ways	No of respondent	Percentage
By professional journal	5	31.25 %
By internet	2	12.5 %
By others program(TV Radio seminar)	8	50 %
All of the above	1	6.25 %
No up date	0	0 %
Total	16	100 %

From the above table it showed that 31.25% teachers updating their knowledge by professional journal, 12.5% by internet, 50% by other program (TV Radio seminar) and 6.25% teachers updating knowledge by all of the above.

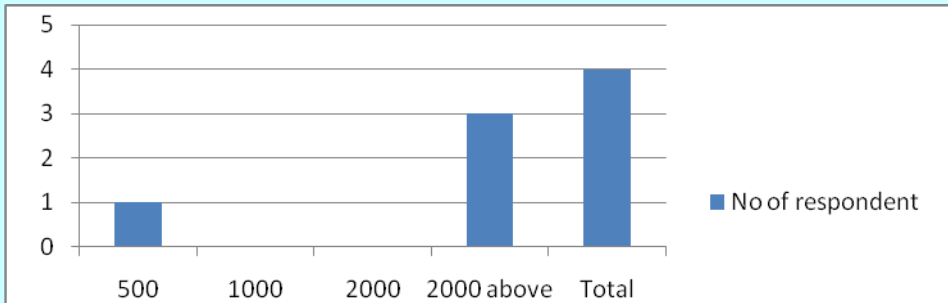
### Librarian

Data from the selected school librarians are analyzed according to the questionnaire form filled by the librarians themselves are as follows:

### 5.23 Collection situation and reading room

**Table: 5.23 Collection situations**

Collection situation	No of respondent	Percentage
500	1	25 %
1000	0	0 %
2000	0	0 %
2000 above	3	75 %
Total	4	100 %



k. Figure:5.12

According to the above table it showed that 25% schools have 500 collection and 75% schools have 2000 and above collections.

#### 5. 24 library room

**Table: 5. 24 library room**

library room	No of respondent	Percentage
Yes	4	100 %
No	0	0 %
Total	4	100 %

From the above table it shows that all the schools have separate room for library.

#### 5. 25 Reading room

**Table: 5. 25 Reading room**

Reading room	No of respondent	Percentage
Yes	3	75 %
No	1	25 %
Total	4	100 %

75% schools have separate reading room and 25% school doesn't have separate reading room in the library.

### 5.26 Internet in library

**Table: 5.26 Internet in library**

<b>Internet in library</b>	<b>No of respondent</b>	<b>Percentage</b>
Yes	1	25 %
No	3	75 %
Total	4	100 %

From the above table it showed that 75% school do not have internet in the library and only 25% school have internet in the library.

### 5.27 Access internet

**Table: 5.27 Access internets**

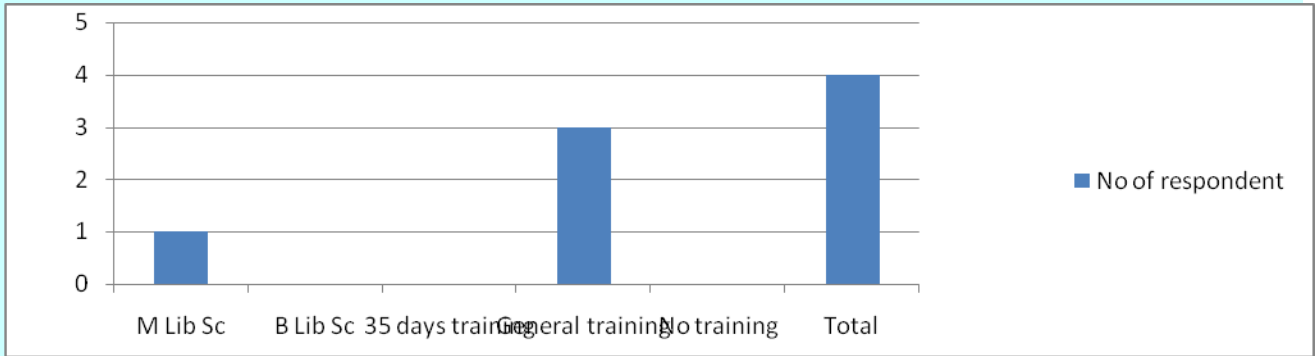
<b>Access internets</b>	<b>No of respondent</b>	<b>Percentage</b>
Only for teacher staff	1	25 %
Only for librarian	1	25 %
Access to all	2	50 %
Total	4	100 %

From the above table it is showed that 25% school provided internet access only for teacher staff, 25% schools provided internet to access only for librarian and 50% schools provided internet access to all.

### 5.28 Qualification of the librarian

**Table: 5.28 Qualification of the librarian**

<b>Qualification of the librarian</b>	<b>No of respondent</b>	<b>Percentage</b>
M Lib Sc	1	25 %
B Lib Sc	0	0 %
35 days training	0	0 %
General training	3	75 %
No training	0	0 %
Total	4	100 %



1. Figure: 5.13

According to the above table it showed that only 25% librarian have MLISC degree, 75% librarians have only general train and there were no librarians with B Lib degree or 35 days train package.

### 5.29 Technically managed library

**Table: 5.29 Technically managed library**

Technically managed library	No of respondent	Percentage
Yes	3	75 %
No	1	25 %
Total	4	100 %

According to the above table 75% librarians responded that the library is managed technically and 25% librarians responded no.

### 5.30 Books renewed per day

**Table: 5.30 Books renewed per day**

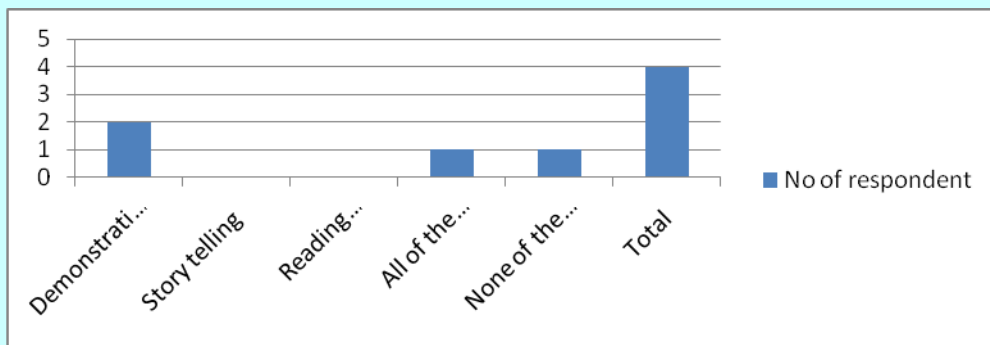
Books renewed per day	No of respondent	Percentage
10 Books per day	1	25 %
20 Books per day	1	25 %
30 Books per day	0	0 %
40 Books per day	2	50 %
Total	4	100 %

The above table shows that 25% librarian responded that students renewed 20 books per day, 25% responded that students renewed 10 books per day and 50% responded that 40 books renewed per day.

### 5. 31 Attraction students

**Table: 5. 31 Attract students towards library**

Attract students towards library	No of respondent	Percentage
Demonstration of new books	2	50 %
Story telling	0	0 %
Reading competition program	0	0 %
All of the above	1	25 %
None of the above	1	25 %
Total	4	100 %



m. Figure: 5.14

According to the above table 50% librarians attract students towards library by demonstration of new books, 25% librarian attract students for promoting reading habit by demonstration of new books, storytelling and reading competition program and 25% librarians responded none of the above.

### **Principal**

Data from the selected school principals are analyzed according to the questionnaire form filled by the principals themselves are as follows:

#### **5.32 Appointment of quality staff**

**Table: 5.32 Appointment of quality staff**

<b>Quality staff</b>	<b>No of respondent</b>	<b>Percentage</b>
Professional skilled	1	25 %
Semi professional	2	50 %
Non professional	1	25 %
Total	4	100 %

According to the above table 25% principals appointed professional skilled staff in library, 50% principal appointed semi professionals and 25% principal appointed non professional staff in the library.

#### **5.33 Appropriate space facility**

**Table: 5.33 Appropriate space facility**

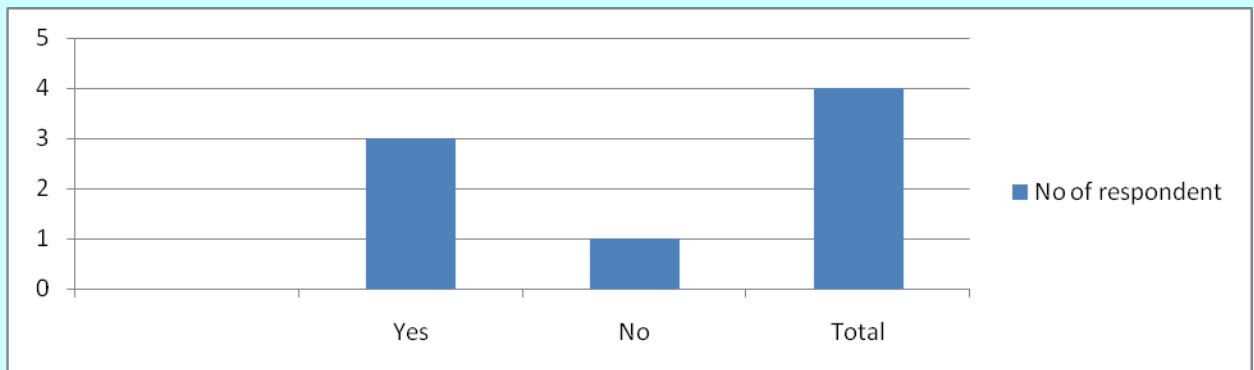
<b>Appropriate space facility</b>	<b>No of respondent</b>	<b>Percentage</b>
Yes	3	75 %
No	1	25 %
Total	4	100 %

On the above table it showed that 75% principals developed appropriate space facility for the library and 25% has not done so.

### 5.34 Collaborative teaching learning

**Table: 5. 34 Collaborative teaching learning**

Collaborative teaching learning	No of respondent	Percentage
Yes	3	75 %
No	1	25 %
Total	4	100 %



n. Figure: 5.15

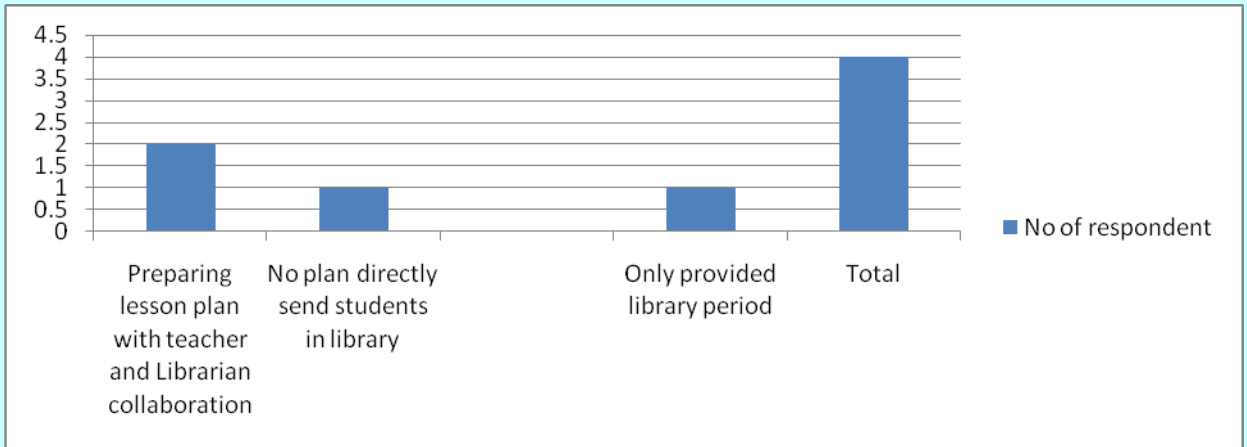
According to the above table 75% principal know about collaborative teaching learning and 25% do not.

### 5.35 Encouraging ways of collaboration

**Table: 5.35 Encouraging ways of collaboration**

Encouraging ways of collaboration	No of respondent	Percentage
Preparing lesson plan with teacher and Librarian collaboration	2	50 %
No plan directly send students in library	1	25 %
Only provided library period	1	25 %
Total	4	100 %





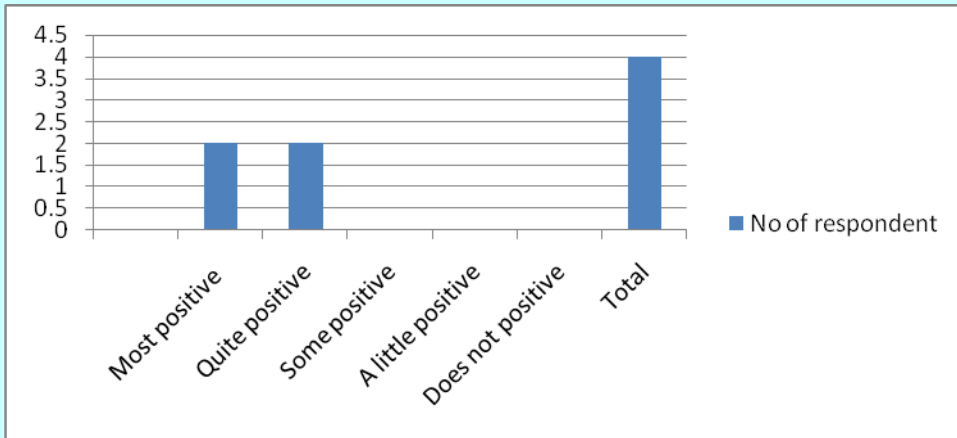
o. Figure: 5.16

From the above table it showed that 50% principals encouraging collaborative teaching learning by preparing lesson plan with teachers and librarian collaboration, 25% do not have plan directly send students to the in library and 25% principals responded that they only provided library period.

### 5.36 Library environments

Table: 5.36 Library environments

Library environments	No of respondent	Percentage
Most positive	2	50 %
Quite positive	2	50 %
Some positive	0	0 %
A little positive	0	0 %
Does not positive	0	0 %
Total	4	100 %



p. Figure: 5.17

From the above table it showed that 50% principals have created most positive library environment and 50% have created quite positive library environment.

### 5.37 Budget allocations

**Table: 5.37 Budget allocations**

Budget allocations	No of respondent	Percentage
Yes	4	100 %
No	0	0 %
Total	4	100 %

From the above table it showed that all the principals of the sampled school allocate budget for the library.

### 5.38 Budget allocations

**Table: 5.38 Budget allocations**

Budget allocations	No of respondent	Percentage
5 % from total budget	2	50 %
10 % from total budget	2	50 %
15 % from total budget	0	0 %
20 % from total budget	0	0 %
25 % from total budget	0	0 %
Total	4	100 %

According to the above table 50% principals allocate 5% budget from total school budget and 50% principals allocate 10% budget from total school budget.

### 5.39 Satisfaction

**Table: 5.39 Satisfactions of students' reading habit**

Satisfactions of students' reading habit	No of respondent	Percentage
Yes	2	50 %
No	2	50 %
Total	4	100 %

According to the above table 50% principal of the schools are satisfied about the reading habit of the students and 50% principals are not satisfied with the reading habit of the students of their students.

## CHAPTER VI

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 6.1 Summary

The research is based on the selected four school of Kathmandu valley that included two government base schools Padma higher secondary school, Bhaktapur and Balbyabasai secondary school Siphul Kathmandu and two private schools Xavier. International Higher secondary school Kalopul Kathmandu and Birendra sainik Awasia higher secondary school sallaghari Bhaktapur. The research is based on primary and secondary data, primary data were collected from the students, Teachers, Librarians and Principals of the school. The collected information is summarized at glimpse.

Most of the selected populations of the students are from different background, different family size liked to read stories in own room for gaining knowledge. All the selected schools have a library and students get books easily but school library help them a little only for promoting reading habit. The opening hour of the library is not suitable for maximum students. Most of the teachers ask them to read except text books for knowledge gain. There is no reading club to read and share ideas in school. Students used to play for leisure time.

The second section of the questionnaire with teachers responded on the questions. Most of the teachers encourage students to read books for promoting reading habit by asking them to read related reference books and visit library once a day. Most of the teachers responded that school library help students most helpful to enjoy reading more for promoting reading habit. Most of the teachers wanted to take class in library and the library mostly help students to do their school work better. Most of the teachers assigned homework for promoting students reading habit consulting reference books. Most of the teachers are discussed teaching topics with librarian for promoting reading habit and they updating professional knowledge by other programs like seminar, (TV Radio etc.)

The third sections of the questionnaire with librarian of the selected schools. Most of the collection situation of the school library is 2000 above and there is separate library room but some schools have not separate reading room. In library there is no internet in most of the school library there are librarian who have got only general training in library

management and few schools have professional librarian. Most of librarians attract students towards library for promoting reading habit by demonstrating new books. The fourth and last section of the questionnaire is with the principals of selected schools. According to the principals of the selected schools most of them assigned semiprofessional librarian for the quality of library and they provided appropriate space facilities. They know the system of collaborative teaching learning and preparing lesson plan before sending students in library. Half percent of the principals are most positive for the environment of the library for promoting reading habit and half percentage of the principals are quite positive. All the principals of the school allocate budget for library and half percentage of the principals allocate 5% from total budget for library and half allocate 10% from total budget and half percentage of the principals are not satisfied with the existing reading habit of a students and half parent principals are satisfied.

On response of open question by principal, teacher, and students themselves are also included in summary and conclusion.

## **6.2 Conclusions**

With combined study of data and information obtained from questionnaire, the questions asked with various authorities and officials record were consulted. The conclusions are as follows:

- 1) Majority of students have interest of reading as 77% students respond on interest of reading and no any students respond on dislike of reading;
- 2) Most of the students read to gain knowledge. Nominal of them are read for enjoying and proper utilization of time;
- 3) In response to choice of reading, one third of total students choose stories for reading. Choice of reference books and newspapers falls under 2<sup>nd</sup> and 3<sup>rd</sup> respectively;
- 4) In response of library help to promote reading habit, majority of students responded that library help them a little for promoting their reading habit. Nominal of them are responded some help and most help for promoting reading habit.

- 5) The reading place also affects the reading habit of the student. In response of choice of reading place, half of the students in total like to read in their own room and nominal of them are like to read in bed room and library respectively;
- 6) More than half in total of the students' reading purpose is knowledge gaining, one third of the students' reading purpose is project work and nominal of students' reading purpose are for note making and research work;
- 7) The opening hour of library also affect the reading habit of the students. The opening hour of the library is not suitable for more than half of the students in total;
- 8) In response of the teacher to encourage students for promoting reading habit, majority or 75% teachers encourage students for promoting reading habit by asking them to read related reference books and nominal of the teachers encourage students for promoting reading habit by describing abstract of reference books and no ask to read reference books;
- 9) In response on question to the teacher on helping of library to do school work better for students, majority of teacher responded most help, one third of teacher responded some help, nominal of teacher responded a little help and no one is there for does not help;
- 10) In response of teacher on the question library help student enjoy reading more for developing reading habit of the student s, majority of the teachers responded most help, more than one third teachers responded some help and nominal of teachers responded total help;
- 11) Homework assignment also affects the reading habit of the students. In response of teachers on the question homework assignment for student, majority of the teacher responded that they assign homework to the students consulting reference book for promoting reading habit, one third of the teachers assign homework only text book related to students for promoting reading habit and nominal of teachers assign homework to students for note making and consulting reference book, text book, note making and internet use;

12) In promoting reading habit of the student, librarian plays very important role. In response of the librarian on the question collection situation, majority of sampled schools library have 2000 above collections and 1 school library has only 500 collections;

13) In promoting reading habit of the students professional teacher librarian is necessary. In response of the librarian of the school for their profession, most of the school did not have professional librarian only one third or one school library has professional librarian;

14) In response of the question to attract students towards library for promoting reading habit, 50% librarian demonstrate new books for attraction of students towards library for promoting reading habit of the students, one third of the librarian demonstrate new books, telling story and conducting reading competition program for promoting reading habit and one third of the librarian do not do anything for promoting reading habit of the students;

15) In promoting reading habit of the students collaboration of teacher and librarian is necessary. The principal of the school must encourage teacher and librarian for collaborative teaching learning for promoting reading habit of the students. The principals from the sampled schools responded on the question for encouraging collaborative efforts to teacher and librarian, half of the principals ask teachers and librarian to prepare lesson plan and half of the principals do not encourage teacher and librarian for collaborative efforts;

16) The environment of the library directly affect to the promotion of reading habit of the students. On question to the principals of school for library environment, half percent principals managed library environment most positive and half percent and half percent principals managed library environment quite positive;

17) In promoting reading habit, some suggestion from the principal of the school from an open question answer, reading environment, awareness program and an opportunity to students in visiting book shop and book exhibition;

18) According to the open question responded from teachers on promoting reading habit, availability of interesting books and CD ROM in library;

19) From the open question on reading habit promotion, the responded that interesting books, newspapers, peace environment, combine study, internet study and interaction of teachers and students and

20) Program like quiz context, storytelling, counseling and parents of students provide environment for reading.

### **6.3 Recommendations:**

On the basis of the research there are some recommendations made for promoting reading habit of the students:

1. Most of the students have interest in reading and they read for knowledge gain and like to read story books. So there should have available books which promote knowledge and interest of the students;

2. School library should have resource materials according to need of the students and open in suitable time of the students by helping students for promoting reading habit;

3. The teacher should encourage students to use the library and assign homework related to library;

4. There should have professional librarian in library;

5. There should have programs like storytelling, book talk, reading competition, quiz context, etc for reading habit promotion;

6. The principal of the school should create positive environment so that teacher and librarian can collaborate for their teaching topics ;

7. There should have an opportunity for students to visit book shops and exhibitions; and

8. Students' reading should be based on information skill and parents should provide environment for reading.



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**APPENDIX: 1**

Questionnaire to the student

A study of reading habit of the student at secondary level

Dear student,

On the above topic, I am writing thesis. The objectives of my study are to point out and analysis the role of reading habit, library materials and potentials and drawbacks of reading habit including suggestions and recommendations to the concern. I would like to request for your valuable suggestions and views on this questionnaire sheet. Your cooperation will be highly appreciated.

Thank you,

A. Personal information

- a) Name of school.....
- b) Name.....
- c) Class.....
- d) Age.....

4. Father's occupation?

- a. Farming      b. Labor      c. Business      d. Service holder      e. Teacher

5. How many members are there in your family?

- a.3-5              b.5-8              c.8-11              d. 1 above

6. Do you like to read?

- a. like              b. A little bit              c. dislike

7. Why do you read?

- a. To enjoy       b. To learn English      c. To gain knowledge
- d. Proper utilization of time

8. What do you like to read?

- a.Stories              b.Essays       c.Text books              d.Newspapers
- e.Reference books               f. Nothing

9. Do you have library in your school?

- a.Yes              b.No       If yes

10. Do you get books easily whatever book you like to read?

- a. Yes                       b. No

11. Does the school library help you read more for promoting your reading habit?

- a. Most helpful    b. Quite helpful                      c. Some help    d. A little help  
e. Does not help

12. What do you do in your leisure time?

- a. Reading                      b. playing    c. Working    d. Others

13. How much time you spent reading except your text book?

- a. 2 hours a day    b. 1 Hour a day                      c. Half an hour a day   
d. 15 minute a day

14. Where do you like to read?

- a. In library                      b. In own room                      c. In bed                      d. Any where

15. Do you have reading club in your school?

- a. Yes                       b. No                      If yes

16. Does the reading club encourage you to read more?

- a. Most helpful    b. Quite helpful                      c. Some help  d. A little help  
e. Does not help

17. Does your teacher ask you to read except text book?

- a. Yes                      b. No                       If yes

18. In which purpose they ask?

- a. project work    b. Note making                      c. Research                      d. Knowledge gain

19. Is the opening hour of library suitable for you?

- a. Yes                      b. No

20. Please kindly write your opinion that affects your good reading habit. \_\_\_\_\_

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## **APPENDIX:2**

### **Questionnaire to the Librarian**

A study of reading habit of the student at secondary level

Dear Sir/Madam On the above topic, I am writing thesis. The objectives of my study are to point out and analysis the role of reading habit, library materials and potentials and drawbacks of reading habit including suggestions and recommendations to the concern. I would like to request for your valuable suggestions and views on this questionnaire sheet. Your cooperation will be highly appreciated.

Thank you,

with regards

Om Nath Khatiwada

MLISC, TU

Name of the organization /institution: \_\_\_\_\_

1. How many collections are there?

a.500  b.1000  c.2000  2000 above

2. What kinds of books are there in your library?

a.Text books only  b.Reference books  c.Both of the above

3. Does the library have separate room?

a.Yes  b.No  If yes,

4. Does the library have separate reading room?

a.Yes  b.No

5. Are the resources of the library suitable according to age, level and interest of the student?

a.Yes  b.No

6. Is there open access system?

a.Yes for only teacher staff  b.open access to both teacher and students

7. Do you have internet in your library?

a.Yes  b.No

8. Does the library provide internet access to all the teacher students?

a.Only for librarian  b.Only for teacher staff  c.Access to all

9. Are you a trained Librarian?

a. Yes  b. No

10. What is your qualification in library field?

a. MLibSc  b. BLib Sc  c. 35 days training  d. general training  e. No training

11. Is the library managed technically?

a. Yes  b. No

12. Does the library have book issue system?

Yes  b. No

13. How many books renewed per day by the student?

a. 20 books per day  b. 10 books per day  c. 30 books per day  d. 40 books per day

---

14. How do you attract student towards library for students reading habit?

a. demonstration of new books b. story telling c. Reading competition program d. All of the above e. None of the above

15. Any activities have you done to attract attention of the reader?

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### APPENDIX: 3

#### Questionnaire to the teacher

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A study of reading habit of the student at secondary level

Dear Sir/Madam

On the above topic, I am writing thesis. The objectives of my study are to point out and analysis the role of reading habit, library materials and potentials and drawbacks of reading habit including suggestions and recommendations to the concern. I would like to request for your valuable suggestions and views on this questionnaire sheet. Your cooperation will be highly appreciated.

Thank you,

with regards

Om Nath Khatiwada

MLISC, TU

Name: \_\_\_\_\_

Gender: \_\_\_\_\_

Teaching Subject: \_\_\_\_\_

1. What do you do in your leisure time?

- a. Reading      b. Working      c. Playing      d. talking

2. What do you like to read?

- a. Fictions      b. Non fictions      c. Newspapers/Magazines   
d. Factual books      e. The Internet      f. Nothing

3. How do you encourage student to read for developing reading habit?

- a. By asking them to read related reference book.  
b. By describing the abstract of reference books   
c. No ask to read reference book

4. How many times do you visit library?

- a. Once a day      b. twice a day      c. Once a week      d. twice a week



5. Does the library help students to do their school work better?  
a. total help      b. most help      c. some help      d. A little help      e. does not help
6. Are you interested to take your class in library?  
a. Yes      b. No
7. Does school library help students enjoy reading more for promoting reading habit?  
a. total help      b. most help      c. some help      d. A little help      e. Does not help
8. What kind of homework do you assign to the student for promoting reading habit?  
a. Only text book related      b. Consulting reference books      c. Note making  
d. Book making      e. Use of internet
9. Have you discussed with teacher librarian about your teaching topic for promoting reading habit of the students?  
a. Yes      b. No
10. How do you update your knowledge to develop reading habit of the students?  
a. By professional journals      b. Internet  
c. By others programs(T V, radio, Seminar)      d. No update
11. Please write down the factors that affect students reading habit:

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## APPENDIX:4

### Questionnaires to the principal

A study of reading habit of the student at secondary level

Dear Sir/Madam

On the above topic, I am writing thesis. The objectives of my study are to point out and analysis the role of reading habit, library materials and potentials and drawbacks of reading habit including suggestions and recommendations to the concern. I would like to request for your valuable suggestions and views on this questionnaire sheet. Your cooperation will be highly appreciated.

Thank you,

With regards

Om Nath Khatiwada

MLISC, TU

1.Do you have library?

a)Yes                      b)No                      If Yes,

2. Have you assigned professional/skilled/semi-skilled/non-professional' for quality staff of the library?

a)Yes                      b)No                      If Yes,

3.Have you developed appropriate space /facilities in school library?

a. Yes                      b. No                      If yes

4.Do you know the system of collaborative teaching learning?

a. Yes                      b. No                      If yes

5.Have you encouraged teacher and librarian for cooperative teaching and learning approach through library?

a. Yes                      b.  No                      If yes

6.How do you encourage them for promoting reading habit of the students?

a. Prepare lesson plan with teacher and librarian cooperation.

b.No plan directly send student in library.

c. Only provide Library period for student

7. Have you included school library programs as part of the yearly plan?

a. yes    b.  No

8. Have you created positive environment in the library for promoting reading habit of the students?

a. Most positive              b. Quite positive. Some positive    d. A little positive  
e. Does not positive

9. Have you allocate the library budget for your school?

a. yes    b. No    If yes

10. How much budget you have allocated for school library from total ?

a .5 % from total              b. 10 % from total              c. 15% from total  
d. 20% from total              d. 25% from total

11. Are you satisfied about the existing condition of reading habit of the student?

a. Yes    b.  No

12. Please write down your opinion on the factors that affect reading habit of student

.....  
.....  
.....  
.....

## CURRICULUM VITAE



Name : Om Nath Khatiwada  
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