

Elementary School Students' Practices, Challenges, and Institutional Supports of Reading Culture in EFL Context

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Abstract

The purpose of this study is to examine elementary school reading practices, challenges, and the institutional support available. A descriptive survey research design was used by the investigator. For this study, 112 seventh-grade students were comprehensively included. The study also involved one librarian and two English teachers. Data were collected through questionnaires, interviews, and observation. Descriptive statistics, including mean scores and standard deviations, were used. The mean score and standard deviation were examined using descriptive statistics. Interview-based qualitative data were analyzed using content analysis and then described and interpreted to reinforce the conclusions. The grand mean of ($M=2.58$; $SD=.673$) indicates that students rarely engage in reading across most text types. Overall, students reported low levels of reading for all purposes. Significant obstacles include shortage of engaging books, a distracting or unsupportive reading environment, and absence of institutional support. Schools also lack programs and resources that promote reading, such as book clubs, competitions, and well-equipped library facilities. Extracurricular and incentive-based programs that boost kids' reading cultures are largely lacking.

Keywords: - Reading culture, practices, challenges, institutional supports

Introduction

Apparently, the foundation of education is reading, which promotes academic success in all subject areas (Richards & Rodgers, 2016). Strong reading habits foster critical thinking, increase empathy, and broaden knowledge outside of the classroom (Watkins, 2018). Reading done in response to our surroundings may be referred to as "reading for survival." According to Kavi et al. (2015), survival reading fulfills urgent demands or needs. We read to learn and to obtain more information. Likewise, while reading for pleasure is voluntary, reading for survival involves an immediate response to a circumstance, and reading for learning is likewise goal-oriented, but in a somewhat different way (Hughes-Hassell & Rodege, 2007).

Besides, students in schools where literature, originally produced largely for leisure, is obligatory reading for exams may lose sight of reading for pleasure (Yang et al., 2018). The principle of reading for pleasure is therefore often overlooked in educational procedures. Additionally, readers are unlikely to read for pleasure in a second or foreign language if they

do not read in their native language. Hence, fluency and reading motivation are significant byproducts of reading for pleasure in any language (Williams, 2005).

Community reading practice as a regular and enjoyable activity that extends beyond scholastic requirements is known as a reading culture (Smith, Doe & Lee, 2020). In order to foster a reading culture and encourage lifelong learning and personal growth, schools, libraries, and families need to support the social commitment to reading (Gok, 2016). The need to read for pleasure and information rather than only to pass tests is the foundation of a good reading culture. This means incorporating reading as a foundation for development and growth into a community's value system (Dollah et al., 2017). Additionally, it is essential to have a wide range of reading materials readily available. Both traditional print media and internet resources fall within this category (Annamalai & Muniandy, 2013; Chang & Millett, 2015).

School reading culture theory treats reading as a shared, school-wide practice, not just an individual skill (Aramide, 2015; Chang & Millett, 2015; Commissaire & Demont, 2022). According to Camp (2007) and Chettri & Rout (2013), a supportive reading culture can be established through systemic factors such as better access to books, student motivation, and the creation of an environment where reading is valued and encouraged by all stakeholders, including teachers, librarians, and the leadership. Thus reading is a cultural and social activity that must be viewed as a communal, shared activity rather than just an individual skill (Issa, 2012). A system that offers the setting, encouragement, and support needed for reading to become the norm is considered a good school reading culture (Johnson, 2010).

Accordingly, reading culture is the social practice and mindset of reading regularly and willingly for pleasure and information, beyond academic requirement (Johnson, 2010). It involves learning to read well, having access to diverse print and digital reading materials, and developing motivation to read for different purposes, making reading a valued, lifelong habit and an important part of individual or community life (Kavi et al., 2015).

A strong reading culture enhances knowledge, academic performance, and even mental health (Qadir & Kavlu, 2022). It is often assumed that school administration, teachers, and librarians are often expected to promote a whole-school strategy, where reading is consistently promoted and encouraged (Turuk, 2008). Academic performance, critical thinking, and even mental health are all impacted by a strong reading culture, which is

crucial for a student's overall success (Li et al., 2022). It is often considered a lifelong ability that molds a person after they graduate from school.

A strong reading culture is essential not only for students' academic success and personal growth, but also for the progress of society as a whole (Williams, 2005). Although fundamental literacy has increased in Ethiopia, research regularly shows that students' reading habits and culture are still underdeveloped and frequently restricted to reading for exams (ERGA, 2016). Numerous problems, such as shortage of reading materials, restricted access to school libraries, and inadequate support from educators and organizations have been shown to be impeding reading culture in Ethiopia.

Access to reading materials may be one of the elements influencing students' reading habits (Balapanidou, 2015). It is essential to make sure pupils have easy access to appealing and diverse reading materials. To ensure that children have a reading culture, it is also essential to focus on motivation (Chettri & Rout, 2013). This can be encouraged through positive social influence, by highlighting the benefits of reading, and by creating engaging reading programs (Commissaire & Demont, 2022).

The reading culture of students can assist them to thrive in their future careers and enhance their intellectual abilities (ERGA, 2016). While students' reading habits promote high-quality education, there are a few prerequisites that must be met in order to successfully implement the practices and overcome the obstacle (Fitsum, 2020). If proper attention is not paid to overcome numerous problems impeding reading habits, it will be difficult to produce students who can possibly read and comprehend the texts (Yonas, 2025). This study was then conducted to examine the institutional supports, practices, and difficulties associated with students' reading cultures.

Primary school students seem to have limited reading habits despite the acknowledged value of reading for both academic and personal development (Chettri & Rout, 2013). Numerous studies show a substantial discrepancy between students' actual reading habits and their understanding of the advantages of reading (Hughes-Hassell & Rodge, 2007). A strong reading culture can be hindered by institutional, home, environmental, and personal factors, even when reading is incorporated into the curriculum (Huang, Capps, Blacklock, & Garza, 2014; Gok, 2016).

Similarly, studies conducted locally mostly examined students' reading habits and difficulties (Fitsum, 2020; Minwuyelet, 2020). However, the aforementioned studies failed to

investigate the institutional resources offered to foster students' reading cultures. Institutional resources are essential for fostering students' reading habits and assisting them in overcoming the obstacles associated with reading in an EFL setting. Since no research has been done to examine students' reading habits, difficulties, and institutional assistance in an EFL setting, this study may close these gaps and help improve reading culture and institutional support to raise students' reading proficiency in an EFL setting.

Understanding the precise practices that students participate in, the obstacles that prevent them from reading more, and the support that the community and schools offer have not been identified. Any attempt to improve students' reading habits is likely to fail if the reading culture of the students, the barriers they face, and the institutional support available have not been clearly identified. This study aims to close this gap by providing a thorough examination of students' reading culture at Silenat School and laying the groundwork for an evidence-based solution. The goal of the study is to examine current reading patterns, barriers, and institutional support for fostering a reading culture at Silenat School. Specifically, the research aimed to address the following research questions: 1) What are the current practices of reading culture of EFL students? 2) What are the challenges impeding EFL students' reading culture? 3) What institutional supports are provided to promote reading culture?

Theoretical framework of the study

Reading culture can promote quality education. Henceforth, the current study is organized according to the theory of school reading culture. The goal of school reading culture theory is to foster a welcoming atmosphere where reading is valued for both academic and recreational purposes (Issa, 2012). It uses a whole-school strategy, where stakeholders and leadership actively promote reading as a way of life. This approach has been shown to enhance literacy achievement, critical thinking, and emotional health (Johnson, 2010). The hypothesis also highlights a close interaction between people and textual culture, beginning in early childhood and developing in sequential and integrated way.

The comprehensive approach lies at the heart of reading culture (Richards & Rodgers, 2016). Additionally, the school as a whole fosters a reading culture in which reading becomes an integral part of the environment rather than a stand-alone topic (Johnson, 2010). By promoting reading as both worthwhile and enjoyable practice, school leadership plays a critical role in creating and preserving a reading culture. Involving stakeholders is essential

(Smith, Doe & Lee, 2020). To generate a long-lasting transformation, the theory calls for support from all parties involved, including parents, students, teachers, and librarians. Beyond transactional reading for grades, reading as a way of life involves developing lasting reading habits that serve as a source of knowledge, enjoyment, and critical thinking (Yang & Wilson, 2006).0.

The primary objective of school reading is to cultivate a love of reading that goes beyond scholastic obligations and is associated with mental well-being (Williams, 2005). There is a strong theoretical connection and empirical data that suggests a strong reading culture enhances critical thinking, which is why critical thinking is considered a key component of reading culture. Additionally, it helps students remain competitive (Yang et al., 2018). The approach recognizes that, to maintain reading's relevance and appeal, a school reading culture must actively compete with other forms of media, such as video and online content.

It is essential to provide access and support in order to put reading culture into practice (Kavi, et al., 2015). This includes ensuring that reading resources and books are accessible, together with the assistance and motivation needed to utilize them (Watkins, 2018). Modeling reading is another strategy for maintaining the culture of reading. To show the value of reading for pleasure, educators and school administrators should set a visible example (Li et al., 2022). Teaching various reading strategies, such as skimming, scanning, and intensive or prolonged reading can enhance students' reading habits and improve their ability to process information (Turuk, 2008).

In order to foster understanding and a sense of community, it is also essential to encourage collaborative activities and promote book-based conversations and shared reading experiences (Richards & Rodgers, 2016). Additionally, encouraging healthy reading habits might inspire students to create literature using interactive tools. Studies have shown that that exercises such as the 4-3-2-1 reading response, which assist students to process and engage with what they read, are effective (Qadir & Kavlu, 2022). The goal of this study was to examine the institutional supports, challenges, and practices shaping students' reading cultures.

Research Gap

The curriculum sets high expectations for students to develop strong reading habits and the ability to understand complex academic texts. However, studies show that elementary school students' reading skills and habits remain insufficient (EGRAE, 2016; Minwuyelet, 2020).

To address this gap and prepare effective readers for the future, it is important for educators, researchers, and the Ministry of Education to recognize the problem and work together.

In this context, there is a clear need to examine students' reading practices, the challenges they face, and the institutional support available to help build strong reading habits. While some studies have tried to explore students' reading practices and difficulties at different levels, little attention has been given to the role of institutional support in improving students' reading culture.

Thus, the current research examined the research-based practice of students' reading practices, challenges, and institutional supports among Grade 7 students. The study conducted an in-depth examination of students' reading practices, the challenges they face, and the institutional support available, with the aim of providing practical recommendations. The findings are expected to help educational program designers, teachers, and students better understand, plan, and implement effective strategies for developing a strong reading culture.

Materials and Methods

Research Design

The study was conducted at Silenat School in Fitcha, Ethiopia, and focused on examining students' reading practices, the challenges they face, and the institutional support available to develop a reading culture. To achieve this goal, the researcher employed a descriptive survey design. This method allowed examining the reasons why students read and the challenges they face, and institutional support in fostering a culture of reading in a real-world context. Additionally, the researcher employed a mixed-methods approach to collect relevant and sufficient data through interviews and questionnaires. The data were analyzed using both quantitative and qualitative methods. These data collection tools enabled the researcher to obtain adequate information to achieve the objectives of the study (Creswell, 2014).

Participants

For this study, 112 seventh-grade students from Silenat School were selected. In addition, one librarian (the only librarian at the school) and two English language teachers (the entire group) were included to provide information on the institutional support available to enhance students' reading culture.

Silenat School is situated in Fitch Town, Salale, 114 km from Addis Ababa. Among student participants, 67 were female and 45 were male. Every student was given a questionnaire and asked to answer questions that focus on their reading habits, obstacles to their reading habits, and institutional assistance for enhancing reading culture. Furthermore, five students were selected to participate in interviews.

Instruments

Questionnaire

The researcher developed 35 closed-ended questionnaire items, which were administered to all 112 students: 15 for reading practice, 13 for reading difficulties, and 7 for institutional support. The questionnaire was used to assess students' reading practices, challenges, and the support available to promote a reading culture. Students responded using a five-point Likert scale: (5) for "Always," (4) for "Usually," (3) for "Sometimes," (2) for "Rarely," and (1) for "Never."

To ensure clarity and ease of comprehension, the researcher either translated the questionnaire items into the mother tongue of the study population or used the medium that best suited the students' comprehension. As a result, the researcher typed and administered the items in Amharic and Affan-Oromo. To ensure that participants could comprehend the questions without any language barriers, the questions were first created in English and then translated into Affan-Oromo and Amharic.

Interview

After the questionnaires were gathered, the researcher conducted interviews with the respondents to obtain relevant information. To gather information pertinent to the research problem, five items were produced. The interview questions were given to five participants. The respondents were asked to reflect on their own reading habits, the reasons why students read, the obstacles to their reading culture, and the institutional help they received to improve their reading habits. The codes "S1," "S2," and so on were used to identify the responders; "S" stands for student. Similarly, information about institutional support for improving students' reading habits was solicited from two English teachers and a librarian.

Here, teachers' responses were coded using "T1" and "T2". "L1" is used for the librarian. Their responses were then described and explained. To lessen language barriers, the

interview questions were initially created in English and then translated into the pupils' native tongues, Amharic and Affan-Oromo.

Data Analysis

In the current study, the researcher employed both quantitative and qualitative methods of data analysis. The Statistical Package for the Social Sciences (SPSS) version 25 was used to organize and statistically analyze the quantitative data obtained from the closed-ended questionnaire. Descriptive statistics were employed in the quantitative session to examine the standard deviation and mean score.

The mean scores and standard deviations were then calculated to arrive at the conclusion. The qualitative data gathered from interviews were analyzed using content analysis and then described and interpreted to support quantitative results. The qualitative findings complemented the quantitative data by providing additional explanations and examples. Finally, conclusions and recommendations were drawn based on the research questions findings. The study was able to obtain adequate and objective data by employing mixed methods of data collecting and analysis (Clark & Ivankova, 2015).

Validity and reliability

To ensure the validity of the study, the researcher developed the data collection instruments and submitted them to two TEFL instructors at Salale University for review. The tools were then revised based on their feedback. In addition, validity was supported through the use of both questionnaires and interviews to collect data from multiple sources.

The reliability of the questionnaire was also tested, as shown in Table 1 below:

Table 1: Reliability analysis

Variables	Cronbach's Alpha	Number of Items	Remark
1. Practices	.791	15	Good
2. Challenges	.854	13	Very good
3. Institutional supports	.821	7	Very good

Cronbach's Alpha was used in Table 1 to assess the internal consistency the scales. According to DeVellis' (2003), a Cronbach's Alpha value of 0.7 is considered satisfactory, whereas values above 0.8 indicate very strong internal consistency reliability. The reliability of the scale is demonstrated by a high alpha value, which shows that respondents gave similar answers to related items. Therefore, a 15-item scale with a Cronbach's Alpha of .791 shows a high degree of internal consistency dependability among the items of students'

reading practices. Additionally, a Cronbach's Alpha of .854 for 13 items indicates a high degree of internal consistency on the items pertaining to reading difficulties.

Thirdly, a 7-item scale with a Cronbach's Alpha of .821 shows a high degree of internal reliability on the items pertaining to the institutional supports provided to promote students' reading culture. The reliability analysis indicates that the questionnaire's components measure the same underlying construct and are simultaneously closely related to each other. As a result, the data above provides space for additional data analysis.

Results

The study examined student reading culture practices, obstacles, and institutional assistance. The survey design used was descriptive. Interviews and questionnaires were used to gather data. The Statistical Package for the Social Sciences (SPSS) version 25 was used to statistically analyze quantitative data. The next part presents a qualitative analysis of the data. The first research question is framed as follows:

- a) What are the current practices of reading culture of EFL students?

Table 2: Descriptive statistics on students' practice of reading

Items	N	M	SD
Fairy-tale books	112	2.09	.501
Storybooks	112	2.02	.412
Novels	112	2.08	.486
Comics	112	2.88	.565
Travel brochures	112	2.12	.522
Game related books	112	2.06	.470
Religious books	112	2.07	.418
Poetry	112	2.21	.473
Social media posts (Facebook, TikTok)	112	2.11	.581
Newspaper and Magazines	112	2.01	.501
Dictionary	112	3.33	.717
Textbook from School subjects	112	3.32	.469
Science books	112	3.75	.488
Graphic Novels	112	3.75	.524
History books	112	3.00	.284
Average	112	2.58	.673

According to Table 2's average mean ($M=2.58$; $SD=.673$), students read the majority of resources "rarely." The mean score for the majority of book-related content is higher than 2.00, suggesting that individuals don't often read books. "Game related books" is an

exception, with a marginally lower mean of ($M=2.06$; $SD=.470$). "Dictionary" ($M=3.33$; $SD=.717$) and "textbook from school subjects" ($M=3.32$; $SD=.469$) are the most often read resources. Poetry is the least often read content, with a mean of ($M=2.21$; $SD=.473$), indicating a general lack of interest in this genre among the participants.

Similarly, graphic novels ($M=2.75$; $SD=.524$) and comic books ($M=2.88$; $SD=.565$) are read somewhat more frequently than other books, but still infrequently. Social media posts fall into the same category as books, with a mean of ($M=3.11$; $SD=.581$). In summary, the participants have a reading culture in which they seldom interact with traditional reading resources, particularly books. The low level of overall engagement suggests that the establishment of good reading culture may be at risk. The results of the second study question are shown in Table 3. The following is the formulation of the second research question:

- b) What are the challenges impeding EFL students' reading culture?

Table 3: Descriptive statistics on challenges of reading

Items	N	M	SD
Lack of time due to schoolwork	112	4.48	.501
Family duties at home	112	4.46	.535
Difficulty of reading materials	112	4.42	.514
Lack of interesting books	112	4.37	.486
Noise and distraction at home	112	4.58	.678
Using phone or watching TV than reading	112	4.46	.584
Limited help from teachers and family	112	4.43	.498
The school library is not good enough	112	4.49	.615
Prefer to play	112	4.30	.461
Inaccessibility of library	112	4.55	.682
Absence of reading competition	112	4.51	.569
Absence of book club	112	4.43	.566
Absence of book display or events	112	4.45	.500
Average	112	.45	.553

The average mean ($M=4.45$; $SD=.553$) in Table 3 shows that pupils regularly struggle with a variety of reading issues. The most often mentioned difficulty is that pupils prefer to play ($M=4.30$; $SD=.461$). The students are sometimes hampered by a lack of engaging texts ($M=4.37$; $SD=.486$). Another common challenge is the difficulty of reading materials ($M=4.42$; $SD=.514$). In addition, there was little assistance from family and instructors ($M=4.43$; $SD=.498$).

Among the commonly reported difficulties are lack of social reading opportunities, such as the absence of book clubs ($M=4.43$; $SD=.566$) and the absence of book displays or events ($M=4.45$; $SD=.500$). Students conduct household chores at home with ($M=4.46$; $SD=.535$) and choose to use their phones or watch TV instead of reading ($M=4.46$; $SD=.584$).

Other challenges include limited access to the school library ($M = 4.55$, $SD = 0.682$) as well as noise and distractions at home ($M = 4.58$, $SD = 0.678$). Overall, the findings suggest that the main obstacles to students' reading practices are environmental and motivational factors.

Generally, students' play preferences, a dearth of engaging literature, and an unsupportive or distracting reading environment are the most common obstacles. There are insufficient institutional resources and reading-promoting activities, such as book clubs, competitions, and sufficient library facilities. Therefore, encouraging reading necessitates a multifaceted strategy that takes into account students' motivation, enhances the caliber and accessibility of reading resources, and reduces distractions in reading settings. The following table presents an analysis of the data obtained regarding institutional supports. The following is the third research question:

- c) What institutional supports are provided to promote reading culture?

Table 4: Descriptive statistics on institutional supports

Items	N	M	SD
Book clubs	112	1.97	.162
Reading competitions	112	1.92	.258
Dedicated silent reading time in class	112	2.29	.679
Book displays or events	112	1.99	.094
Teacher read-aloud	112	1.88	.946
Special program promoting reading	112	2.91	.286
Incentives for good readers	112	2.84	.360
Average	112	2.25	.397

The average mean ($M=2.25$, $SD=.397$) in Table 4 suggests that the school rarely encourages children to read. Most categories have high mean values (over 4.8). The comparatively constant means for the majority of categories point to a general deficiency of institutional support. Book displays or events ($M=1.99$; $SD=.094$), book clubs ($M=1.97$; $SD=.162$), reading competitions ($M=1.92$; $SD=.258$), special reading programs ($M=1.91$; $SD=.286$), and incentives for proficient readers ($M=2.84$; $SD=.360$) are examples of institutional supports that are lacking at the Never scale.

Furthermore, the institutional support for students' reading cultures does not include these activities. Teacher read-aloud ($M=1.88$; $SD=.946$) and dedicated silent reading time in class ($M=2.29$; $SD=.679$) are among the limited supports that exist, though their implementation is inconsistent. Overall, the investigation showed that extracurricular and incentive-based support are generally lacking. Most structured activities aimed at promoting reading, such as book clubs, reading competitions, and special events, are largely absent for the students.

Thematic Analysis

The researcher used interviews throughout the study to triangulate the data. Five students were chosen, and they had to answer questions pertaining to the research questions. The data from the interviews showed that the students occasionally used dictionaries and textbooks. Additionally, poetry is the least frequently read item, indicating that participants generally have little interest in this genre. S3 stated, "I prefer to read to gain information and become competent in the school by reading for examination".

Though still infrequent, comic books and graphic novels are read somewhat more frequently than other types of literature. According to T2, "Students have less interest to read fictions, novels, poetry, and travel brochures due to their poor habits of reading." When they read for scholastic objectives, they struggle with reading fluency. Posts on social media are rarely read as books.

Additionally, the data from the interviews revealed that most students regularly read for academic reasons, knowledge and skills, and information. However, they hardly ever read for enjoyment. In reference to this, S1 stated, "...I am forced to read for academic purposes only because I have a heavy task at home." I therefore don't have time to read for enjoyment. According to the interview, students read primarily for survival.

According to L1, "reading texts are not interesting, even though the school has a library." There are plenty of educational textbooks on the shelf that help pupils learn, but there aren't any books for enjoyment. The aforementioned reading culture challenges are associated with the students' lack of engaging books to read, lack of teacher and family support, having no to access social reading opportunities, lack of book clubs and book displays or events, their preference to watch TV and use their phones, and their lack of motivation to access libraries.

Discussions

The study examines the practices, obstacles, and institutional resources that support students' reading cultures. The results of the study showed that students read most kinds of materials infrequently. The low level of overall engagement suggests that the establishment of a robust reading culture may be at risk. Camp (2007), Chettri & Rout (2013), Chang & Millett (2015), Watkins (2018), and Commissaire & Demont (2022) consistently found that most students read more for enjoyment and survival than for a variety of purposes, including learning and passing exams. They would much rather read school texts.

Students' inclinations for play, a dearth of engaging literature, and a generally distracting or unsupportive reading atmosphere are some of the obstacles impeding their reading habits. There are insufficient institutional resources and reading-promoting activities, such as book clubs, competitions, and sufficient library facilities. According to the report, encouraging reading calls for an all-encompassing strategy that takes into account students' motivation, enhances the caliber and accessibility of reading materials, and reduces distractions in their reading environments. According to Dollah et al. (2017) and Qadir & Kavlu (2022), pupils' reading habits may be hampered by the inaccessibility of institutional resources and the absence of parental reading assistance.

According to the aforementioned data, students are unable to get institutional support. Extracurricular activities and incentive-based support are largely lacking. For the students, the majority of structured reading-promoting activities, like book clubs, contests, and special events, are essentially nonexistent. The aforementioned issues with reading culture include the lack of engaging books for students to read, the lack of social reading opportunities, the lack of book clubs and book displays or events, the students' preference for watching TV and using their phones, and the inaccessibility of libraries. According to Huang, Capps et al. (2014), Balapanidou (2015), Aramide (2015), and Gok (2016), students' reading habits might be adversely affected by institutional, environmental, and home-related issues.

Conclusion and Recommendations

In conclusion, students read most kinds of materials infrequently. The results demonstrate that students generally reported reading culture infrequently for all purposes. Students' inclinations for play, a dearth of engaging literature, and a generally distracting or unsupportive reading atmosphere are some of the obstacles impeding their reading habits.

There are insufficient institutional resources and reading-promoting activities, such as book clubs, competitions, and sufficient library facilities. Extracurricular activities and incentive-based support are largely lacking. For the students, the majority of structured reading-promoting activities, like book clubs, contests, and special events, are essentially nonexistent. The aforementioned issues with reading culture include the lack of engaging books for students to read, the lack of social reading opportunities, the lack of book clubs and book displays or events, the students' preference for watching TV and using their phones, and the inaccessibility of libraries. Thus, the students are required to read for pleasure and survival so that they can develop fluency of reading and a good culture of reading. School resources and activities that aid students' reading culture, like book clubs, book displays or events, reading competitions, special reading day, and incentives for good readers should be accessible. Extracurricular activities and incentive-based supports need to be designed to promote reading culture among the students. Besides, the students need to gain support from teachers and family.

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Declaration of competing interest

The author of this research declares that there is no conflict of interest.

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