ARTICLE

Exploring the Role of English Language Teachers in Developing Reading Habits among Secondary School Students through Libraries

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Abstract

Reading culture enables people to learn, grow, strive for personal betterment, and pursue innovative goals. The school library significantly impacts its users' love of reading and is a source of inspiration. This study sought to understand how the secondary school section's pupils could develop a reading culture through the Library. The network diagram of the variables' conceptual framework served as the study's compass. The research used a descriptive survey methodology. Conveniently, a school was chosen. In addition, 25 English teachers were identified to collect information about how they help pupils develop good reading habits. A total of 80 students from secondary schools were employed in the sample, including 80 students chosen using purposive sampling in the Secondary Section. Both open-ended and closed-ended questionnaires were used to obtain the data. It was determined that students used the Library to do their projects, do research, and take notes, but they also visited the Library at a distinct time slot once a week when they could read and write reviews. English language teachers had a variety of responsibilities, such as encouraging pupils to read; proposing books to librarians from various genres, and helping students create in-class libraries. The conclusion is that students need more time for leisure reading because of their exam-focused curriculum. As a result, schools should add more library time to their class schedules to encourage students to develop reading habits.

Keywords: Reading, Library, Reading habits, In-build class Library, English Language Teachers, Reading Materials

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Introduction

Children's education in schools is crucial to their growth and upbringing. In the same way, the Library's books help students meet their needs while improving their skills.

The primary objective of nations around the world is to encourage students to read. Despite all of the difficulties, one of the biggest threats and problems that the nations confront is that the readers could be happier. Different reading strategies and teaching methodologies have been utilized and accepted by nations to develop their reading cultures. They will establish a solid connection between the people and the literature, and that connection will produce beneficial outcomes for the nation. (Otike, 2011).

With the aid of the Library, students improve their language abilities, particularly their reading skills, and the Library fosters a culture of reading (Gathumbi & Masembe, 2005). This is all because it gives children the power to develop and enhance intentional, liberated reading in which they choose the reading topic, the reading time, and the reading location on their own.

The study involved the reading habits of secondary school pupils as well as the effectiveness of the Library in helping them improve their reading abilities. Additionally, it gives students the tools they need to read and enables them to do so.

Background of the Study

Schools play an essential role in the upbringing and grooming of the child. The school brings up the citizens who are responsible for the nation. In schools, parents send their children to study and groom their personalities. They have confidence in the school management and teachers, so they send their children there for six to eight hours. The teachers also play an essential role in the student's life and are the students' mentors. Students admire their teachers and observe them very deeply; even students observe their teacher's moods. The teacher has a very vital and significant role in one's life. When a teacher has a long-lasting effect and will change a student's personality that is needed. Teachers and educators have a vital role in the development of a student.

Education plays a dynamic and vigorous role in one's life. Students have a strong admiration for their teachers. They want to take those subjects they like. Their liking of subjects is based on the teachers. They like to study in the presence of their favorite teachers. So similarly, when they like the school and their teachers, they will like the institute and the education.

Education is one of the critical factors for which students go to school. They want to educate themselves through books, their teachers, their surroundings, and socialization. In class, pupils socialize with their mates, friends, and teachers. Books play an essential role in educating and mentoring children. Students get a massive pool of knowledge from their syllabus books. The Library is about more than just reading what one is told to. Eyo (2007) noted that the Library is filled with anything you want to read, not just about education. If you want, you can read about space, history, fantasy, stories, and so much more. Whether you want to learn about your culture, have an assignment, or even just read for fun, it's all in

the Library (Eyo, 2007).

Books taught in the classroom and included in the syllabus of students will make them learn. Pupils learn a lot from syllabi and course books and they may learn life lessons from those books.

Education and the Library are essential and significant organizations where humans can socialize and mingle. Humans can maintain their relationships within and outside the Library. However, if they build their relationships with books, then that would be more reliable and authentic. Education and Library cannot be separated from each other and can be used for the child's overall development. Nssien (2008) and Igwe (2011) showed us that reading is beneficial for a student's future, but reading on a daily routine immensely improves one's skills. Making reading a habit develops a creative and healthy mindset in a student.

The school library is the core of the school's education system. It is the heart of the school's system. It is the laboratory of the laboratories. It is the center and the focal point of the school. The concept of a Library is familiar; since schools have had libraries from their origins. Schools established libraries from the origin of the schools. It can be run inside by the school management, and schools established their libraries in the 19th and 20th centuries. The school libraries aim to provide materials provided to the student and provisions of books to the students to assist them and support them in the curriculum and to develop their reading habits. Maliki and Usche's (2007) research shows that parents must make their kids learn in a proper environment without interruptions in the Library. A library is a relaxing place where people come to read and needs concentration, so everyone needs to behave well.

The role of school libraries is always inseparable from the school's education system. Schools have developed and advanced themselves up to the mark. They are upgrading their libraries over time. They will bring back the true spirit of the Library and its usage. The libraries will bring up and advance with the modern technological changes that happen with time. Reddy (1998) believed that libraries play a significant role in society. They also develop one's passion for reading, making them gain tons more knowledge. A person can go to a library to read books about their education, their pleasure, historical books, and much more.

Scope of the Study

This study gave the researchers a chance to fully comprehend the significance of the school library in the lives of secondary pupils. Observable findings about how instructors and students locate and use library materials for teaching and learning came from the research of one school with a school library. The utilization of the school library in fostering a reading culture among secondary school students was the focus of this study. In addition, the study determined how pupils used the resources offered in the school libraries. Additionally, it clarified the roles that English language teachers have in encouraging pupils to read. The questionnaires, survey form, and observation schedule were the specific study tools that were utilized to gather data. Descriptive statistics and inferential analysis were used to analyze the data, and the results were presented thematically, as well as in the form of tables and figures.

Statement of the Problem

Books play an important role in nation-building, and book reading is a fundamental constituent of one's life. However, Pakistan's students need to be better aware of the importance of book reading and libraries. They need to learn about the significance of book reading and libraries. Students usually are not interested in reading books, which will adversely affect our nation.

Professor Dr. Kamal Khan, Department of English and Applied Linguistics, Allama Iqbal Open University, said, "During the early nineties, there were lots of public libraries and books shops in Lahore with low-cost-books when I was a student there, but now the trend has changed as a reading habit was declined due to social and electronic media while no book shop was left in that locality. Now students either go for spoon, surface, or cursory reading, and that too on social media obsessed with the idea of 'quick-to-share' the stuff online" (Shaikh, 2019)

Objectives of the Study

This research has the following objectives:

To explore how students can use the reading materials provided in the school library.

To determine the role of English Language Teachers in stimulating a reading culture among secondary school students.

Research Questions

This research aims at answering to these questions:

How do students use the reading materials provided in the School Library?

What part play by English Language Teachers play in nurturing a reading culture amongst Secondary School Students?

Hypotheses / Assumptions of the Study

The researcher supposed that:

All respondents will be supportive and honestly respond and answer all the items in the research instruments.

The school library was enriched with a pool of books and the best environment for the students to be curious and develop an interest in reading.

All Language Teachers were well aware of their roles in motivating and sustaining students' interest in reading through the use of the Library and in class as well.

Alternative Hypothesis

The student's reading skills will be enhanced by the reading material available in the school library and reading activities conducted by the English Language Teachers.

Null Hypothesis

The students' reading skills will not be enhanced by the reading material available in the school library and activities conducted by the English Language Teachers.

Conceptual Framework

There is always a list of factors on which research is conducted to meet the research's goals (Kombo & Tromp, 2006). The theory and study objectives give the parameters in diagrammatic form. The theory is provided as a model, where the study variables and their linkages are shown in a visual representation that demonstrates how the independent and dependent variables are interconnected.

According to the study's conceptual framework, the dependent variable is reading culture, whereas the independent variable is the school library use. To do this, pupils should become motivated to read and improve their reading abilities by using the school libraries and the resources available. The subject matter and book categories should be appropriate for the requirements and interests of the student.

According to the study's conceptual framework, the dependent variable is reading culture, whereas the independent variable is the school library use. To do this, a pupil should become motivated to read and improve their reading abilities by making use of the school libraries and the resources available there. The subject matter and book categories should be appropriate for the requirements and interests of the student.

Literature Review

Reading is naturally a relaxing activity and is very beneficial for the brain. According to the report by Burton and Humphries (1992), though people still read as a hobby, its popularity has died down over the past 50 years. Nowadays, people have been given the entire world to explore in the palm of their hands. Books are still being published one after another, but the problem is that people spend their free time entertaining themselves by watching videos about topics rather than reading them instead.

K.I.E (2006) research proved that Libraries in the present deliver information through plenty of different types of items. For example books, photographs, slides, microforms, video and audio tape cassettes, etc.

School libraries are also vital for students. It has many objectives:

- To enhance the reading skills of the students
- To make available documents on materials other than books. For example, photos, audio and video cassettes, etc.
- To make reading a daily routine for the students
- To have a positive impact on the students

School libraries support and even expand the school syllabus and it's used as a common area where all the material used in the school is kept. Students can also go there and do their research. The Library contains all the material a student needs and is interested in.

K.I.E (2006) quoted that people new to reading should know about the four main skills everyone who has the habit of reading knows about.

Skimming

Skimming is used mainly when one only wants to absorb the main parts of a text, like newspapers or articles, and not pay attention to little details.

Scanning

Scanning is used to find a particular word or statement in a text. For example, students do this after reading a paragraph and returning to find the answer to a specific question.

Intensive Reading

This type of reading is used when concentrating to get the little details of a text.

Extensive Reading

This type of reading is used to get the main idea of a text rather than so much the details (K.I.E, 2006).

World Bank did another research (2008) which also showed that most secondary schools in Africa had libraries with limited materials and less student interest which caused the Library to have very little use. Because of that, schools should pay more attention to improving them. A library lays out a wide variety of books for a student's study as well as leisure time to encourage students to read more. That is why libraries need to have a wide variety of books since each student has their interest and taste. World Bank (2008) noted that schools should provide students with enhanced book material for their research and educational purposes and also for their free time to develop reading habits. Reading in leisure time is very beneficial for one's vocabulary, grammar, and creativity.

Lonsdale (2003) did research in Australia called "Impact of Libraries on Student's Achievements". This research was done to find out if the given materials from libraries had a good impact on students in achieving their goals. Results showed that libraries did have a beneficial impact on students improving their literacy, doing projects, and or improving their knowledge in general. The research also showed

that libraries that had well enough material, and better staff, which are the teachers and librarians, and focused on more by the school helped students reach higher and higher in achieving knowledge. Even the students that didn't have high knowledge, to begin with also showed big changes. The students not only improved their education but also their level of confidence and responsibility. They were also able to discover their taste. This is one of the main reasons why information literacy should also be focused to improve on in the regular semester. Overall this research made a massive difference compared to the studies before the research which only encouraged students who had a reading culture and did not focus on using this information in their lives outside the classroom.

The Significant Role of Teachers and Librarians in the School Library

Teachers and Librarians recommend texts for students to read and encourage independent reading, so they develop a positive attitude toward reading and enjoy it. They also assist students by reading to them, helping them choose the right book, and using the student's previous data and interests to add new and intriguing materials to the Library. The only issue is that the school library's central role should get more recognition (World Bank 2008).

Dent (2003) also researched "Observations of School Library Impact at two rural Ugandan schools". The purpose of this research was to find out the difference in student performance of different factors in a school with a library compared to a school that doesn't have a library in Uganda. The study provided the two schools with a few questions regarding the presence and absence of a library. I) Do pupils who have access to libraries read more?

ii) How frequently do students utilize the Library?

iii) Do pupils understand the value of having a library?

iv) Do students utilize the Library for purposes aside from coursework?

v) Do the grades of students who have access to a library and those who do not differ noticeably?

The results showed that in most cases, having a library was beneficial and positively impacted a student's reading culture, scholastic performances, and overall using the information of the Library in and outside the classroom. The study also showed that encouraging students to read in their free time and stocking the Library with unique, enjoyable, and exciting material is necessary for all schools. Overall this study showed the importance of having a library (Dent, 2003).

Schofield & Honore (2010) stated that there needs to be more helpful research into Millennials. They thought that the research could have been more reliable and that this generation needed detailed research so they started their own. They found that Millennials preferred visual learning modes over books since this generation grew with better technology and lacked deep learning and analytical skills.

Erdamar and Demirel (2009) found that the students learning to become teachers enjoyed spending their time at the Library. They usually go for assignments and research and like the peaceful environment. Students prefer the Library for studying, researching, and learning new things. Another

study showed that the students have negative perceptions of the librarians and do not ask them for help. They also found out that 3.9% of student teachers don't visit the Library at all, and 12.8% don't borrow books from the Library. 34.7% of the interviewed groups go to the Library once a week, 29% once a month, and 10.8% borrow books once a week. 60.1% of the students borrow books depending on the need for research. They also found out 90% use the Library for their research. 51% of students spent 1-2 hours, 30% went for 3-4 hours, and 53% of the participants encourage their friends to go to the Library.

In a study titled "Reviving the Reading Culture: School Library Programmes in promoting Voluntary Reading among Students: the Case of Imo State, Nigeria," Ogbonna and Eze (2015) found out that reading programs working to encourage the free initiative reading of Secondary School students and also recognized the impact of School Library reading platforms and programs on Secondary School students who read for pleasure and on their initiative.

Methodology

Context of the Research

Through the quantitative inquiry, it finds the student's utilization of the reading material in the school library, and qualitative data will identify the role of Language teachers in assisting the students to broaden their reading skills and what new strategies they have been adopting in generating the individual learners.

The Population of the Study

The participants for the research were from the Secondary section with varying ages, levels, and numbers of years studying at Fazaia Inter College.

The Sampling of the Research and Sample Size

The 25 English Language Teachers for the Qualitative study have been selected through purposive sampling because they are accountable to develop and to make them use of the Library during school timings. Therefore, a sample size of 105 respondents in this study was achieved.

Research Design

This research adopted a descriptive survey design. Understanding the research problem is the major goal of the study. The researcher seeks solutions to the why, what, how, where, when, etc. questions.

Research Instruments

The open-ended questionnaire for Language Teachers and close-ended survey form for students were used to collect the data for the study.

Open Ended Questionnaire

In this study, the open-ended questionnaire was used to produce responses from the English language Teachers. The interview was scheduled for collecting the data but due to the Covid-19 situation, it was unable to take interviews by telephone and face-to-face.

Close-ended Survey Form

The survey form made 80 secondary school students answer from the given choices. With the help of this instrument, the researcher recognized the use of the Library by the students, their likings and dislikes, the purpose of using libraries and the factors that motivate them to read or not to read, and suggestions for improving the condition of the Library with the help of their teachers and Librarian.

Data Analysis, Interpretation, and Discussion

Quantitative Data Analysis

A total of 80 students from the secondary and higher secondary school section of Fazaia Inter College, Malir. They were asked to complete the close-ended survey form and therefore, the return rate for the close-ended survey that was used to analyze data is 100%. To analyze the quantitative data, the questionnaire tool was used. Students were therefore asked to answer several survey questionnaires together with rating their level of agreement or disagreement with five statements using a Likert scale. The results are as follows.

The SPSS program version 23 was used to analyze the quantitative data. The researcher was able to learn about the opinions of both male and female students about using the school library owing to the gender component for students, which was helpful to the study.

Gender of the Respondents

The results show that 20 students (25%) were male respondents and that 60 students (75%) were female respondents (Table 4.1). Compared to the male respondents, it appears that women made up the majority of the respondents.

Table: Demographics (Gender)

What is your Gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	60	75	75	75
	Male	20	25	25	100.0
	Total	80	100.0	100.0	

Grades of the Respondents

Table: Demographics (Grade)

Which Grade are you in?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7th Grade	1	1.2	1.2	1.2
	8th Grade	40	50	50	50
	9th Grade	39	48.1	48.1	100.0
	Total	80	100.0	100.0	

Figure: Demographics (Grade)
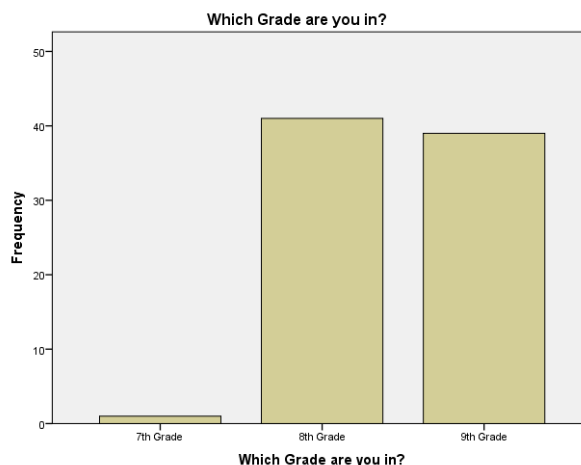
Grades of the Respondents

Students were asked to mention their grades. The results are presented in table 4.2. Findings indicate

that 1 (1.2%) students from grade 7th participated in the research. It further indicates that 40 (50 %) students in grade 8th took part in the research and 39 (48.1%) of 9th-grade students participated in the study. The findings show that the majority of the students in grade 8th who took part in the study. This implies that they were interested in the research and got to know the effect of the school library on their reading habits.

Duration of Student's Stay in School (School Duration)

Table: Demographics (School Duration)

How long have you been in this school?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than one year	12	15.0	15.0	15.0
	1-5 years	36	44.4	44.4	60.5
	More than five years	32	39.5	39.5	100.0
	Total	80	100.0	100.0	

Figure: Demographics (School Duration)
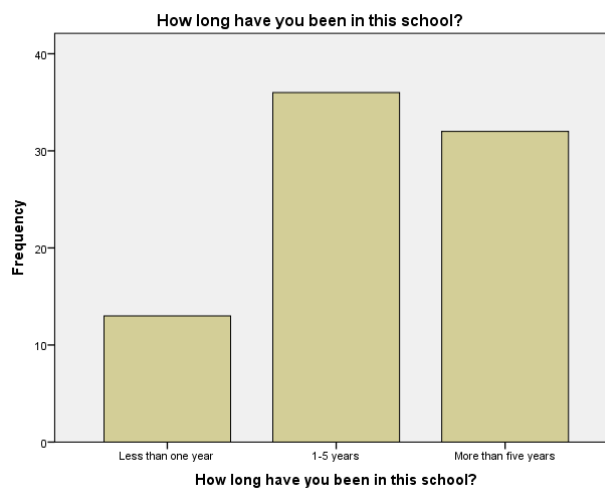
The study's findings revealed that most of the students—36 (44.4%)—had attended their current school for between one and five years, with 12 (15%) attending for less time than a year and 32 (39.5%) for longer than five years (See Figure). This showed that the majority of the children had attended the school for more than two years and were aware of the school library and the efforts put forth by the librarian,

instructors, and administration. They are fully aware of the efforts made to promote reading culture, thus the information they provide may be relied upon.

Hypothesis Testing

Hypothesis	Path	Co-efficient	t-value	Accept/ Reject
H_0	The use of the School Library does not have a significant impact on Reading Culture	0.461	4.103	Rejected

The study is based on the above analysis, Based on it the Null Hypothesis has been rejected and therefore, the use of the school library (Independent variable) has a significant impact on the reading culture (Dependent variable) among secondary school students.

Qualitative Data Analysis

25 English language instructors from Fazaia Inter College's secondary and upper secondary divisions were subsequently questioned, leading to a 100% response rate for the open-ended questionnaires utilized in the data analysis. The study benefited from the gender component for language teachers since it allowed the researcher to learn about both male and female teachers' perspectives and the various tactics and strategies they used to promote and advance the reading culture among the pupils. The researcher was able to examine the reading programs being implemented in the school both in the past and in the present thanks to the work experience and length of service of the language teachers, both of which were equally significant.

Thematic Analysis Based on the Transcriptions

The responses from the respondents gain and a few themes are developed as there are reasons to be considered for the importance of school libraries and Language Teachers and their role in broadening the student's reading skills. The core themes which have been developed are Provide Motivation, Encouragement, and Guidance, Visits to the Library and build in-class Library, Student's attitudes toward using the school library, technology taking over the books, student's use of reading material in the school Library, Ways of Improving Reading culture, The Roel of school Administration and the Role of English Language Teachers. The participants have different opinions and differ from every individual based on their experience, interests, exposure, and scenarios to cope with the new trends.

Provide Motivation, Encouragement, and Guidance

Teachers encourage students in developing reading habits by giving assignments. Teachers further guide the students on which type of books they read. Teachers narrate to them different interesting scenes sights, words, and lessons from books and ask them to seek and read from the school library and set some incentives for the students. One of the Teachers quoted that "I encourage my students to read whenever they have free time. I tell them about the importance of reading by setting my example." Students were encouraged to read the topics of their interest and for pleasure reading. So, Motivation is one of the key factors to read with proper guidance.

Visits to the Library and Building an In-Class Library

Language Teachers took students to libraries during the library periods and suggest good literary work. A respondent quoted that "they have created an in-class library in their classrooms for the students to enhance reading habits. Moreover, Students are always encouraged to read books in the libraries and classes whenever they have a free period". Frequent visits to libraries guide the students about the entertaining ways which make them curious to read books and make the students read, read and read. So building libraries with a suitable environment and equipment in schools play an essential role in enhancing learners' reading skills.

Students' Perception towards the Use of the School Library

The assignments given to the students included reading a book, summarising it, and then writing reviews. Additionally, this will improve their writing skills. According to a language teacher, students enjoyed the Library because they could read books for fun, especially stories, and novels, which they would love to do. Additionally, it was noted that students thought libraries allowed them to conduct independent reading and study, particularly for science-based assignments. One key topic in the student perspective is how much they valued the Library because there were so many books and reading resources available to them.

Technology Taking over the Books

Poor libraries in many schools, poor environment, lack of teaching resources, and teacher's method of guiding pupils to learn, how to read were the causes of poor reading habits among students from an early age as reading habits were not developed during school classes from an early age where one's learning process is at its peak.

Student's Use of Reading Materials in the Library

The study shows that students utilized the material available in the Library according to their interests and liking. Most of the time materials are available in the libraries but students need the chance to approach them since the teachers are spoon-feeding them. There should be a flipped classroom learning environment so students can read and approach the available materials.

Ways of Improving Student's Reading Culture

Since students become bored reading the same subject repeatedly, libraries should be well-stocked with new materials. The study also suggests that vices like lip-reading, vocalization and head movement while reading should be discouraged to assist kids to establish excellent reading habits and skills. The more attractive stock should be available in the Library and longer hours for borrowing books.

The Role of School Administration

Language Teachers play a significant role in nurturing students' reading skills with the help of school management. Language Teachers usually recommend different genres of books as they suggest fiction because students only read when they have an interest. As Language Teachers coordinated with the school administration, they could bring short stories, poetry, Islamic, biographies, and national history. So in collaboration with the school administration, the reading activities will be enhanced, improved, heightened, and boosted.

The Role of English Teachers

The development of pupils' reading abilities is greatly aided by English teachers, who exposed their students to various writing assignments after reading books, especially picture books from the Library. Some students worked on their book reviews and summary writing skills. Teachers frequently directed students to read particular items in a particular newspaper and are then asked to write critiques of what they have read. Students are invited to conduct research on particular themes by language teachers, who then urge them to prepare and offer a presentation to the class. Depending on their English language proficiency strengths and shortcomings, teachers usually suggested that their pupils read particular literature.

Discussion of Findings

The study's objective was how students use the school library and develop their reading habits. The findings of the research study revealed that students took an interest in reading when it is about pleasure reading. School Library was supplied with books, but those books were old as students were used to

repeating the books and reading them repeatedly. The library periods needed to be increased for developing reading habits but only enough for pleasure reading and reading in leisure time. The Language Teachers are well versed and have command of their subject but due to lack of time and fewer library periods, they couldn't enable students to become a good reader. Due to time constraints, it took a lot of work for the students to read for pleasure and enjoyment. Books donated from outside the school and other publishers were also available in the library. However, they were being read because learners found them difficult as they needed to have command and understanding of the second language. These books didn't meet their curricular needs as they were least interested to read such literature.

In countries like Zambia, Nabuyanda (2011) found that the majority of students avoided and neglected books that were donated by organizations like The Canadian Book Aid International and Lions Club because students found those books tedious and uninteresting, and it was challenging for them to understand those books. Most books students regarded dull and uninteresting were kept in the school library's and classroom libraries' cupboards. They "were not sufficient to create an interest in reading in pupils" since the students did not use them.

The study's findings were in line with Anyanwu et al. (2013), who noted that most students did not enjoy their time in the Library because it needed more relevant reading material. They also found that they rarely used the Library and didn't want to go there because they thought the books and reading material needed to be updated and relevant. The research suggests stocking school libraries with current, compelling, and valuable literature to foster a reading culture among students.

All English language instructors had the necessary knowledge, skills, experience, and competence to support their students, improve their reading abilities, and develop autonomous learners. According to Nalusiba (2010), students need encouragement to pique their interest in reading and to develop their reading abilities. This will help them become book-minded children who can read, take in, and analyze the information they encounter.

The study also revealed that due to the fewer and shorter library sessions and their exclusion from the timetable following Covid-19, pupils needed more time to use the Library during school hours. Additionally, it was proven that pupils' reading efforts were not rewarded with reinforcement or incentives.

Conclusion

The study's primary objective was to investigate how secondary school students in semi-private schools in Karachi used the school library to cultivate a reading culture. The issue is reflected in the fact that secondary school pupils have a terrible reading culture because they don't start with books at the primary level. Although students enjoy reading, the influence of books and school libraries tends to be most significant at the primary level and an early age

The study also revised the literature on school libraries and their impact on the reading culture developing among secondary school students. The study embraced the descriptive survey design and was collected

from 80 Secondary school students and 25 English Language Teachers using open-ended questionnaires and close-ended survey forms for students. The quantitative data were analyzed using descriptive statistics and presented in figures, tables, and thematic descriptions.

Recommendations

Based on the study's findings, the following recommendations must be made to enhance the school library and create strategies for encouraging a reading culture among secondary school students.

There is a need to employ education planners and policymakers who can modify the curriculum to meet student's needs better. This will give kids more free time to read for pleasure and foster a reading culture in the classroom.

The school needs to allocate a specific portion of its annual budget to completely stock the Library with reading materials such as novels, comic books, magazines, and short tales. These should be prepared and readily accessible enough to encourage and influence pupils to read for pleasure. If this is done, kids will naturally get interested in great reading and redirect their attention, creating a reading culture.

School management should develop a straightforward program that ensures that the school library remains open for the students and that they can use the Library during their free time whenever they want to read.

Limitations of the Study

The study was conducted in a semi-private school with a library available to students. Although the school has a library, it needs to be stocked with the most recent editions of books. Since the sample respondents were chosen at random from a secondary school in Karachi, the results are likely not indicative of all secondary schools in Karachi.

Additionally, the study may have observed, looked into, and analyzed data from the respondents, who may have provided biased answers. However, the respondents' privacy was guaranteed and it was made clear that the data was collected strictly for academic purposes. The study also purposefully focused on the erratic usage of the school library, although many other factors can affect how secondary school students establish a reading culture.

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