The Determinants of Reading on Self-Motivation among Users in Academic Library: A Conceptual Framework

Syaiful Hisyam Saleh[1], Norhazlan Nordin[2] , Shamila Mohamed Shuhidan[3] and Haslinda Husaini[3]

[1]Perpustakaan Tun Abdul Razak, UiTM Cawangan Negeri Sembilan, Kampus Seremban 3 70300 Seremban, Negeri Sembilan, Malaysia
[2] Perpustakaan Tun Abdul Razak, Universiti Teknologi MARA, Shah Alam, Malaysia
[3]School of Information Science, College of Computing, Informatics and Media, UiTM Selangor Branch, Puncak Perdana Campus, 40150 Shah Alam, Selangor, Malaysia

Email: syaifulhisyam@uitm.edu.my

Abstract. Reading is a crucial skill because it influences one's intellectual and emotional growth. Reading is a habit that a person develops to broaden their perspective on the world via personal experience, and it can result in enlightened self-discovery. Malaysians read, on average, just two novels a year, which is still less than the world average. Those who can read well have a greater chance of widening their mental horizons and achieving success. However, due to digital transformation, majority of Malaysian university students have reading difficulties. Although they can read, they would rather not. Therefore, this paper aims to propose the framework of reading factors that influenced on self-motivation among academic library users.
Keywords: Reading habits, reading preference, motivation, digital reading, information management

1   Introduction

Reading is an activity a person engages in to acquire a broader knowledge base through experience. This process may lead that person to a very eye-opening self-discovery for that individual. In Malaysia, the rate of people who read for pleasure is still at a lower level; on average, Malaysians read only two novels in a given year.

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Roughly eighty per cent of students attending universities in Malaysia have a negative attitude toward reading. They can read, but they choose not to read. Reading is one of the fundamental abilities that every person should have. Reading opens up a world of possibilities for students and is the key that unlocks the door to academic achievement. Reading has seen a significant transformation due to the proliferation of digital resources and the development of digital media. Students need to adapt quickly to different environments to be successful (Fatiloro et al., 2017). As time progressed, various forms of technology gradually began supplanting human endeavours. In our day and age, especially in the 21st century, individuals hardly ever go to the library to check out books or use the existing resources available there. As there is now a greater quantity of digital information available, more and more people are devoting more of their time to reading electronic materials, particularly young adults. The impact of the rise of digital platforms and high-tech mobile devices can be felt in reading and writing media, as traditional tools like a pencil and paper have given way to the more efficient computer and keyboard (Farinosi et al., 2016, as cited in Keskin et al., 2016). According to Balan et al. (2019), students who make it a practice to read both academic and non-academic content enhance their metacognitive awareness, critical thinking skills, and linguistic fluency, which ultimately leads to improved academic achievements. Balan et al. (2019) noted that the study conducted by Poedjiastutie (2018) showed that the Southeast Asian nations are having difficulties encouraging their students to read, and those governments are seeking to improve their students' reading skills by supporting and promoting the libraries. Balan et al. (2019) also mentioned that the study showed that Southeast Asian countries have difficulty motivating their students to read. According to the findings of the 1982 National Literacy Survey that was carried out by the National Library (quoted in Ahmed, 2016), the average number of pages Malaysians read in a year is only one or two. One of the reasons why there has been no change in the reading habit and involvement might be ascribed to the incapacity of educational institutions in Malaysia to develop a continuous interest in reading to students (Mohamed et al., 2012).

The Read@UiTM programme with the slogan "With Knowledge, We Lead" has also been implemented across all UiTM campuses to increase the awareness of reading. UiTM libraries must act as a mobilising agent to energise further the reading campaign in support of the "Dekad Membaca Kebangsaan 2030" initiative, where good reading habits can serve as a strong foundation for a person to excel in life. Read@UiTM programme has been introduced throughout UiTM campuses to increase awareness (Bashir & Mattoo, 2012). Reading effectively is a crucial element of successful education and is intimately tied to the achievement of education as a whole (Palani 2012). As an output of future outcomes, the study's relevance may be advantageous to members such as stakeholders, top management, academicians, non-academicians, and students of UiTM, or future research. UiTM stakeholders and senior management are most likely to profit from this study, as they are curious about the reading interest and level of UiTM members. UiTM members must be self-motivated to read, whether at university or at home. Therefore, the encouragement of any promotion or participation in any reading-wise activities must be introduced. This re-

search hopefully will be the baseline for UiTM in practising a supportive environment that can foster the member's reading habits.

2   Problem Statement

Several factors affect reading habits and attitudes. Nowadays, students read-only to pass their examinations but not for pleasure and to acquire knowledge (Samsuddin & Mohd Khalid, 2021). The evolution of the Internet has impacted the local reading practices that have been practised for ages. The medium and practical of reading have been changing due to rapidly developing information, Communication, and Technology (ICT). This phenomenon may change the way people perceive tasks and how printed materials are being utilized to facilitate reading. As mentioned in the research conducted by (Jafre Zainol Abidin et al., 2011), with the advancement of electronic media, it may be said that students now read even less as they get more involved in watching TV and playing electronic games in their spare time. Many young people have abandoned hardcopies such as books for soft copies such as movies and videos. Reading the hard copy is seen as taking too long and too much hard work. Technology for the classroom promises that students will have a more engaging platform, more like watching TV, but with the potential to provide truly individualized instruction. It seems that digital media is here to stay. On the other hand, at the national level, research on Malaysian citizens' reading habits was conducted in 2014 by the Malaysia National library which studies that do not focus on higher learning institutions. Study by Kusmuari, (2018) also found that students who have low literacy rate will indirectly have a low motivation in their studies.

3   Literature Review

3.1 Motivation

According to the Management Study Guide site, Motivation is the word derived from the word 'motive', which implies needs, wants or drives inside the people. It is the process involved with invigorating individuals to activities. Based on this statement, a few papers have been analysed and elaborated into a few perspectives that have been highlighted as the motivation that lead to reading habit. In their research, Deale and Lee (2021), On average, students read 6.67 hours for classes, ranging from 0 to 25 hours. Students were also asked about why they read and 77 % of the respondents decided to read because they were concerned over their grades, and 61% mentioned that interest in the topic within the course made them read even more. Student's intention towards reading books, mainly textbooks is because they need to obtain something for the fulfilment of their classes and will impact in terms of their GPA, because of that, finding ways to elevate the habit of reading among students would be helpful for their academic achievement hence by suggesting educator to incorporating some activities and assignments into courses that lead to reading habit would be very helpful. Divya and Haneefa (2020) mentioned that the availability of

the Internet, mobile phone, and laptops contributes to students' reading. Through digital reading, many aspects can be improved by students in terms of the reading element. For example, students' interactive reading, superficial reading, one-time reading, sequential reading and extensive reading are increased.

3.2 Reading preferences

The students prefer to read on paper for their academic activities as they believe reading on paper will help them to have a better concentration (Parodi, Leon, Julio & Burdiles, 2019). Moreover, there is a high preference for reading on papers across countries and cultures because they believe that paper mediums positively influence comprehension, memorisation and learning. E-reading has become popular among college students reading preferences. However, it is thought that many college students still tend to paper reading as they will at least read using a paper medium for their task (Ding, 2020). Ding (2020) also mentioned that the impact of e-reading on students' memory is relatively small, and it's not helping students to memorise after reading well. E-reading may have a significant impact on students, but it can't replace the traditional way of reading.

3.3 Reading habits

A reading habit is a practice and behaviour for obtaining knowledge; reading can express and convey concepts more organised and effective. With the "Dekad Membaca Kebangsaan 2030" programme, the Malaysian Ministry of Education wants to turn Malaysia into a reading nation by 2030. This is done to ensure that the culture of reading is fostered among all Malaysians. According to the results of the NOP World Culture Score Index in 2018, the average Malaysian reads for less than three hours per week, indicating that most Malaysians continue to have a poor reading habits. The designation of Kuala Lumpur as the World Book Capital 2020 by UNESCO on April 23, 2020, in conjunction with World Book and Copyright Day, is a primary goal to promote reading, strengthen the book industry, and develop children's minds via reading. There are strong reading habits presented by Celik (2019) among university students. This is interpreted by comparing the frequency of reading habits targeted by the national education system, which reads two or more books in a month. However, Celik (2019) mentioned there is a decrease in reading newspapers and magazines and suggested "time planning/time management method in solving problems to those who cannot find time to read. The other research on reading habits by Yildiz (2020) also shared similar results where 77.3 % of students enjoy reading books. However, there is about 22.7% of students have negative responses. The preferences between the printed and electronic formats for reading habits were illustrated by Ding (2020). The survey results found that nearly 50% of respondents preferred e-reading, and only 20% believed paper reading is still the main form of reading. Due to this statement, Ding (2020) justified that even though the respondents do not really prefer paper reading, they are looking for a balance between printed and electronic formats.

3.4 Reading attitudes

Based on research conducted by (Deale and Lee,2021) 63.7% of the student's mention that they tend to read more if they have more free time. The participants also demonstrated that they spent 2.43 hours every week reading as part of their recreational reading during school sessions. Moreover, it is believed that reading would help one find jobs and they agreed that tasks could influence them to perform better in their career development (Baba & Affendi, 2020). To achieve this purpose, they would read academic and leisure reading daily or at least once a week. Nonte et al (2018), claimed that reading attitudes between gender differences and found that girls have a more positive attitudes compared than boys. This finding relatively significant with across the worlds but yet to explore from Academic Library perspectives.

3.5 Digital reading

The study by (Parodi et al.,2019) revealed a high degree of preference for papers among university students across countries and cultures. The digital medium is mainly for searching and selecting texts, but once preferred searching has been found and the purpose changes from searching to academic reading, they proceed to print the text. Most students opined that with the availability of laptops, mobile phones and the Internet, their digital reading increases. Digital reading improves their selective reading, superficial reading, and interactive reading, and decreases their in-depth reading, concentrated reading and sustained attention (Divya & Mohamed Haneefa,2020). On the other hand, social media and other digital media have significantly impacted reading habits and behaviour across the genders (Ahmad, Shabir; Dar, Bilal Ahmad; and Lone, Javed Ahmad, 2019). They prefer social networking sites over other online resources of information. Online academic portals are not given that much interest and preference in both genders.
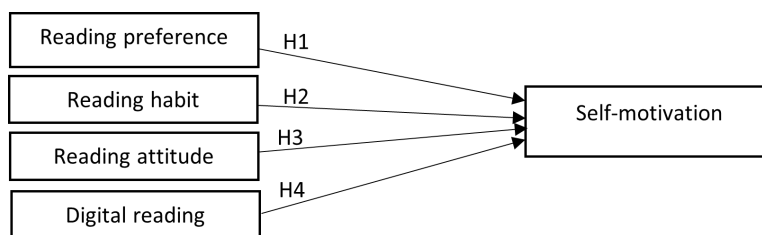
4   Proposed Conceptual Framework

Figure 1: Development of a conceptual framework

H1: Reading preference significantly influences the user's self-motivation.

H2: Reading habit significantly influences the user's self-motivation.
H3: Reading attitude significantly influences the user's self-motivation.
H4: Digital reading significantly influences the user's self-motivation.

The proposed conceptual framework in Figure 1 was developed from related previous studies and underpinning theories and models, namely: independent variables identified as the determinants are reading preference, reading habit, reading attitude and digital reading, while the dependent variable is self-motivation.

5   Discussion and Conclusion

Reading is one of crucial part in the pedagogy that involves not simply identifying letters or words and accurately pronouncing or arranging them but, more significantly, comprehending the meanings of these arrangements (Muhamad, Azmi, & Hassan, 2020). Today, the advancement of civilization necessitates that individuals be not only able to read but also become proficient readers (Abdullahi & Rouyan, 2018; Lai, 2021). However, recently due to the digital transformation and Pandemic Covid-19, it was highlighted that more students experienced reading difficulties (Zawadka et al., 2021) that may lead them to be de motivated in learning. Therefore, from the previous studies discussed, this paper proposed the conceptual framework in order to investigate the factors of reading that influenced users' self-motivation in Academic Library setting. According to Husaini. et al., (2020), librarians have an essential role to play because they provide the only place where the vast majority of people can obtain books and show them the benefits of reading and activities that promote reading. Reading is an important activity that must be included in every day's schedule. It is improbable that information and knowledge from the past would have been communicated with the same level of precision as it is now if it had not been passed down through the reading medium. People's tastes in reading have shifted away from printed works and toward digital versions of published works as a direct result of technological developments. This shift in reading preferences may be directly attributed to these developments. The overwhelming majority favour is reading the material on their various technological devices. This proposed framework will be used for the next phase of the study in order to investigate the factors of reading that influenced of users' self-motivation and indirectly will increase awareness in society on how those characteristics that contribute to bad reading habits can affect the digital reading habits. This viewpoint, which is presented in this article, will inspire the development of new paradigms, which will be valuable in further research discussions and may result in a more in-depth investigation of the subject matter.

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