

Analyzing The Relationship Between Library Utilization and Academic Success as Well as Reading Habits

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Abstract

The present study was conducted to analyze the impact of library uses on academic success and reading habits. The main objectives of the study were to analyze the students use a library to study in advance the tomorrow lectures, and to explore the use of library increases the communication skills of the and to compare the results between library user students and not using library students. The study was delimited to high and higher secondary schools of District Dera Ghazi Khan. One hundred students participated in their selection as a sample of the study. Percentage, Mean, Std. Deviation and Inferential statistics (Independent sample t-test) was utilized for the analysis of data. After the findings and facts, it was concluded that the majority of students agreed to use the library. While-Reading habit plays the important role in the examination as well as improving reading habits. Daily use of the library enhances the communication skills of a student. This study indicated that many students increase their confidence level.

Keywords: Library, Utilization, Academic, Success

Introduction

Habit is defined as "a more or less set style of thinking, desiring, or feeling acquired via past repetition of a mental experience," according to psychology. Shen (2006) defines reading habits as the frequency, amount, and type of reading that people do. Reading habit is defined as the continuous and regular performance of reading activity critically as a result of an individual's sense of reading as a source of necessity and pleasure (Doanay, 2001). According to Reading, according to Grabe and Stoller (1997), is critical for a person's intellectual development and for achieving language competency (Mart, 2015; Celik, 2019). Furthermore, the habit of utilizing a library implies that the person visits the library for a variety of reasons and at regular intervals. It may be inferred that these habits contribute significantly to the development of intellect, educational accomplishment, language and communication skills, effective and social personality construction, critical thinking capacity, and, lastly, socio-cultural development (Ylmaz, 2002). Individual and societal variables that enable the acquisition and development of reading and library habits may be put out in a broad framework (Ylmaz, 2000). Education's major goal is to educate people who are investigating, learning, interpreting, critiquing, putting information into practice, and passing it on to others. Teachers with these credentials are required to teach students to meet the needs of the modern world. Being a good reader is one way to obtain this equipment (Bozpolat, 2010). Teachers, particularly parents, bear a significant amount of responsibility in this respect. Teachers' completion of these responsibilities will make a significant contribution to the societal acceptance of reading and library use. As a result, it may be claimed that the primary target population for schools, specifically libraries, is teacher candidates who are trained in teacher education or education faculties. It should not be forgotten that the acquisition of the abovementioned habits by instructors is mostly dependent on a suitable educational environment

as well as their personal habits. "Impact of library use on academic achievement and reading habits" was the problem under studied.

Statement of the Problem

The problem in the school libraries at secondary and higher secondary level is that the sufficient course books are not available. The secondary level students don't take interest in the library books. There is need to snatch the attention of the students towards the library use at secondary level. Therefore, keeping in view this thinking the scholar felt keen interest in the usage of library and thought to conduct a study on the "Impact of library uses on academic success and reading habits".

Objectives of the Study:

The objectives of the study were:

1. To examine the link between library usage and academic achievement at the high and higher secondary school levels.
2. To investigate the effects of library uses on reading habits at high and higher secondary school level.
3. To check the gender difference in the effects of library uses on academic success at high and higher secondary school level.

Research Questions:

Listed below are the research questions:

4. What are the benefits of using a library in high school and college?
5. What are the uses of library effect on student reading habits at high and higher secondary school level?
6. What are the impact of learning and reading habits on high and higher secondary school students?

Significance of the Study

This study will be important for policymakers to understand the impact of library use on academic achievement and reading habits. The study will be

significant for the teachers because they will be aware about the present level of library use and will motivate the students toward the library, so that they can take full benefit from the libraries of the school at secondary and higher secondary level. The students of different schools will be aware about the use of library through this research work and this research will be beneficial for all the stakeholders of the libraries.

Delimitation

The study was delimited to:

District D.G. Khan of Punjab, Pakistan

Secondary level school only in district DG Khan

Only Boys School of the District DG Khan

Review Of Related Literature

What is a Library?

A library is an assortment of materials books or media that are effectively open source and not only for show reason. It is an obligation regarding lodging refreshed data requests to address the client's issue on an everyday basis. The library gives actual printed versions of archives or advanced surveys.

Advantages of library

In the organization the employments of the library are considered vital for the improvement of the understudies the client of a library on a day-by-day basis the returns get more information and understudy are qualified for rivalry tests. An understudy who utilizes a normal base library makes him a dependable accomplishing library. The library makes an understudy more astute and customary. Clients of the library he does dedicate to accomplishing the objectives. Which understudy use library he orders at various sort of information. Clients of library understudy get more outcomes in class Library to give each sort of books which understudies need. A library client can accomplish

each errand in the learning field. A standard based client of library top of the outcome in the field of learning. In the library the understudies take in not the same as individuals daring utilization of the library, a library client is more dynamic than different understudies and he utilized the library customary base.

Lack of interest in students

For the most part, understudies are not mindful of the helpful outcome of utilizing the library. The main component is teachers don't know from the consequence of library, the old books are in library and old structures generally working of the library are not design. The most factors lacking among the understudy is instructors are not completely mindful of the utilization full aftereffect of the library. Through this, they do not make interest among so understudies. The for the most part old instructor doesn't know the significance of the library then they do not have boldness to the utilized library from understudies so then, at that point interest of understudies are not increment for library use..

How government should have made improvement for library

First Government should make a new structure in each school and the structure should brighten the designed structure will change among the understudies to go to the library. The government ought to acquaint somewhat subject about with benefits of a library the other new instructors choose in library and bring new books for the necessities of the understudies. The main component Government ought to present workshop and gathering at school level, and before arrangement another instructor some uncommon group should take classes for the improvement of a library somewhere around 4, 5 months. After this, the aftereffect of going to the understudy result will be better. In school, each day each class takes on 20 to 30 minutes. The main factor is library educators acceptable coach and completely mindful of the strategy for the library.

Reading as a Habit

The action of perusing is viewed as a propensity when it is as often as possible did. Overall, comprehension is measured by the extent to which the material is read and the time spent on purging (Wagner, 2002). As per Chettri and Defeat (2013), Visual predictions are "amounts of substances used, repetition of comprehension, and" normal time spent in observation "(p. 13). Similarly, Wagner et al. (2002) depict perusing propensities as the volume and the degree to which materials are learned, and the most extreme number of hours spent looking into and considering the ideas. In a scholarly setting, perusing helps the pursuer to expand their insight and astuteness. It assists understudies withholding data and gets huge changes in an individual's social, otherworldly, and monetary status. The positive results of compelling perusing propensities can be seen when an understudy's perception grows (Okwilagwe, 1998). Accordingly, for this investigation, perusing propensities are characterized as intentionally arranging and investing energy to peruse for recreation and scholastic material until an individual structure a hunger for perusing.

Academic Achievement

Scholarly accomplishment estimates how effective understudies are and alludes to the fulfillment of one's academic objectives. Crow and Crow (1996), characterized scholastic accomplishment as far as expertise securing: "Scholarly accomplishment is reflected by the degree to which an individual has obtained the ability of information through the preparation granted to him." (p. 345). In every instance, academic progress is assessed when pupils take a diagnostic exam via an evaluation defined by the institution and its application. Success levels are commonly judged by the grade point average (GPA) of students' results.

Various Factors Influencing Academic Achievement

In addition to understanding progress, various factors affect academic

achievement. These elements include the education system and the nature of education Peer support (Smithikrai, et al., 2018), Family Foundation (Mushtaq and Khan, 2012), and Class Participation (Blazar, 2015 Ganyaupfu, 2013), (grafting, 2008).

Tvnjala, Valima, and Serja (1998) found that unnecessarily focused learning conditions are fundamental to providing better outcomes of preferential education on traditional expert-focused guidance patterns. Smithikrai, et al. (2018) after contemplating 802 Thai undergrad college understudies, found that understudies' companion support, fulfillment with the nature of instructing, and above all, the reason for attending school contributed to the energy and hard work of the students to excel in their academic research. An examination Mushtaq and Khan (2012) performed research at private institutions in Pakistan to identify the primary elements that influence students' academic achievement, including Family Foundation (financial status, guardianship) Training and parental guidance (type correspondence, family tensions, and learning offices). Class participation is likewise basic to scholastic accomplishment (Selling, 2008). Aden, Yahye, Dahir, 2013 Considered the influence of 100 Somalian college

students' participation records and discovered a favourable correlation between students' engagement and academic success. Race and sexual orientation are only two of the many factors that contribute to academic success (Bignold, 2003; Hansen, 2000)), Social and Financial Status (Adams, 1996; Walters & Soebo, 1998), Self-Guidance of Teachings (Adonola, 2011). Students' academic degrees (Nadri, et al., 2009) and participation in study halls (Aden, Yahi, and Dahir, 2013). Muhdin (2016) additionally uncovered more factors that impact scholarly results, like understudies' dozing time, college selection test score, and the family monetary circumstance.

School Libraries

Kindergartens, elementary schools, and secondary schools all have libraries to aid and promote learning and teaching. For elementary school students, teachers, and administrators, a school library is a key source of knowledge. School librarians or media specialists manage the school library. Until now, most school libraries have resembled academic libraries because they serve the university for those who will visit the library again; they can also help illiterate youngsters. In this approach, the library complements the school by assisting students and teachers who wish to improve their academic performance through private instruction. As a result, the school library symbolizes human knowledge and experience in its purest form (Musayo, 2011).

Our language relies heavily on the ability to read, and students of all ages can benefit from reading as a lifetime study aid. Especially for continuing education, learning new skills, and gathering information from the media (including newspapers, books, radio, television, and computers), reading is an invaluable resource (Chettri& Rou, 2013). In today's society, a literate culture can only be achieved by a strong reading habit. Developing a person's personality, developing solid reasoning, and coming up with fresh ideas all benefit from it (Chauhan&Lal, 2012). Reading habits are an excellent process based on constructing meaning and learning through spoken, visual, and written language.

Learning and expanding one's knowledge via reading is a lifelong process that may be used to a wide range of activities (Babu&Durgaiah, 2016). In today's environment of rapid technological change, reading habits are also becoming more significant (Asokan and Dhanavandan, 2013).

"If you read a book at an age when you can completely chew and digest a particular masterpiece," Gallo (2007) writes, "then the book is right for you." There is limited understanding of how high school pupils' daily reading habits

affect their academic achievement. Individual reading for various objectives, such as leisure and information, is included in daily reading (Issa. et al., 2012).

They believe that reading becomes a significant aspect of learning from childhood through adulthood and that reading provides the majority of the information acquired during the learning process. As a result, kids' daily reading activities can significantly impact their academic progress and subsequent academic performance. Everyone should be aware of the link between good reading habits and good grades, it is assumed (Issa et al., 2012).

"Reading," according to Guthrie, Bennett, and McGough (2007) is the process of understanding written or printed words, the foundation of learning, and one of the most fundamental abilities in everyday life. Yes, I am. (Issa et al. 2012) state that reading is often related with books because only written words offer a full representation of the reading process. Reading implies that individuals may make or change things, enjoy tales, learn about other people's viewpoints, and grow their thoughts and beliefs. For our survival and evolution as humans, literacy is the key to accessing all sorts of information.

Student growth, practical reading skills

All educational stakeholders should reach out to them when they are young to develop into autonomous learners. Douglas (2000) claimed that all students must be completely proficient in reading to excel in school and fulfill their responsibilities as citizens in a democratic society. Reading, he added, is a means of achieving academic and professional greatness. Students and students cannot make substantial progress in their academic achievement without reading. It's the practice of cultivating positive attitudes as well as regular reading abilities. According to Obada (2011), reading habits are about building attitudes and skills that make reading enjoyable, traditional, and consistent.

As a result, schools must provide children with reading comprehension and comprehension skills to promote lifetime learning and personality development.

Academic Libraries' Importance in Schools:

A school library's importance cannot be emphasized. For kids, a school library is an important source of information. It encourages students to develop the important habit of reading. In every school, there must be a library.

Allow for a wide range of learning and teaching styles by offering a wide range of different types of curriculum resources – fiction and nonfiction, digital, print, audio, and video – and ensuring that everyone should have equal access.

Provide teachers with access to appropriate curriculum material and career development resources both inside and outside of the school so that they may collaborate on the planning, implementation, and evaluation of learning programs. Encourage classroom teachers to do their jobs and guarantee that all kids have equitable access to services, regardless of their family's economic or social situation.

School Libraries Role in Literacy Development

Generally, a critical job for school custodians has been the advancement of perusing. They guarantee the assortment has recreation understanding material and start a few perusing limited time exercises to bring issues to light of books and writers, for example, writer visits and understanding projects. As a result, school curators are essential in moving the Literacy Move Plan forward inside their respective schools. It is less obvious if just enjoying one's reading will be sufficient to develop the scientific talents required to use data rationally and appropriately.

Libraries endeavor to gather and make available significant and proper materials for education improvement.

To meet this objective, rather than restricting admittance to assets inside the actual elements, libraries proactively make the proficiency materials contact the underserved networks. For instance, in Uganda, utilizing a library

book bicycle was to convey a determination of library books to general stores, wellbeing focuses, and homes, to arrive at those local area individuals living further away from the town (Doiron & Asselin, 2011).

Libraries fill in as a significant social establishment to give an actual learning space to all ages to create and support proficiency abilities (Howard, 2013). They can be in independent structures, set up inside schools, situated in public venues, or offer their types of assistance with versatile libraries. Libraries give their clients an inviting proficient climate with an assortment of different education materials which can animate individual or gathering learning.

And significant achievement factors seem to be an arrangement of sufficient pre- education assets, standard program assessment, and advancement of public libraries as family-accommodating spots (Barratt-Pugh and Allen, 2011). Additionally, the accomplishment of the projects likewise relied on close participation with proficient accomplices, prepared library staff to prompt guardians, and sorting out studios on early education rehearses and staggered local area based mediations (Van cave Berg and Bus, 2014; Peifer and Perez, 2011; Pflaum, 2011).

School libraries are relied upon to gather and make available significant and suitable materials for proficiency advancement. To meet this objective, rather than restricting admittance to assets inside the essential elements, some school libraries proactively contact the underserved local area kids with education materials.

Nature of the Study

The research was entirely descriptive in nature. The data was collected from the respondents using the survey method.

Population of the Study

Participants in the research were from District DG Khan's high schools

and upper secondary institutions. The following table depicts the study's overall population:

Schools	No of schools	No of teachers	No of students
High	90	1274	2300
Higher secondary	10	150	750
Total	100	1424	3050

Source: School statistics Punjab

Sampling Techniques and Sample Size of the Study

Only 10 high and higher secondary schools of district D.G. Khan were selected by stratified sampling technique. Students and teachers were chosen using a stratified selection method. The sampling table developed by Krejcie and Morgan (1970) was used to choose a sample from the entire population. According to this table as the overall population of the students was 3050, therefore a sample of 345 was selected from the students' strata. Whereas, the population of teachers is 1424, therefore according to this table a sample of 305 teachers was selected.

Research Instrument

A close ended questionnaire was used as an instrument of the study for data collection. Initially, there were 50 items in the questionnaire which were made valid and reliable through panel of experts. This questionnaire was a Likert type having the five options from strongly agrees (5) to strongly disagree (1).

Validity and Reliability of Research Instrument

To find out the validity and reliability of the research instrument, the self- developed questionnaire was distributed among the PhD scholars, and also among the experts and teachers in the departments of social science. As a result of validity of the instruments few statements were deleted and few other

were rephrased. The Cronbach's alpha technique was used for the purpose of reliability. Few items were deleted to make it more reliable. The final questionnaire consists of 20 items. The reliability of this questionnaire was 0.83, which is a good.

Reliability

SNO	Questionnaire	No of Items	Reliability
1	Library Use	20	0.83

Procedure of the Study

The approved questionnaire was distributed by the researcher among the respondents, and after the filling of distributed questionnaire, it was collected personally by researcher and was analyzed through statistical package for social sciences (SPSS).

Data Analysis Technique

Statistical technique percentage, t-test and regression was used as suggested by the supervisor.

Data Analysis

Table 1: The library is best source of academic enhancement

	Frequency	Parcen	Valid Percent	Cumulative Percent
Valid	1	5	5.0	5.0
	2	4	4.0	09.0
	3	2	2.0	11.0
	4	70	70.0	81.0
	5	19	19.0	100.0
	Total	100	100.0	100.0

According to a survey of faculty and students, 19% highly agreed, 70% agreed, 2% disagreed, 4% disagreed, and 5% vehemently disagreed with the assertion that the library is the finest source of academic development.

Table 2: The library polishes the knowledge of the students

	Frequency	tParcen	Valid Percent	Cumulative Percent	
Valid	1	5	5.0	5.0	5.0
	2	4	4.0	4.0	09.0
	3	2	2.0	2.0	11.0
	4	50	50.0	50.0	61.0
	5	39	39.0	39.0	100.0
	Total	100	100.0	100.0	

The perception of the teachers and students regarding the “library polishes the knowledge of the students” shows that 39% were strongly agreed, 50% agreed, 2% undecided, 4% disagreed and 5% were strongly disagreed about the statement.

Table 3: The students using library get good marks in examination

	Frequency	Parcen	Valid Percent	Cumulative Percent	
Valid	1	3	3.0	3.0	3.0
	2	5	5.0	5.0	8.0
	3	3	3.0	3.0	11.0
	4	70	70.0	70.0	81.0
	5	19	19.0	19.0	100.0
	Total	100	100.0	100.0	

More than 70% of instructors and students strongly agreed with the assertion that "students who use the library are more likely to achieve high grades in exams." Only 19% of teachers and students strongly disagreed with this statement.

Table 4: Library greatly helps during examination

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	4	4.0	4.0	4.0
	2	5	5.0	5.0	9.0
	3	2	2.0	2.0	11.0
	4	63	63.0	63.0	74.0
	5	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

The 26 percent highly agreed, 63 percent agreed, 2 percent were unsure, and 5 percent were undecided, 5 percent disagreed, and 4 percent strongly disagreed with the assertion that the library substantially helps during examinations.

Table 5: Students reading books in library have a vast knowledge of subject

	Frequency	percent	Valid Percent	Cumulative Percent	
Valid	1	4	4.0	4.0	4.0
	2	5	5.0	5.0	9.0
	3	3	3.0	3.0	12.0
	4	71	71.0	71.0	83.0
	5	17	17.0	17.0	100.0
	Total	100	100.0	100.0	

The 17 percent of instructors and students highly agreed, 71 percent agreed, 3 percent were unsure, 5 percent disagreed, and 4 percent severely disagreed with the assertion that "kids' reading books in the library have a huge understanding of topic."

Table 6: Reading makes the students sharp and intelligent

	Frequency	Percen	^t Valid Percent	Cumulative Percent	
Valid	1	4	4.0	4.0	4.0
	2	5	5.0	5.0	9.0
	3	2	2.0	2.0	11.0
	4	60	60.0	60.0	71.0
	5	29	29.0	29.0	100.0
Total		100	100.0	100.0	

The perception of teachers and students regarding the statement "reading makes students sharp and intelligent" revealed that 29 percent were strongly agreed, 60 percent agreed, 2 percent undecided, 5 percent disagreed, and 4 percent were strongly disagreed with the statement about which they were asked.

Table 7: The students using library take parts in classroom discussions

	Frequency	Percen	^t Valid Percent	Cumulative Percent	
Valid	1	4	4.0	4.0	4.0
	2	5	5.0	5.0	9.0
	3	3	3.0	3.0	12.0
	4	64	64.0	64.0	76.0
	5	24	24.0	24.0	100.0
Total		100	100.0	100.0	

Among instructors and students, 24% very agreed, 64% agreed, 3% were unsure, 5% disagreed, and 4% strongly disagreed with the statement "students utilizing the library participate in classroom discussions."

Table 8: Using library increases the vocabulary skills

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	4	4.0	4.0	4.0
	2	5	5.0	5.0	9.0
	3	4	4.0	4.0	13.0
	4	65	65.0	65.0	78.0
	5	22	22.0	22.0	100.0
Total		100	100.0	100.0	

More than two out of three instructors and pupils strongly agreed, 65 percent agreed, and four out of five disagreed with the notion that accessing the library improves vocabulary abilities, according to the results of the survey.

Table 9: Reading is a source of learning new end extended things

	Frequency	percent	Valid Percent	Cumulative Percent	
Valid	1	3	3.0	3.0	3.0
	2	5	5.0	5.0	8.0
	3	3	3.0	3.0	11.0
	4	67	67.0	67.0	78.0
	5	22	22.0	22.0	100.0

More than two-thirds of instructors and students agreed with the statement "reading is a great way to learn new and expanded topics," while just over one-third disagreed with the statement, according to the survey results.

Table 10: Library helps in creative knowledge

	Frequency	Percen	Valid Percent	Cumulative Percent	
Valid	1	3	3.0	3.0	3.0
	2	5	5.0	5.0	8.0
	3	3	3.0	3.0	11.0
	4	67	67.0	67.0	78.0
	5	22	22.0	22.0	100.0
Total		100	100.0	100.0	

According to a survey of instructors and students, 22% highly agreed, 67% agreed, 3% disagreed, 5% disagreed, and 3% strongly disagreed with the assertion that the "library assists in creative knowledge."

Table 11: Library is a source of discovering new things

	Frequency	Percen	Valid Percent	Cumulative Percent	
Valid	1	3	3.0	3.0	3.0
	2	5	5.0	5.0	8.0
	3	3	3.0	3.0	11.0
	4	67	67.0	67.0	78.0
	5	22	22.0	22.0	100.0

Among instructors and students, 22% highly agreed, 67% agreed, 3% were unsure, 5% disagreed, and 3% strongly disagreed with the statement "the library is a source of finding new things."

Table 12: Library use sharpen the spoken skills

	Frequency	Percen	Valid Percent	Cumulative Percent	
Valid	1	3	3.0	3.0	3.0
	2	5	5.0	5.0	8.0
	3	3	3.0	3.0	11.0
	4	67	67.0	67.0	78.0
	5	22	22.0	22.0	100.0
			.0		
	Total	100	100.0	100.0	

Among instructors and students, 22% highly agreed, 67% agreed, 3% were unsure, 5% disagreed, and 3% severely disagreed with the assertion that "library usage sharpens the speaking abilities.

Table 13: The library is a source of reading habit

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	3	3.0	3.0	3.0
	2	5	5.0	5.0	8.0
	3	3	3.0	3.0	11.0
	4	67	67.0	67.0	78.0
	5	22	22.0	22.0	100.0
			7.0		
			0		

More than two-thirds of instructors and pupils agreed with the assertion that the "library is a resource of reading habit," while just one-third disagreed and three-quarters were strongly opposed.

Table 14: The library is a good place for making reading better

	Frequency	Percen	Valid Percent	Cumulative Percent	
Valid	1	3	3.0	3.0	3.0
	2	5	^t 5.0	5.0	8.0
	3	3	3.0	3.0	11.0
	4	67	67.0	67.0	78.0
	5	22	22.0	22.0	100.0

Among instructors and students, 22% highly agreed, 67% agreed, 3% were unsure, 5% disagreed, and 3% strongly disagreed with the assertion that the library is an excellent location to improve reading skills.

Table 15: The students using library are good readers

	Frequency	Percen	Valid Percent	Cumulative Percent	
Valid	1	3	3.0	3.0	3.0
	2	5	5.0	5.0	8.0
	3	3	3.0	3.0	11.0
	4	67	67.0	67.0	78.0
	5	22	22.0	22.0	100.0
	Total	100	100.0	100.0	

Teachers and students' perceptions of the statement "students who use the library are excellent readers" reveal that 22% highly agreed, 67% agreed, 3% were unsure, 5% disagreed, and 3% severely disagreed.

Table 16: Using library increases the skills of extra reading

	Frequency	Percen	tValid Percent	Cumulative Percent	
Valid	1	3	3.0	3.0	3.0
	2	5	5.0	5.0	8.0
	3	2	2.0	2.0	10.0
	4	68	68.0	68.0	78.0
	5	22	22.0	22.0	100.0
	Total	100	100.0	100.0	

In response to the statement "using library develops the skills of additional reading," 22 percent of instructors and pupils highly agreed with it, 68 percent agreed, two percent unsure, five percent disagreed, and three percent severely disagreed.

Table 17: Library use makes the students a habitual reader

	Frequency	Percen	Valid Percent	Cumulative Percent	
Valid	1	3	3.0	3.0	3.0
	2	5	5.0	5.0	8.0
	3	2	2.0	2.0	10.0
	4	68	68.0	68.0	78.0
	5	22	22.0	22.0	100.0
	Total	100	100.0	100.0	

On the statement, "library usage makes pupils regular readers," the opinion of instructors and students was as follows: 20 percent highly agreed with the statement; 65 percent strongly agreed with the statement; 2% were unsure; 5% disagreed; and 3% strongly disagreed with the statement.

Table 18: Library use makes a person a skilled reader

	Frequency	Percen	Valid Percent	Cumulative Percent	
Valid	1	4	4.0	4.0	4.0
	2	3	3.0	3.0	7.0
	3	3	3.0	3.0	10.0
	4	53	53.0	53.0	63.0
	5	37	37.0	37.0	100.0
	Total	100	100.0	100.0	

According to the perceptions of instructors and students on the statement "library usage makes a person a proficient reader," The statement concerning library use was strongly agreed by 37 percent, agreed by 53 percent, doubtful by 3 percent, disagreed by 3 percent, and strongly disagreed by 4 percent.

Table 19: Students continuously using library have a fun in reading

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	4	4.0	4.0	4.0
	2	2	2.0	2.0	6.0
	3	3	3.0	3.0	09.0
	4				88.0
		79	79.0	79.0	99
	5	11	11.0	11.0	
	22	1	1.0	1.0	100.0
Total		100	100.0	100.0	

In response to the statement "Students who use the library regularly have more pleasure reading," the view of instructors and students revealed that 11 percent were highly agreed, 79 percent agreed, 3 percent uncertain, 2 percent disagreed, and 4 percent completely disagreed with the statement.

Table 20: Students using library have no difficulty in reading course books

	Frequency	Percen	Valid Percent	Cumulative Percent	
Valid	1	4	4.0	4.0	4.0
	2	3	3.0	3.0	7.0
	3	3	3.0	3.0	10.0
	4	66	66.0	66.0	76.0
	5	24	24.0	24.0	100.0
Total		100	100.0	100.0	

In regards to the statement "students who use the library have no difficulty reading course books," the perception of teachers and students revealed that 24 percent were strongly agreed, 66 percent agreed, 3% said they were unsure, 3% said they disagreed, and 4% said they strongly disagreed.

SUMMARY, FINDINGS, CONCLUSIONS & RECOMMENDATION

5.1 SUMMARY

The purpose of this study was to explore how library use affects academic progress and reading habits. This research was carried out in secondary and higher secondary schools. The study's key goals were as described in the following:

1. To examine the link between library usage and academic achievement at the high and upper secondary school levels.
2. To investigate the effects of library uses on reading habits at high and higher secondary school level.
3. To check the gender difference in the effects of library uses on academic success at high and higher secondary school level.
4. To check the gender difference in the effects of library uses on reading habits at high and higher secondary school level.

The research questions that were floated in the study were:

1. What are the benefits of using a library in high school and college?
2. What are the uses of library effect on student reading habits at high and higher secondary school level?
3. What are the impact of learning and reading habits on high and higher secondary school students?

This study will be significant to know about the library uses on academic success and reading habits and this study will also be significant for the policy makers to provide and improve the library facilities.

The study was delimited to:

1. District D.G. Khan
2. Secondary level school only
3. Only Boys School of the District

The research was purely descriptive in nature. The data was collected from the

respondents using the survey method. The study's participants were drawn from high schools and higher secondary schools of District DG Khan. Only 10 high and higher secondary schools of district D.G. Khan were The research was purely descriptive in nature. The data was collected from the respondents using the survey method. The Krejcie and Morgan (1970) sampling table was used for the selection of sample from the overall population. According to this table as the overall population of the students was 3050, therefore a sample of 345 was selected from the students' strata. Whereas, the population of teachers is 1424, therefore according to this table a sample of 305 teachers was selected. A close ended questionnaire was used as an instrument of the study for data collection. Initially, there were 50 items in the questionnaire which were made valid and reliable through panel of experts. This questionnaire was a Likert type having the five options from strongly agrees (5) to strongly disagree (1).

To find out the validity and reliability of the research instrument, the self-developed questionnaire was distributed among the PhD scholars, and also among the experts and teachers in the departments of social science. The approved questionnaire was distributed by the researcher among the respondents, and after the filling of distributed questionnaire, it was collected personally by researcher and was analyzed through statistical technique. Statistical technique percentage was used as suggested by the supervisor. The research was purely descriptive in nature. The data was collected from the respondents using the survey method.

FINDINGS

Following findings were floated as a result of data analysis:

1. Instructors and students' responses to the statement "the library is the best source of effective learning" revealed that 19 percent strongly agreed, 70 percent agreed, 2 percent were unsure, 4 percent disagreed, and 5 percent strongly disagreed.

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2. A study of tutors and learners indicated that 39 percent strongly agreed, 50 percent strongly agreed, 2 percent undecided, 4 percent disagreed, and 5 percent strongly disagreed with the statement; 2 percent unknown; 4 percent disagreed; 5 percent strongly disagreed with the statement.
 3. More than 70% of teachers and students strongly agreed with the statement that "students who use the library are more likely to get good grades in exams." Only 3% of teachers and students strongly disagreed with this statement.
 4. Among instructors and students, 26% highly agreed, 63% agreed, 2% were unsure, 5% disagreed, and 4% strongly disagreed with the statement "the library substantially helps during examinations."
 5. In a survey of instructors and students, 17 percent very agreed, 71 percent agreed, 3 percent weren't sure, 5 percent disagreed, and 4 percent severely disagreed with the statement that "kids reading books in libraries have a huge understanding of topic."
 6. According to a survey of instructors and students, 29% strongly agreed with the assertion that "reading makes the pupils sharp and intellectual," while 60% agreed, 2% were unsure, 5% disagreed, and 4% severely disagreed.
 7. Among instructors and students, 24% very agreed, 64% agreed, 3% were unsure, 5% disagreed, and 4% strongly disagreed with the statement "students utilizing the library participate in classroom discussions."
 8. In a survey of instructors and students, 22% highly agreed, 65% agreed, 4% disagreed, 5% disagreed, and 4% strongly disagreed with the statement that "visiting the library develops the vocabulary abilities."
 9. "Reading is a way of education new and expanded things" was highly agreed by 22 percent of instructors and pupils, while 67 percent agreed, 3 percent were unsure, and 5 percent disagreed or severely disagreed.
 10. According to the instructors and students, 22% highly agreed, 67% agreed, 3%
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were unsure, 5% disagreed, and 3% strongly disagreed with the notion that the library aids in creative knowledge.

11. According to a survey of instructors and students, 22% very agreed, 67% agreed, 3% disagreed, 5% disagreed, and 3% strongly disagreed with the statement that "the library is a source of finding new things."
12. According to a survey of instructors and students, 22% very agreed, 67% agreed, 3% disagreed, 5% disagreed, and 3% strongly disagreed with the assertion that "library usage sharpens speaking abilities."
13. The "library is a basis of reading habit" statement was highly agreed by 22 percent of instructors and pupils, 67 percent agreed, 3 percent were unsure, 5 percent disagreed, and 3 percent severely disagreed by the respondents.
14. More than two out of three instructors and pupils highly agreed, 68 percent agreed, 2 percent were unsure, and just 5 percent opposed or strongly disagreed with the statement.
15. Among instructors and students, 22% very agreed, 68% agreed, 2% were unsure, 5% disagreed, and 3% severely disagreed with the assertion that "library usage makes the children a regular reader."

Conclusions

The opinions of teachers and students as a whole are in favor of the idea that the library is the most important resource for learning. The idea that the library not only helps students succeed academically but also enhances their knowledge is largely supported by the students. It is generally agreed upon that students who use the library during exam times not only do well on tests but also receive a great deal of support during these critical times. Moreover, most people believe that students who read in the library have a thorough knowledge of the material they are reading. This is consistent with the general belief that using library resources enhances intelligence and mental acuity while creating a supportive learning atmosphere.

Participants also agree that the library is essential to development of well-rounded people. Students view the library as a source of ongoing learning about new and expanded concepts, an important resource for improving vocabulary skills, and an encouragement for their active engagement in class discussions. The library is also acknowledged as a vibrant environment that fosters creativity, promotes the exploration of novel concepts, and improves oral communication abilities. Everyone agrees that the library play a vital role in developing readers' habits, improving their skills, and encouraging a love of reading. Regular library use is also linked to developing into proficient readers who have no trouble handling course materials and habitual readers.

Recommendations

1. The study shows that there is a significant impact of library use on the academic success and reading habits, therefore it is recommended that the students may be given the opportunities of reading in libraries at secondary school level
2. The study shows that there is a significant impact of library use on the academic success of students at secondary level, therefore libraries may be established in all the secondary schools
3. The study shows the importance of library at school level therefore, government may have built the libraries in all the rural and urban areas of the country
4. The study may be helpful for all the researcher that are doing research in the field of libraries and their importance for the students

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