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NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ការពិនិត្យទៅទម្លាប់និងចំណាប់ចំណូលចិត្តនៃការអាន
សៀវភៅរបស់សិស្សនៅអនុវិទ្យាល័យ

Examining Books Reading Habits and Preferences among
Lower Secondary School Students

A Mini-Thesis
In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring

Yet Sophy

December 2021

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នៃការអានសៀវភៅរបស់សិស្សនៅអនុវិទ្យាល័យ

**Examining Books Reading Habits and Preferences among
Lower Secondary School Students**

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December 2021

មូលនិយមសង្ខេប

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ពាក្យគន្លឹះ៖ ការអាន ទម្លាប់នៃការអាន ចំណង់ចំណូលចិត្តនៃការអាន

Abstract

The study was conducted to examine students book reading habits and preferences among lower secondary students, and to find out the problems that effecting their book reading habits and preferences. The whole population were 201 who were selected from Prek Sangke Lower Secondary School. However, there were only 110 students responded to the questionnaire survey because of lacking devices to complete the online survey via Google Form. The data gathered from 16 students who were in grade 7, 37 students who were in grade 8 and 57 students who were in grade 9. The questionnaires based survey was employed for collecting data.

The results showed that Prek Sangke Lower Secondary School students have undeveloped reading habits. Approximately over forty percent (44.5%) of students spend only 1-2hours on reading per week. The findings of this study lead to conclude that most of Prek Sangke Lower Secondary students lack of reading habits and reading culture as part of their lives. The result also indicated that the most preferred type of reading material among this Lower Secondary student was novel. The study suggested that the majority of students were reading to improve their general knowledge. Further, teachers, parents and self- motivation were significantly major cause that motivate students to read. The study also revealed that more than a half of students (54.5%) like to read hard copy than soft copy. The family condition, lacking of school library and reading materials were the most challenges that hinder students' book reading habits and preferences.

Keywords: Reading, Reading Habits, Reading Preference

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master's Degree of Education in Mentoring

Name of candidate: **Yet Sophy**

Title of thesis: "Examining Books Reading Habits and Preferences among Lower Secondary School Students"

This is to certify that the research carried out for the above titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name):

Supervisor (Sign):

Date:

CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “**Yet Sophy**” hereby present entitled “Examining Books Reading Habits and Preferences among Lower Secondary School Students” for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate):

Date:

Countersigned by the Supervisor:

Date.....

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List of Abbreviation

| | |
|--------|--|
| PISA-D | Programme for International Student Assessment for Development |
| SDG | Sustainable Development Goals |
| MoEYS | Ministry of Education Youth and Sport |
| OECD | The Organization for Economic Cooperation and Development |
| KAPE | Kampuchea Action for Primary Education |

Chapter 1: Introduction

1.1. Background of the Study

Education plays an important role in developing human resource in Cambodia. The government aims to increase the future quality of tertiary learning, maintain high standards and meet the needs and expectation of society and the nation (MoEYS, 2008). More importantly, Cambodia is committed to achieving the key Education SDG goal of all children and young people achieving at least basic standards of reading and mathematics proficiency by 2030. The Ministry of Education's mission is to help our country develop an education system that provides equal and excellent results for all of our children and young people. All of our policies and programs are focused on a clear emphasis on students' learning and well-being. MoEYS participate in the OECD's program for International Students Assessment for Development (PISA-D), which seeks to evaluate education systems worldwide by evaluating the degree to which 15-year-old students who concentrate on core subjects such as Reading, Mathematics, and Science are able to achieve the target. (MoEYS,2018).

According to Richards and Renandya (2002), reading is one of the four macro skills that must be mastered. Reading is truly important in everyone's life because it frees man from the shackles of ignorance. The same authors continued state that it is a powerful tool for assimilating and comprehending information for personal development and progression. Students who develop a reading habit would be better prepared to lead more responsible and independent lives. As a result, being highly focused; students have been highly focused, flexible, and knowledgeable throughout their lives; has been widely acknowledged by various scholars as a factor affecting academic success (Daniel, Esoname, Chima, & Udaoku, 2017). Additionally, reading can foster a range of strong emotions in our young readers, including compassion, commitment, empathy, pleasure, anger, and, most importantly, a love of books. It should also

encourage their aesthetic and emotional growth, as well as the development of soft skills, in order to enrich their lives and, in turn, assist them in improving their lives (Hassen,2016).

A result from a focus group discussion of first year undergraduate students suggested that reading provided students with a great deal of benefits. Students learn more in their academic performance, increase their vocabularies and background of general knowledge (Parlette, 2010). According to (Kushmeeta & Rout, 2013), reading occupies a pivotal role in the life of a man and opens the doors of the treasures of knowledge. Kushmeeta and Rout also claimed that it is an important means of introducing the child to the world that surrounds him since reading is a foundation on which the edifice of the child is to be built. These authors continued state that reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. More importantly, the same authors argued that in order to face the 21st century, education has to prepare these learners to adapt to social and technological changes that are taking place at an unprecedented rate. Education under these circumstances depends largely on language competency. In this context, reading especially is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, radio, television, and the computers (Kushmeeta & Rout, 2013). Many studies suggested that reading engagement has close links with literacy and academic accomplishment, (OECD, 2001), and that students who have regular leisure reading habits acquire better literacy skills and were more likely to succeed in learning than those who do not.

In particularly, the deep commitment of USAID to working through government processes to achieve long-term, measurable progress in reading is reflected in this sector evaluation. As a result, thought is being given on how to better promote an evidence-based, scalable, and sustainable reading improvement program. Moreover, several NGOs have been actively working to improve early grade reading for the past several years like KAPE, Room to Read, World Education, Save the Children International and World Vision (USAID, 2013).

Precisely, according to a sub-decree signed by Prime Minister Hun Sen on September 14th, 2015, it was announced that the Royal Government of Cambodia has designated March 11 every year as National Day. Reading of the Kingdom of Cambodia to cultivate reading habits, promote reading culture, enhance reading and writing skills, contribute to the protection and Strengthen Khmer culture.

1.2. Statement of the problem

The problem most students had that contributes to their poor performance in tests and examinations were lack of proper reading habits. For an excellent performance, there is the need for the student to form good reading and study habits. At present, due to the influence of the mass media, people did not show much interest in reading books; magazines and journals, among others (Palani,2012). Even the cankerworm of examination misconducts may be noticeable to the prevalent poor reading interests and habits among the wide spectrum of students. Today, many students prefer to watch movies and other shows on the television, listening to audio-CDs, watching video-CDs, among others (Issa, 2012). Many parents and teachers complained about students of our generation who have not developed reading habits among themselves. Officials of the West African Examinations Council and teachers of English complain of the kind of English written by today's generation of students (WAEC, 2008). The net result was the poor performance of many students in final examinations. One of the many issues confronting students nowadays was perhaps, not their inability to read but their lack of interest.

In particularly in Cambodia, only 8% of students achieve the necessary level of reading proficiency. We have shown that Cambodian students have a poor interest in reading, and their PISA-D test scores in all three domains are substantially lower than the OECD and ASEAN averages. The worst of the three PISA-D subjects tended to be reading (MoEYS, 2018).

Similarity, (Arfanis & Jarvis, 2002), many Cambodian people do not like reading. This is due to the lack of public libraries and books and many of them are illiterates.

1.3. Research Purpose

This paper provides exploratory insights into the books reading habits and preferences of the Lower Secondary School students

1.4. Research Objectives

The specific objectives are as follows:

1. To identify books reading preferences of lower secondary school students.
2. To find out the habits toward reading books of lower secondary school students
3. To examine the problems affecting books reading habits and preferences of Lower secondary school students

1.5. Research Questions

To achieve the above objectives, three specific research questions will be used as the following:

1. What are the books reading preferences of lower secondary school students?
2. What are the habits toward reading books of lower secondary students?
3. What are the problems affecting books reading habits and preferences of Lower secondary students?

1.6. Significant of the Study

This study was extremely important because it provided important information. The first significant benefit was to provide insight into reading behaviors of these students as well as

to raise awareness on the role of reading plays in academic achievement. Second, the study helped to raise awareness among teachers, parents, curriculum specialists, and policymakers to encourage students to read and to promote more pleasure reading in the classrooms and home. Third, it was beneficial to many authors to know the favorite reading materials of learners in order to increase publishing to meet the needs of the readers and to motivate them to read more. Last but not least, it provided some recommendations to the future researchers to conduct research associated with this topic.

1.7. Operational Definition of Key terms

Reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Thinking, analyzing, assessing, imagining, reasoning, and problem solving are all part of the reading process.

Reading habits refers to the behavior which conveys the likeness of reading of individual preference of reading materials and tastes of reading

Reading Preferences is a greater liking for one alternative over another or other on reading

1.8. Summary of the Chapter

This research aimed to examine book reading habits and preference and to find not the problems effecting their reading habits and preference. This section includes the background of the study, statement of the problem, objectives of the study, significance of the study as well as the limitation of the study and operational definitions of key terms.

Chapter 2: Literature Review

This chapter presents review of related literature in the form of related theories, studies, research on reluctant reading habits and preferences of students and what are the problems effecting the book reading habits and preferences.

1.1. Important of Reading

Reading is an important element in both intellectual and emotional growth. Since reading is so intertwined with the rest of the educational method, academic achievement necessitates effective reading. Reading is an integral part of the learning process and helps to shape a positive personality, thoughts, and way of thinking, as well as a change in attitude. Reading is vital for learners. It has been given greater significance in the movement of human society, and it has become one of the most important aspects of the functioning of human beings who are collectively engaged in the control of society, the exposure of knowledge, and the revelation of literate society. Reading encourages people to participate in the creation of a literate culture. When a person reads something, it means he is bringing about something into his head and he would learn some new things rather than he is not (Palani,2012). According to Bodman (2009), an individual learner is often responsible for reading, both broad and in-depth reading. Furthermore, in order to improve students' academic abilities, they must be encouraged to learn for both academic and general knowledge purposes. Moreover, according to Burt (2005), readers will become skillful at skimming and scanning the written texts, picking out the ideas, and applying concepts to their works. Reading has a closed link with writing; students who had additional reading experiences tend to gain a better writing ability than those who only concentrated on writing practice and formal.

Reading is the basis activity and contributes to development of learners' understanding and language competency. It is a way of acquiring information through the act of reading of writers' viewpoints and is analyzed, criticize by the readers. Reading help to achieved a student's

goal and succeed in life-long learning. It is the key to strengthen the capacities of students learning. Due to its benefits, it should be a key task in school curriculums (Education Department, 2001). Parlette (2010) suggested that students who love reading and engage in reading activities will become good readers and are likely to be successful learners. Reading provides readers with a great deal of benefit, including new comprehension improvement, vocabulary and grammatical rang increase. Readers are able to gain a widely general knowledge and develop critical thinking.

1.2. Motivation in Reading

According to Eccles (2000) cited in Buchanan (2009), motivation is framed by self-concepts, values, interests, and expectation for success that people attach to particular activity in context. In particular, motivation in reading can be defined as" A complex construct that influence readers' choice of reading materials, their willing to engage in reading, and their competence in reading Pitcher, et all., 2007 cited in Buchanan, 2009).

Offering the preferred reading materials and a clear instruction might help to motivate learners to be involved with reading and tend to get a better outcome in both reading and learning Pitcher, et all., 2007. On the other hand, the Education Department (2001) reported that parents need to promote their children reading interests. A child is more likely to engage in reading activities if their parents participate in reading. Moreover, the Education Department (2001) also continued to claim that it is apparent that providing an easy access of reading materials can encourage students to read more and that promoting reading activity should be one of the most prominent tasks that curriculum specialists need to take into conceptualization. According to (Tavsanlı & Kaldırım, 2017), literacy education in the family is considered to be very critical because reading starts at home and family members are the initial sample for children. There are many recommendations given within the study for researcher families, teachers, and even office who lead education policies.

Frolova, Bozhkova, and Bykov (2019) also suggest that further research is needed to address a variety of issues, including the problem of "family reading" and parents' role in shaping a conscientious reader, as well as improving the teacher's role in the organizing of educational activities and educational co-operation in achieving students' personal and social growth through reading.

Teachers, according to Baba and Affendi (2020), should continue to motivate students to read because the results show that teachers have a direct impact on students' reading habits. Teachers should give students reading assignments that enable them to use online resources because students prefer digital materials to written texts. Teachers should also be mindful of changes in their students' racial identities. Guthrie (2000) stated that parents, educator and peers are major factors in promoting student reading habits. Moreover, motivation is the best way of contributing and promoting for more reading among learners (Applegate, 2004). Deluca (n.d) focused on the significances of a child's reading at home. Parents' influence provided a positive sense to a child's learning and reading both in class and at home. Therefore, this study has raised awareness of parents to provide an environment for the child in which they are surrounded by books and reading materials.

One of the most effective strategies that foster the love of reading among children is the creation classroom library as it serves as a constant reminder for them to pick up books and start reading. Moreover, to provide access a rich a classroom library and to help to them attain higher level of reading achievement, teachers need to need to promote greater amount of reading, and increase reading frequency and more diverse reading experience among their students (Gibbons, 2010)

1.3. Genders and Reading

Several studies have shown differences in reading interests and habits based upon gender. Marca and Macintyre (2006) reported that girls in general read more than boys and cite

reading for pleasure as a valuable activity. Similarly, a study of reading habit of children in Singapore found that children reading was one of the most enjoyable activities apart from hobbies, playing computer or internet, and that girls were more likely to be avid reader than boys (Majid, 2007, OECD, 2001). Furthermore, Steffensen and Weinreich (2000) suggested that boys enjoyed reading suspense, comics, thrillers, and history books, whereas girls read realistic story, fairy tales and fantasy stories.

1.4. Reading habits, preferences and materials

Prioritizing preference is critical in the growth of reading skills in order to make reading more appealing and improve reading quality. "Students' desires and needs should be considered when planning a reading session, and an attractive and charming atmosphere should be developed rather than a dictation environment. If a person develops a reading habit, it will become a part of their life in terms of saving time, patience, and energy. This will only happen if you have a passion for reading (Aytas,2005). Reading interests and preferences seems varied between age levels. (Mellon, 1990) conducted a survey about reading choices and preferences of rural teenager and found that they read for entertainment and acquiring information. Magazines and newspapers were found to be the most preferred reading materials of teenagers. On the other hand, the EFL graduate students preferred reading internet materials, story books, course books, and novels. The majority of them read for pleasure and academic tasks (Noor, 2011).

Researchers' finding of reading habit was due to various reasons on academic performance. Students who had intermediate level of proficiency read for academic purposes and hobbies considered reading is an academic activity (Cabral, 2002). In contrast, students at a third world technological university do not enjoy reading and they read little unless lecturer tested on required reading and their preferred readings were comic and fiction. The study about newspaper reading habits and language preferences of students in Chaudhary Charan Singh University and found that the majority of students read newspaper in Hindi and English and they read to get information and to improve general knowledge. (Smithies&Kumar,2011)

1.5. Reading for Pleasure

Reading for pleasure refers to reading that we do by our own freedom and it makes you really satisfied from the act of reading. It typically involves materials that reflect our own choice. Reading for pleasure provides a great deal of benefits. First of all, it promotes and enhances social skill, Overall, when students read for pleasure frequently, they will experience the value of reading and are more likely to consider it as life-long learning instruments. Research showed that reading for pleasure helps develop enjoyment, self-confident, motivation and acquisition functional skill. (Clark & Rumbold, 2006).

The active encouragement of reading for pleasure should be a core part of children's education (Gibbons,2010). The Organization for Economic Cooperation and Development (OECD) which was cited in (Gibbons,2010) has concluded that reading for pleasure is even more important than social class in determining academic success. Reading is not only for fun but also for gaining skills of spelling, grammar, and vocabularies, which is beneficial a great deal. There is also evidence that reading benefits a variety of physical and mental health outcomes. For example, NHS has introduced a "Reading and You" scheme, which encourages mental health of patients to read more as part as their therapy for reducing stress, overcoming anxiety, depression and social isolation. Further, studies show that not every struggling student who is able to read chooses to read unless they are motivated to read, thus, their opportunity to learn decrease significantly (Gibbons,2010).

Due to reading for pleasure is critical, (Perez, 2007) conducted a research on Reaching of reading habits for please of primary school students. The researcher found that students did not show their regard to reading. In this study, some parents suggested proposing a specific reading assignment for each month and to score students' achievement, while others view that giving a variety of reading to choose as the classroom library or school library is useful to give students the opportunity to read for pleasure.

1.6. Reading habits and Academic Performance

Reading habits has significance effect on academic performance of the students (Daniel, Esoname, Chima, & Udaoku,2017). Past consider moreover investigate to get it the perusing propensities among distinctive learners such as colleague's understudies, EFL understudies, undergrad understudies, and auxiliary school understudies (Mokhtari, Reichard, & Gardner, 2009; Palani, 2012; Vandenhoeck, 2013; Acheaw, 2014; Iftanti, 2015). These researches aim to understand the amount of time of spending on reading, types of materials (printed book, e-book, newspaper, magazine, drama etc.), access abilities of reading sources, techniques on promoting reading, factors influence reading, system of reading, and so on. Different location, environment, level of educations, seniority, and income status among students may results in different reading habits and its effectiveness as well as the impact on academic performance. More specifically, Florence et al. (2017) found that good reading practices help students perform better in school. Their research found that almost all respondents recognize the value of reading, but that their reading habits do not represent the lives of most college and university students. Identically Anyaegbu's (2016) study about how a bad reading practice impacts academic performance

1.7. Problems affecting reading habits and preferences

Ogunrmbi and Odio (1995), as cited in Hassan, Olasen, and Mathew (2012), looked at 600 students in ten Nigerian secondary schools to see what factors influenced their reading habits. It was discovered that reading was hampered by the environment at home. Other elements influencing kids' bad reading habits were revealed to include the lack of libraries and skilled librarians, the lack of reading resources, the lack of public libraries, and the lack of teacher motivation.

Wilson and Bhamjee (2007) looked into the promotion of literacy among secondary school students, with the primary goal of encouraging pupils to develop a reading culture.

According to the findings, 9 percent of the children hailed from a literate home where their parents read every day, whereas 32% of the students said they didn't have a peaceful place to read in at home.

According to Morrow (1995), referenced in N'Namdi (2006), parents are the first significant educators who should devote the most effort to providing and creating a favorable environment for their children's reading habits. Setting up large reading in the classroom, according to Zhang (2002), also helps students develop their reading habits and improve their reading abilities.

According to Ajila and Olutola (2000), the state of a person's household effects their reading habits because their parents are the primary caregivers in their lives. A child's familial background and location have an impact on how he reacts to life events and how well he performs.

1.8. Summary of the Chapter

This chapter presented review of related literature in the form of related theories, studies, research on reluctant reading habits and preferences of students and how the problems effecting their reading habits and preference, the next chapter, chapter 3 will discuss about research methodology.

Chapter 3: Methodology

In conducting research, to apply methodological progress that enables the researcher to reach suggested destination for the problem identified helps the researcher to carry out his study successfully. As a result, this chapter discusses the research design, participants of the study, sample and sampling technique, methods of data collection, and procedures of data analysis.

1.1. Research Design

The research developed in this study was to provided exploratory insights into the books reading habits and preferences of the Lower Secondary School students. Due to the research design, the survey research was employed in this study to get the numeric description of trend, attitudes, or opinion of a student population in the lower secondary school. A cross-sectional studies using questionnaires for data collection. According to Creswell (2012), survey research examines a sample of a population to provide a quantitative or numeric overview of patterns, behaviors, or opinions. The quantitative data was obtained from close-ended questionnaires distributed to respondents. The quantitative was applied to collect the data from students at lower secondary school.

1.2. Sample Size and Sampling Techniques

1.2.1. Sample Size

One school was selected based on many years teaching experience of researcher in this school. The author intended to prove the evidence regarding to students' book reading habits and find out the preferences. The researcher selected the whole population 201 students as sample in this study to complete the questionnaire survey. The whole population of the students sampled in this study based on the author tend to see exactly the students reading habits and preferences. In additionally, the findings showed the true sources of information from participants without making the generalization. According to Fraenkel, Wallen, and Hyun (2012), sample should be as large as a researcher can obtain with a reasonable expenditure of time and energy.

1.2.2. Sampling Techniques

The purposive sampling method was used to select a school where located in the countryside of Steung Trang district in Kampong Cham province. The purposive sampling technique was employed to select 201 students to complete the questionnaire survey. The researcher applied the purposive sampling technique due to she believes that the sample would provide the data she need based on prior information. The method of choosing a sample that assumed to be representative of a given population was known as purposeful sampling, also known as decision sampling. To put it another way, the researcher chose the sample based on his expertise and familiarity with the population to be sampled (Mills and Gay (2016).

1.3. Research Instrument

The questionnaires-based survey method was selected for collecting data for this study. The whole population, 7th grade, 8th grade and 9th grade students were asked to complete the questionnaires using close- ended and open ended - questions, and answer scales. Questionnaires were widely used for data collection in survey research studies.

1.3.1. Questionnaire

In research, questionnaire was widely used to obtain information about book reading habits and books reading preferences. In this study, the researcher used a questionnaire since it is one of the most popular instruments to gather data. A questionnaire was usually used to gather attitudinal or factual data from a large number of people, while interviews allow you to get in-depth information from a small group of people (Fogelman and Comber, 2007). Because of the participants were the lower secondary students, so the questionnaire was prepared in Khmer language to be common for all. The questionnaire was designed using opened and closed questions gather the detail information. The pilot

questionnaire was developed and asked a few peers of researcher to complete it in order to get advance information what should be changed and what should be added more. The questionnaire of this study was adapted from Kutay (2014). (See Appendix)

1.4. Data Collection Procedure

To gather data regarding the book reading habits and preferences of students, the researcher followed some data collection procedures. The researcher first adapted the questionnaire from the scholar and make some adjustment to respond the research objectives. Then, the researcher translated the questionnaires into Khmer language and transfer it into Google Form to distributed it to the sample participants chosen through purposive sampling method. Then the researcher gathered the data through online by using Google Form for the participants to complete the questionnaire survey. The data was gathered on 25, August to 15, September 2021. By doing so, the researcher kept on checking every data that was gathered through all tools have consistency and are to the point of the issue.

1.5. Data Analysis

To analysis data, quantitative data analysis techniques was employed carefully and systematically. Data gathered from students through questionnaire was analyzed by using Ms. Excel. The data was first transferred from Google Form to Excel. Whereas in the questionnaire, there are some open questions which allow the participants to write their answer as a short text. So, the researcher creates themes to cover common issue as mentioned by the students. The questions were the leading sources in creating themes and sub-themes to interpret data. This means that the data from the opened questions was discussed, explained and interpreted in strengthening to data from closed questions carefully. All the information from questionnaire was analyzed simultaneously to cross check the internal consistency of the data.

1.6. Ethical Consideration

During the whole engagement of the research activity, the researcher considered ethical aspects of the study by discussing the research process with the participants and seeking consent from them. They do, however, have the right to decline participation and withdraw at any time. Individuals should not be enticed to engage in a project with undue financial incentives. Any information the participants provided was treated as confidential. No names or personal details were included in any reports produced by the researcher.

1.7. Scope and Limitation

The sample size was purposive selected only one lower secondary school, so it cannot be representative of the other schools in Kampong Cham province. Therefore, the findings of this study compared to other studies in different school settings may be different. In addition, the study mainly examines on present lower secondary students. The views of the students are generated by questionnaire. Finally, the interpretations of the student's responses to the questionnaire survey are subject to human error as well as the researcher relied on truthful responses from the participants. Moreover, the researcher cannot reach the whole population of the students because of the Covid-19 pandemic, so the schools were closed. Hence, the researcher could not ask all the participants to complete the questionnaire at school. The researcher gathered the data through online using Google Form. The big challenge was the lack of the devices that the students are facing. Almost half of them did not have enough devices to join in Telegram Group in their school.

1.8. Summary of the Chapter

In conducting research, to apply methodological progress that enables the researcher to reach suggested destination for the problem identified helps the researcher to carry out his study successfully. As a result, this chapter discussed the research design, sample size and sampling

technique, methods of data collection, procedures of data analysis, ethical consideration and scope and limitation and work plan. Next chapter, chapter 4 will discuss about the current findings.

Chapter 4: Result

In this chapter, the researcher will show three main results as the following: (1) the books reading preferences; (2) the habits toward reading books; and (3) the problems affecting students' book reading habits and preferences.

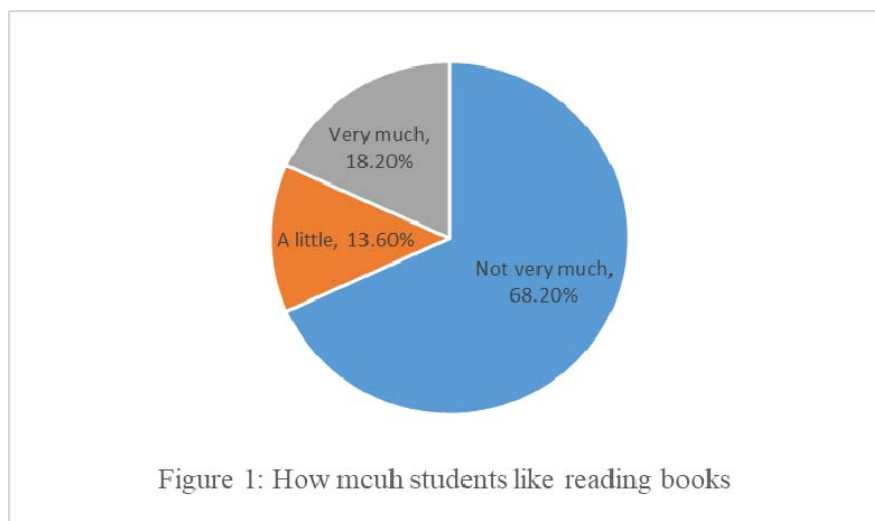
4.1. The Summary of Students' Demographics

The total population was 201 students, but the researcher could not reach the whole population due to the students were lack of device to complete the online survey via Google Form. The data gathered from 110 students who were in grade 7,8 and 9. Among all, 72 students (65.5%) were female and 38 students (34.5%) were male. The students were ranging from age 13-19 years old. The respondents were 57 students (51.8%) in grade 9, 37 students (33.6%) in grade 8 and 16 students (14.5%) were in grade 7.

4.2. The book reading preferences

Reading habits and preference have a close relationship with reading frequency. When students are asked to read their interesting English reading materials, it probably motivates them to read more. The samples were asked questions related to their reading, how much they like reading and how reading has been considered their reading habits.

4.2.1. How much students like reading books



The graphs showed about the number of Prek SangKe Lower Secondary School students who like to read. It can be clearly seen that more than a half of students (68.20%) like reading but not very much and while 18.20 % of them do like reading very much.

However, a small numbers of students (13.60%) stated that they like reading a little. Since reading is a critical skill, most students had positive attitude toward reading activity (Figure 1).

4.2.2. The book reading preferences

Table 1: The Book Reading Preferences

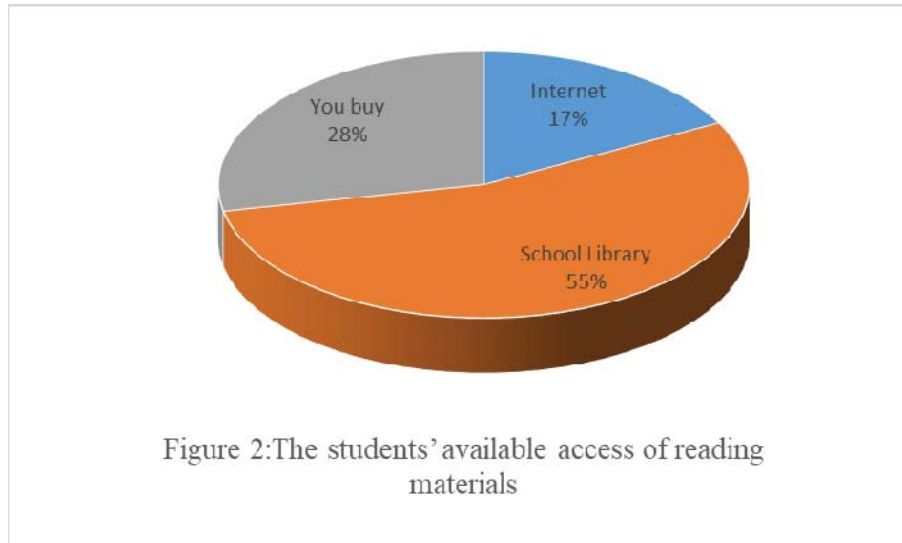
| | Frequency | Percent |
|--|-----------|---------|
| History | 14 | 12.7 |
| History, Novel | 7 | 6.4 |
| Novel | 28 | 25.5 |
| Novel, General Knowledge, Culture, History | 1 | .9 |
| Other | 2 | 1.8 |
| Science, History, Novel | 1 | .9 |
| Science | 8 | 7.3 |
| Science, History | 8 | 7.3 |
| Valid Science, History, Novel | 1 | .9 |
| Science, Novel | 1 | .9 |
| Textbook | 12 | 10.9 |
| Textbook, History | 5 | 4.5 |
| Textbook, History, Novel | 3 | 2.7 |
| Textbook, Novel | 16 | 14.5 |
| Textbook, Science | 1 | .9 |
| Textbook, Science, History, Novel | 2 | 1.8 |
| Total | 110 | 100.0 |

Reading preference of students were displayed in Table 1. 25% of them like reading novel, 7.3% like reading Science books,10.9% like reading textbook, and 12.7% like reading history books.

The rest of them showed their preference on two or more kinds of books that they like to read, but the interesting result was nearly all of their preference book reading were included Novel.

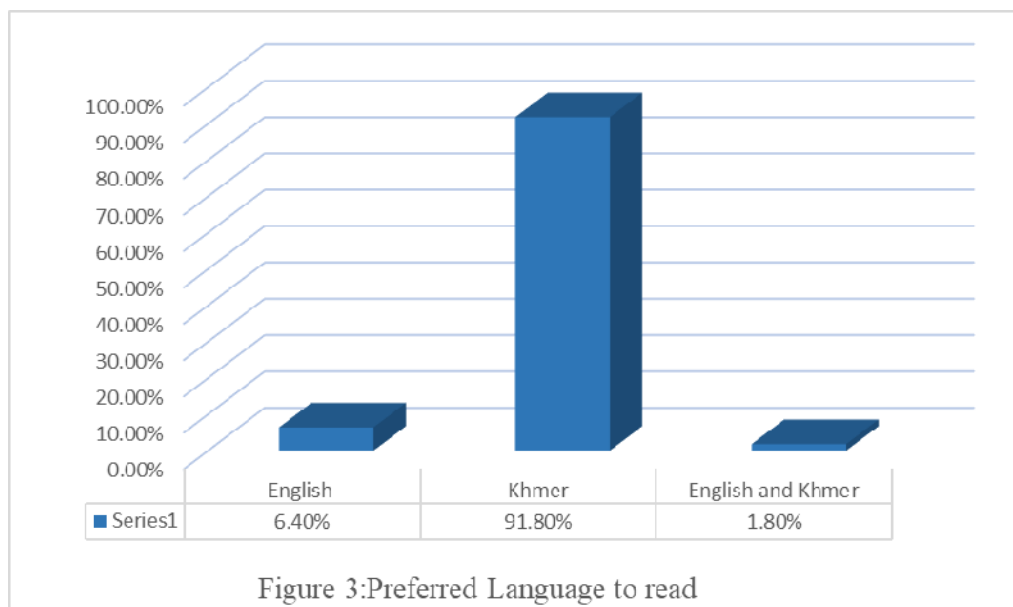
Whereas, 1.8% of students like reading other books beside these kinds of books.

4.2.3. The students' available access of reading materials



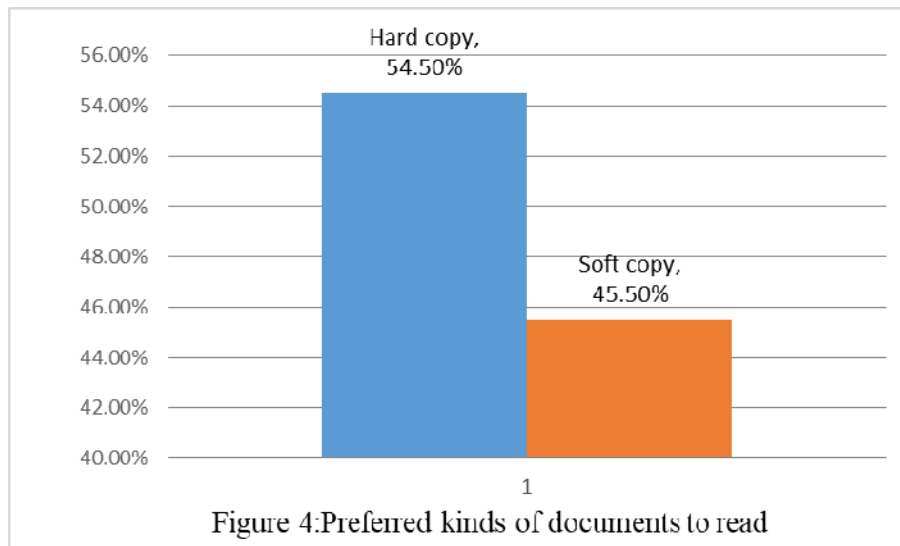
The students available access of reading material were displayed in figure 2. There were 17.3% of students use the internet to access their reading materials, 54.5% access the school library and 28.2 % bought the books to read by themselves. (Figure 2)

4.2.4. Preferred Language to read



The findings showed that 91.8% of students read the books in Khmer, while 6.4 of students read the books in English and a small amount 1.8% of students read the books both in English and Khmer. (Figure 3)

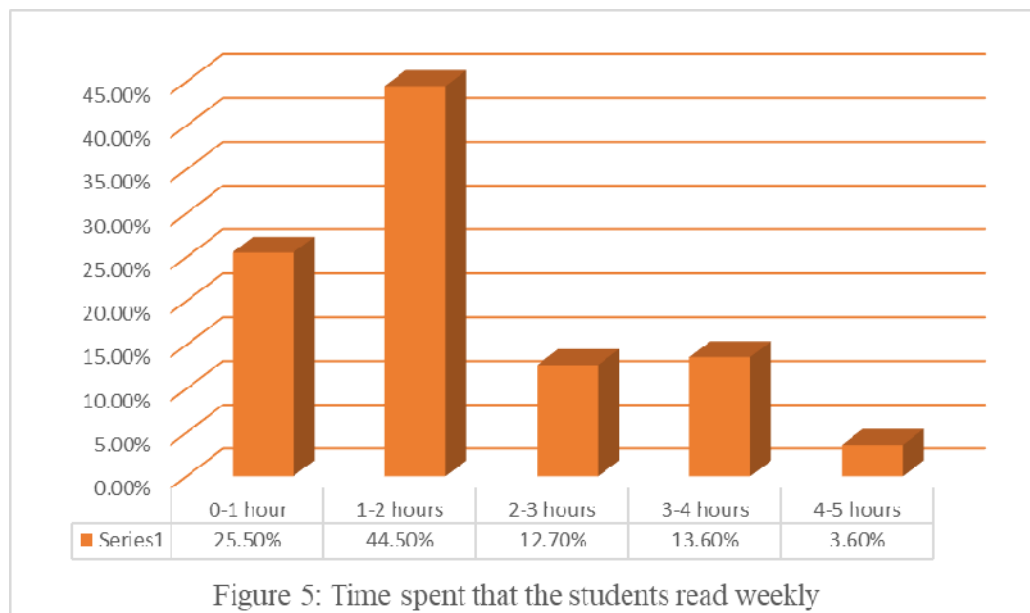
4.2.5. Preferred kinds of Document to read



The data showed the students’ preferences on kinds of the document, 54.5% of the students like reading hard document and 45.5 of them like reading soft document. (Figure 4)

4.3. The habits toward reading books of lower secondary student

4.3.1. Time spent that the students read weekly



Reading frequency is an imperative related to reading. When students read fluently, they expand their vocabularies and world knowledge while simultaneously building their reading skill and strategy. More particularly, reading fluency and reading attitude have close link as students who have positive attitude toward reading would read more often or vice versa (Noor, 2011).

The findings revealed that most of the students did not spend much time reading books and only a few of the students that spent much time to read the books every day. According to the data in figure 5 showed that 49 students (44.5%) spent 1-2hours, 28 students (25.5%) spent 0-1 hour, and 15 students (13.6%) spent 3-4 hours reading books weekly. Interestingly, the data showed that only 4 students (3.6%) that spent 4-5 hours to read per week. (Figure 5)

4.3.2. How students describe themselves as book readers

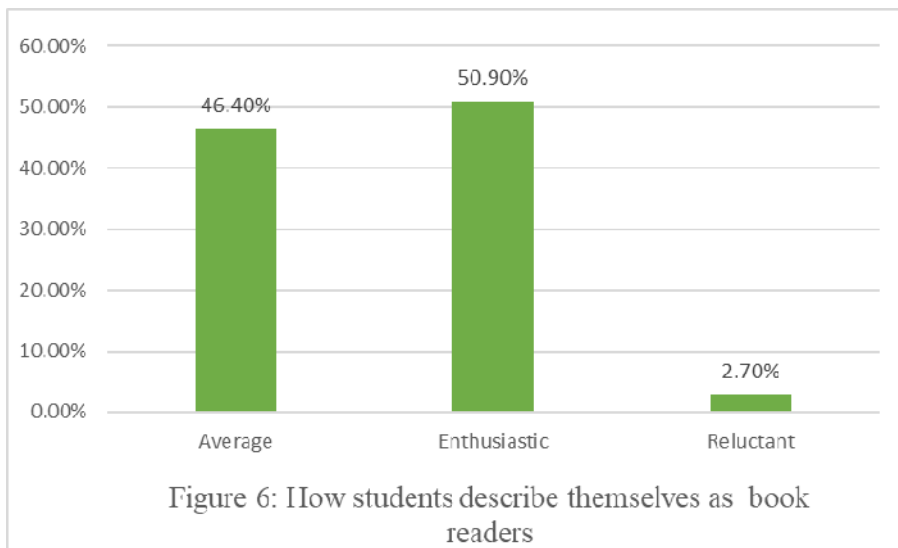
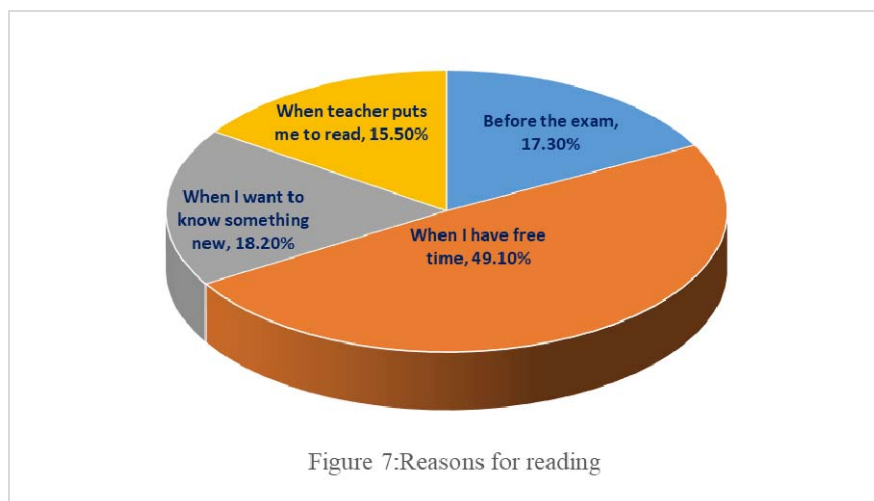


Figure 6, the data also obtained that 50.9 % were enthusiastic, they read a lot with pleasure. That percentage was also revealed that 46.4 % described themselves that they were average, they read in ordinary amount. Whereas only 2.7 % that were reluctant reader, read when they had to.

4.3.3. Reasons for Reading



In term of reasons for reading, this study identified 4 reasons cited for reading. It can be clearly seen that 49.1 % of students read the books when they had free time, 18.2 % read when they wanted to know something new, 17.3% read before the exam and 15.5% read when teacher asked them to read. (Figure 7)

4.3.4. Preferred Place to read

Table 2: Preferred places to read the books

| Column1 | Frequency | Percent |
|--|-----------|---------|
| At home, Classroom, Other | 1 | .9 |
| At home, Other | 1 | .9 |
| At home, While travelling , Classroom, School Library, Other | 1 | .9 |
| At home, While Travelling, Classroom, School Library, Other | 1 | .9 |
| At home, Classroom , Other | 1 | .9 |
| At home, Other | 1 | .9 |
| At home, Classroom, School Library, Other | 2 | 1.8 |
| Classroom, School Library | 2 | 1.8 |
| While travelling | 2 | 1.8 |

| | | |
|------------------------------------|------------|--------------|
| Other | 6 | 5.5 |
| School Library | 6 | 5.5 |
| Classroom | 9 | 8.2 |
| At home, School Library | 11 | 10.0 |
| At home, Classroom | 14 | 12.7 |
| At home, Classroom, School Library | 21 | 19.1 |
| At home | 31 | 28.2 |
| Total | 110 | 100.0 |

The percentages were described in table 2 above. 28.2% of the students read the books at home, while the other 8.2% of them read the books in the classroom. The students also spent their times to read both in the classroom and at home, 12.7%. The low percentage 5.5% of them read the books at the library, and the lowest percentage was 1.8% that read the books while travelling. Moreover, the most interesting result was the rest of them spend their time to read book at almost all these places including at home, school library, classroom, while traveling. However, the places that the students read the most were at home, school library and in the classroom.

4.3.5. Reasons for going to the Library

Table 3: The students' purpose of going to the library

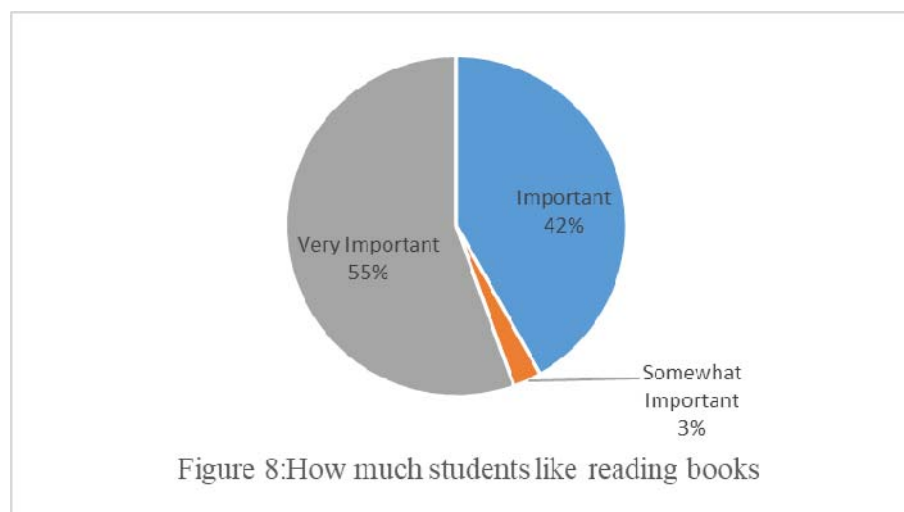
| Column1 | Frequency | Percent |
|--|-----------|---------|
| Borrowing books, Reading books, Meeting with friends | 1 | .9 |
| Borrowing books, Reading books, Studying, Meeting friends, Other | 1 | .9 |
| Borrowing books, Reading books, Studying | 1 | .9 |
| Reading books, Meeting with friends | 1 | .9 |
| Reading books, Studying, Other | 1 | .9 |
| Readings books, Studying | 1 | .9 |
| Borrowing books, Studying | 2 | 1.8 |
| Reading books, Studying, Meeting with friends | 2 | 1.8 |
| Borrowing books | 3 | 2.7 |
| Meeting with friends | 3 | 2.7 |
| Borrowing books, Reading books, Studying | 4 | 3.6 |
| Studying | 7 | 6.4 |
| Borrowing books , Reading books | 10 | 9.1 |
| Reading books, Studying | 23 | 20.9 |
| Reading books | 50 | 45.5 |
| Total | 110 | 100.0 |

Table 3 showed the variety of students purpose of going to the library. Some of them went to library for one, two or more reasons. These purpose were described as the following.2.7% of the students went to library for borrowing the books only, 6.4% went there for studying, 45.5% went there for reading books, and 2.7 % went to the library for meetings their friends.

4.4. The problems affecting students' book reading habits and preferences

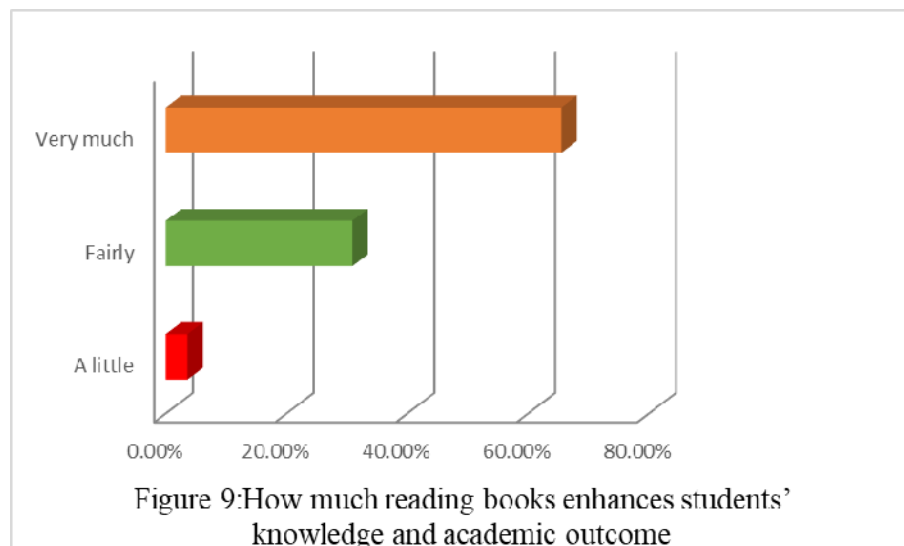
In order to examine the problems affecting students' reading habit and preference, the researcher gather the information related to their perception on how much readings book important to them, advantages of reading, the person who encourage them to read the books, the challenges that they always encounter when start reading books and also prevent them from reading their favorite books .The respondents also raised up some suggestions or comments that will improve their reading habits to be better and better. The findings are describing in the table below as frequency and percentage.

4.4.1. How much reading books are important to the students



The students showed positive perception on reading books. The great percentage of students 55.5 % that expressed that reading books were very important for them. In addition, 41.8% of students that respond that reading books was important, 2.7% answered reading books was somewhat important. No one had negative thought on reading books that reading was not important for them at all. (Figure8)

4.4.2. How much reading books enhances students' knowledge and academic outcome



The findings showed interesting percentage of students who think that reading books could enhance their knowledge and academic outcome, 65.5% state that reading books enhanced students' knowledge and academic outcome very much, 30.9 % of students stated that reading books can fairly enhance their knowledge and academic outcome and 3.6% of them thought reading books had a little impact on their learning outcome and their knowledge. (Figure 9)

4.4.3. Motivation in Reading

Table 4: Motivation in reading

| Column I | Frequency | Percent |
|---|-----------|---------|
| School curriculum | 1 | .9 |
| Parents, Self-determination | 1 | .9 |
| Teacher, Parents | 1 | .9 |
| Teachers, Parents, Friends, School Curriculum, Self-determination | 1 | .9 |
| Teachers, Parents, School Curriculum | 1 | .9 |
| Teachers, Self-determination | 1 | .9 |

| | | |
|---|-----|-------|
| Teachers, Parents, School Curriculum , Self-determination | 2 | 1.8 |
| Teachers, School Curriculum | 2 | 1.8 |
| Friends | 3 | 2.7 |
| Teachers, Self-determination | 6 | 5.5 |
| Teachers | 12 | 10.9 |
| Teachers, Parents | 18 | 16.4 |
| Parents | 19 | 17.3 |
| Teachers, Parents, Self-determination | 19 | 17.3 |
| Self-determination | 23 | 20.9 |
| Total | 110 | 100.0 |

The study showed that 17.3% of students were encouraged to read the books by their parents, 10.9% were encouraged to read by teachers, 20.9% were motivated by self-determination, 2.7% were motivated to read by friends and 0.9 % were encouraged to read by the school curriculum. The rest of them were motivated by almost all of them including parents, teacher, school curriculum, self-determination and friends. However, teachers and parents showed the interesting percentage that almost all the students were encouraged to read by teachers and parents. The three motivational factor show the same percentage 17,3% such as 1) parents, 2) teachers and parents,3) teachers, parents, determination.

4.4.4. Motivation from Family

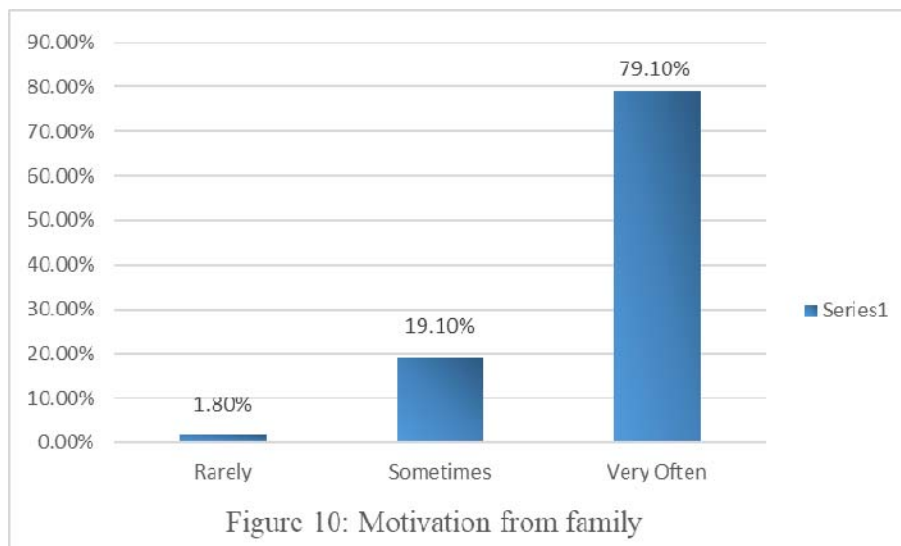


Figure 10: Motivation from family

The results revealed that 79.1 % of students were very often motivated to read the books by their family. 19.1% of the students were sometimes encouraged to read books and 1.8% were rarely encouraged by their family to read the books. (Figure 10)

4.4.5. Motivation from teachers

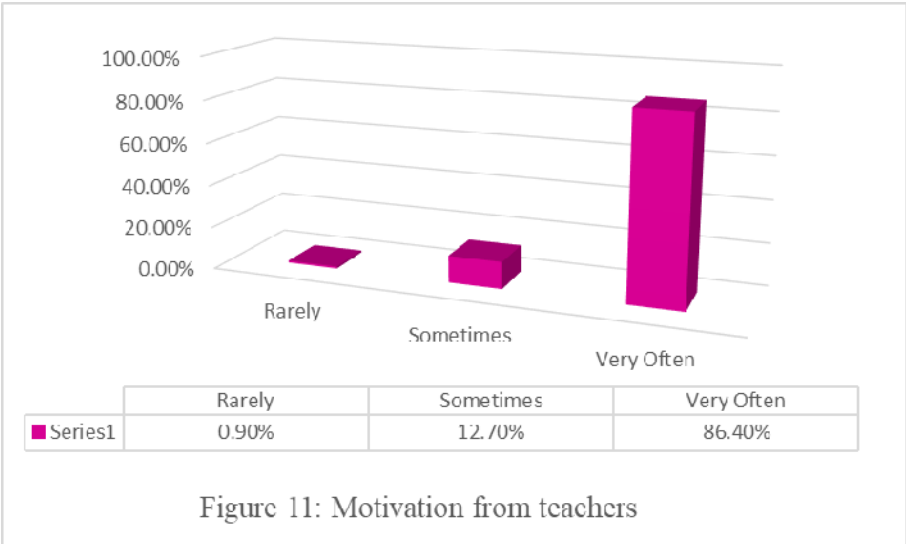


Figure 11: Motivation from teachers

The result revealed that 86.4% of them that state that they were motivated to read the books by their teacher. Precisely, 12.7% of the students claimed that teachers sometimes motivate them to read and 0.9 % responded that teacher rarely ask the student to read the books. (Figure 11)

4.4.6. Students' Ability on Reading books

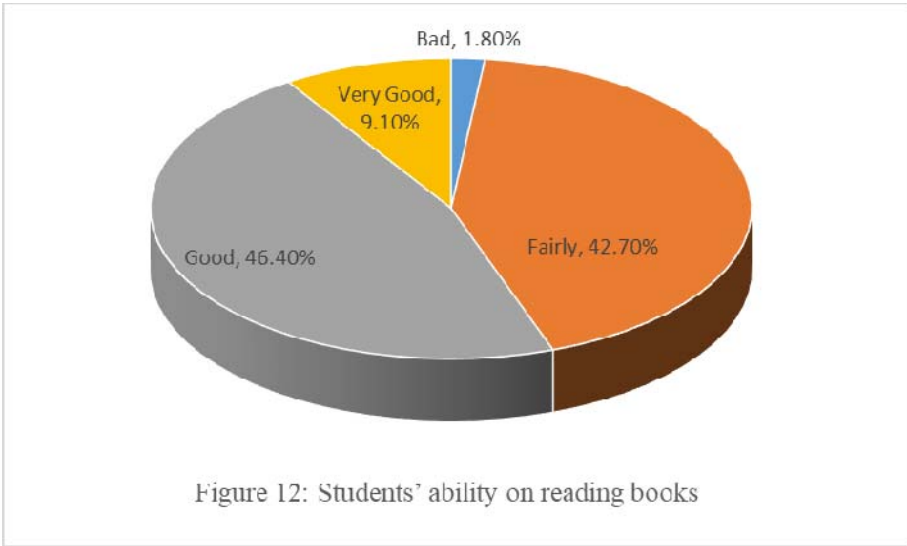


Figure 12: Students' ability on reading books

The result showed that 46.4% of the students that described that their books reading ability were good, 42.7% were fairly, 9.1% were very good and 1.8 % were bad. (Figure 12)

4.4.7. Students' view on advantages of reading books

The students believed that reading books had many advantages for them. Most of them stated that reading books could enhance their knowledge, helped them to read better, and helped them to think critically. More interestingly, some of them stated that reading books helped them to peace their mind, exercise their brain and helped them to reduce stress and tense. The result also shows that reading books could change their attitude from negative to become positive and helped them remember well. Precisely, the students also added that reading books could change their thinking and their destiny to be better. The students also revealed that reading books can help their future to become brighter.

4.4.8. The challenges that students face when they start reading the books

Most students raised the common concern that they faced when they started reading books was the distraction from surrounding including from family and friends. However, the most distraction that the students have responded was from family. The other problem was facing the difficult words that demotivate them to read. Some of them also responded that they always lost attention during reading the books and they also started feeling sleepy whenever they started reading. The students also raise that they did not t have reading habits and that was the challenges for them. The other also reveal that it was hard to find the quiet and suitable place to read. Their reading ability was also the problem for them to read the books. Anyway, one of them claimed the surprise answer that he or she did not have any challenges when start reading the books.

4.4.9. The challenges that prevent students from reading their favorite books

Most of them responded that they could not afford to buy their book preferences. And they there could not find their favorite books in the school library. Some of them stated that they

had to be ready for the exam and read the books that related to the exam, that was a reason they did not have time to read their book preferences. The students also raise up about the distraction from their friends and family, facing the difficult words as their challenges that prevent them from reading their favorite books.

4.4.10. The factors that are the most important to motivate students to read the books

Most students responded that parents and teachers were the most important factors that motivate them to read the books. One of them said that *“I enjoy reading books when my teacher and my parents praise me.”* The other one participant responded that *“I read the books when teacher give homework.”* More interestingly, the students also had intrinsic motivation because they revealed that they read the books because they wanted to learn something new and to improve their ability. Moreover, some of them claimed that they read the books because they were afraid of failing the exam. The students also responded that friends also motivated them to read the books.

4.4.11. Students’ suggestions to improve students’ reading at Prek Sangke Lower Secondary School

- Library for Lower Secondary students due to nowadays they use the Library in Primary school
- Good environment for them to read such as comfortable seat for reading, garden, bench, nice place to read
- Should provide many kinds of book for them to research (history, Morality Educational books, Motivated books, Books for educate their manner, General Knowledge, books reading for pleasure)
- Many kinds of new books that interest them to read
- Need a room or club for them to read when they did not have class or break time
- Need motivation from teacher

- Need comfortable classroom environment to study and to read as well

4.5. Summary of the Chapter

This chapter discussed about the profile of the participants and the results of the study that divided into three main points including the books reading preferences of lower secondary school students, the habits toward reading books of lower secondary students and The problems affecting students' book reading habits and preferences. Next chapter, chapter 5 talked about discussion.

Chapter 5: Discussion

This chapter would discuss the significant results of the current study and the literature review. It examines three sections: (1) the books reading preferences; (2) the habits toward reading books; and (3) the problems affecting students' book reading habits and preferences.

5.1. The book reading preferences

The result revealed that most of the students liked reading novels. The findings of this study aligned with the previous studies by Noor (2011), who found that magazines and newspapers were found to be the most preferred reading materials of teenagers. On the other hand, the EFL graduate students preferred reading internet materials, story books, course books, and novels. The majority of them read for pleasure and academic tasks.

5.2. The habits toward reading books

The present study show that most students are often motivated to read by their parents and teachers. However, the students still raised up that motivation from family and teacher were still their challenges that effected their book reading habits. The students seem do not focus on their self-determination while it was very important for them rather than the extrinsic motivation like teachers or parents. Moreover, the present study revealed that most students described themselves as enthusiastic book readers, they read a lot with pleasure. In contrast, the result about time spent were differently from that. Most students spent only 1-2 hours to read the books per week.

The results showed that most of the students read the books when they have free time, when they want to know something new, read before the exam and read when teacher put them to read. The result showed the similar result to the previous study. Cabral, (2002), found that reading habit was due to various reasons on academic performance. Students who had intermediate level of proficiency read for academic purposes and hobbies considered reading was an academic activity. In contrast, students at a third world technological university did not enjoy

reading and they read little unless lecturer tested on required reading and their preferred readings were comic and fiction. The study about newspaper reading habits and language preferences of students in Chaudhary Charan Singh University and found that the majority of students read newspaper in Hindi and English and they read to get information and to improve general knowledge. (Smithies&Kumar,2011)

5.3. The problems affecting students' book reading habits and preferences

The study revealed that most of the students were hindered reading books by distractions from their family. They also claimed that the lack of reading material demotivate them for reading books. The results were aligned with the previous studies by Ogunrmbi and Odio (1995), as cited in Hassan, Olasen, and Mathew (2012), looked at 600 students in ten Nigerian secondary schools to see what factors influenced their reading habits. It was discovered that reading was hampered by the environment at home. Other elements influencing kids' bad reading habits were revealed to include the lack of libraries and skilled librarians, the lack of reading resources, the lack of public libraries, and the lack of teacher motivation.

However, the learners themselves should have self-determination to read the books by not totally depend on the surrounding environment. Motivation from teachers and parents, supplies reading material, good librarians and modern library are the extrinsic motivation that play very important role for children reading but, the children themselves push themselves to read is a must. They need to be in charge of reading for themselves.

5.4. Summary of the Chapter

This chapter dicussed about the results of the present study compared to the results of the previous studies and mainly about the book reading habits and preferences and the problems that effecting their reading habits. Next chapter was chapter 6 which talked about conclusion and recommendation.

Chapter 6: Conclusion, Limitation and Recommendation

In this chapter, the researcher showed a summary of the key results, limitations of the study, and recommendations for stakeholders and further studies.

6.1. Conclusion

The present study examined the book reading habits and book reading preferences of lower secondary students. In general, the present study examined the book reading habits and book reading preferences of lower secondary students. In general, the study of 210 students found that most students like reading novel. Khmer has been found that was the language that students read the most, while only 1.8% of them read both English and Khmer. The school library was the students' available access of reading materials of 54.5% of the students. More importantly, the students liked reading hard copies rather than soft copies.

The result also revealed that most students showed positive attitude on reading books. Most of them like reading books while the other 13.6% of them showed a little interest on reading books. However, the time spent on reading of the students seem to be less. Only 4 students that spend 4-5 hours to read weekly. Nearly 50 % that spent 1-2 hours to read per week. Whereas, they described themselves that they were enthusiastic, they read a lot with pleasure. 51% of the students were average, they think they read an ordinary amount and 2.7% that were reluctant, they read when they had to. In addition, the students showed variety time that they read the books. 49.1% read when they had free time, 17.3% read before the exam, 18.2% read when they wanted to know something new and 15.5 % read when teacher put them to read. And most of them like reading books at home, school library and in the classroom.

The data also showed that most student found out that reading were important and reading also played important role to enhance their knowledge and academic outcome. Most students are encouraged to read by their parents, teachers and self-determination. The study also found that

most students were motivated to read the books very often by teachers and parents. Precisely, only 1.8% of students that thought that their reading ability was bad. More interestingly, most students also had positive mind on reading books. They sated that reading books has many advantages for them such as gain knowledge, help increase their reading ability, help them to think critically, help them to peace their mind, exercise their brain, reduce stress and tense. Moreover, the students also showed that reading could change their attitude, thinking, destiny and their future to be better and better.

However, the students still faced some challenges when started reading books. Especially, those challenges could prevent the students from reading their favorite and hindered their reading habits. The most challenges were the family condition and lack of reading materials. Most students complained about the distraction in their family. They did not have suitable place for reading. Moreover, lacking the books also caused challenges for them. The students cannot afford to buy their favorite books and also the school library does not have many different kinds of books that could please students' needs.

6.2. Limitation

There was a number of factors were likely to limit the results in this study. First, the study conducted only in one secondary school. Hence, the result in other secondary schools may be different. Second, the present study could not reach the whole population. Therefore, the results of the study could limit to the generalization. Third, the study was only conduct in lower secondary level but not in primary or higher secondary level. So, the future study should conduct in primary and higher secondary level to see the differences between each academic level.

6.3. Recommendation

As a result of this study, the author wishes to provide readers with some recommendations as followings:

1) Students should take responsibilities for building good reading habits and reading culture. They can do this by increasing their reading hours and reading frequency with a view to strengthen their learning competence.

2) Teachers: Having understood the suggestion from the study that students spent less time reading daily, teachers should motivate students to read more either at home and in class. More importantly, they should set homework or assignment which requires more reading. Promoting reading culture in the classroom is one of the most significant tools for building up the ability of learners. More especially, it is necessary to teach students effective techniques and methods as the difficulties of students on reading were discovered. Moreover, teacher should create study club or reading club that can promote the students to read better and much more.

3) Parents: Parents are also play an important role in motivating their children to read more, when the children see their parents read it also influence to their children. Therefore, parents should encourage their children to read and do self-study at home. In this regard, parents need to create a reading culture at home while their children are young. More importantly, based on the result of the study that show that family condition hinders children reading habits, so parents should prepare good environment for children to read and leave them some times to read every day.

4) Writers: Knowing types of reading materials preferred by students, authors should increase publishing in order to meet the needs of them.

5) School Director: Lacking of reading materials and library are the big problems that effect students' reading habits. So, the school director should suggest to the skate holder to build a school library for lower secondary students that has many kinds of books to please students' need. Especially, the principal should governor to have good environment both in the classroom and in the school library to motivate the students to read.

6.4. Summary of the Chapter

This chapter mainly talked about the conclusion of the current results of the present study about the book reading habits and preferences, the problems effecting book reading habits and preferences, the limitation of the present study and the study recommendation.

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អនុក្រឹត្យស្តីពីទិវាអំណានរាជរដ្ឋាភិបាលលេខ១២០អនក្រ.បក ១៤ កញ្ញា ២០១៥, ភ្នំពេញ

Appendix: Questionnaires

My name is **YET Sophy**, a MA trainee of Cohort II of New Generation Pedagogical Research Center(NGPRC). I am going to conduct a research on “Examining Books Reading Habits and Preferences among Lower Secondary School students: A Study of Prek Sangke Lower Secondary School” for my graduation. The aim of this survey is to examine the student’s books reading habits and preferences. For these reason, I would like to ask your voluntary to complete my questionnaire. Any information that you provide will be treated as confidential and you do not have to answer any questions if you are not comfortable.

Part I: Profile of the Participants

1. Sex: Male Female

2. Age:

3. Grade:

Part II: Research Objectives

4. Do you like reading books?

Very much Not very much

A little Not at all

5. How often do you read books weekly?

0-1 hour 1-2 hours 2-3 hours

3-4 hours 4-5 hours

Others_____ please specify

6. How would you describe yourself as a book reader?

Enthusiastic (you read a lot, with pleasure)

Average (you read an ordinary amount)

Reluctant (you only read when you have to)

Do not like reading at all

7. What language do you read books the most?

Khmer English Others_____please specify

8. When do you usually read books the most?

When teacher puts me to read When I have free time

When I want to know something new Before the exam

9. What are your favorite books reading? (You can tick more than one)

Textbook Science

History Novel

Others_____ please specify

10. Which are your available access of reading materials?
- School Library You buy
 Internet
11. Which mentions below do you like to read the most?
- Soft document hard document
12. Who makes you read? (You can tick more than one)
- Teachers Parents
 Family Friends School curriculum
 Self-determination
13. How is reading important to you?
- Very important Important
 Not important at all Somewhat important
14. How much reading books enhances your knowledge and academic outcome?
- Very much Fairly A little Not at all
15. Where do you spend time to read books in your free time? (You can tick more than one)
- At home While travelling
 Classroom School library
 Other_____ please specify
16. For what purposes do you most often go to a library? (You can tick more than one)
- Borrowing books Reading
 Studying Meeting with friends
 Other_____ please specify
17. Do your teachers motivate you to read books at home or at school?
- Very Often Sometimes Rarely Never

18. Does your family motivate you to read books at home or at school?

- Very Often Sometimes Rarely Never

19. How would you describe your reading ability?

- Very bad Bad Fairly Good Very good

20. What are the advantages of reading books do you think?

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.....
.....

21. What challenges you face when you start to read the books?

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22. What are the challenges that prevent you from reading your favorite books?

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23. What factors do you think are the most important to motivate you to read?

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24. What are your comments or suggestions to improve your reading at Prek Sangke Lower Secondary School?

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តារាងឧបសម្ព័ន្ធ

Part I: Profile of the Participants

1. ភេទ: ស្រី ប្រុស
2. អាយុ:
3. ថ្នាក់ទី:

Part II: Research Objectives

4. តើអ្នកចូលចិត្តអានសៀវភៅដែរឬទេ?

- ចូលចិត្តខ្លាំង ចូលចិត្ត
- ចូលចិត្តតិចតួច មិនចូលចិត្តសោះ

5. តើអ្នកអានសៀវភៅញឹកញាប់ប៉ុណ្ណាក្នុងមួយសប្តាហ៍?

- 0-1 ម៉ោង 1-2 ម៉ោង 2-3 ម៉ោង
- 3-4 ម៉ោង 4-5 ម៉ោង
- ផ្សេងៗ _____ សូមបញ្ជាក់បន្ថែម

6. តើអ្នកជាអ្នកអានដូចម្តេច?

- រីករាយនឹងការអាន (អ្នកអានច្រើនដោយភាពសប្បាយរីករាយនិងពេញចិត្ត)
- មធ្យម(អ្នកអានក្នុងបរិមាណល្មម)
- ស្ទាក់ស្ទើរ(អ្នកអានតែពេលណាចាំបាច់ត្រូវអាន)
- ផ្សេងៗ _____ សូមបញ្ជាក់បន្ថែម

7. តើភាគច្រើនអ្នកអានសៀវភៅជាភាសាអ្វី?

- ភាសាខ្មែរ ភាសាអង់គ្លេស ផ្សេងៗ _____ សូមបញ្ជាក់បន្ថែម

8. តើភាគច្រើនអ្នកអានសៀវភៅនៅពេលណា?

- នៅពេលគ្រូដាក់កិច្ចការឱ្យធ្វើ
- នៅពេលទំនេរ
- នៅពេលចង់ដឹងប្រៀបធៀបអ្វីដែលថ្មី
- មុនពេលប្រឡង

9. តើអ្នកចូលចិត្តអានសៀវភៅអ្វីខ្លះ? (អ្នកអាចជ្រើសរើសលើសពីមួយបាន)

- សៀវភៅពុម្ព
- វិទ្យាសាស្ត្រ
- ប្រវត្តិវិទ្យា
- សៀវភៅរឿង
- ផ្សេងៗ _____ សូមបញ្ជាក់បន្ថែម

10. តើការចូលប្រើសម្ភារៈអានរបស់អ្នកមួយណា?

- តាមរយៈបណ្ណាល័យសាលា
- អ្នកទិញសៀវភៅអានដោយខ្លួនឯង
- តាមរយៈប្រព័ន្ធអ៊ីនធឺណិត

11. តើមួយណាដែលបានលើកឡើងខាងក្រោមដែលអ្នកចូលចិត្តអានខ្លាំងជាង?

- ឯកសារទន់(ឯកសារនៅក្នុងទូរសព្ទឬនៅក្នុងកុំព្យូទ័រក្នុងប្រព័ន្ធកុំព្យូទ័រ)
- ឯកសាររឹង(ឯកសារដែលត្រូវចេញមកក្រៅមានដូចជាសៀវភៅឬសំណៅឯកសារផ្សេងៗ)

12. តើអ្នកណាដែលធ្វើឱ្យអ្នកអាន? (អ្នកអាចជ្រើសរើសលើសពីមួយបាន)

- គ្រូបង្រៀន
- ម្តាយឪពុក
- គ្រួសារ
- មិត្តភក្តិ
- កម្មវិធីសិក្សា
- ខ្លួនឯង

13. តើការអានសៀវភៅសំខាន់សម្រាប់អ្នកកម្រិតណា?

- សំខាន់ណាស់
- សំខាន់
- មិនសំខាន់សោះ
- សំខាន់ខ្លះដែរ

14. តើការអានសៀវភៅពង្រឹងចំនេះដឹងនិងលទ្ធផលសិក្សាអ្នកកម្រិតណា?

- ខ្លាំងណាស់
- មធ្យម
- បន្តិចបន្តួច
- អត់ទាល់តែសោះ

15. តើអ្នកចំណាយពេលវេលាដើម្បីអានសៀវភៅនៅពេលទំនេររបស់អ្នកនៅកន្លែងណា? (អ្នកអាចជ្រើសរើសលើសពីមួយបាន)

- នៅផ្ទះ
- ពេលធ្វើដំណើរ
- នៅក្នុងថ្នាក់រៀន
- នៅបណ្ណាល័យសាលា
- ផ្សេងៗ _____ សូមបញ្ជាក់បន្ថែម

16. តើភាគច្រើនអ្នកទៅបណ្ណាល័យក្នុងគោលបំណងអី? (អ្នកអាចជ្រើសរើសលើសពីមួយបាន)

- ខ្លឹមសៀវភៅ
- អានសៀវភៅ
- សិក្សា
- ជួបជុំមិត្តភក្តិ
- ផ្សេងៗ _____

17. តើគ្រូរបស់អ្នកលើកទឹកចិត្តអ្នកឱ្យអានសៀវភៅនៅផ្ទះដែរឬទេ?

- ញឹកញាប់
- ពេលខ្លះ
- កំរ
- មិនដែល

18. តើគ្រូសាររបស់អ្នកលើកទឹកចិត្តឱ្យអ្នកអានសៀវភៅនៅផ្ទះឬនៅសាលារៀនដែរឬទេ?

- ញឹកញាប់
- ពេលខ្លះ
- កំរ
- មិនដែល

19. តើសម្ភារៈអានរបស់អ្នកមានលក្ខណៈដូចម្តេច?

- ខ្សោយខ្លាំង
- ខ្សោយ
- មធ្យម
- ល្អ
- ល្អណាស់

20. តើអ្នកគិតថាការអានសៀវភៅមានគុណសម្បត្តិអ្វីខ្លះ?

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21. តើអ្នកមានបញ្ហាប្រឈមអ្វីខ្លះនៅពេលដែលអ្នកចាប់ផ្តើមអានសៀវភៅ?

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22. តើអ្វីជាបញ្ហាប្រឈមរបស់អ្នកដែលធ្វើឱ្យអ្នកមិនអាចអានសៀវភៅដែលអ្នកចូលចិត្ត?

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23. តើអ្នកគិតថាកត្តាចម្បងអ្វីខ្លះដែលលើកទឹកចិត្តអ្នកឱ្យអានសៀវភៅ?

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24. តើអ្នកមានសំណូមពរឬការស្នើសុំអ្វីខ្លះដើម្បីអភិវឌ្ឍន៍ការអានសៀវភៅនៅអនុវិទ្យាល័យប្រែកសង្កែ?

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