KEMENTERIAN PERPADUAN NEGARA
PERPUSTAKAAN NEGARA MALAYSIA

MALAYSIA MADANI

KAJIAN
PROFIL MEMBACA
RAKYAT MALAYSIA 2022/2023
BANGSA MEMBACA BANGSA BERJAYA

READING PROFILE OF MALAYSIANS 2022/2023

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KEMENTERIAN PERPADUAN NEGARA
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National Library of Malaysia
Kuala Lumpur
2023

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PREFACE

The "Reading Profile of Malaysians 2022/2023" was conducted through a collaborative effort between the National Library of Malaysia and the UiTM Consulting Team. The primary objective of this study was to acquire up-to-date data and insights regarding the reading habits and preferences of the Malaysian population. These insights are deemed crucial as they serve as vital reference points for the government in the formulation of strategies that align with the national vision of transforming Malaysia into a reading nation by 2030.

The study provides valuable data on the reading trends of Malaysians, highlighting significant shifts in reading material consumption, largely driven by technological advancements and the digitalization wave synonymous with the fourth industrial revolution. Notably, this transformation is underscored by a considerable increase in the number of books read by Malaysians, with the annual average rising from a mere two books in 2005 to a substantial 24 books.

The findings of this study will serve as a key performance indicator for the Reading Promotion Program, which is instrumental in realizing the government's ambition of fostering a knowledge-centric society. Furthermore, this study is expected to play a pivotal role in assisting the domestic book industry in its necessary transformation towards the production of high-quality literary works that cater to the evolving needs and preferences of the Malaysian audience.

In closing, we extend our gratitude to all parties involved, both directly and indirectly, in the successful execution of this study. It is our hope that the findings presented herein will serve as a cornerstone reference for stakeholders and decision-makers as they work towards the cultivation and reinforcement of a reading culture, integral to the development of a highly knowledgeable society.

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LIST OF ACRONYMS

COVID-19	*Coronavirus Disease 19*
DOPU	*Drop-off & Pick Up*
HSC	*Higher Secondary Certificate*
ICT	*Information Communication and Technology*
IMK	Indek Membaca Kebangsaan
IPT	Institut Pengajian Tinggi
KPM	Kementerian Pendidikan Malaysia
KPT	Kementerian Pengajian Tinggi
LCE	*Lower Certificate of Education*
MCE	*Malaysian Certificate of Education*
MPC	Malaysian Productivity Coorporation
NILAM	Nadi Ilmu Amalan Membaca
OKU	Orang Kurang Upaya
PBT	Pihak Berkuasa Tempatan
PIBG	Persatuan Ibu bapa dan Guru
PMR	Penilaian Menengah Rendah
PNM	Perpustakaan Negara Malaysia
PT3	Pentaksiran Tingkatan Tiga
SPM	Sijil Pelajaran Malaysia
SPSS	*Statistical Package for the Social Sciences*
SRHI	*Self-Report Habit Index*
SRHI-R	*Self-Report Habit Index for Reading*
SRP	Sijil Rendah Pelajaran
STAM	Sijil Tinggi Agama Malaysia
STPM	Sijil Tinggi Persekolahan Malaysia
UNESCO	*United Nations Educational, Scientific and Cultural Organization*

CHAPTER 1

BACKGROUND OF THE STUDY

BACKGROUND OF THE STUDY

1.1.   INTRODUCTION

The Sustainable Development Goals (SDGs) – are a compilation of 17 global goals which were adopted by the United Nations in 2015 as efforts to enhance the quality of life of society by the year 2030. As outlined in the 17 Sustainable Development Goals, Sustainable Development Goal-4 i.e., Quality Education, has its objective as the main agenda for many countries. Quality Education is the main thrust to empower the productivity of the community in order to drive the socio-economic development of a particular country. For this reason, according to Jamiah Baba & Faiza Rostam Affendi (2020), quality education and reading ability are two interdependent variables where reading habits can influence an individual's intellectual and emotional growth.

Effective reading habits is when the practice of reading happens in tandem with the transfer of knowledge to others. It does not only enhance individual well-being, it can create an informed society that subsequently is able to dignify the civilization of a country. Hence, many studies related to reading habits had been conducted by researchers at various levels whether locally or abroad. Amongst the studies conducted include those by Mohd Zainuddin Hashim (1982), Atan, et al. (1984), Frank Small and Associates (1996), Pandian (1997), Nazri (2003), Siti Aishah (2003), Tiew (2010), Anamalai & Muniandy (2013), Rahyu Imrani (2020) as well as Jamiah Baba & Faiza Rostam Affendi (2020).

The National Reading Decade 2030 was introduced as an effort to make Malaysia a Reading Nation by 2030. Hence, throughout the 10 years from 2021 until 2030, the Ministry of Education Malaysia together with Dewan Bahasa dan Pustaka (*Institute of Language and Literature*) has put together a variety of sustainable strategies for the realization of

the National Reading Decade 2030. The National Reading Decade 2030 agenda focuses on reading for acquiring knowledge and inculcating the reading habits aiming towards the creation of a world class information society. Implementation of the National Reading Decade 2030 is centred upon six main programs, that are, a variety of reading programs, infrastructure development and reading activities, book festivals as a book society destination, development of reading among young adults and children, access to digital books or e-books, as well as life-long learning.

Undertaking an equally important role, the National LIbrary of Malaysia (*NLM*) has always been committed in support of NLM's Reading Promotion Policy by invigorating the reading culture among the people of Malaysia. Various reading promotion programs have been designed and continuously implemented to achieve a society imbued with a culture based on reading and a love for knowledge. In 2005, with the cooperation of the Department of Statistics Malaysia, NLM had conducted a large scale reading profile study. The findings revealed that the reading habits of the Malaysian people has not reached a satisfactory level. The study showed that the literacy level had shown a slight decrease to 92% compared to 93% in the year 1996. Some of the respondents had been shown to have read less than seven (7) pages daily. Meanwhile in the year 2005, the same study was carried out with a findings that revealed the rate of reading at around 90%. While in 2014, NLM had carried out an interim study that showed an increased percentage of the rate of reading ability to 95% and the total number of books read increased to fifteen (15) copies from two (2) copies annually.

In realizing the Reading Promotion Policy, NLM supports the concept of life-long learning towards achieving a developed country status and an information society through the Information Literacy movement. Information Literacy Programs are implemented throughout, not only at the NLM, but at all public libraries, academic libraries, and also school libraries, in the effort to enhance information literacy skills of the society. NLM's main goal of leading this effort is to heighten an awareness and to guide target groups in order to grow into a society that know the

importance of mastering information literacy skills.

The current developments such as Industrial Revolution Era 4.0 (*IR4.0*), Education 5.0, and Society 5.0, has changed the way of work life, learning and community lifestyle/living of the society. Therefore it is timely that a study on the Reading Profile of Malaysian Society2022/2023 be carried out with a wider scope to produce a current, more comprehensive and inclusive trend of the reading profile of the Malaysian people, in line with the current developments.

1.2.   STATEMENT OF PROBLEM

This study was conducted based on three (3) key problems that are identified as follows.

1.2.1. The lack of/unavailability of current and comprehensive study data of the reading habits of Malaysian people

Until now, there has not been a current and comprehensive empirical study undertaken to measure the reading habits of Malaysian people, aside from the 2014 Interim Study of the Reading Habits of Malaysian People. At the same time, data on the rate of reading and reading habits have often been raised by many quarters. The absence of a current study on the reading culture of the Malaysian people, has often caused data to be referred from the interim study, which renders it less relevant today. Therefore, this current empirical study undertaken can certainly be the reference and serve as a solid foundation for the design and implementation of literacy programs and a comprehensive reading movement, that coincides with the agenda of the National Reading Decade 2021-2030.

1.2.2. The evolution of technology and its effects on reading trends of the society

Technology is a pillar to various forms of transformations particularly digital transformation. Various progressive transformations like Industrial Revolution 4.0, Education 5.0, and Society 5.0 that have been adopted around the world, very much depends on elements of technology. Society today is faced with a dynamic tide of technological developments. The publication of information and reading materials is no longer focussed on printed materials, rather much information or contents have been produced digitally. The scope of reading habits (practice) can no longer be solely measured by the total number of copies of books read considering the availability of a multitude of digital contents, that are the much preferred reading materials to access, especially for some community groups.

When communities throughout the world were faced with the COVID-19 pandemic, the dependency on technology by these communities was undoubtedly proven. The digital inclusiveness has happened rapidly during the period of the COVID-19 pandemic. Society has had no choice beside being involved in various activities digitally. The learning and teaching process was one digital activity that was a topic of heavy debate among various parties. A study by Cruz, et al. (2022), found that the effectiveness between remote reading fluency intervention is considered as sufficient alternative to replace face-to-face reading fluency interrvention. In order to enhance the literacy level, various efforts had been carried out including the organization of Programs of Reading Habits by various agencies at all levels. Nevertheless, all these efforts have much room for improvements. This is because it will involve complex constraints considering the diversity of the Malaysian society profile. Not to mention is the rate of reading of the Malaysian society differ according to demographic structure that include age, gender, race, level of education, and place of residence (PNM, 2005).

1.2.3. Various data of the reading profile of Malaysian society from several studies have become huge challenges to the implementation of intervention programs

The nation needs an empirical and comprehensive study which is current as a reference for the development and implementation of a Reading Promotion Program. Appropriate strategies need to be implemented in line with the demographic landscape and in accordnace with the community's profile of interests in reading. Even though the Malaysian peope place a high value on books and reading, they much prefer to watch electronic media instead (NLM, 2005. Efforts to increase the people's awareness need to be intensified seeing that the initiative carried out thus far have not been able to bring about total awareness among the Malaysian people. It was reported that the reading campaigns had less impact on inculcating the reading habits of most Malaysians (Ahmad, Hussein dan Zulkifli, 2007). While the study conducted by Mad Khir Johari and Noor Zaidi (2009) in Selangor revealed that many people know of the existence of reading campaigns, yet the community's attitude towards interest in reading is still low. Therefore, this study is most appropriate as a basis for a suitable reading intervention program.

1.3.   RESEARCH OBJECTIVES

a)   Create an up-to-date reading profile of Malaysians;
b)   Identify reading habits of Malaysians according to location, type of reading materials, language of reading materials, age group, gender, and frequency of reading;
c)   Identify changes and trends in reading interests of Malaysians to various reading resources and library services provided;
d)   Study the impact of the Reading Promotion Programs in influencing reading interests of Malaysians; and
e)   Identify issues, problems, and correlation between the book industry with reading interests of Malaysians.

1.4.   SCOPE OF THE RESEARCH

This study covers all urban and rural areas throughout Malaysia. This study targets 100,000 respondents and involves Malaysian residents aged 5 years old and above from various demographic background. This study also took into account current trends of reading of the Malaysian communities that include both media, i.e. print and electronic/digital. Implementation of this study is within a period of eight months beginning September 2022 until September 2023, to collect; examine; and analyse data/information related to reading profile of Malaysians; present; and document results of the study in the form of a written report and other suitable media.

1.5.   LITERATURE REVIEW AND PREVIOUS STUDIES

1.5.1. Reading Habits and Literacy

Reading plays an important role in community life because it will open the door to a vast treasure of knowledge. The practice of reading as a part of the learning process is closely related in determining the success of a society. Secondly, reading is an important element in the development and growth of the mind and character of human life. Reading is the main core of life-long learning processes that is promoted in the Sustainable Development Goals 2023 agenda with an emphasis on youths and adults. According to Fulks (2010), reading is the main key to the success of individuals in mastering their basic life skills.

Sustainable Development Goal-4 that is Quality Education, aims to ensure inclusive and quality education for all by promoting life-long learning. This is because education enables socio-economic mobility to a higher-level and is key to break away from poverty. It will also help foster tolerance and peace in society (UNESCO, 2015). To achieve quality education, whether formal or informal, the main basis is through reading. However, the fact is that according to UNESCO statistics in 2018 stated a total of 773 million adults of which two-thirds of them are females; remain unable to read and write. Statistics of year 2021

released by UNESCO reported that 103 million youths throughout the world still do not have basic literacy skills, and more than 60% of them are women. It is also reported that six (6) out of ten (10) children and young adults throughout the world did not achieve the minimum level of mastery in reading skills and mathematics skills.

The practice of reading is a life-long intellectual process that prepares humans to succeed in all aspects of life (Balan, et al., 2019). In facing the 21st century, life-long learning processes need to be supported by social and technological changes that are in line with current trends. In this context, reading is the main source of continuous learning in which it requires various media and resources capable of channelling old and new information materials as inputs to a person's knowledge and skills (Chettri & Rout, 2013).

According to the Oxford Dictionary, the term 'habit' or routine means doing something always and even doing something without having to think deeply. While according to Nilsen (2012), 'habit' is repetitive behavior that occur through automatic actions without involving purposeful thoughts or awareness. Explaining this definition, Mustika (2017) stated that 'habit' is repetitive behavior that occur automatically without the need to think much. Reading habit has various definitions based on the meaning and context of the study conducted. Parlette (2010) defined reading habit as a way for how a person organizes his reading and the habit is acquired from as early as seven (7) years of age. Parlette (2010) added that reading habit is mastered through a gradual learning process starting from letters, words, sentences, paragraphs, and complete texts; while according to Knoester (2010), for something to become a habit/routine, then the practice of reading must be encouraged. In practice, the habit of reading goes hand in hand with a child's development and personal growth, even shapes imagination, and plays an important role that allows individuals to control language as well as play a role in society (Knoester, 2010).

A variety of contexts as regards the reading habit definition has made it a term without consensus as to the best indicator to measure the said behavior.   For example, Chen (2006) measured using items such as

frequency of reading, total read, and contents of the reading. However, according to Schmidt & Retelsdorf (2016), majority of the studies emphasized on measuring behavioral frequency or the frequency of behavior only. Therefore, to measure a broader concept of behavior, the '*Self-Report Habit Index*' (SRHI) introduced by Verplanken & Orbell (2003) was adapted. Schmidt & Retelsdorf (2016) supported the use of the '*Self-Report Habit Index for Reading*' (SRHI-R). SRHI-R, when viewed at economic measures, evaluates its psychometric features as well as measures 'incremental validity' more than measuring frequency of reading.

1.5.2.   Reading Profile of Malaysian Society

Based on previous studies, there is a correlation between demographic profile and reading habits. De Leo & Krysinska (2017) elaborated that demographic factors encompass gender, age, race, and ethnic. While Mileti & Barnett (1972) elaborated on factors such as age, family income, occupation of the head of the household, ethnic, part of the country, gender, size of the city/town, education and religion as demographic factors. Therefore, these factors are often studied to determine whether these have any influence on the reading habits of the Malaysian society so that this will result in an inclusive reading profile. The UNESCO Report (2021) stated that, globally, at least 773 million youths and adults are still unable to read and write, and 250 million children failed to acquire basic literacy skills. As a result, these youths and adults with low level of literacy and skills are unable to fully participate in their community and society.

The scope of research of previous studies on reading habits in Malaysia focussed more on students in schools and universities compared to the scope of research conducted by NLM. Two (2) current research related to the Reading Profile of Malaysian Society by NLM was conducted in the years 2005 and 2014. Generally the 2005 study found that Malaysians only read two (2) copies of books annually, with an increase in the number read as revealed in the 2014 interim study results. The findings showed that Malaysian people read fifteen (15) copies

annually, which is still considered low when compared with other developed countries. However, the interim study of 2014 produced interesting results in which 95% of respondents stated that the main purpose of their interest in reading is to increase knowledge. Based on other studies, the individual factor is clearly the key driver of interest in reading (48.6%), while magazines and newspapers are the most read types of materials (more than 60%). This study also found the highest distribution of the number of books read over a period of one year was 1 - 12 copies, which recorded 71.1%.

While a study conducted by Tiew (2010) which involved students from four (4) national type secondary schools in Gombak, Selangor found that 97.1% of the students thought that reading is an important and beneficial activity. This study also found that among the main driver of encouragement for students to read is the student himself/herself, i.e. 52.2%. While 57.97% of students agreed the NILAM Program, i. e., a reading program carried out by schools, had successfully encouraged the reading habits amongst students. A recent study conducted by Rahyu Imrani (2020) on reading habits and the NILAM Program in secondary schools in Perak, also obtained a similar trend. But this study found that secondary school students are placed at a level of lack of interest on reading habits. Rather students prefer to surf the Internet during their free time (33.3%), students allocate 1-2 hours daily for reading (57.9%), while story books and novels are the most favourite types of reading materials (44.7%). The findings of this study also revealed that students read with the purpose of obtaining information (41.5%).

Similarly with the findings from Tiew's study (2010), this study also found that the factor which drives the students' reading habits is their own selves (56%).

At the international level, many countries had carried out various studies related to the reading habits and practice of reading. As in Malaysia, many studies are still focussed on school and institutions of higher learning students. Table 1.1 is a summary of various studies related to reading habits conducted overseas.

No.	Source	Country in which Study was Conducted	Reserch Objectives	Research Methodology	Findings
1.	Ho, T. (2016). *Reading attitudes and reading habits of Vietnamese undergraduate students.* PHD Dissertation, Flinders University, School of Education.	Vietnam	A comprehensive study of the reading habits of higher education students in Vietnam	Mixed-method approach	a) attitude toward practice of reading explains the amount of reading time students allocate for their learning/education. b) Reading has a direct effect on student academic success. It is found that students who read academically obtain better academic performance. c) students' reading habits are not only influenced by their own nature, but influenced by how an institution (university) is managed and what is done for students.
2.	Balan, S., Katenga, J. E., & Simon, A. (2019). Reading habits and their influence on academic achievement among students at Asia Pacific International University. Abstract. Proceedings International Scholars Conference (Vol. 7, No. 1, pp. 1490- 1516).	Thailand	Study how university students' reading habits influence their academic performance. This study also examines the correlation between reading habits and students' academic success.	Quantitative method	Study findings assess the relationship between reading habits and academic sucess, in which: a) there is a connection between the purpose of reading and student academic achievement. b) attitude toward practice of reading, reading materials read, frequency of reading, and time allocated for reading do not affect academic performance. c) other factors such as students' learning styles, home environment, and parents' level of education affect academic achievements.

Table 1.1   Studies related to reading habits conducted overseas

No.	Source	Country in which Study was Conducted	Research Objectives	Research Methodology	Findings
3.	World Vision International (2016). "Reading Environments and habits of Students in Grades 4 to 6." Survey Report. Phnom Penh: Cambodia	Cambodia	Study availability of sources of reading and support for students while at school. Study condition of primary school libraries compared to the standard set at the national level.	Quantitative method	• Good reading habits of a family (like reading stories to children, encouraging them to read and assisting with their homework) can affect children's enjoyment in reading and frequency of reading. • Reading to children from young and encouraging them to start reading early increases the frequency and enjoyment in reading. • This finding advocates that parents be involved in literacy programs to improve reading habits of the family. Parents and guardians must understand the importance of reading and creating a reading friendly environment for children.
4.	Boakye, N. (2017). "Exploring Students' Reading Profiles to Guide a Reading Intervention Programme." English Language Teaching 10: 158.		Study the reading habits and attitudes of adults in England. Study the relationship between reading habits, reading attitudes, and factors such as socio-economic, age, and gender		• Self-efficacy, habits, strategies, and student reading attitudes are low. • Challenges of students' reading include comprehension, vocabulary, language, the number and length of texts, as well as affective issues like boredom, lack of interest, and lack of focus. Intervention programs will include reading strategies such as role-play, summarizing, explicit strategy instruction, extensive reading, and language translation.

No.	Source	Country in which Study was Conducted	Research Objectives	Research Methodology	Findings
5.	Gleed, A. (2013). *Booktrust Reading Habits Survey 2013: A national survey of reading habits and attitudes to books amongst adults in England*. DJS Research.	England	Study the reading habits and attitudes of adults in England. Study the relationship between reading habits, reading attitudes, and factors such as socio-economic, age, and gender.	Quantitative method	• 76% stated reading improved ther lives, and claimed it helps make them feel better. • 28% of adults read physical books daily, with 22% read at least every week. • 76% prefer reading physical books, only 10% prefer reading e-books. • Almost half (49%) prefer reading books, 23% are very fond of reading books. • More than half own more than 50 copies of books. • A few adults in England have a negative attitude towards reading. • 18% have never read physical books, and 71% have never read e-books. • 20% have never bought physical books at all (at stores or through on-line platforms). • 36% often begin reading but become bored, and 35% were unable to find the time to read. • 56% consider the Internet and computers will replace books in the next 20 years, and this view rose to 64% among those aged 8 until 30 years. • 27% prefer the Internet and social media compared to reading books, an increase of 56% among the 18-30 years age group. • 45% prefer watching television and DVDs rather than reading.

1.5.3. Reading Promotion Programs

The initiative toward fostering the practice of reading had begun since 1995 when the Reading Campaign was launched during the National Reading Month, which takes place throughout the month of August, with a slogan "Let's Read Together". A variety of activities were carried out until the campaign was changed to the month of July starting from July 2001 until 2005. The Reading Campaign continued to be improved by making it as an annual agenda beginning in 2006. Among other things, it aims to create a knowledgeable and informed Malaysian society through a culture of reading. Following that, the Reading Campaign slogan "Reading Nation, Successful Nation" began to be introduced and used widely throughout the nation until to this day.

With the NLM's mission statement to empower quality library and information services as well as to preserve the nation's intellectual treasures to form a knowledgeable society, the NLM plays a major role as the National Reading Movement Working Committee.

In line with the implementation of the National Reading Decade 21021-20230 through its slogan #MalaysiaReads, NLM actively continues various reading movement programs throughout the country that comprise wider target groups that include various segments of the community and family institutions, infants and pre-schoolers, primary and secondary schools, youths, civil servants, groups with special needs, as well as the book industry. Each of these target groups has their reading movement programs throughout the year with an appropriate scope for the purpose of promoting a reading culture.

1.5.4. Current Trends and Changes in Community Reading Interests

Industrial Revolution 4.0, Education 5.0, and Society 5.0 are among concepts which have been accepted throughout the world. Development of these models and concepts encouraged the Malaysian government to place the National Reading Decade agenda as one of the main agendas. Society today is faced with a

highly dynamic current of technological developments. The publication of information and reading materials is no longer focussed to printed materials, even much information or contents are produced digitally. The scope of reading practice can no longer be measured with the total number of copies of books only, considering there are plenty of digital contents which are the most preferred accessed, specifically by the youth and teenager group. The scenario which happened during the COVID-19 pandemic had also made people's dependence on technology even higher.

This development had also prompted many studies related to electronic/digital readings to be carried out. Among these is a comparison of the reading habits of printed materials and electronic/digital materials, the effect of e-books upon the motivation to read as well as electronic/digital reading habits itself. The development of e-books and electronic/digital reading has also brought about a significant shift to the concept of teaching and learning. Studies related to electronic/digital reading and devices, i.e., e-book readers, have also been carried out from time to time. Among the E-Book Readers often used are Amazon Kindle, Kobo Touch, Barnes & Noble Nook, and Sony PRS-600. E-book reader devices are often researched and evaluated so that its function make it easier to turn on the device, navigation to documents, opening of documents, font enlargement, specific navigation (to specific sections), and on-screen readability (Rampaul & Gedeon, n.d.).

Based on previous studies, some findings showed that students who read printed reading materials were able to understand and maintain mastery of reading texts compared to students who read electronic/digital materials (Ahmad & et. al., 2015). This is due to factors of concentration, interest, as well as level of students' comfort with printed reading. A study by the National Literacy Trust found that the use of technology from an early childhood age proved that the use of both printed and electronic/digital materials had provided enjoyable reading experience compared to reading printed materials only (Picton, 2014)

CHAPTER 2

RESEARCH METHODOLOGY

RESEARCH METHODOLOGY

2.1. RESEARCH DESIGN

This study uses a quantitative approach employing the survey research. This research design is used due to its suitability to obtain data from a sample in a large population. This study is carried out through three (3) methods that are compatible with the new norms of society. Thus, this study uses a method that is used by the Department of Statistics Malaysia which includes three (3) main phases, that are:

a) *e-Probaca*

Respondents can fill out the questionnaire online through the reading profile study website or through e-Probaca.

b) **Drop-off & Pick Up (DOPU)**

In this method, the researcher will drop off the questionnaire at an identified location like the community centre, the rural library, the academic library, or the school library. The field supervisor will pick up the questionnaires filled out by the respondents at a specified time.

c) *Roadshow*

The respondents were chosen based on their participation in an activity or a program conducted by an organization. Among these, for example, the International Book Fair, the 10-minute Read, conferences, and many others.

2.2. POPULATION AND SAMPLE

This study was conducted scientifically using the probability sampling method. The samples were chosen based on the total population of the Malaysian for year 2022, i.e., a total of 32.7 million people (Department of Statistics Malaysia, 2022). To ensure the selected study sample chosen can represent the entire population, Raosoft (2022) sample size calculation formula was used. Even though the number of samples needed for this study is 100,000 respondents (0.3%), the researchers had however, obtained 100,848 from the online questionnaires. The scope of this study involved all Malaysians aged 5 years and above who were randomly selected based on:

2.2.1. Coverage

From a geographical point of view, this study covers all urban and rural areas in every state in Malaysia. Only residents who are Malaysian citizens who live permanently in private residences were considered as respondents in this study, nonetheless the selection of sample also include areas such as public places, government offices, educational isntitutions, schools and other related locations. While e-Probaca is used through various media like social media, e-mails, portals, and websites.

2.2.2. Sampling Frame

The sampling frame used is based on data supplied by the Department of Statistics Malaysia 2022. The sampling frame consists of enumeration blocks, which from a geographical point of view, are contiguous land areas and are formed with clear and identifiable fictitious boundaries. Each enumeration block has between 80 to 120 residences that contain an estimate population of 300 to 500 residents. Generally, the entire enumeration block that is formed is based on a gazetted boundary, i.e., within the district or local council area. There are also situations where, the selected locations are areas that can easily provide respondents such as schools and institutions of higher learning. For the purpose of analysis of the study, the

sampling frame is divided into urban areas (metropolitan strata and large urban areas) and rural areas (small town strata and rural areas).

2.2.3. Sampling Design

This study uses two stage stratified random sampling design. The sample will be selected separately for each urban and rural areas. The first stage sampling unit is the enumeration block. While the second sampling unit is the residence in each selected enumeration block that is taken into account. The sampling method used to select the enumeration block is proportionate probability to size that will be applied to select the place of residence.

2.2.4. Sample Size

This study will use data from the Department of Statistics Malaysia 2022 to estimate the sample size of each urban and rural areas. Given that the sample size has been set to 100,848 persons, 36.6% (n=36,911) are respondents who answered the questionnaire on a face-to-face basis. Meanwhile 66.1% (n=63,937) respondents were identified to have answered the questionnaire online using the e-Probaca application.

2.2.5. Sampling

The online questionnaire form i.e., e-Probaca is provided to make it easier for respondents to respond to maximum capacity, quickly, and transparently. Among the online access mediums used are as follows:

- Questionnaire application
- Mobile phones and mobile devices
- Social media, e-mails, and websites

2.2.6. Respondents

The sample of this study comprises more than 100,00 respondents, i.e., 0.30% from the total number of the Malaysian population of 32.62 million people. However, more than 100,000 respondents are involved in this study and they are Malaysian citizens. Coverage of respondents of this study include:

- Individuals from 5 years of age and above
- Urban and rural areas
- All states and territories
- All races and religions
- All kinds of occupations
- Face-to-face and online respondents

2.3. DATA COLLECTION METHODS

2.3.1. Instrument

Questionnaire is used in this study for the purpose of objective measurement. Two (2) questionnaire mediums were developed for that purpose, namely an online questionnaire through e-Probaca (Phase 1) and face-to-face (phase 2). The instrument of the Malaysian Reading Profile 2022/2023 study uses a closed questionnaire design. This method is chosen as it is the simplest way and enables a wider and more comprehensive coverage. The closed questionnaire design allows respondents to only select answers that are provided. The study instrument was adapted from previous studies related to reading habits from inside and outside of the country, as follows:

- Study of Reading Habits of Singaporeans 2018
- Interim Study of Reading Habits of Malaysians 2014
- Study of Reading Habits and Interests of the People of Terengganu 2014
- Related resource

2.3.2. Distribution of Questionnaire Items

Contents of this questionnaire are distributed into five (5) main parts. This entire section was developed to achieve the objectives of the study as follows:

i. Create an up-to-date reading profile of Malaysians;
ii. Identify reading habits of Malaysians according to location, types of reading materials, language of reading materials, age group, gender, and frequency of reading;
iii. Identify changes in interests and latest reading trends of Malaysians towards various sources of reading materials and library services provided;
iv. Study the impact of the Reading Promotion Programs in influencing the reading interests of Malaysians; and
v. Identify issues, problems, and the correlation between the book industry and reading interests of Malaysians.

The Sections are as follows:

Sections	Measurements	Type of Questions	Total Items
I	Demographic information	● State ● Location ● Gender ● Age ● Marital status ● Race ● Religion ● Level of education ● Type of occupation ● Income ● Types of disabled people	11
II	Reading habits and trends	● Frequencyof reading ● Format of reading materials ● Types of reading materials ● Favorite reading materials ● Space as well as facilities for reading ● Impact of reading promotion program	20
II	Issues related to reading habits	● Reasons for not reading ● Issues related to library use ● Reasons for not buying books	3
III	Library services	● Reasons for visiting a library ● Frequency of visit for the purpose of reading ● Benefits of using a library	5
IV	Book industry and reading habits	● Costs of purchasing reading materials ● Method of purchasing readng materials ● Characteristics of reading materials purchased	5

Table 2.1: Distribution of questionnaire items

2.4.   DATA ANALYSIS

In this study, the data obtained from the questionnaire was analysed using the relationship (SPSS) version 28.0 software. SPSS is one of several computer software packages used to process and analyse research data, especially social and educational research. Two forms of data analysis were used in this study, namely descriptive statistical analysis and inferential statistical analysis.

Descriptive statistics are statistics used to describe an event. In this study, descriptive statistics that include total scores, percentages and frequencies are used to describe the respondents' backgrounds or demographic profiles. Cross-tabulation is also used to produce a measure of the relationship between two variables. Analysis values in the form of mean and standard deviation were used to find out the degree of relationship between variables (objective 2 and objective 3).

2.4.1. Interpretation of Measurement

This study also collects data in the form of a scale that uses five scales, i.e., 1 – Strongly Disagree, 2 – Do Not Agree, 3 – Not Sure, 4 – Agree, and 5 - Strongly Agree. Hence, this study had interpreted the scale measurement as suggested by Rahimah (2014). Next the percentage value was used to identify the level of achievement. The percentage measurement and interpretation of the measurement of each level is presented in the table below.

Percentage	Level	Interpretation
<46.8%	Low	Low understanding, knowledge, and acceptance.
46.8% - 73.2%	Medium	Medium (simple) understanding, understanding, and use.
>73.2%	High	High understanding, knowledge, use, and acceptance.

Table 2.2: Interpretation of measurement
(Rahimah, 2014)

CHAPTER 3

FINDINGS OF STUDY

FINDINGS OF STUDY

3.1.   DEMOGRAPHIC PROFILE

The findings in this report are based on data analysed from 100,848 respondents who provided quality feedback. These respondents were randomly selected according to the criteria set before the data collection work was carried out. In this report, the demographics of respondents are divided into 11 sections, i.e., State, Gender, Age, Marital Status, Location, Race, Religion, Status of Persons with Disability, Level of Education, Highest Level of Education, Type of Occupation, and Monthly Income.

3.1.1. Feedback According to States

State	Feeedback	
	n=	%
Johor	12,505	12.40%
Kedah	6,353	6.30%
Kelantan	6,152	6.10%
Melaka	3,328	3.30%
Negeri Sembilan	3,630	3.60%
Pahang	4,942	4.90%
Perak	7,866	7.80%
Perlis	908	0.90%
Pulau Pinang	5,143	5.10%
Sabah	10,488	10.40%
Sarawak	7,967	7.90%
Selangor	20,472	20.30%
Terengganu	3,530	3.50%
Wilayah Persekutuan	7,564	7.50%

Table 3.1: Feedback according to states

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

Table 3.1 shows the distribution or respondents who represented the states which they live in. Data presented include all 14 states in Malaysia.

3.1.2. Feedback According to Urban and Rural Areas

Rural areas;
32.2%
(n=32,473)

Urban areas;
67.8%
(n=68,375)
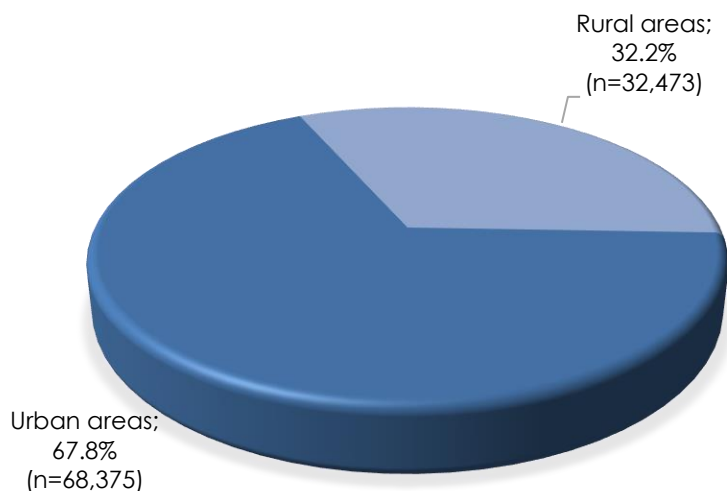
Chart 3.1: Feedback according to urban and rural areas

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

Chart 3.1 presents 67.8% (n=68,375) of respondents are from the urban areas, while the remaining 32.2% (n=32,473) of respondents are from the rural areas.

3.1.3. Gender

Chart 3.2 shows respondents' feedback according to gender. Out of the entire respondents, female respondents comprised 64,341 (63.8%) compared to the feedback from male respondents of 36,507 (36.2%).
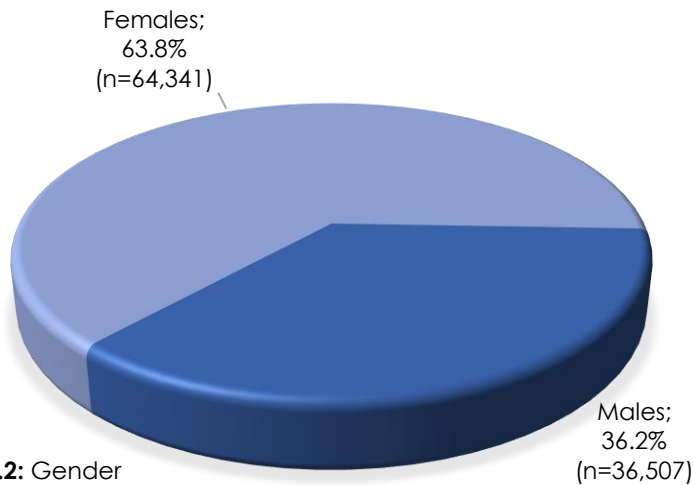
Chart 3.2: Gender

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

3.1.4. Age Group

From 100,848 feedback obtained, the analysis conducted showed the respondents' age group was between 35 to 44 years old, which was the highest age group, i.e., at 26.7%. This amount was followed by the age group of between 15 to 24 years old with 24.0%, and the age group of 25 to 34 years old recorded 16.8%. While the age group of 65 years old and above recorded the smallest percentage, i.e., with only 0.80%.

Age Group	Total	
	n=	%
5 - 9	2,320	2.30%
10 – 14	10,488	10.4%
15 - 24	24,204	24.0%
25 - 34	16,942	16.8%
35 - 44	26,926	26.7%
45 - 54	14,623	14.5%
55 - 64	4,538	4.50%
65 and above	807	0.80%

Table 3.2: Age group

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

3.1.5. Marital Status

The analysis of respondents' marital status showed that a total of 50% (n=50,424) are respondents who are single, followed by 47.1% (n=47,499) of married respondents, and a total of 2.9% (n=2,925) of respondents with the status of divorcees/widowers/widows.

Chart 3.3 pie chart labels:
Married; 47.1% (n=47,499)
Divorcees/ widowers/ widows; 3% (n=2,925)
Single; 50% (n=50,424)
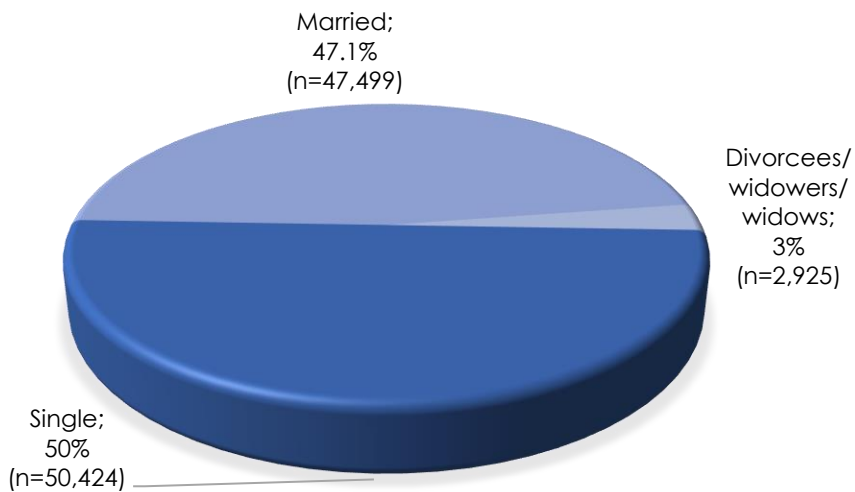
Chart 3.3: Marital status

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

3.1.6. Composition According to Race

Race Composition	Total	
	=n	**%**
Malay	66,559	66.0%
Chinese	16,438	16.30%
Indian	4,338	4.30%
Sabah & Sarawak Bumiputera	12,404	12.30%
Others	1,109	1.10%

Table 3.3: Composition according to race

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.
.

Table 3.3 showed data related to race based on 5 main compositions of races in Malaysia, i.e., Malay, Chinese, Indian, Sabah and Sarawak Bumiputera, and Others. Results of the study showed that out of 100,848 respondents, a total of 66.0% (n=66,559) are made up of the Malay race, with 16.3% (n= 16,438) being the Chinese race, while respondents of the Indian race represented 4.3% (n=4,338). The Bumiputera Sabah and Sarawak represented a total of 12.3% (n=12,404), while only 1.1% (n=1,109) represented the race category of Others.

3.1.7. Religion

Religion	Total	
	=n	%
Islam	73,720	73.10%
Buddhism	12,808	12.70%
Hinduism	4,236	4.20%
Christianity	9,378	9.30%
Others	706)	0.70%

Table 3.4: Religion

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

Data on religion as recorded in Table 3.4 is divided into five (5) categories of religions, i.e., Islam, Buddhism, Hinduism, Christianity, and Others. Many respondents in this study were represented by respondents who adhere to the Islam religion with a total of 73.1% (n=73,720), followed by respondents who adhere to the Buddhism religion with a total of 12.7% (n=12,808). While those who adhere to the Christian religion recorded 9.3% (n=9,378), i.e., representing the third highest category. Respondents who represented the Hinduism religion

is rather small, i.e., at 4.2% (n=4,236), and respondents who checked the category Others recorded a small total of 0.7% (n=706).

3.1.8. Level of Education
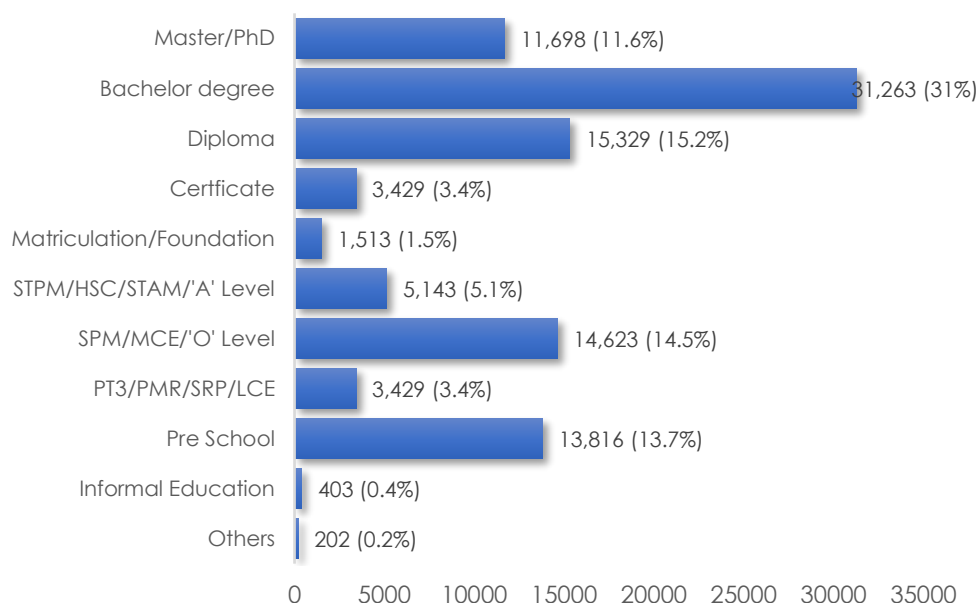
Chart 3.4: Level of education

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

Chart 3.4 records the distribution of respondents' level of education based on eleven levels of education starting from the level of Informal Education, Pre-School, PT3/PMR/SRP/LCE, SPM/MCE/'O' Level, STPM/HSC/STAM/'A' Level, Matriculation/Foundation, Certificate, Diploma, Bachelor degree, and right through to the highest level of Master/PhD. Respondents with Bachelor degree education background recorded the highest percentage of 31.0% (n=31,263), followed by respondents with Diploma level of education recorded at 15.2% (n=15,329), while 14.5% (n=14,623) are respondents with a level of education at the SPM/MCE/'O'-Level.

Respondents at the Pre-School level of education recorded 13.7% (n=13,816), which is a slightly higher percentage compared to respondents with the highest level of education of Master/PhD at 11.6% (n=11,698). Six (6) other levels of education which recorded a low percentage of 5.1% (n=5,143) was STPM/HSC/STAM/'A'-Level, followed by 3.4% (n=3,429) for the Certificate and PT3/PMR/SRP/LCE levels, and 1.5% (n=1,513) of respondents with the Matriculation/Foundation level of education. The lowest distribution with less than 1% was recorded from respondents with education level of the Informal Education and Others, with each recorded 0.4% (n=403) and 0.2% (n=202) respectively.

3.1.9. Types of Occupation
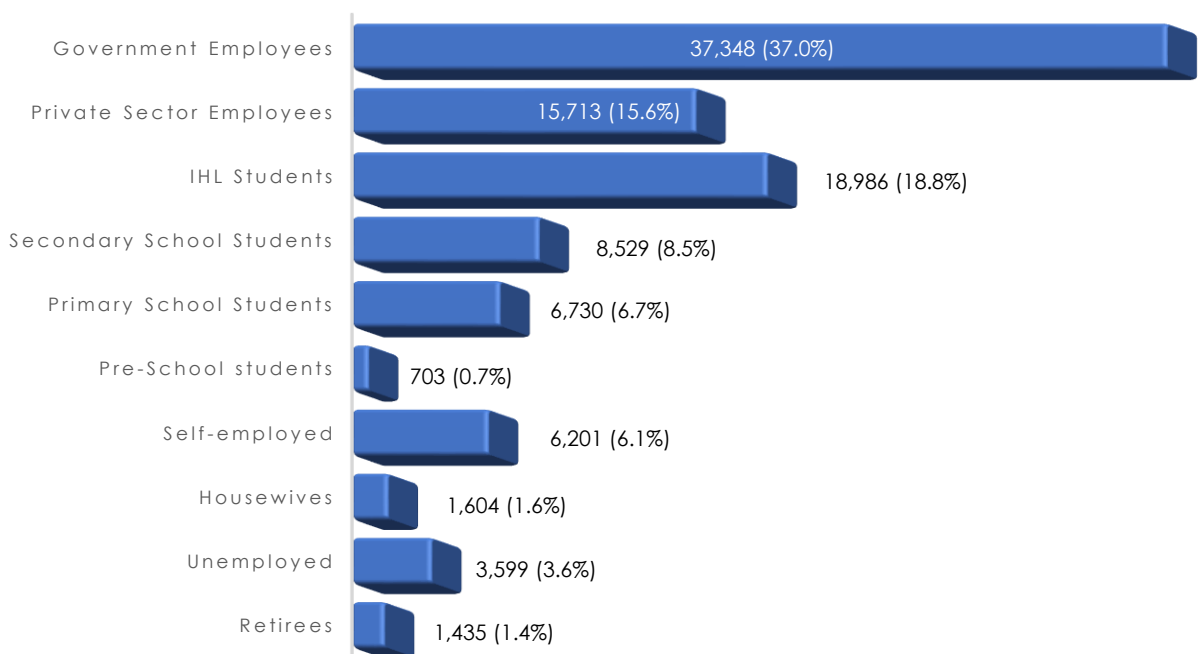
Chart 3.5: Types of Occupation

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

As for types of occupation, government employees recorded the highest percentage at 37.0% (n=37,348), followed by IHL students with a total of 18.7% (n=18,986) and 15.5% (n=15,713) for the private sector employees. Other types of occupation recorded a distribution of below 10%. This included secondary school students and primary school students, with each recorded 8.5% (n=8,529) and 6.7% (n=6,730) respectively. Self-employed respondents recorded 6.1% (n=6,201), while the respondents of the housewives category recorded a total 3.6% (n=3,599). This is followed by employment background which is less than two percent each, i.e., unemployed respondents at 1.6% (n=1,604), 1.4% (n=1,435) was recorded for the retiree respondents, 0.7% (n=706) were the pre-school students, while the lowest distribution was the respondents who did not go to school which recorded 0.7% (n=703).

3.1.10. Monthly Income
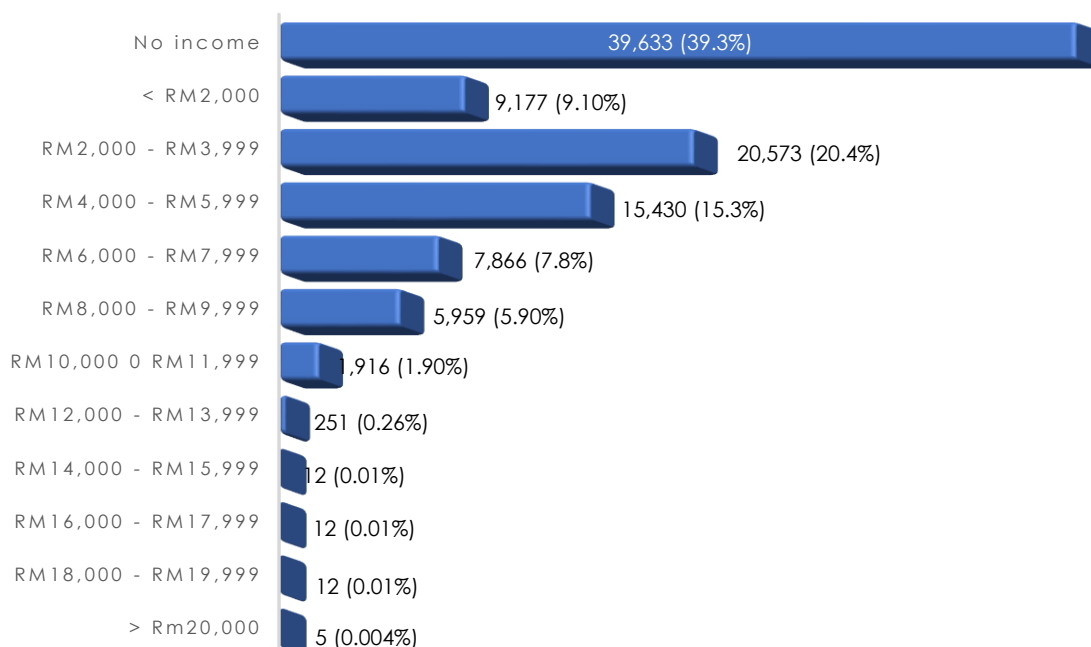
Chart 3.6: Monthly income

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

Data for the income distribution of respondents can also be observed through the analysis made from 100.848 respondents involved in this study, where 39.3% (n=39,633) are the no income category of respondents. Generally, respondents having a monthly income between RM2,000 – RM3,999 recorded the highest, i.e., 20.4% (n=20,573) followed by respondents with an income of RM4,000 – RM5,999 at 15.3% (n=15,430), while those with income lower than RM2,000 recorded 9.10% (n=9,177) out of all respondents. The percentage of respondents at an income level of RM6,000 and above get smaller at every income level. Respondents with income of RM6,000 – RM7,999 recorded 7.8% (n=7,866), followed by 5.9% (n=5,959) for income between RM8,000 – RM9,999 and 1.9% (n=1,916) of respondents with income between RM10,000 – RM11,999. Noting a very small percentage distribution below 1% is the income group of more than RM12,000 and above. This also includes 0.26% (n=251) for respondents with income between RM12,000 – 13,999, while 0.01% (n=12) respondents respectively have an income between RM14,000 – RM15,999, RM16,000 – RM17,999 dan RM18,000 – RM19,999. While the lowest percentage which is 0.005% (n=5) are respondents who have an income of more than RM20,000.

3.1.11. People with Disabilities (PWD)

This study also included people with disabilities (PWD) to obtain holistic data. The analysis revealed that a total of 0.9% (n=953) have given views that represent the group as shown in Chart 3.7 below.

People with
Disabilities;
0.9% (n=953)
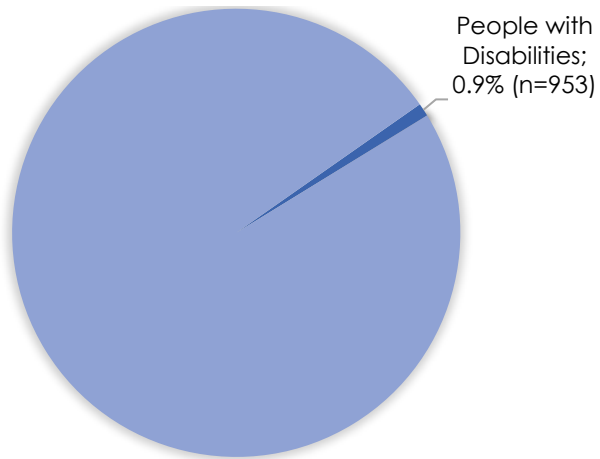
Chart 3.7: People with disabilities

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

3.2. READING PROFILE OF MALAYSIANS

In this section, the frequency of reading, format of reading materials, types of reading materials, favorite reading materials, space and reading facilities, and the impact of reading promotion programs were analysed based on 20 items of questions on reading habits and trends that was presented in the questionnaire. Various formats of questions have been used to get an accurate picture and information from the respondents.

3.2.1. Community Reading Practice

Chart 3.8: Community reading practice

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

Chart 3.8 displays the reading practices of the community based on the 100,848 responses received. The analysis conducted showed that 88.6% (n=89,326) of respondents read, while the remaining 11.4% (n=11,522) do not read.

3.2.2. Reading Practice According to Gender

Chart 3.9: Reading practice according to gender

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

Out of a total of 89,326 respondents who read, 65.8% (n=58,789) are female respondents. While the remaining 34.2% (n=30,537) are male respondents.

3.2.3. Reading Practice According to Areas

Out of a total of 89,326 respondents who read, 69.2% (n=61,813) consisted of respondents who lived in the urban areas. While 30.8% (n=27,513) are respondents who live in the rural areas.

Rural;
30.8%
(n=27,513)

Urban;
69.2%
(n=61,813)
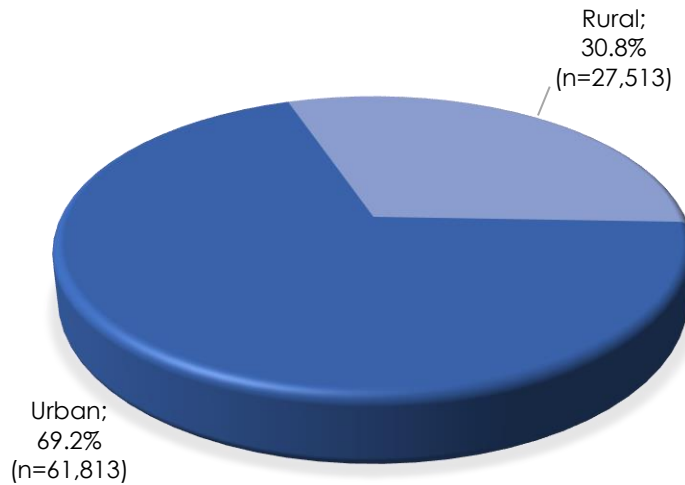
Chart 3.10: Reading practice according to areas

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.
.

3.2.4. Reading Practice According to Age

For data of reading practice by age group, the analysis was conducted based on the data of respondents who read, which is a total of 89,326 respondents. Based on Chart 3.10, the analysis conducted shows that the 35-44 age group is the highest age group that read, with a percentage of 27.5%. This is followed by 23.6% for the 15 – 24 age category and then the 25 - 34 age category which is 16.9%. While the three age categories that do not read are between 55 - 64 years old, 5 - 9 years old, and 65 years old and above, showing percentage of 4.3%, 2.2%, and 0.6% respectively.

>64 (0.6%)
55 - 64; (4.3%)
45 - 54; (14.9%)
35 - 44; (27.5%)
25 - 34; (16.9%)
15 - 24; (23.6%)
10 - 14; (10.1%)
5 - 9; (2.2%)

Not Reading;
11.4%
(n=11,522)
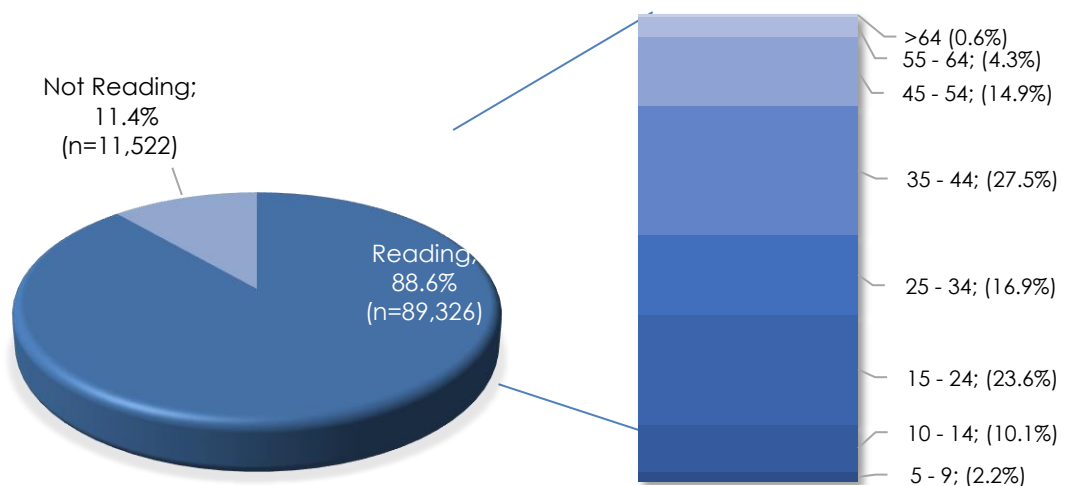
Reading,
88.6%
(n=89,326)

Chart 3.11: Reading practice according to age

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

3.2.5. Reading Practice According to Occupation

The type of occupation has also an effect on the reading practice among the respondents. Referring to Chart 3.12, out of 89,326 respondents, the analysis found that government employees were the highest reading group at 39% (n= 34,837), followed by 19.1% (n=17,061) of IHL students, and subsequently, private employees at 15.7% (n=14,024). Four occupation groups showed that out of less than 2% of those reading, 1.2% (n=1,786) were pensioners, 1.2% (n=1,087) were out of work, 0.5% (n=44) were pre-school pupils.
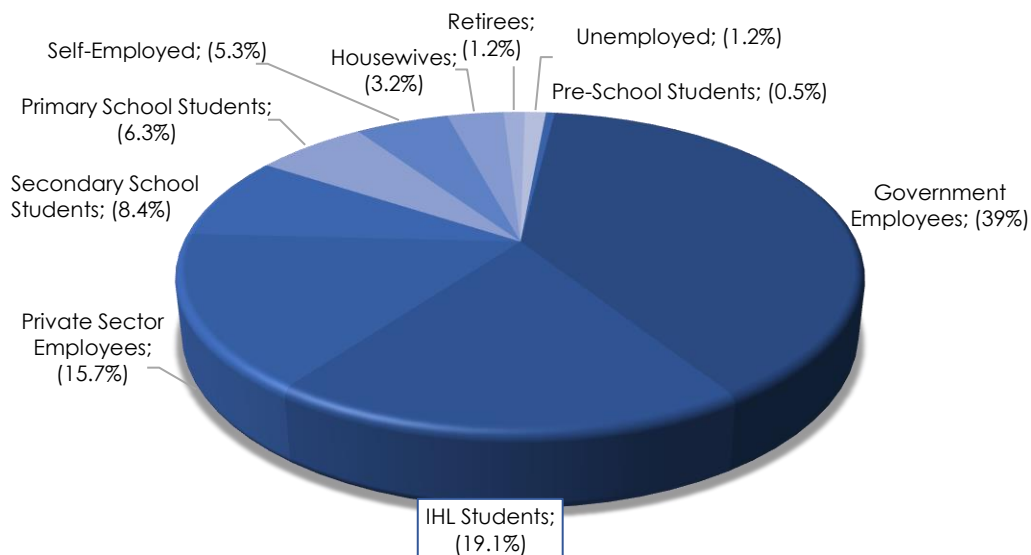
Chart 3.12: Reading practice according to occupation

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

3.2.6. Reading Practice According to Income Group

Chart 3.13 presents data on reading by the income group that showed the respondents in income group of RM16,000 – RM17,999, RM18,000 – RM19,999, and RM20,000 above per month, were the highest reading group with the overall respondents stating 100% reading. The group earning less than RM2000 per month read the least, where the study found that only 84.8% of them read, followed by the No Income group with a percentage of 85.8%.
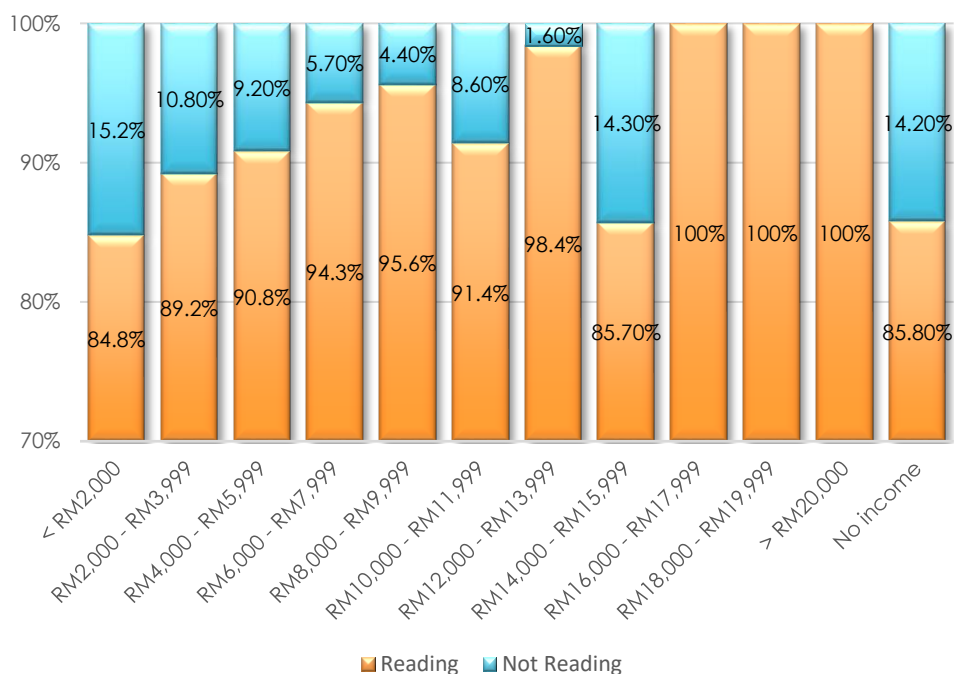
Chart 3.13: Reading practice according to income group

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

3.2.7. Reading Practice According to State

Chart 3.14 is an analytical display of the comparison of reading practices between states. The Federal Territory is the state with the highest number of readers at 93.7%. This was followed by the state of Selangor which recorded 92.7% . Perak recorded the third highest state with the number of respondents reading at 91.8%. For states that recorded a low percentage in reading were Negeri Sembilan at 85.3%, followed by Kelantan at 85.4%, and the lowest being the state of Sarawak at 80.1%.
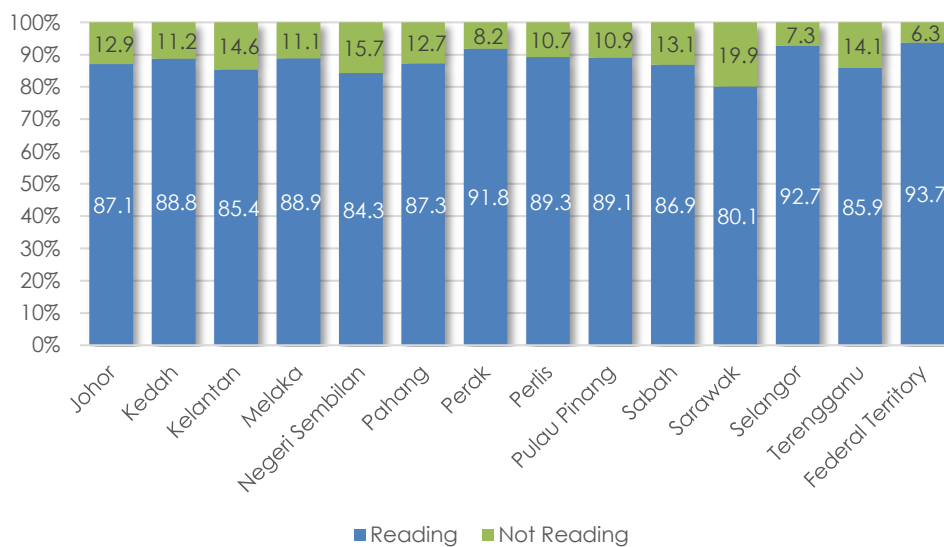
Chart 3.14: Reading practice according to state
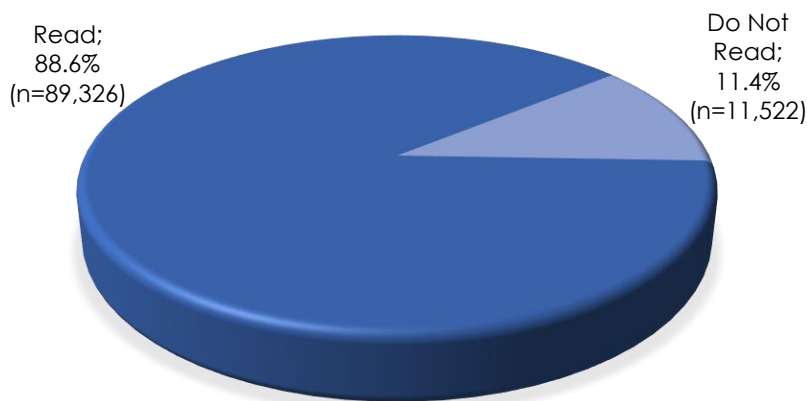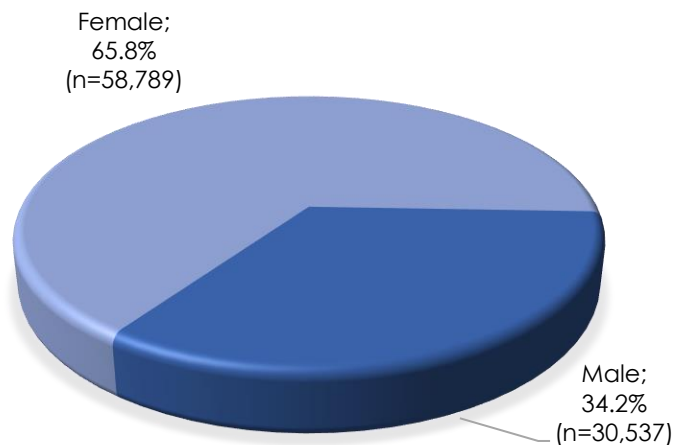
Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

3.3. READING HABITS OF MALAYSIANS

3.3.1. Purpose of Reading

To obtain information on the purpose of reading, this study listed nine (9) statements that require respondents to give a true picture of their purpose in reading. Chart 3.15 below displays data related to the reading purpose of Malaysians. Of the 314,463 responses received regarding this item, increasing knowledge was the top purpose for reading which was 69.9% (n=70,534). This was followed by filling of free time/recreation time which recorded 58.7% (n=59,198), and 38.8% (n=39,125) chose motivation as the primary purpose of reading. While reading for business/financial needs was relatively low at 8.0% (n=8,029). Only a handful of respondents 0.4% (n=1,406) chose other reasons as a reason to read.
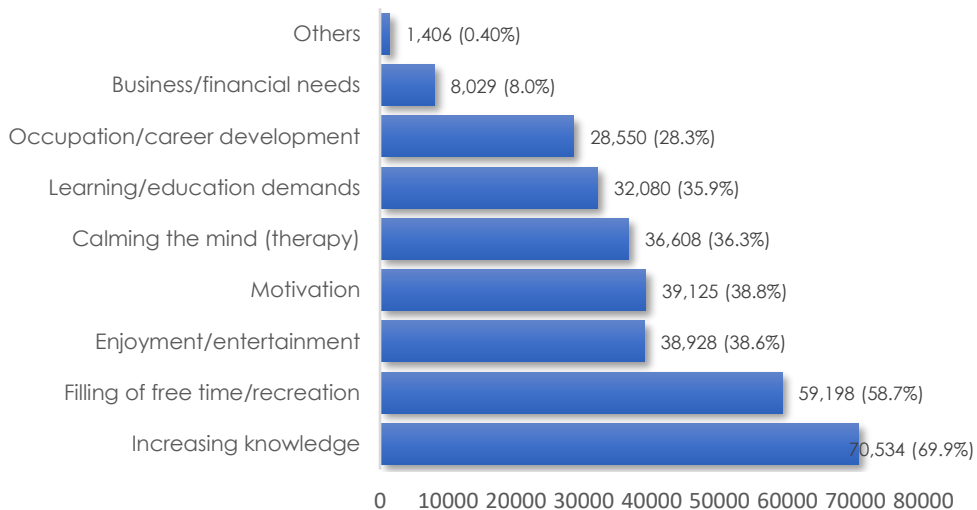
Chart 3.15: Purpose for reading

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 314,463 respondents.

3.3.2. Main Factors that Influence Reading Habits

Analysis of the data presented eleven (11) key factors affecting reading habits with percentages for each category that had been identified through 316,958 respondent feedback. Referring to Chart 3.16, the highest feedback is interest/already a practice at 54.6% (n=55,040). This was followed by 48.2 (n=48,629) of respondents who read to find out current and environmental issues (mass media/publicity coverage), and 47.6% (n=48,004) of respondents read easily available/accessible reading materials. The findings also showed that the promotion of reading habits, price of reading materials and others did not greatly influence the respondents to read, indicating 13.2% (n=13,337), 10.0% (n=10.088), and 1.6% (n=1,660) of respondents respectively.

Factor	Value
Others	1,660 (1.6%)
Cost of reading materials	10,088 (10.0%)
Promotion of reading habits	13,336 (13.2%%)
Motivation by parents/teachers/peers	33,158 (32.0%)
Trends/tastes/lifestyle	31,003 (24.2%)
Development of technology	24,383 (30.7%)
Reading medium facilities	18,095 (32.1%)
Education/examination needs	33,556 (33.3%)
Reading materials easily…	48,004 (47.6%)
Current issues and the environment…	48,629 (48.2%)
Interests/already a practice	55,040 (54.6%)

Chart 3.16: Main factors that influence reading habits

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 316,958 respondents.

3.3.3. Frequency of Reading within a Year

Based on 89,326 respondents who read in the last 12 months, Chart 3.16 shows 43.1% (n=38,500) of respondents read daily. While 34.7% (30,996) read several times a week, followed by 10.5% (n=9,379) of respondents read once a week. Some of the respondents, i.e., 6.4% (n=5,717) read once a month, while 5.3% (n=4,734) of respondents read for a few times a year.

Chart 3.17: Frequency of reading within a year

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

3.3.4. Number of Printed Reading Materials Read within a Year
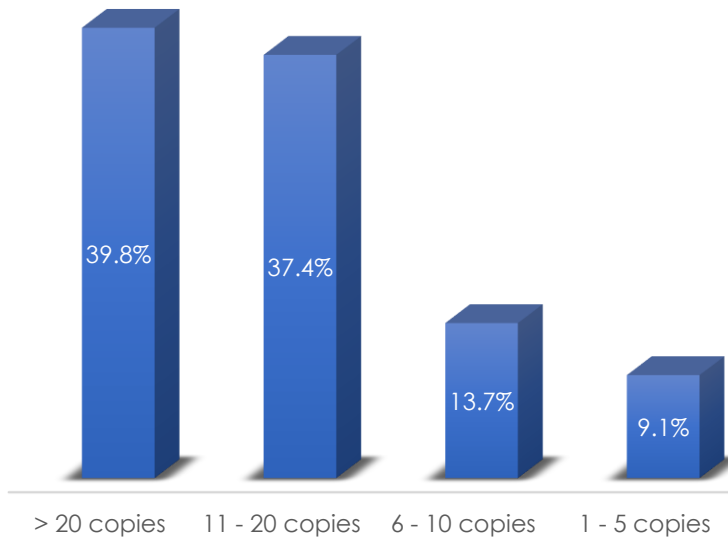
Chart 3.18: Number of printed materials read within a year

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

Chart 3.18 displays the total number of printed reading materials read by 89,326 respondents for a period of one year. The analysis showed that 39.8% of respondents read more than 20 copies within a year. A total of 37.4% of respondents said they read between 11 – 20 copies in the same period. In addition, 13.7% of respondents read between 6 – 10 copies per year, while a total of 9.1% of respondents read between 1 – 5 copies during the same period.

3.3.5. Number of Electronic/Digital Reading Materials Read within a Year

Chart 3.19 below presents the amount of electronic/digital reading materials read by 89,326 respondents in a period of one year. The analysis shows that 39% of respondents read between 1-5 copies within a year. A total of 34% of respondents stated that they read between 6

- 10 copies in the same period. In addition, 22.2% of respondents read between 11 - 20 copies a year, while a total of 4.8% of respondents read more than 20 copies in the same period.
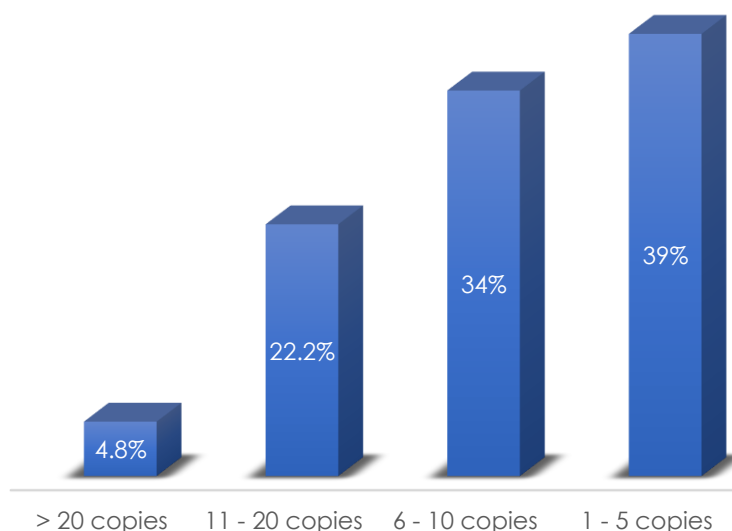
Chart 3.19: Number of electronic/digital reading materials read within a year

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

3.3.6. Printed Reading Materials Read within a Year According to Area

Chart 3.20 below shows data on the amount of printed reading materials read within a year according to area. The number of readings read by urban respondents is high compared to respondents from rural areas. Research findings showed that more than 20 copies of printed materials were read within a year, 41.3% of respondents are from urban areas. Meanwhile, the number of copies of reading materials for the same number by rural respondents is 36.4%. As for the number of copies between 11 and 20 copies, respondents of the rural area recorded a higher percentage, i.e., 38.9% compared to urban

respondents at 36.7%. For the number of materials between 6 to 10 copies, rural respondents recorded the lead with 15.4% compared to rural respondents that recorded 13%. Rural respondents also recorded a higher percentage of materials between 1 to 5 copies at 9.3% compared to respondents from urban areas at 9%.

Chart 3.20: Printed reading materials read within a year according to area

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

3.3.7. Duration of Reading Time in a Day

Chart 3.21 shows the average reading hours allocated by respondents in a day. The analysis displays the specified time value in hours. However, the values are easier to read in the hour and minute format. This is done using the following calculations:

Example:
0.185 hour/1 hour x 60 minutes = 11.1 minutes

This study shows the average reading time among respondents in a day for each type of printed reading material, is between 0.87 hours or 50 minutes 4 seconds to 1.35 hours or 1 hour 21 minutes a day. While the overall average of reading printed materials in a day is 1 hour 6 minutes.

Data analysis of printed materials revealed that the duration of reading time of Novels being the type of reading materials read the longest in a day, which is 1.35 hours or 1 hour 21 minutes, followed by Religious Books which is 1.15 hours or 1 hour 9 minutes. Next, the third longest reading time is for Non-Fiction Books, which is 1.10 hours or 1 hour 6 minutes in a day.

This study also analysed the duration of reading electronic/digital reading materials in a day among the respondents. Data analysis shows the average reading duration for each type of electronic/digital reading material is between 0.731 or 43 minutes 8 seconds to 1.27 hours or 1 hour 16 minutes a day. Meanwhile, the average total period of reading electronic/digital materials is 1 hour in a day.

Analysis of electronic/digital reading materials shows that the category "other electronic/digital reading" is the type of reading materials read the longest in a day which is 1.27 hours or 1 hour 16 minutes, followed by journals which is 1.07 hours or 1 hour 4 minutes. Next, the third longest reading period is comics which is 1.01 hours or 1 hour 5 minutes in a day.
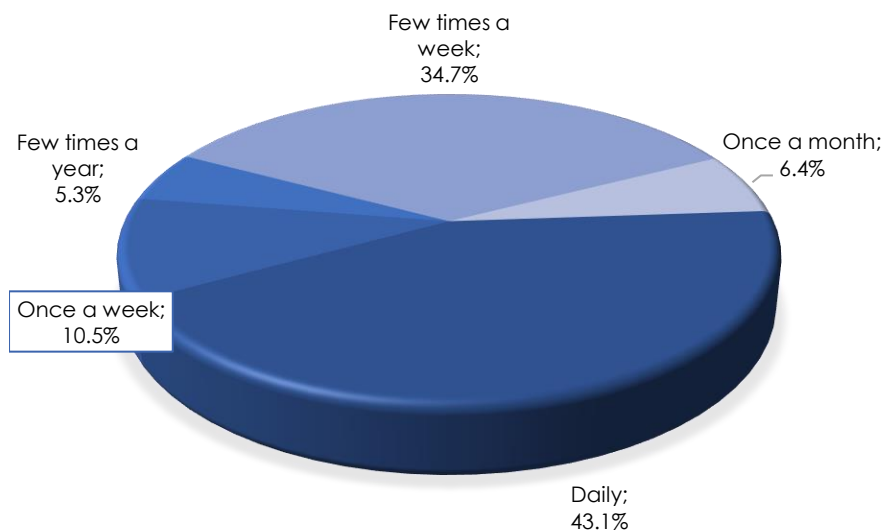
Chart 3.21: Duration of reading time in a day

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

3.3.8. Duration of Reading Printed Materials in a Day According to Age

Age Group	Duration of Reading								
	Seminal works	Scholarly books	Non-fiction books	Novels	Journals	Maga-zines	News-papers	Religious books	Comics
5 - 9	0.0078	0.0116	0.0135	0.0114	0.0063	0.0101	0.0113	0.013	0.0225
10 - 14	0.0738	0.0736	0.115	0.1233	0.0418	0.0558	0.0584	0.0939	0.1198
15 - 24	0.2050	0.2113	0.2882	0.4187	0.2074	0.2079	0.2095	0.3	0.3406
25 - 34	0.1586	0.1771	0.1902	0.2332	0.1632	0.1592	0.1682	0.1907	0.1652
35 - 44	0.2515	0.2828	0.298	0.3521	0.2546	0.2799	0.2873	0.3211	0.2394
45 - 54	0.1365	0.1487	0.1468	0.165	0.1317	0.1441	0.1488	0.1753	0.0948
55 - 64	0.0366	0.0367	0.0392	0.0422	0.0303	0.0408	0.0454	0.05	0.022
65 and above	0.0046	0.0047	0.0044	0.0053	0.0056	0.0049	0.0071	0.0043	0.0038

Table 3.5: Duration of reading printed materials in a day according to age

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

Table 3.5 above shows the duration of reading printed materials according to age. Data analysis showed that respondents aged between 35-44 years are the most diligent readers by spending between 0.239 hours or 14 minutes 4 seconds to 0.3521 hours or 21 minutes in a day for all categories of printed reading materials, except Novels and Comics. Meanwhile, for novels and comics type of reading materials, data analysis showed that respondents aged between 15-24 years spend the longest time reading novels and comics, which are 0.419 hours or 25 minutes, and 0.341 hours or 20 minutes respectively. Respondents of the category aged 65 years and above are the least read, spending less than 1 minute reading for each type of printed material.

3.3.8. Duration of Reading of Electronic/Digital Reading Materials within a Day According to Age

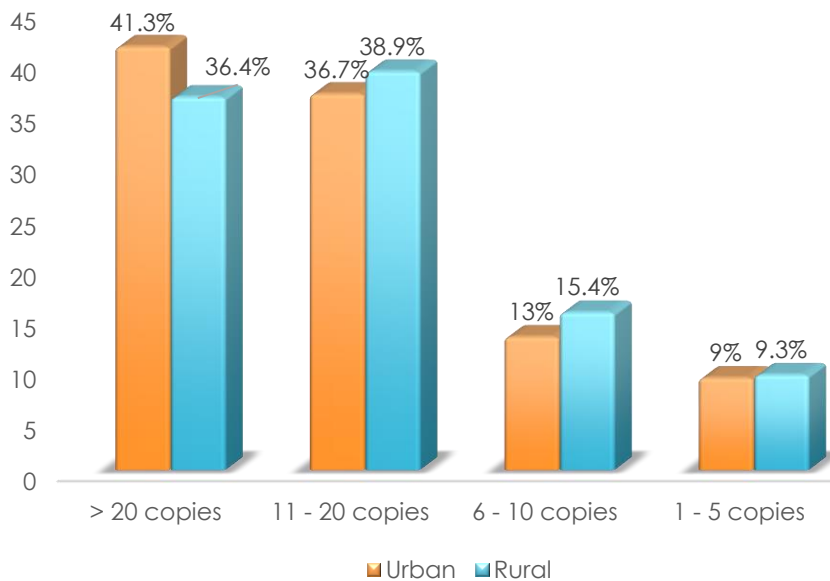| Age Group	Duration of Reading											
	Seminal works	Scholarly books	Non-fiction books	Novels	Journals	Magazines	News-papers	Religious books	Comics	Data-bases	New / online media	Others
5 - 9	0.0062	0.008	0.0113	0.008	0.0085	0.0094	0.0073	0.0088	0.0092	0.0083	0.0161	0.0164
10 - 14	0.0397	0.0483	0.0584	0.0483	0.0556	0.0745	0.035	0.0453	0.0473	0.0635	0.0899	0.0984
15 - 24	0.1793	0.2291	0.2095	0.2291	0.2508	0.3539	0.2183	0.1818	0.2000	0.2423	0.3252	0.3461
25 - 34	0.1368	0.1673	0.1682	0.1673	0.1629	0.1856	0.173	0.1539	0.1717	0.1659	0.1624	0.229
35 - 44	0.2184	0.2762	0.2873	0.2762	0.2523	0.2781	0.2567	0.2604	0.2887	0.273	0.2157	0.3438
45 - 54	0.1138	0.1404	0.1488	0.1404	0.1234	0.1264	0.1279	0.1266	0.1449	0.1413	0.087	0.1713
55 - 64	0.0333	0.0362	0.0454	0.0362	0.0329	0.0341	0.0335	0.0392	0.0425	0.0435	0.020	0.0539
65 and above	0.0033	0.0051	0.0071	0.0051	0.0037	0.0046	0.0052	0.0047	0.0076	0.0032	0.003	0.0078

Table 3.6: Duration of reading electronic/digital reading materials within a day according to age

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

Table 3.6 above displays the data analysis of the duration of reading electronic/digital reading materials in a day according to age. Data analysis showed that respondents aged between 35-44 were the most diligent readers for each type of electronic/digital reading materials, except Magazines, with spending reading time between 0.216 hours or 15 minutes to 0.343 hours or 21 minutes. Magazine type of reading materials was read the longest by respondents aged between 15-24 years, which is 0.354 hours or 21 minutes. Respondents of the category aged 65 years and above are the least read, spending less than 1 minute reading time for each type of electronic/digital material.

3.3.9. Frequency of Use of Devices for Reading

Chart 3.22 below shows the use of devices for the purpose of reading electronic/digital information sources within a year. Data analysis showed that the mobile phones were the most frequently used reading devices at 62.2%. This was followed by computer devices at 28.6% of respondents. While braille devices were the least used by the respondents at 82.6%, followed by audio at 40.9%, and tablets at 13.2% of respondents.
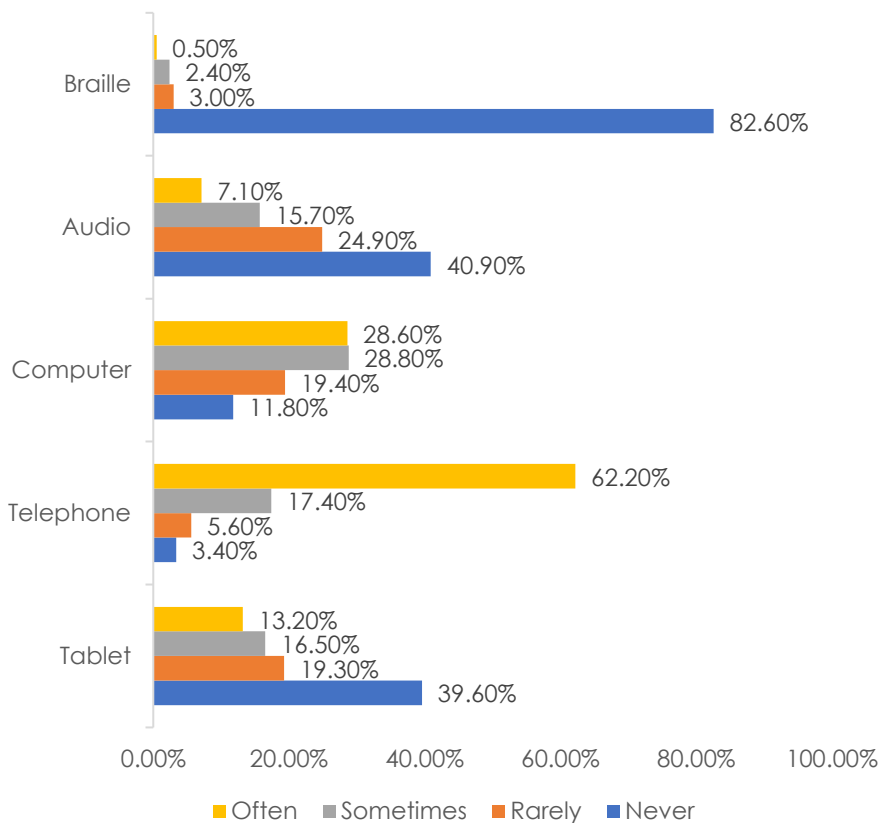
Chart 3.22: Frequency of use of devices for reading

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

3.3.10. Main Reason for Reading Electronic/Digital Materials According to Area
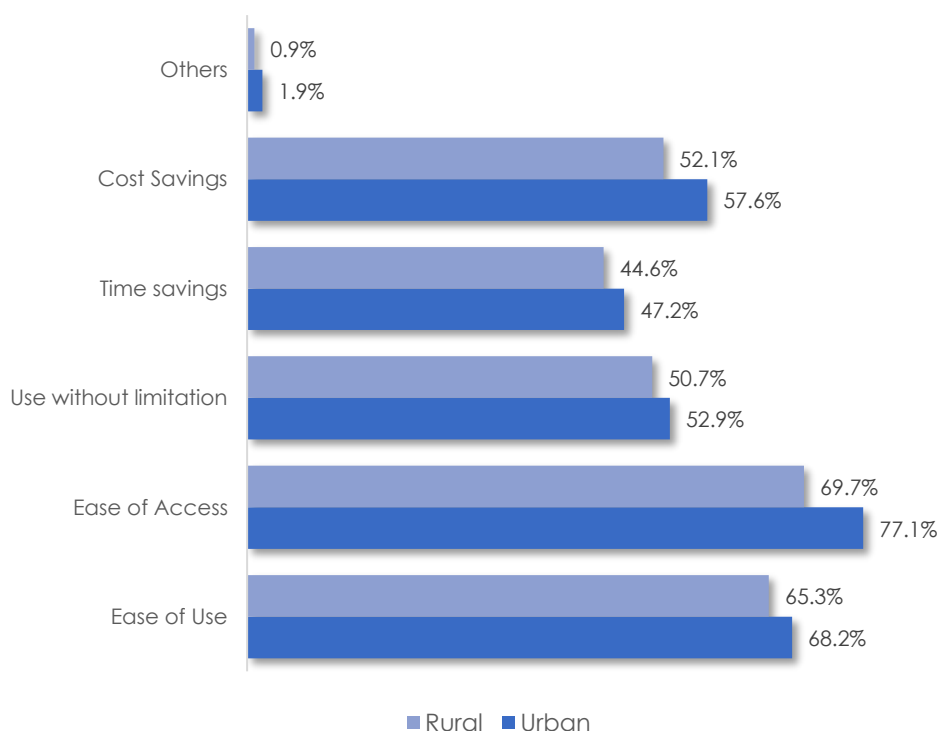
Chart 3.23: Main reason for reading electronic/digital materials according to area
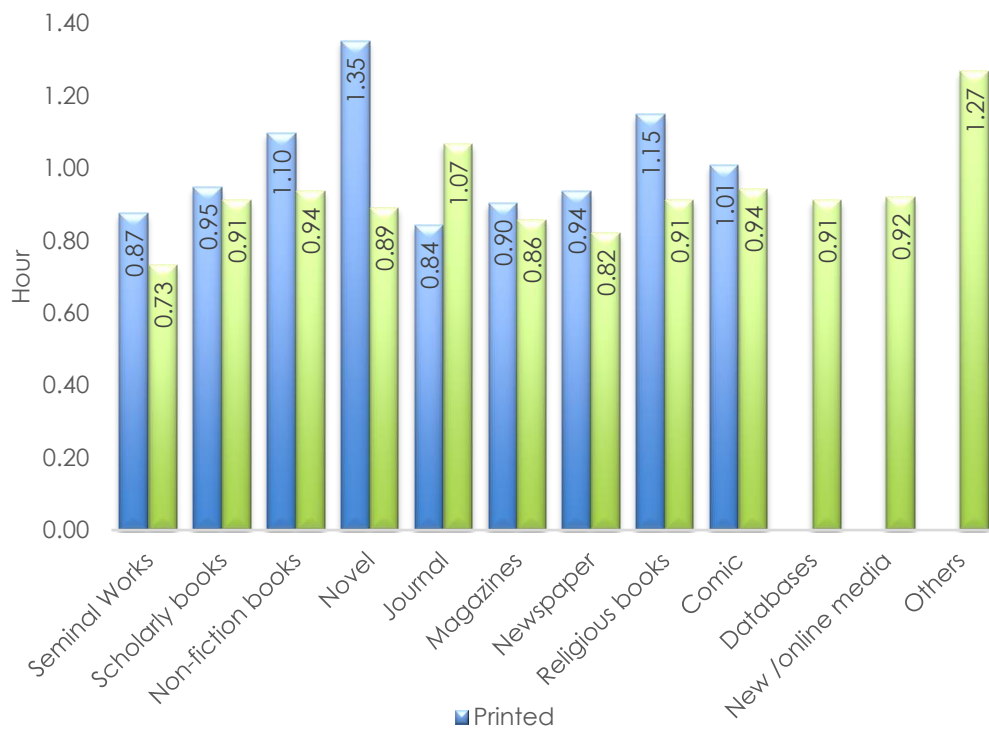
Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

Chart 3.23 above shows the factors that influence urban and rural respondents in choosing electronic/digital reading materials. The findings showed that the main reason respondents from urban areas chose electronic/digital reading materials was due to ease of access at 77.1%, and 69.7% for rural areas. While the second highest choice for both urban and rural respondents was ease of use, which recorded 68.2% and 65.3% of respondents respectively. This was followed by cost savings of 57.6% for urban respondents and 52.1% for rural respondents. Meanwhile, time

savings was seen as having less impact on respondents when choosing electronic/digital reading materials with a percentage of 47.2% for urban and 44.6% for rural respondents.

3.3.11. Main Reason for Reading Electronic/Digital Materials According to Types of Occupation

	Pre-school Students	Primary School Students	Secondary School Students	IHL Students	Government Employees	Private Sector Employees	Self-employed	Retirees	House wives	Unemployed
■ Ease of used	59.30%	52.00%	67.40%	73.00%	72.30%	65.20%	57.00%	56.10%	61.40%	49.90%
■ Ease of access	41.90%	59.50%	59.60%	80.20%	83%	75.70%	64.75%	49.20%	70.70%	54.10%
■ Used without limitation	4.35%	32.60%	38.00%	57.10%	58.70%	56.40%	44.10%	42.50%	49.80%	37.20%
■ Time savings	7.00%	35.20%	33.90%	49.90%	53.70%	15.00%	5.20%	28.70%	47.20%	31%
■ Cost savings	38.60%	41.50%	35.80%	66.10%	61.60%	57.10%	47.25%	28.80%	49.70%	44.90%
■ Others	0.10%	4.30%	1.80%	0.90%	1.40%	2.00%	1.40%	1.50%	0.30%	2.50%

Chart 3.24: Main reason for reading electronic/digital materials according to types of occupation

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

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Chart 3.24 above shows the reasons that influence the respondents to read based on their types of occupations. The analysis revealed that ease of use and ease of access were the main reasons respondents chose to read. The findings showed that ease of access was the main reason why respondents read, and it was the highest among the categories of primary school students (59.5%), IHL students (80.2%), government employees (83.0%), private sector employees (75.7%), self-employed (64.7%), housewives (70.7%), non-schooling (11.7%), and unemployed (54.1%). The "ease of use" factor was the preferred choice for the categories of pre-school students (59.3%), secondary school students (67.4%), and retirees (56.1%).

Time savings and use without limitation were the factors that least influence respondents in various occupation categories. As for the time saving factor, the analysis of the data shows that this factor has little effect on all occupation categories, except for pre-school student and primary school student. The categories were secondary school student (33.9%), IHL student (49.9%), government employee (53.7%), private sector employee (15%), self-employed (5.2%), retiree (28.7%), housewife (47.2%), non-schooling (7.5%) and unemployed (31%).

Whereas pre-school students and primary school students chose use without limitation as the least influencing reason for their choice of reading materials at 4.35% and 32.6% respectively.

3.3.12. Preferred Language of Reading Materials According to Area

Chart 3.25: Preferred language of reading materials according to area

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

This study also compared in terms of language of choice of reading materials based on the location of the respondents, namely urban and rural. A total of five (5) main languages have become the respondents' answer options as well as one (1) answer option referring to Others.

Chart 3.25 above displays the choice of language of reading materials that are preferred for respondents from both areas. The analysis showed that the preferred language of both urban and rural respondents was the Malay Language (Bahasa Melayu) with 76.4%, and 78.6% respectively. While the English language was the second preferred language, 71.8% for urban respondents, and 59.4% of rural respondents.

Meanwhile, the selection of the Mandarin language for the two areas was not significantly different, 13.5% of urban respondents, and 15.9% of rural respondents. The selection of the Arabic language received the same responses of 4.5% for respondents in both urban and rural areas.

3.3.13. Topics of Choice of Reading Materials According to Area

Chart 3.26 displays the topics of the respondents' choice of reading materials according to area. The data analysis showed that the main topic of choice of respondents for both areas was Religion, which recorded 50.5%. in the urban area and 51.4% in the rural area. Health topics was the second choice for both areas, namely, 50.2% of urban respondents and 49.2% of rural respondents. The third highest was the Recipes and Cooking topics which recorded 41.0% of urban respondents and 41.4% of rural respondents. Family and Parenting topics were the fourth choice for respondents, with 37.0% urban respondents and 38.4% rural respondents. The fifth topic of choice of respondents was Tourism that recorded 37% of urban respondents and 37.4% of rural respondents.

While five (5) topics that were less popular were topics related to Relationship and Love, 23.3% of urban respondents and 23.7% of rural respondents. This was followed by Science and Engineering, that is, 22.4% of urban respondents and 17.4% of rural respondents. Next, the topic of Geography recorded 17.5 %

among urban area respondents and 16.8% of rural area respondents. This was followed by the topic of Biography, namely, 15.4% of urban area respondents and 11.4 % of rural area respondents. While only 10.6% of urban area respondents and 12.6% of rural area respondents chose the topic of Unity as the least topic of interest of the respondents in both areas.

The analysis showed that there was not much of a difference between the two areas in terms of topic selection for urban and rural respondents, i.e., between 1-2 % except for Science and Engineering topics, i.e., a difference of 5% was noted.

Category	Rural	Urban
Family and Parenting	38.4%	37.0%
Art & Culture	25.9%	26.8%
Relationship & Love	23.7%	23.3%
Religion		
Biography	11.9%	15.4%
Unity	12.6%	10.6%
Psychology	31.7%	35.0%
Animals	25.5%	24.8%
Fashion & Beauty	32.0%	32.8%
Recreation	24.7%	26.9%
Recipes & Cooking	41.4%	41.0%
Leadership & Management	23.4%	25.2%
Information & Communication…	23.9%	24.9%
Self-development/Motivat…	34.7%	35.6%
Business & Finance	23.2%	24.2%
Tourism	37.7%	37.0%
History	34.6%	36.8%
Health	49.2%	
Engineering & Science	17.4%	22.4%
Geography	16.8%	17.5%
Sport	29.9%	28.6%
Politics	27.1%	27.8%

■ Rural ■ Urban

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

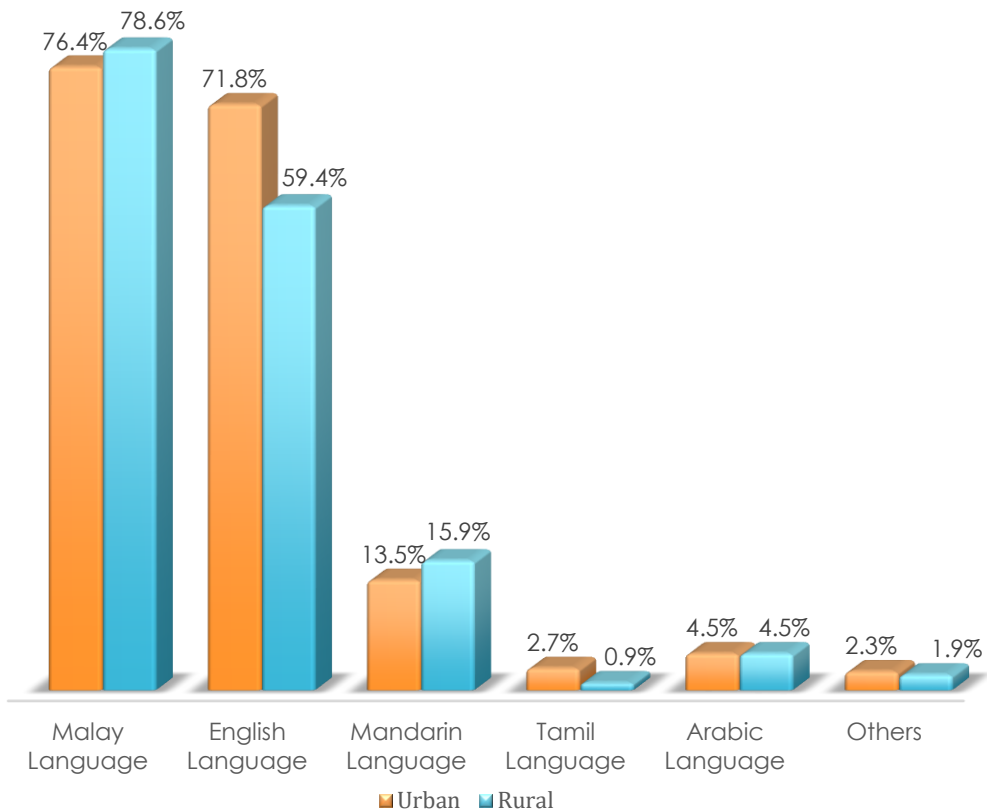### 3.3.14. Genre of Fiction Reading Materials Read According to Area
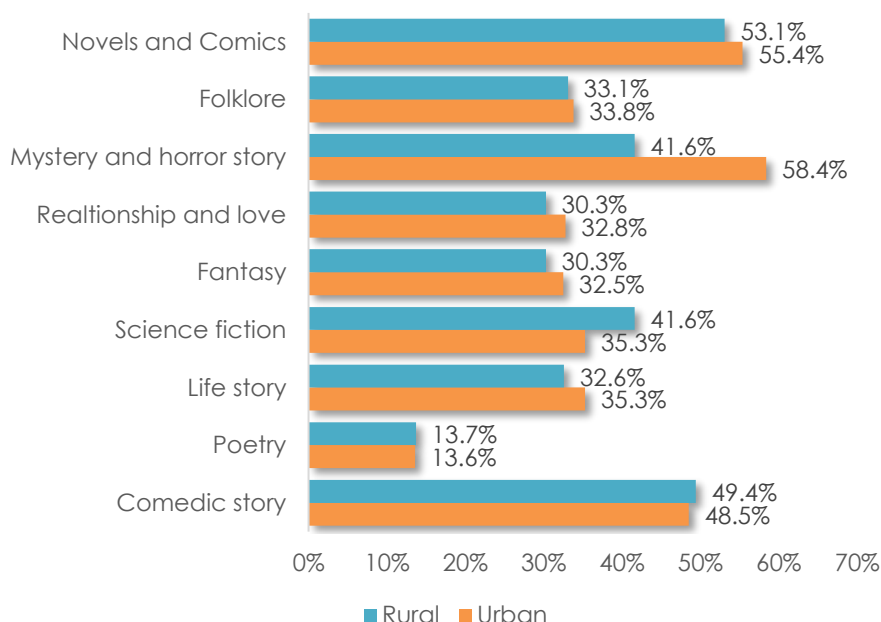
Chart 3.27: Genre of fiction reading materials read according to area

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

Chart 3.28 above shows the genre of reading materials that is the main choice of respondents in urban and rural areas. The results of the analysis showed that the genre Mystery and Horror Story is the most popular among urban respondents, with a percentage of 58.4%. This is followed by Novels and Comics at 55.4%. The third most popular choice of genre of reading materials for urban respondents is Comedic Story, with a percentage of 48.5%. Next, the genre of Life Story and Science Fiction recorded 35.3%, followed by the genre of Folklore at 33.8%. The Relationship and Love genre is the next choice at 32.8%. The Fantasy genre was

the second last choice with a percentage of 30.3%, and only 13.7% of respondents chose the Poetry genre as the last choice.

Whereas for respondents in rural areas, the analysis carried out showed that the main genres of choice are Novels and Comics, at 53.1%. This is followed by Comedic Story at 49.4%. The genre Science Fiction and Horror Story is the third choice of respondents at 41.6%. This is followed by the Folklore genre which recorded 33.1%, and Life Story at 32.6%. While the Fantasy genre is the second last choice at 30.3%, and only 13.7% of respondents chose the Poetry genre as the last choice.

3.3.15. Method of Obtaining Reading Materials According to Area
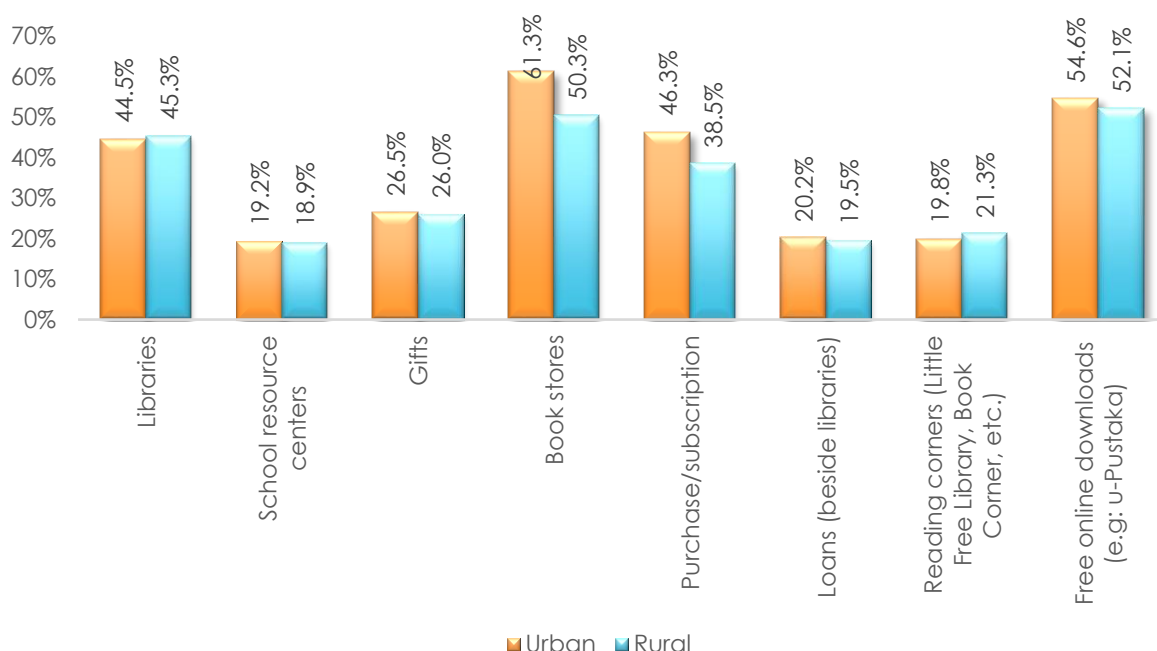
Chart 3.28: Method of obtaining reading materials according to area

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

Chart 3.28 above shows how reading materials are obtained by respondents. Data analysis showed that bookstores are the main choice for respondents of urban areas in obtaining reading materials, at 61.3%. This is followed by free online downloads (e.g., u-Pustaka) chosen by 54.6% of respondents. Next, respondents in urban areas chose purchases and subscriptions, i.e., the third choice at 46.3%, while libraries is the fourth choice by respondents at 44.5%. Three other ways chosen by respondents to obtain reading materials are loans (other than the libraries) at 20.2%, reading corners such as the Little Free Library, that recorded 19.8%, and school resource centres at 19.2%.

As for respondents in the rural areas, the main method of obtaining reading materials is through free online downloads (e.g., u-Pustaka) at 52.1%. This is followed by bookstores, at 50.3% of respondents. Libraries is the third most popular method chosen by rural respondents at 45.3%. Borrowing (other than the libraries) and the school resource centres are the least preferred methods by respondents, with only 19.5% and 19.2% respectively.

3.4. USE OF LIBRARY SERVICES AND THE READING CULTURE

In this section, the reasons and purpose of using the library (physical and digital) is measured based on the respondents' experiences, whether or not they have ever visited a library. The frequency of visiting different types of libraries by the respondents was measured using six (6) scales, namely 1 - More than once a week, 2 - Once a week, 3 - Once every two weeks, 4 - Once a month, 5 - Several times a year and 6 - Never. The responses of the respondents regarding how library services and facilities help their reading habits were measured using five (5) scales, which are 1 - Strongly Disagree, 2 - Disagree, 3 - Not Sure, 4 – Agree, and 5 - Strongly Agree. Respondents' attitudes towards the impact of library use on literacy skills were measured using four (4) scales, namely 1 - Not Proficient, 2 - Less Proficient, 3 - Proficient and 4 - Very Proficient. The Measurement Interpretation Table as suggested by Rahimah (2014) through Table 2.2 has been used as a reference to interpret the data obtained.

3.4.1. Have Ever Visited the Library

Chart 3.29 illustrates the experience of respondents visiting different types of libraries.

16,217   16.1%   83.9%   84,631

NO   YES
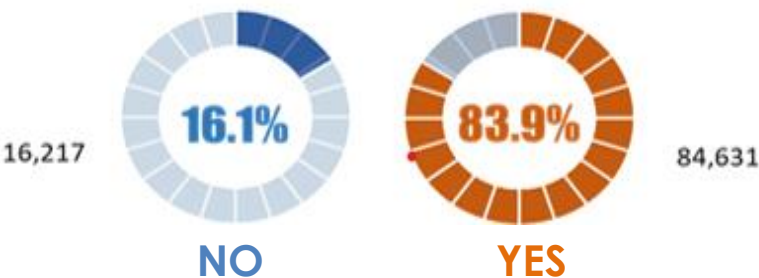
Chart 3.29: Have ever visited the library

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

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Analysis related to the experience of visiting the library as shown in Chart 3.31 found that 83.9% (n=84,631) of the total number of respondents (n=100,848) had visited the library. While the remaining 16.1% (n=16,217) were found to have never visited the library. Based on the percentage obtained, it can be concluded that the number of those who have never visited the library is low compared to the respondents who have visited.

3.4.2. Purpose of Visiting the Library

Thirteen (13) statements were listed for respondents to give feedback about their purpose to the library. The statements include Studying or completing assignments; Meeting friends; Study visits; Spending time alone; Reading; Making references/research; Searching for information in special/specific subjects; Using printed materials; Using electronic/digital materials; Using library facilities; Participating in library activities; Borrowing and returning books; and Others.

| Purpose	Percentage
Using the library services provided	71.6% (60,517)
To read	53.8% (45,476)
To make references/research	52.6% (44,514)
Borrowing and returning books	51.2% (43,288)
Completing assignments	48.9% (41,388)
Finding info. in a special/specific subjects	39.9% (33,744)
To use printed materials	36.4% (30,790)
Spending time alone	35.5% (29,986)
Participating in library activities	28.7% (24,302)
Meeting friends	22.6% (19,133)
Using electronic/digital materials	22.6% (19,096)
Study visits	13% (11,024)
Other purposes	1.6% (1,350)

Chart 3.30: Purpose of visiting the library

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 404,608 respondents.

Based on Chart 3.29, 71.6% (n=60,517) of respondents visited the library with the purpose of using the library services provided, followed by 53.8% (n=45,476) to read, 52.6% (n=44,514) to make references/research, 51.2% (n=43,288) for the purpose of borrowing and returning books, 48.9% (n=41,388) for the purpose of studying or completing assignments, 39.9% (n=33,744) for the purpose of finding information in a special/specific subjects, 36.4% (n=30,790) to use printed materials, and 35.5% (n=29,986) said that their purpose of visiting the library was to spend time alone.

On the other hand, there are five (5) statements related to the purpose of visiting the library that recorded a percentage of below 30%, that is the purpose of participating in library activities at 28.7% (n=24,302), followed by meeting friends, and using electronic/digital materials with the same percentage at 22.6% (n=19,133). Study visits recorded 13% (n=11,024) while other purposes recorded 1.6% (n=1,350). Among other purposes stated by respondents include getting free Wi-Fi and air conditioning facilities, attending courses/workshops, conducting tuition classes, and making the library a place of rest and leisure (such as playing chess and video games and looking for peace and quiet time).

3.4.3. Factors for Never Visiting the Library

This study also obtained information related to factors on why respondents never visit the library based on eleven (11) statements listed. Chart 3.31 below shows an analysis of the reasons for those who have never been to the library, which recorded 16.1% (n=16,217). From the analysis, the top three (3) reasons each exceed 30% of all respondents who do not visit the library, with readings of 36.4%, 36.3%, and 32.2% respectively. The highest percentage at 36.4% (n=5,774) was recorded as the main reason for never going to the library, due to lack of free time.

While 36.3% (n=5,757) stated that they obtain information from other sources, while 32.2% (n=5,111) stated that other activities were more interesting than visiting the library. The remaining eight (8) statements recorded a relatively low percentage of less than 20%. The reason that the location of the library is not strategic recorded 19.9% (n=3,154), 15% (n=2,373) recorded that the service hours are not appropriate, 11.3% (n=1,796) do not know the services and facilities provided by the library, 9.2% (n=1,459) said the library collection is insufficient/not up-to-date/not interesting, with 8.1% (n=1,289) recorded the statement that there are no public transport facilities, while 4.6% (n=737) of respondents did not visit the library as they felt the library building was not attractive. The smallest percentage recorded was 1.8%, in which the respondents stated that library staff were not user-friendly.

Percentage	Factor	Frequency
36.4%	Lack of free time	5,774
36.3%	Obtain information from other sources	5,757
32.2%	Other activities were more interesting	5,111
19.9%	Location of the library is not strategic	3,154
15%	Service hours are not appropriate	2,373
11.3%	Don't know the services/facilities provided	1,796
9.2%	Library collection not interesting/insufficient	1,459
8.1%	No public transport facilities	1,289
4.6%	Library building was not attractive	737
3%	Others	475
1.8%	Library staff were not user-friendly	288

Chart 3.31: Factors for never visiting the library
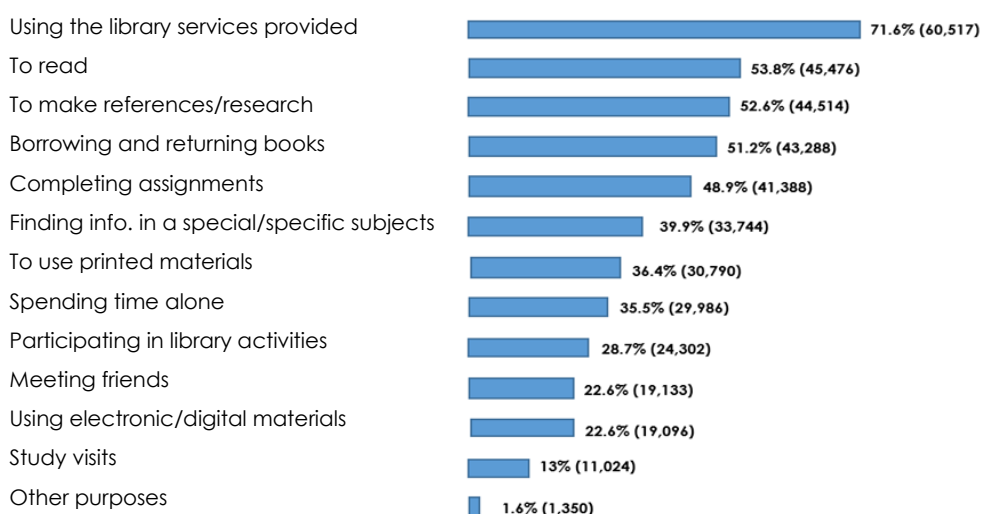
Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 28,213 respondents.

3.4.4. Frequency of Visiting the Library

Chart 3.32 shows the frequency of respondents visiting libraries according to 10 types of libraries, namely the National Library, Public Libraries, Academic Libraries, Specialized Libraries, Rural Libraries, Digital Libraries, School Resource Centres, Community Libraries, Mobile Libraries, and Reading Rooms/Corners. From a total of 84,631 respondents who have visited the library, the analysis showed that the frequency of respondents to the National Library recorded 7.8% (n=6,621) with visits more than one (1) time a week, 2% (n=1,722) visit once a week, 2.2% (n= 1895) visit once every two (2) weeks, 2.5% (n=2,118) visit the National Library once a month. This was followed by 23.1% (n=19,564) who visited only a few times a year, while the remaining 62.3% (n=52,711) of respondents stated that they had never visited the NLM.

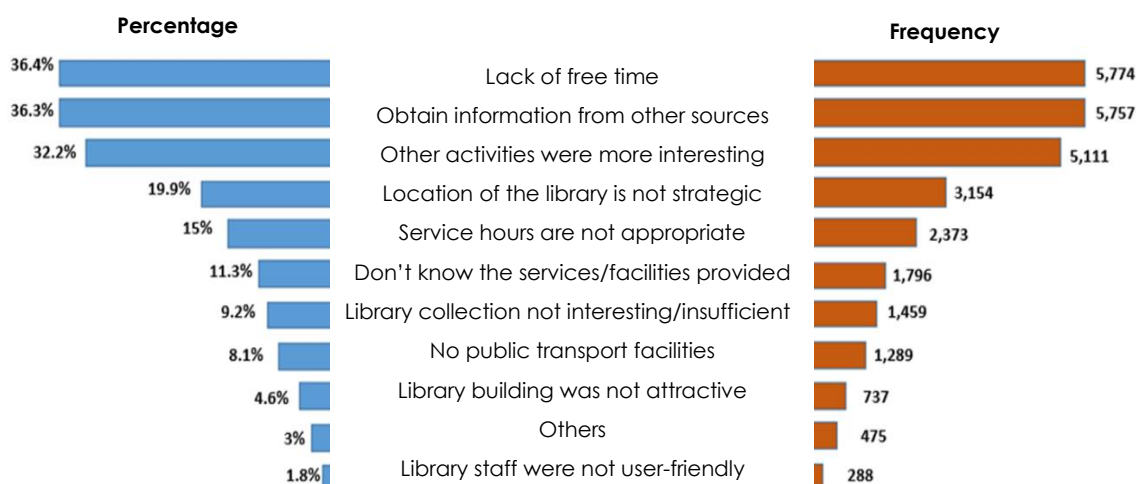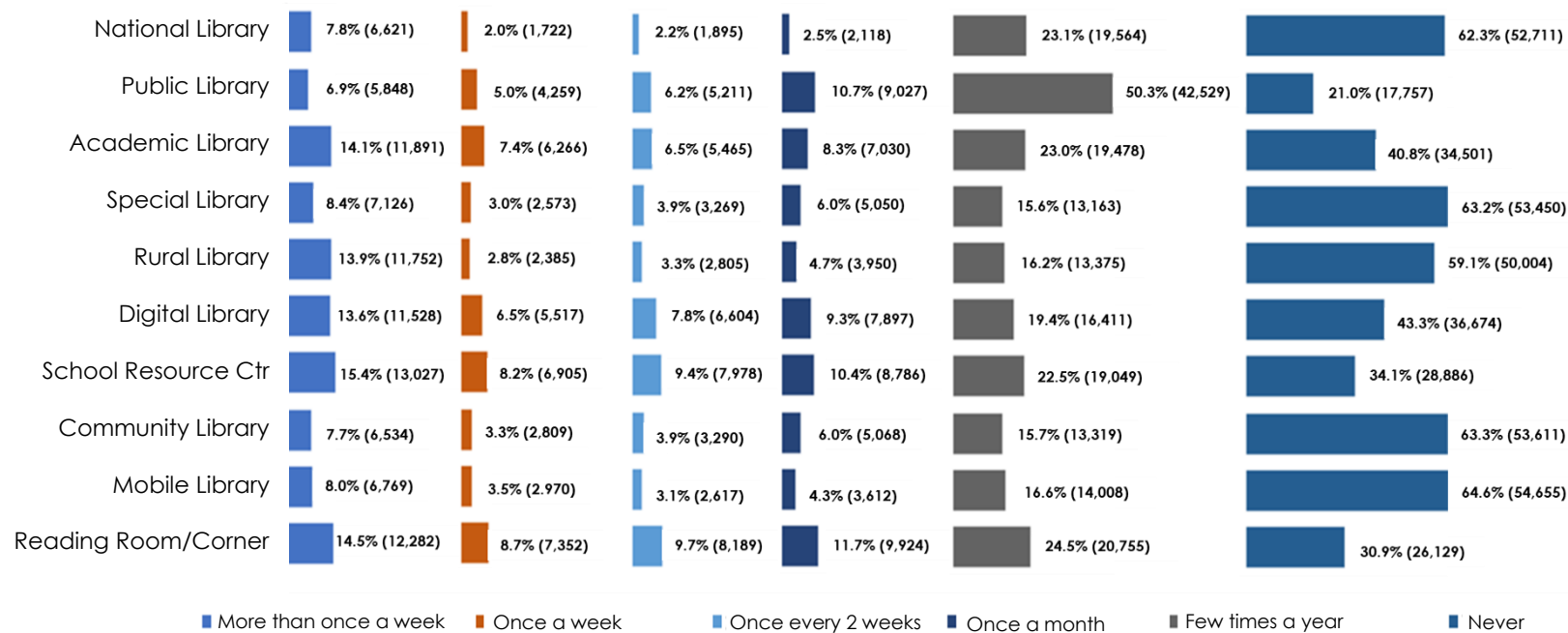|	More than once a week	Once a week	Once every 2 weeks	Once a month	Few times a year	Never
National Library	7.8% (6,621)	2.0% (1,722)	2.2% (1,895)	2.5% (2,118)	23.1% (19,564)	62.3% (52,711)
Public Library	6.9% (5,848)	5.0% (4,259)	6.2% (5,211)	10.7% (9,027)	50.3% (42,529)	21.0% (17,757)
Academic Library	14.1% (11,891)	7.4% (6,266)	6.5% (5,465)	8.3% (7,030)	23.0% (19,478)	40.8% (34,501)
Special Library	8.4% (7,126)	3.0% (2,573)	3.9% (3,269)	6.0% (5,050)	15.6% (13,163)	63.2% (53,450)
Rural Library	13.9% (11,752)	2.8% (2,385)	3.3% (2,805)	4.7% (3,950)	16.2% (13,375)	59.1% (50,004)
Digital Library	13.6% (11,528)	6.5% (5,517)	7.8% (6,604)	9.3% (7,897)	19.4% (16,411)	43.3% (36,674)
School Resource Ctr	15.4% (13,027)	8.2% (6,905)	9.4% (7,978)	10.4% (8,786)	22.5% (19,049)	34.1% (28,886)
Community Library	7.7% (6,534)	3.3% (2,809)	3.9% (3,290)	6.0% (5,068)	15.7% (13,319)	63.3% (53,611)
Mobile Library	8.0% (6,769)	3.5% (2,970)	3.1% (2,617)	4.3% (3,612)	16.6% (14,008)	64.6% (54,655)
Reading Room/Corner	14.5% (12,282)	8.7% (7,352)	9.7% (8,189)	11.7% (9,924)	24.5% (20,755)	30.9% (26,129)

Chart 3.32: Frequency of visiting the library

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 84,631 respond

The analysis carried out on the frequency of visiting the Public Libraries found that out of a total of 84,631 respondents, 6.9% (n=5,848) visited more than once a week, 5.0% (n=4,259) visited the Public Libraries only one (1) time a week , 6.2% (n=5,211) visited once every two (2) weeks, 10.7% (n=9,027) of respondents visited the Public Libraries only once a month, while a large number of all respondents who had been to the library which recorded 50.3% (n=42,529) stated that they visit the Public Libraries only a few times a year, while over 21% (n=17,757) of the respondents stated that they never visited the Public Libraries.

Analysis of the frequency of respondents' visits to Academic Libraries found that 14.1% (n=11,891) of respondents visited this type of library more than once a week, followed by 7.4% (n=6266) for once a week, with 6.5% (n=5,465) respondents make two (2) week visits, and 8.3% (n=7,030) for one (1) month visits. While 23% (n=19,478) of the respondents were noted to visit the Academic Libraries only a few times a year, and many of the rest of the respondents, i.e., 40% (n=??) had never been to the Academic Libraries.

The results of the analysis made according to the frequency of the respondents' visits to the Special Libraries, it was found that 8.4% (n=7,126) visited it more than one (1) time a week, followed by 3% (n=2,573) of the respondents stated that they visited the Special Libraries once a week, 3.9 % (n=3,269) visited two (2) times a week, 6% (n=5,050) of respondents stated they visited once a month, while 15.6% (n=13,163) visited several times a year. Considering that one of the main characteristics of a Special Libraries is a library that has functions, collections or users that are specific to an organization, therefore, more than half of the 53,450 respondents (n=63.3%) have never visited this type of library.

Meanwhile, an analysis of the frequency of respondents who visited the Rural Libraries found that 13.9% (n=11,752) visited the

Rural Libraries more than once a week. This is followed by 2.8% (n=2,385) who visited once a week, 3.3% (n=2,805) visited once in two (2) weeks, 4.7% (n=3,950) only visited once a month. The data also showed that 16.2% (n=13,735) of respondents visited the Rural Libraries only a few times in a year, while many respondents, 59.1% (n=50,004) have never visited the Rural Libraries.

Of all the respondents who have ever visited the library, the analysis of their frequency of visits to the Digital Libraries recorded a total of 13.6% (n=11,528) visited more than one time in a week, 6.5% (n=5,517) visited once a week, 7.8% (n =6,604) visited two (2) weeks once, while 9.3% (n=7,897) visited once (1) a month. This is followed by 19.4% (n=16,411) who visited only a few times a year, and the remaining 43.3% (n=36,674) respondents never visited the Digital Libraries at all.

The analysis on visits to the School Resource Centres found that 15.4% (n=13,027) visited more than one (1) time a week, 8.2% (n=6,905) recorded the frequency of visit to the School Resource Centres was only one (1) time a week, 9.4% (n=7978) of respondents who visited once in two (2) weeks, and 10.4% (n=8,786) of respondents visited the School Resource Centres only once (1) a month. Many respondents recorded a frequency of visits to the School Resource Centres only a few times a year, i.e., 22.5% (n=19,049), while 34.1% (n=28,886) of the respondents stated that they never visited the School Resource Centres.

For the analysis on the frequency of respondents' visits to Community Libraries, it was found that 7.7% (n=6,534) of respondents visited this type of library, more than one (1) time a week, followed by 3.3% (n=2,809) of respondents visited one (1) time a week, 3.9% (n=3,290) visited it once every two (2) weeks, and 6.0% (n=5,068) respondents visited it once a (1) month. While 15.7% (n=13,319) of respondents visited the Community Libraries only a few times in a year, and the remaining 63.3% (n=53,611) respondents never visited the Community Libraries.

Analysis of the frequency of respondents' visits to the Mobile Libraries, it was found that 8.0% (n=6,769) visited it more than once a week, with 3.5% (n=2,970) of respondents had stated that they visited the Mobile Libraries once a week, 3.1% (n= 2,617) visited this library two (2) times a week, 4.3% (n=3,612) of respondents stated they visited it once a month while 16.6% (n=14,008) visited several times in a year. The Mobile Libraries also recorded the highest percentage for respondents who had never visited this type of library, i.e., 64.6% (n=54,655).

The frequency of respondents who visited the Reading Rooms/Corners recorded that 14.5% (n=12,282) of all respondents visited the Reading Rooms/Corners more than one (1) time a week. This is followed by 8.7% (n=7,352) who visited one (1) time a week, 9.7% (n=8,189) visited one (1) time in two (2) weeks, 11.7% (n=9,924) only visited once a month. While the data also showed that 24.5% (n=20,755) of respondents visited the Reading Rooms/Corners only a few times in a year, and many respondents, i.e., 30.9% (n=26,129) have never been to the Reading Rooms/Corners.

3.4.5. Use of Library Services/Facilities Aids the Reading Habits

Chart 3.33 is the result of an analysis of how the use of library services and facilities helps respondents' reading habits. The six (6) library services and facilities listed include information and communication technology (ICT) facilities, library collection lending, digital library services (e.g., u-Pustaka, Serambi Ilmu Rakyat, university digital library, etc.), reference services, and services for the disabled persons.

From a total of 84,631 respondents who used library services and facilities, 17.9% (n=15,149) of the respondents strongly agreed and 57.8% (n=48,917) agreed that using information and communication technology (ICT) facilities helped their reading

habits. However, a total of 3.1% (n=2,624) respondents disagreed, and even 4.2% (n=3,554) strongly disagreed that using information and communication technology (ICT) facilities helped their reading habits. While 17% (n=14,387) of the respondents said they were unsure about the statement.

The analysis also showed the respondents' feedback based on the statement on the use of the library collection lending services. A total of 16.3% (n=13,795) respondents strongly agreed, followed by 58.2% (n=49,255) agreed with the statement. While 3.8% (n=3,216) disagreed and 3.6% (n=3,047) strongly disagreed with the statement. A total of 18.1% (n=15,318) expressed uncertainty with the statement that the library collection lending services help their reading habits.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Information & communication technology (ICT) facilities	4.2% (3,554)	3.1% (2,624)	17.0% (14,387)	57.8% (49,255)	17.9% (15,149)
Library collection lending	3.6% (3,047)	3.8% (3,216)	18.1% (15,318)	58.2% (49,255)	16.3% (13,795)
Digital library services (e.g., u-Pustaka, Serambi Ilmu Rakyat, university digital library, etc.)	4.2% (3,555)	3.9% (3,301)	21.0% (17,772)	51.5% (43,585)	19.4% (16,418)
Reference services	4.0% (3,385)	3.7% (3131)	19.3% (16,334)	55.6% (47,055)	17.4% (14,726)

Legend: ■ Sangat Tidak Bersetuju ■ Tidak Bersetuju ■ Not Sure ■ Agree ■ Strongly Agree
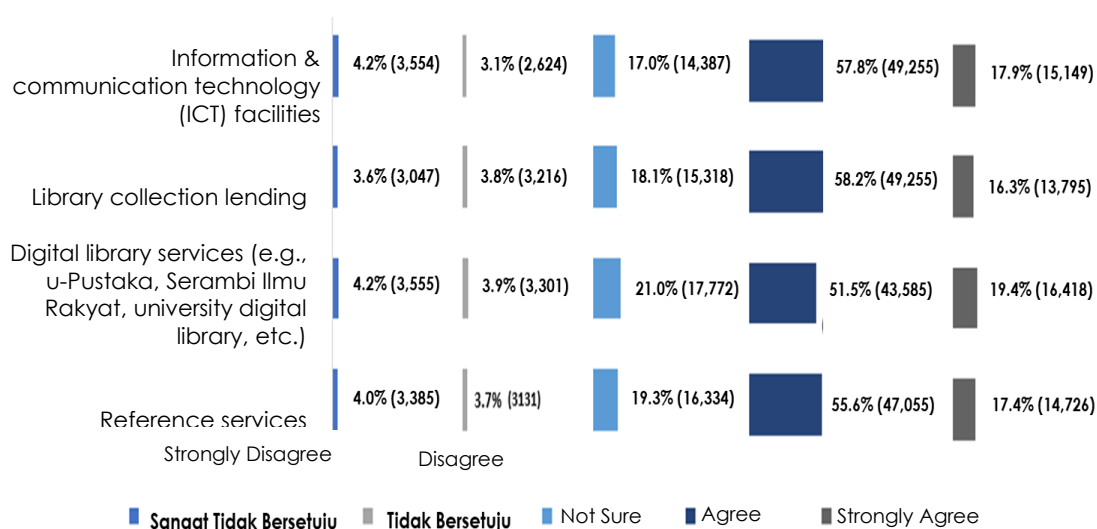
Chart 3.33: Use of library services/facilities aids the reading habits

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 84,631 respondents

The results of the analysis in Chart 3.33 further records the respondents' feedback on the use of the Digital Library. The number of respondents who gave positive feedback is very high compared to other statements. A total of 51.5% (n=43,585) and 19.4% (n=16,418) respectively, agreed and strongly agreed that the use of digital libraries helped their reading habits. However, only a small number of the respondents, i.e., 3.9% (n=3,301) did not agree, and even 4.2% (n=3,555) strongly disagreed that using the digital library helped their reading habits. While 21% (n=17,772) of the respondents said they were unsure about the statement.

The chart above also notes that a total of 55.6% (n=47,055) respondents agreed and 17.4% (n=14,726) strongly agreed that using a reference service has helped their reading habits. While a total of 3.7% (n=3,131) of the respondents did not agree, plus 4.0% (n=3,385) strongly disagreed that using reference services helped their reading habits. The remaining 19.3% (n=16,334) of respondents said they were not sure about the statement.

3.4.6. Library Use and Information Literacy Skills

Based on Chart 3.34 below, respondents provided feedback that the use of library services and the use of library facilities had improved their information literacy skills. A total of 21.7% (n=18,377) of respondents said 'Yes' that is, the use of library services and facilities helped to improve their information literacy skills, while a total of 78.3% (n=66,254) said 'No' that is, the use of library services and facilities did not help to improve their information literacy skills.
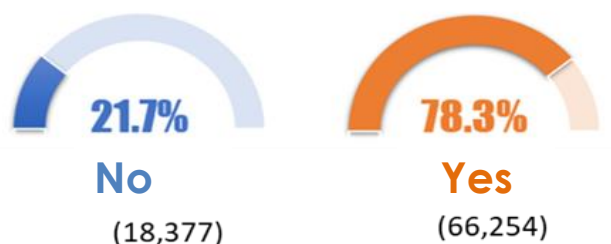
Chart 3.34: Library use and information literacy skills

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 84,631 respondents.

3.4.7. Level of Information Literacy Skills

A total of 66,254 respondents agreed that the use of library services/facilities had improved their information literacy skills; respondents also gave feedback on the level of information literacy through the measurement of the following six (6) skill statements: Identify information needs; Find information; Assess information; Manage information; Use information correctly; and Disseminate information. Four (4) scales namely 1 – Not Skilled, 2 – Less Skilled, 3 – Skilled and 4 – Very Skilled are used to measure the level of skill of the respondents.

Based on Chart 3.35, it was found that from a total of 66,254 respondents who have given feedback on their level of information literacy skills, especially the skills of identifying information needs, 61.5% (n=40,746) said they were proficient, and a total of 28.5% (n=18,882) said they very skilled, while only 9.2% (n=6,095) and 0.8% (n=530) said they were less skilled and not skilled in identifying their information needs respectively.
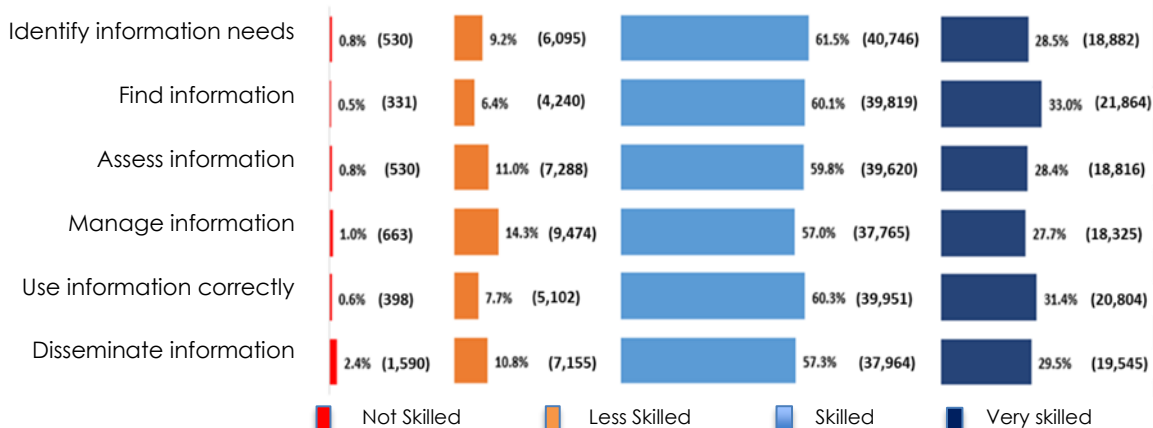
Chart 3.35: Level of information literacy skills

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 66,254 respondents.

Regarding the skill level in finding information, 60.1% (n=39,819) of 66,254 respondents said they were skilled, while another 33% (n=21,864) said they were very skilled in finding information. Compared to only 6.4% (n=4,240) who stated they are less skilled, and 0.5% (n=331) stated they are not skilled in finding information.

The chart also shows the respondents' level of information literacy in terms of the skill of evaluating information. Based on the analysis, 59.8% (n=39,620) of respondents placed their ability to evaluate information at a proficient level, with 28.4% (n=18,816) of respondents said they were very proficient. Only a small number of respondents said they were less skilled, i.e., 11% (n=7,288) and a total of 0.8% (n=530) of respondents said they were not skilled at evaluating information.

Next, based on the analysis conducted on managing information skills, 57% (n=37,765) of the respondents said they were skilled, even 27.7% (n=18,352) of the respondents said they were very skilled in managing information. While only 14.3% (n=9,474) of respondents said they were less skilled, with 1% (n=663) described they were not skilled in managing information.

In determining the level of information literacy skills, especially the skills of using information correctly, 60.3% (n=39,951) of respondents described they were skilled in using information correctly, and 31.4% (n=20,804) said they were very skilled. As for the rest, a total of 7.7% (n=5,102) of respondents felt they are less skilled at using information correctly, and 0.6% (n=398) said they are not skilled at using information correctly.

Chart 3.35 also illustrates the respondents' information dissemination skills which is one of the components of information literacy. A total of 57.3% (n=37,964) respondents said they were skilled at disseminating information, while 29.5% (n=19,545) said they were very skilled at disseminating information. On the other hand, a total of 10.8% (n=7,155) of respondents said they were less skilled at disseminating information, and 2.4% (n=1,590) said they were not skilled at it.

3.4.8. Benefits of Using the Library

Based on Chart 3.36 below, the analysis revealed several benefits obtained by respondents when using the library. Four (4) benefits were listed where respondents could choose more than one statement as an answer. The analysis conducted found that 81.3% (n=68,805) of respondents said the use of the library had increased their knowledge and understanding as the highest benefit. The second highest found 79.5% (n=67,282) of the respondents were able to learn new knowledge and skills when they used the library. Next, 62.3% (n=52,725) said that using the library made it easier for them to complete assignments. While almost half of the respondents, a total of 42% (n=35,545) said that by using the library they had become more interested in reading.
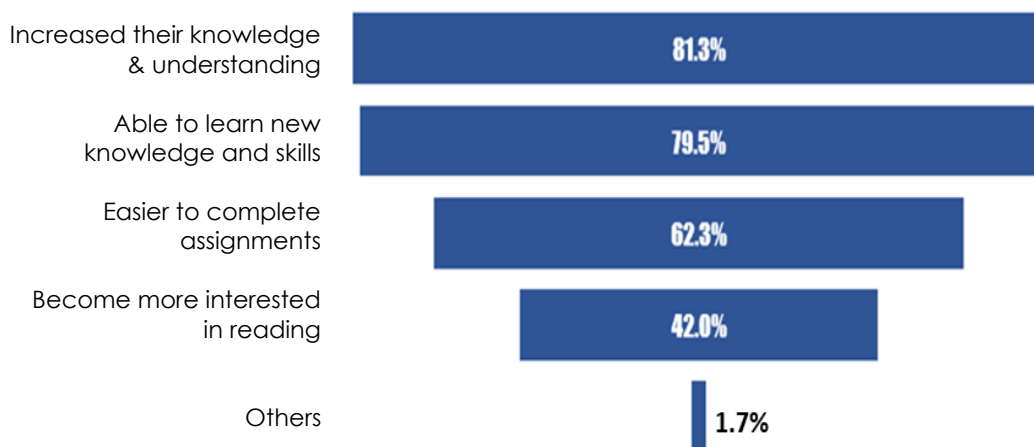
Increased their knowledge & understanding	81.3%
Able to learn new knowledge and skills	79.5%
Easier to complete assignments	62.3%
Become more interested in reading	42.0%
Others	1.7%

Chart 3.36: Benefits of using the library

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 224,421 respondents.

Other benefits with a percentage of 1.7% stated by respondents include making it a hobby; being able to enjoy a comfortable environment; taking advantage of free time; getting more varied reading materials; getting inspiration and ideas; finding research reference sources; getting information at a low cost; spending time with friends; and making the library a comfortable place to be alone.

3.5. Reading Profile of People with Disabilities (PWD)

3.5.1 Reading Practice of People with Disabilities (PWD)

Based on Chart 3.37 below, the analysis conducted on the respondents among the disabled group found that those who do not read are higher, i.e., 67.8% (n=646) compared to the disabled group who read, i.e., 32.2% (n=307).
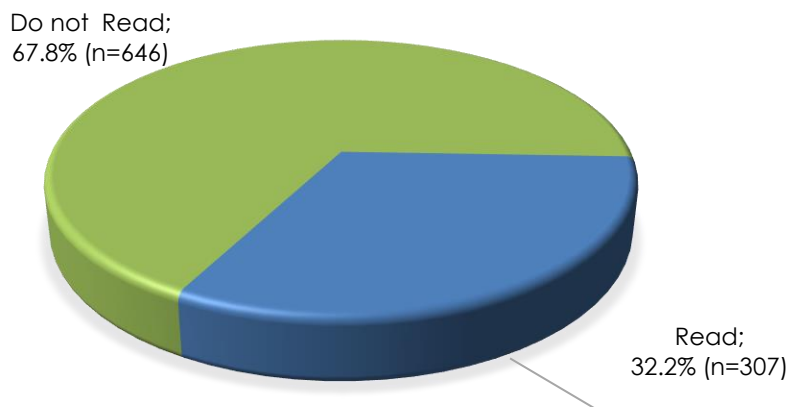
Do not Read;
67.8% (n=646)

Read;
32.2% (n=307)

Chart 3.37: Reading practice of people with disabilities (PWD)

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 953 respondents.

3.5.2 Number of Copies Read by People with Disabilities (PWD)

As presented in Chart 3.38 for the number of printed copies read by PWD, the analysis showed that the highest number of printed copies are read at a count of 6 - 10 copies per year, i.e., 39.7%. This was followed by 32.2% who read 1 - 5 copies a year. While 16.9% of respondents with disabilities read more than 20 copies. Only 11.1% of disabled respondents read around 11-20 printed copies a year.

While for electronic/digital reading materials, data analysis showed that the number of 11-20 copies per year is the highest number, i.e.,

42%. This was followed by 40% of respondents who chose electronic/digital reading materials between 6 - 10 copies. Meanwhile, 30% of respondents read more than 20 copies a year, and only 2.6% of respondents read around 1-5 copies a year.
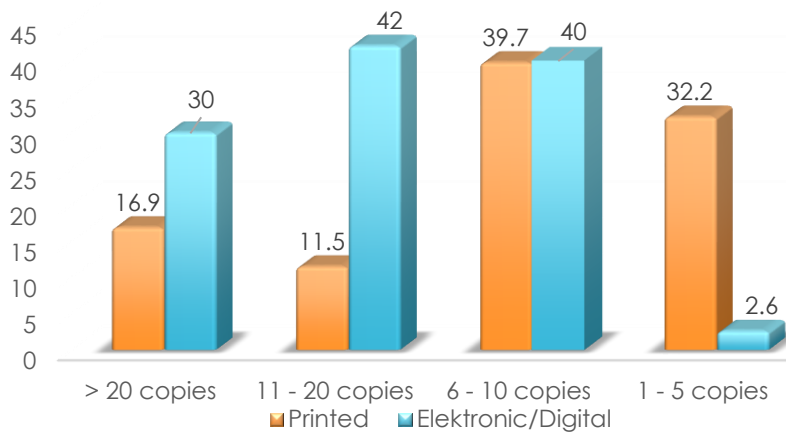

Chart 3.38: Number of copies read by people with disabilities (PWD)

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 307 respondents.

3.5.3 Primary Language of Choice of Reading Materials for People with Disabilities (PWD)

Chart 3.39 displays the main choice of language of reading materials for the disabled. The analysis shows that the Malay Language (Bahasa Melayu) is the main language of choice of respondents, i.e., 26.5%. This is followed by 23.8% of respondents who chose the English Language as their second-choice language. Mandarin Language is the choice for 6.2% of respondents. While the Arabic language was chosen by 1.9% of respondents, and Other Languages also recorded 1.9%. The Tamil Language, on the other hand, recorded only 0.2%, which is the least chosen language of choice for reading materials by the respondents.
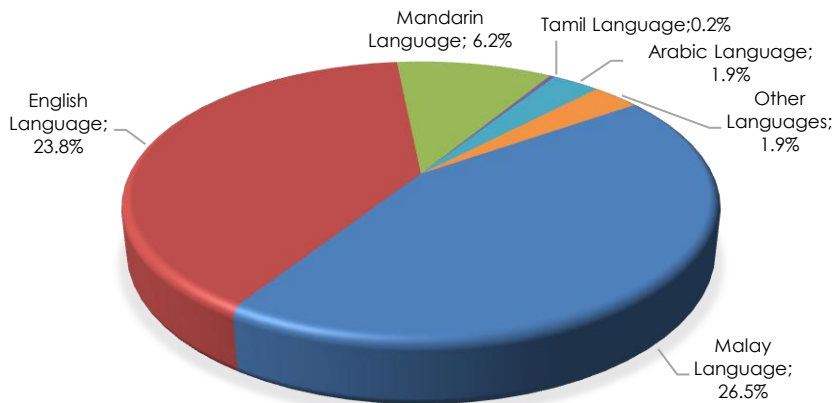
Chart 3.39: Primary language of choice of reading materials for people with disabilities (PWD)

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 307 respondents.

3.5.4 Selected Topics of Reading Materials for People with Disabilities (PWD)

Chart 3.40 shows the choice of topics of reading materials among respondents with disabilities. The five (5) main topics chosen according to popularity are Religion at 16.7%. The second popular topic of choice is History at 15.7%. The third popular choice of reading materials for respondents with disabilities is Health at 14.6%. Next is the topic of Information and Communication Technology at 12.0%. Finally, the fifth choice of topic of reading materials is Psychology with 11.1% of respondents.

The five (5) topics of choice of reading materials that respondents were least interested in were Animals and Engineering Science, with each showed 8.5% of respondents. This is followed by Geography with 7.8% of respondents. The topic of Relationship and Love recorded 6.9% of

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respondents, followed by Biography at 6.6% of respondents, and only 4.3% of respondents chose Unity as their choice of least interest.
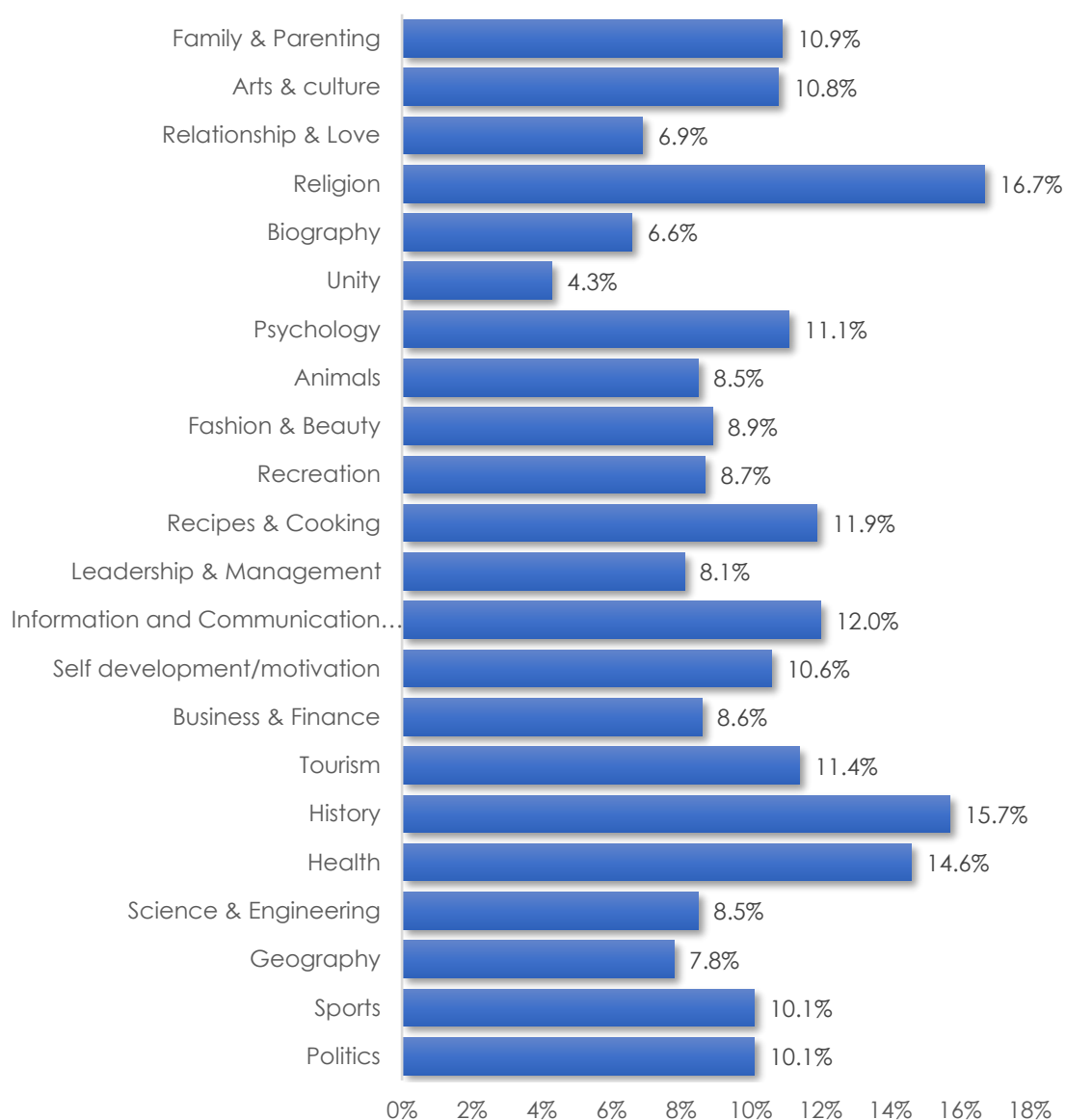

Chart 3.40: Selected topics of reading materials for people with disabilities (PWD)
Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 307 respondents.

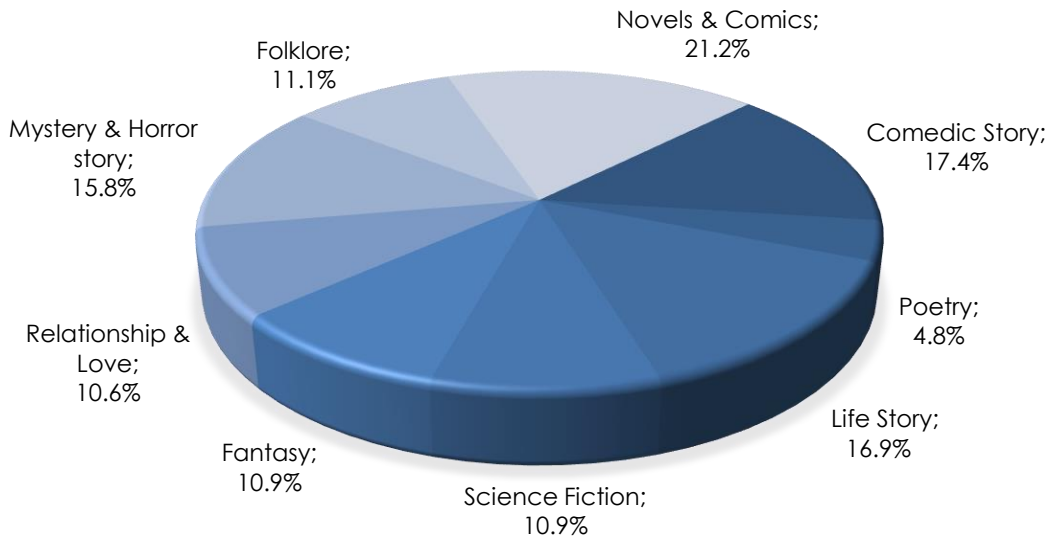### 3.5.5 Genres of Reading Materials Read by People with Disabilities (PWD)

Chart 3.41: Genres of reading materials read by people with disabilities (PWD)

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 307 respondents.

Chart 3.41 displays the genre of fiction reading materials read by respondents from the disabled community. The analysis shows that novels and comics are the main choices, each recorded 21.2%. This was followed by comedic story, which was chosen by 17.4% of respondents. The analysis also showed the next choice of topic at 16.9% (n=??) was life story. Next, reading materials of the mystery and horror story genre was chosen by 15.8% of respondents. While fantasy was the third last choice with 10.9%, followed by 10.6% of respondents who chose relationship and love. The genre least interested by respondents with disabilities was poetry, with only 4.8%.

3.5.5   Use of the Library Services/Facilities to Aid the Reading Interest of PWD Group
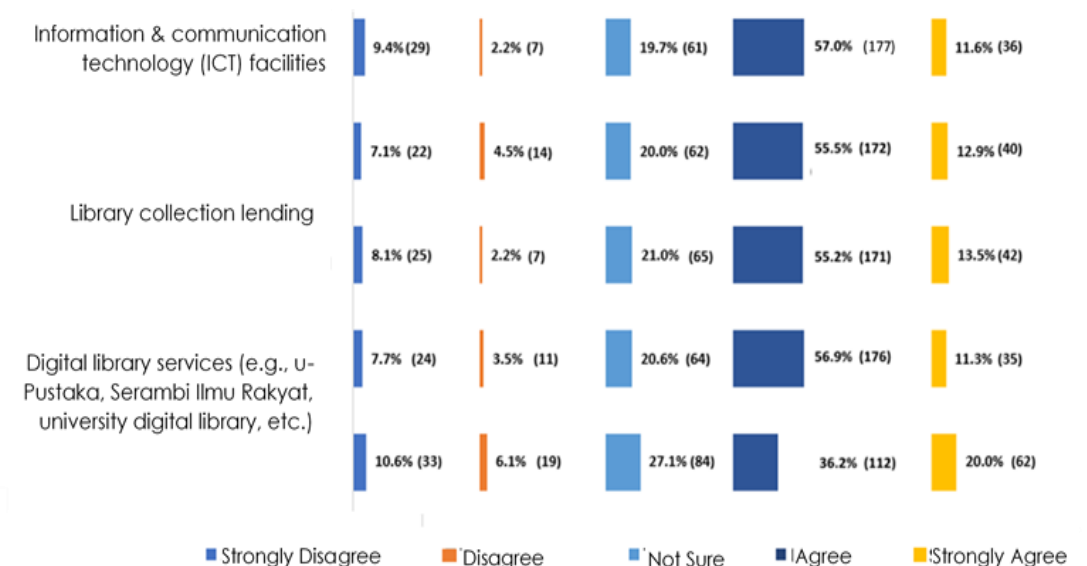
Chart values by category:

Information & communication technology (ICT) facilities
- 9.4% (29), 2.2% (7), 19.7% (61), 57.0% (177), 11.6% (36)

- 7.1% (22), 4.5% (14), 20.0% (62), 55.5% (172), 12.9% (40)

Library collection lending
- 8.1% (25), 2.2% (7), 21.0% (65), 55.2% (171), 13.5% (42)

Digital library services (e.g., u-Pustaka, Serambi Ilmu Rakyat, university digital library, etc.)
- 7.7% (24), 3.5% (11), 20.6% (64), 56.9% (176), 11.3% (35)

- 10.6% (33), 6.1% (19), 27.1% (84), 36.2% (112), 20.0% (62)

Legend: ■ Strongly Disagree   ■ Disagree   ■ Not Sure   ■ Agree   ■ Strongly Agree

Chart 3.42: Use of the library services/facilities to aid the reading interest of PWD group

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 1,528 respondents.

Chart 3.42 examines the analysis of data obtained in measuring the extent to which respondents agreed that the use of library services and facilities helps the reading habits of people with disabilities (PWD). In total, out of 84,631 respondents who used the library services and facilities, 310 were respondents with disabilities. Of these 310, the analysis found that 11.6% (n=36) of them strongly agreed, and 57% (n=177) agreed that using information and communication technology (ICT) facilities helped their reading habits. However, a total of 2.2% (n=7) of respondents disagreed, and even 9.4% (n=29) strongly disagreed that using ICT facilities helped their reading habits. While 19.7% (n=61) of the respondents expressed uncertainty about the statement.

As illustrated in the chart above, the analysis also showed the respondents' feedback based on the usage statement of the library collection lending services. A total of 12.9% (n=40) of respondents strongly agreed, followed by 55.5% (n=172) who agreed with the statement that library collection lending services had helped their reading habits. While 4.5% (n=14) disagreed, and 7.1% (n=22) strongly

disagreed with the statement. The remaining 20% (n=62) expressed uncertainty with the statement that the library collection lending services helped their reading habits.

The analysis then showed the respondents' feedback on the use of the Digital Library. Of the total respondents who gave positive feedback, a total of 13.5% (n=42) and 55.2% (n=171) strongly agreed and agreed respectively that the use of digital libraries helped their reading habits. However, a small number, i.e., 2.2% (n=7) of the respondents disagreed, and even 8.1% (n=25) strongly disagreed that using a digital library helped their reading habits. While 21% (n=65) of respondents with disabilities expressed uncertainty about the statement.

As for the usage of the reference services, Chart 3.36 recorded a total of 11.3% (n=35) of the respondents with disabilities strongly agreed, and 56.9% (n=176) agreed that using the services had helped their reading habits. Compared with a total of 3.5% (n=11) of disabled respondents disagreed and 7.7% (n=24) strongly disagreed that using referral services helped their reading habits. The remaining 20.6% (n=64) of respondents said they were unsure of the statement.

The respondents with disabilities have also described how the services for PWD provided in the library helped their reading habits. It was noted that 20% (n=62) strongly agreed and 36.2% (n=112) agreed that services for PWD contributed to their reading habits. However, there was a total of 6.1% (n=19) respondents who disagreed and 10.6% (n=33) strongly disagreed. However, there is a total of 27.1% (n=84) of respondents who are not sure about the statement.

3.6   Impact of the Reading Promotion Programs

This study also aims to examine the impact of the Reading Promotion Programs that had been carried out, particularly in influencing Malaysians' interest in reading. Displayed below is a chart showing the percentage of respondents' involvement in the Reading Promotion Programs. Analysis shows that out of n=89,326 respondents who read, it

was found that 51% (n=45,775) of respondents had never participated in any Reading Promotion Programs. While the remaining 49% (n=43,531) of respondents have participated in the Reading Promotion Programs that was organized by various parties.
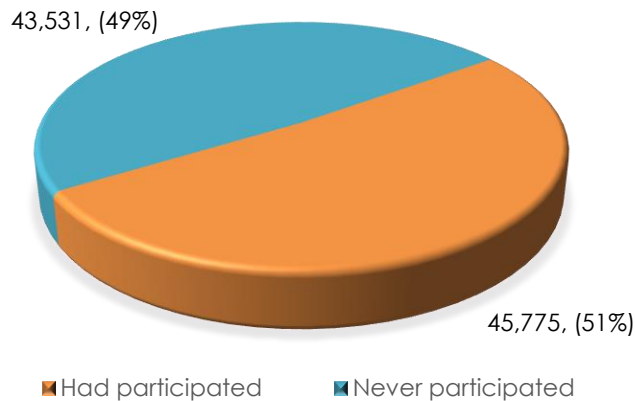

43,531, (49%)

45,775, (51%)

■ Had participated   ■ Never participated

Chart 3.43: Participation in Reading Promotion Programs

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents.

3.6.1. Participation in the Reading Promotion Programs According to Area

Chart 3.44 shows respondents' participation in the Reading Promotion Programs according to area. A comparison based on location showed that more urban area respondents participated in the Reading Promotion Programs, i.e., 62.8% (n=28,767) compared to rural area respondents, i.e., only 37.2% (17,028). Data analysis also showed that more of the urban area respondents at 75.9% (n=33,040) had never participated in the Reading Promotion Programs, compared to rural area respondents at 24.1% (10,491).
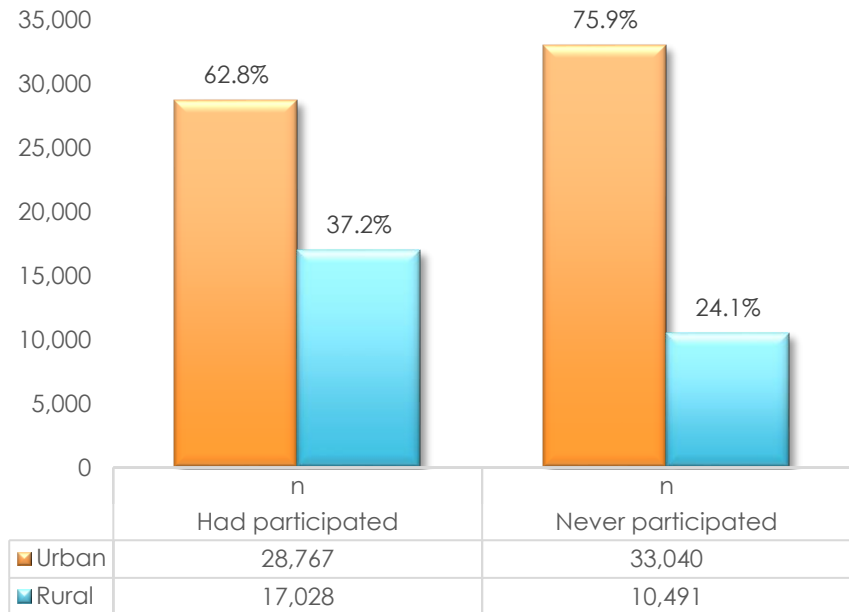
	n Had participated	n Never participated
Urban	28,767	33,040
Rural	17,028	10,491

Chart 3.44: Participation in the reading promotion programs according to area

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 89,326 respondents

3.6.2. Participation in Reading Promotion Programs According to Types of Occupation

Chart 3.45 below shows the participation of respondents in the Reading Promotion Programs according to types of occupation. The analysis found that respondents in the government employee category at 45% (n=20,579) had participated most in the Reading Promotion Programs, followed by IHL students at 20.4% (n=9,277), and secondary school students at 10.9% (n=5,010). While pre-school students, retirees and non-schoolers group of respondents participated the least in the programs, i.e., 0.6% (n=258), and 0.5% (n=240) respectively.
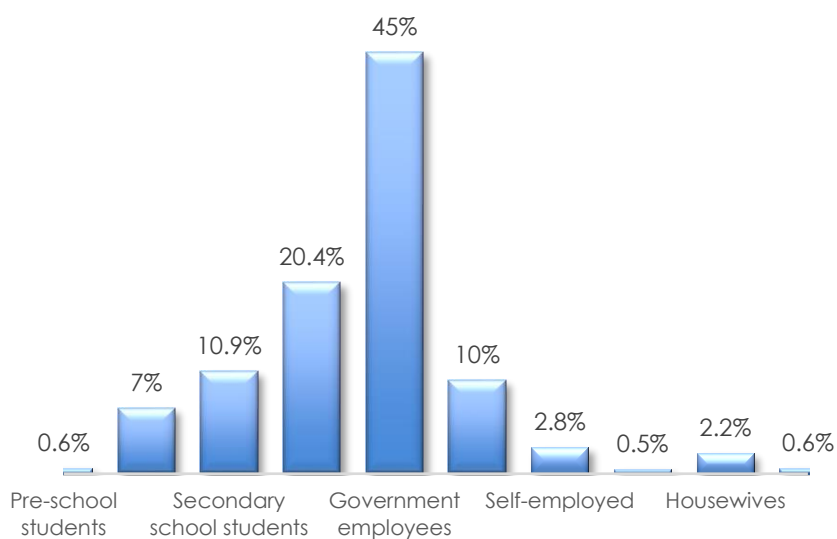
Chart 3.45: Participation in reading promotion program according to types of occupation

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 45,795 respondent

3.7. The Relationship between the Book Industry and Interest in Reading

3.7.1. Do you buy reading materials?

27,990, (28%)

72,858, (72%)

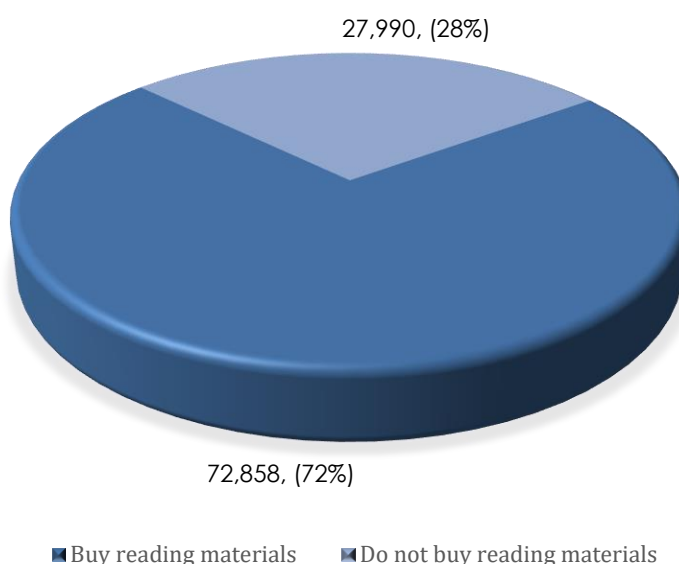■ Buy reading materials   ■ Do not buy reading materials

Chart 3.46: Do you buy reading materials?

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

Regarding purchase of reading materials, Chart 3.46 above showed that 72.2% of respondents buy reading materials, while the remaining 27.8% did not buy reading materials.

3.7.2. Reasons for Not Buying Reading Materials

Reasons for not buying reading materials	n=	%
Information from the Internet is more current	12,568	17.5
Many reading materials are available free	10,790	15.0
Using library services	9,163	12.7
Prioritize basic needs	8,797	12.2
Financial constraints	8,001	11.1
Cost of reading materials	5,362	7.5
Not interested in buying reading materials	4,804	6.7
The location of the bookstore is far from home	2,697	3.8
Lack of promotions	2,079	2.9
Lack of incentives	1,487	2.1
Electronic/digital reading materials are difficult to use	1,383	1.9
Reading materials are not available in the market/out of stock	1,063	1.5
Unable to find online reading materials and reviews	1,056	1.5
Most of the reading materials sold are not on the bestseller list	1,026	1.4
Lack of reading materials in the language needed	903	1.3
Others	733	1.0
Total	**71,912**	**100**

Table 3.7: Reasons for not buying reading materials

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 71,912 respondents.

This study also identified the reasons why respondents did not buy reading materials. A total of 71,912 response frequencies were received from respondents based on the 16 answer options provided. Finding more current information from the Internet is the highest response of respondents at 17.5%. This is followed by many choices of free reading materials, i.e., at 15%, and using library services at 12.7%.

The three (3) reasons given by respondents for not buying reading materials are that most of the reading materials sold are not on the bestseller list (1.4%), lack of reading materials in the language needed (1.3%), and others (1%) was found to be the reasons as to why they do not buy reading materials.

3.7.3. Amount of Printed Reading Materials Purchased in a Year

Chart 3.47 below displays the amount of printed reading materials purchased within a year by respondents. The findings showed that the highest percentage of purchase frequency recorded 48.7% of respondents who buy between 1 and 5 copies of printed materials per year. This amount of purchase is statistically the highest compared to the purchase amount of other printed materials. The second highest amount of printed reading materials purchased is more than 10 copies at 25.4%, followed by 6 to 10 copies at 24.5%. While 1.3% of respondents indicated they had not made any purchase in a year
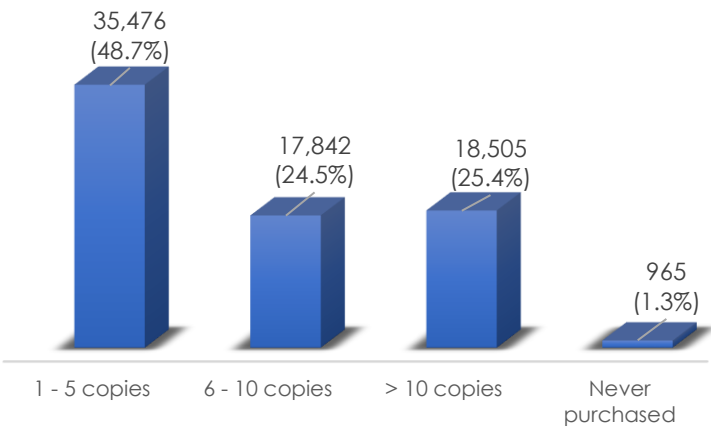

Chart 3.47: Amount of printed reading materials purchased in a year

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 72,788 respondents.

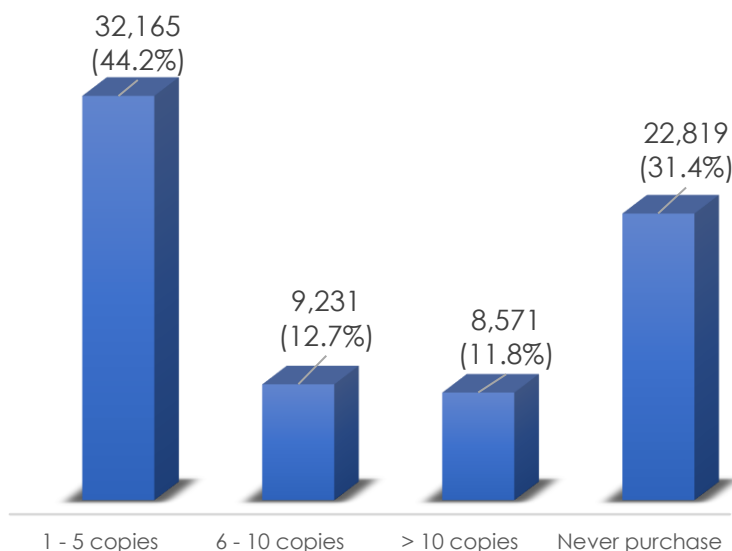### 3.7.4. Amount of Electronic/Digital Reading Materials Purchased in a Year

Chart 3.48: Amount of electronic/digital reading materials purchased in a year

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 72,876 respondents.

As for electronic/digital reading materials purchased within a year, this study found that the number purchased between 1 to 5 copies is the highest at 44.2%. This is followed by 6 to 10 copies at 12.7%, and more than 10 copies at 11.8%. However, this study found that 31.4% of respondents had never bought electronic/digital reading materials.

3.7.5. Types of Electronic/Digital Reading Materials Purchased in a Year

Referring to Chart 3.49, this study found that novels/fictions have the highest percentage at 16.9%, followed by scientific books at 13.9%, and comics at 11.4%.

Electronic/digitalreading materials that are least purchased are seminal works at 7.3%, followed by journals at 5.2%, and other electronic/digital reading materials at 2.4%.
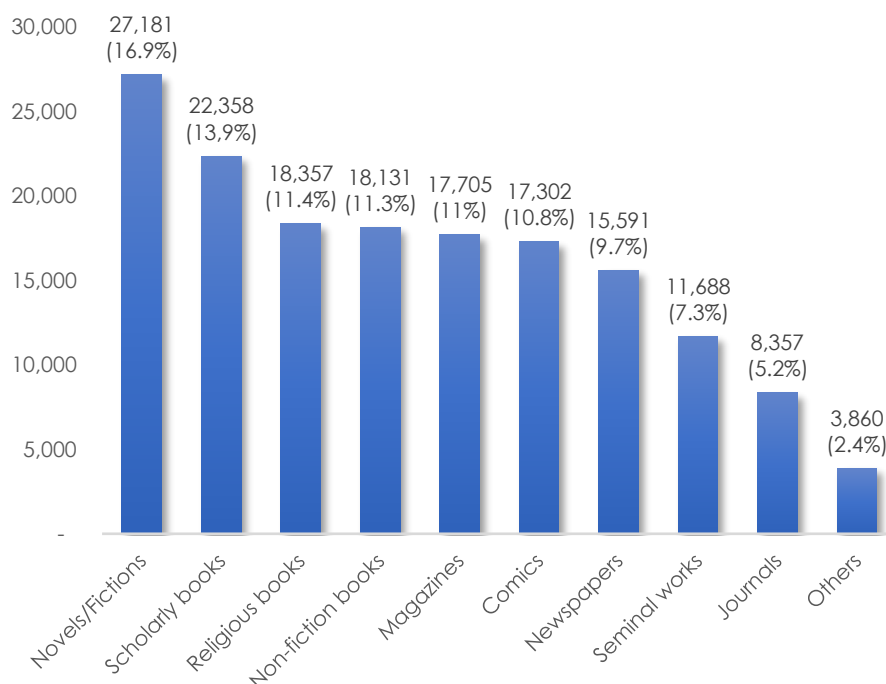

Chart 3.49: Types of electronic/digital reading materials purchased in a year

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 160,530 respondents.

3.7.6. Total Allocation for the Purchase of Reading Materials in a Year

Referring to Chart 3.50, this study found that 46.9% of respondents had allocated between RM101 to RM500 to purchase reading materials per year. This percentage is the highest allocation compared to 38.1% of respondents who stated that they allocated less than RM100 per year. While 10.0% of respondents allocated between RM501 to RM1000 per

year. Meanwhile, 5.0% of respondents stated that they allocated more than RM1000 for the purchase of reading materials within a year.

34,154
(46.9%)

27,707
(38.1%)

7,307
(10.0%)

3,620
(5.0%)

< 100   RM101 -   RM501 -   > RM1000
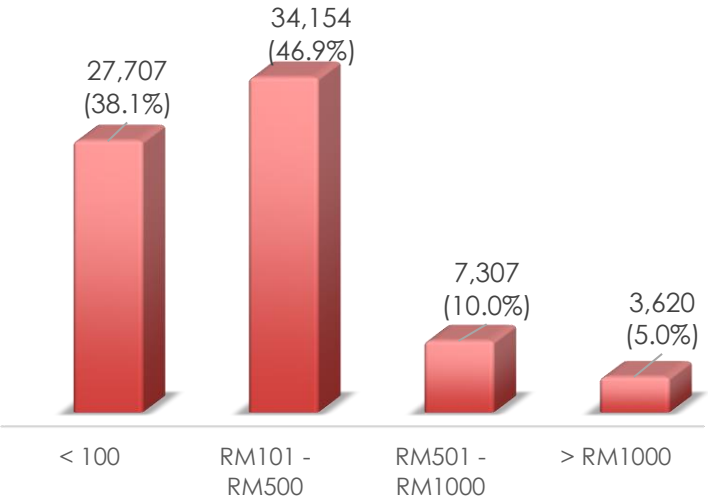   RM500   RM1000

Chart 3.50: Total allocation for the purchase of reading materials in a year

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 72,788 respondents.

3.7.7. Reading Materials Published in Malaysia Meet Community Needs
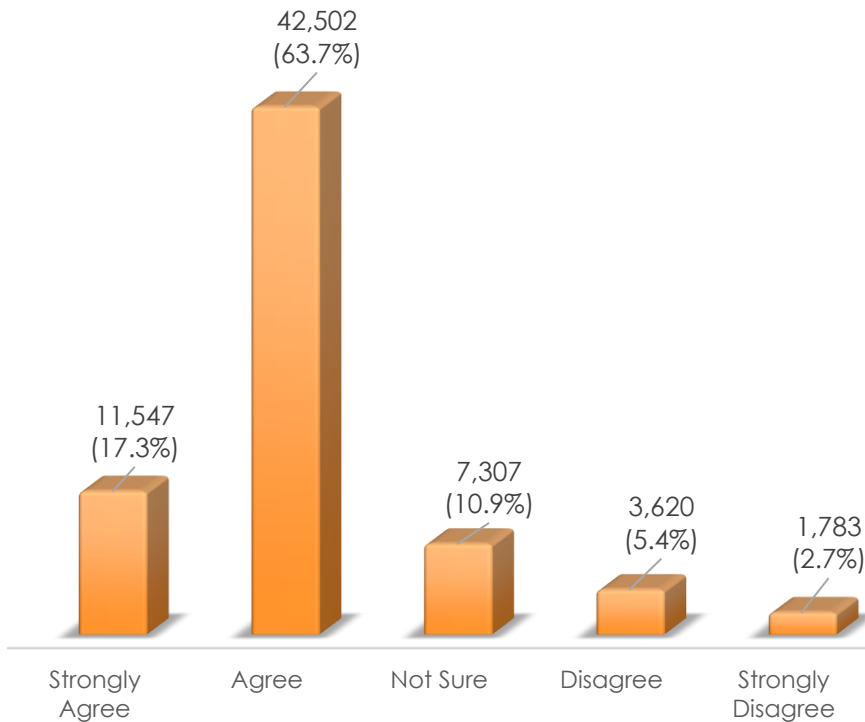
Chart 3.51: Reading materials published in Malaysia meet community needs

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 72,788 respondents

Based on Chart 3.51, 63.7% of respondents agreed that reading materials published in Malaysia meet with their reading requirements, and 17.3% of respondents strongly agreed with this view. About 10.9% of respondents stated that they are unsure whether the Malaysian published reading materials meet their needs. In addition, this study found that 5.4% of respondents disagreed and 2.7% of respondents strongly disagreed that the published reading materials in Malaysia meet with their reading requirements.

3.7.8. Features of Reading Materials of Interest

This study also obtained information on the features of reading materials of interest to Malaysians. A total of eleven (11) features of the reading materials together with one (1) open question were used to obtain the necessary information from the respondents.

Features of reading materials of interest	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	%	n=	%	n=	%	n=	%	n=	%	n=
a) Attractive front page	42.6	31,023	42.1	30,661	8.6	6,249	4.6	3,346	2.1	1,509
b) Simple writing style	38.0	27,681	34.9	34,901	10.1	7,316	2.7	1,953	1.3	937
c) Contents that challenge the mind	32.2	23,425	45.7	33,231	16.9	12,269	3.9	2,828	1.4	1,035
d) Interesting titles	33.7	24,518	42.8	31,141	16.0	11,665	5.4	3,936	2.1	1,528
e) Writing is simple and easy-to-read quickly	43.6	31,722	46.0	33,481	7.8	5,681	1.6	1,165	1.0	739
f) Works of distinguished authors	30.9	22,463	40.8	29,701	19.2	13,949	6.7	4,866	2.5	1,809
g) Use of unique and attractive illustrations	40.5	29,462	43.9	31,928	11.1	8,058	3.1	2,268	1.5	1,072
h) Low price of books	47.6	34,626	38.4	27,941	9.9	7,205	2.7	19,958	1.5	1,058
i) Adaptation of novels to films and dramas	22.0	16,045	34.6	25,208	23.4	17,016	11.8	8,573	8.2	5,946
j) Books are easy to obtain	41.4	30,113	43.9	31,942	10.2	7,448	3.0	2,196	1.5	1,089
k) Additional features on the books (pop-up, AR, music, etc.)	29.9	21,798	38.9	28,285	20.0	14,539	5.8	4,195	5.5	3,971

Table 3.8: Features of reading materials of interest

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 72,788 respondents

a) Attractive front page

As for the attractive features of the front page, the findings of the study showed that 42.6% of respondents strongly agreed. This was followed by 42.1% who agreed, while 8.6% were not sure about the factor of the attractive cover. While 4.6% of respondents expressed disagreement, with 2.1% of respondents expressed strong disagreement with this factor.

b) Simple writing style

This study found that 47.9% of respondents expressed their agreement that the characteristics of simple writing style have attracted their interest in reading. This is followed by 38% who strongly agreed, while 10.1% are unsure, and 2.7% of respondents disagreed while 1.3% strongly disagreed.

c) Contents that challenge the mind

As for the contents of the reading materials that challenge the mind, 45.7% of respondents agreed that it influenced them to read the materials, also 32.2% of the respondents stated that they strongly agreed the contents that challenge the mind are the reading materials that interest them. In addition, 16.9% chose an uncertain answer while 3.9% disagreed and 1.4% strongly disagreed about the characteristic of contents that challenge the mind as an attraction for them to read.

d) Interesting titles

Based on Table 3.8 above, the titles of interesting reading materials also play a role in influencing respondents to read. A total of 42.8% of respondents agreed with the titles of interesting reading materials as a feature of the reading materials they choose, while 33.7% of respondents expressed strong agreement and 16% were unsure. Meanwhile, 5.4% of respondents disagreed, with 2.1% of respondents strongly

disagreed that interesting titles of reading materials will not affect their interests in reading.

e) Writing is simple and easy-to-read quickly

As for the feature regarding simple writing and easy-to-read quickly, this study found that 46% of respondents agreed that it encouraged their interest in reading with 43.6% of respondents had strongly agreed. While 7.8% of respondents stated that they are not sure if reading materials with simple writing styles and are easy-to-read quickly will encourage them to read. While 1.6% of respondents disagreed and 1.0% of respondents strongly disagreed that the simple writing style and easy-to-read quickly features will encourage them to read.

f) Works of distinguished authors

Table 3.8 also displays the feature of reading materials written by distinguished authors will influence the choice of reading materials by respondents, with 40.8% of respondents agreeing with this feature. It was shown that 30.9% of respondents expressed strong agreement with works of famous authors. Meanwhile, 19.2% of respondents stated that they were not sure if the works of well-known authors had influenced their reading choices, likewise 6.7% of respondents said they did not agree, and 2.5% of respondents chose not to agree with this factor.

g) Use of unique and attractive illustrations

The use of unique and interesting illustrations has been identified through this study as characteristics that motivate respondents to obtain reading materials. This is because 43.9% of respondents have expressed strongly agreed that the use of unique and attractive illustrations affects their interests, with 40.5% of respondents also described their position as strongly agreed. However, 11.1% of respondents were not sure if the use of unique and attractive illustrations influenced their choice of reading materials. Table 3.6 above also shows that 3.1% of respondents

disagreed and 1.5% strongly disagreed with the use of the feature of unique and attractive illustrations as a factor that influence their choice of reading materials.

h) Low price of books

This study also obtained the views of the respondents whether the low (cheap) price of books will attract their interest in getting the reading materials involved. The findings of the study showed that 47.6% of respondents strongly agreed that the characteristics of reading materials that interest them are driven by the low (cheap) price of books. This was followed by 38.4% of respondents who expressed their agreement. A total of 9.9% of respondents stated that they are not sure whether low (cheap) price of books will affect their interest in reading. While 2.7% of respondents disagreed and the remaining 1.5% expressed strongly disagreed about the low (cheap) price of books as a factor that motivated them to obtain reading materials.

i) Adaptation of novels to films and dramas

Based on Table 3.8, the data obtained also shows the percentage of respondents who agreed that adaptation of novels to films and dramas is among the features of reading materials that interest them, i.e., at 34.6%. However, 23.4% said they were not sure if this is a factor that influenced them to obtain reading materials. Respondents who strongly agreed that adaptation of novels to films and dramas influenced them in obtaining reading materials was 22%. Respondents who chose to disagree that the adaptation of novels to movies and dramas influenced them in obtaining reading materials showed a high percentage at 11.8%, while 8.2% strongly disagreed.

j) Books are easy to obtain

This study also obtained the respondents' position on whether the features of materials that interest them are influenced by books that are easy to obtain. It was also found that 43.9% of

respondents agreed that their interest in obtaining reading materials was influenced by books that were easy to obtain, while 41.4% of respondents strongly agreed with this factor. This study also revealed that 10.2% of respondents were not sure if this factor had influenced their interest in obtaining reading materials. While 2.2% of respondents disagreed and 1.5% strongly disagreed with the said factor.

k) Additional features on the books (pop-up, AR, music, etc.)

This study also sought the views of the respondents regarding the additional features that make books attractive for the respondents to read. The data obtained showed that 38.9% of respondents agreed, and 29.9% of respondents strongly agreed that the additional features of the books had attracted their interest in reading. The data also showed that 20% are not sure if their interest in reading was influenced by the additional features of the books. While the findings of the study also showed that 5.8% of respondents disagreed and 5.5% strongly disagreed with the fact that the additional features of the books had attracted their interest in reading.

3.7.9. Places to buy reading materials

This study had also identified the places where respondents buy reading materials. Chart 3.52 shows that 38.4% of respondents stated that they had bought reading materials from bookstores. While 26.2% chose to buy books at the book fairs. A total of 25.6% of respondents were identified to choose purchasing books online from local platforms. While 8.8% of respondents stated that they made online book purchases on international platforms. A total of 0.9% of respondents were identified to have purchased reading materials from other sources.
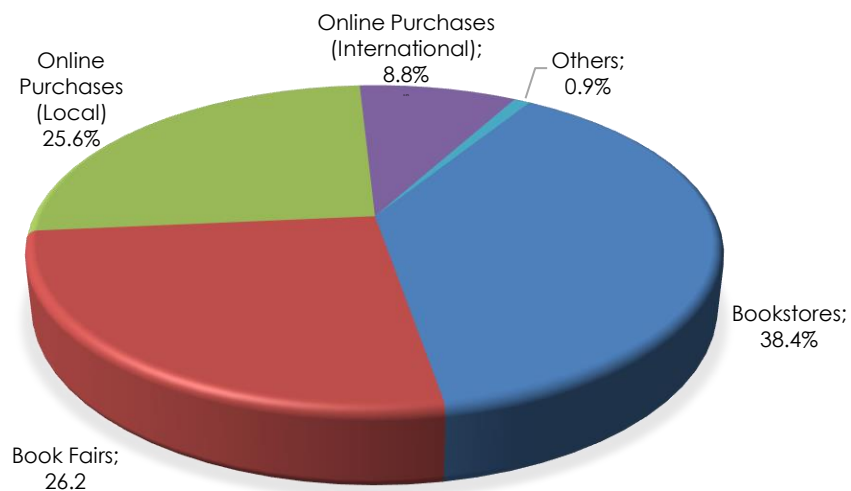
Chart 3.52: Places to buy reading materials

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 72,788 respondents.
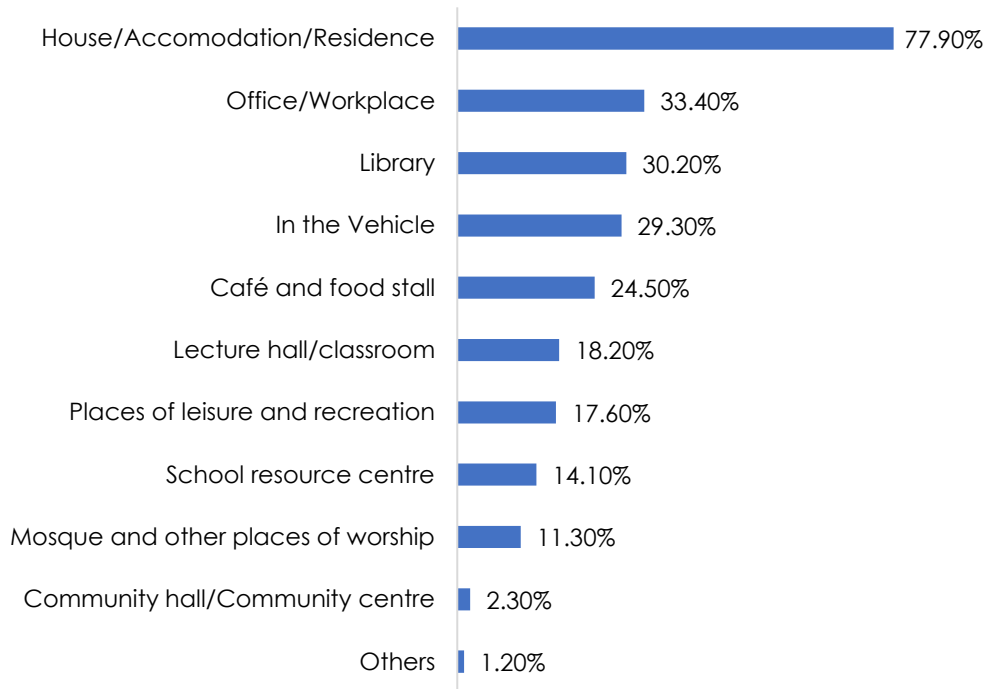
3.7.10 Choice of Places for Reading

Chart 3.53: Choice of places for reading

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 72,788 respondents.

Home/accommodation/residence is the most important place where respondents read, representing 77.9% of the total respondents. This was followed by the office/workplace being the choice of 33.4% of respondents, and finally the library at 30.2%. While the school resource centre was the choice of only 14.1% of the respondents.

3.7.11 Choice of Places for Reading According to Area

Places for Reading Always	Urban %	Rural %
Home/Accommodation/Residence	80.60%	72.20%
Office/Workplace	35.20%	29.80%
In the Vehicle	31.10%	25.70%
Library	28.20%	34.50%
Café and food stall	25.50%	22.40%
Lecture hall/classroom	18.10%	18.30%
Places of leisure and recreation	18.10%	16.70%
School resource centre	13.80%	14.50%
Mosque and Place of worship	11.30%	11.40%
Community hall/Community centre	2.50%	2.10%
Others	1.40%	1.20%

Table 3.9: Choice of places for reading according to area

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 72,788 respondents.

Not much difference is shown by region/location. It was found that the home/accommodation/residence is still the main choice of reading place of the respondents in the urban areas, i.e., at 80.6%, with 72.2% in the rural areas. As for the office/workplace as a place for reading, 35.2% are the urban respondents and 29.8% are the rural respondents. A total of 31.1% of respondents in the urban areas chose to read in the vehicles, while 34.5% of respondents in rural areas chose the library as a place to read.

3.8. Issues, Problems and Correlation between the Book Industry with the Reading Interest of Malaysians

3.8.1. Issues and Problems Related to Malaysians Not Interested in Reading

Based on the analysis, this study has identified the issues and problems that Malaysians are not interested in reading. Among the main issues and problems are as follows:

Issues and problems related to Malaysians not interested in reading	Total	
	n=	%
a) More interested in other activities	6,304	6.3
b) Lack of free time	2,927	2.9
c) Lack of interest in reading	2,792	2.8
d) Work load/school work	2,048	2.0
e) Reading is not my lifestyle	1,413	1.4
f) Features of reading materials are not interesting (example; topic, illustration, etc.)	819	0.8
g) Health problems	776	0.9
h) Vision problems	776	0.8
i) Unable to read well	733	0.7
j) There is no comfortable place to read	669	0.7
k) Lack of encouragement to read	629	0.6
l) Limited access to reading materials	580	0.6
m) The cost of reading materials is expensive	501	0.5
n) Reading materials do not match the needs	414	0.4
o) Others	411	0.4
p) It feels like a waste of time	290	0.3

Table 3.10: Issues and problems related to Malaysians not interested in reading

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 22,082 respondents.

The following data shows the issues and problems regarding interest in reading among Malaysians. The data distribution shows issues and problems such as being more interested in other activities (6.3%), less free time (2.9%), and less interest in reading (2.8%), which can affect the interest in reading among Malaysians. In other words, these issues and problems will be the factors for Malaysians not to read. If this issue is resolved, the reading problem can certainly be overcome.

3.8.2. Issues and problems of Malaysians for not buying reading materials

This study has also conducted an analysis to identify the factors why Malaysians do not buy reading materials, according to the following priorities:

Issues of the Malaysian people for not buying reading materials	Total	
	n=	%
a) Information from the Internet is more current	12,568	12.5
b) Many choices of free reading materials	10,790	10.7
c) Use library services	9,163	9.1
d) Prioritize basic needs	8,797	8.7
e) Financial constraints	8,001	7.9
f) Price of reading materials	5,362	5.3
g) Not interested in buying reading materials	4,804	4.8
h) The location of the bookstore is far from home	2,697	2.7
i) Lack of promotions	2,079	2.1
j) Lack of incentives	1,487	1.5
k) Electronic/digital reading materials are difficult to use	1,383	1.4
l) Reading materials are unavailable in the market/out of stock	1,063	1.1
m) Unable to find online reading materials and reviews	1,056	1.0
n) Most of the reading materials sold are not on the bestseller list	1,026	1.0
o) Lack of reading materials in the language needed	903	0.9
p) Others	733	0.7

Table 3.11: Issues and problems of Malaysians for not buying reading materials

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 71,912 respondents.

3.8.3. Correlation between the Book Industry and the Reading Interest of the Malaysian People

This study conducted a correlation analysis to see the relationship between the dependent variable and the independent variable. The analysis carried out is the Kendall tau b correlation test because the data distribution shows that it is normal for all variables. This analysis is to see the relationship between each Dependent Variable and Independent Variable. The correlation table displayed Kendall tau b, Correlation Coefficient. Alias Baba (1992) suggested an estimate of the relationship strength of 2 (two) variables measured with the following indicators:

±0.01 – ±0.20 Very Weak
±0.21 – ±0.40 Weak
±0.41 – ±0.60 Moderate
±0.61 – ±0.80 Strong
±0.81 – ±1.00 Very Strong

a) Correlation between the purchase of reading materials and interest in reading

Kendall's tau b Test		Do you buy reading materials?
Reading in the last 12 months	Correlation Coefficient	.438**
	Sig. (2-tailed)	.000
	n	100,848

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.12: Correlation between the purchase of reading materials and interest in reading

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

In this study, correlation is to see if the independent variable has a significant relationship or vice versa with the dependent variable. The Correlation Test between reading habits and the purchase of reading materials shows a significant effect between the two variables. These

results show that reading habits are closely related to the purchase of reading materials. This clearly proves that there is a significant relationship between reading materials and the factor of Malaysians' interest in reading. The value of the Pearson coefficient, r is 0.438. This finding shows that there is a moderate level of correlation between the book industry and reading interest factors.

b) Relationship between the book industry and interest in reading

Reading in the last 12 months			No	Yes	Total
	No	Total	9497	2030	11527
		% within Reading in the last 12 months	82.4%	17.6%	100.0%
		% within Do you buy reading materials?	33.9%	2.8%	11.4%
	Yes	Total	18493	70828	89321
		% within Reading in the last 12 months	20.7%	79.3%	100.0%
		% within Do you buy reading materials?	66.1%	97.2%	88.6%
Total		Count	27990	72858	100848
		% within Reading in the last 12 months	27.8%	72.2%	100.0%
		% within Do you buy reading materials?	100.0%	100.0%	100.0%

Table 3.13: Relationship between the book industry and interest in reading

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

Table 3.13 shows that Malaysians who had purchased books are more interested to read (79.3%) compared to those who had not purchased any reading materials, i.e., 20.7%. This explains that the tendency of Malaysians to read is greatly influenced by their interest in buying reading materials.

c) Impact of Reading Promotion Program in Influencing Reading Interest

Based on table 3.14, out of a total of 100,848 respondents who had filled in the questionnaires, a total of 89,321 (88.6%) respondents stated they had read during the period of the last 12 months. As of this total,

45,771 (45.4%) respondents stated they had participated in Reading Promotion Programs.

			Have you ever participated in a reading promotion program?				
			n	Yes	No	%	Total
Read during the period of the last 12 months	No	N	11527	0	0	11.4%	11527
	Yes	N	19	45771	43531	88.6%	89321
Total		N	11546	45771	43531	100.0%	100848

Table 3.14: Impact of Reading Promotion Program in Influencing Reading Interest
Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 100,848 respondents.

To measure the impact of the Reading Promotion Program that was participated by the respondents, a one-sample t-test was carried out. The test results found that all items have shown a significant trend with a $p<0.05$ value. The following are the findings resulting from the mean value test on the impact of the Reading Promotion Program, which is sorted chronologically by the highest to lowest impact:

1. More interested to read
2. Aware of the importance of reading
3. Read books as an entertainment and to fill up free time
4. Make reading a hobby
5. Read anywhere
6. Allocate more time to read
7. Enjoy going to bookstores/libraries/library portals
8. Read all the time
9. Regularly borrow books from various other sources
10. Spend a lot of money to buy reading materials

			Test Value = 0			
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
More interested to read	1161.020	45770	.000	4.179	4.17	4.19
Aware of the importance of reading	1187.887	45770	.000	4.209	4.20	4.22
Make reading a hobby	1083.955	45770	.000	4.136	4.13	4.14
Read anywhere	1061.201	45770	.000	4.109	4.10	4.12
Allocate more time to read	1036.798	45770	.000	4.041	4.03	4.05
Read all the time	929.066	45770	.000	3.903	3.90	3.91
Read books as an entertainment and to fill up free time	1137.113	45770	.000	4.139	4.13	4.15
Enjoy going to bookstores/libraries /library portals	964.339	45770	.000	3.998	3.99	4.01
Regularly borrow books from various other sources	820.519	45770	.000	3.737	3.73	3.75
Spend a lot of money to buy reading materials	738.251	45770	.000	3.608	3.60	3.62

One-Sample Test

Table 3.15: Impact of Reading Promotion Program in influencing reading interest according to items.

Note:
Percentage of results may vary due to rounding.
Data is based on the feedback of 45,771 responde

CHAPTER 4

SUMMARY AND RECOMMENDATONS OF STUDY

SUMMARY AND RECOMMENDATONS OF STUDY

4.0.   SUMMARY OF STUDY

The summary of the 2022/2023 Malaysian Reading Profile study is displayed as Table 4.1 below, based on the main findings of the study. The findings of this study are also made in comparison with the 2005 Malaysian Reading Profile Study and the 2014 Interim Study of Malaysian Reading Habits. Among the main findings of the 2022/2023 Malaysian Reading Profile study is that Malaysians read 24 copies a year, where 16 copies are printed materials and 8 copies are digital materials.

MAIN FINDINGS OF THE STUDY	READING PROFILE STUDY OF MALAYSIANS 2005	INTERIM STUDY OF READING HABITS OF MALAYSIANS 2014	READING PROFILE STUDY OF MALAYSIANS 2022/2023	
Rate of Reading Interests of Malaysians	90.0 %	95.0 %	88.6%	
Amount of Books Read a Year	2 copies	15 copies	24 Copies Printed 16	Digital 8
Amount of Reading Materials Purchased Per Year	-	-	1 – 5 copies	
Age Level of Respondents of Study	> 5 years	> 15 years	> 5 years	
Total Respondents of Study	60,441	13,258	100,848	
Data Collection Rate By Strata: i. Urban ii. Rural	33,892 (56.1%) 26,549 (43.9%)	6,099 (46.0%) 7,159 (54.0%)	68,360 (67%) 32,488 (33%)	
Reading as a Hobby During Free Time/Leisure	22.3%	63.9%	51.7%	
Types of Reading Materials Preferred by Malaysians:			**Printed**	**Digital**
i. Magazines	-	62.8%	47.3%	26.7%
ii. Newspapers	-	61.2 %	41.2%	37.6%
iii. Books	-	42.4%	46.9%	26.4%
iv. Comics	-	25.3%	44.4%	30.5%
v. Journals	-	-	28.7%	38.0%
vi. Religious Books	-	-	58.1%.	20.5%
Main Factors of Reading Habits:				
i. Increase Knowledge	39.5%	39.5%	69.9%	
ii. Easily Obtainable	16.1%	9.1%	47.6%	
iii. Field Specialization	13.0%	7.6%	-	
iv. Already a Practice	13.0%	48.6%	54.6%	
v. Affordable	9.4%	1.4%	10.0%	
vi. Trend/Environmental Influence	3.7%	9.2%	24.4%	
Preferred Location To Read:				
i. Library	24.2%	59.1	30.2%	
ii. Bookstore	58.9%	-	57.8%	
iii. Restaurant/Cyber Cafe	27.5%	11.4	24.5%	
Acquisition of Reading Resources:				
i. Purchase	75.2%	42.5	65.9%	
ii. Borrow from Library	23.1%	27.3	22.6%	
iii. Internet	-	12.1	60.7%	
iv. Others	1.7%	12.9	1.5%	

Table 4.1: Summary/main findings of the study

	N	Range	Min.	Max.	Sum	**Mean**	SD	Var.
Number of books read per year (Printed)	100848	4	0	4	275038	**2.73**	1.323	1.749
Number of books read per year (electronic/digital)	100848	4	0	4	172286	**1.71**	1.041	1.083

2.73 = 11+20 / 2 = (15.5 copies) +1.72 = 6 + 10 / 2 = (8 copies) = 23.5 copies@24 copies

4.1. STUDY RECOMMENDATIONS

From the analysis discussed in the previous section, several recommendations were identified to plan strategies for improvement. The proposals presented are the result of practices of other countries in implementing reading movements as well as based on the data of the study. Following are suggestions put forth which consider short-term actions/measures and long-term actions/measures.

4.2.1. Recommendations for Short-Term Actions/Measures

No.	Recommendations	Actions
1.	Create a National Reading Index (NRI) to be used as a benchmark for the achievement of the National Reading Decade 2021-2030 and the Reading Promotion Policy. • The index should consider a variety of demographic factors, and the level of individual ability including the PWD group.	NLM, MOE & Academicians
2.	Speed up extensively the process of Internet retrieval access to prevent the public from being left behind in obtaining electronic/digital reading resources.	Ministry of Communications & Digital
3.	Utilize current information technology, in particular the social media, in promoting any form of reading promotion initiative. • Intensify the use of platforms such as TikTok, Youtube, Instagram, and specific platforms like BookTok/Bookstagram/Booktube.	NLM & other libraries

4.	Promote reading activities as social activities. - Launch a reading culture campaign with a message that the public also need to mobilize the Reading Promotion Program together. For example, making books/reading materials as birthday gifts, as well as for other events. - Launch a campaign that supports the concept of knowledge sharing in the community, such as reading and sharing campaign (Let's Share Knowledge) at the school level, Institutes of Higher Learning (IHLs) and the public sector in supporting the national reading agenda. - Elevate the role of the book as "healing the soul" in the reading promotion campaigns. - Introduce, support, and assist the 'Little Free Library' movement among the community.	Ministry of Communications & Digital, the Public, NLM, the public sector, MHE, MOE
5.	Create a Reading Garden at each parliamentary constituency according to the needs of the local community. - Make the Reading Garden a place of leisure with the concept of 'garden' as one form of therapy, in addition to fostering a reading culture society. - Make this initiative as a service to the society.	Members of Parliament, Local Authorities, Resident Associations & corporate bodies/foundations/organizations
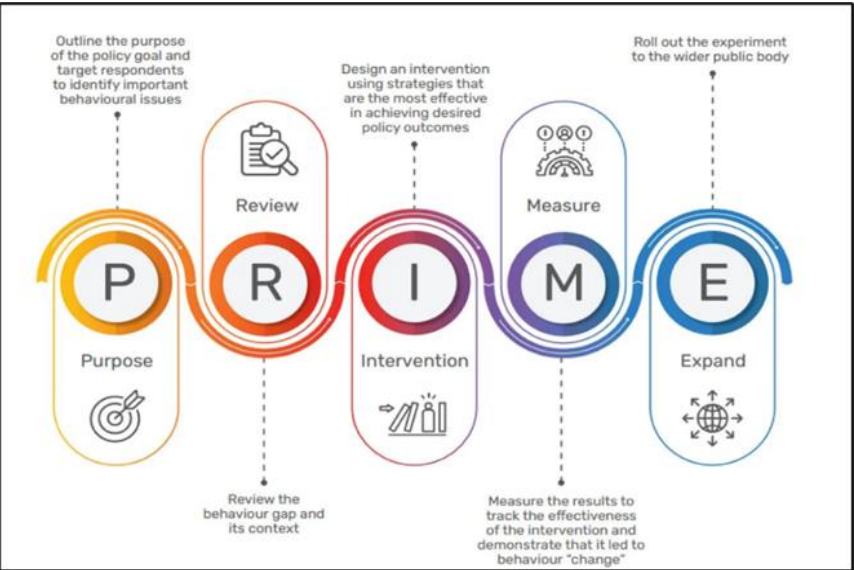
6.	Empower and promote the functions of rural library services and the benefits of visiting these libraries.	NLM & Public libraries
7.	Create a monitoring and evaluation system for the Reading Promotion Program which had previously been carried out either by NLM, the public libraries or the Ministry of Education. ● This monitoring and evaluation mechanism is vital in determining whether an initiative had been run effectively and had an impact.	NLM
8.	Develop a user-friendly Dashboard and mobile phone application to directly discover the trends in reading by Malaysians.	NLM
9.	Introduce gamification or gaming as one of the sources of digital reading materials. ● Gamification is a popular method of applying technology to engage students. ● Educational games and simulations make learning more fun and interactive, and can encourage interest in reading among students.	All types of libraries & schools
10.	Appoint and introduce several Reading Ambassadors from among those who are influential, such as sportsmen, celebrities, and social media influencers, who can represent various segments of society. Among the suggested icons are	NLM

	influencers like Mr. Khairul Aming and Mr. Zainal Rashid Ahmad.	
11.	Promote the family library initiative by providing a special assistance unit/team that involves volunteers as guides to make the home a most suitable and comfortable place to read.	NLM, Librarians Association of Malaysia
12.	Integrate NILAM Programs with a culture and habit of more active daily reading. ● The NILAM program needs to be reviewed in terms of the contents of its implementation, objectives and goals of the original program. ● Create a breakfast club that encourages students to read early in the morning while having breakfast, particularly for students who arrive early to school. ● Create a mini library/reading corner in every classroom to encourage the culture of reading at an earlier stage. ● Devise the initiative to help the Reading Promotion Program at schools as one of the main agenda of the Parent-Teacher Associations (PTAs).	MOE, Schools & PTAs
13.	The Read@Uni program needs to be precisely designed and organized to increase the interest in reading among Malaysians.	MHE & Academic libraries

14.	Form an active team of volunteers to jointly mobilize more productive reading promotion initiatives.	Libraries, IHLs, Librarians Association of Malaysia & Residents Associations
15.	Reviving the 2024 Bright Reading Book Voucher Redemption Program among school students to stimulate the interest and reading culture of Malaysians.	MOE
16.	Increase incentives to book writers as encouragement to produce books of quality which are appropriate and fulfil the needs of the development of a thinking society.	NLM
17.	Book publishers should conduct market research to study the trends and behaviors of real readers so that materials published are reader-centric.	NLM & Book Publisher Association of Malaysia
18.	Intensify the National and International Book Festival initiatives as well as related book publishing activities to strengthen the reading culture among Malaysians.	NLM & Public Libraries

4.2.2. Recommendations for Long-Term Actions/Measures

No.	Recommendation	Actions/Measures
1.	Express the concerns/attention of the leaders/policymakers/government in supporting the national reading culture agenda. ● Issues related to the culture of reading of Malaysians need to be proposed and discussed at the top/highest leadership level, in an effort to cultivate the interest in reading among the people, based on the findings of the current reading profile study.	Ministers/Members of Parliament/Community Leaders
2.	Provide specific allocations to ensure Reading Profile Studies can be carried out periodically, i.e., once every five (5) years, so that trends of more accurate reading profile can be obtained.	The Government

3.	Design and launch periodic intervention programs to empower policies related to reading interest through the Behaviorial Approach Insights (BI), as practiced in many countries.	NLM, MHE, MPC & academicians/researchers
	• Implementation of policies related to reading, such as the Reading Promotion Policy and the National Reading Decade 2030, can be applied through appropriate intervention programs.	
	• The emphasis on BI is to understand human behavior in drafting the Intervention Program Policy.	
	• The Malaysian Productivity Corporation (MPC) as a leader in the application of the BI method has prepared guidelines and BI framework as follows:	

Outline the purpose of the policy goal and target respondents to identify important behavioural issues

Design an intervention using strategies that are the most effective in achieving desired policy outcomes

Roll out the experiment to the wider public body

Review

Measure

P Purpose

R

I Intervention

M

E Expand

Review the behaviour gap and its context

Measure the results to track the effectiveness of the intervention and demonstrate that it led to behaviour "change"

4	Implementing an integrated information literacy outreach in view of the diverse demographic landscape of Malaysians. Following is the proposed framework of the outreach program.	NLM, Public Libraries, Academicians & volunteers

	INFORMATION LITERACY OUTREACH: A CONTEXTUAL MODEL
	
	Stakeholders Sustainable collaboration & Engagement
	• Funding
	• Partnerships/collaborations
	• Community networks
	• Support groups
	• Community leaders influences
	• Experts Knowledge
	• Government endorsement
	• Information/Content Creation
	• Information Value
	• Digital Inclusion
	
	Information Provider
	Information Literacy Module
	Information Outreach Strategy
	Community
	
	• Strategic Focus
	• Organizational Capabilities
	  • Information Resources
	  • Staff
	  • Financial
	  • Infrastructure
	• Media & Information Accessibility
	• Delivery Channel/Medium
	• Frequency Availability
	• Community Profile
	• Information Needs & Seeking Behavior	

5	Upgrade services and facilities of rural libraries to be more interesting. ● Prepare a Rural Library Guideline that is inclusive of the needs of the PWD. ● The concept of recycling and friendly environment as cost savings can be applied in the provision of equipment such as chairs, tables, counters, and other facilities.	NLM, Public Libraries, volunteers & residents

6	Provide specific allocations to ensure that Reading Profile Studies can be carried out periodically, i.e., every five (5) years, so that trends of more accurate reading profile trend can be obtained.	The Governme nt
7.	Prepare a working paper to create ~~at least~~ a position of Assistant Librarian Grade S29 to manage the School Resource Centres and drive the information literacy movement at the school level, especially at schools which offer Form Six (6)/Pre-University College.	NLM, MOE & Academici ans
8.	Provide Guidelines for Library Services that is inclusive and specifically to support the customers/users of PWD group.	NLM & Academici ans
9.	Advance the role of u-Pustaka more widely and rapidly in support of the digital library transformation agenda. U-Pustaka must efficiently fulfil the people's needs for reading materials, whether in the aspect of retrieval access or collections.	NLM, Ministry of Communi cations & Digital
10.	Increase the scope and quality of online library services. ● Libraries need to increase the collections of various electronic/digital materials to fulfil the needs of people of all backgrounds. ● Empower the role of u-Pustaka more widely and rapidly. As the sole agency responsible for pushing the digital library transformation agenda, the people need to be	

	provided with more effective access to digital materials.	
11.	Carry out a series of studies in support of policies related to reading. Amongst this is the Study of the Impact of Technology Development on Reading Habits of Malaysians. Other studies include: - Study the use of digital materials among Malaysians. - Study the impact of Reading Promotion Programs in Malaysia. - Study the needs of library reading materials. - Study information skills of the Malaysian society (or by category). - Study the impact of technological developments on the reading habits of Malaysians. - Study the effectiveness of the library's outreach programs. - Study the digital divide among Malaysians. - Study the needs of reading materials of various segments of society.	NLM & Institutions of Higher Learning

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