



## USER'S HABITS AND ATTITUDES TOWARDS CHINESE BOOKS READING IN PAKISTAN

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### Abstract

*Reading has always been highly valued as an activity that is essential to total achievement in a variety of spheres of life, including non-academic ones. It is an essential skill that promotes learning and improves each person individually. Because reading habits and attitudes can play a major role in successful learning, there is a lot of interest in this topic. The purpose of this study is to examine how people who live in Pakistan's largest cities read Chinese literature and how they feel about it. In order to conduct a survey study, the research design uses a quantitative research approach. A straightforward random sample technique was used to collect data, and 300 respondents provided information via a standardized questionnaire.*

*In this study, a pre-tested questionnaire that passed validity and reliability tests was employed. Smith's (1991) Adult Survey of Reading Attitude (ASRA) was somewhat changed. With a computed Cronbach's alpha of 0.79, adequate reliability was established. According to the findings, the participants distributed their free time as follows: 52% spent on the internet, 30% on reading, 7% on games, 0% on sports, and 11% on watching television. The majority read for roughly 1-2 hours (45%), 2-3 hours (41%), 3-4 hours (9%), and 4-5 hours (5%), each day. Preferences for reading materials revealed a shift towards online content, with 50% selecting for newspapers, 20% for online e-books and journals, 11% for textbooks, 11% for comics, and 8% for magazines. The majority of users preferred reading in Urdu (52%) over other languages (3%), English (45%), and other languages. Of the participants, 33% did not affirm reading books or novels, although a sizable portion (67%) did. According to the study, 90% of participants thought that reading books had a significant impact on their learning habits, with only 10% disagreeing. Usage trends showed that 54% of readers were utilizing print media and 45% were reading online. The reading activity (mean = 3.31), enjoyment of reading (mean = 3.79), and anxiety and difficulty (mean = 2.94) were the three areas where reading attitudes were found to be quantitatively analysed. To sum up, the survey offers insightful information on people's reading preferences and perceptions of Chinese novels.*



*The implementation of courses aimed at improving users' reading and communication abilities as well as their comprehension of Chinese culture and language is one of the recommendations.*

**Keywords:** Reading habits, Reading attitude, Online reading, Chinese books reading

## **Introduction**

### ***Background of the Study***

The main method of learning and participating in a complex cognitive process of symbol interpretation to create and extract meaning from the context and the text that is being read is through reading (Shimray et al., 2015). People can develop their personalities and mental capacities through reading, which is an essential activity (Fatiloro et al., 2017). People need to love to read, and people's reading habits show what kind of books they like. Academic books are not the only things to read; one should also read for pleasure, information, knowledge, and other purposes. It is possible to form excellent reading habits at a young age (Green, 2002). However, Chua (2008) studies has shown a decrease in the number of students reading for pleasure for more than an hour after school. It is acknowledged that attitude plays a key role in influencing consumers' behavioural intentions. When it comes to reading, an individual's positive feelings about books define their attitude (Karim & Hasan, 2007; Kush & Watkins, 1996).

### ***Chinese language and culture***

Reading's developmental components are essential for promoting language development and sociocultural advancement. Historical accounts demonstrate that improving people-to-people cooperation is a shared goal of China and Pakistan and is essential to a strong foundation of relations between the two countries. China commended Pakistan for its efforts to build Confucius Institutes and promote the Chinese language inside its borders. In 2008, Pak-China signed MOU (Memorandum of understanding) to establish stable site of Pak China University in both states. In 2009, Pak-China institute for socio-cultural collaboration was recognised. In 2011, Sind government declared Chinese language as compulsory subject in school level, but its execution is not an easy task. In 2013, Premier Li Keqiang signed agreement to establish another Confucius institute in Karachi University. There are four Pakistan study centres and 8000 Pakistani students studying various discipline of China. Many Private Schools in Pakistan are also teaching Chinese languages (Khan, 2013).

Disseminating Chinese culture to country where the Chinese political system has been criticised could be challenging for Beijing, but that is not the case in Pakistan. China is already an incredibly popular country amongst Pakistanis. According to a Pew survey conducted in 2014, 7 per cent of Pakistanis observed China positively, linked to the 14 per cent of Pakistanis who looked confidently upon the United States (Davidovitch & Gerkerova, 2023; Hassan, 2021).

In February Pakistan and China signed a joint agreement mutual cultural promotion (Wasif, 2018). According to the signed memo both countries themselves to cooperate in the field of culture, art, education, sport. The multiple-pronged approach is directed toward familiarizing Pakistanis with Chinese heritage and lifestyle. China and Pakistani government are achieving this by opening Confucius Institutes in Pakistan's main cities, welcoming large numbers of Pakistani students to Chinese universities and introducing official language at a large scale in Pakistani universities and private language schools (Pak-China friendship, 2010). Even though these institutes are mainly dedicated to the teaching of mandarin, many activities at these institutes go beyond language classes and a setup to sensitise the Pakistanis youth about the Chinese culture.



The institutes also celebrate the Chinese Lantern Festival and the Chinese New Year (Pak-China friendship, 2010). Along with Confucius institutes, some of the top private universities in Pakistan are also focusing on Mandarin courses, CEPC and BRI studies at Lahore University of Management Sciences (LUMS) (Syed & Tariq, 2018).

This study is an effort to explore the user's habits and attitudes towards Chinese books reading. Earlier studies that have discovered reading habits and attitudes but there are no studies that have documented on the user's reading habits and attitudes towards Chinese books in Pakistan. A mixture of the two language and culture delivers a stable and broad method for reading. Pakistani face one of the major challenges is inadequate skill of Chinese language to read Chinese books and other one is culture differences. Therefore, trying to encourage Chinese language and culture in Pakistan.

## **Literature Review**

### ***The significance of reading***

The past of reading can be dated back to the beginning of the cursive during the 4th millennium BC. It is accepted as a way of accessing new information and new knowledge (Kim & Anderson, 2011). It is a necessary skilfulness that unlocks learning and provides knowledge and enjoyment independently. Leisure reading donates pointedly to refining language capabilities of characters. Though, reading one of the language ability the calmest to study but most hard to develop the habit reading (Davidovitch & Gerkerova, 2023; Anugrah, 2019).

Reading is an instrument of the gaining mind; it is a means of conveying ideas that cannot be conveyed verbally. A person who reads well has the means to widen his mental horizons and expand his opportunities for experience. Reading is an important factor influencing mental and emotional development. Reading is an important activity in the learning process. In the movement of human history, it is gaining in importance and has become an essential aspect of the work of human beings who are collectively involved in the discipline of society. The explosion of knowledge and the revolution in communication technology made man realize that the production and distribution of reading material was indispensable for wider circulation. Major advances in science and technology have brought about a drastic change in printing technology and its circulation (Palani, 2012).

### ***Reading Habits***

Knowledge is power; it grows by developing the reading habit. A moral habit of reading is an important contrivance for the progress of personality and mental abilities. Reading habits are how often, how much, and what readers read (Shen, 2006). It is a pattern of how an individual planned behaviour reading constantly. On the other hand, the result of reading habits by Sheorey and Mokhtari (1994) initiate that reading habits was linked to gender, age, educational background, academic performance, and professional growth. In addition, Sangkaeo (1999) defined reading habit as a behaviour communicating the likeness of reading of individual reading types and reading perceptions. Reading habit is best started at a very young age, but once a good reading habit is formed it can last for a very long time (Kannan et al., 2023; Green, 2002). Noor (2011) stated an individual gets approval or refusal of one's own concepts by reading books, which makes one think about right and wrong in society more critically. Iftanti (2015) states that a habit of reading is not only built in an individual but also influenced by some external factors such as environment, education, social background, and services.



### ***Reading Attitude***

Alexander and Filler (1976) describe reading attitudes as a structure of moods related to reading which cause the learner to approach or avoid a reading condition. Temporarily, attitudes as the enthusiasm to reading activities (McKenna, Kear, & Ellsworth, 1995) and as a perspective, conveyed by spirits and beliefs about reading (Smith, 1990). It means that if someone reads without having a high willingness to read, then that person will not read seriously and wholeheartedly. In addition, Isakson et al (2016) stated feelings towards reading can be positive or negative and can be reinforced by past experiences that are satisfying or disappointing. Studies point to a few factors that can affect toward positive reading attitude. According to Karim & Hasan (2007) stated factor that contributed to a positive attitude among adolescents: believing that reading is important, enjoying reading, having a high self-concept as a reader, and the last having a verbally stimulating home environment. Moreover, (Bastug 2014; Morni & Sahari, 2013) stated a positive attitude toward reading contribute to the amount in reading, variety in reading and affect the students' success.

### ***Reading Habits as an Integral Part of the Academics and non-Academics***

Reading habit is an activity performed continuously and it is something that built from self, both related to academic and non-academic reading. It for pleasure and for academic success are two different things, and both can impact distinctly to an individual. Different research by several experts have shown implications in this regard. Such as Reyhene (1998) indicated that learning for pleasure leads towards the unconscious improvement of language skills. While another work by Bignold (2003) described that learning, habit enhances reading skills. It emphasizes only reading skills and remains quiet about the rests. Since whatever the case is its scope really widened one's experiences (Green, 2000). According to Cunningham and Stanovich (1998) both academic and non-academic readings enhance, storage of terminologies, promote oral skills, develop general knowledge, and lead towards to be a proficient speaker and successful learner.

### ***Online Reading***

Now-a-days women and men, girls and boys around world are reading many books online. Online' has precise denotation with respect to information technology (IT). The common awareness for 'online' represents to an internet connection and connectivity. This idea has now stressed from (IT) to the zone of human communication and discussion. In this fast-changing digital world, readers are assessed to gradually modification the screen-based reading act to stay alive with knowledge-rich surroundings (Kannan et al., 2023; Liu & Huang, 2008). UNESCO piloted a comprehensive survey of mobile reading in developing countries like Ethiopia, Ghana, India, Kenya, Nigeria, Pakistan, and Zimbabwe and found that people read more when they have access to text on mobile devices, that they enjoy reading more, and that people normally read books and stories to children from mobile devices (Ogunbodede & Sawyerr-George, 2015). The progress of electronic book technology has been changing people's reading habits and behaviour. E-book devices (e-readers) such as the Amazon Kindle, Noble Nook, iPad, and tablet PC are replacing traditional printed books (Adner et al., 2015).

### ***Context of Pakistan***

This research is attempt to know the users dialling, behaviour and approach towards the Chinese collection and available material in Pakistan. There is a thoughtful hurdle for users to recognize the Chinese language and culture to read Chinese books. Partial studies were described on the importance of Chinese language and culture for Pakistani citizens. While some surviving studies reported on the value to learn Chinese language and culture in the perspective of jobs under the program of CPEC (Khan, 2013; Syed &



Tariq, 2018; Wasif, 2018; Baloch, 2017; Hassan, 2021) none of such variables really influenced reading habits or attitudes towards Chinese texts. This is also the first study to look into reading habits and attitudes towards Chinese books. Similarly, the study revealed two major challenges for Chinese expats working in Pakistan: language barriers and cultural differences (Noman et al., 2020).

At first, Pakistanis did not appear to be motivated to study Chinese, as we discovered. More and more Pakistanis are studying Chinese in the hopes of finding employment in one of the multibillion-dollar CPEC projects. Chinese language classes have been more widely available at private institutions due to the growing interest in learning about China. The project will assist China and Pakistan overcome communication distance. Furthermore, it will assist our students studying in China and our residents in finding employment as interpreters and translators in different collaborative ventures between China and Pakistan (Baloch, 2017).

It is a wonderful idea to increase Chinese language learning since it would lead to more job opportunities and encourage the reading of Chinese literature in Pakistan. We get the opportunity to learn more about Chinese culture through this encounter. It's true that acquiring new languages widens our perspective. As a result, reading Chinese literature begins with disobeying all restrictions, both at home and in libraries. In light of the National Reading Movement, which aims to promote reading among Singaporeans as a means of fostering independent, lifelong learning (Garces-Bacsal & Yeo, 2017).

#### ***Availability of Chinese literature texts in libraries and bookshops***

**Print Media.** One of the main sources of information about the creation and dissemination of knowledge is the library. Additionally, Chinese university libraries have been actively involved in planning numerous international conferences to talk about and advance open access methods and policies (Hu, Luo, & Liu, 2013). Publications and Libraries People all over the world are networking through exchange programmes. Chinese academic libraries have advanced significantly in their modernization since the country's economic reform and openness to the outside world were announced in 1979. Three primary domains have had noteworthy advancements: area, assemblage, and technology. China is developing as a centre for first-hand knowledge and has an esteemed library system. One of the biggest libraries in Asia and China, and the third-largest national library worldwide, is the National Library of China, which was established in Beijing by the Qing Government in 1909. The largest collection of historical documents and Chinese literature is kept in the library. This library is said to have around 32 million volumes of books (Hussain, 2020).

The main sources of English literature in translation today are the Russians and Chinese Foreign Language Publishing Houses, who produce books at very low price in either Urdu or English (HC-\$1.67 plus Postage, 1976). A study by Shen (2006) in Taiwan stated that magazines and newspapers were determined to be the most favoured reading materials for enjoyment and getting information. More than 70% of undergraduate students said they would rather read magazines and newspapers than books, with half of them routinely consuming the news on sports and entertainment.

**China-Pakistan Media Collaboration.** Media collaboration can and does play a critical role in deepening diplomatic ties and building and sustaining defence and strategic relationship as the case of China and Pakistan exemplifies (Hassan, 2021). Recent notable examples of the Chinese presence in television and radio include an advertisement of the biggest masala brand showing a Chinese couple cooking Pakistani food, a 36-episode television series called Beijing youth on air on Pakistani State Television and a film entitled “Chalay Thay Sath”, depicting a cross-border love story between Chinese man and Pakistani woman. The two



countries are also run a 24 hour “Dosti” (Friendship) radio channel, which includes an hourly “learn Chinese” show in its programming. On 19th December 2016, FM-98 firstly launched in Islamabad by the collaboration of China Radio International (CRI) and Radio Pakistan. After that, another FM channel was launched in Karachi. China-Pakistan joint projects along the broadcasting organization are willed to elevated people to people affiliation to new peaks (Hassan, 2021).

China backed Pakistani film as well. With *Teefa in Trouble*, Pakistan took part for the first time. Produced by Ali Zafar, a well-known actor from Pakistan. It is stated that Mr. Zafar is working with Chinese film industry heavyweights to Chalk out a plan for a cooperative framework (Hyatt, 2018). More recently, with assistance from the Pakistani embassy, a Pakistani movie about the military named *Perwaz Hai Junoon*, which was co-produced by Momina-Duraid Films, and Hum Films, was shown in China. After forty years, this was the first Pakistani movie to be shown in China (Waqas, 2020).

In both the media and academia, we find constant invocations of a "global village" crisscrossed by information superhighways, pop cultural interest/actions and data streams.

**Digital Media.** China has greatly aided Pakistan by boosting its digital infrastructure. The Pakistani media benefit immensely from rapidly progressing sophisticate digital infrastructure which has been built with the help of the Chinese (Hassan, 2021). For those who would rather read in Chinese, search engines are now available in that language. It appears that Chinese e-book readers will continue to use digital media. On the other hand, non-literate Malaysian pupils find reading electronic media to be more engaging (Abidin, Pour-Mohammadi, & Lean, 2011). The widespread use of the internet worldwide and the adoption of diverse reading materials, especially hypertext and hypermedia resources, have drastically changed the way people read things other than printed books (Shimray, Keerti, & Ramaiah, 2015).

China is emerging as a big influencer in the sphere of social media Pakistan. There are three ways in which China is achieving this. Firstly, China is manufacturing cheap mobile sets and secondly, China has managed to buy the biggest mobile services provider in Pakistan (Zong). Thirdly, Chinese apps like TikTok and Bigo are increasingly popular for leisure while Weibu and Wechat are also commonly in used for CPEC joint business ventures in Pakistan (Shahzad, 2020). Apps like Bigo and TikTok have given the neglected masses ability to archive on histories, cultures and subcultures through oral traditions, performance, and short videos (Khan, 2020).

The way people read now is different from ten years ago. Individuals are currently reading electronic materials, including the newest versions of electronic books, periodicals, emails, and online databases. Offices, libraries, and residences no longer have physical boundaries due to the rise of digital material (Shimray, Keerti, & Ramaiah, 2015).

**Reading habits and attitudes of Chinese e-book.** A book that has been written in or converted to a digital format, containing text, images, video, animation, and/or sound, for use on a computer screen or portable device, is officially defined as an electronic book (Merriam-Webster.com, 2014). The number of Chinese e-book readers is still rising day by day, and the country's e-book market growing rapidly (Zhu, 2015).

Although the amount of individuals reading e-books is expanding, few have totally replaced print books with the electronic ones. The Pew Research Centre’s Internet Project displayed that paper books remain the core of Americans’ reading habits. Most people who read e-books also read print books; just 4% of readers identify themselves as “e-book only.” Even still, the typical American adult reads only five books a year



(DeSilver, 2014). Despite the fact that Chinese people read more, they only read an average of eight novels each year, according to 2015 Statistics (China Daily, 2016). As a result, given the reading habits of the majority of readers in the United States and China, e-book subscription services may not be worth the cost. In previous studies, several behavioural models included habit (i.e., one's regular manner of behaving) to explain information technology usage (Anafari & Bohlin, 2014).

**Reading in Print and on E-reader.** E-reading began to replace traditional print media reading in the early 2010s. The impact of digital connectedness is larger in daily work communication, shopping, and even leisure activities. Life is becoming more fulfilling as a result of technological advancements and the creation of smartphones, and almost everything we do on a daily basis involves a mobile device. There is a difference in satisfaction between reading on an e-reader and printed literature. Millions of people worldwide lack access to books, which prevents them from reading. Today, though, cellular networks and mobile phones are bridging that gap and supporting these folks who were previously out of reach. (Shimray et al., 2015). People are now far more likely to prefer reading on a computer screen than a paper book or magazine, according to a UK survey. In addition to social media and website browsing, the survey shows that nearly one-third of children read fiction on digital devices. (Clark, 2013).

It is now ultimately up to the reader to choose whether to read on an e-reader or in print books. While many avid readers opt for technology because it is more convenient, many others select printed books because they prefer to feel the weight of the book in their hands and read in a comfortable, mobile manner. It is simple to read physical printed books because backlighting won't cause eye strain. A printed book has no guarantee period and can be read without an e-reader or batteries. It is more convenient to read and consume information from printed physical books. Print documents are used by readers to read in-depth content (Shimray et al., 2015). Abdullah and Siraj (2010) argued that the way we spend our lives has changed as a result of technological improvements. Technology today divides the developed and developing nations. The use of technology has created a significant learning divide between wealthy and developing nations. While students in developing nations use computers and cell phones for learning, those in less developed nations use ripped printed textbooks.

Although the National Book Foundation was founded in Pakistan to provide affordable textbooks for students, these may not always be less expensive than the least expensive foreign editions. Very inexpensive English-language Russian and Chinese books (HC-\$1.67 including Postage, 1976) have recently been available. This project aims to increase the reading of Chinese literature and raise awareness of the need to improve understanding of China, particularly in Pakistan. In order to enhance reading habits and attitudes towards Chinese literature, it is an expression of Chinese language and culture.

## **Methodology**

### ***Population and sample***

The sample size of the population of the study was 300 from three major cities (Islamabad, Karachi, & Lahore) of Pakistan. A total of 350 questionnaires were distributed and valid 300 responses were received in response.

### ***Instrument Development***

This study chose Mature Survey of Reading Attitude (ASRA) questionnaire as the main instrument in data retrieval. ASRA itself was an instrument developed by Smith (1991) and was adapted from a



questionnaire created by Wallbrown et al., (1977). However, the research used the questionnaire to identify reading habits and attitudes of users in Pakistan. The questionnaire consisted of three parts; the first part requested background information. The second part consisted of 7 items mainly close-ended questions related to the participants various reading habits and preferences. The third part consisted of 25 items using a 1-5 Likert scale (9 items on the activity of reading, 8 items on the enjoyment of reading, and 8 items on anxiety and difficulty in reading) to measure out the users' attitudes and choices towards reading.

### **Data collection and measurement**

A survey method employing a questionnaire was employed to gather the data. The respondents provided feedback on the statements using a five-point Likert-type scale (from 1 strongly disagree and 5 strongly agree). Validity and reliability are interrelated techniques. According to Semin (2001) in the context of reliability, an instrument exhibits consistent measurement characteristics. This consistency is evident when the instrument generates the same data repeatedly, even when applied to different participants. In this study, a questionnaire presented in the English language directly incorporates questions from ASRA without any alteration, ensuring the authenticity of the content. To ascertain the reliability and validity of the instruments and the data they are set to collect, a pilot study was conducted. During this phase, the initial questionnaire was distributed to a group of referees. Their evaluation focused on judging the validity based on content, assessing the clarity of item meanings, and ensuring suitability to prevent misunderstandings. This rigorous validation process aimed to establish clear linkages between the questionnaire and the main study objectives, reinforcing the credibility of the data collection instruments. In order to validate the reliability, questionnaires were initially distributed to 30 respondents, representing 15% of the total sample size of the study population. ASRA by Smith (1991) as adapted by Ahmed (2016) reported the reliabilities for all the aspects of the questionnaire items, Cronbach's alpha was equal to 0.79, which suggested an acceptable level of reliability of the research instrument (See table 1).

### **Data analysis**

The quantitative data was collected through the questionnaires and was used Statistical Package for Social Science (SPSS) for the analysis of data. The responses were recorded on 5-point Likert scale and analysed quantitatively using descriptive statistics (frequencies, percentages, mean, and standard deviation).

### **Results**

**Demographic.** Total 100 respondents from Islamabad (33.3 percent), 100 respondents from Karachi (33.3 percent), and 100 respondents from Lahore (33.3 percent). Out of 300 respondents, about 101 (33.7 percent) were students, 73 (24.3 percent) teachers, 92 (30.7 percent) researchers and 34 (11.3 percent) general users. Most of the participants were male (53.3 percent). A high majority of the respondents were found aged between 26-35 years old (about 60 percent) and is considered a normal age range. Most of the respondents were graduated (53 percent). The first part demographics (gender, age, profession, education level and city) results were mentioned in the table 1.

**Table 1.**

*Demographic Information of the respondents*

Variables	Description	F	%
<b>Gender</b>	Male	160	53.3
	Female	140	46.7





<i>Age</i>	15-25	15	5
	26-35	180	60
	36-45	99	33
	46 Over	6	2
<i>Profession</i>	Student	101	33.7
	Teacher	73	24.3
	Researcher	92	30.7
	General User	34	11.3
<i>Education</i>	High School	8	2.7
	Undergraduate	23	7.7
	Graduate	110	36.7
	Postgraduate	59	53.0
<i>City</i>	Islamabad	100	33.3
	Karachi	100	33.3
	Lahore	100	33.3
	<b>Total</b>	<b>300</b>	<b>100</b>

### Reading Habits

This section comprised 7 primarily close-ended questions, focusing on participants' diverse reading habits and preferences. The corresponding responses are detailed in the following figures.

**Figure 1**

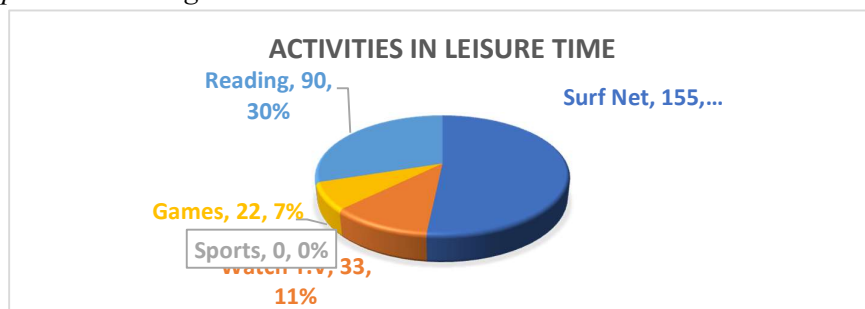
*Activities in Leisure Time*



Source: Collected Data

**Figure 2**

*Amount of Time Spent on Reading*



Source: Collected Data

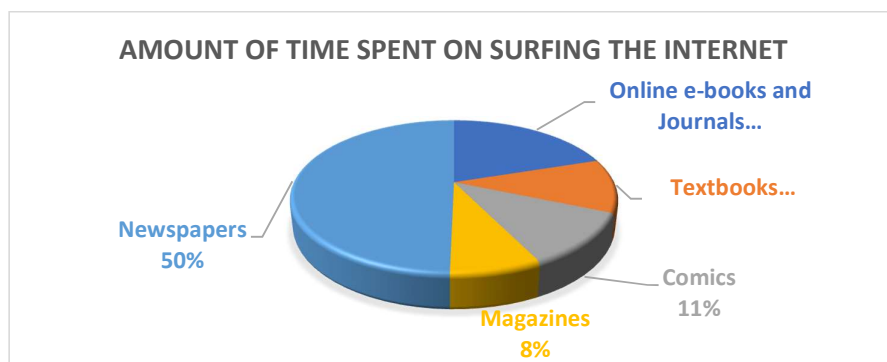


Analysis of the provided charts reveals that the predominant activity among the participants, with the highest score (52%), is internet surfing. Conversely, the lowest score, indicating minimal engagement, pertains to sports (0%). These results suggest that the surveyed participants predominantly allocate their time to internet surfing rather than reading.

Examining the presented figure, it is evident that a significant portion of respondents (45%) dedicates 1 to 2 hours per day to reading. However, a smaller fraction of respondents (5%) devotes a more extensive period, reading for 4 to 5 hours daily. This observation suggests that, overall, the reading habits among the surveyed Pakistani individuals might be considered relatively low.

**Figure 3**

*Amount of Time Spent on Surfing Internet*

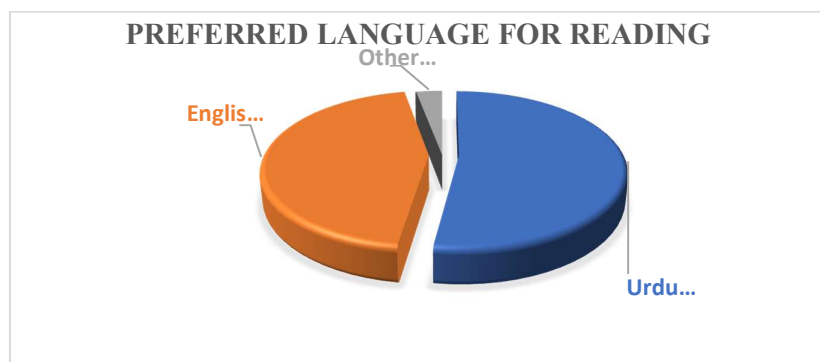


Source: Collected Data

Analysing the depicted figure, it becomes apparent that participants exhibit diverse reading preferences on a daily basis. Notably, 50% of respondents engage in reading newspapers, while 20% opt for online reading materials such as e-books and journals. Textbooks and comics are equally favoured, each accounting for 11% of participants. In contrast, the least preferred option is magazines, with only 8% of respondents indicating interest in this group.

**Figure 4**

*Preferred Language for Reading*



Source: Collected Data

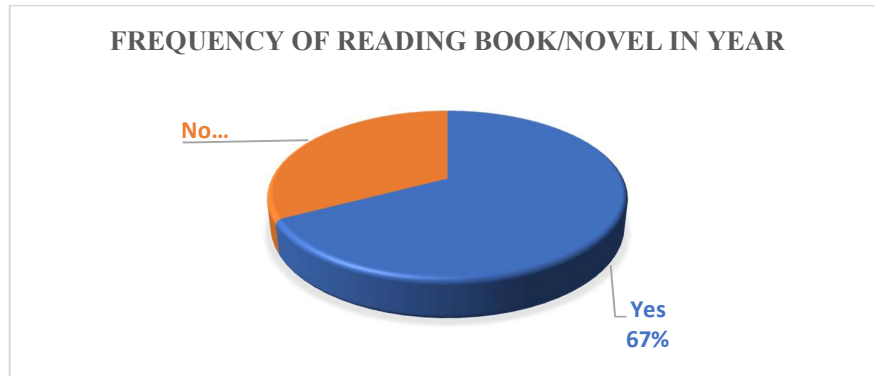
The presented figure illustrates the distribution of participants' preferred language for reading. The findings indicate that a significant majority, comprising 52% of the participants, favour reading in Urdu, despite the fact that 45% of them are majoring in the English language. This observation is quite



understandable, considering that a substantial number of respondents are foreign speakers, possibly influencing their language preferences in reading.

**Figure 5**

*Frequency of Reading Book/Novel in Year*

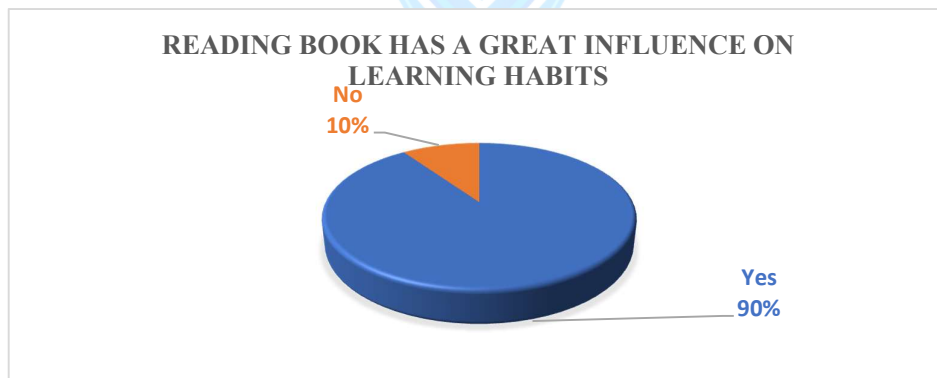


Source: Collected Data

Based on the figure above the researcher found that 67% participants having frequency of reading Book/Novel in year.

**Figure 6**

*Influence of Reading Book on Learning Habits*



Source: Collected Data

From the figure above, 90% respondent's respond that reading book has a great influence on learning habits. Meanwhile, 10% respondents respond was No.

**Reading Attitudes**

This section comprised 25 items, employing a 1-5 Likert scale. The items were categorized into three dimensions: 9 items assessed reading activity, 8 items gauged enjoyment of reading, and an additional 8 items explored feelings of anxiety and difficulty associated with reading. This comprehensive approach aimed to measure users' attitudes and preferences toward the act of reading.



**Table 2**

*Activity of Reading*

Item	Mean	Standard Deviation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can read but I don't understand what I've read	2.75%	1.45%	32.7%	9%	14.4%	21.3%	14%
There are better ways to learn new things than by reading a book.	3.38%	1.26%	9%	16.3%	26.7%	23.7%	24.3%
I am a good reader	3.77%	1.10%	2.7%	9%	31.3%	22%	35%
I buy books of my own	3.29	1.32%	12.3%	15.7%	26%	22%	24%
I try very hard, but just can't read very well	2.89	1.37%	18.7%	28%	15.7%	21%	16.7%
My friends and I often discuss the books we have read.	3.75%	1.11%	5.3%	7%	24%	34.3%	29.3%
It is easier for me to understand what I am reading if pictures, charts, and diagram are included.	3.78%	1.22%	9.3%	7%	10.7%	42.3%	30%
When I read, I usually get tired and sleepy	3.21%	1.15%	14%	7.3%	31%	39%	8.7%
I have a lot in common with people who are poor readers	2.97%	1.35%	16%	26%	12%	17%	19%

The provided table furnishes data pertaining to statements on the "Activity of Reading," including the Mean (average of each statement) and Standard Deviation associated with the Mean. Examining the results, it is observed that for the Activity of Reading, the statement with the highest Mean is number 7 (Mean = 3.78%, SD = 1.22%), while the lowest Mean is attributed to statement number 1 (Mean = 2.75%, SD = 1.45%). These values signify the varying degrees of agreement or disagreement among participants regarding these specific statements.

**Table 3**

*Enjoyment of Reading*

Item	Mean	Standard Deviation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Reading is one the best ways for me to learn things.	3.81%	1.38%	10.7%	8%	18.7%	14.7%	48%
Reading helps to understand the Chinese culture.	3.57%	1.40%	12.7%	12.7%	14.3%	25%	35.3%
I like to read books.	3.67%	1.14%	5.3%	8%	31%	25%	30.7%
I read when I have the time to enjoy it.	3.66%	1.07%	3.7%	10.7%	26.7%	34.7%	24.7%
Reading is useful in social development.	4.17%	1.03%	4.7%	2.3%	10.7%	35.3%	47%



I like to visit the library for books.	3.55%	1.10%	7.3%	7.7%	26.3%	39.3%	19.3%
When I read an interesting book, story, or article I like to tell my friends about it.	3.99%	1.11%	5.3%	7.3%	8.7%	40.3%	38.3%
Reading is one of the most interesting things which I do.	3.90%	1.10%	2.7%	8.7%	24%	25%	39.7%

According to the data above it can be seen the highest Mean of Enjoyment toward Reading is the statement number 5 (Mean = 4.17% and SD = 1.03%) and the lowest mean is statement number 6 (Mean = 3.55% and SD = 1.10%)

**Table 4**

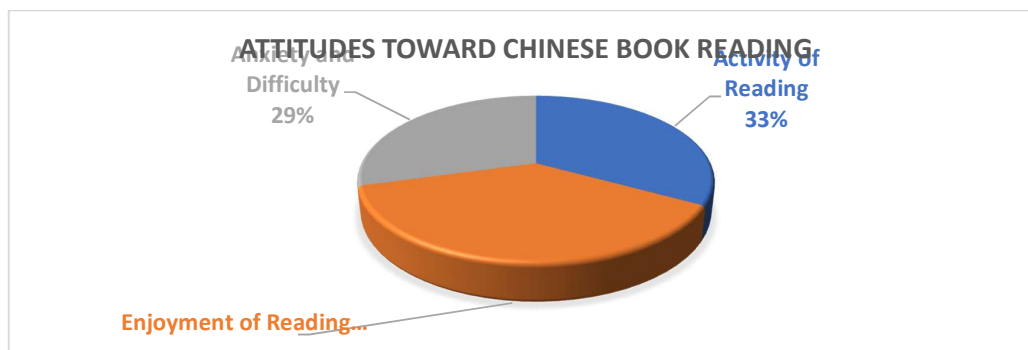
*Anxiety and Difficulty*

Item	Mean	Standard Deviation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I need a lot of help in reading.	2.99%	1.40%	20%	17%	29.3%	11.3%	22.3%
I get upset when I think about having to read.	2.92%	1.27%	16.3%	24.3%	21.7%	25.7%	12%
I get nervous if I have to read a lot of information for some social activity.	3.24%	1.17%	7.7%	20.3%	27.7%	28.3%	16%
Encountering unfamiliar words is the hardest part of reading.	3.82%	1.21%	6.3%	9.3%	18%	28.3%	38%
I worry a lot about my reading.	2.90%	1.25%	14%	30.3%	19%	25%	11.7%
I try to avoid reading because it makes me feel anxious.	2.45%	1.22%	24%	35.7%	20%	11.3%	9%
I have trouble understanding what I read.	2.84%	1.36%	19%	26%	25.7%	10%	19.3%
I'm afraid that people may find out what a poor reader I am.	2.40%	1.41%	36%	26.3%	12.7%	11.3%	13.7%

According to the data above it can be seen the highest Mean of Anxiety and Difficulty toward Reading is the statement number 4 (Mean = 3.82% and SD = 1.21%) and the lowest mean is statement number 8 (Mean = 2.40% and SD = 1.41%).

**Figure 7**

*Reading Attitudes towards Chinese Book Reading*



Source: Collected Data



According to the figure above, it is described that Pakistani people have constructive attitudes in the enjoyment of reading with (Mean = 3.79% and, SD= 1.16). On the other hand, Anxiety and Difficulty have the lowest rate (Mean = 2.94%, SD = 1.28) and Reading attitudes with (Mean = 3.31%, SD = 1.25).

## Discussion

The results of the current study on reading habits were examined using the following activities: leisure time; reading time; internet surfing time; preferred reading language; number of books or novels read annually; impact of reading on learning habits; and preference for printed or online books. Results of the study accord with literature reported data, confirming that most of the participants are found to pick browse internet as their main activity during leisure time (Karim & Hasan, 2007). According to Ahmad (2016), the majority of participants read for one to two hours each, which is consistent with the study's findings. The findings are consistent with statistics from the literature, demonstrating that a significant portion of users prefer to read newspapers over online periodicals, online journals, e-books, online textbooks, comic books, and magazines (Karim & Hasan, 2007).

Results by (Ahmad, 2016; Pandian, 2000) revealed that Malay is the language of instruction and that the majority of responders are native speakers. This fact makes sense because it indicates that the majority of students would rather read in Malay than any other language. In a similar vein, this survey shows that users are native speakers who prefer to read in Urdu and use it as their medium of instruction. (Nathanson, Pruslow, & Levitt, 2008) noticed that during the summer, the majority of readers finished one book and the least number did not read at all. These findings are consistent with the survey, which found that 67% of participants read books or novels on a regular basis and 33% did not read at all during the year.

As to the findings of Anxiety and Difficulty, the statement "Encountering unfamiliar words is the hardest part of reading" holds the highest value. The outcome closely resembles the conclusions of (Anugrah, 2019). Statement number 8, "I'm afraid that people may find out what a poor reader I am," has the lowest value, indicating that respondents don't agree that people might discover my weak reading skills. The results of this study were in conflict with the conclusions of the research by (Ahmad, 2016; Annamalai & Muniandy, 2015; Anugrah, 2019). They discovered that the pupils' negative attitudes towards reading were creating problems and anxiety. It was demonstrated by the study by Chairanissa and Wirza (2019), focused on how schoolchildren struggled with English reading because they were worried about not having the broad knowledge necessary to understand and decipher the texts.

## Conclusion

The goal of this study was to improve our knowledge of Pakistani readers' reading preferences and attitudes towards Chinese literature. The findings indicate a clear tendency among users, as 52% of respondents said they would rather spend a significant amount of time online than doing other things. Furthermore, the vast majority of users only read for a brief period of time, the majority allotting only one or two hours a day to reading. Additionally, the survey emphasises the variety of reading materials that students choose to read, including online e-books, journals, textbooks, comics, and periodicals. In the context of Chinese novels, these findings offer insightful information on the diverse reading habits and interests of the surveyed Pakistani users. A remarkably, most students (52%) say they prefer reading newspapers and other online content. Additionally, an overwhelming majority of people prefer reading novels in Urdu (52%) compared to English (45%) and other languages (3%).



A significant proportion of users (67%) read books or novels, demonstrating a strong interest in this kind of writing. Furthermore, a sizable majority (90%) admit that reading books has a big impact on their study habits. When it comes to reading preferences, individuals read online 45% of the time and traditional print media 54% of the time. These results provide light on the varied and linguistically particular reading habits and preferences of the student body. According to the study's findings regarding users' attitudes towards reading, participants generally showed a moderate level of engagement in reading activities (Mean = 3.31%), expressed a favourable enjoyment of reading (Mean = 3.79), and reported a relatively lower average level of anxiety and difficulty towards reading (Mean = 2.94). Remarkably, pupils did not point out any major barriers or challenges when reading, indicating a generally favourable attitude towards this task. Even so, there's still space for growth when it comes to helping undergraduate students develop better reading habits.

The study recommends that, for the development of undergraduate students, lecturers and departments should recognize the significance of reading. Motivational efforts, supported by various promotional activities, can be instrumental in encouraging students to cultivate robust reading habits. These findings offer valuable insights for researchers interested in exploring reading habits and attitudes, and the recommendations provide a practical avenue for enhancing reading practices among undergraduate students. The process of forming reading habits takes time and requires consistent motivation in addition to participating in a variety of reading activities. It is not something that can be started quickly, and parents' and educators' help is essential in helping to develop this behaviour. The findings of the present study emphasise that kids may not generally show a great deal of passion for reading books that are diverse or educational. This realisation emphasises how crucial it is to establish fundamental knowledge about reading habits at a young age. In the university setting, instructors ought to take the initiative to inspire students and instil the knowledge that reading has a profound impact on their lives beyond just their grades. Stressing the lasting advantages of reading can cause a good shift that affects students' lives in ways that go beyond their academic performance.

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