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Exploring The Relationship Between Reading Comprehension Skill And Reading Motivation Associated With Academic Success At The University Level

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ABSTRACT

Reading is a crucial language skill that is primarily used for comprehension. The brain must perceive and comprehend visible simple to read. Reading can be used as a method for obtaining, evaluating, and comprehending information once it mastered. Reading comprehension skills are necessary for all of these. As a result assessing reading comprehension is crucial. As a result many researchers are very interested in the assessment level of students reading comprehension. The current investigation seeks to investigate: investigate the Connection between Reading Motivation and Comprehension abilities and academic success at the university Level. This research were descriptive. The study's goal were to (a) investigate the demographic aspects of university students reading motivation (b) determine the students preferred reading motivation;(c) identify the academic accomplishments of university students in Southern Punjab, Pakistan; and (d) determine the

relationship between reading motivation and undergraduates students and academic achievements. The method of simple random sampling technique were applied. The study examined the impact of reading motivation and comprehension skills on academic performance of 250 randomly chosen university students. The instrument for gathering were a structured questionnaire. Data were analyzed using SPSS Version 25. Analysis were done on frequency, mean, standard deviation, ranking, Pearson Correlation One-Way ANOVA Independent Sample t-Test, and Principal Component Analysis. In terms of their location, class level, and age, the study's finding should significant disparities between the reading motivation and preferences of both genders. This study looks how university students impacted by their reading motivation and comprehension abilities. The finding should that reading motivation and comprehension abilities are significantly and positively correlated with academic success. Additionally, comprehension skills emerged as a stronger explanation, indicating the student's success depend critically on their capacity to derive meaning for academic text. The study comes to conclusion that improving comprehension techniques and encouraging reading engagement and improve academic results in higher education. Future research, academic support programs, and curriculum design implication are also covered.

Keywords: Reading Motivation, Reading Comprehension, Academic Success t-test, ANOVA test.

INTRODUCTION

The process of reading begins with seeing, proceeds through information reception based on perception, and attention, and end with brain comprehension. Reading is a language skill that should be used but the definition of reading is looked at, it become clear that different aspects of reading are highlighted.

Reading Habit

Reading practices are deliberate and well-planned study habits that have helped students gain .

Some stability in their comprehension of academic subjects and their ability to pass tests. Students reading habits have a significant impact on their academic success and reading are linked and dependent on one another. Students frequently come from diverse backgrounds and communities with varying degrees of academic success. They differ in their reading practice patterns as a result. The having good reading habit, other often report having poor habits. The four skills of listening, reading, speaking, and writing, all depend on reading motivation ,but reading comprehension is most important and help with learning the English language. Alfery and O'Connor. (2024) and assert the two key components of producing successful readers are reading motivation and comprehension.

Academic Learning

According to Alqarni, (2015) assert that reading involves more than just translating from a foreign language to once a native tongue. Some people believe that reading is just process of converting letters from print pages into sounds. All

academic learning begins with reading, where students can acquire knowledge that they can use in subsequent stage of their education. Children benefit from reading by developing their essential language skills, discovering new worlds and enriching their lives, being enthralled, and engaging in enjoyable activities. One could argue that reading is essential to students' knowledge development because it involves the reader interacting with the text to extract information; (DeVito, 2014).

Reading Motivation

Additionally, according to Castle (2015) reading Motivation plays a significant role in language learning since motivated learning is more successful and efficient. In other words, students can use motivation to acquire skills, knowledge, or comprehension. Personal inquiry is a key component of creative and practical education. Self-analysis and self-thinking must come after self-study is the process of personal inquiry. Reading is on one's own initiatives, or self-study, require practice which is referred to as reading .reading facilities as a deeper comprehension ones own experiences and can be an exciting step toward self-discovery

Academic Achievement

Manado (2016), that half of his participants said that they do not read unless it's necessary. Because every child, should receive an education that is customized to meet their unique needs regardless of their skill level to other characteristics' educator and researchers must have a thorough understanding of reading and academic achievement. However, a child can succeed academically and in any circumstances if they have good study habit it is the learner reading habit that allow them to gain relevant and desirable knowledge. In addition to going deeper into the detail of the research process that found. The acquisition of desirable and necessary knowledge is made possible by the learner's reading habits. In addition to delving deeper into the particulars of the research process the

Author found that a number of factor were influencing the study's outcomes. The current study were carried out. Example, noise distract, discussing inquiries and replies with other respondents to complete the questionnaires, being honest and serious, or even experiences health problems. In addition to monitoring environmental conditions that often the read a passage, the author gives those other factors a dominant effect on their reading (Khan, T., 2025).

Reading Comprehension

When reading is an unstructured setting readers may find it much harder to comprehend a text then when reading is a quiet, controlled setting. Student fined it difficult to concentrate on their reading. When they are in dangerous environment, their reading comprehension skills will improve in a secure setting. When there is background noise, like the radio or television, readers will become distracted and less able to comprehend a text. Make the case that the reading material and questioning techniques teachers employ have an impact on students reading comprehension performance (Shah, 2015). The notion that proficient reading is an essential component of effective learning and that reading is linked to the entire educational process, mean that proficient reading practice is necessary for academic

success. According to him, reading is the process of recognizing symbol and connecting appropriate meaning to comprehend the meaning of words both in isolation and context.

Formal Education

Both young and the old have enough time to read before invention of television. People acquire achievement through their abilities and efforts. Academic achievement according to Lawrence & Vial, is a measurement of the knowledge acquire in formal education, and is typically represented by test scores, grades, grade point average, and degrees. Furthermore, Majeed (2015) contends that achievement is defined as the results obtained by giving students who participated in the experimental study a reading comprehension text. teacher and other educational personal who participate in actual teaching and learning process, as well as few other elements like facilities, management, budget, and learning evaluation, to generate qualified graduates all have an impact on student achievement (Majeed, 2015). To look how three English teachers implemented critical reading in three teaching learning contexts for academic English.

Critical Reading

According to his research expressed that teaching critical reading and critical thinking skills help them become proficient readers and improve their cognitive and meta cognitive abilities Wilson pointed out that while educators used a variety of approaches to teach critical reading, it were necessary to integrate these abilities with a well-rounded framework of critical thinking dispositions like character, attitude, self-efficacy, and being open-minded Wilson, 2016). Because the employ a wide range of strategies to approach reading, texts and overcome textual challenges, student who are proficient reader frequently pass their exam with high marks in contrast to poor readers. When techniques are applied correctly, students become critical readers who use higher-order thinking abilities (Kim, 2020).

Reading Comprehension at the University Level

From early childhood to higher education level reading comprehension has been taught. Reading is a requirement for every lecture at university level. This occur because a variety lectures of reading activities including reading texts, articles, journals, and more are incorporated into every lecture. Students completed reading assignment fall under the category of comprehensive reading. The process of reading to increase comprehension is known as reading comprehension. Ramadhan, S and, N.E.P.Indriani (2025). Literal, inferential, critical, and creative are some phases of the reading comprehension process that need to be understood (Duchovičová, Kozárová, Kurajda, Bajrami, & Baghana, 2019).

Statement of the Problem

Lack of good reading habits is the issue that most student face, which lead to their poor performance on tests and exams. A student must develop a good study reading habit to perform well. People are currently not very interested in reading books, magazines, and journals, and other material because of the influence of the mass media. The widespread bad reading habits and interests among the diverse

range of students may even be linked to the infection of exam malpractice.

Furthermore, the majority of students declining wealth of good reading practices can be attribute in large part to byproducts of scientific and technological innovations. These days a lot of students prefer to listen to audio-CDs, watch video-CDs, and watch movies and show on television.

The Rationale of the Study

Reading is the capacity to comprehend written language and apply that understanding to one's own development. This means interpreting recorded information in a person's life, whether it is printed or not. People read for a variety of reasons, including pleasure, leisure, relaxation, knowledge and information. The ability to recognize symbols and assign suitable meaning to them is what drives reading motivation. It needs to be recognized and understood. The learner can comprehend the meaning of words both in isolation and in context with the aid of comprehension skills. According to him, reading involves thinking, assessing, judging, imagining, reasoning, and solving problems.

Reading is a habit that improves skills in reading strategies and is a crucial tool for knowledge transfer. A young person helps himself by reading books, newspapers, and other magazines to learn about the world and its surroundings. After learning to read and developing a passion for books, the student can use reading to discover for himself the vast array of human experiences and knowledge. It is difficult for students to develop healthy reading habits later in life if they are denied the chance to interact with books in early years.

Objectives of the study

Evaluating students' reading habits and how they affect their performance is the study's goal. The exact objectives are listed below.

1. To determine the students' comprehensive skills in academic outcomes.
2. To identify the influence of reading interest and comprehension skills on students.

Research questions

1. How much does academic achievement depend on the relationship between reading interest and comprehension ability?
2. How do comprehensive skills impact academic performance in university students?
3. What factors influence students' reading interest and comprehension skills?

Significance of the Research

The purpose of this study is to investigate the relationship between reading motivation and learning achievement among university students. This relationship is important because it increases the body of knowledge currently available on both reading motivation and educational achievement, which will help in the explanation of the complex connections between these factors. It will highlight potential advantages of developing the enjoyment of reading among students in higher education, such as a greater capacity for analytical and critical thinking, along with an attachment to lifelong learning. It will make the relationship between academic

success and reading motivation clear, allowing administrators to create targeted activities that improve student performance.

By improving the amount of details already available on educational achievement and reading motivation, it will help in understanding the multiple connections that exist between these factors. Palembang addresses the idea of reading motivation and reading comprehension achievement as element that can affect students' academic success. She also employs a number of teaching techniques and strategies to increase student's motivation and interest in reading.

Delimitation of the Study

Due to time and financial limitations, this study will only include the university districts of Multan, even though it would be more appropriate to include all university districts of Multan. The purpose of this study is to investigate the relationship between reading interest and learning achievement among university students.

This relationship is important because it increases the body of knowledge currently available on both reading interest and educational achievement, which will help in the explanation of the complex connections between these factors. It will highlight potential advantages of developing the enjoyment of reading among students in higher education, such as a greater capacity for analytical and critical thinking, along with an attachment to lifelong learning.

It will clarify the correlation between reading interest and academic achievement, enabling administrators to develop specific activities that enhance student performance. By improving the amount of details already available on educational achievement and reading motivation, it will help in understanding the multiple connections that exist between these factors.

RESEARCH METHODOLOGY

The current section covers the researcher's selected study design as well as the research methods used. The study's population sample, t-testing, ANOVA test, reliability and validity of the instrument, data collection, and data analysis process were all discussed.

Research Design

There are several study designs that may be utilized for various research goals, each having its particular requirements and characteristics. For this study, the descriptive research method were used. This were a quantitative study. This study's main objective were to investigate university students: Analyze the Role of Reading Interest and Comprehension Skills on Academic Achievement, a Study of University Students." This makes it possible for the researchers to conduct research efficiently, gather accurate information, and gain a better understanding of it. The goal of quantitative research is to address the research problem through the production of mathematical data that can then be converted into useful statistics.

Population of the Study

Population in statistics is a complete set of items with common properties for

the determination of analysis. The purpose of this study were to determine the significance of university students reading interest and comprehension abilities. The Women University Multan (WUM), University of Education Lahore, Multan Campus (EDU), Bahauddin Zakariya University Multan (BZU), Emerson University of Multan, and Allama Iqbal Open University (A.I.O.U), are among its five government universities.

Out of the 250 total participants, 250 (96.2%) provided valid information about their university affiliation. Among those who responded, the largest proportion (30.0%) attended Women University, followed by Education University (25.2%), Emerson University (20.0%), Allama Iqbal Open University (A.I.O.U.) (12.8%), and Bahauddin Zakariya University (B.Z.U.) (12.0%). This distribution indicates a relatively balanced representation across five institutions, though Women's University and Education University together account for more than half of the sample. When interpreting institution-specific findings—such as campus resources, institutional culture, or program offerings—it will be important to consider this skew toward those two universities.

Sampling Technique and Sample Size

In this study data from university students were gathered using a basic random sampling technique. The researcher printed the 250 questionnaires for the distribution of the data collection. Then the 250 questionnaires were randomly distributed by the researcher.

Research Instruments

The date were gathered using a structured questionnaire. The opinions of the respondents in the study area were recorded by using a five-point Likert scale, giving codes (Very Satisfied (V.S) =5, Satisfied (S) =4, Neither (N) =3, Dissatisfied (D) =2, Very Dissatisfied (V.D) =1).

Validity of Research Instrument

The Women's University of Multan's Department of Education experts were tasked with validating the instrument. The supervisor's suggestions improved the questionnaire.

Reliability of Research Instrument:

Pre-testing of the questionnaire were done in the research area. The reliability coefficient of the research instrument were determined using Cronbach's Alpha. According to the research literature, a reliable instrument requires a Cronbach's alpha statistical value of greater than 0.7. So, Cronbach's alpha value were discovered to be .887, which were greater than the statistical criteria.

Reliability of Items:

Cronbach's Alpha	N of Items
.887	60

In the current research study, data were gathered from both primary and secondary sources. The majority of the original data came from surveys that were conducted at the research site and associated institutions. The secondary data came

from published publications along with related theses. Additionally, access the internet sources. The researcher personally went to collect data from both males and females in educational institutions in Multan.

Data Analysis

The researcher used the software Statistical Package for Social Sciences (SPSS) version 25 for the analysis of data. In order to analyze the research data, the researcher used both descriptive and inferential statistics for a general description of the data. Frequency, mean, standard deviation, and ranking were analyzed in descriptive analysis. Independent sample t-test, ANOVA test, Pearson Correlation, and Principal Component Analysis were analyzed in inferential analysis.

Ethical Considerations

Measurement of the quantitative data were done according to ethical guidelines. The researcher took care to maintain the secrecy of the answers replied by the respondents and the raw data in a secure location by study ethics. By promising respondents that the data would only be utilized for present aims, the researcher avoided gathering data that could be utilized for any other purpose.

Table No.1

Objective: 1- To determine the impact of students' comprehensive skills on academic outcomes.

t-test applied to overall academic performance in reading interest and comprehensive skills on academic achievement.

Factor	Variable	N	Mean	SD	df	T	Sig(2tailed)
Academic outcomes	Satisfied	130	17.484	1.043	244	3.122	0.002
	Not Satisfied	116	17.086	0.947			

Table no 1 show that an independent sample t-test were conducted to determine whether overall academic satisfaction significantly impacts Objective 1. The results indicate a statistically significant difference between satisfied and dissatisfied students. The mean score for satisfied students (N = 130) is 17.4846 (SD = 1.04351), whereas dissatisfied students (N = 116) have a lower mean score of 17.0862 (SD = 0.94702). The t-value of 3.122 suggests a moderate effect size, indicating meaningful differences between the groups. The significance value (sig = 0.002) is below the threshold of 0.05, confirming that the difference is statistically significant.

Table No.2

ANOVA test applied to the study in academic outcomes

Factor	variable	N	Mean	SD	df	F	Sig.
Academic Work outcomes Groups	Course	220	17.273	1.028	1	0.019	0.891
	Within	30	17.300	0.987	248		

Total	250	17.572	1.022	249
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Table no 2 show that the mean score for students engaged in coursework (N = 220) is 17.2727 (SD = 1.02845), while students working on research (N = 30) have a slightly higher mean score of 17.3000 (SD = 0.98786). The F-value of 0.019 suggests almost no variation between study statuses about Objective 1. The significance value (sig = 0.891) is far above the conventional threshold of 0.05, indicating that the difference between the groups is not statistically significant.

Table No.3

ANOVA Test about Observe university Academic outcomes based on CGPA

CGPA	N	Mean	SD	df	F	Sig.
2.5-3.0	1	17.000	1.087	2	0.052	0.909
3.1-3.5	50	17.300	0.505	247		
3.5-4.0	199	17.271	1.117	0		
Total	250	17.276	1.022	249		

Table no 3 show that an ANOVA test were conducted to examine whether students' CGPA significantly impacts Objective 1. The results indicate no statistically significant difference among CGPA groups. The mean scores show slight variations across CGPA groups: CGPA 2.5-3.0 (N = 1): 17.0000, CGPA 3.1-3.5 (N = 50): 17.3000 (SD = 0.50508), CGPA 3.5-4.0 (N = 199): 17.2714 (SD = 1.11769). The F-value of 0.052 suggests minimal variance between CGPA groups. The significance value (sig = 0.909) is far above the conventional threshold (0.05), confirming that the differences are not statistically significant.

Objective: 2- To identify the influence of reading interest and comprehension skills.

Table No.4

ANOVA Test on how often do you read for pleasure

Factor	variable	N	Mean	SD	df	F	Sig.
Reading interest	Daily	139	17.395	1.087	2	3.46	0.033
	Weekly	88	17.204	0.899	247		
	Monthly	23	16.826	0.936	0		
	Total	250	17.276	1.022	249		

This Table no 4 show that test were conducted to examine whether reading frequency significantly impacts Objective 1. The results indicate a statistically significant difference among groups. The mean scores vary across different reading frequencies: Daily readers (N = 139): 17.3957 (SD = 1.08760), Weekly readers (N = 88): 17.2045 (SD = 0.89903), Monthly readers (N = 23): 16.8261 (SD = 0.93673). The F-value of 3.46 suggests meaningful variation among groups. The significance value (sig = 0.033) is below the conventional threshold of 0.05, confirming that the differences are statistically significant.

Table No.5

ANOVA Test applied in primary language of comprehensive skills.

Factor	Variable	N	Mean	SD	df	F	Sig.
Comprehensive Skills Punjabi	Sariki	161	17.167	0.937	2	7.562	0.01
		64	17.265	1.043	247		
	Other	25	18.000	1.225	0		
	Total	250	17.276	1.022	249		

Table no 5 show that the mean scores show variation among language groups: Sariki speakers (N = 161): 17.1677 (SD = 0.93699), Punjabi speakers (N = 64): 17.2656 (SD = 1.04262) other languages (N = 25): 18.0000 (SD = 1.22474) The F-value of 7.562 indicates that there is notable variance between groups. The significance value (sig = 0.01) is below the conventional threshold of 0.05, confirming that the differences are statistically significant.

Table No.6

ANOVA-Test: What type of material do you enjoy in reading?

Factor	variable	N	Mean	SD	df	F	Sig.
Reading interest	Daily	139	17.395	1.087	2	3.46	0.033
	Weekly	88	17.204	0.899	247		
	Monthly	23	16.826	0.936	0		
	Total	250	17.276	1.022	249		

Table no 6 show that were conducted to examine whether the type of reading material significantly impacts Objective 1. The results indicate a statistically significant difference between preference groups. The mean scores vary based on reading material preference: Fiction books (N = 147): 17.61 (SD = 1.04903). Non-fiction books (N = 80): 16.80 (SD = 0.68251) Magazines (N = 23): 16.73 (SD = 0.96377). The F-value of 23.835 suggests substantial variance among groups. The significance value (sig = 0.000) is well below the conventional threshold of 0.05, confirming that the differences are statistically significant.

Table No.7

ANOVA Test on how to usually find a new book to read?

Factor	Variable	N	Mean	SD	df	F	Sig.
Reading Media interest	Social	29	18.000	1.752	2	5.24	0.001
	Book	34	17.029	0.626	247		

Review

Library	187	17.208	0.876	0
Total	250	17.276	1.022	249

Table no 7 show that were conducted to examine whether different methods of discovering new books significantly impact Objective 1. The results indicate a statistically significant difference between the groups. The mean scores vary across different book discovery methods: Social media (N = 29): 18.0000 (SD = 1.75255), Book reviews (N = 34): 17.0294 (SD = 0.62694), Library (N = 187): 17.2086 (SD = 0.87641). The F-value suggests notable variance between the groups. The significance value (sig) indicates that the method of finding books significantly influences reading interest and comprehension skills.

Table No.8

ANOVA Test applied to a reading study on reading interest.

Factor	variable	N	Mean	SD	df	F	Sig.
Reading interest	Library	128	17.336	1.110	2	0.535	0.586
	Home Library	94	17.234	0.909	247		
	Group Study	28	17.143	0.970	0		
	Total	250	17.276	1.022	249		

This table no 8 show that were conducted to examine whether students' preferred study locations (library vs. home library) significantly affect Objective 1. The results indicate no statistically significant difference between the groups. The mean scores show minor variations between study locations: Library (N = 128): 17.3359 (SD = 1.11028), Home Library (N = 94): 17.2340 (SD = 0.90904). The F-value of 0.535 suggests minimal variance between groups. The significance value (sig = 0.586) is above the conventional threshold of 0.05, meaning the difference is not statistically significant.

Table No.10

ANOVA Test applied to prefer to read to study in reading interest.

Factor	Variable	N	Mean	SD	df	F	Sig.
Reading Morning interest	Early	8	16.125	0.641	2	6.686	0.001
	After Noon	5	18.000	0.000	247		
	Late Night	237	17.299	1.016	0		
	Total	250	17.276	1.022	249		

Table no 10 show that an ANOVA test were conducted to determine whether the preferred reading time significantly affects Objective 1. The results suggest a statistically significant difference among the groups. The mean scores vary across

different preferred reading times: Early morning (N = 8): 16.1250 (SD = 0.64087), Afternoon (N = 5): 18.0000 (SD = 0.00000), Late night (N = 237): 17.2996 (SD = 1.0162). The F-value of 6.686 suggests considerable variance between groups. The significance value (sig = 0.001) is below the conventional threshold of 0.05, confirming that the differences are statistically significant.

Table No.11

Pearson Correlation

	01	02
O1	1	
O2	1.000**	1

Table no 11 show that result if that were the planned design, it is recommended to check that the objects or scales used to measure O1 and O2 are conceptually separate. According to the analysis, Objectives 1 and 2 have a perfect positive correlation ($r = 1.000$, $p < 0.01$), suggesting that they are exactly linearly connected and that they might be determining the same underlying construct or concept. Unusual correlations like these could indicate possible overlap in measurement content or item redundancy.

DISCUSSION

The discussion from this study showed research indicated that students' reading matter does not necessarily reflect student interest and student perspective. Students of different genders interested in reading are perhaps influenced by a number of factors that affect reading and the reading experience. The context of reading is affected by many things, such as parents, family income, social experience, educational experience, and even professional experience. The discussion of the research suggested that students' reading interest in English and Hearts weren't aligned with their academic performance. Therefore, the university needs to capitalize on reading interest, especially with recognition, advocacy, and partnership at local and national levels, for better students' academic performance. The number of recommendations can be provided, taking into account what were learned through this study and its findings. However, the reach of the current study and the limitations lead the researcher to recommend:

Environmental conditions for reading development and nurture at the university level through instructional administration. To create this learning atmosphere, be with the character model of reading. Posters of diverse students, parents, and public fellows should be holding and reading books in the university. When communicating with a group of students, it should be put in context and reference reading. Students should have opportunities to create reading clubs and be invited to reading events in order to develop a positive reading environment. Schools should have a large stock of reading resources for all students' reading stages and interests. Reading materials should align with students' interests and perspectives. Professional development opportunities are given to teachers to develop interesting and appropriate reading opportunities for the students.

Generally, texts explored in all classrooms could be reconsidered for context and interest in both areas. These reading efforts could be made possible through school outreach programs, and schools should be in a position to supply students with reading materials and technology that would otherwise be unaffordable. University leadership should consolidate events with the assistance of their university staff and community to address social and economic issues in promoting students. Parents should be equipped to train their toddlers for reading as soon as they are enrolled in school. Parents have to understand the importance of reading for every subject area in university. By exposing the benefits of reading to fathers and mothers, interest in reading can be developed. University students can also be exposed to the positive side of reading. Their parents' education level and work can be used to show students' socio-economic status. Even if their parents are illiterate, those parents must be taught to assist their kids in reading. Understanding the significance of family literacy is important to wake up parents about the significance of reading to improve the reading and academic success of students, especially at the university level. A family literacy program needs to be implemented. In addition, many parents believe they do not have the ability to assist their children in reading. Teacher-parent meetings may help parents learn to help their children by taking them to the public library, reading, and discussing with them about their interests in reading. Parents need to be able to support their children to read at home for a variety of successes relating to their interests in reading.

CONCLUSION

1) Research students' reading interests can begin to take shape. A follow-up workshop could be conducted regarding reading interests. Parents' reading interests can also be determined in relevance to their children. A descriptive research inquiry could be decided upon after the study, which would again act as a catalyst to stimulate the current reading interests, allowing them to provide the student with information about the range of reading materials. To direct future research along the line of interest in reading and teacher learning in the classroom realm would be predominant at the university level. The value of reading interest research should be recognized by the teachers of a secondary school during the course of education. As Hughes-Hassell and Rodge (2007), McKool (2007), Nippold et al. (2005). A study of the students' background and resources is important to understand their needs and to meet their needs in the classroom. The studies suggest that to modify the existing orientation of student participants on research for their perspectives and consideration of reading would be in their best interest for the support of their teacher in enhancement of learning and enhance their academic and personal satisfaction regardless of age that belongs to a specific race culture and economic status with a view to improvement of reading. There are action investigations or larger-scale, deep studies on these participants on the issue of reading interests for some change in the future. Parents and teachers together can develop a contemporary character positively with respect to reading.

3) Educators need to allow and provide opportunities for students during school to select reading materials about their interests. Teachers must allow for reading substitutions to texts in the form of magazines, newspapers, and the internet to develop students' ability to comprehend academic texts for their reading assignments. Educators should reference and recommend readings of both fiction and non-fiction, and a variety of materials of all genres. Educators should ask students about their parents' reading preferences. The more a child has access to reading material, the less chance they will have of not experiencing reading and academic success. Educators must try to provide as much reading material inside and outside the classroom as possible. The possible problem is that accessible reading material for students at home may not be relevant or interesting. To amend this situation, students and their parents will be provided with a list of possible, relevant, and interesting reading materials.

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