



Reading interest and reading pattern of rural library users in a low literacy rate area

Nor Aini Mohamed¹, Shamsul Farid Samsuddin³, Hayrol Azril Mohamed Shaffril¹, Jusang Bolong^{1,2}

¹Institute for Social Science Studies, Universiti Putra Malaysia

²Faculty of Modern Language and Communication, Universiti Putra Malaysia

³Department of Library and Information Science, University of Malaya

Correspondence: Nor Aini Mohamed (email: noraini.ain@gmail.com)

Received: 01 October 2020; Accepted: 24 November 2020; Published: 29 November 2020

Abstract

The rural library generates knowledgeable and up-to-date communities through the inculcation of positive lifestyles. The purpose of the study is to investigate reading interest and reading patterns among rural communities in the low literacy rate areas in Malaysia. The quantitative study employs a multi-stage cluster and simple random sampling, whereby 400 respondents from 16 rural libraries at Sabah, Sarawak, Kedah, and Kelantan were selected. This investigation shows that rural library users interested in the reading activity. Most of the users are female, read 2 to 5 books in a week, and prefer to read printed materials in Malay. There is no significant difference in reading interest and gender. Findings suggested that more library needs to be established in rural areas to foster reading culture. Librarians and community leaders play a role in promoting library facilities for the community. More research needs to be conducted to assess the impact of the rural library on the community, especially in the low literacy rate areas.

Keywords: literacy rate, reading interest, reading pattern, rural community, rural library

Introduction

One of the indicators for literacy level in a country is reading interest. Reading interest, especially through libraries is the motivational basis for an individual to analyze, remember, and appraise what has been read. A rural library is a catalyst that strengthens and unites the community (Hildreth & Aytac, 2007). A rural library exists to care for the rural dwellers' informational, educational, and recreational needs. Rural libraries can become more relevant in the lives of rural communities by providing cultural resources and by carrying out more social and cultural functions (Abu, Grace & Carroll, 2011).

The establishments of the rural library in Malaysia started in 2000. Until now, there is more than 1000 library's available in the rural area including Sabah and Sarawak. From the data,

about 178 libraries are in states with a low literacy rate, which is Kedah, Kelantan, Sabah, and Sarawak (Department of Statistics Malaysia, 2016). Rural libraries can produce knowledgeable and well-informed communities via the inculcation of positive lifestyles (Omar et al., 2012). Among the lifestyle traits that are recommended for communities is the habit of reading and writing. Despite the increasing number of rural public libraries built all over Malaysia, presently there is a concern of under-used. They are mainly used by school students; meanwhile, the rural community's adults and young adults, in specific, are not making full usage of them.

A user is anybody who visits the library for the purpose of exploiting its resources to satisfy his information needs. Users are the most important in any library setting (Nwalo, 2003). A study towards a rural library in Malaysia has started by a few researchers in 2010. In a study by Shaifuddin et al. (2011), the majority of rural library users in Selangor is women, ages ranged from 15 to 20 years old. Women live in rural areas actively involved in information seeking by visiting a rural library to find sources that can solve their everyday problems (Bakar, 2011). A study on rural library in Sarawak found that more Malays users in village libraries, visiting on weekdays, magazines are the most frequent reading materials, spend 1 hour on reading, shortage of staff to promote reading habits, and have limited ICT resources (Kaur & Jawaid, 2018).

Reading interest is the groundwork to life-long learning establishment if it is developed from an early stage (Aulia & Rachman, 2019). Interest as a positive feeling generated by an individual during an interaction between individual and specific topic, object, or activity, shown through willingness, increased attention, concentration, and participation (Alhamdu, 2016). Interest has an effective role in people's attention, remembering power, learning, understanding, effort as well as personal involvement. These roles shape the type of learning and reading engagement.

Rural libraries typically provide outreach services such as bookmobiles and books-by-mail to bring library resources and services to users. Rural libraries, frequently denoted to as village or "community libraries," are built to attend the requests of rural populations outside the reach of standard information services. The roles of the rural library include educating, informing, and empowering the rural communities. It also observed as an information center located in a village or suburban area, catering to the information needs of the rural people by providing services like reading room and circulation, reference, photocopying, newspaper clipping, etc. (Hoq, 2015).

Literacy as an ability to read, write, and understand what is written or read (Stapa, Bakar & Latiff, 2007). The United Nations Educational, Scientific and Cultural Organization (UNESCO) stated that 758 million adults of world populations are literate, means cannot read or write a simple sentence, a majority is women, and lived in a rural area (UIS, 2017). In 2018, the literacy rate of the overall Malaysian population is 94.64 %, and 95.9 % literacy rate for 15 years and above (Kementerian Pendidikan Malaysia, 2019). For this study, "rural" refers to as "all gazetted and non-gazetted areas which consist of less than 10,000 people" (Department of Statistics Malaysia, 2016) used as a standard.

Literature review

Seven out of ten individuals who use the rural public library or its services are women and 11% said that they used their public library daily (Vavrek, 1995). A study of rural libraries in Thailand found that most users visited the library only rarely. Half of the users were aged from 10–29

years, and the number of men and women library users is balanced (Ahmed, 2010). Whereas in Nigeria, the majority of rural library users in the 26-30 years of age (Fabunmi & Olabode, 2010). Females proved to be more dominant than males in reading culture (Shafi & Loan, 2010). However, research by Patrick and Ferdinand in 2016 discovered that only 3% of women used a rural library as a place to seek information, because of the scarcity of reading materials in the local language that easy to comprehend. Recently, a study by Matodzi (2019) found that more females used a rural library than males. Nevertheless, in reading interest gender did not significantly influence an individual's interest in reading (Amadi, 2019). In a recent study by Ali and Jan (2020), the majority of rural library users are males and visits the library every day. Most users of the village library are men (Singh & Kumar, 2019).

A study on the online reading habits of rural students in Malaysia found that the most preferred language in printed reading materials is Bahasa Melayu (Abidin, Mohammadi & Jesmin, 2011). Furthermore, rural library users also complain that the present reading materials are not relevant to their currents needs and outdated (Abu et al., 2018). In Lebanon rural area around 34% likes to read (Hejase, Hejase, Younis & Abbas, 2019). Printed materials (such as books, journals, newspapers, and magazines) were the most frequently utilized information sources among rural dwellers from public libraries (Mohammed & Garaba, 2019). Rural youths love reading books (Fabunmi & Olabode, 2010), followed by magazines and online content. Conversely, they not used public libraries as a source to obtain reading materials but prefer to borrow from friends and family, and purchase from bookstores or other retail outlets (Becnel & Moeller, 2015). Rural youth have access to social media through personal or parents internet access mobile phones though not for academic purposes but to enhance their lives which are more or less social (Ngonso, 2019). A review by Samsuddin, Shaffril and Fauzi (2020), found that rural people are advanced and familiar with the latest technologies such as smartphones. In terms of traveling to access the library services 32% of the respondents travel less than two kilometers while 68% travel more than two kilometers. Most of the respondents (70%) did not use the library frequently, with only 30% being active library users (Becnel & Moeller, 2015).

Reading habits are largely developed in youth; people who do not read for pleasure in their youth are not likely to do much of that when they get older (Stranger-Johannessen, 2014). Children enjoy the library environment more than other categories of users and youth consider libraries as the best places for career-building (Alam, Shamim & Munshi, 2017). In India, the public library serves as a recreation center for the children and local youth by providing recreational reading books for their personality development and spiritual growth in their leisure time resulting in creativity development in the community (Lal, 2018). In addition, rural library also offers opportunities for socialization that results in the exchange of information (Griffis & Johnson, 2014).

Based on the literature review, the researcher expected that reading interest and reading patterns among rural library users were different in Malaysia. Thus the objectives of this study were: (i) to investigate the reading interest among rural library users; (ii) to examine the reading pattern among rural library users; and (iii) to assess the relationship between selected demographic factors and reading interest among rural library user.

Method and study area

The population of the study is the rural library users. As the potential respondents can be either from registered or non-registered users, the total number of rural library population is unknown and the online sampling of Raosoft (based on margin error of 5%), suggested 377 samples. Within the scope present study, multi-stage cluster sampling was performed. In the first stage of sampling, all states in Malaysia were listed and subsequently, a total of four states were randomly namely Sabah, Sarawak, Kedah, and Kelantan. In the second stage, each of the selected state was represented by a district which was randomly selected. Then, list of rural libraries of the selected districts was listed and subsequently, a total of four rural libraries were randomly selected under each district. Based on this process, a total of 16 rural libraries were chose (4 rural libraries x four states) (please refer to Table 1). At the final stage, each of the selected rural library was represented by 25 library users which were selected, and the process eventually resulted in 400 selected respondents (25 respondents' x 16 rural libraries).

Table 1. The sampling process

Stages	Sample 1	Sample 2	Sample 3	Sample 4
First Stage	Kedah	Kelantan	Sabah	Sarawak
Second Stage (Districts which have at least 4 rural libraries)	Pendang	Jeli	Ranau	Betong
Third Stage (4 Rural libraries in each districts)	PD Kubur Panjang PD Kg. Tok Set PD Kg. Padang Durian PD Kg. Titi Akar	PD Batu Melintang PD Sg. Satan PD Gemang PD Bukit Jering	PD Kg. Mohimboyon PD Kg. Mesilou PD Kg. Kauluan PD Kg. Terolobou	PD Maludam PD Spinang PD Beladin PD Pusa
Fourth Stage (25 Respondents in each rural library areas) $25 \times 4 = 100$	100	100	100	100
Total (Respondents)		400		

The data collection was conducted for four months (June 2018 to October 2018). Prior to actual data collection, a letter was sent to National Library to ask permission for the data collection to be conducted at the selected rural library. Then, the administrator of the selected rural libraries was contacted and informing them on two main things, first, the date of planned data collection at their administered rural library and the study's objective. The data collection process was assisted by trained and experienced enumerators and monitored by the researchers. The main data collection technique was self-administered, and the respondents could ask any query on the questionnaire. The respondents took between 10-15 minutes to complete the questionnaire.

Demographic data

The demographic data consists of seven questions on the respondents' demographic background. Examples of questions were related to their age, education achievement, races, and income. The respondents were given options of categorical (ordinal and nominal) and open answers (interval).

Pattern – preferable reading medium

In the pattern of rural library usage section, a total of 14 questions were prepared. It aims to examine the pattern related to sources used, frequency of visits, hours of visits, types of readings, preferable placed, preferable media, and others. The respondents were given options of categorical (ordinal and nominal) and open answers (interval).

Reading interest

Reading interest refers to the respondents' level of interest on reading materials at the rural library. This section was represented by one question that measured their level of interest based on five Likert scale option ranged from not interested (1) to highly interested (5).

Data analysis and strategy

To fulfil the objective determined, the study relied on analysis tool (SPSS) and performed descriptive and inferential analyses. To identify the demographic and pattern of rural library usage, descriptive statistics (frequency, percentage, and mean score) were performed. To examine the relationship between selected variables and reading interests, Pearson product moment correlation was done while differences in reading practices is measured using independent sample t-test.

Results and discussion

As shown in Table 2, majority of respondents were female (74%). This indication shows that more female visits rural library than male supports the findings of Vavrek (1995), Shaifuddin et al. (2011) and Matodzi (2019). The mean age of respondents is 27.3 and about 43% were found aged between 31–40 years old. In terms of education achievement, more than half (62%) reach secondary education. Regarding employment status, 62% of the respondents were unemployed. The mean score for household income was RM1,474.04 with most of them earned between RM801 to RM1999 a month (roughly between USD200 to USD500 a month) while the mean score for distance of their house to the nearest rural library was 1.9 km.

Table 2. Demographic data of the respondents

Factor	Frequency	Percentage	Mean
Gender			
Male	104	26.0	
Female	296	74.0	
Age (years)			

15 – 19	146	36.5	
20 – 30	80	20.0	27.3
31 – 40	174	43.5	
Race			
Malay	179	44.8	
Chinese	4	1.0	
Bumiputera Sarawak	99	24.8	
Bumiputera Sabah	96	24.0	
Others (Thai)	22	5.5	
Education Achievement			
Never been to school	19	4.8	
Primary level	42	10.5	
Secondary Level	248	62.0	
Tertiary Level	91	22.8	
Employment Status			
Employed	143	35.8	
Unemployed	257	64.3	
Household Income			
< RM800	161	40.2	
RM801 – RM1999	139	34.8	RM1,474.04
> RM2000	100	25.0	
Rural Library Distance			
< 100m	72	18.0	
101 – 500m	112	28.0	1899.71m
501 – 200m	113	28.2	
> 2001m	103	25.8	

Table 3 presents the reading pattern of rural library users. Overall, 60.5% of the rural library users visiting rural library 2 to 5 times in a month. The findings are contradicted with Ahmed (2010). Interestingly, the majority read 2 to 5 books in a week, with the mean is 3.27. The most preferred time for reading is in the evening. When they were asked to specify the language prefer for reading, over 90% prefer to read Malay reading materials. The findings are supported by Abidin et al. (2011).

Table 3. Reading pattern of rural library user

	Frequency	Percentage	Mean
Visit Rural Library (monthly)			
Once	58	14.5	
2 – 5 times	242	60.5	5.59
6 times and above	100	25.0	
Reading Frequency (weekly)			
None	2	0.5	
Once	52	13.0	3.82
2 – 5 times	280	70.0	
More than 6 times	66	16.5	
Number of books read (weekly)			
None	2	0.5	
1 book	98	24.5	3.27
2 – 5 books	248	62.0	
More than 6 books	52	13.0	

Main time reading		
None	23	5.8
Morning (8.00am – 11.59am)	101	25.2
Afternoon (12.00pm – 5.00pm)	88	22.0
Evening (8.00pm – 12.00am)	188	47.0
Language prefer for reading		
Malay	387	96.7
English	10	2.5
Mandarin	1	0.3
Others	2	0.5

Rural library user reading pattern are presented in Table 4. The most preferable mediums of reading are in printed format (50.8%) which is consistent with the findings of a study conducted by Mohammed and Garaba (2019). Nearly half of the respondents prefer to read using social media. Even though the most preferable place to read is home (88.5%), the library is the most popular sources for the respondents to get reading sources (76.0%). Almost half of the respondents get reading materials through online surfing and bookstores. Besides that, 32.8% get the reading materials from friends. Over 63% of the respondents love to read at the library. Table 5 indicated the reading interest level of rural library users. About 53.8% mentioned that they were very interested to read, while slightly a small percentage of respondents stated that they not interested in reading at all.

Table 4. Rural library user reading pattern

	Frequency	Percentage
Preferable Mediums of Reading (N=400)		
Printed	203	50.8
Non-printed/ e-format	30	7.5
Social Media	167	41.7
Place to get reading sources (N=400)		
Bookstores	189	47.3
Online stores	43	10.8
Library	304	76.0
Friends	131	32.8
Online Surfing	199	49.8
Download	102	25.5
Others	7	1.8
None	2	0.5
Preferable place to read (N=400)		
Home	354	88.5
Library	254	63.5
Information Center (Internet/ Broadband Center)	22	5.5
School/ College/ University	82	20.5
Workplace	40	10.0
Restaurant/ Café	34	8.5
Public Area (park)	34	8.5
Public Transport	15	3.8
Others	4	1.0

Table 5. Reading interest of rural library user

	Frequency	Percentage
Not Interested	3	0.8
Moderate level	182	45.4
Very Interested	215	53.8

Table 6 shows the independent sample t-test result for respondent's reading interests based on the gender and employment status. For gender, the *t* value is 2.113 and *p* value = .147 which is more than .05. This means there is no significant difference in reading interest between male and female respondents, as stated by Amadi (2019). For employment status, the *t* value is 1.746 and *p* value = .187 which is more than .05. It shows that the reading interest and employment status is non-significant. The mean for male respondents is 3.24 while female respondents mean is 3.74. It shows that female respondents have higher reading interest compared to male respondents. In terms of employment status, mean score for both employed and unemployed respondents is mostly same. Analysis of relationship (using Pearson correlation) between selected demographic factors and reading interests indicates that there are significant correlations between age and reading interest (Pearson *r* = 0.125, *p*-value = 0.012) and also reading interest and the frequency of visits to rural library (Pearson *r* = 0.155, *p*-value = 0.002) (Table 7).

Table 6. Differences in reading interest using independent t-test

Factors	Mean score	<i>t</i>	<i>p</i>
Gender		2.113	.147
Male	3.24		
Female	3.74		
Employment Status		1.746	.187
Employed	3.62		
Unemployed	3.61		

Table 7. Relationship between selected demographic factors and reading interest among rural library user

Variables	<i>r</i>	<i>p</i>
Age	0.125	0.012*
Household Income	0.011	0.826
Rural Library Distance	-0.004	0.994
Frequency Visit Rural Library	0.155	0.002**

*Correlation is significant at the 0.05 level (2-tailed).

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

Conclusion & implication

The aim of the present research was to examine reading interest and reading patterns among rural library users in low literacy rate areas in Malaysia. This study has found that generally, the rural library users is interested in the reading activity. It can be concluded that rural communities are

empowered through the establishment of the library. Most rural library users is women. This scenario takes place as many women in the rural area is a housewife and they actively sought knowledge to help them with their daily lives. In terms of reading patterns, most of the rural library users read two to five books in a week and prefer to read reading materials which is in the national language. This shows that people in rural areas have a motivation to engage in reading activities that can help in their self-development. Other than printed reading materials, social media is also one of the most preferred mediums of reading. Nowadays, social media is the new and fastest method in sharing information even the credibility of the information is sometimes questionable. On top of that, the study contributes to our understanding of people in rural areas used the library as a place to get reading materials. They rely heavily on the library as it has a huge collection of books including reference books, novels, biographies, and magazines that are up to date. As a consequence of that, besides at home, the library also a preferable place to read. A possible explanation for this might be that the facilities provided at the library give comfort to the user thus making it a cozy place to spend more time and socialise with other users. The current study also found that there are no differences in reading interest between gender, and employment status. The reading interest is almost at the same level. This result may be explained by the fact that people in rural low literacy rate areas enjoy reading as part of the learning process, regardless of their gender and employment status.

Several limitations can be found in this study. Among them is the sample, the inclusion of only rural communities who have rural library facilities nearby, and the limited number of variables studied. The inclusion of rural communities without the rural library and other facilities for studies needs to be conducted for more reliable results and with the inclusion of more variables such as availability of reading materials and digital reading practices. Notwithstanding these limitations, the study suggests that more research needs to be conducted on the impact of the rural library on the community, especially in the low literacy rate areas. The roles of the librarian are very crucial to promote reading culture among the communities. Besides that, the establishment of a library in all rural areas is also needed to take into considerations by local community leaders to empower communities practicing reading culture.

Acknowledgement

This research was conducted as part of the research project 'Research on Reading Habit and Attitude among Rural Library Users in Low Literacy Rate Area in Malaysia' funded by Putra Grant, Universiti Putra Malaysia (GP-IPM 9578900).

References

- Abidin, M. J. Z., Mohammadi, P. M., & Jesmin, A. (2011). A survey of online reading habits of rural secondary school students in Malaysia. *International Journal of Linguistics*, 3(1), 1-18. <https://doi.org/10.5296/ijl.v3i1.1045>
- Abu, R., Grace, M., & Carroll, M. (2011). The role of the rural public library in community development and empowerment. *International Journal of the Book*, 8(2), 63-74. <https://doi.org/10.18848/1447-9516/cgp/v08i02/36863>
- Ahmed, S. M. Z. (2010). Measuring performance and impact of rural community-led library

- initiatives in Thailand. *Information Development*, 26(1), 17–35.
<https://doi.org/10.1177/0266666909358296>
- Alam, M., Shamim, A., & Munshi, A. (2017). Space problem and infrastructural facilities in West Bengal Public Libraries. *Journal of Indian Library Association*, 53(3), 73-81.
- Alhamdu, A. (2016). Interest and reading motivation. *Psikis: Jurnal Psikologi Islami*, 1(1), 1–10.
<https://doi.org/10.19109/psikis.v1i1.552>
- Ali, A., & Jan, S. (2020). Perception of users towards public libraries: An evaluative study of Sri Pratap Singh (SPS) Public Library. *Journal of Advancements in Library Sciences*, 7(1), 1-7.
- Amadi, E. A. (2019). Gender differences and interest in reading: Examining the literacy acquisition of Nigerian. *European Journal of English Language Teaching*, 4(3), 115–124.
<https://doi.org/10.5281/zenodo.815631>
- Aulia, F. R., & Rachman, Y. B. (2019). Reading materials preference and family support towards the development of farmer children's reading interest. *Library Philosophy And Practice*, 1-10. Retrieved from <https://Search.Proquest.Com/Docview/2299765648?Accountid=27932>
- Bakar, A. B. A. (2011). Information seeking behaviours of rural women in Malaysia. *Library Philosophy and Practice*, 2011, 461-8. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.964.976&rep=rep1&type=pdf>
- Becnel, K., & Moeller, R. A. (2015). What, why, and how they read: Reading preferences and patterns of rural young adults. *Journal of Adolescent and Adult Literacy*, 59(3), 299–307.
<https://doi.org/10.1002/jaal.452>
- Department of Statistics Malaysia. (2016). *Current population estimates, Malaysia, 2014–2016*. Retrieved from https://www.dosm.gov.my/v1/index.php?r=column/cthemeByCat&cat=155&bul_id=OWlxdEV0YlJCS0hUZzJyRUcvZEYxZz09&menu_id=L0pheU43NWJwRWVSZklWdzQ4TlhUUT09
- Fabunmi, F., & Olabode, O. (2010). Information needs and characteristics of the users of rural libraries in Ekiti State, Nigeria. *African Research Review*, 4(3), 206–213.
<https://doi.org/10.4314/afrev.v4i3.60176>
- Griffis, M. R., & Johnson, C. A. (2014) Social capital and inclusion in rural public libraries: A qualitative approach. *Journal of Librarianship and Information Science*, 46(2), 96–109.
doi: 10.1177/0961000612470277.
- Hejase, A. J., Hejase, H. J., Younis, J. A., & Abbas, O. (2019). *Reading interests and habits in Lebanon : Explorative analysis*, 6256, 149–166. <https://doi.org/10.21276/sjhss.2019.4.3.2>
- Hildreth, C., & Aytac, S. (2007). Recent library practitioner research : A methodological analysis and critique. *Journal of Education for Library and Information Science*, 48(3), 236–258.
- Hoq, K. M. G. (2015). Rural library and information services, their success, failure and sustainability: A literature review. *Information Development*, 31(3), 294-310.
- Kaur, P., & Jawaid, A. (2018). A comparative study of urban and rural reading habits. *Sarawak Library Journal*, 1(1), 1-7.
- Kementerian Pendidikan Malaysia. (2019). *Quick facts, Statistik Pendidikan Malaysia 2019*. Retrieved from <https://www.moe.gov.my/muatturun/penerbitan-dan-jurnal/terbitan/buku-informasi/2722-quick-facts-2019/file> (accessed 2nd May 2020)
- Lal, J. (2018). The role of public libraries in socio-cultural development in rural areas in India. *Library Progress (International)*, 38(2), 299-313.
- Mohammed, B. B., & Garaba, F. (2019). An investigation on the forms of information sources

- and services utilised among rural dwellers from public libraries in the north-west zone of Nigeria. *SA Journal of Information Management*, 21(1), 1–13. <https://doi.org/10.4102/sajim.v21i1.1020>
- Matodzi, T. A. (2019). *A model for enhanced functionality of public libraries as hubs of information for rural community development: Mutale case study* (Doctoral dissertation), University of Venda. Retrieved from <https://pdfs.semanticscholar.org/0d25/5b0c9f074ad5bd04eec91d7e850cd98a15cc.pdf>
- Ngonso, B. F. (2019). Effect of social media on teenagers and youths: A study of rural Nigerian teenagers and youths in secondary schools. *Global Media Journal*, 17(32), 1–6.
- Nwalo, K. I.N. (2003). *Fundamentals of library practice: A manual on library routines*. Ibadan: Sterling-Horden Publishers Ltd.
- Omar, S. Z., Shaffril, H. A. M., Bolong, J., & D'Silva, J. L. (2012). The impingement factors of the rural library services usage among rural youth in Malaysia. *Asian Social Science*, 8(7), 60-68.
- Samsuddin, S. F., Shaffril, H. A. M., & Fauzi, A. (2020). Heigh-ho, heigh-ho, to the rural libraries we go!- A systematic literature review. *Library & Information Science Research*, 42(1), 1-11.
- Shafi, S. M., & Loan, F. A. (2010). Reading habits among college students across genders. *Trends in Information Management*, 6(2), 92–103.
- Shaifuddin, N., Ahmad, M., & Mokhtar, W. N. H. W. (2011). Rural youth's perceptions of information sources and rural library services. *Library Philosophy and Practice*, 1. Retrieved from <https://digitalcommons.unl.edu/libphilprac/655/>(accessed 29th June 2020).
- Singh, G. D., & Kumar, A. (2019). Information needs and seeking behaviour of village library users. *SRELS Journal of Information Management*, 56(5), 266-268.
- Stapa, S. H., Bakar, N. A., & Latiff, R. A. (2007). Literasi penulisan bahasa Inggeris dalam kalangan pelajar luar bandar: Implikasi terhadap pengajaran dan pembelajaran. *E-BANGI: Journal of Social Sciences and Humanities*, 2(2), 1–17.
- Stranger-Johannessen, E. (2014). Promoting a reading culture through a rural community library in Uganda. *IFLA Journal*, 40(2), 92–101. <https://doi.org/10.1177/0340035214529732>
- UIS. (2017). *Literacy rates continue to rise from one generation to the next*. UNESCO Institute for Statistics (UNESCO Digital Library). Retrieved from http://uis.unesco.org/sites/default/files/documents/fs45-literacy-rates-continue-rise-generation-to-next-en-2017_0.pdf
- Vavrek, B. (1995). Rural information needs and the role of the public library. *Library Trends*, 44 (1), 21-48. Retrieved from <http://hdl.handle.net/2142/8006>