



The Impact of Reading Habits and Their Antecedents on The Subjective Well-Being of Malaysian Youths

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ABSTRACT

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Purpose The well-being of youths is a crucial concern, and the pandemic has further expatiated their well-being. There is a need to foster positive well-being among youths experiencing a rapid developmental change in their lives and choosing their environments which can be accomplished through reading. The goal of this study was to determine the perceived influence of reading attitude, perceived behavioural control, and subjective norm on adolescents' reading habits and the relationship between reading habits and subjective well-being among youths aged 15 to 24 in East and West Malaysia.

Methodology The current study used a survey questionnaire gathered from 813 responders from East and West Malaysia and the analysis utilized AMOS-Structural Equation Modeling.

Findings The data reveal that reading attitude and subjective norms positively and significantly influence reading habits, although perceived behavioural control has a detrimental effect. In addition, the findings support the mediation of reading habits in the relationship between reading attitude and subjective well-being and between perceived behavioural control and subjective well-being.

Implications to Research and Practice This study would provide educators and policymakers with insight into the most effective strategies for instilling good reading habits in youths by transforming the curriculum and what happens inside the classroom to provide much-needed valuable classroom time to engage youth in reading.

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Introduction

Youth well-being is a crucial concern, as they are the population most affected by the world's rising socio-economic, environmental, and political crises (Alim & Pierce, 2021; Jiang et al., 2021). The Covid-19 pandemic has further expatiated their well-being with the government's public health measures to contain the virus, thus creating a profound effect on their lives (Cowie & Myers, 2021; Cusinato et al., 2020). There is a need to foster positive well-being among youths experiencing a rapid developmental change in their lives, including making decisions and choosing their environments. This can be accomplished through reading, which improves communication and written skills and boosts self-esteem and strengthens the human brain, resulting in increased longevity (Arndt & Woore, 2018; Merga, 2018; Pangesty et al., 2021). Additionally, one of the pillars of Industry Revolution 4.0 that contributes to economic growth and national competitiveness is cognitive development, which may be achieved through reading and help graduates improve their competencies.

Reading enhances young people's lifelong learning abilities and activates one's visual and motor experiences (Özkür, 2020; Speer et al., 2009), in addition to increasing social cognition (Dodell-Feder & Tamir, 2018; Mumper & Gerrig, 2019) and social competence (Kozak & Recchia, 2019), thus creating skills for a well-functioning society. According to Collins and Cheek (1999), reading is a complex cognitive activity that requires the recognition of printed symbols as meaningful units and their comprehension as a thought unit to comprehend a printed message properly. Not only can good reading contribute considerably to students' academic and occupational success (Chaudhry & Al-Adwani, 2019), but also enhances critical thinking (Din, 2020), equips students with good communication and written skills (Arndt & Woore, 2018; Pangesty et al., 2021), and boosts their intuitive knowledge, all of which contribute to human capital development. Recent studies found that, despite Malaysia ranks sixth among 41 countries in book spending (Hassandarvish, 2019), statistics do not fully reflect Malaysians' reading habits, which have remained relatively consistent since 1996 at two books per year (Hassan et al., 2019; Jalil, 2017). To underscore Malaysia's reading crisis, a study conducted by Central Connecticut State University (CCSU) discovered that Malaysia was ranked 55th out of 61 countries on the 2017 World's Most Literate Nations (WMLN) list (Jalil, 2017), emphasising the country's severe reading situation. Recognising the dire situation Malaysia is in, there is an urgent need to boost reading habits, with the Malaysian government launching the National Reading Decade (2021-2030), "Let's start a reading revolution" campaign and introducing mobile library units to school children in rural areas, to instil a healthier reading culture among Malaysians (New Straits Times, 2020). However, relying solely on policymakers will not suffice, as self-regulated ability must be cultivated among the youths to promote reading habits and their well-being, through which they will be able to self-direct, manage and organise their behaviours systematically (Arslan, 2018; Chu et al., 2020). Therefore, the current study intends to explore the relationship between reading attitude, perceived behavioural control and subjective norms on subjective well-being and to test the mediating influence of reading habits in this relationship.

Literature Review

According to [Diener, Suh, and Oishi \(1997\)](#), "a person has a high subjective well-being (SWB) if she or he often experiences joy and relatively occasionally unpleasant emotions such as despair or anger." On the other hand, a person is considered to have a low SWB if they are unsatisfied with their lives, experience little joy and affection, and frequently experience negative emotions such as wrath or anxiety (p.25). SWB is favourably and strongly associated with reading because it improves academic success, general knowledge, and social and career benefits, contributing to overall well-being ([Daley, 2019](#); [Merga, 2018](#); [Reyes-Martinez, 2021](#)).

In contrast, [Wang \(2021\)](#), who looked into the 15-year-old students' migrant-native gaps in happiness, reading, and life satisfaction, highlighted those migrant students attain lower reading performance and experience lower life satisfaction, they report higher happiness as compared to the natives. The negative effect on reading could result from the migration process ([Solano & Huddleston, 2020](#)), as they speak various languages at home and at school and the test language is different.

Reading attitudes refer to how an individual feels about reading or their willingness to read. [McKenna, Kear, and Ellsworth \(1996\)](#) define "reading attitude" as a system of feelings related to reading and how it either enhances or hinders the individual's reading habit. Positive attitudes toward reading have improved reading experiences and academic success ([Memis & Kandemir, 2019](#); [Park, 2020](#); [Samsuddin & Aspura, 2021](#)). Interestingly, new research indicates that girls have a more favourable attitude toward reading than males ([Nonte et al., 2018](#)), because they found enjoyment in reading and viewed it as a pleasurable pastime, which increased their reading habits. On the other side, some teenagers, due to their underprivileged circumstances and limited reading abilities, develop negative attitudes about reading, which has a severe effect on their reading habits, resulting in anxiety ([Chow et al., 2021](#); [Francis et al., 2021](#)). Hence, we put the following hypothesis:

H1: there is a positive relationship between reading attitude and subjective well-being.

Perceived behavioural control refers to people's perceptions of their ability to perform a given behaviour. Perceived behavioural control for reading refers to the perception that people have their own ability to develop reading habits. It also influences reading engagement among university students as the ability to understand texts and their perceived self-confidence is positively related to their reading compliance ([Anggraini et al., 2018](#); [Sari & Prasetyo, 2021](#)). Students were also more engaged in reading when they had more accessible access to reading a wide variety of materials or were provided with a good reading environment ([Loh & Sun, 2021](#)), thus motivating their self-regulated reading. Thus, hypothesis 2 is drawn as shown below:

H2: there is a positive relationship between perceived behavioural control and subjective well-being.

Subjective norms for reading refer to the perception that one has about the extent to which people deemed important to them (parents, siblings, peers, teachers) will be able to influence their engagement in reading (Broeder & Stokmans, 2013). Parents play an essential role in building good reading behaviours among their children, with the younger children being more strongly influenced by their parents' reading habits, leading them to social and academic success (Ahmad et al., 2021; Vuong et al., 2021). Academics have a significant influence on their students' reading habits because they share their thoughts and excitement about the books they read, their knowledge of various authors and reading resources, and their recommendations of specific books (Angelica et al., 2022; Syafitri, 2018), fostering respectful working relationships that foster student cooperation and engagement, thereby encouraging self-regulated learning (Celik, 2020; Jaramillo-Ponton et al., 2019). On the other hand, peer influence can substantially affect reading, either positively by encouraging students to read or negatively by making them reluctant readers (Rosli et al., 2017). The hypothesis formed is:

H3: there is a positive relationship between subjective norms and subjective well-being.

Reading habits are viewed as behaviours when they are repeatedly carried out and measured in terms of the number of materials being read, the frequency of reading, and the average time spent reading (Wagner, 2002). Individuals with good reading habits can acquire and comprehend new knowledge, aside from becoming more mature, developing critical and social skills, cultural enrichment, and enhancing awareness of contemporary issues (Nguyen, 2020; Reyes-Martínez, 2021). Reading habits research has revealed the importance of reading in assisting youths in becoming confident in presenting their ideas, engaging in discussions, becoming active and critical readers and learners (Nguyen, 2020) and developing speed reading skills (Hazaee & Almekhlafy, 2022; Soysal, 2022). The impact of technology (Mirza et al., 2021; Svensson et al., 2021) and parents' role in their children' reading achievements (Thompson et al., 2017; Tura et al., 2021) in developing higher literacy among youths. However, studies have also found a negative impact on the literacy of future generations when it comes to a lack of passion for reading among in-service and prospective teachers (Kesmen & Mellemut, 2022). The current study will also look into reading habits playing a vital role as a mediator in explaining the relationship between attitude, perceived behavioural control and subjective norms and subjective well-being. Thus, the hypotheses below are drawn:

H4: there is a positive relationship between reading attitude and reading habits.

H5: there is a positive relationship between perceived behavioural control and reading habits.

H6: there is a positive relationship between subjective norms and reading habits.

H7: there is a positive relationship between reading habits and subjective well-being.

A study by Wu et al. (2016) investigated the link between reading habits of junior high school students in China and their well-being and they found that more reading time during the extracurricular time enhances the reading attitudes and well-being. This is supported by another study that states the importance of positive attitudes towards reading boost higher academic performance (Karim & Hassan, 2007), creating constructive positive developmental outcomes in terms of educational attainments and well-being (Heckhausen et al., 2010). This will also enhance one's perceived behavioural control to increase their text understanding and perceived self-confidence (Sari & Prasetyo, 2021), with the support of the role played by parents (Ahmad et al., 2021), academics (Syafitri, 2018), and peers (Rosli et al., 2017). Thus, the following hypotheses were made:

H8: Reading habits mediate the relationship between reading attitude and subjective well-being.

H9: Reading habits mediate the relationship between perceived behavioural control and subjective well-being.

H10: Reading habits mediate the relationship between subjective norms and subjective well-being.

Methodology

Research Design

The current study investigated the perceived influence of reading attitude, perceived behavioural control, and subjective norm on adolescents' reading habits and the relationship between reading habits and subjective well-being among youths aged 15 to 24 in East and West Malaysia. The study also examined the mediating role of reading habits among the linkages of youths' reading attitude, subjective norm, perceived behavioural control and subjective wellbeing. The framework for this investigation is depicted in Figure 1.

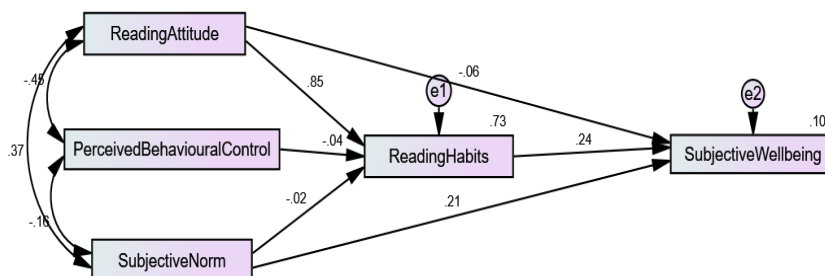


Figure 1: A research framework

Research Instruments and Procedure

This study employed a cross-sectional research approach and surveyed 813 youth aged 15 to 24 in East and West Malaysia. The sample consisted of 60% females and 40% males. The respondents represented a range of ethnic backgrounds: 66.2% Chinese, 15% Malays, 9.1% Indians, and 9.7% others. Most of the respondents (34.9%) were degree holders, 35.7% completed -pre-university education, 12.2% completed secondary school education, 10.9% achieved a diploma, 0.5% have a master's and 6.2% have other qualifications. 74.3% of the respondents live in urban areas, whereas 25.7% live in rural areas. The respondents mainly read for three hours or less per week (75%), and the core reasons for reading were for their studies or exams (31.1%), followed by leisure (13.4%) and to complete a specific task (11.1%).

In the current study, subjective well-being was measured by the satisfaction with life scale a, apted from Diener et al. (1985), containing 5 items. The 9-items measure reading habits adapted from Verplanken & Orbell (2003) to assess individuals' essential reading habits. The response was scored on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The 11-items reading attitude scale were developed by adopting and modifying the items based on Anderson, Tollefson, & Gilbert (1985), van Schooten, de Glopper, & Stoel (2004); and Erik Van Schooten & De Glopper (2002), to assess the attitude of the participants towards reading (e.g., "I enjoy reading"). The response was scored on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Findings

The current study initially conducted an exploratory factor analysis (EFA) on all the items of all the constructs and obtained a Kaiser-Meyer-Olkin measure of sampling adequacy of 0.926 and Bartlett's test of sphericity of $\chi^2(276) = 14247.53$ ($p < 0.001$), indicating the suitability of the data for factor analysis. Next, the confirmatory factor analysis was conducted using the maximum likelihood method of estimation, whereby five measurement models were constructed; reading attitude (7 items), subjective norms (3 items), perceived behavioural control (3 items), reading habits (6 items) and subjective well-being (5 items). The model exhibited good fit indices (TLI= 0.938, CFI = 0.945; SRMR = 0.043; RMSEA = 0.06; $\chi^2/df = 3.944$) and validity and reliability was further tested, as shown in Table 1. All the factor loadings were significant, ranging from 0.549 to 0.984 and exceeded the recommended level of 0.5. The composite reliability (CR) and maximum reliability (MaxR) ranged between 0.81 to 0.941 and 0.851 to 0.943, suggesting good reliability (Hair et al., 2010).

Table 1

Factors Indicators and Loadings

Items	Loadings	CR	AVE	MSV	MaxRH
Reading Attitude					
A1 I enjoy reading.	0.815	0.936	0.677	0.665	0.94
A3 I like to read in my spare time.	0.803				
A5 Sometimes reading makes me happy	0.736				
A7 Reading is fun.	0.856				
A8 Reading is more enjoyable than watching TV/ Online Activities	0.740				
A10 Reading is one of my favourite leisure time activities.	0.849				
A11 I get much enjoyment from reading.	0.885				
Subjective Norms					
B1 My family perceives reading as an important part of proper education.	0.762	0.91	0.772	0.122	0.939
B2 My parents believe it is important to read.	0.984				
B5 My parents believe it is important to read.	0.860				
Perceived Behavioral Control					
C1 I perceive most books are difficult to understand.	0.500	0.81	0.602	0.176	0.891
C3 When I read, I find it difficult to concentrate.	0.925				
C5 It is difficult to concentrate on reading.	0.874				
Reading Habits					
J1 Reading is something I do frequently.	0.891	0.941	0.726	0.665	0.943
J2 reading is something I do automatically.	0.870				
J3 reading is something I do without thinking.	0.878				
J5 reading belongs to my (daily, weekly, monthly) routine.	0.871				
J8 reading is something that's typical "me".	0.828				
J9 reading is something I have been doing for a long time.	0.812				
Subjective Well-being					
D1 In most ways my life is close to my ideal.	0.734	0.836	0.508	0.056	0.851
D2 The conditions of my life are excellent.	0.742				
D3 I am satisfied with my life.	0.836				
D4 So far, I have gotten the important things I want in life.	0.717				
D5 If I could live my life over, I would change almost nothing.	0.549				

The maximum shared squared variance (MSV) is less than the average variance extracted (AVE) values for each construct, and the square root of the AVE for each construct is greater than its correlation with other constructs, indicating that the requirements for discriminant reliability were met (Fornell & Larcker, 1981), as shown in Table 2. In addition, all the Heterotrait-Monotrait ratio of correlations (HTMT) matrix values are less than 0.85 (Henseler, Ringle, & Sarstedt, 2015), establishing discriminant validity of all constructs. The diagonal presents the square root of average variance extracted and the off diagonal presents the construct correlations.

Table 2

The Fornell-Larcker Criterion of Discriminant Validity

	Reading Attitude	Subjective Norm	Perceived Behavioural Control	Reading Habits	Subjective Well-being
Reading Attitude	0.823				
Subjective Norm	0.350***	0.879			
Perceived Behavioural Control	-0.419***	-0.146***	0.776		
Reading Habits	0.816***	0.279***	-0.385***	0.852	
Subjective Wellbeing	0.202***	0.237***	-0.042	0.230***	0.713

A structural equation modelling approach was utilized to test the hypotheses and the research model indicated an acceptable model fit (TLI= 0.980, CFI = 0.998; SRMR = 0.018; RMSEA = 0.059; $\chi^2/df = 3.856$). The findings of evaluating the total effect model, as indicated in Table 3, shows that there were significant positive relationships between reading attitude and subjective well-being ($\beta = 0.145$, $p < 0.01$) and subjective norm and subjective well-being ($\beta = 0.207$, $p < 0.01$), providing support for H1 and H3. The results on direct effect assessment showed support for the association between reading attitude and reading habits ($\beta = 0.846$, $p < 0.01$), subjective norm and subjective wellbeing ($\beta = 0.213$, $p < 0.01$) and between reading habits and subjective wellbeing ($\beta = 0.242$, $p < 0.01$), thus supporting H4, H6 and H7, respectively. In addition, the findings support the mediation of reading habits in the relationship between reading attitude and subjective well-being and between perceived behavioural control and subjective well-being, which supported H8 and H9. The significant relationship between reading attitude and subjective well-being and behavioural control and subjective well-being in the mediation model indicated a full mediation.

Table 3

Structural Model Assessment

Paths	sStandardised path coefficients	95% confidence level (lower bound, upper bound)
Total Effect		
Reading Attitude → Subjective Wellbeing	0.145***	(0.079, 0.212)
Perceived Behavioral Control → Subjective Wellbeing	-0.009*	(-0.021, -0.001)
Subjective Norm → Subjective Wellbeing	0.207***	(0.140, 0.268)
Direct Effect		
Reading Attitude → Reading Habits	0.846***	(0.818, 0.872)
Perceived Behavioural Control → Reading Habits	-0.037	(-0.074, 0.05)
Subjective Norm → Reading Habits	-0.023	(-0.06, 0.014)
Reading Attitude → Subjective Wellbeing	-0.06	(-0.18, 0.057)
Perceived Behavioural Control → Subjective Wellbeing	0.0001	(-0.074, 0.05)
Subjective Norm → Subjective Wellbeing	0.213***	(0.147, 0.273)
Reading Habits → Subjective Wellbeing	0.242***	(0.123, 0.352)
Mediation Effect		
Reading Attitude → Reading Habits → Subjective Wellbeing	0.205***	(0.105, 0.301)
Perceived Behavioural Control → Reading Habits → Subjective Wellbeing	-0.009*	(-0.021, -0.001)
Subjective Norm → Reading Habits → Subjective Wellbeing	-0.006	(-0.017, 0.02)

***p<0.01, ** p< 0.05, *p<0.10

Conclusion, Implications and Limitations

This study investigates the relationship between reading attitude, perceived behavioral control and subjective norms on subjective well-being and examines the mediating role of reading habits in this relationship among youths in Malaysia. The results confirmed the positive relationship between reading attitude and subjective norms and subjective well-being (H1 and H3), indicating that youths with positive reading attitudes and subjective norms tend to have a higher subjective well-being. This finding is consistent with previous research (Wang, 2021). Dovey (2015) reported that reading would induce a happy trance-

like state in one's brains, comparable to meditation, and it is known to provide the same health advantages of deep relaxation and inner calmness. Regular readers sleep better, are less stressed, have higher self-esteem, and have lower depression rates than non-readers. This explains why having a positive reading attitude leads to higher levels of subjective well-being. [Dovey \(2015\)](#) re-affirms that an immersive experience like reading increases personal health benefits, which "allows a refreshing escape from ordinary, everyday pressures". According to research from the University of Liverpool, those who read regularly have higher self-esteem and are better to face challenges ([Gonzales, 2019](#)).

Subjective norm is a term that refers to the family and social relationships (family, friends and teachers) and these are found to be significant correlates and predictors of subjective well-being ([Minguez, 2020](#)). Subjective norm towards reading focuses on how family and friends can influence one's reading habits, which is closely related to subjective well-being. The people who matter have a great influence on students' reading habits. These educators have a significant impact on their students' reading habits because they share their thoughts and excitement about the books that inspire them, their knowledge of authors and reading resources, and the books they recommend ([Angelica et al. 2022](#); [Syafitri, 2018](#)), fostering respectful working relationships that foster student cooperation and engagement, thereby encouraging self-regulated learning ([Angelica et al. 2022](#); [Syafitri, 2018](#)). ([Jaramillo-Ponton et al., 2019](#); [Celik, 2020](#)). This beneficial influence will manifest as good emotions and an increase in SWB levels. The findings of this study also reveal the significant and positive direct effect of reading attitude on reading habits, aligning with studies of [Baba & Affendi \(2020\)](#) and [Uslu \(2020\)](#). Reading has a significant impact on an individual's intellectual and emotional development ([Baba & Affendi, 2020](#)) and should be further encouraged. [Inderjit \(2014\)](#) asserts that the development of a reading habit takes place in the classroom or at home and in the community. If people continue to have a positive attitude towards reading, they are likely to develop or enhance their reading habits, as this study's findings have pointed.

Perceived Behavioural Control was revealed to have a negative influence on subjective well-being. This could culminate from the youthyouths' perceptions who perceive reading to be a tedious task that can lead to negative emotions and reduced subjective well-being. [Anggraini et al. \(2018\)](#) and [Sari & Prasetyo \(2021\)](#) posits that perceived behavioural control has an impact on university students' reading engagement since their capacity to comprehend texts and their perceived self-confidence are both positively associated to their reading compliance. The respondents' perceived behavioural control toward reading indicates otherwise, as they may have a lower capacity to comprehend texts and a lower level of self-confidence when it comes to reading in a language, they are unfamiliar with (for example, books or articles written in English), which results in lower subjective well-being.

There are several implications of our findings. Firstly, parents must take ownership and responsibility to encourage their children to read constantly, whether at home or school, to

develop good reading habits. Parents should encourage their children to read by providing them with appropriate reading resources. Parents may need to incentivise reading, especially when children are not keen to read. Such incentives work as nudges that can transform behaviour. In this case, the idea of transforming reading behaviour is not a new phenomenon. Besides that, there must be attempts to start book reviews where books are carefully chosen, read as a family activity, and then reviewed together. This will create opportunities for insightful discussions, critical and reflective thinking. This would help them develop a love for reading and help children stay motivated. Parents should also bring their children to the library from a young age to inculcate love for books and reading, as developing good reading habits is a lengthy process that requires careful consideration and planning. Finally, parents can aid their children in creating a peaceful reading atmosphere at home.

The other implication of this study is the role of the educator. It is not easy to inculcate the love of reading in the students. Educators seek out effective ways to challenge and foster their students to read widely to assist them not only to enhance and expand their language proficiency and vocabulary, but also to discover the joy of reading and become lifelong readers. This is not an easy task, as kids today face many temptations in the form of technology and social media, which absorb a huge portion of their time and cause reading to become a low priority for many of them. Many perceive reading as a chore, rather than a joy, which is why educators have such a difficult time convincing students to read academic articles, newspaper articles, case studies, and other academic reading resources. Lack of reading is why many master's and doctoral students struggle with their literature reviews, which they regard as the most difficult section of their post-graduate studies. Reading is a critical component of our education, and a vital tool for all learners to continue practicing lifelong learning. For university students, information is often acquired through reading and knowledge acquisition is often documented in writing. Studying and lifelong learning can become time-consuming and difficult (Pirttimaa, Takala, & Ladonlahti, 2015). The struggle to read among many youths can lead to "readicide", a term coined by Patterson (2009) referring to the systematic killing of the love for reading. According to Patterson (2009), many of the reading strategies used in classrooms contributed to the death of reading, rather than benefiting students. Jennifer & Ponniah (2015) found that the learning experiences in schools had a detrimental effect on children's reading habits because most curricula were designed to develop memorising skills rather than comprehension skills, which is a necessary component of acquiring reading skills. One way to reduce "readicide" is to encourage pleasure reading rather than mandated reading in the curricula, as academic resources are less appealing to readers than recreational ones.

Exposure to high-interest articles encourages readers to keep reading for enjoyment, which helps them analyse topics and characters critically and thus impacts cognition. Therefore, it is pertinent that educators use high-interest articles in their lessons to motivate

students to read. It will take a concerted effort on the part of educators to incorporate pleasure reading as a daily in-class activity for fifteen to twenty minutes, as this fosters a desire to read, as advocated by [Krashen \(2004\)](#), who argued that spending a little time each day is more effective than devoting significant chunks of time to reading at the end of the week or twice a week. Educators who recognise the significance of reading frequently develop a bank of reading materials for their students, uploaded into their module sites in a learning management system. It is important that learners be encouraged to read these resources, more gently and subtly (pleasure reading), rather than in a mandated way.

Another relevance of the study is for policymakers, who must develop reading advocacy programmes throughout schools and institutions of higher education to reintroduce reading to its former glory. Appropriate training must be provided to educators to encourage them to design in-class learning activities and assessments that require students to engage in recreational reading before moving on to more serious academic reading.

The final implication of this study arises from the findings that good reading habits lead to higher levels of subjective well-being, aligning with the results of [Dovey \(2015\)](#), who reported that reading would induce a happy trance-like state in one's brains, comparable to meditation, and it is known to provide the same health advantages of deep relaxation and inner calmness. Regular readers sleep better, are less stressed, have a stronger sense of self-esteem, and have lower rates of depression than non-readers, which explains why having a positive reading attitude results in increased subjective well-being. [Dovey \(2015\)](#) re-affirms that an immersive experience like reading increases personal health benefits, which "allows a refreshing escape from ordinary, everyday pressures". The stimulating effects of good reading habits on well-being are reinforced by a study conducted at the University of Liverpool, which discovered that those who read regularly have a higher sense of self-worth and are better equipped to deal with obstacles ([Gonzales, 2019](#)).

In conclusion, parents, educators, and policymakers all play critical roles in encouraging youths to develop successful and enduring reading habits by transforming their reading behaviour. As [Gallagher \(2009\)](#) aptly warned that "Because the powers outside the classroom walls are so strong in tearing down young readers, what goes on inside the classroom is of paramount importance. Today, more than ever, valuable classroom time presents the best opportunity – often the only opportunity – to turn kids on to reading". This scenario persists to the present day, and it is critical that education stakeholders transform the curriculum and what goes on inside the classroom to provide the much-needed valuable classroom time to turn youths on to reading.

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