

**RESEARCH PAPER****A Study of Students' Views on the Transformation of Text Reading Routines before and after COVID-19****<sup>1</sup>Muhammad Hashim\*, <sup>2</sup>Abdul Rahman and <sup>3</sup>Shahida Bibi**

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**\*Corresponding Author:** hashimghazlani92@gmil.com**ABSTRACT**

The study directed a descriptive cross-sectional survey to explore the modifications in text reading habits before and after the COVID-19 pandemic in Layyah, Pakistan. Layyah universities were selected as the research setting, concentrating on a population of 340 undergraduate (BS) learners. The sample of 189 students was determined by Krecy Morgan's (1970) research advisory table. Data collection complicated the usage of a closed, self-administered questionnaire to collect information on learners' reading ways during the pandemic. The findings of the study exposed an important change in the reading ways of the respondents. These modifications were credited to educational, social, freedom, and informational determinations. Numerous learners faced challenges retrieving e-books, whether free or paid. Based on the study's results, it is suggested that universities expand the range of reading materials providing to learners. This was aims to lodge numerous reading preferences and provide to the varied needs in reading that arose during the lockdown.

**Keywords:** Covid-19, E-Books, Learners, Lockdown, Text Based Material**Introduction**

One research, "Perceptions of Online Reading: A Study of College Students During the COVID-19 Epidemic" (Kuo & Anderson, 2020) reported that colleges learner had an extremely unfavorable view of online reading associated to in-person reading and specified: and decreased attendance and inspiration throughout the epidemic. Alternative research, "The Impact of the COVID-19 Epidemic on Student Reading Comprehension" (Chen, 2020) reports that learners who studied in isolation during the outbreak had reduced reading comprehension scores associated with pre-pandemic levels.

Other research also comes from the fact that isolated knowledge can have an adverse effect on reading text, particularly for learners from poor families or with fewer interpretation points (e.g., "The digital divide in reading comprehension through the COVID-19 epidemic" (Liu et al., 2020). Though various research recommends that learners who stayed previously hostile with text reading and prior to the epidemic might transition from transitioning to online knowledge as it allows for extra tailored teaching and delivery (for example "the COVID-19 epidemic and Reading Understanding: An Chance for Modified Knowledge" (Khan & Ahmed, 2021).

In general, this seems that learners have an unwanted impression of text reading throughout the COVID-19 epidemic and this might need an opposing effect on the idea of reading, particularly amongst learners from poor backgrounds. It is essential for teachers to be attentive of these potentials and to permit learners suitable resources throughout their reading based on the text.

Regardless of the intensification of the number of online students, online learning is associated with a number of risks, such as the absence of an instructor, the absence of peer interfaces associated with face-to-face learning, unfortunate inspiration, unproductive time management, and a lack of distinct learning skills. These competitions have been described in many studies (Cole et al., 2004; Golladay et al., 2021; Sharma. 2021). The occurrence of COVID-19 requires teachers and students to implement online learning, which could worsen these competitions. However, it is important to note that these competitions can be announced, if appropriate, with measures and means for educators and students, such as the procedure of specialized teachers and if they are an opportunity for contact and teamwork between students.

One related study is "Students' Views of Text-Based Reading: The Association of Traditional and Online Delivery" by Hwang and Chen (2016), initiated that learners had optimistic views of reading comprehension in synchronous online preparation. Though, learners had bad views when the text reading comprehension was transmitted, which concluded the asynchronous online arrangement. This suggests that distribution style may play an important role in students' views of reading comprehension.

An alternative important research is "The Impact of the COVID-19 Epidemic on Higher Education" by Falk and D'Amico (2020) that suggests that epidemic had an adverse effect on learners' speculative presentation and intellectual fitness. This tourist magnetism is attracting demand for research into how the epidemic has shaped students' views on reading comprehension, along with improving approaches to student provision throughout this challenging time.

Lastly, "Effectiveness of Online Learning in Higher Education: A Meta-Analysis of Construct Elements" by Resources et al. (2014) described as learners in an online wisdom environment developed approval duties and achieved better intellectual connection with outdated face-to-face teaching. This means that reading comprehension in the online knowledge process can be operative and learners confidently assume that, however, further research is wanted to comprehend exactly how the COVID-19 pandemic has stuck in the learner's view of this kind of learning. Part of this literature review is that research on student reading comprehension, especially in the environment of the COVID-19 epidemic and distance edcation, should evaluate the evolution of approaches, materials, and methods of operational teaching.

## **Literature Review**

According to a study by Garo (2014), high school learners who read extra have the capability to understand extra complex text, have improved evidence, and acquire wider terminology as compared who read less. The decline of exceptional text reading philosophy in secondary schools promotes positive opinions and the yearning to study novel skills and to be dissimilar as of the instant development of the situation and the entire world. To expand their text reading abilities, secondary school learners would involve in text reading an extensive diversity of micro-electronic records and available publications such as papers and magazines, truths. The quantity of reading that high school learners involve in with a discount and instructive promise have a main influence on academic performance and self-management progress. As a result, beautiful focused and extensive text reading amongst high school learners rises their opportunity to perform better in and outside the organization, thus allowing habitual development (Fsudo, 2010). High school learners may probably include in text reading during this duration to surge their online teaching and take benefits of this unsafe time. This study is necessary to disclose the reading options of high school students throughout this period and legitimize learners like to read or is progressive in reading to endorse a nation of reading throughout this period.

### **Text Based Reading**

Text reading preferred indications at an optimal rate means that students desire when they are attractive to the suggested reading. The preferred reading of secondary school student is stated by what the students would resemble to read if expected the coincidental, what they potency essentially select to read if specified the chance. Preceding researches (Shafi & Loan 2017; Suchý, L., 2011) on general reading choices revealed that many high school students read for various solutions. Substantial reading was expected to moderate incidence. While there are accurate readings for informative devotions, others for suggestion, confident for presentation, and others for mystical reasons. Majid and Tan (2007) reported that in a study in Singapore, they determined the students who read mostly for knowledge in order to attain better exam consequences. High school learners' favorite reading might be inclined by interior and outside effects. Interior features comprise: the desire for self-development; the intelligence of calmness reflected at work and the intelligence of self-assured assistance in insertion instructions. On the other hand, external difficulties have to do with connecting possible close life, universities and development, as well as creation for the moment (Aydin & Ayranci, 2018).

### **Indian's Study**

A study of Indian youth showed that while a wide group of males wish to read literature, different types of literature such as exact, lying and strange and disgusting topped the list of books that sons adored, although girls arrange the desire to read and verse. (Pojčka & Shah, 2017). Majid, Ng, and Ying (2017) showed learners in Singapore, maximum females learner expressed a desire to read, imagine, and disrupt, although they slightly preferred curriculum, games, arts, and giftedness. A major current study in Singapore exposed that underdeveloped people like adventure text reading, science literature, and invented, with girls organism more concentrating in reading arithmetic than the basics of patterns (Loh, Sun, & Majid, 2020). Similarly, Hussain and Munshi (2011) described those high school students in Pakistan desire reading material on self-esteem, verse, drama, poetry, novels, travel, diaries, journalism, magazines and desire for needs.

Nagaraya and Manalan (2016) stated that the preferred reading of Indian high school learners is prose and research and obnoxious books with journals and newspapers, with English existence the preferred linguistics. Learners in Thalassery, India were born to favor sections, segments, funnies and records associated to sports, games and movies. Though the maximum of Indian learners were besides reading syllabus, magazines, poems, sentiments and exciting books. In Nigeria et al. (2012) stated that stories involving people, beliefs, and stories were the most popular reading families among high school students. The reading preferences of Nigerian secondary school students are driven by matters like as student concert grading system, availability of books at home-based, official and government public library as well as learners' excellent records (Hussain & Munshi, 2011).

### **Nigerian's Study**

Through the current Ositin lockdown imposed by the Nigerian rule to mitigate the festive season of the COVID-19 epidemic, secondary school students are deeply involved in reading, so the accessibility of books, particularly in electric form, cannot be underestimated. Again, the Government Library plays an important role in making books accessible to learners in development. Ejembi and Habibu (2011) hypothesized that the group and the public public library play a significant role in making good reading conduct in Nigerian adolescents. The final goal of organizations and public libraries might be teach students casual reading for characteristic value and then careful reading on demand. Playful reading is what is completed on impulse, freely and impartially to pass exams, but to study many subjects sparingly and rarely for fun. It includes reading fabulous books like swing, drama, verse, newspaper, magazine, comics and non-fiction as curriculum, inspiring as

heavenly and inspired books. Students who read accurately read further and are extra cognitively liberal, which reliably promotes better achievement than those who read less on demand (Sullivan & Brown, 2013).

In a comprehensive survey by Clark (2011) of over 18,000 new people in the UK, findings revealed that those who expressed enjoyment of reading were six times more likely to read at a mind level exceeding their expected age standards compared with their counterparts who did not enjoy reading. Similarly, adolescents who approached reading with resistance was found to be 11 times fewer probable to read compared to those who accepted reading willingly. Howard (2011) noted that young readers who enjoy reading experiences gain significant knowledge in areas such as healthy relationships, proper etiquette, national autonomy, physical safety, prudent decision-making, and gain professional support. These findings significantly contribute to the transition from childhood to adolescence.

The importance of reading for pleasure goes beyond personal enrichment; it is ingeniously linked to instructional reading. High school students who are averse to reading for fun or personal fulfillment may encounter problems when faced with optional educational materials. To address this issue, there is a growing availability of e-books tailored to high school students, many of which are readily available on the Internet and provide a digital route to reinforce reading on demand.

### **Study on High School Students**

Kavi, Tackie, and Bugyei (2015) observed a comparable trend amongst high school learners in Ghana, highlighting the evolving landscape of reading practices and the emergence of new formats accompanied by innovative approaches. Statistics reveal a shift in preference, indicating that secondary school students are not restricted to traditional printed resources, but are increasingly inclined to accept electronic resources, especially e-books Lieb Gott (B., 2023). E-books are recognized for their role in supportive learning and developing plain skills that students find valuable in today's technical age (Melinis, 2011). While there are studies on the reading conduct of secondary school students in Nigeria (Akande & Oyedapo, 2018; Babarinde & Dike, 2018), there is a gap in the literature to examine popular and amusing reading habits specifically in Nigerian secondary schools. . The motivation for this study stems from the need to provide an experiential perspective on middle school students' favorite reading options, especially during the COVID-19 lockdown period. This research aims to address the existing gap in understanding the reading favorites of secondary school learners in Nigeria.

The article focuses on a research study that delves into the findings regarding responses to the COVID-19 pandemic. These findings are drawn from a variety of sources, including reports from the Publics' Republic of China (Anderson, 2020), findings from Hong Kong universities (Crawford, 2020), computer and internet addiction tests at European universities (Verma, 2020), literature related to the COVID- 19 and other research on rule and curriculum development throughout the COVID era (Sasot, 2020).

Online education and training can be designed in different ways. A crucial aspect to consider is the use of digital resources to facilitate access to educational materials for teaching and learning. According to Littenberg-Tobias (2020), online learning and mastery is an educational approach that uses modern technology to deliver instruction and equip students with the necessary tools. Various terms such as internet education, online education, computer education, computer-based education, technology-assisted student education, educational delivery methods, and e-learning are used interchangeably in this context.

## **Conversion to Technology**

In the context of the exam, online education is defined as an educational method that uses technology and online platforms to deliver content and deepen knowledge in a virtual classroom environment (Mathew, 2016). Adedoyin and Soykan (2020) emphasize that contemporary online education is highly specific and includes elements such as online learning, technology integration, and reflective thinking. However, it is important to note that the effectiveness of online education during the COVID-19 pandemic depends on Internet access. Since online education is highly dependent on mobile phone strategies and internet connectivity, individuals, including educators and students, without adequate internet access may face challenges in accessing online learning opportunities.

Online education has received significant recognition throughout the history of distance learning and skill development. The decisive and widespread lockdown imposed due to the dominance of COVID-19 has forced almost every country to face this multifaceted crisis, leading to profound disruption of colleges, universities and other educational institutions (Dhawan, 2020). The rapid global spread of COVID-19 has necessitated a shift from traditional face-to-face learning to online learning, a transformation forced by the unprecedented challenges facing institutions around the world.

The transition to online education presents challenges and opportunities for educators and stakeholders. Scholars have extensively explored the advantages and disadvantages of online courses across multiple dimensions during the lockdown period, shedding light on the multifaceted nature of this shift (Donitsa-Schmidt, 2020). The ongoing adaptation to online education reflects not only the necessity resulting from the pandemic, but also the wider transformation and debate regarding the effectiveness and implications of virtual education.

## **Material and Methods**

### **Population**

The study participants are Layyah District University. 340 students were selected as a population from universities.

### **Sample**

Krejcie and Morgan's (1970) sample size chart was used to regulate the suitable sample size. Based on an entire population size of 189, a sample size of at least 78% with a margin of error of 5% might be suggested for a 95% confidence level.

Once an appropriate sample size was determined, the researcher used a random sampling method to select members from the population. The researcher randomly selected 189 participants.

### **Collection of Data**

As defined earlier, the study was descriptive in nature with a quantitative research design. Thus, a survey method was used to gather data. The data were composed of randomly nominated university students of Layyah District.

### **Data analysis**

The statistical analysis done in the study involved the usage of Statistical Package for Social Sciences (SPSS) software as well as many analytical tools such as percentages and means.

**Table 1**  
**Views of BS students about study habits.**

S. No	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
1.	The COVID-19 pandemic has categorically impaired my text-based reading routines.	48 (25.4)%	31 (16.4)%	27 (14.3)%	61 (32.3)%	22 (11.6)%	2.89	5.26
2.	My socioeconomic position condensed the availability of reading means during the epidemic	37 (19.6)%	30 (15.9)%	22 (11.6)%	81 (42.9)%	19 (10.1)%	3.08	9.67
3.	The COVID-19 epidemic has put a inhibition on my aptitude to purchase books .	29 (15.3)%	24(12.7)%	32 (16.9)%	84 (44.4)%	20 (10.6)% <sup>2</sup>	3.22	7.99
4.	I trust my age throughout the epidemic affected my desired readers	24(12.7)%	27 (14.3)%	22(11.6)%	82(43.4)%	34(18.0)%	3.40	7.88
5.	Level of instruction shaped my meets with complicated written approval during the epidemic	23 (12.2)%	21 (11.1)%	37 (19.6)%	87 (46.0)%	21 (11.1)%	3.33	7.50
6.	I have been reading extra written sources since the jerk of the COVID-19 endemic	29 (15.3)%	21 (11.1)%	34 (18.0)	78 (41.3)%	27 (14.3)%	3.28	7.82
7.	My consideration span for reading text approval has reduced due to the COVID-19 epidemic	29 (15.3)%	21 (11.1)%	26 (13.8)%	85 (45.0)%	28 (14.8)%	3.33	7.48
8.	The COVID-19 epidemic has made me determine diverse types of written satisfaction	30 (15.9)%	27 (14.3)%	22 (11.6)%	80 (42.3)%	30 (15.9)%	3.28	7.62
9.	I desire digital text resources over physical ones because they are suitable throughout an epidemic	19 (10.1)%	27 (14.3)%	29 (15.3)%	80 (42.3)%	34 (18.0)%	3.44	7.92
10.	My socioeconomic situation has supposed admittance to digital reading during the rampant	18 (9.5)%	26 (13.8)%	32 (16.9)%	70 (37.0)%	43 (22.8)%	3.50	8.85
11.	I sensation that I comprehend text materials better during the COVID-19 epidemic	18 (9.5)%	24 (12.7)%	36 (19.0)%	67 (35.4)%	44 (23.3)%	3.50	9.94

12.	The COVID-19 pandemic has made it tough for me to focus on text reading writing resources	22 (11.6)%	25 (13.2)%	31 (16.4)%	67 (35.4)%	44 (23.3)%	3.45	8.53
13.	The COVID-19 epidemic has biased my text-based reading conducts absolutely	30 (15.9)%	23 (12.2)%	33 (17.5)%	69 (36.5)%	34 (18.0)%	3.29	8.31
14.	I uncovering myself reading further text-based means since the COVID-19 pandemic initiated	21 (11.1)%	19 (10.1)%	33 (17.5)%	77 (40.7)%	39 (20.6)%	3.29	8.31
15.	My upkeep in reading text-based content has compact owed to the COVID-19 epidemic	19 (10.1)%	31 (16.4)%	27 (14.3)%	77 (40.7)%	35 (18.5)%	3.50	8.69
16.	The COVID-19 epidemic has made me discover unlike kinds of text-based satisfied	20 (10.6)%	26 (13.8)%	23 (12.2)%	78 (41.3)%	42 (22.2)%	3.41	8.77
17.	I wish digital text-based means over physical ones because of the appropriateness throughout the epidemic	18 (9.5)%	27 (14.3)%	30 (15.9)%	78 (41.3)%	36 (19.0)%	3.51	8.51
18.	I feel that my understanding of text-based content has enhanced during the COVID-19 pandemic	17 (9.0)%	20 (10.6)%	28 (14.8)%	93 (49.2)%	31 (16.4)%	3.46	8.02
19.	The COVID-19 pandemic has finished it problematic for me to prominence on reading text-based resources	16 (8.5)%	15 (7.9)%	31 (16.4)%	84 (44.4)%	43 (22.8)%	3.54	22.04
20.	I have visible new kinds or melodies in text-based reading through the COVID-19 epidemic	18(9.5)%	19 (10.1)%	33 (17.5)%	85 (45.0)%	34 (18.0)%	3.65	22.40

In the statement "The COVID-19 pandemic has categorically impaired my text-based reading routines.", 32.3% of respondents agreed with this statement, while 25.4% disagreed. The mean score of 2.89 proposes a modest level of agreement, but the high standard deviation of 5.26 indicates a wide range of replies, reflecting the varied impact of the pandemic on reading habits. On the statement "My socioeconomic condition reduced the accessibility of reading means during the epidemic," 42.9% of respondents agreed, while 19.6% disagreed. The mean score of 3.08 indicates a tendency toward promise, but the high standard deviation of 9.67 underscores the significant variability in responses and reveals

the complex relationship between socioeconomic factors and resource availability during the pandemic.

According to the statement "the COVID-19 epidemic has imperfect my aptitude to buy books or read resources", a substantial 44.4% of respondents agreed with this statement, while 15.3% strongly disagreed. The means score of 3.22 proposes a tendency toward promise, but the standard deviation of 7.99 underscores the diversity of experiences people had with resource availability during the pandemic. Also, the statement "I trust my age inclined my preferred readers during the epidemic" was reported by 43.4% to agree and 12.7% to strongly disagree. A mean score of 3.40 reflects a tendency toward agreement, while a standard deviation of 7.88 suggests that age had a varying impact on individuals' reading preferences during the pandemic. In the statement "Level of schooling shaped my encounters with multifaceted text satisfaction during the epidemic," 46.0% agree and 12.2% strongly disagree, with a mean score of 3.33 indicating a reasonable level of promise. A standard deviation of 7.50 suggests that the role of education in shaping reading experiences during the pandemic is a topic with a wide range of responses.

According to the statement "I read more writing sources since the beginning of the COVID-19 epidemic", 41.3% of respondents agreed with this statement, while 15.3% did not. A mean score of 3.28 indicates a moderate level of agreement, and a standard deviation of 7.82 indicates a diversity of reading habits during the pandemic. Also, in the statement "My devotion span when reading text has reduced due to the COVID-19 epidemic", 45.0% agreed and 15.3% disagreed. A mean score of 3.33 indicates a moderate level of agreement, while a standard deviation of 7.48 highlights the wide range of effects on attention span during the pandemic.

According to the statement "As a result of the COVID-19 epidemic, I have exposed unlike kinds of text satisfaction", 42.3% agreed with this statement, while 15.9% strongly disagreed. A mean score of 3.28 indicates a moderate level of agreement, and a standard deviation of 7.62 reveals varying experiences of discovering new types of text gratification during the pandemic. Also, in the statement "I wish digital text materials over physical ones because they are suitable throughout the epidemic," 42.3% of respondents agreed, while 10.1% disagreed. The mean score of 3.44 shows a tendency toward agreement, and the standard deviation of 7.92 highlights different preferences for digital versus physical reading materials during the pandemic.

According to the statement "My socioeconomic position has predicted access to digital reading during the epidemic", 37.0% agreed and 9.5% strongly disagreed. A mean score of 3.50 reflects a tendency toward agreement, and a standard deviation of 8.85 underscores the differential impact of socioeconomic status on access to digital reading resources during the pandemic. Also in "I feel that I understand text materials better during the COVID-19 epidemic", 35.4% of respondents strongly agreed with this statement, while 9.5% strongly disagreed. A mean score of 3.50 indicates strong agreement that the pandemic has improved comprehension of text materials. However, the standard deviation of 9.94 indicates a wide range of responses, reflecting the diversity of experience in this regard.

According to the statement "The COVID-19 pandemic has made it tough for me to focus on reading text materials", 35.4% agreed with this statement, while 11.6% strongly disagreed. A mean score of 3.45 indicates a propensity for agreement, suggesting that concentration on reading text material was difficult for many during the pandemic. A standard deviation of 8.53 highlights the variability in the range of this difficulty. In the statement "The COVID-19 pandemic has definitely affected my text-based reading customs", 36.5% of respondents agreed with this statement, while 12.2% disagreed. A mean score of 3.29 indicates a moderate level of agreement, suggesting that the pandemic had a somewhat



positive effect on text reading habits. The standard deviation of 8.31 reflects the varying perceptions of this impact.

According to the statement "I have found myself reading more written sources since the start of the COVID-19 epidemic", 40.7% of respondents agreed with this statement, while 10.1% disagreed. A mean score of 3.29 indicates a moderate level of agreement, suggesting that many individuals engaged in further reading of textual sources during the pandemic. The standard deviation of 8.31 highlights the different readings. Also in the statement "My care about reading satisfied has decreased due to the COVID-19 pandemic", 40.7% agreed with this statement, 10.1% disagreed. A mean score of 3.50 indicates a moderate level of agreement, suggesting that the pandemic has resulted in many people becoming less interested in reading textual content. The standard deviation of 8.69 reflects variation in the extent of this reduction.

According to the statement "The COVID-19 pandemic has made me explore different types of textual content", 41.3% of respondents agreed with this statement, while 10.6% disagreed. A mean score of 3.41 indicates a moderate level of agreement, suggesting that the pandemic has prompted many to explore different types of textual content. The standard deviation of 8.77 underscores the different levels of exploration. Also, in the statement "I prefer digital text resources over physical ones due to convenience during the epidemic", 41.3% of respondents agreed with this statement, while 9.5% disagreed. A mean score of 3.51 indicates a bias toward agreement and highlights a preference for digital resources due to their suitability during the pandemic. A standard deviation of 8.51 shows variation in this preference.

According to the statement, "I feel that my text gratification boyfriend has improved during the COVID-19 pandemic," 49.2% of respondents strongly agreed with this statement, while 9.0% strongly disagreed. A mean score of 3.46 reflects strong agreement that comprehension of the text content has improved during the pandemic. The standard deviation of 8.02 highlights the varying experiences regarding this enhancement. Also in the statement "The COVID-19 pandemic has made it difficult for me to focus on reading text materials", 44.4% agreed with this statement, 7.9% disagreed. A mean score of 3.54 indicates a moderate level of agreement, indicating that many found it difficult to concentrate on reading text materials during the pandemic. The high standard deviation of 22.04 underscores the considerable variability of these challenges. According to the statement "Throughout the COVID-19 pandemic, I have discovered new types or themes while reading the text," 45.0% of respondents agreed with this statement, while 9.5% disagreed. A mean score of 3.65 indicates strong agreement that the pandemic led to the discovery of new types or themes in text reading. The standard deviation of 22.40 shows the varying extent of this exposure.

## Conclusions

Analysis of survey data reveals several key findings regarding the influence of the COVID-19 epidemic on persons' text-based reading ways and favorites:

Responses to survey statements show that the influence of the epidemic on reading ways and favorites has been very varied. This diversity is evident in the wide range of responses and high standard deviations in the data, suggesting that individuals had different experiences and perceptions. The pandemic has had both positive and negative effects on text-based reading habits. While a significant proportion of respondents said their reading habits had been damaged by the pandemic, a similar proportion believed their reading habits had been positively affected. This suggests that the pandemic has had a polarizing effect on reading behavior. Socioeconomic status played a critical role in the accessibility of reading means throughout the pandemic. A significant number of defendants

indicated that their socioeconomic condition condensed the accessibility of means, highlighting the need for strategies to address disparities in resource availability.

Age and education were significant determinants of reading preferences. Both factors influenced individuals' favorite readers and their encounters with textual gratification during the pandemic. Tailored reading materials and learning supports can be developed to accommodate these variations. The pandemic has challenged individuals' attention spans when reading, with a significant proportion reporting reduced attention spans. Addressing this challenge and developing strategies to improve focus during distracting events is essential. Digital text materials have been preferred over physical ones during the pandemic due to their convenience. Educational institutions and libraries should continue to support and improve digital access to reading. A significant number of respondents reported exploring new types of textual content during the pandemic. This finding underscores the adaptability and curiosity of readers in challenging times. A significant proportion strongly agreed that their understanding of text materials had improved during the pandemic. This positive impact suggests that challenging circumstances can lead to personal growth in reading comprehension. All the findings show a complex and multifaceted relationship between the pandemic and reading habits. The high variability of responses highlights that individual experiences and perceptions are influenced by a multitude of factors.

### **Recommendations**

The current study has the following recommendations:

1. Given the varying impact of the pandemic on resource availability, efforts should be made to diversify reading resources. Libraries, educational institutions and governments should work together to ensure that a wide range of reading resources is existing to all, regardless of socio-economic status.

2. Vulnerable and economically disadvantaged populations should receive targeted support to alleviate the negative influence of the epidemic on their reading habits. Initiatives such as book donation programs, subsidized digital access, and community libraries can help address resource disparities.

3. Libraries and educational institutions should prepare reading materials suitable for different age groups. Reading programs and recommendations should be adapted to different life stages to promote reading at all ages.

4. The education sector should adapt to the diverse needs of students with different levels of education. Personalized reading materials, additional support for struggling readers, and programs for advanced readers can improve the reading experience for everyone.

5. Educational institutions and mental health professionals should work together to develop strategies to increase individuals' attention while reading. Mindfulness techniques, concentration exercises, and educational support can help readers maintain focus during challenging times.

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