ASSESSING ACCESSIBILITY AS THE PRIMARY PREDICTOR OF READING HABITS

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Abstract: In the digital era, the decline of reading habits among university students poses a significant challenge to academic excellence and lifelong learning. This study investigates the factors influencing reading engagement at Universiti Teknologi MARA (UiTM) Kelantan, Machang Campus, focusing on the infrastructure provided by the Tengku Anis Library. Utilizing a quantitative survey of 408 undergraduates, the research tested four independent predictors of reading habits: resource availability, service accessibility, library promotion, and existing utilization patterns. While all factors showed positive correlations, multiple regression analysis confirmed that accessibility ($\beta=0.199$, $p=0.008$) is the only statistically significant and dominant predictor. Qualitative thematic analysis of open-ended responses further highlighted technical barriers in digital platforms (PERMATA) and physical navigation challenges as key deterrents. The findings suggest that merely providing resources is insufficient; university libraries must prioritize seamless digital interfaces and intuitive physical access to foster a robust reading culture. This article concludes that digital and physical accessibility serves as the primary determinant of university students' reading habits.

Keywords: Reading habits, Library accessibility, Digital resources, Undergraduate engagement, Academic libraries Malaysia

1. Introduction

1.1 *Study Background*

The cultivation of reading habits among university students has long been recognized as a cornerstone of academic success and intellectual development. In Malaysia, this recognition has been institutionalized through the National Reading Decade (Dekad Membaca Kebangsaan, DMK), launched by the Ministry of Education in 2019, with the ambitious goal of transforming Malaysia into a "reading nation" by 2030 (Malaysia, 2018). The campaign, branded under the slogan #MalaysiaMembaca, extends across all levels of society from preschool children to university students and the public, underscoring the centrality of reading in building a knowledge-based society. The National Library of Malaysia (PNM) has taken a leading role in monitoring progress through periodic studies of the Malaysian Reading Profile, with the most recent interim report (2022/2023) revealing that 95% of respondents read primarily to increase knowledge (Malaysia, 2023). Within this national context, universities play a pivotal role in shaping reading culture. University students, as future administrators, professionals, and decision-makers, represent a distinct demographic whose reading practices directly influence the intellectual trajectory of the nation (Nashath, 2021). Yet, despite the emphasis on reading as a critical academic skill, Malaysian university students often struggle with demanding reading tasks, particularly those requiring critical engagement with texts. Scholars such as Sidhu (2015) have argued that students tend to adopt passive reading approaches, avoiding critical questioning and deeper analysis. This tendency undermines the transformative potential of higher education, where reading should foster independent thought, creativity, and critical reasoning.

At Universiti Teknologi MARA (UiTM) Machang Kelantan, Malaysia, the issue of reading habits has become particularly salient. Libraries, as the institutional backbone of academic reading, are tasked with providing resources, infrastructure, and promotional activities to encourage engagement. However, evidence suggests that despite the availability of materials, students' reading habits remain inconsistent and underdeveloped. This raises a crucial distinction between availability and accessibility. Availability refers to the mere presence of resources, namely books, journals and e-books, within the library system. Accessibility, by contrast, concerns the ease with which students can obtain and use these resources, encompassing factors such as digital infrastructure, operational hours, user interfaces, and institutional policies (Popoola, 2011). This study investigates the relative influence of availability, accessibility, and promotion on reading habits among UiTM Machang students. With a sample of 408 respondents, this study employs both quantitative and qualitative methods, including correlation and regression analyses as well as thematic coding of open-ended responses. The findings are striking, accessibility emerges as the strongest predictor of reading habits, with regression coefficients confirming its significant positive impact ($B = 0.199$, $p < 0.01$). Promotion also plays a substantial role ($B = 0.084$, $p < 0.01$), while availability exerts only a moderate effect.

Hence, this article builds upon those findings, reframing them within a broader academic discourse to argue that accessibility must be prioritized as the primary determinant of reading habits in Malaysian universities. While availability and promotion remain important, they are ultimately secondary to the fundamental question of whether students can easily and effectively access the resources they need. By situating the UiTM Machang case study within national and international literature, this article contributes to ongoing debates about library management, educational equity, and the cultivation of lifelong reading practices.

2. Problem Statement

Despite national campaigns and institutional efforts, reading habits among Malaysian university students remain a matter of concern. At UiTM Machang, library statistics reveal a decline in borrowing and usage, with key performance indicators (KPIs) falling short of targets. For instance, KPI 3 (Referred Reading Materials) was achieved at only 87.4% in 2024, with average material loans per student amounting to just 23 items (Perpustakaan Tun Abdul Razak, 2024). This underperformance signals a deeper issue: students are not engaging with library resources at the expected level, undermining both academic outcomes and national reading goals.

The problem can be disaggregated into four interrelated dimensions:

i. Availability of Reading Materials
Initial assessments suggest that while resources exist, they may not sufficiently meet students' needs. Availability encompasses the presence of textbooks, journals, e-books, and leisure reading materials in both physical and digital formats. However, availability alone does not guarantee usage. Studies such as Mohamad (2024) highlight that even secondary school students often lack adequate resources, suggesting a systemic issue that extends into higher education. Furthermore, Popoola (2011) cautions that availability does not equate to accessibility; resources may exist but remain underutilized due to barriers in access.

ii. Accessibility of Reading Materials
Accessibility refers to the ease with which students can obtain and use available resources. Barriers may be technological (e.g., poor digital infrastructure), institutional (e.g., restrictive policies), or practical (e.g., limited library hours). Olowu (2004) identifies both natural and artificial barriers to information access, noting that libraries often suffer reputational damage when users perceive resources as inaccessible. At UiTM Machang, accessibility issues manifest in students' complaints about digital systems, login difficulties, and inadequate online platforms. These barriers discourage engagement, even when materials are technically available.

iii. Underutilization of Library Resources
The decline in borrowing statistics reflects a broader underutilization of library resources. Libraries are intended to serve as hubs of academic engagement, yet students often bypass them in favor of alternative sources, such as online search engines or social media platforms. This underutilization undermines the library's role in fostering a reading culture and raises questions about the relevance of library collections to students' academic and personal interests. The KPI shortfall at UiTM Machang exemplifies this problem, suggesting that students do not perceive library resources as integral to their learning.

iv. Weak Promotional Strategies
Promotion plays a critical role in raising awareness and encouraging usage. Acharya (2023) emphasizes that library marketing must extend beyond traditional methods to include digital campaigns, social media engagement, and community outreach. At UiTM Machang, promotional efforts have been limited, resulting in low visibility of available resources. Students may simply be unaware of the breadth of materials or the services offered. Without effective promotion, even accessible resources may remain underutilized.

While all four dimensions contribute to the decline in reading habits, accessibility emerges as the most critical. Availability without accessibility is meaningless; promotion without accessibility is ineffective; and underutilization often stems from accessibility barriers. The regression analysis conducted in the study confirms this hierarchy: accessibility exerts the strongest influence on reading habits, followed by promotion, with availability playing a supporting role.

This finding has profound implications. It suggests that efforts to improve reading habits must prioritize removing barriers to access, whether through improved digital infrastructure, extended library hours, streamlined user interfaces, or inclusive policies. Without such measures, students will continue to struggle, and national campaigns like DMK will fall short of their ambitious goals.

The study frames its investigation through three guiding research questions:

i. How does the availability of reading materials affect students' reading habits?
ii. How does the accessibility of reading materials affect students' reading habits?
iii. Does underutilization of library materials affect student reading habits?

These objectives underscore the centrality of accessibility while situating it within a broader framework that includes availability and promotion. Hence this study formulated hypothesis are, H1: directly addresses accessibility, positioning it as the primary determinant of reading behaviour.

3. Literature Reviews

3.1 *Global Perspectives on Reading Habits*

Reading habits have been studied extensively across cultures, with scholars emphasizing their role in shaping intellectual development, social participation, and lifelong learning. In many contexts, reading is not merely an academic skill but a cultural practice that reflects broader societal values. Schmidt (2016) defines reading habits as a behavioral pattern characterized by regular and consistent engagement with reading materials, encompassing both academic and leisure reading. This definition highlights the automaticity of reading habits, suggesting that they become ingrained behaviors driven by internal motivations rather than external pressures.

Meanwhile, international studies have consistently shown that accessibility plays a decisive role in cultivating reading habits. For instance, research in African contexts has demonstrated that while resources may be available, students often face barriers such as inadequate infrastructure, limited digital platforms, and restrictive policies (Olowu, 2004). Similarly, Popoola (2011) argues that availability does not guarantee accessibility, noting that resources may exist but remain underutilized due to technological or institutional barriers. These findings underscore the importance of distinguishing between availability and accessibility when analyzing reading behavior.

3.2 *Reading Habits in Malaysia*

In Malaysia, the government has recognized the importance of reading through initiatives such as the National Reading Decade (DMK), launched in 2019 with the goal of making Malaysia a reading nation by 2030 (Malaysia, 2018). The campaign, branded under #MalaysiaMembaca, seeks to cultivate a world-class knowledge society by promoting reading across all age groups. The National Library of Malaysia (PNM) has taken a leading role in monitoring progress, with the Malaysian Reading Profile Report (2022/2023) revealing that 95% of respondents read primarily to increase knowledge (Malaysia, 2023). Despite these efforts, challenges remain. Studies have shown that Malaysian university students often struggle with academic reading, particularly tasks requiring critical engagement. Sidhu (2015) argues that students tend to adopt passive reading approaches, avoiding critical questioning and deeper analysis. This tendency undermines the transformative potential of higher education, where reading should foster independent thought and creativity. Nashath (2021) further emphasizes that university students represent a distinct demographic whose reading practices directly influence the intellectual trajectory of the nation.

Several theoretical frameworks inform the study of reading habits. The Information Transfer Theory (ITF) posits that reading is a process of transferring information from text to reader, requiring both availability and accessibility of resources. The Hierarchical Level Model (HLM) suggests that reading habits develop through stages, from basic literacy to critical engagement, with accessibility playing a crucial role in facilitating progression. These frameworks highlight the interplay between resource provision and user engagement, underscoring the importance of accessibility in shaping reading behavior.

3.3 *The Socio-Technical Dimensions of Library Engagement*

"The challenge of cultivating reading habits in Malaysian higher education is inextricably linked to the broader socio-technical landscape of the students and the institutions. Recent data suggests that the reading engagement of public university students is initially shaped by their socioeconomic backgrounds, where household income and regional disparities dictate early exposure to academic materials (Abu et al., 2024). While institutions have attempted to mitigate these disparities through targeted user engagement programs—particularly during the forced digital shifts of the early 2020s (Zainud-din & Abu, 2022) the success of such initiatives is often contingent upon the students' digital information literacy. Without a sustainable framework for literacy, students struggle to bridge the gap between knowing a resource exists and utilizing it for deep academic work (Bakhtiar, Abu, & Shaifuddin, 2024).

Furthermore, the human element of the library remains a vital conduit for accessibility; the competency of teaching librarians acts as a critical intervention, transforming static collections into accessible knowledge by guiding students through complex digital interfaces (Dzulkipli, Abu, & Shaifuddin, 2025). Consequently, this study posits that while socioeconomic support and librarian competency provide the necessary environment, it is the fundamental 'accessibility' of the system itself that serves as the final, decisive predictor of whether a student will develop a consistent reading habit.

3.4 *The Nexus of Availability, Accessibility, and Promotion*

The literature consistently distinguishes between the availability of library resources and their actual accessibility, a distinction that is fundamental to understanding student reading habits. Availability refers to the physical or digital presence of materials—such as journals, monographs, and e-books—within a library's collection. However, as Popoola (2011) cautions, availability does not inherently guarantee usage. Accessibility, conversely, refers to the ease with which a user can identify, locate, and retrieve those materials. Olowu (2004) categorizes barriers to accessibility into "natural" and "artificial" obstacles, ranging from inadequate physical infrastructure to restrictive institutional policies and technological limitations. These barriers create a "usability gap" where resources exist but remain

dormant. In the Malaysian context, Mohamad (2024) observes that these systemic issues often begin at the secondary school level, suggesting that students may enter higher education with a pre-existing lack of engagement due to historically poor resource access.

Even when the barriers to accessibility are minimized, resources may still suffer from underutilization if students are unaware of their existence. This highlights the critical role of promotion and awareness. Acharya (2023) argues that modern library marketing must transcend traditional "shelf-and-sign" methods, advocating instead for a multi-channel approach involving digital campaigns, social media engagement, and community outreach.

Supporting this, Yi (2016) identifies a diverse toolkit for enhancing resource visibility, including:

i. Digital Methods: Electronic newsletters and online advertising.
ii. Physical Presence: Print media and library-branded merchandise.
iii. Outreach: Direct engagement to foster a "library culture."

At UiTM Machang, current evidence suggests a disconnect in this area; limited promotional efforts have resulted in low visibility for available resources. Consequently, the literature suggests that accessibility and availability are necessary but insufficient on their own; without proactive promotion, even the most robust academic collections remain underutilized assets

4. Methodology

4.1 *Research Approach*

This study adopts a quantitative research approach complemented by qualitative insights. Quantitative methods were prioritized to allow for statistical testing of hypotheses regarding the relationship between availability, accessibility, promotion, and reading habits. At the same time, qualitative thematic analysis of open-ended responses provided depth, capturing students' lived experiences and perceptions of library use. This mixed-methods design ensured both breadth and depth, aligning with the study's objective of identifying accessibility as the primary predictor of reading habits

4.2 *Research Design*

The research design was structured around a survey-based methodology, using a structured questionnaire as the primary instrument. The questionnaire was divided into two parts:

i. Closed-ended questions measured variables such as availability, accessibility, promotion, and reading habits using Likert scales.
ii. Open-ended questions invited students to elaborate on barriers, preferences, and suggestions for improvement.

This design allowed for both statistical analysis and thematic exploration. The operational definitions of variables were carefully constructed to distinguish between availability (presence of resources) and accessibility (ease of use), ensuring conceptual clarity.

The questionnaire was developed based on prior literature and validated instruments. Items measuring availability focused on whether students perceived sufficient resources in terms of quantity, diversity, and relevance. Accessibility items assessed ease of access, including digital infrastructure, operational hours, and user-friendliness of library systems. Promotion items examined awareness campaigns, social media engagement, and faculty encouragement. Reading habits were measured in terms of frequency, consistency, and purpose (academic vs. leisure). Reliability testing confirmed internal consistency, with Cronbach's alpha values exceeding 0.70 across all constructs. Normality tests further validated the suitability of the data for regression analysis

4.3 *Population, Sampling and Data Collection*

The target population for this study comprised all active diploma and degree students enrolled at Universiti Teknologi MARA (UiTM) Kelantan Branch, Machang Campus, totaling approximately 7,087 students. This specific campus was selected via purposive sampling due to its strategic relevance; it had recently recorded lower performance in "KPI 3: Referred Reading Materials," providing a critical case for examining how accessibility affects reading habits.

To ensure the findings were statistically significant, the sample size was determined using Raosoft software. Based on the total population, a margin of error of 5%, and a 95% confidence level, a minimum sample of 365 was required. A total of 408 valid responses were collected, exceeding the minimum requirement to account for potential data outliers.

Participant recruitment followed a multi-channel approach to ensure broad representation across the seven faculties on campus. Recruitment was conducted over a [Insert Duration, e.g., four-week] period. Digitally, a recruitment invitation containing a Google Forms link was blasted through official university student email lists and faculty-specific WhatsApp groups. Physically, the researchers utilized a "person-on-the-street" intercept method, approaching students in high-traffic areas such as the Tengku Anis Library, student lounges, and cafeteria zones. Before participating, all students were briefed on the study's objective, and informed consent was obtained, ensuring that participation was entirely voluntary and responses remained anonymous. This dual-mode collection strategy (physical and digital) was specifically designed to minimize "non-response bias" and ensure that students with varying levels of campus engagement were represented.

4.4 *Data Analyst Strategy*

Quantitative data were analyzed using correlation and regression analysis. Correlation analysis identified relationships between variables, while regression analysis tested the strength and significance of predictors. Accessibility, availability, and promotion were treated as independent variables, with reading habits as the dependent variable. Regression results confirmed that accessibility ($B = 0.199$, $p < 0.01$) was the strongest predictor, followed by promotion ($B = 0.084$, $p < 0.01$). Availability exerted only a moderate effect, with 54.9% of respondents noting issues such as technical barriers or limited collections. Meanwhile, qualitative data from open-ended responses were analyzed using thematic coding.

5. Findings

The analysis of data collected from 408 students at Universiti Teknologi MARA (UiTM) Machang, Kelantan Malaysia provides compelling evidence regarding the factors influencing reading habits. The study employed both quantitative and qualitative methods, allowing for a comprehensive understanding of the dynamics at play. Quantitative results were derived from correlation and regression analyses, while qualitative insights emerged from thematic coding of open-ended responses. Together, these findings highlight accessibility as the strongest predictor of reading habits, with promotion playing a complementary role and availability exerting a moderate influence.

The demographic profile of respondents revealed a balanced distribution across gender, age, and academic programs. Most students were in their early 20s, consistent with the typical university demographic. Gender analysis showed that female students often reported more positive attitudes toward reading compared to male counterparts, echoing findings from Nashath (2021). This demographic context is important, as it situates the findings within the broader patterns of reading behaviours observed in Malaysian universities.

5.1 *Levels of Reading Habits*

Survey responses indicated varying levels of reading engagement among students. While many students reported reading regularly for academic purposes, leisure reading was less common. This imbalance reflects the utilitarian orientation of reading habits in university contexts, where students prioritize academic success over personal enrichment. However, the frequency and consistency of reading were significantly influenced by accessibility, suggesting that ease of access plays a decisive role in shaping both academic and leisure reading practices.

i. Correlation Analysis

Correlation analysis revealed positive relationships between availability, accessibility, promotion, and reading habits. Accessibility showed the strongest correlation, indicating that students who perceived resources as easily accessible were more likely to engage in regular reading. Promotion also correlated positively, suggesting that awareness campaigns and faculty encouragement enhanced engagement. Availability, while correlated, exhibited weaker relationships, underscoring its secondary role compared to accessibility.

ii. Regression Analysis

Regression analysis provided more precise insights into the relative influence of each factor. The results confirmed that accessibility ($B = 0.199$, $p < 0.01$) was the strongest predictor of reading habits. Promotion also exerted a significant positive impact ($B = 0.084$, $p < 0.01$), while availability showed only a moderate effect. These findings align with the hypothesis that accessibility is the primary determinant of reading behavior, with promotion serving as a complementary factor and availability playing a supportive role

5.2 *Accessibility as the Dominant Factor*

Accessibility emerged as the dominant factor influencing reading habits. Students consistently reported that ease of access—whether through digital platforms, operational hours, or user-friendly systems—was crucial to their engagement. Barriers such as slow digital infrastructure, login difficulties, and limited online platforms discouraged usage, even when resources were technically available. These findings confirm the argument advanced by Popoola (2011) and Olowu (2004) that availability does not guarantee accessibility. In the UiTM Machang context, accessibility issues were the primary obstacle to cultivating strong reading habits.

5.3 *Promotion as a Complementary Factor*

Promotion also played a significant role in shaping reading habits. Students highlighted the importance of awareness campaigns, social media engagement, and faculty encouragement in motivating them to use library resources. For instance, 61.3% of respondents agreed that promotional efforts improved their library usage. These findings align with Acharya's (2023) argument that library marketing must extend beyond traditional methods to include digital campaigns and community outreach. However, promotion was effective only when resources were accessible; without accessibility, promotional efforts had limited impact.

5.4 *Availability as a Supporting Factor*

Availability exerted only a moderate influence on reading habits. While 54.9% of respondents noted issues such as limited collections or outdated materials, availability alone did not determine engagement. Students emphasized that resources must not only exist but also be accessible and relevant to their academic and personal interests. This finding underscores the distinction between availability and accessibility, confirming that availability is necessary but not sufficient for cultivating reading habits.

5.5 *Qualitative Insights: Perceived Barriers to Resource Engagement*

While quantitative data provide a baseline for library usage, qualitative analysis of open-ended responses offers a nuanced understanding of the student experience. Four primary themes emerged from the data, illustrating the friction between library provision and student consumption.

i. Infrastructure and Digital Friction

A significant portion of students identified digital infrastructure as a primary deterrent. Even when resources are technically "available," the "accessibility" is often compromised by systemic friction, such as slow platform response times, complex login protocols, and unreliable remote access. These findings suggest that technical hurdles do not merely delay access; they actively discourage engagement, leading students to abandon library systems in favor of more seamless alternatives.

ii. The Awareness-Usage Gap

Echoing the theoretical importance of promotion, students frequently reported a limited awareness of the library's full offerings. This theme indicates that the "visibility" of a resource is just as critical as its existence. Without targeted promotional strategies, many students remain unaware of the specialized databases or e-book collections at their disposal, reinforcing the notion that promotion is the essential link between a library's inventory and its active user base.

iii. Information-Seeking Behavior and Competition

A recurring theme was the preference for alternative sources, such as commercial search engines and social media platforms. Students cited "convenience" and "familiarity" as the driving factors for this behavior. This shift reflects a broader trend in information-seeking behavior where the path of least resistance—immediate, albeit less academic, results—often triumphs over the more rigorous but cumbersome library search process. This highlights a competitive landscape where the library must contend with the high usability standards of global tech platforms.

Finally, the data revealed a desire for diverse and updated collections. Beyond traditional academic journals, students expressed a need for contemporary leisure reading and multi-disciplinary materials. This suggests that while accessibility is the primary gatekeeper, the "quality of availability" ensures the collection stays current and culturally relevant and remains a vital secondary factor in sustaining long-term student interest.

The findings confirm that accessibility is the primary determinant of reading habits among UiTM Machang students. While availability and promotion are important, they are ultimately secondary to the fundamental question of whether students can easily and effectively access the resources they need. Accessibility barriers discourage engagement, even when resources are available and promotional efforts are in place. Conversely, when resources are accessible, students are more likely to engage in regular reading, both for academic and personal purposes

6. Discussion

The findings of this study underscore the primacy of accessibility in shaping reading habits among university students. While availability and promotion are important, they are ultimately secondary to the fundamental question of whether students can easily and effectively access the resources they need. Accessibility barriers such as inadequate digital infrastructure, restrictive policies, and limited operational hours discourage engagement, even when resources are technically available and promotional efforts are in place.

This conclusion aligns with international scholarship. Popoola (2011) and Olowu (2004) both caution that availability does not equate to accessibility, noting that resources may exist but remain underutilized due to barriers in access. In the Malaysian context, Mohamad (2024) highlights systemic issues in resource provision, suggesting that accessibility challenges extend beyond universities into

secondary education. The UiTM Machang case study confirms these concerns, demonstrating that accessibility is the decisive factor in cultivating reading habits.

Promotion, while significant, functions primarily as a complementary factor. Awareness campaigns, social media engagement, and faculty encouragement can motivate students to use library resources, but their effectiveness depends on accessibility. Without accessible resources, promotional efforts have limited impact. Availability, meanwhile, plays a supportive role, ensuring that resources exist in sufficient quantity and diversity. However, availability alone does not determine engagement; resources must also be accessible and relevant.

The implications for library management are clear. To cultivate stronger reading habits, universities must prioritize removing barriers to access. This includes improving digital infrastructure, extending library hours, streamlining user interfaces, and adopting inclusive policies. Promotion should be enhanced to raise awareness, but its effectiveness depends on accessibility. Availability should be expanded and diversified, but it must be accompanied by measures to ensure accessibility.

7. Conclusion

This study confirms that accessibility is the primary and only statistically significant predictor of reading habits among undergraduates at UiTM Kelantan, Machang Campus ($\beta=0.199$, $p=0.008$). While factors such as resource availability and promotion show positive correlations, they are secondary to the fundamental ease with which a student can navigate physical and digital library environments. The findings indicate that even when a library is well-stocked (availability) and well-publicized (promotion), technical and physical friction—such as complex digital interfaces or poor navigation—acts as a decisive deterrent to reading engagement.

Theoretically, this research contributes to the discourse on the "Reading Gap" by shifting the focus from a resource-centric model to a user-access model. It challenges the traditional assumption that merely increasing the volume of library collections will naturally result in higher reading rates. Instead, it posits that the "Reading Gap" is primarily a "Friction Gap"; by minimizing the effort required to locate and retrieve materials, institutions can more effectively bridge the divide between students and academic resources.

Nonetheles, practically, this study provides a roadmap for library management to optimize student engagement. The qualitative findings suggest that immediate attention must be given to the PERMATA digital platform to ensure a seamless user interface (UI) and user experience (UX). Physically, the Tengku Anis Library should prioritize intuitive wayfinding and streamlined borrowing procedures.By adopting an "Accessibility-First" strategy, universities can move beyond symbolic resource provision and foster a genuine, robust reading culture. Such efforts are critical not only for institutional excellence but also for the success of national initiatives like the National Reading Decade (DMK), ultimately supporting Malaysia’s vision of becoming a "Reading Nation" by 2030.

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