Reading Habits of Higher Secondary School Students: A Study

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Abstract: This study sought to assess the use of library service and reading habits of higher secondary school students. The study was conducted in ten Higher Secondary Schools under the Corporate Educational Agency, Archdiocese of Thalassery. Findings showed that the number of regular library users is less than one third of the sample population. That means the school library is not well used by the students. Only less than 5% students spend at least two hours per week in the library. Students prefer to read mainly novels, stories, comics, etc. and books related to sports, games, cinema, etc. Biographies or autobiographies, poems, spiritual or inspirational books, etc. are not preferred by many for reading. It means that students read mainly for pleasure. More than 75% of the respondents do not use the reference books for any purpose. The reference section of the libraries remains less used in all the schools.

Keywords: Library services, Reading habit, Reference service, Higher Secondary School, Teenagers

1.INTRODUCTION

Reading occupies a pivotal role in the life of a man. Reading opens the doors of the treasures of knowledge. It is an important means of introducing the child to the world that surrounds him. It is the very foundation on which the edifice of the child is to be built. Reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. Reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development. Reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving. Reading is an essential tool for knowledge transfer and the habit of reading is an academic activity that increases skills in reading strategies. To know about the world and its environment, a child helps himself through reading books, newspapers and other magazines. Once the child has been taught to read and has developed the love for books, he can explore for himself the wealth of human experiences and knowledge through reading. Children, who miss the opportunity of getting in touch with books in their early stages of life, find it hard to acquire good reading habits in their later years[i]

Education under these circumstances depends largely on language competency. Libraries have an important role in all stages of education, especially in Secondary and Higher Secondary education. Secondary and Senior Secondary education, in the words of Ahmad, is the "basic foundation on which the edifice of higher education is built." [ii]   "The school library provides information, inculcates ideas and develops knowledge that is so essential to functioning successfully in today's information and knowledge based society."[iii] Developing in students life long learning skills is one of the important objectives of schools libraries. They also help to develop in students the skill of creative thinking and imagination. All these will ultimately enable the students to be more creative and more productive and to live an ideal and responsible life. In other words, school libraries help in the overall formation of an individual.

The present study is an attempt to know the use of libraries and reading habits of students in the Higher Secondary Schools under the Corporate Educational Agency, Archdiocese of Thalassery. The population taken for this study is the Plus Two students of the ten Higher Secondary Schools under the Corporate Educational Agency, Archdiocese of Thalassery. The total number of Plus Two students in these schools is 1915. Since the size of the population of students is very large, a sample of 750 students (39.16%) is taken for this study. Proportionate number of students from each school and each subject were randomly selected for this study.

2.OBJECTIVES OF THE STUDY

1. To examine the basic facilities, collection and organisation of documents and the services provided by the libraries.
2. To know the use and purpose of use of the library by students.

3. To measure the reading habits of the students and to find out their fields of interests in reading.

3.METHODOLOGY

The methods used for data collection are mainly literature review, questionnaires, observation and checking the office and library records. Questionnaires with different questions were prepared for collecting data. The questionnaire for the students includes questions related to the personal details of the students, their library using habit, frequency of visit, time spent in the library, purpose of visit, reasons for not visiting the library, reading preferences, awareness regarding reference books etc.

4.SCOPE AND LIMITATIONS

This study is aimed at knowing the use of Higher Secondary School libraries by students only. Since the number of students is very large and the time for the study is very limited, only a sample of the total students' population is considered here. Altogether there are 14 Higher Secondary schools under the Corporate Educational Agency, Archdiocese of Thalassery. But four among them, which have just been started in this academic year and have only Plus One batches, are excluded from this study.

5.REVIEW OF LITERATURE

Shenton, Andrew Kenneth[iv] conducted a study in a high school in Northern England in order to explore the purpose of school libraries. The investigator collected the ideas of the young students themselves. Quantitative data were collected using questionnaire. The data contributed by the students reveal that the students understand library only as an area where books are made available for pleasure reading or academic purpose. None of the respondents are aware of the work of the librarians or the value of libraries in enabling the users to find information they need. The study points to the fact that most of the students are not aware of the potential of a school library. The investigator suggests that this is to be rectified by managers by developing the school library facilities in such a way that it serves to demonstrate effectively to students the role that the school library can play in diversity of situations. This study was based on a quantitative data contributed by 245 students. The data was coded indicatively and frequency counts were generated in order to determine the balance of data in relation to individual themes.

Walia, Paramjeet K., and Nitu Sinha[v] made an attempt to answer the questions like what, why and how do the teenagers in Delhi read. For the study a survey among 223 school-going teenagers was done using semi-structured questionnaire. The findings of the study reveal a decline in sports and outdoor recreational activities during leisure. Only 20.6% teenagers preferred reading during leisure. Majority of the students prefer fictions for reading. Non fictions also are preferred by a considerable number of students. The study reveals that the reading preferences of the children are affected by their age, gender and the type of schools they attend. A significant inverse relationship of television watching and movie-going was observed with reading time. The authors point out that by knowing the current reading trends, leisure time habits and exposure to different means of information technology, the choice of medium for knowledge dispersal could be done.

Bernard, Ronald, and Frankwell Dulle[vi] studied the access and use of the library information resources by students of secondary schools in Morogoro Municipality. The study was conducted in five advanced level schools. Data were collected from 150 respondents. The study followed a case study research design and used combination of methods such as documentary review, questionnaires, interviews and personal observation to collect both quantitative and qualitative data. The findings reveal that the most frequently used library information sources by secondary school students are only books and novels. The students face many constraints in using school library including lack of current and up-to-date reading materials, restricted reading hours, lack of sitting facilities, lack of assistance of professional librarian etc. The study emphasizes the need of current and adequate school library information resources, provision of accommodation facilities, provision of professional school librarians, etc. for the effective use of school libraries.

Kantaria, Nileshkumar M.[vii] undertook a study in order to examine the reading interest of teacher trainees of B. Ed Colleges in Surendanagar City. This study emphasizes the importance of reading in knowledge acquisition and knowledge management. It highlights reading as a vital behavioural factor in a knowledge-based society and an emerging knowledge economy. The responses collected from 131 persons proved that only one variable, i.e., the educational achievement of teacher trainees had any effect on their reading interest. It is recommended that institutions such as colleges and faculties of colleges should motivate Teacher trainees to read widely. Some kind of incentives can be given to encourage reading beyond their subjects.

Feng, Chiung Ai, and Ming-Hsin Chiu[viii] made an investigation among the elementary school students who participated in "the Newspaper in Education in Taipei Elementary School Education Project" in 2008. The result showed that elementary school students do not

differ in gender and grade in their opinion of newspaper in education, but they differ in self-assessing the learning outcomes. The study suggested that adequate teaching strategy for newspaper in education should be gender and grade specific. It should promote also promote teacher-student collaborative teaching and learning to help students construct knowledge management capabilities in order to achieve the objectives of news paper in education.

Rajput, P.S.[ix] discussed the reading skills prospects and challenges of the students. A study was conducted among students of Government Arts and Commerce College, Indore, M.P., India. Questionnaire method was used to collect responses from the students. 350 students were randomly selected out of which 300 gave proper response. Majority of the respondents spend 2 – 4 hours daily for reading. Many of the students have got guidance to promote reading skills. The problems faced by the students in reading are mainly the lack of latest information, insufficiency of time due to busy schedule of classes, etc. The important recommendations given by the investigator are the need of collection development in libraries, utilization of library tools, updating of the collection, providing library service on holidays including Sundays, availability of Information and Communication Technology, etc.

6.ANALYSIS AND FINDINGS
6.1.POPULATION AND SAMPLE TAKEN FOR THE STUDY

Data were collected, using questionnaire, from students in the ten Higher Secondary Schools under study. Altogether there are 1915 students in these schools. Since the total population of the students is too large to manage, a sample of 750 students (i.e., 39.16%) were selected for the study. The sample was carefully selected giving proportional representation to each school and equal representation to boys and girls. Equal representation is given to students studying Science, Humanities and Commerce subjects. Students from different groups were randomly selected. The total population and the sample selected are given in Table 1.

Table 1 Total Population and Sample Taken

Category	Total Population	Sample Taken
Students	1915	750 (39.16%)

6.2.NUMBER OF RESPONSES

The questionnaires distributed among the students and the responses received are given in Table 2.

Table 2 Number of Responses

Sl. No	Category	Questionnaires Distributed	Questionnaires Returned	Questionnaires Discarded	Questionnaires accepted
1	Students	750	718 (95.73%)	29 (3.87%)	689 (91.87%)

Table 2 shows that out of 750 questionnaires distributed among the students 718 were returned. Out of these filled questionnaires 29 were discarded due to the serious mistakes they contained such as marking both options for "Yes" or "No" questions, writing unnecessary comments which show that they have not taken this questionnaire seriously, etc. The questionnaires finally considered are 689 and it is 35.98% of the total population and 91.87% of the sample selected.

6.3. USE OF THE LIBRARY

Table 3 Use of the Library

Sl. No	Answer	Number of Respondents
1	Yes	689 (100%)
2	No	0

To the question "Do you visit the school library?" all the students responded affirmatively. There is no student who has never visited the school library.

6.3.1 Frequency of Visit

Table 3.1 Frequency of Visit

Sl. No	Frequency of Visit	Number of Respondents
1	Daily	42(6.10%)
2	2 - 3 times a week	64(9.29%)
3	Once in a week	114(16.55%)
4	Once in two weeks	278(40.35%)
5	As and when required	92(13.35%)
6	Rarely	99(14.37%)
Total	**689(100%)**	

According to Table 3.1, those visiting the library once in two weeks form the biggest group (278, i.e., 40.35% of the sample population). 114 of the respondents (16.55%) say that they visit the library once in a week. Those visiting the library rarely (i.e., 99, which is 14.37% of the sample) come in the third place. 92 among the respondents (13.35%) visit the library as and when required. Those visiting the library two or three times a week and the daily visitors (64, i.e., 9.29% and 42, i.e., 6.10%) are very few in number.
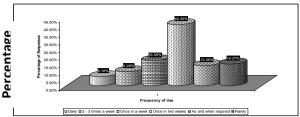
Figure 1 Cylinder Diagram Indicating the Frequency of Visiting the Library by Students

6.3.2 Time Spent by Students in the Library per Week

As it is clear from Table 3.1 only 220 (31.93%) of the students use the library at least once in a week. Only they are considered as regular users of the school library in this study. Table 5.3.2 shows the average time they spend in the library every week. Here those who visit library less than once in a week are not considered, because it is clear that they do not spend at least one hour in the library every week.

Table 3.2 Time Spent by Students in the Library per Week

Sl. No	Time Spent in the Library	Number of Respondents
1	Less than 1 hour	12(1.74%)
2	1 - 2 Hours	176(25.54%)
3	2 - 5 Hours	19(2.76%)
4	More than 5 Hours	13(1.89%)
	Total	**220 (31.93%)**

Majority of the respondents (i.e., 176, which is 25.54% of the total sample) spend 1 to 2 hours per week in the library. 19 among them (i.e., 2.76%) spend two to five hours in the library every week. The number of those spending more than five hours in the library is 13 (1.89%). 12 (1.74%) among the regular users spend less than one hour in the library.
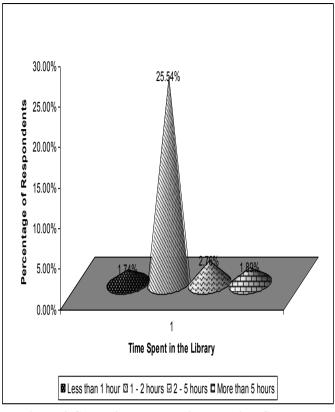

Figure 2 Cone Diagram showing the Time Spent by Students in the Library per Week

3.3 Purpose of Visiting the Library

The responses to the question regarding the purpose of visiting the library are given in Table 3.3.

Table 3.3 Purpose of Visiting the Library

Sl.no.	Purpose	Order of Preference						Total
		1	2	3	4	5	6	
1	To spend time of free periods	0	0	217 (31.49%)	151 (21.92%)	277 (40.20%)	44 (6.39%)	**689**
2	To read newspapers and magazines	232 (33.67%)	431 (62.55%)	26 (3.77%)	0	0	0	**689**
3	To borrow books from the library	457 (66.33%)	216 (31.35%)	16 (2.32%)	0	0	0	**689**
4	To do home	0	24	337	263	65	0	**689**

	works, assignments, etc.		(3.48%)	(48.91%)	(38.17%)	(9.43%)		
5	To consult reference books	0	0	42 (6.10%)	187 (27.14%)	162 (23.51%)	298 (43.25%)	**689**
6	To prepare for competitive examinations, quiz, etc.	0	18 (2.61%)	51 (7.40%)	88 (12.77%)	185 (26.85%)	347 (50.36%)	**689**
	Total	**689**	**689**	**689**	**689**	**689**	**689**	

First Preference

As shown in Table 3.3, out of 689 respondents 457 (66.33%) visit library primarily for borrowing books whereas 232 (33.67%) for reading news papers and magazines.

Second Preference

431 (i.e., 62.55%) respondents say that their second preference in visiting the library is reading newspapers and magazines. For 216 respondents (31.35%) the second reason is borrowing books from the library. Doing home works, assignments, etc. and preparing for competitive examinations, quiz, etc. are given as the second preference by 24 (3.48%) and 18 (2.61%) respectively.

Third Preference

337 respondents (48.91%) give third preference to doing home works, assignments, etc. and 217 respondents (31.49%) show spending time of free period as third preference in visiting the library. Preparing for competitive examinations (by 51 students, i.e., 7.40%), consulting reference books (by 42 respondents, which is 6.10%), reading newspapers and magazines (by 26 respondents, which equals 3.77%), and borrowing books from the library (by 16 respondents, which is only 2.32%) also are given third preference by the respondents.

Fourth Preference

Fourth preference in the use of library is given to doing home works, assignments, etc. by 263 respondents (38.17%), to consult reference works by 187 respondents (27.14%), to spend time of free periods by 151 respondents (21.92%) and to prepare for competitive examinations, quiz, etc. by 88 respondents (12.77%).

Fifth Preference

Among the respondents 277 (40.20%) give fifth preference in visiting library to spend time of free periods, 185 (26.85%) to prepare for competitive examinations, quiz, etc., 162 (23.51%) to consult reference books and 65 (9.43%) to do home works, assignments etc.

Sixth Preference

More than a half of the respondents, i.e., 347 (50.36%) give fifth preference to prepare for competitive examinations, quiz, etc. A considerable number of respondents, i.e., 298 (43.25%) have their sixth preference to consulting reference books, and a small number of respondents, i.e., 44 (6.39%) give sixth preference to spending time of free periods.
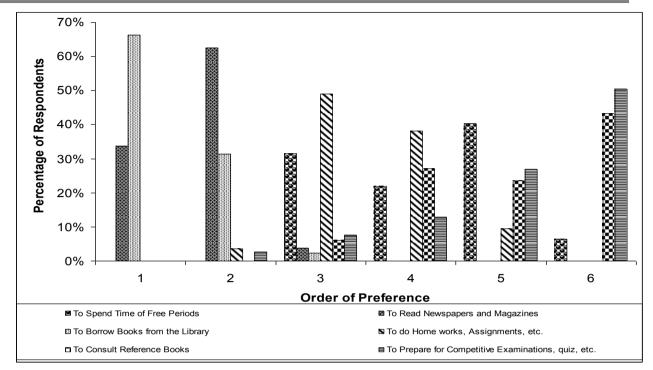
Figure 3 Column Diagram Showing the Purpose of Visiting the Library

4 READING HABITS

Information regarding the number and type of books borrowed by students per month are given in Table 4.1. Both subject related books and the other books borrowed are analyzed separately.

Table 4.1 Number of Books Borrowed from the Library per Month

Sl. No	Type of Book	Number of Books Borrowed				Total
		1 or less	2	3 – 5	Above 5	
1	Subject Related books	566 (82.15%)	90 (13.06%)	26 (3.77%)	7 (1.02%)	**689 (100%)**
2	Other Books	477 (69.23%)	198 (28.74%)	14 (2.03%)	0	**689 (100%)**

Majority of the respondents (i.e., 566, which is 82.15% of the sample population) borrow one book or less than one book a month which is related to their subjects of study. The option "less" is included because there are many students who borrow books once in two months or rarely. Even those who visit the library every week do so just for reading newspapers or for consulting reference books as it clear from Table 3.1 and Table 3.3. 90 13.06%) among the respondents borrow two subject books every month. 3 – 5 subject related books are borrowed by 26 (3.77%) and more than five books are borrowed per month by only 7 (1.02%) respondents.

The number of books other than the subject books borrowed per month from the school library is as follows: one or less than one book by 477 (69.23%), two books by 198 (28.74%) and three to five books by 14 (2.03%) respondents. There is nobody who borrows more than five books of this type a month.
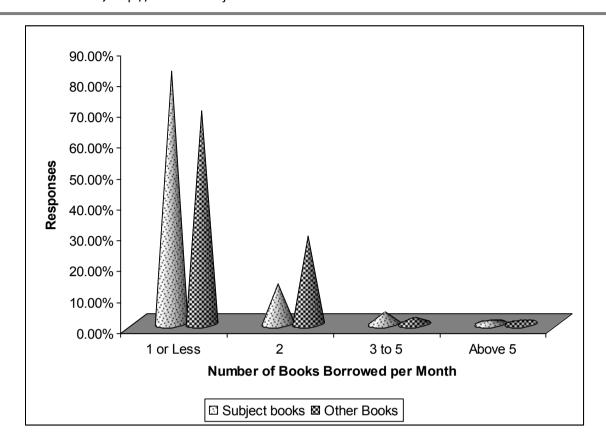
Figure 4 Cone Diagram Indicating Number of Books Borrowed from the Library per Month

4.2 Language Preference

The responses to the question regarding the language preference in reading are given in Table 4.2.

Table 4.2 Language Preference in Reading

Sl. No	Language	Number of Respondents
1	Malayalam	651(94.48%)
2	English	38(5.52%)
	Total	**689(100%)**

A great majority of the respondents (i.e., 651, which is 94.48%) prefer books in Malayalam. Only 38 (5.52%) prefer English books. No other languages are preferred by any of the respondents.

4.3 Time Spent for Reading

Respondents were asked how many hours they spent to read books other than text books a week. The responses to this question are presented in Table 4.3.

Table 4.3 Times Spent for Reading Books other than Text Books per Week

Sl. No	Time Spent for Reading	Number of Respondents
1	Less than 1 hour	86 (12.48%)
2	1 – 2 hours	392 (56.89%)
3	3 – 5 hours	181 (26.27%)
4	5 – 10 hours	24 (3.48%)
5	More than 10 hours	6 (0.87%)
	Total	**689 (100%)**

As shown in Table 4.3 majority of the respondents (392, i.e., 56.89%) spend only 1 – 2 hours per week for reading books other than their text books. While 181 (26.27%) spend three to five hours per week for reading, 86 (12.48%) do not spend even one hour per week for extra reading. 24 (3.48%) respondents spend almost 5 – 10 hours every week for reading. Only a very small group of 6 respondents (0.87%) spend more than ten hours for reading.
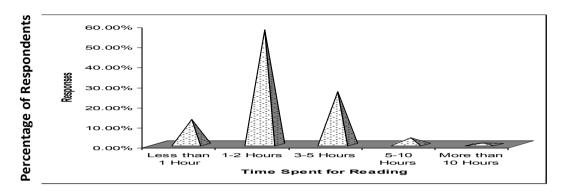

Figure 5 Pyramid Diagram Showing the Time Spent for Reading per Week

4.4 Reading Preference

Respondents were asked the type of books they mostly borrow from the library, in order to know the type of books they prefer to read. The results to this question are summarized in Table 4.4.

Table 4.4 Reading Preferences of Students

Sl. No	Type of Books	Order of Preference							Total
		1	2	3	4	5	6	7	
1	Novels, stories, comics, etc.	442 (64.15%)	192 (27.87%)	43 (6.24%)	12 (1.74%)	0	0	0	689 (100%)
2	Books related to sports, games, cinema, etc.	137 (19.88%)	217 (31.49%)	274 (39.77%)	61 (8.85%)	0	0	0	689 (100%)
3	Text books and subject related books	51 (7.40%)	161 (23.37%)	219 (31.79%)	243 (35.27%)	12 (1.74%)	3 (0.44%)	0	689 (100%)
4	Books providing General Knowledge	12 (1.74%)	36 (5.22%)	19 (2.76%)	141 (20.46%)	223 (32.37%)	154 (22.35%)	104 (15.09%)	689 (100%)
5	Spiritual or inspirational books	0	18 (2.61%)	48 (6.97%)	29 (4.21%)	93 (13.50%)	378 (54.86%)	123 (17.85%)	689 (100%)
6	Poems	47 (6.82%)	65 (9.43%)	59 (8.56%)	119 (17.27%)	163 (23.66%)	129 (18.72%)	107 (15.53%)	689 (100%)
7	Biographies and autobiographies	0	0	27 (3.92%)	84 (12.19%)	198 (28.74%)	25 (3.63%)	355 (51.52%)	689 (100%)

First Preference

Majority of the respondents (442, i.e., 64.15%) give first preference in reading to novels, stories, comics, etc. The second group is of those preferring books related to sports, games, cinema, etc. This group consists of 137 (19.88%) of the respondents. Text books and subject related books are preferred by 51 (7.40%) respondents. The other books which are given first preference are poems (by 47, i.e., 6.82%) and books providing general knowledge (by 12, i.e., 1.74%).

Second Preference

Books related to sports, games, cinema, etc. are given second preference by 217 (31.49%) respondents. Novels, stories, comics, etc. are preferred by 192 (27.87%) and text books by 161 (23.37%) respondents. Books providing general knowledge, poems and spiritual or inspirational books come in the second preference of 36 (5.22%), 65 (9.43%) and 18 (2.61%) respondents respectively.

Third Preference

The order of third preference in reading as given in Table 5.8 is as follows: books related to sports, games, cinema, etc. by 274 (39.77%), text books or subject related books by 219 (31.79%), poems by 59 (8.56%), spiritual or inspirational books by 48 (6.97%), novels, stories, comics, etc. by 43 (6.24%), biographies and autobiographies by 27 (3.92%) and books providing general knowledge by 19 (2.76%) respondents.

Fourth Preference

Text books and subject related books come in the fourth preference of 243 (35.27%) respondents. 141 (20.46%) give fourth preference to books providing general knowledge. Poems get preference from 119 (17.27%) respondents in the fourth place. The next in the fourth preference is biographies and autobiographies which are preferred by 84 (12.19%) respondents. Books related to sports and games, spiritual or inspirational books and novels, stories comics etc. are given fourth preference by 61 (8.85%), 29 (4.21%) and 12 (1.74%) respondents respectively.

Fifth Preference

In the order of fifth preference, those preferring books providing general knowledge (223, i.e., 32.37%) form the biggest group. Those respondents who prefer biographies and autobiographies (198, i.e., 28.74%) and poems (163, which is 23.66%) come in the second and third positions. While 93 (13.50%) give fifth preference to spiritual or inspirational books only 12 (1.74%) give fifth preference to text books and subject related books.

Sixth Preference

More than half of the respondents (378, i.e., 54.86%) give sixth preference to spiritual or inspirational books. Books providing general knowledge come in the sixth preference of 154 (22.35%) respondents. Biographies or autobiographies and textbooks and subject related books are preferred by small groups of respondents consisting of 25 (3.63%) and 3 (0.44%) respectively.

Seventh Preference

Seventh or the last preference is given to biographies and autobiographies by a big group consisting of 355 (51.52%) respondents. While 123 (17.85%) respondents give their last preference to spiritual or inspirational books, 107 (15.53%) and 104 (15.09%) respondents indicate poems and books providing general knowledge respectively as their seventh preference
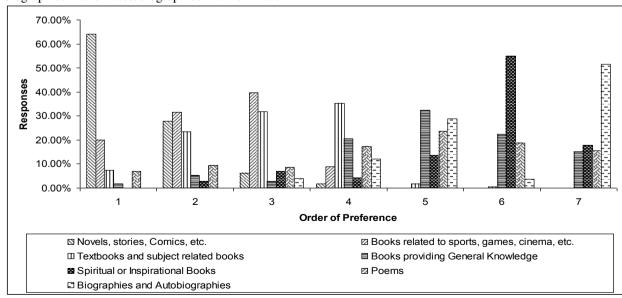
Figure 6 Column Diagram Showing the Reading Preferences of Students
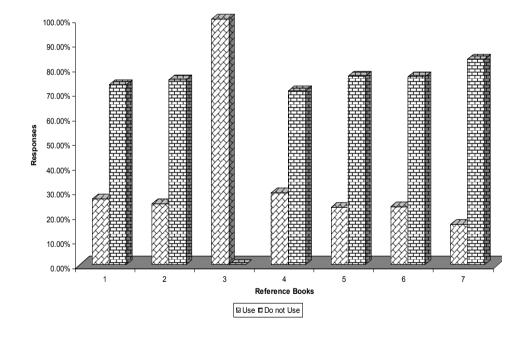
4.5 Use of Reference Books

Table 4.5 shows the use of reference books by students in the school library

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Table 4.5 Use Reference Books

Sl. No	Reference Books	Number of Respondents		Total
		Use	Do not Use	
1	General Encyclopedia	184(26.71%)	505(73.29%)	**689(100%)**
2	Subject Encyclopedia	171(24.82%)	518(75.18%)	**689(100%)**
3	Language Dictionaries	689(100%)	0	**689(100%)**
4	Subject Dictionaries	201(29.17%)	488(70.83%)	**689(100%)**
5	Atlases	161(23.37%)	528(76.63%)	**689(100%)**
6	Yearbooks/Almanacs	163(23.66%)	526(76.34%)	**689(100%)**
7	Gazetteers/ Geographical Dictionaries	113 (16.40%)	576 (83.60%)	**689 (100%)**

According to Table 4.5 most of the respondents do not use any of the reference books except language dictionaries. All the respondents make use of the language dictionaries. But 576 (83.60%), 528 (76.63%), 526 (76.34%), 518 (75.18%), 505 (73.29%) and 488 (70.83%) respondents do not use Gazetteers or Geographical Dictionaries, Atlases, Yearbooks or Almanacs, Subject Encyclopedias, General Encyclopedias and Subject Dictionaries respectively.

1. General Encyclopedia
2. Subject Encyclopedia
3. Language Dictionaries
4. Subject Dictionaries
5. Atlases
6. Yearbooks / Almanacs
7. Gazetteers / Geographical Dictionaries

FINDINGS

Use of the Library

1. All the respondents use the school library. But the number of regular users is less than one third of the sample population.

That means the school library is not well used by the students. Even those who say that they are regular users of the library do not spend even two hours per week in the library. Only less than 5% students spend at least two hours per week in the library.

2. The students use the library mainly for borrowing books and for reading newspapers and magazines. No other facilities and services available in the library are not well used by the students.

Reading Habits

3. The reading habit of the students is not satisfactory. Majority of the respondents borrow one or less than one book per month from the school library. About 70% of the respondents do not spend even two hours per week for reading books other than text books.

4. About 95% of the students prefer Malayalam for reading.

5. Students prefer to read mainly novels, stories, comics, etc. and books related to sports, games, cinema, etc. Biographies or autobiographies, poems, spiritual or inspirational books, etc. are not preferred by many for reading. It means that students read mainly for pleasure.

6. More than 75% of the respondents do not use the reference books for any purpose. The reference section of the libraries remains less used in all the schools.

RECOMMENDATIONS AND CONCLUSION

Improving the reading habit of the students and turning them into lifelong learners is quite important for building a knowledge society. Reading is essential because it equips people with necessary knowledge and understanding, not only for building their own life but also for contributing positively in the socio-economic development of the nation. Based on the findings of this study, the following recommendations are made with a view to improving the reading habit of the higher secondary school students. Different extension activities such as book week celebration, formation of readers clubs, reading and writing workshops, book talks, quiz and other competitions, etc. can be easily conducted in the libraries in order to attract more students to the library. The help of different subject teachers can also be sought for these activities.

It is very important to think of improving the reading habits of the students. Different library extension activities will be of great help to this regard. Besides, the subject teachers must demand students to prepare reviews of suggested books. The attention of the parents also must be called to ensure that students develop good reading habit. Parents' orientation programme also can be conducted if needed to make them aware of the need of developing reading habits in students If the students do not find books to be attractive and interesting, they will not read books only to please their parents and teachers. Therefore, more and

more books and reading materials should be produced to arouse students' interest in reading. It should also be kept in mind that good contents alone are not enough to ensure the readability. Their design and presentation are also of prime importance to retain the interest of readers.

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