



International Journal of Social Sciences & Cultural Studies (IJSSCS)

VOLUME 2 ISSUE 2 (2026)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Reading Disinterest Among Secondary School Students in Bamako, Mali

Drissa KAN'TE^{1*}, Pr Wang Zhanjun¹, Atsu Noble Senyo¹

Article Information

Received: December 14, 2025

Accepted: February 28, 2026

Published: August 18, 2026

Keywords

Academic Achievement, Bamako Mali, Disinterest in Reading, Literacy Level, Secondary School Students

ABSTRACT

This study aims to explore students' lack of interest in reading in secondary schools in Bamako, Mali with a view to determining its causes, consequences and possible remedies. Involving 200 students, 100 teachers and four principals recruited from four schools in Bamako using a mixed-method approach, the research took data through standardized reading proficiency tests used to assess their reading abilities, students' focus group discussion, classroom observation, and semi-structured interviews. Some key findings show that a lack of interest in reading was caused by low access to books (35%), poor instructional methods (25%), socio-economic barriers (23%) and digital distractions (17%). This lack of interest has a major influence on educational attainment, where poor grades are the most typical outcome (25%), followed by higher drop-out rates (20%) and less motivation to participate (10%). As an aspect of personal battle, it results in low self-esteem (20%), poor motivation (15%) and lack of knowledge and skills (10%). The research suggests the need to develop school libraries, directed use of digital resources, incorporation of reading throughout all content in the curriculum, and stimulating community and parent participation in formation reading habits. These approaches have the potential to lift literacy levels and educational achievement, all serving Mali's long-term socio-economic advancement. Further studies need to investigate the cultural and socio-economical background in more detail, as well as to address reading preferences over time in order to make targeted interventions.

INTRODUCTION

Reading and Literacy in Mali: Literacy and reading culture play a significant role in the educational progress and socio-economic development of Mali, a multi-lingual country with rich cultural traditions. However, reading culture of students in secondary schools in Bamako is still low despite the efforts made to spread literacy especially on government and nongovernmental levels. A lack of access to reading materials, as well as a lack of encouragement for out-of-class reading and socio-economic problems, all contribute to this disinterest. Moreover, the oral culture and digital technology interest students more than reading books. Research findings suggest that, even though Mali is progressing in terms of improved literacy rates, the cultivation of a dynamic reading culture among the youth demands interventions specifically targeting both infrastructural and motivational barriers (Traoré, 2018; UNICEF Mali, 2020). Knowledge of these factors is important because it will help in developing interventions that cultivate a lifelong interest in reading that may transform the health and education outcomes of secondary school students in Bamako.

Reading is fundamental for academic achievement and personal development as it builds the critical thinking, vocabulary, and comprehension skills necessary for learning and intellectual growth, said Yvonne Sheldon. For high school students in Bamako, Mali, a lack of interest in reading can result in poor academic performance and restricts them from learning new ideas which will limit their opportunities as adults (Olajide, A.

et al., 2024). It is therefore important to promote reading habits of students for their lifelong learning and self-development so that they can become responsible and informed citizens (Baker & Wigfield, 2020; UNESCO, 2019). Given the lack of interest in reading among Malian youth, it is likely that any intervention to increase youth literacy would have a major positive impact on school performance and personal development.

Habits and Practice of Reading Among the Secondary Students in Bamako, Mali Habit and practice of reading among secondary students in Bamako is marked with a great disinterest for activities of this nature. Enthusiasm for books and other written texts is at a premium, given the many students who are more interested in electronic entertainment and social media (Traoré & Coulibaly, 2020). One explanation for this phenomenon is due to lack of exposure to a variety of reading materials, and the lack of encouragement from parents, teachers who may have misconceptions that reading is "less fun" (Diakité). Therefore, this non-interest is impeding students' educational achievement and encouraging the promotion of literacy intervention focusing on the creation of reading culture in our society (Sissoko, 2021).

Problem statement

Lack of interest for reading amongst the secondary students in Bamako (Mali) The poor habit of reading among the secondary school students in Bamako is growing evidence of a reality that exists elsewhere in many developing countries. Decrease in reading

¹ College of Education, Zhejiang Normal University, Jinhua, Zhejiang, China

* Corresponding author's e-mail: kantedrissa25@gmail.com

engagement is primarily due to reasons such as low access to variety of reading resources, lack of motivation, and the effect of digital entertainment that takes precedence over conventional practices (Amin *et al.*, 2020). This lack of regard diminishes educational performance and affects students' ability to think critically, read proficiently and succeed later in life. Since literacy is an essential part of educational achievement, the continued culture of non-reading has serious implications for socio-economic development in Mali, as it constrains students' prospects for self and career advancement (Traoré & Diarra, 2019). The consequences of this disengagement are not limited to academic and individual difficulties but expand to the broader educational context in Bamako. Reading indifferent students lack motivation to get involved in classroom discussion and leave school without ever pursuing higher education, which causes illiteracy to remain prevalent within the community (Koné, 2018). In addition, failure to develop reading habits are likely to result in a lack of cultural knowledge and the skills for critical citizenship that should underpin social change. Dealing with this challenge would involve specific strategies to raise the profile of reading for pleasure and for relevance among students, in order to empower them through a culture of literacy that could support Mali's sustainable development (UNESCO, 2021).

Significance of the study

The importance of investigating disinterest in reading among secondary school students in Bamako, Mali, is the pivotal effect it has on students' academic achievement and literacy development. Literacy is important for obtaining information, for developing critical thinking and lifelong learning. Identifying the reasons for students' lack of interest can also optimize interventionist efforts to enhance literacy rates and academic achievement in Mali, a country that struggles with low levels of literacy which continue to retard socio-economic growth. Tackling this issue is crucial for the empowerment of young people, for improving quality of education and to achieve national development goals.

Research Questions

- 1 What are the main factors explaining disinterest in reading for secondary school students in Bamako, Mali?
- 2 What are the effects of disinterest in reading on the students of secondary schools' students in Bamako, Mali?
- 3 How can the interest in reading of overall secondary school students of Bamako be increased?

Research Objectives

- 1 To discover and examine the social, economic, cultural, educational and individual factors which bring about students' lack of reading interest.
- 2 To determine the effect of non-interest in reading on students' performance in academics; to reflect on their social and/or creative skills and generally, overall development.
- 3 To assess existing reading promotion programs and generalise effective interventions to the cultural and educational context of Bamako.

LITERATURE REVIEW

Theoretical Frameworks

Motivation theory

The motivation literature stipulates that interest in reading is determined by intrinsic and extrinsic motives which impact on attentiveness and endurance. Among Bamako secondary school students in Mali, as an example, non-reading behaviour appears to be related to lack of motivation including: limited perceived relevance of reading materials, lack of encouragement and low self-efficacy (Deci & Ryan, 1985). If students fail to perceive reading as useful or worthwhile, their intrinsic motivation to read declines and their reading habits decrease. Other contextual variables such as the classroom environment and teacher support are also critical to the development of motivation (Zimmerman, 2000). Attention to these motivational factors is necessary in order to capture the interest of Malian readers.

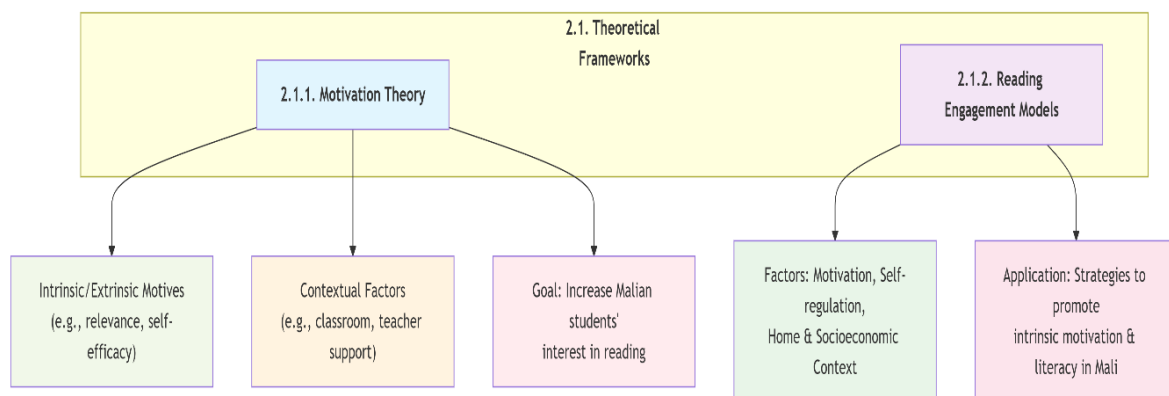


Figure 1: Theoretical Frameworks for Reading Motivation

Reading engagement models

Reading engagement models may provide useful knowledge about the disengagement of Malian secondary school students in Bamako from reading. Such models stress the effects of motivation, self-regulation and home context on children's reading (Guthrie & Humenick, 2004). In the Malian cultural setting, socioeconomic problems, poor access to various reading materials and lack of motivation for reading activities are some reasons why learners do not fully engage in them (Traoré, 2018). Engagement models in applying engagement models, educators are guided toward devising specific strategies to promote intrinsic motivation and literacy outcomes among youth in Mali.

Global perspectives on adolescent reading habits

Recent researches allude to an alarming decline in reading culture among high school students throughout the world and Mali is not spared. Scholars like (Bako, 2019) have also observed that young Adventist university student disinterest in reading could be a result of lack of access to more appealing reading materials, concise structure for easy assimilation; the priority being given to digital leisure which is vamping up with traditional culture of unveiling. In Malian city Bamako, (Diarra, 2021) found that socio-economic factors and inadequate support from the education sector contributed to a low motivation of students towards reading.

Moreover, international views such as (Chen & Zhang's, 2020) discussion indicate that in most of the developing countries, adolescents increasingly prefer socializing with others and consuming digital media to reading, resulting in worsening literacy proficiency and poorer academic achievement. These international perspectives highlight the complex character of apathy in during adolescence, and have implications for reducing disinterest in reading among high school students in Bamako, through the implementation of culturally sensitive reading initiatives and expansion of access to books, which can stimulate a culture of reading (Badicko *et al.*, 2019; Diarra, 2021).

Determinants of reading interest in developing countries Among secondary school students in Bamako, Mali, the lack of interest in reading is shaped by various factors including socioeconomic obstacles, poor access to quality reading resources and low official support for reading. Socioeconomic limitations are a major barrier for students in the access to books and reading materials leading limiting them to exposure to and interest in reading (Kone & Traoré, 2019; Mkojera, I. C., 2025). The problem, however, is that the educational context in many developing countries, including Mali does not often prioritise nurturing a love for reading but rather an over reliance on rote learning which can reduce students' Intrinsic motivation to read (Diarra, 2020).

And insufficiently furnished libraries and places of reading also increase disinterest, since students don't have places for attractive, easily controlled reading (Sissoko

& Doumbia, 2021). In addition, the societal values on reading that may also think more of putting in direct economic activities than learning to read have a vital part to play in determining how students think (Touré & Camara, 2022). These combined attributes highlight the necessity of more holistic strategies to tackle linguistic and infrastructural, cultural and motivational barriers in terms of promoting reading interest in Mali and similar settings.

Reading disinterest in Mali and West Africa: Previous research

Literature review on reading disengagement in secondary schools of Mali and West Africa shown that reading lack of appeal is a multi-compound problem based on social cultural, infrastructure and education. In Mali, (Traoré, 2015) argues that low rates of literacy can be attributed to poor access to quality reading materials as well as insufficient in class and after school programs for reading in schools from which students have derived little motivation to read (Traoré, 2015).

Elsewhere (Kone, 2018) found that lack of reading culture and encouragement by teachers were the major obstacles, hence student's general disinterest in Bamako and other urban areas (Kone, 2018; Mendoza, J., 2022). Wider studies in West Africa by (Akinfeleye, 2017), highlight the socio-economic realities of living conditions, such as poverty and lack of parental involvement all of which impede the engagement with reading among students' population across the region (Akinfeleye, 2017). Together, the literature indicates that reading disengagement in Mali and throughout West Africa are attributable to systemic issues that necessitate broad educational reform and community interventions to cultivate a long-standing culture of reading among young people.

Research gaps

A study of lack of interest in reading among Malian secondary school students from Bamako offers some interesting findings but also points to what is missing. Although (Touré, 2018; Diakit, 2020; Asare, S. *et al.*, 2023) studies have revealed a low rate of students' engagement with reading and pinpointed factors such as absence of access to reading material, ICT tools, weak culture of reading, little attention has been given on the psychological and socio-cultural reasons which motivate pupils towards their attitude in recreational reading.

In addition, current studies only consider infrastructural and resource aspects of reading, and not the contribution of teaching methods and home influence on reading habits (Sissoko, 2019). One of these is the lack of longitudinal research following the development of students' reading interests that might inform intervention. If addressed, such voids might contribute to a greater understanding of the multifaceted barriers to reading disengagement among Malian youth, and better enable targeted educational interventions.

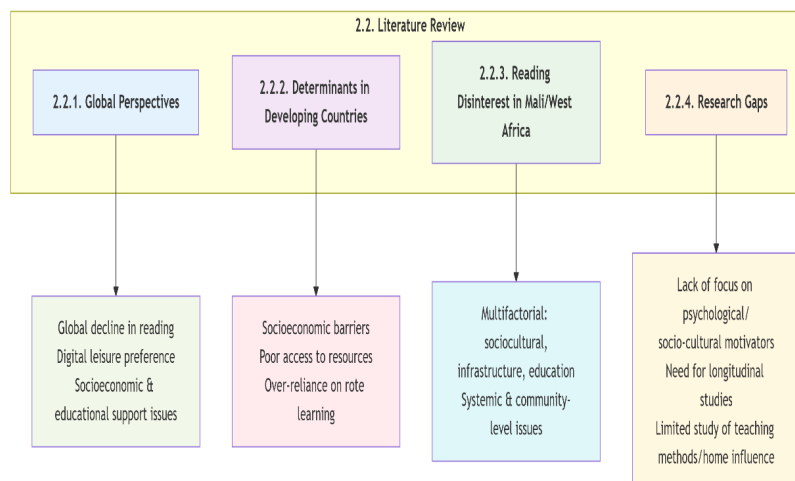


Figure 2: Diagram summarizing the main points from the literature review

MATERIAL AND METHODS

Research design

In this paper, we adopt a mixed-methods research design that integrates both quantitative and qualitative approaches to investigate more broadly the effect of no reading deficiencies on decreasing scholastic performance among lower secondary school students in Mali.

Study population

Target Population

The research focuses on students, school principals and teachers at the secondary level in Mali.

Sampling methods

A non-probabilistic technique is used for the selection of respondents. Selection criteria: Participants as students, teachers and school head.

Sample Size

A representative sample was recruited from four schools based on variety of students, and teachers, and administrators. 200 students were chosen, ranging from all grade levels and subjects. And 100 teachers were selected to represent diversity in subject matter and experience. Last but not least, four school principals of the sampled schools were invited to participant in the focus groups, thus we can gain a view of the administrators about reading importance & students' development.

Data collection tools

Uniform tests of reading proficiency are given to measure student performance in the areas and attitude. These assessments consist of multiple-choice questions, limited reading exercises, and problem-solving tasks that are intended to assess the conceptual understandings, analytical skills, and application capabilities of students. Qualitative methods including focus group discussions and classroom observations by students, semi-structured

interviews with teachers and administrators were also used so as to provide additional information.

Data analysis procedures

Quantitative

Proficiency levels and trends were assessed to create a summary profile of the dataset using descriptive statistics, inferential analysis. To examine more closely the effect of indifference toward reading on students' academic performance.

Qualitative

The analysis was largely thematic to explore the views, attitudes and contextual influences participants reported as evident from responses. The treatment revealed developing themes of students' skills and subject knowledge, learning difficulties and developmental issues. This method provided a more nuanced understanding of the multiple influences on student achievement.

RESULTS AND DISCUSSION

Results

The respondents' demographic characteristics indicated a predominance of 15-17 year old students and equitable gender ratio. These results indicated a generally low interest in reading and an infrequent practice of reading among secondary school students in Bamako, Mali, reflecting a widespread disinterest for reading activities in the population.

Quantitative Findings

Identified causes of disinterest

We also note from table 1 that lack of interest in reading among secondary school students in Bamako, Mali is multi-faceted. Children's access to books is the most significant, accounting for 35% of the cause, with "book deserts" and inadequate resources within schools as fundamental sub factors. Teaching style represents 25%,

with non-repeating styles, poor teaching and refusal to learn as major contributors. Socioeconomic causes such as income inequality and family support amount to 23%, while digital distractions (social media, streaming videos) and shorter attention spans contribute 27%.

Solving these issues calls for a multi-pronged approach where efforts are devoted to increasing access to reading materials, reinforcing teaching methods and lowering the digital.

Table 1: Causes of reading disinterest among secondary school student

Causes	Specific Factors	Specific Factors %	Total %
Lack of Access to Books	Book Deserts	20%	35%
	Limited School Resources	15%	
Teaching Methods	Repetitive Methods	10%	25%
	Inadequate Instruction	8%	
	Lack of Motivation	7%	
Socioeconomic Factors	Financial Disadvantage	16%	23%
	Family Environment	7%	
Digital Distractions	Social media	15%	27%
	Streaming Platforms	8%	
	Shortened Attention Spans	4%	

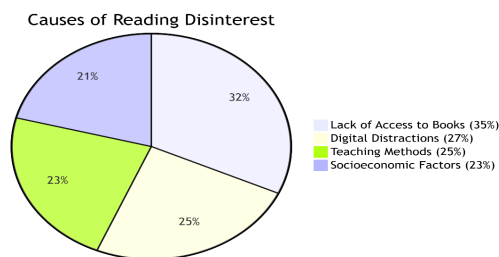


Figure 3: Causes of reading disinterest vision

Effects of reading apathy on academic attainment and character development

The effect shows that reading non-readers in secondary schools in Bamako, Mali (Table 2) have heavy consequences. It affects academic achievement, with lower grades (25%), higher drop-out rates (20%) and lower levels of involvement (10%), adding up to 55%. On the individual level, this results in low self-esteem (20%), lack of motivation (15%) and a lack of such knowledge and skills as 10% or a total 45%. These results reveal that reading disinterest needs to be addressed as a matter of urgency, amongst others, for academic success as well as on the personal level.

Table 2: Impact of reading disinterest on academic performance and personal growth

Impact Area	Specific Manifestation	Specific Manifestation %	Total %
Academic Performance	Lower Grades	25%	55%
	Increased Dropout Rate	20%	
	Reduced Participation	10%	
Personal Growth	Lower Self-esteem	20%	45%
	Poor Motivation	15%	
	Limited Knowledge and Skills	10%	

Students' beliefs and attitudes about reading

Table 3: Students' perceptions and attitudes towards reading in Bamako Mali the survey data presented in table 3 reveal that only 10% of the students strongly agree to enjoy reading, while another 35% indicated disagree or strongly disagree. That's a general lack of joy in reading. But 50% of students simply agree or strongly agree when it comes to reading. When it comes to reading devices, just a quarter agree when reading for pleasure compared with

40 per cent for studying. Forty-five percent of students believe they have enough reading materials. The impact of teachers and family is moderately acknowledged, with 40% agreement each, peers are less influential in this regard (25%). Taken together, these findings underline the importance of encouraging positive attitudes towards reading and promoting a supportive role played by teachers and family members.

Impact of Reading Disinterest (Total %)

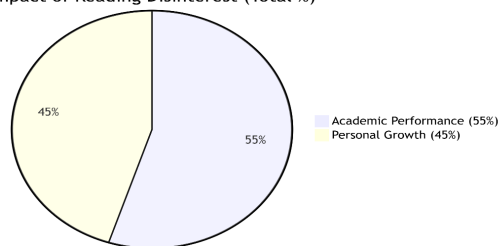


Figure 4: Impact of disinterest in reading

Qualitative Findings

Causes of reading disinterest

Limited School Resources

There are many reasons for the lack of interest in reading among secondary school students. Some teachers stated this “the grand majority of books in the library do not correspond to the program”. In this line of reasoning, it is not so simple to pick up a book outside your programs curriculum and compete in this major.

Teachers further reported that “limited resources do

not support the creation of a reading environment that promotes a love for reading namely lack of well-stocked library, inadequate supplementary material to read”

Financial Disadvantage

Low financial standing can be treated as one of the reasons for disliking reading by students. For example, “mobility of some quarters prevents students from going to the school library on each occasion”. (Teachers). Nevertheless, some of the managers stressed that: “Libraries registration to a library range between seven hundred-and fifty-francs CFA (750 CFA) and two thousand francs CFA (2000 CFA) depending on each library”. In his notion, the parents cannot afford to support their children education.

Teachers’ attitude

A few of our interviewees expressed that in general, teachers do not really promote reading. For example, “Not many of the teachers have had any sort of training that equips them to teach effectively”. (Administrators) Further, a head gives that “teachers are not stable at

Table 3: Students’ perceptions and attitudes towards reading

Perception/Attitude Aspect	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Enjoyment of reading	20%	25%	30%	15%	10%
Importance of Reading	10%	15%	25%	30%	20%
Reading for Pleasure	30%	25%	20%	15%	10%
Reading for Academic Purpose	15%	20%	25%	25%	15%
Access to Reading Materials	10%	15%	30%	30%	15%
Influence of Teachers	15%	20%	25%	25%	15%
Influence of Peers	20%	25%	30%	15%	10%
Influence of Family	10%	15%	25%	30%	20%

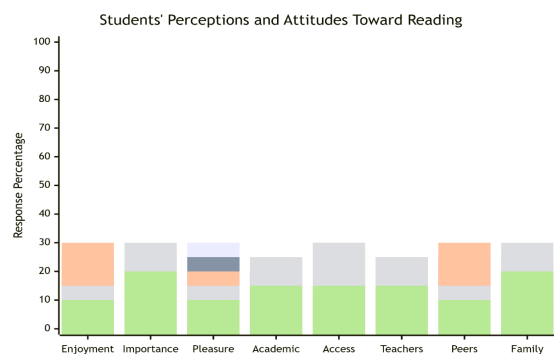


Figure 5: Perceptions attitudes of students about reading

school and this instability of teachers is justified by the various courses they carry out elsewhere such as additional hours”. This teachers’ attitude is the worst not only as a threat to their level, but also as how to attract students, namely reader.

Influence of not liking to read on schoolwork, growth character

Insufficient Teaching and Being Not Interested

It has to be accepted that students nowadays hate to read and this comes from the primary school. For example, “personally i weak up and read a book then go back to sleep” (students). And “they come to secondary school with poor reading skills and no commitment or desire to read”. (Teachers)

“The teachers do not have time teach because they are the same people who give lessons in private schools, on weekends and nights when performing household jobs,

giving private class at house”. (Admin), the teachers are so busy they can’t teach according to him.

Lack of knowledge and skills

Many students expressed that “That apathy is multiplied by a lack of confidence in their reading ability, which further deters them from wanting to get better.”

Teachers also reported “that the absence of targeted reading interventions along with limited resources and difficulty in training to promote and foster students’ engagement in reading result in student apathy towards, and lack of progress in ability to read”.

Reluctance and resistance to reading by students

Social Media

TV and the internet are open windows on the world, and nothing occurs in that world without us knowing about it within minutes. “The end purpose that students strive for in using mass media is diversion and entertainment”. (Teachers and Administrators)

Also, the impact of mass media is strong today, no student wants to read. “The internet has spread knowledge, the possibility of knowing and doing things faster is not exclusive to banking in all fields of human activity. “Excess use of the internet may drive students to bad behaviours”. (Teachers and Administrators)

Parental illiteracy

A few survey respondents brought up the parents’ perspective. If they are illiterate and cannot read at all, the parent would not be able to help their child logically at home for their reading level. And “our parents rarely come home with us after the teacher’s lesson at school”. (Students) because for these students it is not a want, but an unawareness of what some parent’s behaviour.

It is impractical for uneducated parents to help students at home as they do not have any time, “some fathers are too busy with work to check if their children are improving”. (Teachers)

Discussion

Such results are consistent with reading disinterest in the literature

The study’s results are consistent with other literature on indifference to reading in developing country secondary schools and the complex nature of the phenomenon. The strong influence of little access to reading materials observed in this study is consistent with the works of (Kone & Traoré, 2019; Diarra, 2021). Digital entertainment has also been influential, no different from that reported from folks elsewhere in the world as shown by (Chen & Zhang, 2020).

Furthermore, the results highlighted that teacher attitudes and instruction can also contribute to developing reading interest as has been shown in previous research (Guthrie & Humenick, 2004; Mendoza, J., 2022). Taken together, these findings confirm the importance of holistic

efforts (to address both infrastructural and motivational challenges) to enhance reading habits among students in Bamako, Mali.

Cultural and socio-economic determinants in Bamako

Factors contributing to low level of secondary school students interests in reading in Bamako, Mali: The case of cultural and socioeconomic dimensions on their educational engagement and literacy behaviours. Then there is the general attitude and cultural inclination for oral traditions and immediate entertainment, which might detract from reading being perceived as a worthwhile activity (Traoré, 2015).

Economically, most families in Bamako are struggling with limited financial means and as a result do not have enough books for students at home to expose them to reading activities out of school (Diakité, 2018). Further, the requirement of students to supplement their family incomes or sustain daily survival activities might promote work as an overarch priority over reading (Coulibaly, 2017). These interconnected cultural and economic influences combine to create an environment in which reading is not appreciated, discouraging the development of literacy skills and leaving secondary school students behind in Bamako.

Educational and policy implications for educators, policymakers, parents

Declining interest in reading among Secondary School Students in Bamako, Mali, is a fact educators, policy makers and parents cannot sidestep lightly as it affects the development of essential critical literacy skills for academic achievement and social economic mobility. It’s a challenge for teachers to implement more attractive and culture-based learning to encourage good reader and efficient reader (Traoré & Sangaré, 2019).

Policymakers, meanwhile, should funnel money to educational resources, school libraries and reading programs that tackle the socio-economic barriers to low literacy levels (Diakité, 2020). Last, parents contribute by fostering a supportive reading environment at home and promoting daily reading habits that may have a major influence on students’ attitudes towards reading (Coulibaly & Keita, 2018; Palmerola, E. D. *et al.*, 2025). Combating this disinterest demands a community-driven commitment that acknowledges the specific cultural context and socio-economic conditions of Mali, all with the goal of increasing literacy rates and quality education in Bamako.

Limitations of the study

The main limitations of this study are the fact that it is based in Bamako, and therefore may not be fully representative of readers’ experiences across Mali. Furthermore, the distance sampling method, though comprehensive, can bias interpretable data. In addition,

the current research recognizes that the sample size is diverse but there may be a wider range of social-economic and cultural influences on reading disinterest not covered. Future studies should extend the research across countries, use longitudinal data to follow up for further changes through time and employ diverse approaches to capture complexity.

Recommendations

Strategies to Promote Reading Interest

Strengthen school libraries and reading resources

Schools ought to make sure they have well-stocked libraries with a variety of reading materials for all interests and levels of readership. Keeping the library collection fresh and having reading clubs or book fairs will also help feed the interest of students in reading.

Leverage Digital Resources

Work with digital platforms, get into the e-books to reach and activate material in a new way. Reading apps and web-based reading communities can give students a contemporary, interactive experience of working with literature.

Recommendations for Policy to Integrate Reading Across the Curriculum

Incorporate Reading Across Subjects

Create a program that spreads reading throughout the curriculum bible-style, tying and using reading for academic enhancement and personal development. This might include regular readings, discussions and projects that promote critical thinking and the development of assessable intellectual skills.

Teacher Training Programs

Develop teacher professional development programs to provide teachers effective methods that will promote student's interest in reading, and increase the quality of daily reading instruction. This could mean developing a more natural and encouraging reading atmosphere in the classroom.

Community and Family Impact on Reading Habits

Community Reading Programs

Promote community involvement through reading incentives and events involving students, parents and local organizations. Community reading campaigns can offer independent backing and resources which encourage reading.

Parental Involvement

Engage parents by offering resources and training to enable parents to support their children's reading outside of school. Urge parents with lifestyles to make time for shared reading and to set a good example; it can affect how positively students come to think about reading.

CONCLUSION

The study on lack of interest in reading among secondary school students in Bamako, Mali, through their understanding: limited access to reading materials, inappropriate methods of teaching and vivid social-economic as well as digital distractions have led to poor interest in reading with irregular practices. These conditions not only affect learning achievement but also growth and development, thus the pressing problem of reading which is disinterest. Acting on this is an imperative for improving literacy and education, critical to social and economic ascendancy in Mali. Such holistic approaches are needed to encourage youth reading culture in Mali – from the rehabilitation of school libraries and integration of reading across curricula, to wider community and parental engagement.

Ethical Statement

This study was conducted with the ethical approval of the Ethical Committee, Institutional Review Board (IRB), Research Ethics Committee, or equivalent ethics authority of Zhejiang Normal University with number [2024C25G1751356]. Informed consent was obtained from all participating students and/or their legal guardians, as appropriate, prior to their involvement. The confidentiality and anonymity of all participants have been rigorously protected throughout the research process; all data were collected and analysed anonymously, with no personally identifiable information retained. The study's purpose and procedures were fully explained to participants, and their right to withdraw at any time without penalty was emphasized.

REFERENCES

- Akinfeleye, R. (2017). "Reading habits and literacy development in West Africa". *Nigerian Journal of Educational Research*, 22(3), 45-60.
- Amin, S., Diallo, M., & Coulibaly, S. (2020). "Factors affecting reading habits among secondary students in Mali". *International Journal of Educational Development*, 77, 102238.
- Asare, S., Amponsah, A., Owusu-Mintah, C., Abrefah-Mensah, E., & Frimpong, K. O. (2023). Analysis of policy frameworks for integrating ICT in Ghanaian education: Implications for teacher education and professional development: A systematic review. *American Journal of Education and Technology*, 2(3), 123-128.
- Baker, C., & Wigfield, A. (2020). "The role of motivation in reading development". *Journal of Educational Psychology*, 112(3), 445-460.
- Bako, A. (2019). "Factors Influencing Reading Habits among Adolescents in Nigeria". *Journal of Educational Research*, 24(3), 45-60.
- Chen, L., & Zhang, Y. (2020). "Digital Media and Reading

- Habits in Developing Countries". *International Journal of Literacy Studies*, 8(2), 123-135.
- Coulibaly, A. (2017). "The impact of poverty on student academic performance in Bamako". Bamako: Mali Education Journal.
- Coulibaly, S., & Keita, M. (2018). "Parental influence on children's reading habits in Mali". *African Journal of Education and Practice*, 4(2), 45-60.
- Deci, E. L., & Ryan, R. M. (1985). "Intrinsic motivation and self-determination in human behaviour". Springer Science & Business Media.
- Diakité, A. (2020). "Educational policy and literacy development in Mali". *International Journal of Educational Development*, 75, 102-110.
- Diakité, M. (2018). "Socioeconomic barriers to education in Mali". Bamako: Mali Education Review.
- Diakité, M. (2020). "Reading habits and challenges among secondary students in Mali". Bamako University Press.
- Diakité, S. (2019). "Factors influencing reading engagement among Malian youth". *African Journal of Literacy and Education*, 8(3), 112-125.
- Diarra, A. (2020). "Educational Challenges and Literacy in Mali". Bamako: University of Bamako Press.
- Diarra, M. (2021). "Challenges of Promoting Reading in Malian Secondary Schools". *Bamako Education Review*, 12(1), 78-92.
- Guthrie, J. T., & Humenick, N. M. (2004). "Motivating students to read: Evidence for classroom practices that increase motivation and achievement". *The Journal of Literacy Research*, 36(1), 43-70.
- Koné, F. (2018). "The impact of reading disinterest on academic achievement in Mali". *Journal of Education and Practice*, 9(12), 89-95.
- Kone, S. (2018). "Factors influencing reading engagement among Malian secondary school students". *Bamako Educational Review*, 12(2), 112-125.
- Kone, S., & Traoré, M. (2019). "Socioeconomic Factors and Reading Habits among Youth in Mali". *African Journal of Education and Development*, 15(2), 45-60.
- Mendoza, J., (2022). Teaching Competencies and Coping Mechanisms in the New Normal Education Among Public Elementary Teachers. *American Journal of Multidisciplinary Research and Innovation*.
- Mkojera, I. C. (2025). Merits and Demerits of Social Assistance Programs to Poor People. *JOURNAL OF RURAL SOCIOLOGY, MICROFINANCE, AND POVERTY STUDIES Yyepedume.uu: E-palli*, 2(1), 1-4.
- Olajide, A. O., Sangotoro, T. K., & Adegoke, M. A. (2024). Assessing the Effect of Acculturation Program on Academic Achievement of French Students in Colleges of Education in Nigeria. *JOURNAL OF INNOVATIVE RESEARCH Yyepedume.uu: E-palli*, 2(2), 34-39.
- Palmerola, E. D., Amorado, K. K. T., & Arabilla, K. A. T. (2024). A Comparative Study of Learning Modalities and Academic Performance in a Private Senior High School in Southern Philippines. *AMERICAN JOURNAL OF MULTIDISCIPLINARY RESEARCH AND INNOVATION Yyepedume.uu: E-palli*, 3(6), 42-48.
- Sissoko, A. (2019). "Parental influence on students' reading engagement in Bamako". *Mali Journal of Education*, 12(3), 45-60.
- Sissoko, F., & Doumbia, M. (2021). "Library Access and Reading Motivation in Mali". *Journal of African Education*, 10(4), 112-127.
- Sissoko, K. (2021). "Promoting literacy in Mali: Strategies and interventions". *Bamako Educational Review*, 22(1), 78-89.
- Touré, B., & Camara, L. (2022). "Cultural Perspectives on Literacy and Reading in Mali". *International Review of Education*, 68(1), 89-104.
- Touré, S. (2018). "Literacy and reading culture in Mali: A survey of secondary schools". *African Education Review*, 14(2), 78-93.
- Traoré, A., & Coulibaly, M. (2020). "Reading habits among secondary students in Bamako: Challenges and prospects". *Journal of Malian Education*, 15(2), 45-60.
- Traoré, B., & Diarra, A. (2019). "Literacy challenges and educational outcomes in Mali: A case study of Bamako". *African Journal of Educational Studies*, 14(2), 45-60.
- Traoré, M. (2015). "Literacy and reading culture in Mali: Challenges and prospects". *Mali Education Journal*, 9(1), 33-47.
- Traoré, M. (2018). "Literacy and Reading Habits in Mali: Challenges and Perspectives". Bamako: University of Mali Press.
- Traoré, M. (2018). "Literacy challenges and reading habits among Malian secondary students". *African Journal of Education and Practice*, 5(2), 122-135.
- Traoré, S. (2015). "Cultural influences on literacy practices in Mali". Bamako: University of Bamako Press.
- Traoré, S., & Sangaré, M. (2019). "Teaching strategies to promote reading interest among Malian secondary students". *Journal of African Education*, 14(1), 87-101.
- UNESCO. (2019). "Global education monitoring report: Literacy and skills development". UNESCO Publishing.
- UNESCO. (2021). "Global Education Monitoring Report: Mali country profile".
- UNICEF Mali. (2020). "Assessment of Literacy and Education in Mali". UNICEF Publication.
- Zimmerman, B. J. (2000). "Self-efficacy: An essential motive to learn". *Contemporary Educational Psychology*, 25(1), 82-91.