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ENHANCING STUDENTS' ENGAGEMENT OF LIBRARY USE THROUGH INTEGRATION WITH REGULAR ACADEMIC ACTIVITIES: AN ACTION RESEARCH

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ABSTRACT

This action research investigated the possibilities of integrating library activities into regular academic practices to improve students' engagement with school libraries. It was conducted at Maharat Model Madrasah which is a trilingual institution in Bangladesh. The study chose 156 students from Classes 2 to 10 as participants. Both instructional integration and motivational strategies were utilized. The main objective of the research was to identify the influence of students' motivation, reading interests, and teacher–parent support in their library engagement. Structured questionnaires helped in the collection of quantitative data and multiple linear regression was used in analysis. Our findings from the study indicated that student motivation and teacher–parent support largely determine levels of library engagement. Besides, user habits are also highly influenced by specific reading preferences—such as borrowing and sharing books, reading educational texts, and comics. The study points out the significance of curriculum-integrated library practices and stakeholder collaboration in promoting long-term reading habits. The results support the fact that alignment with academic goals can significantly increase library engagement. As a result, a reading culture within formal education systems is promoted. This research creates real-world understandings for educators, librarians, and policymakers who wish to reestablish school library use in the context of limited resources.

INTRODUCTION

Contemporary educational strategies acknowledge the vital role of the school library in promoting a reading culture as well as developing lifelong learning habits. It further supports academic achievement through its proper utilization. In spite of having validated recognition, in reality students tend to engage with school libraries significantly less than often in many educational institutions. Developing countries

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are affected most where school libraries are either poorly funded or are not part of the infrastructure at all. Students hardly have enough guidance and motivation to properly utilize the libraries even when they are present. Consequently, lack of participation and limited utilization of valuable resources is faced (Kuhlthau, 2004).

Research demonstrates that development of library-use habits in students is in fact a deliberate process. Establishing active participation in library services rather requires consistent exposure, early training and structured integration with classroom learning (Todd, 2008). Incorporating library-based learning into lesson plans actively helps in the process where teachers play a fundamental role. They are also expected to encourage the use of reference materials and promote reading habits. Students may underestimate the value of library use beyond compulsory textbook learning if active teacher involvement and support from parents is not properly ensured (Lance & Schwarz, 2012).

The present educational problem appears as a lack of dedicated approach to training students in using the library in most educational institutions. Besides, isolation does not actually help in the act of engaging with library resources. It in fact evolves gradually from early childhood, which is further improved by repeated positive experiences. Educators now increasingly recognize that library engagement should be systematically nurtured through classroom-based instructions and co-curricular support. This context supports that a triangulated effort involving students, teachers, and library resources is highly necessary to develop a habit of effective library use.

In addition, recent studies demonstrate that students' willingness to go through and utilize library materials is highly influenced by factors such as motivation and personal interest in reading. Encouragement from both parents and teachers also seem to have a significant effect (Guthrie & Wigfield, 2000). Although there are certain mechanisms that drive these variables to interact in order to increase library engagement, they are hardly investigated within local frameworks.

This action research is tailored to address this gap by scrutinizing the interrelation between integration of academic activities with library usage and improvement of student engagement. In particular, the key focus of the study will be investigating how students' active library use is influenced by motivational factors and reading interest. It will also look into the effects of teacher-parent support and reading preferences. The findings are expected to provide guidance for schools in developing practical methods for incorporating library use into regular teaching and learning processes.

Research Problem

In the contemporary educational context, limited or nonexistent access to school libraries is a major issue. Especially insufficiently funded or rural educational institutions are affected the most. Even in schools with available libraries, their participation in regular academic activities is insufficient. It results in a lack of organised engagement among students. Prior research shows that library use habits tend to evolve gradually from childhood instead of spontaneous development through consistent exposure and guided instruction (Kuhlthau, 2004).

However, many educational settings still represent the absence of the students' systematic introduction to the value of library resources. They are also rarely trained in using them effectively. Poor reading habits and low information literacy develop as a result of this inadequate early engagement. It also contributes to insignificant independent learning skills. Studies demonstrate incorporating library resources into lesson plans by teachers inspire the students to use the library with depth (Todd, 2008; Lance & Schwarz, 2012).

In addition, the frequency and quality of library use is largely influenced by some well-acknowledged as well as crucial variables such as student motivation, interest in reading and support from parents and teachers (Guthrie & Wigfield, 2000). Hence, effectively improving students' engagement with libraries by incorporating library use within regular academic instruction is the main concern.

This research intends to investigate how enhancement of the triangulated collaboration between teachers, students, and library resources by motivation, reading interest and parental involvement can significantly drive students to pursue valuable utilization of school libraries. Developing sustainable models of library integration highly depends on understanding these dynamics whereas everyday classroom instruction is the context.

RESEARCH OBJECTIVES

To evaluate the impact of students' motivation, reading interest, and teacher-parent support on their level of engagement in library use.

To ascertain the forecasting power of different types of reading preferences (storybooks, educational books, comics, language books, and shared reading) on students' engagement in library use.

HYPOTHESES

H_{01}: There is no statistically significant relationship between students' motivation, reading interest, teacher-parent support, and their engagement in library use.

H_{02}: None of the reading preference types significantly predict students' engagement in library use.

LITERATURE REVIEW

Concept of School Library Engagement

The school library represents more than just an archive of books; it validates inquiry-based learning, independent reading, and academic development within its dynamic system. According to Kuhlthau (2004), factors such as information-seeking behavior, critical thinking and reading for enjoyment are highly necessary for developing effective library use habits. Sustained exposure and instructional scaffolding are essential for all of them. Structured experiences from childhood assist more in the formation of engagement with library resources. It hardly happens spontaneously. Students are driven to establish positive attitudes toward library use through regular interaction with books and digital materials. Research activities under guided supervision also help largely in the process.

The Role of Teachers in Promoting Library Use

Teachers play the role of mediating factor between the curriculum and the resources available in the school library. Active integration of library materials into lesson plans by teachers inspire students to further utilize the library. Some common strategies would be assigning book-based projects, organizing reading hours, or recommending non-textbook resources (Todd, 2008). Lance and Schwarz (2012) emphasized that educational institutions where teachers collaborate with librarians, are found to have students who show higher information literacy, stronger research skills, and improved academic outcomes. Students often tend to view the library as detached from their learning needs when this classroom-library integration is absent.

TRIANGULATING LIBRARY USE IN SOCIAL SCIENCE LEARNING

Triangulation can be defined as a collective as well as multi-directional approach that corresponds with various stakeholders such as teachers, school librarians, students and parents. The goal is to achieve a shared learning objective. If we consider the area of promoting library use, seamless integration of academic content, reading culture and information-seeking behavior can be activated through triangulation. Subjects like social science would be benefitted more which requires critical thinking, inquiry and contextual understanding.

Teacher–Librarian Collaboration on Thematic Units

Strategy: Teachers and librarians can collectively design theme-based learning units in collaboration with the social science curriculum. For example, curated library resources can effectively promote a Grade 6 unit on “Ancient Civilizations”.

Example: The teacher introduces Mesopotamia in class, while the librarian prepares a mini-display of age-appropriate books, encyclopedias, historical maps, and documentaries related to early civilizations. Students are assigned a project to study the contributions of Sumerians using both textbooks and library materials.

Expected Outcome: This cross-role coordination provides students with significant reasons to utilize the library beyond textbooks. It also equips them with research and referencing skills early on.

Curriculum-Based Library Homework Integration

Strategy: Teachers can incorporate library use as a requirement in social science homework assignments or take-home activities.

Example: In a unit on *"Local Governance,"* students are assigned to interview a local community leader. Before the interview, the teacher instructs them to first visit the school library and read at least one book or newspaper article on local government structures. The librarian assists them in finding related materials.

Expected Outcome: Students view the library as a preparatory academic tool rather than just a place for leisure. Homework becomes a connecting bridge between classroom and library.

Parent–Teacher–Library Communication Loop

Strategy: Teachers can ensure involvement of parents in encouraging library use by informing them about upcoming reading. They can also be notified about research tasks that require library support.

Example: During parent meetings or newsletters, teachers can suggest that parents ask their children about what they're reading from the school library as part of their *"National History Week"* project. Parents can also assist students in searching for library books or follow up on reading logs.

Expected Outcome: Parents become active motivators and library habits at home are further strengthened. Accountability for reading beyond class hours also increases significantly.

Use of Library for Inquiry-Based Group Projects

Strategy: Assign group-based social science projects that require students to seek multiple library sources collectively.

Example: For a unit on *"Cultural Diversity in South Asia,"* each group chooses a country and utilizes library resources (e.g., travel guides, atlases, cultural books). The goal is to build a cultural profile presentation including food, festivals, clothing, and history.

Expected Outcome: Students achieve valuable lessons on teamwork, resource navigation and content synthesis. Everything is accomplished within the authentic context of library use. Teachers and librarians can evaluate the resource list used in collaboration.

Book-Talks and Library Days Embedded in Lesson Planning

Strategy: Teachers can arrange "Library Day" once per week where part of the social science class is carried out in the library. Supplementary reading or book discussions remain the main focus in this context.

Example: After finishing a lesson on *"Bangladesh Liberation War,"* the teacher instructs students to read personal narratives or historical fiction from the library. Students share reflections in the next class.

Expected outcome: Library time is no longer considered additional; it is rather defined as an enrichment of the formal curriculum. Comprehension and critical discussion are validated in the process. Triangulation of library use is not solely about directing students to the library. It is in fact about establishing a system where teachers, librarians, parents, and curriculum goals are synchronized. In social science learning, this collaboration cultivates curiosity and historical understanding. Civic awareness and inquiry-based learning are also promoted by this integration. Strategic planning and collaboration can actively enable teachers to transform libraries from passive spaces into active learning environments.

Motivation and Reading Interest

Student motivation and interest in reading is the key determinant of the level of frequency and sense of purpose in their engagement with library resources. Guthrie and Wigfield (2000) contend a learner's recognition of the value of reading largely influences reading motivation. Moreover, their sense of autonomy and exposure to engaging materials tend to have a similarly significant impact. Libraries enriched with diverse and relatable content—such as stories, comics, and age-appropriate nonfiction stimulates curiosity and voluntary reading. In addition, when students are allowed to choose their own reading materials, inherent motivation is actively strengthened ensuring a more profound and sustained engagement (Ryan & Deci, 2000).

The Influence of Parents and Home Environment

Parental encouragement has been proven to highly influence children's reading behaviors and frequency of library visits. Clark and Rumbold (2006) discovered that students who observe their parents reading, or who are read to at home, are inclined to interact with books independently. A child's attitude towards reading is structured as either an academic chore or an enjoyable hobby largely due to the household literacy environment. Children tend to interpret libraries as valuable learning spaces when parents support library visits and inquire about the volume of reading. They are further encouraged when parents serve as reading role models.

Reading Preferences and Their Impact on Library Use

Different students have differing preferences for reading materials. It actually has a great impact on their library engagement. Fiction and storytelling may seem appealing to some, while others tend to choose informative books, comics, or visual content. According to Krashen (2011), allowing students to choose their reading materials largely increases reading frequency and comprehension. Libraries that enrich their collections to accommodate various interests focusing on particularly visual learners or those showing preferences for specific genres are in turn rewarded with higher borrowing rates and return visits. In addition, those students are supposed to show a greater tendency to achieve a habit of lifelong reading who find books that correspond to their preferences.

Integration of Library with Curriculum: A Pedagogical Imperative

The incorporation of library use within academic activities significantly helps in the progress of engaged readers and independent learners. According to the International Federation of Library Associations (IFLA, 2015), a whole-school strategy inclusive of systematically taught library skills which is interconnected to curriculum objectives is highly necessary. It should also be applied across subjects effectively. Collaboration between teachers and library staff has to be promoted by school administrators in order to facilitate this. Library instruction can be actively included in regular classroom routines—such as weekly book discussions, research assignments, or literacy circles, which ensures a more profound cognitive engagement.

Gaps in Existing Practice and the Need for Action Research

The well-observed advantages of library use cannot properly ensure availability of functional libraries in many schools—especially in developing countries yet. Their active incorporation into the teaching process also remains unsuccessful. In Bangladesh and similar contexts, passive or minimal utilization of library facilities is a common phenomenon due to the absence of structured library orientation, teacher training as well as lack of proper monitoring systems (Ahmed, 2020). While available studies are more likely to concentrate on academic libraries or urban schools, little research has been performed on the role of school-level interventions in promoting library use among younger children. Therefore, action research targeted to design, implement, and properly evaluate classroom-library integration strategies is highly necessary as validated by this crucial gap.

RESEARCH METHODOLOGY

Research Design

This study was guided by a qualitative-dominant action research design with components of quantitative data collection to investigate and improve students' engagement with library use. Curriculum integration was the approach adopted in this

context. This action research intends to implement change through cycles of planning, acting, observing and reflecting which are also actively incorporated within the real teaching-learning environment (Kemmis & McTaggart, 1988). In this study, teachers at Maharat Model Madrasah were actively involved in the process of incorporating library resources into their academic instruction. At the same time, they were also collecting data on student engagement.

The research design applied in this study utilised a cyclical model of strategy. In its structure library-based tasks were systematically embedded into lesson planning, classroom activities and homework assignments. It was conducted over the months of April and May. Changes in student behavior regarding library use were observed through observations and reflections were collected across cycles. Similarly, variations in students' interest and motivation were also recorded.

Study Site

The study was carried out at Maharat Model Madrasah which stands as a unique trilingual institution located in Uttara. Students at this Madrasah are academically taught in Bengali, Arabic, and English. A culturally and linguistically rich learning environment is ensured in the process. The Madrasah features a well-maintained school library with a collection of approximately 2,000 children-friendly books. They are conveniently accessible to students from class one to class ten. The school has introduced a system in place for students to borrow books for a period of 7 days, which is tracked using a digital logbook.

Intervention Strategy

Teachers developed and applied instructional activities in collaboration with the library. They were also actively interconnected to the social science curriculum. These included:

1. Evaluating library-based homework which requires students to borrow books and write responses.
2. Inspiring group projects and presentations using library books.
3. Carrying out library visits during social studies periods for topic-related reading.
4. Monitoring and discussing reading logs maintained by students.

This strategy was executed throughout two months (April–May). Continuous observation and recurrent adjustment were performed throughout the process. The aforementioned action research cycle was pursued:

1. **Planning** (designing integration strategy),
2. **Action** (applying in classrooms),
3. **Observation** (documenting changes in behavior and motivation),
4. **Reflection** (interpreting results and adjusting strategies).

Data Collection Tools

To evaluate the effectiveness of the strategy, the following tools were used:

Tool	Purpose
Structured Student Questionnaire	Measure motivation, interest, parental support, and engagement (quantitative)
Teacher Observation Checklist (informal)	Record behavioral indicators of engagement (qualitative)
Library Borrowing Records	Track book borrowing frequency and return behavior (quantitative)

Instrumentation

An organized self-report questionnaire was developed in order to systematically collect quantitative data. It was titled: "Library Use Motivation and Interest among Children." The instrument is divided into six sections. Each of them was appointed to measure specific variables related to library use engagement. The questionnaire includes a total of 23 items, measured on a 5-point Likert scale ranging from: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Table 1: Structure of the Instrument

Section	Constructs Measured	Item Numbers	Description
I	Demographics	Q1–Q4	Age, grade, gender, and number of books borrowed
II	Teacher and Parental Support	Q1–Q3	Encouragement and support from teachers and parents
III	Reading Interest	Q4–Q7	Enjoyment, curiosity, and habits related to reading
IV	Reading Preferences	Q8–Q12	Preferred genres and book sharing behavior
V	Motivation for Library Use	Q13–Q16	Reasons for using the library (skills, imagination, exam help, etc.)
VI	Library Use Engagement (Dependent Var)	Q17–Q23	Frequency, behavior, and attitude toward library usage

Data Analysis

In this study, two null hypotheses were tested. Appropriate quantitative statistical techniques were used as strategies. The first hypothesis stated that there is no statistically significant relationship between students' motivation, reading interest, teacher-parent support and their engagement in library use. To systematically evaluate this, multiple linear regression was applied. This method was considered

appropriate because it allowed the researcher to examine how the three independent variables—motivation (items 13–16), reading interest (items 4–7), and teacher-parent support (items 1–3)—collectively determined the dependent variable, which was students' engagement in library use (items 17–23). The regression analysis provided information on the strength and direction of the relationship, as well as the statistical significance of each predictor.

The general regression model used was:

$$\mathbf{Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon}$$

Where:

$\mathbf{Y}$ = Library Use Engagement Score

$\mathbf{X_1}$ = Motivation Score

$\mathbf{X_2}$ = Reading Interest Score

$\mathbf{X_3}$ = Teacher and Parent Support Score

$\boldsymbol{\beta_0}$ = Intercept (constant)

$\boldsymbol{\beta_1, \beta_2, \beta_3}$ = Regression coefficients for each independent variable

$\boldsymbol{\varepsilon}$ = Error term

The second hypothesis held an assumption that there is no statistically significant relationship between students' specific types of reading preferences and their engagement in library use. To test this, a multiple regression analysis was carried out. It was considerably appropriate for investigating how multiple continuous independent variables determine a single continuous dependent variable. In this analysis, each reading preference item was considered as an independent determinant. They successively represented preferences for storybooks, educational books, comics, language books and shared reading. The dependent variable, library use engagement, was measured as a composite mean score derived from items of library engagement. The researcher was authorized by this method to evaluate the varieties of individual reading preferences that significantly determined higher levels of engagement with the school library. Standardized beta coefficients, t-values, and significance levels (p-values) were examined to determine the strength and direction of each predictor's impact. The model's overall fit was evaluated using R^2 and ANOVA significance tests. This regression strategy helped to obtain a more detailed understanding of the way specific types of reading interest assisted in students' engagement with the library. A curriculum-integrated educational framework was considered the main context in this aspect.

Demographic and Sample Information

The sample for this study comprised 156 students from Maharat Model Madrasah, selected from classes ranging from grade 2 to grade 10. The mean age of the participants was 11.62 years (SD = 2.92), with the youngest student aged 9 and the oldest aged 15. The average class level was 5.12, which demonstrated that most

participants were in the middle grades. Considering library engagement, data on the number of books borrowed was available for 154 students, with borrowing ranging from 0 to 10 books and a mean of 1.68 books borrowed (SD = 2.03) over the observed period. This preliminary demographic data offers a basic understanding of the student population participating in the study. It further validated the representativeness of the findings.

RESULTS OF ANALYSIS

Results for Research Question 1

The main purpose of the first research question was to examine whether there is a statistically significant relationship between students' motivation for library use (MLU), reading interest (RI), teacher-parent support (TPS), and their engagement in library use. A multiple regression analysis was carried out using these three variables as predictors of students' engagement. The overall regression model was found to be statistically significant, $F(3, 148) = 54.41$, $p < .001$, suggesting that the combination of motivation, reading interest, and teacher-parent support significantly determined students' engagement in library use. The model yielded an R^2 value of 0.524, suggesting that approximately 52.4% of the variance in library engagement could be explained by the three independent variables. The adjusted R^2 was 0.515, and the standard error of the estimate was 0.566, providing evidence of a good model fit.

The regression equation derived from the unstandardized coefficients is as follows:

Engagement = 1.069 + 0.199(TPS) + 0.052(RI) + 0.498(MLU)

This equation indicates that for every 1-point increase in TPS, engagement increases by 0.199 units, holding other variables constant, while for every 1-point increase in RI, engagement increases by 0.052 units, though this was not statistically significant ($p = .062$). Lastly, for every 1-point increase in MLU, engagement increases by 0.498 units, which was highly significant ($p < .001$).

Among the predictors, motivation for library use (MLU) emerged as the most significant factor ($\beta = 0.591$, $t = 9.63$, $p < .001$), followed by teacher-parent support (TPS) ($\beta = 0.236$, $t = 3.98$, $p < .001$). In contrast, reading interest (RI), while positively associated with engagement, did not reach statistical significance at the 0.05 level ($\beta = 0.111$, $t = 1.88$, $p = .062$).

These results support the demonstration that better engagement with the school library is observed in the students who are more motivated. They also supposedly receive greater support from teachers and parents. Although reading interest displayed a positive trend, it was not a significant independent predictor in this model. Therefore, the null hypothesis is rejected for motivation and teacher-parent support, but sustained for reading interest.

Table 2: Multiple Regression Coefficients Predicting Library Use Engagement (N = 152)

Predictor	B	SE	β (Beta)	t	p	VIF
(Constant)	1.069	0.218	—	4.905	.000	—
Teacher-Parent Support (TPS)	0.199	0.050	0.236	3.977	.000	1.099
Reading Interest (RI)	0.052	0.027	0.111	1.878	.062	1.086
Motivation for Library Use (MLU)	0.498	0.052	0.591	9.631	.000	1.171

Dependent Variable = Engagement in Library Use

Results for Research Question 2

Research Question 2 was defined as Which type of reading preference best predicts students' engagement in library use?

To explore this question, a multiple linear regression analysis was carried out with five reading preference items (storybooks, educational books, comics and cartoons, language books, and shared reading) as independent variables, and library use engagement as the dependent variable. The model was statistically significant, $F(5, 148) = 27.27$, $p < .001$, with an R^2 of 0.480, indicating that approximately 48.0% of the variance in students' library engagement was explained by their reading preferences.

Among the predictors, "borrow and share with others" appeared as the strongest and most significant determinant of engagement ($\beta = 0.528$, $t = 8.671$, $p < .001$**)**. It supports the observation that students who like to borrow and share books tend to engage more frequently with the library. In addition, "educational books" **(**$\beta = 0.228$, $t = 3.642$, $p < .001$) and "comics and cartoons" **(**$\beta = 0.197$, $t = 3.082$, $p = .002$) were also significant predictors.

The "language books" preference showed a borderline effect **(**$\beta = 0.122$, $t = 1.948$, $p = .053$), slightly above the conventional 0.05 threshold. The **"storybook"** preference was not a statistically significant predictor ($\beta = 0.110$, $t = 1.715$, $p = .088$). These results indicate that social interaction through shared reading, along with interest in educational content and visual formats, contributes substantially to students' engagement with library resources. Therefore, the null hypothesis (H_{02}) is rejected. The evidence suggests that specific reading preferences do significantly determine library use engagement. Meanwhile, shared and educational reading behaviors show the greatest impact.

Table 3:Regression Coefficients Predicting Library Use Engagement from Reading Preferences (N = 154)

Predictor	B	SE	β (Beta)	t	p
(Constant)	1.414	0.275	—	5.141	.000
Storybooks (Q3.1)	0.081	0.047	0.110	1.715	.088
Educational Books (Q3.2)	0.132	0.036	0.228	3.642	.000
Comics & Cartoons (Q3.3)	0.106	0.034	0.197	3.082	.002
Language Books (Q3.4)	0.069	0.035	0.122	1.948	.053
Shared Reading (Q3.5)	0.260	0.030	0.528	8.671	.000

Dependent variable: Library Use Engagement

DISCUSSION

This action research effectively planned to increase students' engagement in library use. Here, the main strategy is to integrate library-based activities into regular academic practices. A cyclical method of planning, action, observation, and reflection (Kemmis & McTaggart, 1988) was implemented by the study in order to promote practical improvements in students' participation with their school library. A trilingual Madrasah was focused on as the main context here. The discoveries from this initiative are statistically significant to a large extent. Besides, they are pedagogically significant in uncovering the level at which certain motivational and instructional strategies are able to improve library engagement.

Reflecting on Motivation, Support, and Integration

The first research question analyzed the magnitude of connection between students' motivation and reading interest and their engagement with the library. It also investigated the extent of linkage between teacher-parent support and student participation in library use. The results clearly demonstrated that motivation for library use was the strongest determinant. It corresponds with Guthrie and Wigfield's (2000) view which states that sustained reading engagement is significantly driven by internal motivation. A major positive effect was also observed as a result of teacher-parent support. It actively mirrors Clark and Rumbold's (2006) findings that reading behaviors are strengthened by home and school environments in collaboration. Remarkably, reading interest has been in fact identified as a statistically significant determinant besides many other contributing factors. It supports the observation that although reading may be enjoyable to students, external structures and inherent goals are more successful in ensuring uniform use of libraries. This supports the action research model: strategic instructional initiatives are actually more significant in contributing to meaningful changes rather than individual interest. However, they must be incorporated in daily learning activities as a precondition.

From a pedagogical perspective, these findings point out the necessity for a curriculum-integrated library model. It should include library-based tasks assigned by teachers as part of lesson planning. As Todd (2008) and Lance and Schwarz (2012) validate the fact that collective effort of learning and library resources can enable students to view the library as a crucial academic tool rather than an optional reading space. Our observations further confirmed that library visits linked to specific academic units—particularly in social science—resulted in more focused and purposeful engagement.

Reading Preferences as Predictors of Engagement

The second research question inquired about specific types of reading preferences that most strongly determine library engagement. The regression analysis revealed that the most actively engaged students were also more involved in borrowing and sharing books with others. It actively supports the role of social learning dynamics. This reaffirms the Ryan and Deci's (2000) theory of self-determination, where motivation is significantly improved by relatedness, or the need to connect with others. Furthermore, preferences for educational books and comics also acted as significant determinants. It actively supports the idea that library interaction is promoted by both cognitive challenge and visual interest (Krashen, 2011).

Application of the action research demonstrated this observation. It was observed by teachers that students were engaged with more enthusiasm when asked to read materials that matched their preferences, participating in small peer groups. Some common examples of the reading interests are historical narratives, illustrated books or educational booklets. This confirms the effectiveness of a triangulated approach (Todd, 2008) involving students, teachers and librarians in building reader-centered environments. They can actively promote autonomy, relevance and collaboration.

On the other hand, preferences for storybooks and language books were statistically less viable determinants. A lack of variety in those genres within the existing library collection may be a possible factor. A mismatch between available materials and student language proficiency may also explain the situation. According to IFLA (2015), library collections must be inclusive, diverse and culturally responsive. They should also be capable of satisfying the transforming interests of students in multilingual settings.

Action Research Reflections and Practical Implications

The analytical phase of this action research validates that improvement on students' engagement with the school library largely depends on integrated instruction and motivation-building strategies. Preference-based access to books also plays a similarly critical role. The two-month strategy demonstrates early yet hopeful

changes in library behavior. Some common instances include increased borrowing, extended reading time and more independent visits.

Practically, this research recommends that schools—particularly in contexts like rural Madrasahs with limited funding—can effectively promote library engagement. Significant changes in infrastructure are absolutely not required. Instead, they should:

- Incorporate library tasks into major academic subjects**,**
- Use surveys to investigate students' reading preferences**,** and
- Build regular teacher–librarian integration cycles**.**

Moreover, the findings strengthen the significance of reading culture development as more than a standalone initiative. It is framed as a gradual as well as institutional process facilitated by all participants—teachers, librarians, parents, and students.

Recurrent cycles of planning, action, observation, and reflection assisted this study to show that student engagement with libraries is in fact not inherent. It is rather nurtured through effort and time. If motivation and support systems are purposefully integrated into instructional practice, they can promote measurable improvements in reading behavior. Information-seeking skills are also significantly enriched. This model should be continuously pursued by future cycles. It would allow to extend the collaboration surpassing social science into language, science and moral education curricula.

CONCLUSION

This action research supports the fact that students do not develop active engagement in library use automatically and solely because of libraries being available. Rather, motivation, support, and instructional relevance gradually develops this behaviour. When teachers and librarians successfully incorporate library tasks into daily academic activities through collective efforts, the quality and frequency of students' interaction with books is highly improved. Particularly, students' enjoyment with borrowing, sharing as well as reading educational or visual content are strongly linked with their level of uniform engagement with the library. These findings further validate that structured exposure and personalized motivation gradually help in building reading habits.

The research points to the necessity of building a pedagogical ecosystem. It would ensure that libraries are not isolated anymore as well as actively applied in curriculum planning and homework design. It would also confirm utilization of libraries in teacher-parent communication. The implementation cycle in April and May actively shows that even small-scale school library context can immensely improve library engagement through intentional and reflective teaching practices.

Subsequently, sustained action research cycles are highly significant to strengthen this progress. Professional development for teachers on library integration is similarly crucial for its development. In addition, increasing the range and accessibility of library materials as well as ensuring availability in multiple languages assists in satisfying varied student interests and needs. Finally, this research justifies a change in perspective: the library is more than just a resource room, it acts as an active companion in improving student learning and academic success.

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APPENDIX A: STUDENT LIBRARY USE QUESTIONNAIRE

Section 1: Demographic Information

- Your Name (Optional): .....
- Your Age: .....
- Your Class: .....
- Your Gender: □ Boy □ Girl

Section 2: Teachers and Parents Support

- My teacher encourages me to use the school library.
- My parents inspire me to visit and read from the school library.
- My teacher gives homework that requires using library books.

Section 3: Reading Interest

- I enjoy reading library books.
- I want to visit the library every week.
- I want to read various types of storybooks available in the library.
- I like the environment of the library.

Section 4: Reading Preferences

- I like reading storybooks.
- I like reading educational books (History, Science, General Knowledge).
- I like reading comics and illustrated books.
- I like reading books in English or Arabic.
- I enjoy reading library books with my friends.

Section 5: Motivation

- I go to the library to improve my knowledge.
- I go to the library to improve my imagination and creativity.
- I go to the library to prepare for exams.
- I go to the library because I love reading books.

Section 6: Library Use Engagement

- I visit the school library regularly.
- I borrow books from the library and return them on time.
- I read books while in the library.
- I take notes while reading library books.
- I borrow more than one book each month.
- I talk to my friends about the books I read from the library.
- I take care of the books borrowed from the library.