

Pupils' Reading Habits and Performance in English

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ABSTRACT: Reading is not just a pastime but a pathway to personal growth and success. This study focused on examining the reading habits and performance of pupils, as well as identifying any significant differences between these habits and their reading achievements. A descriptive correlational and causal design with content analysis were employed. The respondents of the study were Grade 5 and Grade 6 pupils of three (3) selected schools in Lagonglong District who were selected through stratified random sampling using Slovin's Formula. The statistical tools utilized were, the frequency and percentage to determine the reading habit and performance. Chi-Square was used to find the significant difference between the pupils' reading habits and performance and Multiple Linear Regression to identify which of the independent variable/s singly or in combination predict/s the dependent variable. Results revealed that pupils spend less than an hour daily for reading practice and preferred to read fiction text such as drama, short story, novel, comic strips, legend, fairy tales and poems. The majority are in the Instructional reading level. The number of hours reading, and the type of text read have moderate correlation with reading performance but only the number of hours is a good predictor for reading performance. Thus, when reading habit is developed among children, especially the number of hours to spend for reading practice, it will improve not only their reading proficiency but also their lifelong learning. It is encouraged to hold more reading practices at home and in school to improve reading performance of pupils. An intervention may be implemented like promoting reading activities and providing access to a variety of reading materials.

KEYWORDS: reading habits, reading performance, reading practice

I. INTRODUCTION

Reading is very important because reading is a process carried out to get messages or information. In addition to getting information, reading can also help understand the information contained in the written or printed in a book, bulletin boards or everywhere and can become knowledge for the readers' future. Reading can also stimulate mentally, reduce stress, increase vocabulary, and expand thinking. Reading is a physical and psychological process.

Developing reading habits in children early will teach them to prioritize reading in their own lives. They will understand the importance of taking time out of the day to read and take these habits as they grow up into adolescence and adulthood. Reading regularly as a result of these habits is highly beneficial, too. It will broaden their vocabularies, increase their empathy and introduce them to various perspectives and voices, so long as the reading is kept varied (Phillips 2022).

Reading has a significant impact on a person's life. It is also among the language's most crucial elements. People's reading habits are assessed by tracking their reading frequency, duration, and content. Reading is an extremely important component of learning, especially for students. It is a tool for learning new information and abilities (Firnas et al., 2021).

According to Hicks (2023) to achieve success, children need to cultivate healthy reading habits, as there is a strong positive link between academic achievement and reading practices. The more students engage in reading, the higher their likelihood of excelling academically. Regular reading not only enhances school performance but also broadens vocabulary, strengthens writing skills, and sharpens critical thinking abilities.

In a modern educational environment, this study aimed to investigate the relationship and difference between pupils' reading habits and performance. The purpose of the study is to explore the many facets of reading habits, including the number of hours of reading practice and the type of text read. This study intended to further knowledge in the field of education and offer valid recommendations for promoting a love for reading among Grade 5 and Grade 6 pupils by showing the relationship between reading habits and performance.

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This study was anchored in the Self-Determination Theory of Cherry (2022) that individuals feel more motivated when they have a sense of independence, skill, and relatedness. When it comes to reading, pupils are more likely to form good reading habits that enhance their reading performance if they have autonomy in selecting their reading materials, feel competent in their reading skills, and believe that reading contributes to their academic success. Self-determination theory suggests that intrinsic motivation for reading can be developed in students by providing them with choices, opportunities for self-direction, and a sense of competence and autonomy.

Self-Determination Theory is a framework that can be used in a variety of contexts, including reading, to understand human motivation and behavior. When it comes to reading, Self-Determination Theory suggests that when individual basic psychological needs for relatedness, competence, and autonomy are fulfilled, individuals are more inclined to develop and maintain a consistent reading habit. Individuals are more likely to form good reading habits as a result of having a sincere and long-lasting motivation for reading.

According to Perry (2023) self-determination refers to intentional actions and decisions people make of their own free will. Self-determination is a learned behavior. As a children develop into young adults, they construct a unique identity, experiment with independence and self-control, and learn to set goals and plan for the future.

II. METHODOLOGY

Design to provide insight into reading habits among pupils and to discover which factors to assess the pupils' reading performance, this study employed a combination of descriptive correlational and causal research designs, along with content analysis. A descriptive correlational design is a research method that aims to understand the relationship between two or more variables by collecting data on these variables without manipulating them. Canonizado (2020) cited that the aim of descriptive-correlational method is to understand and assess the statistical relationship between the two variables without any other factors influencing them. Researchers can get information about academic achievement and reading habits using this method. Descriptive correlational research provides a means to observe and explain the natural relationship between these two variables.

In descriptive correlational research involves gathering data to understand and explain the variables of interest and their relationships. The primary aim is to describe the variables and their connections comprehensively without altering them or implying causation. Researchers do not manipulate any variables or seek to establish cause-and-effect links. Instead, they observe and measure the variables, analyzing the patterns and relationships revealed in the data. (Bhat, 2020).

On the other hand, causal design discusses with source causal research can be defined as a research method that is used to determine the cause-and-effect relationship between two variables. This research is used mainly to identify the cause of the given behavior. Using causal research, identify the changes that occur in an independent variable due to variations in the dependent variable. Another name for it is explanatory research. The dependent variable is thought to be changing as a result of an observable variation in an independent variable. The variation in the dependent variable causes the changes in the independent variable to be measured (Bhasin, 2023).

This research entitled, Pupils' Reading Habits and Performance in English, employed frequency and percentage to examine reading performance and habits, addressing issues 1 and 2. Problem 3 was subjected to chi-square analysis in order to investigate the notable variation in the students' reading habits and performance, and Multiple Linear Regression for Problem 4 to find which independent variable/s singly or in combination predict/s the dependent variable.

III. RESULTS AND DISCUSSION

Problem 1. What are the pupils' reading habits in terms of:

- 1.1. number of hours of reading practice;
- 1.2. types of text read?

Table 1: Number of Hours of Reading Practice

Indicators	Frequency	Percentage
1. I seldom read.	14	7%
2. I do not always read every day.	10	5%
3. I read less than one hour every day.	47	25%
4. I read about one hour every day.	40	21%
5. I read about two hours every day.	45	24%
6. I read about three hours every day.	16	8%

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7. I read about four hours every day.	6	3%
8. I read about five hours every day.	5	3%
9. I read more than five hours every day.	8	4%
Total	191	100%

Table 1 shows the extent of pupils' reading habits in terms of number of hours of reading practice. It reveals that all pupils are reading. This means that Grade 5 and Grade 6 are practicing to read. The table above deals with the number of hours they practice reading. This may imply that the pupils are already interested in reading, which can be a starting point for continued development. This is a positive sign which indicates that they are reading or they can read. The most effective ways to foster reading are through the active and committed roles of parents, guardians, and language instructors (Ahmad et al., 2021). The principal source of pressure on children's reading habits can also be their continued usage of acceptable reading materials at home.

Moreover, out of 191 respondents, 47 or 25% of the pupils practice reading for less than one hour. This means that pupils' reading less than one hour every day could be that they are balancing their reading time with other important activities. Additionally, pupils practice reading but this seems that they easily get bored. This may also mean that they already have works to do at home. At their stage as Grade 5 and Grade 6, they can already do running errands and household chores. There can have many reasons for the less than an hour practice. A good rule of thumb is to have children between the ages five and seven read for thirty minutes every day, according to Kaminsky (2023). As the child becomes older, the duration might be extended. It is acceptable if a parent must begin with ten minutes and work their way up to thirty. Some parents who have a bookworm on their hands might actually need to restrict the amount of time their child spends reading. Some children cause headaches for themselves; therefore, parents may restrict their children's book time to no more than an hour or two a day if this occurs. Even if it seems too hard, parents may encourage their children to read everything they find interesting as long as it stays within acceptable parameters.

This means that there are children who practice reading for a longer time. With this number, it could be that these pupils need more practice. They belong to the frustration level. Among those who joined the survey, there were students who were slow or non-readers. This implies that teachers or their parents are seriously aiming to have their children read better. Constant and even longer time of reading practice develops a routine and discipline for children according to Pradhan (2023). In this way, there is a higher probability that slow readers will become better readers and comprehension will follow.

Table 2: Types of Text Read

Indicators	Frequency	Percentage
1. I read various kinds of reading texts.	16	8%
2. I only read fiction texts such as drama, short story, novel, comic strips, legend, fairy tales, and poems.	75	39%
3. I only read nonfiction texts such as newspaper, magazines, leaflet, menu, letters, diaries, travel brochures, and advertisements.	21	11%
4. I read e-text a lot in my daily reading practices.	15	8%
5. I read textbooks in all subjects, workbooks and learning references.	28	15%
6. I read general references like encyclopedia, dictionaries and thesaurus.	11	6%
7. I read inventions, discoveries and anything related to Science.	10	5%
8. I read horror stories like stories of witches, monsters or aliens.	15	8%
Total	191	100%

Table 2 shows the extent of the pupils' reading habits in terms of types of text read. It reveals that indicator 3, *I only read fiction texts such as drama, short story, novel, comic strips, legend, fairy tales, and poems*, has the highest frequency with 75 or 39% of the respondents. This indicates that a significant number of the pupils have a strong preference for creative and narrative-driven content. Children at this grade level love such genres. Their thoughts are that for children which are not yet true stories or love stories. Reading fiction can improve the children's creativity and develop their critical thinking and communication skills. It is

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a good way to momentarily disengage children's brain so that they can get back to peak productivity and it helps to boost the children's memory. Reading fiction is also highly conducive to self-improvement (Bosch, 2020).

However, according to Scholastic Parents Staff (2022) that these children at Grade 5 and Grade 6 need to have higher levels of reading materials like non-fiction stories such as history. And as the children grow, it is expected on them to read research-based stories to develop reading habits (The School Social, 2023).

In contrast, indicator 7, *I read inventions, discoveries and anything related to Science learning references*, got the lowest frequency of 10 or 5%. This indicates that a smaller but significant percentage of pupils read books connected to their academic studies, demonstrating a well-rounded reading routine that involves both fiction and non-fiction material. The findings indicate the wide range of reading interests' pupils have that involve both academic and recreational reading materials. Although these resources are useful for increasing knowledge and comprehension, particularly in academic contexts, their lower popularity among respondents raises the possibility that they are not as popular or widely used for leisure reading. However, the existence of this group adds to the variety of reading preferences identified in the sample by highlighting a portion of students who value informational and reference-based reading materials as part of their reading habits.

Problem 2. What is the level of pupils' reading performance during the Midyear assessment using the Phil-IRI?

Table 3: Pupils' Midyear Reading Performance using the Phil-IRI

Word Recognition	Reading Comprehension	Frequency	Percentage	Mean	SD	Description
97%-100%	89%-100%	54	28.27	93.58/70.21	6.34	Instructional
90%-96%	59%-79%	88	46.07			
89%-below	58%-below	49	25.65			
Total		191	100			

Note: 97%-100, 89%-100% = Independent 90%-96%, 59%-79% = Instructional 89%-below, 58%-below = Frustration

Table 3 presents the reading performance of the Grade 5 and Grade 6 pupils during the midyear reading assessment using the Phil-IRI. It has the Mean of 93.58 in word recognition and 70.21 in word comprehension with SD=6.34, the result shows that pupils belong to Instructional level. This implies that educators need to provide specific interventions to help these pupils progress in their reading skills. According to Ahmad et al. (2021) reading can be best cultivated by guardians, language instructor and parent's active and dedicated roles. Parents or teachers need to be patient and lead by example, demonstrating that reading is not just a pastime but a pathway to personal growth and success. By addressing these challenges with care and creativity, one can nurture a lifelong love for reading to the children (Rawat Admin in Academic, 2023).

The majority of respondents demonstrate an instructional reading level. This indicates that a significant number of pupils can read with some assistance and direction, pointing to a point at which they can gain from specific instruction to improve their reading abilities. In contrast 54 or 28.27% respondents, are classified as Independent readers. This indicates a higher level of reading proficiency and independence as these pupils are able to comprehend texts with little assistance. However, 49 or 25.65% respondents, indicates that these pupils might have challenges with tasks related to reading and could potentially need more assistance in order to develop their comprehension and reading abilities. The findings indicate that pupils' reading levels vary widely, which highlights the need for individualized instruction and support to meet every pupil's distinct reading needs and abilities.

Educators need to give careful consideration to ensure that reading assessments are not administered for the sole purpose of emphasizing outcomes. The benefits of assessment are immense. Above all else, it can also measure the effectiveness of learning strategies and provide vital information about the pupils' responsiveness to teaching, future learning potential and instructional needs (Ordetx, 2021).

Problem 3. Is there a significant difference between the extent of the pupils' reading habits and performance?

To evaluate the relationship between number of hours of reading practice and performance. A Chi-Square Test of Independence was executed. The observed frequencies revealed that among those parameters 54 are independent reader, 88 are instructional, and 49 are labeled frustration. Table 4 presents the interpretation.

Under the assumption that there was no association between number of hours of reading practice and performance, the expected frequencies are shown on the table above. A Chi-Square statistic (χ^2) of 47.64 with 16 degrees of freedom was the outcome of the analysis. Performance and the number of hours spent practicing reading were found to be statistically significantly

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correlated, with the associated p-value of 0.000 being below the alpha threshold of 0.05. Cramer's V was also used to determine the effect size and the result was 0.35. While this effect size is statistically significant, it is moderate in magnitude.

In addition, table 4 took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. In summary, taking it at the coefficient level, this pupils' reading habit in terms of number of hours of reading practice is correlated to reading performance, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (Ho1) is rejected with the following findings, moderate correlation.

This result means that the number of hours spent for reading practice matter in the reading skill of the pupils. If pupils spend more time for reading practice, they can have the greater tendency to be better in reading and comprehension. This implies that encouraging pupils to engage in more reading practice could lead to improvements in their reading abilities. Individualized approaches to reading instruction, tailored to pupils' reading habits and performance levels, could be beneficial in improving overall reading outcomes. To help children develop a regular reading habit, it is also important to go beyond simply providing books. To instill the love of reading, parents can set an example by reading with their children (Vasandani, 2023).

Table 4: Crosstabulation between the Number of Hours of Reading Practice and Performance

Indicators		Frustration	Instructional	Independent	Total
Number of Hours of Reading Practice	I seldom read.	5 3.96	7 6.45	2 3.59	14
	I do not always read every day.	4 2.83	6 4.61	0 2.57	10
	I read less than one hour every day.	15 13.29	20 21.65	12 12.06	47
	I read about one hour every day.	6 11.31	15 18.43	19 10.26	40
	I read about two hours every day.	10 12.72	30 20.73	5 11.54	45
	I read about three hours every day.	11 4.52	4 7.37	1 4.10	16
	I read about four hours every day.	0 1.70	3 2.76	3 1.54	6
	I read about five hours every day.	2 1.41	0 2.30	3 1.28	5
	I read more than five hours every day.	1 2.26	3 3.69	4 2.05	8
	Total	54	88	49	191

Chi-Square test Between the Number of Hours of Reading Practice and Performance.

Chi-square (X^2)	47.64 ^a	P-value	0.000
Degree of Freedom	16	Cramer's V	0.35

Table 5 shows the relationship between types of text read and performance. A Chi-Square Test of Independence was executed. The observed frequencies revealed that among those parameters 54 are independent reader, 88 are instructional, and 49 are labeled frustration.

Table 5: Crosstabulation between the Types of Text Read and Performance

Indicators		Frustration	Instructional	Independent	Total
Types of text read	I read various kinds of reading text.	4 4.52	8 7.37	4 4.10	16
	I only read fiction texts such as drama, short story, novel, comics strips, legend, fairy tales, and poems.	20 21.20	39 34.55	16 19.24	75
	I only read nonfiction texts such as newspaper, magazines, leaflet, menu, letters, diaries, travel brochures, and advertisements.	0 5.94	14 9.68	7 5.39	21
	I read e-text a lot in my daily reading practices.	0 4.24	9 6.91	6 3.85	15

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I read textbooks in all subjects, workbooks and learning references.	8	8	12	28
	7.92	12.90	7.18	
I read general references like encyclopedia, dictionaries and thesaurus.	6	4	1	11
	3.11	5.07	2.82	
I read inventions, discoveries and anything related to sciences.	6	4	0	10
	2.83	4.61	2.57	
I read horror stories like stories of witches, monsters or aliens.	10	2	3	15
	4.24	6.91	3.85	
Total	54	88	49	191

Chi-Square Test Between the Types of Text Read and Performance.

Chi-square (χ^2)	42.61 ^a	P-value	0.000
Degree of Freedom	14	Cramer's V	0.33

Under the assumption that there was no association between the types of text read and performance the expected frequencies are shown on the table. The analysis resulted in a Chi-Square statistic (χ^2) of 42.61, with 14 degrees of freedom. A statistically significant correlation between the types of text read and performance was indicated by the associated p-value of 0.000, which was below the alpha level of 0.05.

Additionally, Cramer's V was used to calculate an effect magnitude, which was found to be 0.33. While this effect size is statistically significant, it is moderate in magnitude. In addition, table 5 took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. In summary, taking it at the coefficient level, this pupils' reading habit in terms of types of text reading is correlated to reading performance, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (H_0) was rejected. With the following findings, moderate correlation. Encouraging pupils to read a variety of texts could positively impact their reading performance. It highlights the importance of exposing pupils to diverse reading materials to enhance their reading abilities and overall academic performance. Reading fiction is also highly conducive to self-improvement (Bosch 2020).

Problem 4. Which of the Independent Variable/s singly and in combination predict/s the Dependent Variable?

The table 6 presents regression analysis with moderating variables that predict the pupils' reading performance. It is hypothesized that the two (2) predictors will be positively or negatively associated with well-being where $\beta = 0$ as null and the alternative of $\beta \neq 0$. That explains whether the independent variables are good predictors of pupils' reading performance. Results show that the 65.9% of the variance is explained by the two (2) predictors, $F(3,191) = 123.27$, $p = .001$. Moreover, number of hours of reading ($\beta = 0.292$, $t\text{-value} = 19.229$, $p\text{-value} = 0.000$) possesses a positive correlation with the students' reading proficiency. It can be concluded that a 1% increase in the pupils' reading habit, measured by the number of hours spent reading, will lead to a 123.27% improvement in their reading performance in the same direction.

Table 6: Regression Analysis between Pupils' Reading Habits and Performance

Variables	UC		SC		t-value	Sig. (p-value)	Decision
	B	SE	B				
Constant (Reading Performance)	3.855	0.125	4.100		30.943	0.000	
Number of hours of reading	0.326	0.017	0.292		19.229	0.000	Reject H_0
Types of txt read	0.006	0.015	0.035		0.383	0.702	Accept H_0
Model	R	R²	Adjusted R²	f-value	Sig. (p-value)		
	0.815	0.664	0.659	123.27	0.000		Reject H_0

Note: R = Multiple R R² = R Square Adjusted R² = Adjusted R square f-value = Variance of the sample means
p-value = Significant level $p < 0.05$ UC = Unstandardized Coefficients SC = Standard Coefficients
B = Coefficients SE = Standard Error β = Beta Coefficients
t-value = test Statistics

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Taking it in the coefficient level, number of hours of reading is a good predictor of pupils' reading performance with a p value lesser than 0.05. Hence, the regression analysis yielded that the null hypothesis test (H_0) was rejected. With the following findings, a positive linear relationship exists between the variables as can be reflected and summarized with the following regression equation;

Number of hours of reading, $Y = 0.326x + 3.855$

Where;

Y = Reading Performance

X = Number of hours of reading

On the flip side, types of text read ($\beta = 0.035$, t-value = 0.383, p-value = 0.702), has no significant effect to the pupils' reading performance. This implies that students' reading performance cannot be accurately predicted by the kinds of texts they read. This means that the number of hours of reading practice predicts pupils reading performance no matter the type of text read by pupils. Type of text read does not predict the reading performance. It is the number of hours of practice. Cultivating a regular reading practice directly influences one's academic achievement. Regular reading enhances children's linguistic competence, understanding, and analytical abilities, leading to improved performance in numerous areas. Cultivating reading as a regular practice fosters an enduring passion for knowledge in young individuals. They realize that books are a repository of wisdom and facts, cultivating an inquisitive mentality that motivates them to pursue knowledge throughout their lifetime (Singapore International Preparatory School, 2023).

IV. CONCLUSIONS

On the basis of the aforementioned findings, the following conclusions are made:

1. Children's reading practices nowadays are distracted with various sophisticated devices like smartphones, tablets, and other electronic devices or household chores, homework or extra-curricular activities which compete for pupils' attention and left them with less time for reading practice.
2. Pupils can read but still need some assistance.
3. The number of hours spent for reading practice and the type of text read matter in the reading performance of the pupils.
4. The longer the hours the pupils spend for reading practice, the more reading performance improves. When reading habits are developed among children, especially the number of hours of reading practice, it improves not only their reading proficiency but also their lifelong learning.

V. RECOMMENDATIONS

Based on the findings and conclusions generated from this study, the researcher has formulated the following recommendations:

1. It is encouraged to hold more reading practices at home and in school to improve reading performance of pupils. An intervention may be implemented like promoting reading activities, providing access to a variety of reading materials and the school may have a time included in the daily schedule a reading practice.
2. Teachers, parents or other stakeholders may help one another in any reading activities that could promote reading practice to improve the reading performance of pupils.
3. Improved reading performance can be attained through the help of everyone, from family members at home, teachers and classmates in school or any stakeholders who could assist in any way they can to help promote reading habits.
4. Exposing pupils to a variety of texts can positively influence their reading performance also. By providing interesting reading materials and setting a regular and consistent time for reading practice at home will help improve the reading performance of pupils.

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