

Article

Influence of Reading Habits on the Reading Comprehension Among Grade Three Learners

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Abstract: This study provides important insights into the attitudes and abilities associated to reading by exploring the reading habits and comprehension levels of a group of learners. Results show that students had good reading habits overall, with many praising readings for pleasure and acknowledging its significance in their life. Reading comprehension is an area where most students may stand to improve, though they are mostly in the "Proficient" and "Approaching Proficiency" ranges. They may be surprised to learn that their reading habits are surprisingly uncorrelated with their reading comprehension, and that this association is not even statistically significant. These findings highlight the importance of conducting additional research to identify the elements that impact these students' reading performance. Even for students who already have good reading habits, this data can help educators and legislators craft more effective interventions to improve reading comprehension.

Keywords: Reading Habits, Reading comprehension, Attitudes toward reading

Introduction

Reading habits play a pivotal role in shaping the reading comprehension abilities of grade three learners. According to Salem et al. (2023) these habits encompass the frequency, duration, and nature of reading activities undertaken by young students. Baba & Affendi (2020) stated that a student's reading habits can greatly impact their ability to understand and interpret the content they encounter in texts. While reading comprehension, on the other hand, is the ability to not only decode written words but also to understand, analyze, and draw meaning from the text (Duke et al., 2021). It involves a multifaceted cognitive process that includes making connections, inferring, and critically evaluating the information presented in a text (Teng & Yue,



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2023). Thus, the development of strong reading comprehension skills is fundamental for academic success and lifelong learning.

Lindskold et al. (2020) emphasized that the importance of cultivating positive reading habits among grade three learners cannot be overstated and these habits serve as the foundation upon which proficient reading comprehension skills are built. A child who reads regularly and with enthusiasm is more likely to develop a deeper understanding of various subjects, a broader vocabulary, and improved critical thinking skills (Abbas et al., 2020). The influence of reading habits on reading comprehension is undeniable and when students develop a consistent reading routine, they become more familiar with different types of texts, which in turn enhances their comprehension skills (Lainez Pozo & Lascano Zambrano, 2022). Regular reading also helps students become more fluent readers, making it easier for them to process and understand complex texts.

Furthermore, the nature of reading materials chosen by learners can significantly impact their comprehension abilities (Collins et al., 2020). Reading diverse genres, including fiction, non-fiction, and informational texts, can expose learners to different writing styles and content areas, ultimately enriching their comprehension skills (Stewart & Correia, 2023). The influence of reading habits on reading comprehension among learners is particularly critical during the early stages of education, such as grade three (Locher & Pfost, 2020). Moreover, the study on the influence of reading habits on reading comprehension among learners is of paramount importance as it holds the potential to shape the educational landscape and individual lives (Adeyemi, 2021). Enhanced reading comprehension skills are the cornerstone of academic achievement, critical thinking, and lifelong learning (De Gracia et al., 2023; Kose & Gunes, 2021). Understanding how specific reading habits impact comprehension not only enables educators to design more effective teaching strategies but also empowers parents with the knowledge to support their children's literacy development (Yang et al. 2022; Simpson & Cremin, 2022). Additionally, this research can help bridge educational disparities by addressing differences in reading habits among learners from various backgrounds, promoting equity in educational outcomes.

Despite the importance of this relationship between reading habits and reading comprehension, there exist research gaps that need further exploration. Limited research has focused on identifying specific reading habits that are most beneficial for grade three learners in improving their reading comprehension. Additionally, there is a need for more studies that delve into the role of parental involvement and guidance in shaping these habits. In light of the existing research gaps, future studies should aim to investigate the most effective strategies for promoting positive reading habits among grade three learners. Researchers can explore how factors like access to diverse reading materials, reading routines, and parental involvement impact

reading habits and subsequently, reading comprehension. A better understanding of these dynamics can inform educators and parents on how to support young learners in their journey towards becoming proficient readers with strong comprehension skills.

Methodology

The methodology employed in this study utilized a Descriptive Correlational approach to comprehensively examine the reading habits and reading comprehension skills of Grade 3 learners. The choice of this approach allowed for a detailed description of the current reading habits of the participants and an analysis of the correlation between these habits and their reading comprehension abilities. The research was conducted at Borromeo Brothers Elementary School, located in the bustling center of Talisay City, providing an ideal setting for the investigation. The study involved third-grade students from two sections as respondents. To gather data, two main research instruments were employed: the Philippine Informal Reading Inventory (PHIL-IRI) to assess reading comprehension skills and a Reading Habits Survey Questionnaire to collect information on students' reading behaviors. The research adhered to a structured, three-stage data gathering process designed to ensure the validity and reliability of its findings, making it a robust and comprehensive exploration of the relationship between reading habits and reading comprehension among Grade 3 learners.

Results and Discussion

Table 1. Age and Gender of the Learners

| Age (in years) | Female | | Male | | Total | |
|----------------|--------|-------|------|-------|-------|--------|
| | f | % | f | % | f | % |
| 10 | 1 | 1.61 | 0 | 0.00 | 1 | 1.61 |
| 9 | 12 | 19.35 | 8 | 12.90 | 20 | 32.26 |
| 8 | 19 | 30.65 | 22 | 35.48 | 41 | 66.13 |
| Total | 32 | 51.61 | 30 | 48.39 | 62 | 100.00 |

Table 1 presents the age and gender distribution of learners, offering valuable insights into the demographics of the group. It is evident that the majority of learners fall within the 8 and 9-year-old age groups, making up 66.13% of the total. Among these age groups, there is a slightly higher representation of females at 30.65% compared to males at 35.48%. The 10-year-old group represents a smaller portion of the total, comprising 1.61% of learners, and interestingly, it consists entirely of females. Overall, the table shows a near-even split in gender representation, with a slight edge towards males at 48.39% compared to females at 51.61%. This data could be valuable for educators and

policymakers to tailor their strategies and resources to meet the diverse needs of learners within these different age and gender groups.

Table 2. Parents' Highest Educational Attainment

| Educational Attainment | Mother | | Father | |
|------------------------|--------|--------|--------|--------|
| | f | % | f | % |
| College Graduate | 23 | 37.10 | 18 | 29.03 |
| College Level | 13 | 20.97 | 11 | 17.74 |
| High School Graduate | 11 | 17.74 | 26 | 41.94 |
| High School Level | 8 | 12.90 | 0 | 0.00 |
| Elementary Graduate | 3 | 4.84 | 7 | 11.29 |
| Elementary Level | 3 | 4.84 | 0 | 0.00 |
| No Response | 1 | 1.61 | 0 | 0.00 |
| Total | 62 | 100.00 | 62 | 100.00 |

Table 2 provides valuable information regarding the highest educational attainment of the learners' parents, which is crucial for understanding the educational background of the students' families. It is evident that the majority of mothers and fathers are college graduates, with 37.10% and 29.03% respectively. High school graduates are the second-largest group for both mothers (17.74%) and fathers (41.94%). Interestingly, there are a few parents who have not completed high school, with 12.90% of mothers falling into the "High School Level" category, while no fathers are in this category. The "No Response" category represents a small percentage, suggesting that most parents have provided information about their educational background. This finding can be helpful for educators in understanding the potential support systems and educational environments, which can influence their academic experiences and achievements.

Table 3. Number of Siblings of the Learners

| Number of Siblings | f | % |
|--------------------|----|--------|
| More than 4 | 7 | 11.29 |
| 3-4 | 16 | 25.81 |
| 1-2 | 39 | 62.90 |
| Total | 62 | 100.00 |

Table 3 provides insights into the number of siblings that the learners have, shedding light on their family dynamics. The majority of learners, constituting 62.90% of the total, have between 1 to 2 siblings, suggesting that most of them come from relatively small to moderate-sized families. It's also worth noting that 25.81% of learners fall into the category of having 3 to 4 siblings, indicating a substantial portion of the group experiences a larger family environment. A smaller percentage, 11.29%, have more than 4 siblings, suggesting a minority of learners come from larger families. This information can be significant for

educators and researchers as it can impact a child's social and learning experiences, with family size potentially influencing their access to resources, attention from parents, and interactions with siblings.

Table 4. Combined Family Monthly Income

| Monthly Income (in pesos) | f | % |
|------------------------------|----|--------|
| Above 30,000 | 17 | 27.42 |
| 25,001-30,000 | 9 | 14.52 |
| 20,001-25,000 | 7 | 11.29 |
| 15,001-20,000 | 6 | 9.68 |
| 10,001-15,000 | 6 | 9.68 |
| 10,000 and below | 17 | 27.42 |
| Total | 62 | 100.00 |

Table 4 provides crucial insights into the combined family monthly income of the learners' households, which is essential for understanding their socioeconomic background. The data reveals a diverse range of income levels within the group. A significant portion of families, comprising 27.42% each, have a monthly income above 30,000 pesos or 10,000 pesos and below, suggesting a wide income disparity within the cohort. Families with monthly incomes falling between 25,001 to 30,000 pesos, as well as 10,001 to 15,000 pesos, each represent 14.52% and 9.68%, respectively. Moreover, 11.29% of families fall into the 20,001-25,000 pesos bracket, while 9.68% are in the 15,001-20,000 pesos category. This data is invaluable for educators, policymakers, as it can help in tailoring support and resources to meet the diverse economic needs of the learners.

Table 5. Level of Reading Habits of the Learners

| S/N | Indicators | WM | Verbal Description |
|-------------------------|---|------|--------------------|
| 1 | I like reading in my leisure time. | 3.16 | Very Satisfactory |
| 2 | I like borrowing books from the library for reading. | 2.92 | Very Satisfactory |
| 3 | I like reading only the recommended books from the teachers. | 3.47 | Excellent |
| 4 | Formal features of the book (thickness, font size, illustrations, etc.) affect my preference for reading it or not. | 2.87 | Very Satisfactory |
| 5 | I usually read the book in electronic version (E-books). | 2.63 | Very Satisfactory |
| 6 | I usually find the book I will read from the library. | 2.85 | Very Satisfactory |
| 7 | I usually buy the book I will read. | 2.76 | Very Satisfactory |
| 8 | I initially learn the book I will read if my friends read it. | 2.79 | Very Satisfactory |
| 9 | I think reading is an important part of life. | 3.48 | Excellent |
| 10 | I read a text in the internet due to its low cost. | 2.79 | Very Satisfactory |
| Aggregate Weighted Mean | | 2.97 | Very Satisfactory |

Table 5 provides an assessment of the level of reading habits among the learners. The data reveals that, on the whole, the learners exhibit a very satisfactory level of reading habits, with an aggregate weighted mean of 2.97. Notably, indicators like "I like reading only the recommended books from the teachers" (WM 3.47) and "I think reading is an important part of life" (WM 3.48) received excellent ratings, indicating a strong positive attitude towards reading and an appreciation for its significance. Furthermore, learners generally express a preference for reading in their leisure time (WM 3.16) and borrowing books from the library (WM 2.92), showing a favorable disposition towards reading as a recreational activity. While there are some indicators like "I usually read the book in electronic version (E-books)" (WM 2.63) that receive slightly lower ratings, the overall assessment suggests that the learners have a healthy and positive attitude towards reading, which is a promising sign for their academic development and personal growth.

Table 6. Level of Reading Comprehension of the Learners

| Level | Numerical Range | f | % |
|-------------------------|-----------------|-------|--------|
| Advanced | 20 | 0 | 0.00 |
| Proficient | 15-19 | 38 | 61.29 |
| Approaching Proficiency | 10-14 | 23 | 37.10 |
| Developing | 5-9 | 1 | 1.61 |
| Beginning | 0-4 | 0 | 0.00 |
| Total | | 62 | 100.00 |
| Mean | | 15.23 | |
| St. Dev. | | 1.73 | |

Table 6 presents an assessment of the level of reading comprehension among the learners. The majority of learners, accounting for 61.29%, fall into the "Proficient" category, indicating a solid grasp of reading comprehension skills. Another significant portion, 37.10%, is in the "Approaching Proficiency" category, showing that they are making good progress towards becoming proficient readers. There is only one learner (1.61%) in the "Developing" category, suggesting that the vast majority of students have reached a reasonable level of reading comprehension. Interestingly, no learners are classified as "Advanced" or in the "Beginning" level, suggesting that the group is generally well-balanced in terms of their reading comprehension abilities. The mean score of 15.23 with a standard deviation of 1.73 reflects a relatively consistent level of reading comprehension among the learners, which is encouraging for their overall academic development and suggests that efforts in reading instruction have been effective.

Table 7. Test of Significant Relationship between the Reading Habits and Reading Comprehension of the Learners

| Variables | r-value | Strength of Correlation | p - value | Decision | Result |
|--|---------|-------------------------|-----------|------------------|-----------------|
| Reading Habits and Reading Comprehension | 0.011 | Negligible Positive | 0.934 | Do not reject Ho | Not Significant |

*significant at $p < 0.05$ (two-tailed)

Table 7 presents the results of a test examining the relationship between reading habits and reading comprehension among the learners. The r-value of 0.011 indicates a very weak positive correlation between these two variables, which is classified as "Negligible Positive." Additionally, the p-value of 0.934 exceeds the conventional significance level of 0.05 (as noted with *significant at $p < 0.05$), indicating that the correlation is not statistically significant. Therefore, based on these findings, we do not have enough evidence to reject the null hypothesis (H_0), suggesting that there is no significant relationship between the learners' reading habits and their reading comprehension abilities. While this result might be surprising, it implies that other factors or variables not considered in this analysis could be more influential in determining reading comprehension levels among the learners. Further research may be needed to explore these potential factors and their impact on reading comprehension.

Conclusion

Based on the findings, the students' reading habits suggest that they have a good attitude towards reading in general. They value reading as a fundamental component of their lives, enjoy reading in their spare time, and frequently use library resources. There is a weak positive link (r-value of 0.011) between reading habits and reading comprehension, however most students fall into the "Proficient" (61.29%) or "Approaching Proficiency" (37.10%) groups. This correlation does not appear to be statistically significant, as indicated by the p-value of 0.934. Thus, even though the students have good reading habits, it appears that these habits do not significantly affect their reading comprehension skills. There are a lot of moving parts in the connection between reading habits and reading competency; other things might be impacting their comprehension abilities. To improve their reading comprehension scores, additional study and treatments could be needed.

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