

Reading Habits Improvement Program in Nampicuan District: Strengthening Literacy Practices among Grade 5 Learners

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Abstract

Background: Reading habits are important to literacy development, yet Grade 5 learners may not consistently engage in reading inside and outside school. **Objective:** This study examined learners' reading habits and engagement, identified factors associated with poor reading habits, examined the relationship between reading habits and reading comprehension skills, and proposed a Reading Habits Improvement Program. **Methods:** The thesis reports Grade 5 learners in Nampicuan District as respondents. Data were gathered through validated questionnaires and reading comprehension assessments and analyzed using weighted mean, standard deviation, ranking, and Pearson Product-Moment Correlation. **Results:** Reading habits had a composite mean of 3.38 (SD = 0.94), interpreted as Sometimes. Engagement in reading activities had a composite mean of 3.95 (SD = 0.78), interpreted as Agree. The most prominent reported barriers were excessive gadget use (M = 4.22, SD = 0.71), preference for games or television (M = 4.01, SD = 0.76), and limited access to books (M = 3.64, SD = 0.88). Reading habits and comprehension skills showed a strong positive relationship ($r = 0.732$, $p = 0.000$). **Conclusion:** The findings support structured literacy interventions emphasizing daily reading routines, access to materials, parental involvement, reading motivation, comprehension enhancement, and monitoring and evaluation. and resilience against manipulative digital strategies to safeguard democratic processes.

Keywords: *Reading Habits; Reading Comprehension Skills; Reading Engagement; Literacy Development; Grade 5 Learners*

1. Introduction

Background and Rationale

Reading habits are a crucial component of literacy development, particularly among Grade 5 learners who are expected to engage with more complex texts and demonstrate independent reading skills. Reading habits refer to the frequency, consistency, and quality of learners' engagement with reading activities, both inside and outside the classroom. Strong reading habits contribute to vocabulary, comprehension, and critical thinking skills.

Consistent engagement in reading activities has been associated in the thesis literature review with motivation and literacy achievement (Guthrie et al., 2016), while frequent reading exposure has been linked to language development and academic performance (Mol & Bus, 2016). Reading frequency is also described as closely associated with literacy development and comprehension (Sullivan & Brown, 2017; Torppa et al., 2020).

Learners' engagement in reading activities reflects attitudes and motivation and may include independent reading, group discussions, storytelling, guided reading, and other literacy activities. The thesis literature review emphasizes that meaningful and interactive experiences can encourage positive reading behaviors, while teacher support can help create environments conducive to reading engagement (Schiefele et al., 2016).

Several factors may contribute to weak reading habits, including limited access to reading materials, insufficient parental encouragement, inadequate time for reading, and competing digital entertainment. Home literacy environments are also identified as influential to the development of reading habits and skills (Sénéchal & Young, 2017).

The thesis identifies a localized research gap concerning structured reading-habits improvement programs for Grade 5 learners in Nampicuan District. Existing literature addresses motivation, access to materials, instructional practices, and parental support, but the thesis argues that there is limited localized evidence integrating these elements into a context-specific program. The present study therefore examines reading habits, engagement, contributing factors, and the relationship between reading habits and comprehension, and proposes a Reading Habits Improvement Program.

Review of Related Literature

Reading engagement and motivation are presented in the thesis as important contributors to literacy development. Learners who are intrinsically motivated to read are more likely to engage deeply with texts and develop stronger comprehension skills (Schiefele et al., 2016). Klauda and Guthrie (2016) likewise linked reading engagement with comprehension achievement.

Access to diverse and appropriate texts is emphasized as an important condition for developing reading habits (Allington, 2016). The thesis also highlights the role of parental involvement, teacher support, interactive literacy activities, and balanced use of technology. These ideas informed the proposed intervention areas of the study.

The thesis theoretical discussion also draws on Habit Formation Theory, Engagement Theory, Self-Determination Theory, Social Learning Theory, Schema Theory, and the Matthew Effect in Reading to explain how repeated reading, motivation, social and environmental support, and exposure to texts may be related to reading behavior and comprehension.

Statement of the Problem

The study investigated the level of reading habits among Grade 5 learners in Nampicuan District, their engagement in reading activities, factors contributing to poor reading habits, and the relationship between reading habits and comprehension skills. It also sought to develop a Reading Habits Improvement Program.

What is the level of reading habits of Grade 5 learners in Nampicuan District?

How do learners engage in reading activities?

What factors contribute to poor reading habits?

Is there a significant relationship between reading habits and comprehension skills?

How can a reading habits improvement program enhance learners' literacy?

Hypothesis. The null hypothesis stated that there is no significant relationship between reading habits and comprehension skills, tested at the 0.05 level of significance.

2. Materials and Methods

Research Design

The thesis abstract describes the study as a quantitative-descriptive correlational research design. Chapter 2 further describes a mixed-methods sequential explanatory design integrating quantitative descriptive/correlational approaches, a qualitative descriptive component, and a developmental component for the Reading Habits Improvement Program. The methodology chapter also describes a quasi-experimental one-group pretest-posttest component for evaluating the proposed program. The reported results in the thesis present descriptive statistics and Pearson correlation findings; pretest-posttest t-test results are not reported in the Results chapter.

Participants

The target population was estimated at approximately 140–170 Grade 5 learners enrolled in public elementary schools in Nampicuan District. The methodology specifies stratified random sampling by school and identifies 110 Grade 5 learners as participants. Inclusion criteria included official Grade 5 enrollment and regular attendance; learners with prolonged absences during data collection could be excluded.

Instruments

The study used structured and validated survey questionnaires, reading logs or journals, reading comprehension assessments, observation checklists, and interview guides. The

questionnaire covered reading habits, reading engagement activities, and factors affecting reading habits. The comprehension assessment measured abilities such as identifying main ideas, understanding vocabulary, making inferences, and analyzing texts.

Procedure

The methodology describes collection of quantitative and qualitative data from Grade 5 learners and supplementary information from teachers, parents or guardians, and school records. The proposed intervention included structured reading schedules, varied reading materials, guided reading, motivational activities, parental involvement, and monitoring. The study also describes pretest and posttest measurement for the intervention component, although corresponding inferential results are not reported in the thesis Results chapter.

Data Analysis

Weighted mean, frequency, percentage, standard deviation, and ranking were used to summarize reading habits, engagement, and contributing factors. Pearson Product-Moment Correlation was used to examine the relationship between reading habits and comprehension skills at the 0.05 significance level. The methodology also specifies thematic analysis for qualitative responses and a paired-sample t-test for pretest-posttest comparisons. Microsoft Excel or SPSS was identified as possible statistical software.

Ethical Considerations

The thesis states that approval was to be obtained from the appropriate Schools Division Office and school heads, with informed consent from parents or legal guardians and assent from learners. Participation was voluntary, confidentiality and anonymity were to be maintained, data were to be securely stored, and procedures were to be age-appropriate and non-intrusive.

3. Results

Level of Reading Habits

Grade 5 learners demonstrated a composite mean of 3.38 (SD = 0.94), interpreted as Sometimes. The highest-rated indicator was exploring new books or stories (M = 3.64, SD = 0.86), followed by enjoying different types of materials (M = 3.61, SD = 0.87). The lowest-rated indicator was preferring reading over watching or playing games (M = 3.05, SD = 1.08).

Reading Habits Indicator	Mean	SD	Interpretation	Rank
I read books every day.	3.54	0.89	Often	4
I spend time reading outside school hours.	3.42	0.92	Often	6
I enjoy reading different types of materials.	3.61	0.87	Often	2
I visit the library or reading corner.	3.28	0.96	Sometimes	9
I read even without being required by my teacher.	3.30	0.95	Sometimes	8
I finish the books or materials I start reading.	3.46	0.90	Often	5
I set time for reading every day.	3.18	1.01	Sometimes	10
I prefer reading over watching or playing games.	3.05	1.08	Sometimes	11

I bring reading materials to school regularly.	3.35	0.94	Sometimes	7
I explore new books or stories to read.	3.64	0.86	Often	1
Composite Mean	3.38	0.94	Sometimes	—

Table 1. Level of Reading Habits of Grade 5 Learners in Nampicuan District.

Learners' Engagement in Reading Activities

Learners demonstrated favorable engagement in reading activities, with a composite mean of 3.95 (SD = 0.78), interpreted as Agree. The highest-rated activities were answering questions after reading texts (M = 4.15, SD = 0.68), completing reading-related tasks (M = 4.12, SD = 0.69), and actively participating in class reading activities (M = 4.08, SD = 0.72).

Reading Engagement Activity	Mean	SD	Interpretation	Rank
I participate actively in reading activities in class.	4.08	0.72	Agree	3
I enjoy silent reading time.	3.95	0.78	Agree	6
I share stories or books with classmates.	3.81	0.83	Agree	8
I answer questions after reading texts.	4.15	0.68	Agree	1
I join group reading activities.	3.98	0.77	Agree	5
I ask questions about what I read.	3.72	0.88	Agree	9
I discuss stories with others.	3.78	0.85	Agree	10
I read aloud during class activities.	4.01	0.75	Agree	4
I complete reading-related tasks.	4.12	0.69	Agree	2
I show interest in reading lessons.	3.90	0.80	Agree	7
Composite Mean	3.95	0.78	Agree	—

Table 2. Learners' Engagement in Reading Activities.

Factors Contributing to Poor Reading Habits

The identified factors obtained a composite mean of 3.38 (SD = 0.93), interpreted as Sometimes. The highest-rated barriers were too much time spent on gadgets (M = 4.22, SD = 0.71), preference for games or television (M = 4.01, SD = 0.76), and limited access to books (M = 3.64, SD = 0.88). Lack of teacher support received the lowest mean (M = 2.48, SD = 1.09), interpreted as Rarely.

Factor	Mean	SD	Interpretation	Rank
Lack of interest in reading	3.28	0.96	Sometimes	6
Limited access to books	3.64	0.88	Often	3
Too much time spent on gadgets	4.22	0.71	Always	1
Lack of time for reading	3.57	0.90	Often	4
Difficulty understanding texts	3.35	0.95	Sometimes	5
Lack of encouragement from parents	3.16	1.01	Sometimes	8
Lack of support from teachers	2.48	1.09	Rarely	10
Preference for games or TV	4.01	0.76	Often	2

Limited reading materials at home	3.20	0.98	Sometimes	7
Lack of reading programs in school	2.84	1.05	Sometimes	9
Composite Mean	3.38	0.93	Sometimes	—

Table 3. Factors Contributing to Poor Reading Habits.

Relationship Between Reading Habits and Comprehension Skills

Reading habits had a mean of 3.38 (SD = 0.94), while reading comprehension skills had a mean of 7.84 out of 10 (SD = 1.41). Pearson correlation yielded $r = 0.732$ and $p = 0.000$. The thesis reports this as a Significant Strong Positive Relationship and states that the null hypothesis was rejected.

Variable	Mean	SD	Pearson r	p-value	Decision	Interpretation
Reading Habits	3.38	0.94				
Reading Comprehension Skills	7.84/10	1.41				
Relationship Between the Variables			0.732	0.000	Reject H_0	Significant Strong Positive Relationship

Table 4. Relationship Between Reading Habits and Comprehension Skills.

Proposed Reading Habits Improvement Program

Based on the findings, the thesis proposes six key result areas: daily reading habit formation, access to reading materials, parental involvement in reading, reading motivation and engagement, comprehension skills enhancement, and monitoring and evaluation.

Key Result Area	Objective	Strategy/Activity	Responsible Persons	Timeline	Success Indicator
Daily Reading Habit Formation	Develop consistent daily reading practices	20-minute daily sustained silent reading	English Teachers; Class Advisers	Daily	$\geq 90\%$ learner participation
Access to Reading Materials	Increase exposure to diverse reading resources	Classroom mini-libraries and mobile reading corners	School Heads; Teachers; PTA	Quarterly	$\geq 80\%$ increase in utilization
Parental Involvement in Reading	Strengthen home support	Parent orientation and home reading monitoring	Teachers; Parents; Reading Coordinators	Quarterly	$\geq 75\%$ parent participation

Reading Motivation and Engagement	Reduce excessive gadget use and increase interest	Reading camps, storytelling, reading competitions	English Teachers; Reading Coordinators	Monthly	≥85% learner participation
Comprehension Skills Enhancement	Improve understanding and interpretation of texts	Guided reading, questioning, comprehension exercises	English Teachers	Weekly	≥20% improvement in comprehension scores
Monitoring and Evaluation	Assess intervention effectiveness	Quarterly reading inventories and literacy assessments	School Heads; Teachers	Quarterly	≥15% increase in literacy indicators

Table 5. Proposed Reading Habits Improvement Program for Enhancing Learners' Literacy.

4. Discussion

The findings show a distinction between learners' attitudes toward reading and the consistency of their reading routines. Although the overall reading-habits mean was 3.38 (Sometimes), learners often explored new books and stories and enjoyed different types of reading materials. The thesis interprets this as evidence that learners possess positive attitudes toward reading but have not fully converted those attitudes into sustained, self-directed routines.

The favorable engagement score ($M = 3.95$, $SD = 0.78$) further indicates that learners participate positively when reading activities are structured within classroom instruction. The highest ratings were for answering questions, completing reading-related tasks, and participating actively in class. The thesis relates these patterns to engagement and social learning perspectives, emphasizing the role of meaningful participation and supportive learning environments.

The main reported barriers were environmental and behavioral: gadget use, preference for games or television, and limited access to books. These findings are consistent with the thesis literature review, which identifies access to materials, home literacy support, competing activities, and motivation as factors that can shape reading behavior. The relatively low rating for lack of teacher support suggests that respondents did not identify teacher support as a major barrier.

The correlation result ($r = 0.732$, $p = 0.000$) indicates a strong positive association between reading habits and comprehension skills in the reported sample. This pattern is consistent with the studies cited in the thesis, including Klauda and Guthrie (2016) on reading engagement and achievement and Torppa et al. (2020) on leisure reading and reading-skill development. The thesis also connects the finding with Schema Theory, the Matthew Effect in Reading, Engagement Theory, and Self-Determination Theory.

The proposed program translates the reported findings into intervention components. Daily sustained silent reading addresses inconsistent routines; mini-libraries and mobile reading corners address access; parent orientation addresses home support; reading camps and storytelling address motivation and competing entertainment; guided reading and comprehension exercises address comprehension development; and quarterly monitoring provides a mechanism for tracking progress.

The thesis proposes practical implications for teachers, school administrators, parents, and educational planners. It emphasizes structured reading time, stronger access to materials, home-school collaboration, balanced management of gadget use, and continued assessment. These implications are aligned with the thesis conclusion that literacy development requires sustained and collaborative support.

Study Limitations

The study is delimited to Grade 5 learners in selected public elementary schools within Nampicuan District; learners from other grade levels, private schools, and other districts are not included.

The thesis notes that external variables such as home environment, parental involvement, socioeconomic status, and access to reading materials were not extensively examined.

The intervention is described as a Reading Habits Improvement Program and is not compared with other literacy interventions. The thesis also states that the study does not measure long-term retention of reading habits or sustained long-term literacy effects.

The methodology chapter describes a pretest-posttest intervention component, but corresponding pretest-posttest results are not reported in the Results chapter presented in the thesis. Accordingly, the present IMRaD conversion does not claim an observed intervention effect beyond the reported descriptive and correlational findings.

5. Conclusion

Grade 5 learners in Nampicuan District demonstrate favorable attitudes toward reading but have not fully developed consistent and self-directed reading habits.

Learners show positive engagement in structured classroom reading activities, particularly answering questions after reading, completing reading-related tasks, and participating in class reading activities.

The most prominent reported barriers are excessive gadget use, preference for recreational activities, and limited access to reading materials, while lack of teacher support is reported less frequently as a barrier.

Reading habits and reading comprehension skills show a significant strong positive relationship ($r = 0.732$, $p = 0.000$) in the reported analysis.

A comprehensive Reading Habits Improvement Program is proposed to address daily reading routines, access to materials, parental involvement, motivation and engagement, comprehension skills, and monitoring and evaluation.

Recommendations

Teachers and school administrators should implement sustained and structured reading programs that encourage daily reading routines and self-directed reading behaviors.

Teachers should strengthen inquiry-based, collaborative, and reflective reading activities that promote questioning, participation, and meaningful discussion of texts.

Schools and parents should work collaboratively to manage gadget use, reduce excessive engagement in entertainment activities, and increase access to diverse reading materials at home and in school.

Educational leaders should prioritize interventions that strengthen reading habits and provide continuous monitoring of literacy progress.

The proposed Reading Habits Improvement Program should be considered for implementation, with its stated success indicators used for monitoring and evaluation.

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