

# Enhancing junior high school students reading literacy by examining the connections between performance, reading habits, and attitude: A case study

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*The views expressed in this paper are those of the author and do not necessarily reflect the views, opinions or positions of CEM.*

# Definition of reading literacy



## Progress in International Reading Literacy Study (PIRLS)

by the International Association for the Evaluation of Educational Achievement (IEA)

*“The ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment.”*

## Programme for International Student Assessment (PISA)

by the Organisation for Economic Co-operation and Development (OECD)

*“Understanding, using, reflecting on and engaging with written texts, in order to achieve one’s goals, develop one’s knowledge and potential, and participate in society.”*

# Key facts on literacy



# Promising interventions

## Reading Habits

*“How much a person read, how often do they read, when do they read and what do they read”*  
(Rosli et al., 2017)

## Attitudes Toward Reading

*“An individual’s feeling about reading. It causes learners to adopt or avoid a reading situation”*  
(Rosli et al., 2017)

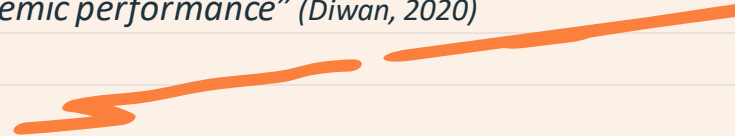


# Results of prior studies



## Reading habits and academic performance

- *“Positive reading habits correlated positively with the participants’ test scores on two consecutive tests” (Samaranayake et al., 2022)*
- *“Reading habit has influence on academic performance and there is a relationship between reading habit and academic performance” (Owusu-Acheaw, 2014)*
- *“Reading habit has a significant influence on academic performance. There is also a relationship between the reading habit and the academic performance of students” (Taha, 2021)*
- *“Reading habits has important impact on students academic performance” (Diwan, 2020)*



# Results of prior studies

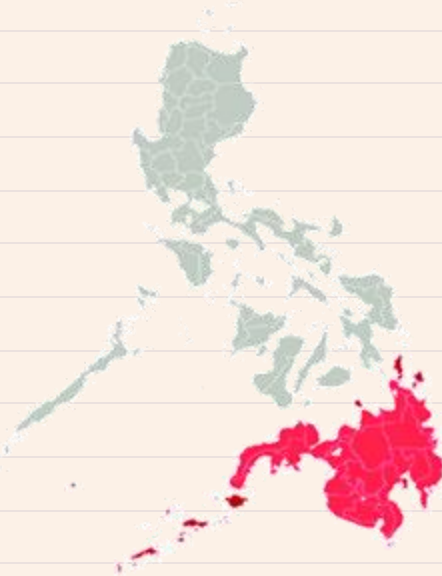


## Reading attitudes and academic performance

- *“Results indicated that both reading ability and reading attitude significantly predicted reading achievement 4 months later” (Martinez, et al., 2008)*
- *“Students attitudes towards reading show a statistically significant difference in the total scores, in the reading for fun and in the academic reading sub-dimensions” (Bayraktar & Firat, 2020)*
- *“It can still be supposed that if a student has a positive attitude toward reading, he or she may achieve higher in reading” (Shelley, 2012)*
- *“Reading attitude and achievement become more closely linked over time, developing into important causal determinants of reading achievement by early adolescence” (Kush et al., 2005)*



# Study participants



- Grade 9 public school students in Mindanao
- One section with a class size of 42 students

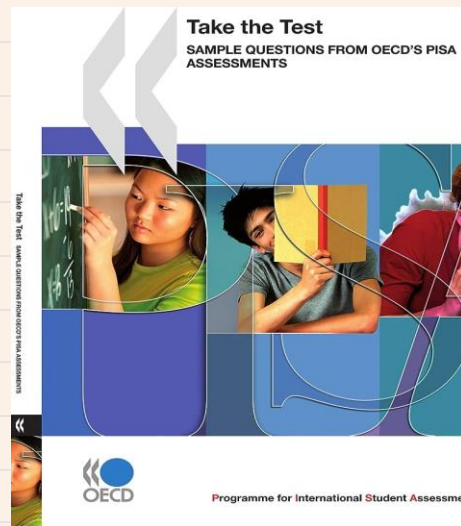
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# Data collection

Data were collected using:

- Sample Questions from the OECD's PISA Assessments for English (2000 to 2009 test cycles)
  1. *Lake Chad*, 5 items
  2. *Police*, 4 items
  3. *Labor*, 5 items
  4. *Runners*, 4 items
  5. *The Play's The Thing*, 4 items
- Student Information Questionnaire (SIQ)

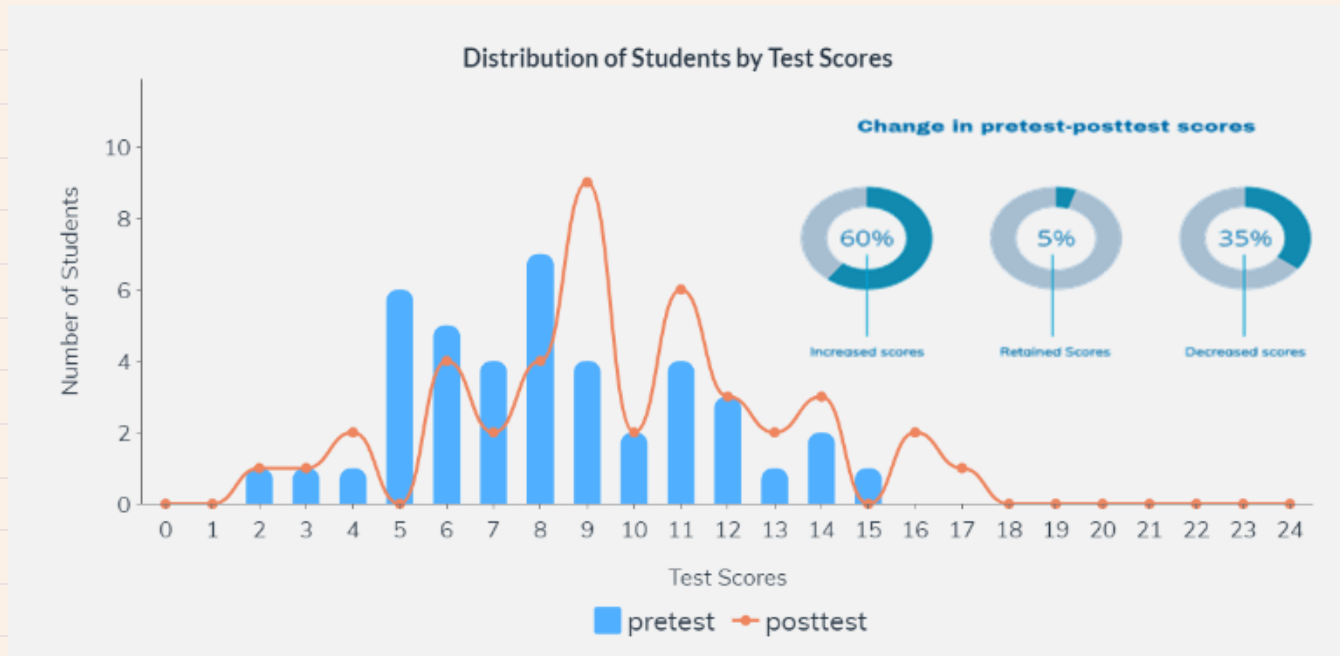


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# General student profile based on the reading test



# General student profile based on the reading habits



# General student profile based on the reading attitudes





# Subgroup student profile based on reading habits

often, always

often, always



75%

read textbooks



83%

use internet for learning



42%

read published stories



82%

consult a reference



91%

reread sentences



45%

read news/editorials

increased posttest scores

high performers



50%

read textbooks



38%

use internet for learning



38%

read published stories



44%

consult a reference



44%

reread sentences

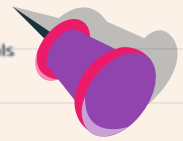


56%

read news/editorials

decreased/no change posttest scores

low performers





# Subgroup student profile based on reading attitude

often, always



17%

see reading as a dull work

increased posttest scores

often, always



55%

can barely make time  
for reading

high performers



55%

only read what is  
required



38%

see reading as a dull work

decreased/no change posttest scores



33%

can barely make time  
for reading

low performers



67%

only read what is  
required

# Recommendations

- Considerations for forming good reading habits (*Siebert, 2008, as cited in Adnan et al., 2016*)
  - *Set up a schedule for studying*
  - *Reward your studying*
- Ideas for building positive attitudes (*Allman et al., 1999, as cited in Syukur, 2016*)
  - *Make the tips presented on organization, time management, and study habits meaningful and relevant to students*
  - *Encourage students to look upon their educations as their “jobs”*
- Conduct further study



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Thank you!

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