

Reading Habits of Grade V Students of a Primary School in Eastern Bhutan: A Case Study

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

Reading is an intelligent interaction that incorporates thinking, information on right pronunciation and comprehension [1]. The compelling utilization of these abilities in a reading climate empowers readers to comprehend the content. The accomplishment of the reading cycle relies upon factors like understanding demeanor, the motivation behind reading, and earlier information on the content, the design of the content, knowledge on vocabulary; comprehension relies upon the reader's association with the content [2]. Reading is a deep-rooted ability to be utilized both at school and all through life. Reading is a fundamental ability. It is a foundation for a child's accomplishment in school and, without a doubt, all through life. Without the capacity to read well, opportunity for individual satisfaction and occupation achievement definitely will be lost. I have carried out this research to examine the reading habits of 25 students studying in grade five in my school. The understanding of their reading habits would better equip the teachers to explore and identify the necessary interventions needed to enhance their reading habits. Therefore, I would like to undertake action research using model modified by [3] starting with reconnaissance and generating action research questions. The understanding of their reading habits would better equip the teachers to explore and identify the necessary interventions needed to enhance their reading habits. Above all, employing various intervention strategies and bringing up declining reading habits of these 25 students will be my top most priority.

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1. INTRODUCTION

Educational researchers have found that there is a strong correlation between reading and academic success. The students having reading challenges are seen to occupy their attention and feel restless during reading. The principle objective of reading is to understand. As reading hardships increment the uneasiness of people, they make reading perception more difficult; henceforth, such have more restricted reading experience and this blocks the advancement of vocabulary and information buildup [4]. As indicated by [5], reading is an intentional and dynamic cycle. A reader reads to comprehend, to recall what is perceived and put the arrangement to utilize. A reader can read for information, to get the data, or for diversion. Reading is huge in creating free learning and assisting students with gaining admittance to more language info and gain information about the world. Besides, [6] states that reading habit is fundamental to make a proficient society on the planet. Reading shapes, the character of an individual and assists them with creating intellectual abilities which thus assists with making a groundbreaking thought. English curriculum comprises of various artistic pieces which are appropriate to the students' age at a different level. [7] expressed that wide consideration is taken to incorporate artistic pieces covering a wide geological region and time frame so the students can get the flavor of various customs and cultures.

Educational researchers have found that there is a strong correlation between reading and academic success. Students who read a lot and who understand what they read usually attain good grades. In fact, the relationship between reading and learning begin even earlier in the preprimary school years. However potentially disregarded that the connection between oral language and reading abilities in the school years is corresponding: advancements in a single space advance improvement in the other [8] and youngsters who have a word in their verbally expressed vocabulary are bound to show up at its right articulation during reading [9]. This correspondence among spoken in and written language in the school years is a conspicuous space of classroom and clinical help where SLTs can show and advance ideal practices.

The year 2015 was seen as a national reading year. Schools were additionally granted the certificates for reading the most extreme number of books. Hence, reading week has been presented in school each year for seven days. Despite the fact that students are offered more chances to read, they battle with reading as they are not furnished with proper understanding methodologies. [10] reports that Bhutanese educators utilize customary techniques in the reading instruction. Accordingly, effective reading procedures should be carried out for reading. Many researchers have shown that all the skills: communication, expressiveness, imagination, creative thinking, lateral reasoning and innovation comes from reading, it might be slow and difficult if effort is not made to develop reading habit.

2. RESEARCH OBJECTIVE

1. How can reading habits be Enhanced for class V Students?

3. RESEARCH QUESTIONS

1. Is there any difference of student reading habits based on parents' educational background?
2. Is there any difference of student reading habits based on school assignment and parent's consolation to read?
3. What are the factors crippling student reading habits?

4. RESEARCH METHODOLOGY

The investigation was led both utilizing quantitative and qualitative methods to discover the variables crippling student reading habits and the impact of family factors on student reading habits.

To direct this investigation random sampling is utilized and the example was chosen from grade v of 25 students. The survey questionnaire and interviews were deployed. The SPSS was utilized to investigate the information. The respondents were informed that their responses will be kept secret and can't be seen by anybody. A sum total of 25 grade V students were the chosen tests and were approached to answer the survey questionnaires in the two periods of the research about their reading habits, reading

interest and support from guardians to read and guardians schooling level. The mean score was determined utilizing the assessment models of [11] and was characterized into five levels.

5. RESULTS AND DATA ANALYSIS

The point of this investigation was to recognize the variables influencing the reading habits and the relationship and impact of family factors on the reading habits for the grade V students of Sarjung Primary School, Samdrup Jongkhar. Components influencing the reading habits for the students were investigated and followed while examining the data. The family factors examined in this investigation were guardians Education level, parent’s consolation to read.

5.1 Information of the Respondents

The respondents of this examination comprised of 25 grade V students of Sarjung Primary School. Every one of the chose students reacted to the polls which addressed the return pace of 100%. 56% of the respondents were young boys and 44% are young girls as planted in Table 1.

5.2 Analysis of Children Reading Habits

The respondents were approached to demonstrate the amount they appreciate reading, how frequently they read and the quantity of books read by them in most recent three months.

The means and standard deviations of generally speaking reading habits for the student is displayed in Table 2. The overall mean score of the reading habits was at the low level with the mean score of 2.09.

5.3 Analysis of the Distinctions in Children’s Reading Habits Dependent on Guardians’ Educational Foundation

The subsequent research question inspected the distinctions in students’ reading habits dependent on family factors such guardians’ education level and guardians’ consolation to read. The separate elements were analyzed utilizing t-test.

The mean contrast in reading habits for students between the educated and uneducated parents is 1.75. The worth of *t*, which is 1.77 was measurably huge ($p=0.005$). The table uncovered the measurably huge distinction between the ignorant and proficient parents with respect to children reading habits. The offspring of proficient parents exhibited preferred reading habits over the offspring of uneducated parents.

5.4 Analysis of the Distinctions in Children’s Reading Habits Dependent on Guardians’ Consolation and School Task

The mean contrast in reading propensities for student dependent on school task and parent support to read is .97. The worth of *t*, which is .03 was not measurably significant ($P=.97$). The table uncovered the genuinely not critical distinction between school task and parent’s consolation respect with regards to students reading propensities. It likewise portrayed that both the school task and guardians’ support similarly impact the children reading habits.

Table 1. Frequencies and percentage of the respondents (n=25)

Gender	Frequency(n)	Percentage (%)
Boys	14	56
Girls	11	44
Total	25	100

Table 2. Mean and standard deviation of student Reading habit (n=25)

Reading habits	\bar{X}	S. D	Level
1. Enjoy reading	1.90	.64	Low
2. How often you read	2.38	1.04	Low
3. Number of books read	2.00	.93	Low
Average	2.09	0.21	Low

Note: 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40 = Moderate, 3.41-4.20= High, 4.21-5.00 = Highest

Table 3. Difference in students ‘reading habit based on parents’ education level (n=25)

Education background	N	Mean	S.D.	t	P- value
Illiterate	11	2.31	.25	1.77	.005
literate	14	2.14.	.23		

**The mean difference is significant at the 0 .005 level*

Table 4. Difference in children reading habits based on parents’ consolation and school assignment (n=25)

Motivation to read	n	Mean	S.D.	t	P- value
School assignment	9	2.22	.26	.03	.97
Parent consolation	16	2.21	.25		

**The mean difference is not significant at .97*

5.5 Factors Hindering Students’ Reading Habits

The short interviews with 6 children were directed after the quantitative stage. The interviewees comprised of 2 children' poor reader, 2 children with normal reading propensities and 2 children with great reading propensities. The interviews intended to investigate the elements influencing children reading propensities. The information gathered from the interviews was broke down by utilizing content investigation. The information examinations were introduced in the resulting segments. Exploration has demonstrated that youngsters who have no admittance to books are seriously burdened and experience difficulty finding different kids [12]. Then again, understudies with satisfactory admittance to books have many books to choose from on an everyday premise, both all through school [13]. Moreover, discoveries uncover that insufficient book accessibility combined with the deficiency of books according to the age proper for the kids also, the way that kids burn through the greater part of their time sitting in front of the TV are factors recognized as blocking from creating understanding propensities.

On the topic of problems or hindrances to reading, the quantities of hindrances were referenced like absence of time, absence of reading materials at home, house hold tasks, apathy and no interest. Among the deterrents communicated by the respondents the no interest and lethargy and absence of reading materials at home were accounted for to hamper their reading propensities overall. Nonetheless, the reading propensities changed marginally between the offspring of ignorant and proficient guardians. The offspring of proficient guardians reads every now and again than the offspring of

ignorant guardians as respondent C commented that:

The children of proficient parent readers, one in particular commented:

"I like to read; yet I need to take care of my more youthful sibling after the school. There is a lot of house work as well.

Respondent A added by saying that:

"My folks anticipate that I should read in every case except I feel lethargic and don't care for understanding books. He likewise emphasized he favored playing football to reading".

The utilization of both quantitative and qualitative information offered some viewpoint of children’s reading habits. The information gathered from the quantitative stage gave the pattern and the degree of Children’s reading propensities. The quantitative uncovered the impact of guardians and school factors on the children reading habits.

The meetings with the students uncovered that a few children get the reading propensities in the midst of the impediments while others simply don't read.

6. DISCUSSIONS AND CONCLUSION

Studies have shown that guardians' schooling foundation influences the reading propensities and interests of students examined. This finding compares with the examinations made by [14]. A scholarly capability of a parent has a positive connection with the degree of reading among their children. This investigation additionally upholds contemplates done by [14] and the OECD report [15]. As indicated by the OECD

report [15], moms of advanced education can contribute through their day by day cooperation with their children. The investigation discovered that the impression of the research members supports the significant writing on the idea of reading. As per numerous journalists, for example, [16], reading is the capacity to comprehend words which are accessible in texts and utilize that information for self-improvement. The review on reading habits for the students of class IV uncovered that children's' reading habit is not in any manner empowering. The outcomes too affirmed these children just connect only for assessment purposes and very little for individual improvement. As [17] states that test consequences of the people who need great reading habits may not be good and may turn into a cause of stress for educators, parents, and stakeholders of schooling.

Among children aged 8 to 13, the correlation between vocabulary and reading ability of irregular words was stronger than that of normal children [18] although a report for 6-year-old children Research has found that vocabulary is very important for regular and irregular words reading [19].

Mothers can give a superior chance to read for the Children. Discoveries of this investigation compare with contemplates done by [20], which is the association of Parents are identified with the children's' higher accomplishment in reading. Execution and fortifying reading propensities and interests happen viably when given a powerful and constant consolation by parents. This concentrate additionally upholds the hypothesis that stresses the significance of helpful climate to turn out to be acceptable readers.

The investigation demonstrated parents support and school task incredibly decides the children's" reading propensity and is significant that parents urge their children to foster the propensity for reading from early life so it will be a vital part of them. Accordingly, when they grow up, they won't leave from it. The investigation further discovered that apathy is one of the essential obstacles to reading among the respondents. As [21], states that "Children with helpless reading habits have higher possibilities of against social conduct, misconduct; school brutality, tormenting, rate of hacking PCs and even frequencies of assessment acts of neglect have a higher relationship with poor understanding habits.

Children get familiar with a propensity by copying grown-ups in their current circumstance. Recounting stories and examining about it can animate students Children. On the off chance that parents can require some investment to sit with their children, the underlying endeavors to encourage the reading propensity will be fruitful. Studies have shown that the supporting of reading propensities and interests rely upon a great deal of reading experience at home. Simultaneously, discoveries show numerous students depend on school libraries to get reading materials.

Therefore, it is significant for the Parents and teachers should meet up and assume a part in developing this propensity and interest in reading among students. Both teachers and parents ought to likewise examine strategies in empowering the reading propensities. Henceforth, family amicability should be safeguarded with the goal that endeavors to make deep rooted reading community will turn into a reality. The respectability of the family organization should be safeguarded consistently so children will be destined for success in molding their future. Reading habits and interests in a family will get incredible potential encouraging the connection between parents with children and in this way will actually want to keep away from children from picking unacceptable ways of life.

Finally, it is suggested that parents should assist their children with developing the reading abilities when they are young, so it turns out to be a vital part of their life. Today, there are numerous community libraries where children can be urged to proceed to read novels and fiction. At the point when this is done, it will help them communicate their thoughts well and compose great English which will ultimately prompt better academic performer sooner rather than later. Motivation is the key to inspiring learners. When inspired, the learners are motivated to engage in meaningful activities. It is broad, complex and abstract concept bestowed on every teacher. For this, [18] carried out an ethnographic study that focused on what motivating teachers and not motivated teachers. The result revealed that the highly motivated teachers could motivate students about 80% on task. The study concluded that the most engaging teachers used more motivational mechanisms that would be expected to increase engagement. With this understanding, learners can be motivated to engage in an activity intrinsically or extrinsically.

7. LIMITATION OF THE STUDY

The study was focused only on grade five students in one of the primary schools in Samdrup Jongkhar Dzongkhar. Therefore, the findings cannot be generalized to the grade five students studying in other schools in Bhutan.

8. RECOMMENDATION

The research profoundly empowers the school to utilize different methodologies for their students to further develop their reading habits.

8.1 School

1. The school is prescribed to secure assortment of reading material that is age fitting for young students and encourage them to read books written by Bhutanese authors.
2. Librarian plays the vital part in helping students to take interest in reading. Hence, Librarian should try to make the library alluring to the students. Librarian must conduct orientation on reading programme for every classes, regarding the value of reading.

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CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the authors.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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