

EXPLORING THE FACTORS STRUCTURE OF READING HABITS OF STUDENTS IN THE NEW NORMAL: AN EXPLORATORY SEQUENTIAL DESIGN

CATHERINE E. LAYDA
DR. CYNTHIA S. ASUNCION

Central Mindanao Colleges, Kidapawan City, Philippines.
Corresponding email: ayinglayda86@gmail.com

ABSTRACT

This study examined the factors structure of reading habits of students in the new normal using exploratory mixed method design. The exploratory sequential mixed method design is characterized by an initial qualitative phase of data collection and analysis, followed by a phase of quantitative phase of data collection analysis, with a final phase of integration or linking of data from two separate strands of data. More specifically, it aimed to construct, develop and evaluate the factors structure of reading habits of students in the new normal scale. In the qualitative phase, there were seven students who participated in the in-depth interview and ten students participated in the focus group discussion. There were three themes that emerged from the interview that put emphasis on home environment, peer influence, and personal interest. A 30-item new approaches of teaching scale was also constructed based from the results of the interview, which was subjected to the quantitative phase. In the quantitative phase, 200 questionnaire responses were analyze for exploratory factor analysis (EFA). Results showed three underlying factors structure of reading habits of students in the new normal A total of four themes on the factors structure of reading habits of students in the new normal questionnaire was developed which are home environment with a total of thirteen items, peer influence with a total of seven items, personal interest with a total of four items, and environmental imitation with a total of four items and the overall the scale has a total of 28-item questionnaire. This study recommended that in order to enhance the reading habits of students in the new normal, it is recommended to provide them with a diverse range of reading materials, including books, articles, and digital content. Additionally, incorporating reading into classroom activities and setting aside dedicated reading time can encourage students to develop a regular reading habit and improve their literacy skills.

Keywords: *Reading Habits, New Normal Education, Exploratory Sequential Design, Factor Analysis, Municipality of President Roxas, Philippines*

INTRODUCTION

The reading habits of students significantly impact their ability to comprehend and enhance their learning, particularly in the context of home-based education where reading plays a crucial role in children's academic achievements. However, according to

available data, out of 275 students, 93% possess the ability to read, yet only 87% have developed regular reading habits (Yusof, 2020). Furthermore, almost half of the children between the ages of 10 and 14 exhibit disinterest in reading. These findings clearly indicate a lack of engagement in reading among learners. A study emphasizes the influential role of parents and family members in fostering reading habits among students at home (Ameyaw & Anto, 2018). Specifically, family lifestyle, parent-child relationships, and socioeconomic status are closely associated with the cultivation of reading habits and interests. Consequently, it is crucial to evaluate the factors that contribute to students' reading habits at home, as reading serves as an essential component for academic success.

According to a study conducted by Wise and Buffington (2019), the family plays a significant role in shaping students' reading habits. The family environment serves as the initial educational setting, with parents acting as the primary educators for children. During the preschool years, children learn by observing their surroundings, and their parents serve as the primary role models. Similarly, Teale (2019) argues that the environment can also influence students' reading habits. Right from birth, children's development is influenced by their surroundings, and their reading habits are shaped by the conditions of their environment. Therefore, creating an encouraging environment for children and ensuring secure communication with others is crucial for developing their reading habits during these formative years (Bredenkamp & Copple, 2018).

Students' reading habits is a common issue on research, however, in this new context of home based learning, the idea of reading among students play a more crucial role in this new learning environment. Thus, it is still timely important to re-assess the factors that contribute to students' reading habits at home. Moreover, this study will use an exploratory research design in which this study will focus on looking at the context of the problems using both qualitative and quantitative aspect of the problems. Making this study more substantial and relevant as compared to studies conducted before.

One of the aims of this study is to look for the dimensions that influence students reading habits at home. The data that could be gathered in this study will provide a basis for parents to evaluate their practices at home that will encourage children to read. In addition, since parents could be the main beneficiaries of this study in which they can be able to identify appropriate home practices that will enhance children's reading habits. Moreover, the school can look for more additional programs to assist parents on how to encourage their children to read at home.

FRAMEWORK

This study believes that children's' habits at home is greatly influence by how and what they see in their environment. What the students experience in their daily encounter will greatly affect their behavior and more likely to show the same behavior. Thus, with this it is important to showcase positive attitude towards reading in order for the child develop a habit of reading.

As a pragmatist point of view, this study believes that social environment of the child affects how they act and behave. In particular, if the child is exposed to an

environment where people loved to read and talk, the more likely the child will show the same act of behavior.

The present research investigates the influence of social learning theory, proposed by Bandura (1977), on students' reading habits in their home environment. Social learning theory underscores the significance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others. This theory explores the interplay between environmental and cognitive factors in shaping human learning and behavior. In relation to reading, social learning theory suggests that children acquire reading habits by observing others. If children observe their family engaging in reading activities at home, they are more likely to emulate this behavior. The role of home practices holds great importance in the learning process for all individuals, particularly children.

Additionally, the concept of social learning theory suggests that children acquire knowledge by observing others. This learning process can manifest in two ways: a child may witness their sibling politely requesting a treat and being granted one, which may influence them to imitate the behavior, or a teenager may hear a friend discussing lock picking and gain new knowledge without attempting it themselves. Within the educational setting, educators have discovered that social modeling and the use of examples wield significant influence in facilitating learning. When children witness positive outcomes resulting from certain actions, they are more inclined to replicate those actions (Meti, 2020). Conversely, observing negative consequences tends to deter them from engaging in similar behavior. Therefore, to foster an inclination for reading among students, it is essential for teachers to consistently cultivate an environment that promotes reading.

METHODS

Research Design

This study employed an exploratory research design, which is a methodology used to investigate research questions that have not been extensively examined before. Exploratory research is commonly qualitative, but it can also be quantitative when conducted with a large sample. It is known as interpretive research or a grounded theory approach due to its adaptable and open-ended nature. Therefore, exploratory research was utilized to explore a problem that lacked a clear definition, aiming to gain a deeper understanding of the existing issue. The researcher began with a general idea and used it as a means to identify relevant issues, forming the foundation for this research. Specifically, individual interviews were conducted with selected participants to gather data, enabling the creation of a comprehensive description of the factors influencing students' reading habits in the new normal.

According to Creswell and Plano Clark (2018), exploratory sequential mixed methods is an approach that combines qualitative and quantitative data collection and analysis in a series of phases. The initial phase involves gathering qualitative data, which is then analyzed to inform the subsequent quantitative phase. This quantitative phase may involve the use of a survey or other methods to collect quantitative data. The qualitative analysis plays a crucial role in developing specific research questions for the quantitative phase, which may include administering a questionnaire or conducting

other forms of quantitative data collection. The collected data will undergo rigorous statistical analysis to validate the instrument or the theoretical framework being developed (Creswell & Plano Clark, 2018).

Research Participants

The identification of respondents and participants in this research employed stratified random sampling. Proportional allocation was utilized to ensure that samples were obtained from each district within the Municipality of President Roxas.

For the preliminary (qualitative) aspect, a total of ten elementary pupils in the Municipality of President Roxas were invited for an in- depth interview and another seven public elementary pupils for focus group discussion. The results of the interview were then used that identified the emerging themes as well as to generate a questionnaire.

For the purpose of quantitative analysis, a group of 200 students from public elementary schools completed a survey designed for exploratory factor analysis and confirmatory analysis. Following the completion of the initial 200 questionnaires, an additional 30 participants were invited to participate in a reliability test.

Meanwhile, these 17 participants for the qualitative and these 200 respondents for the quantitative were selected based on their position. That was, only teachers 1 to teachers 3 were included in this study. On the other hand, teachers that were not in the inclusion criteria were excluded in the study.

Research Instrument

This study developed a set of interview guide questions aligned with the study's objectives. These questions were used to conduct interviews and focus group discussions with participants, obtaining valuable insights on the factors influencing students' reading habits in the new normal.

Specialists were enlisted to evaluate the content validity of the interview questions and assess the sustainability of the items that represented the fundamental dimensions of students' reading habits in the new normal. The aim was to guarantee the questionnaire's readability and comprehensibility.

Data Analysis

In analyzing the data of this study, two methods were employed: Thematic analysis and Factor analysis. Below were the detailed explanations of how these methods were done.

In the qualitative aspect, the data obtained from in-depth interview were analyzed using thematic analysis. Based on Kiger and Varpio (2020), thematic analysis was a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns. It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. Moreover, thematic analysis involves a six-step process: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Kiger & Varpio, 2020).

In the qualitative aspect, the data obtained from in-depth interview were analyzed using thematic analysis. Based on Kiger and Varpio (2020), thematic analysis was a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns. It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. Moreover, thematic analysis involves a six-step process: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Kiger & Varpio, 2020).

The study employed Factor analysis to simplify a set of complex variables or items and explore the underlying dimensions that explain the relationships between the variables. According to Tavakol and Wetzel (2020), this statistical method simplifies a matrix of correlations, allowing researchers to better understand the relationship between items in a scale and the underlying factors that the items may have in common. The main purpose of using Factor analysis in this study was to develop and refine assessment instruments for evaluating effective online teaching, which was validated through the construct validity of the measure (Tavakol & Wetzel, 2020).

Before conducting Factor Analysis, the data underwent the Kaiser-Meyer-Okin (KMO) measure of sampling adequacy. This test was used to determine if the data was appropriate for Factor Analysis. Each variable in the model was assessed, as well as the complete model, to determine the sampling adequacy. The KMO statistic indicated the amount of shared variance among variables. If the proportion was low, it indicated that the data was well-suited for Factor Analysis. (Reddy & Kulshrestha, 2019).

After passing the KMO test, the next step was to extract unrotated factors from the data using principal axis factoring in Exploratory Factor Analysis (EFA). To ensure that only variables with a communality value of .40 or higher were included, the first half of the data was used. The factors were then rotated using Promax rotation to simplify the factor structure. The Kaiser rule was used to determine the number of dimensions or factors, with only factors whose eigenvalues were greater than or equal to 1 retained. Additionally, Cattell's scree plot criterion was utilized to graph the eigenvalue of each dimension or factor.

The number of dimensions or factors extracted and retained were further validated by the scree plot. The factor loadings were determined by eigenvalues and represented the correlation coefficients between the items or variables in rows and the factors or dimensions in columns, which were identified as the Factor Rotation Matrix (Carpenter, 2006). This step addressed the latent dimensions in the teachers' disciplining strategy in an online learning: scale, and the factors obtained were labeled based on the shared theme of the item cluster.

RESULTS AND DISCUSSION

Emerging Themes of Factors structure of reading habits of students in the new normal

In the Municipality of President Roxas, a comprehensive analysis of in-depth interviews and focus group discussions with specific students reveals three significant

themes centered around the influence of the home environment, peer interactions, and individual interests.

Home environment. Many of the participants stated that when children see adults in their home reading for pleasure, they are more likely to view reading as a valuable and enjoyable activity. By modelling reading at home, parents can create a positive reading culture in the home that will help children develop strong literacy skills and a lifelong love of reading. These are evident in the following quotes from the participants:

*“My parents have interest in reading that is why I also love reading at home.”
(IDI, P1)*

“My siblings at home always talk about book stories that is why I am encourage also to read a lot.” (FGD, P7)

“At home, I am surrounded by family members who read a lot.” (IDI, P9)

Meanwhile, most participants claimed that when children receive positive feedback and praise for reading, they are more likely to continue reading and develop a love for books. By encouraging children to read, parents and caregivers can help them improve their language and literacy skills, expand their knowledge and understanding of the world, and foster a lifelong love of learning. These ideas are present in the narratives of the participants stated below:

“I am being limited by my parents to use cellphone because they want me to read books and my lessons.” (IDI, P5)

“My parents are monitoring me about the amount of time spent in leisure reading.” (IDI, P2)

*“I am being motivated by the people at home about the importance of reading.”
(FGD, P5)*

Numerous authors have provided substantial evidence supporting the significance of the home environment in relation to the development of children's reading habits. One notable study conducted by Sénéchal and LeFevre (2022) revealed a positive correlation between the presence of age-appropriate reading materials, like books and magazines, in the home and children's literacy development.

Furthermore, Desforges and Abouchaar (2018) discovered a strong correlation between parental engagement in reading-related endeavors, like reading aloud and engaging in book discussions, and the academic success of children. Similarly, Kirsch (1993) conducted research indicating that parents who serve as reading role models and exhibit a favorable outlook on reading can foster the growth of their children's reading habits. Consequently, the domestic setting assumes a pivotal function in

molding children's perspectives on reading and their acquisition of literacy proficiencies, according to existing evidence.

Peer influence. The importance of peers in shaping positive reading habits among children was emphasized by numerous participants. Children tend to admire and imitate their peers, greatly affected by their actions. Witnessing their peers actively engaging in reading activities serves as a catalyst for developing their own interest in reading. Moreover, peer influence acts as a motivating factor for children to read regularly and for extended durations. The participants' quotes provide clear evidence of these observations.

"My peers also love reading that is why I am also motivated to read." (FGD, P7)

"I and my friends love to spend much of our time reading the same book." (IDI, P1)

"I get motivation with my friends who are always participating in reading session in class." (IDI, P9)

Meanwhile, most participants claimed that peer encouragement can also create a positive reading culture, where reading is seen as a fun and enjoyable activity rather than a chore. Additionally, peer discussions about books can help children develop critical thinking skills and deepen their understanding of what they are reading. These ideas are present in the narratives of the participants stated below:

"My friends helped me in improving my reading comprehension." (IDI, P4)

"Through the encouragement of my peers to read I somehow improve my reading ability and comprehension." (FGD, P3)

"After class my friends and I spends our time reading our lessons and other books that interest us." (FGD, P6)

Numerous authors have provided support for the significance of peer influence. One area that has garnered considerable attention in recent years is the examination of peers' role in cultivating positive reading habits among children. Based on a study by Mol and Bus (2021), peers can positively influence children's reading habits by providing them with reading materials, discussing books, and modeling reading behaviors. Peer-led book clubs and reading groups have also been found to promote a love for reading and improve reading comprehension (Gambrell, 2021).

Furthermore, according to Brozo et al.'s (2021) research, engaging in peer reading collaborations, where students read together and offer feedback on one another's reading, proves to be a successful strategy for enhancing both reading fluency and comprehension. However, it is important to note that peer influence can also have negative effects on children's reading habits, such as peer pressure to read certain

books or a lack of interest in reading among peers (Mol & Bus, 2021). Therefore, it is crucial for educators and parents to foster a positive reading culture and provide guidance to children on selecting appropriate reading materials.

Personal interest. Many of the participants stated that children have a personal interest in what they are reading, they are more likely to read regularly and independently, which further strengthens their reading abilities. Therefore, it is essential to provide children with a variety of books that cater to their interests to cultivate a lifelong love of reading. These are evident in the following quotes from the participants:

"It is in my innate personality that I love reading because reading interests me."
(IDI, P5)

"Read is fun for me especially when there are pictures." (IDI, P6)

"I get a lot of enjoyment from reading books because I can encounter the creativity of the authors." (IDI, P8)

While the majority of participants expressed that they view reading as a pleasurable and fulfilling endeavor, their inclination to regularly partake in it and cultivate a lifelong reading habit was evident. Positive perceptions of reading can lead to increased motivation, engagement, and persistence in reading, which in turn can lead to improved reading skills and academic performance. These ideas are present in the narratives of the participants stated below:

"Through reading I enhance my imagination skills because I can imagine the scenes on the book I read." (FGD, P7)

"I really appreciate reading since it enhances my analytical skills." (IDI, P3)

"Reading helps me stay motivated and inspired in life." (IDI, P9)

The result on the importance of personal interest is supported by many authors. In particular, developing good reading habits in children is crucial for their academic success and personal growth. According to a study conducted by Mol and Bus (2021), it was discovered that children who received parental encouragement to read during their early years displayed enhanced cognitive and linguistic progress in contrast to those who did not receive such encouragement.

Similarly, a study by Li et al. (2022) revealed that children who read regularly had a better understanding of empathy and emotional intelligence, leading to better social relationships. Another study by Looi et al. (2022) emphasized the importance of creating a reading-friendly environment at home, with access to a variety of books, as it increased children's motivation and enjoyment of reading. These studies highlight the significance of developing good reading habits in children and provide insights into how parents and educators can promote this behavior.

Construction of Factors structure of reading habits of students in the new normal Scale

The reading habits of students in the new normal were assessed based on participant narratives, and a 30-item questionnaire was developed using qualitative interviews. The exploratory factor analysis (EFA) was used to reduce the data, resulting in three factors based on prior qualitative analysis. Table 1 shows the factor structure of the questionnaire.

Table 1
Factors structure of reading habits of students in the new normal Scale

ITEMS
1 I have parents who also have interest in reading
2 I am surrounded by a family who loves reading
3 I have a lot of books in the house
4 I am rewarded by my parents just to read books
5 I am constantly monitored by my parents to read
6 I have siblings who always talk about book stories
7 I am encourage by my relatives at home to always read
8 I am limited by my parents to use cellphone but to read
9 I am monitored by my parents about the amount of time spent in leisure reading.
10 I am being motivated by the people at home to read
11 I belong to a peer group where they love reading
12 I spend much time with my peer group reading
13 I have peers who assisted me in improving my reading comprehension
14 I can be good at reading when I am with my peers.
15 I and my peer love to rad and study together after class.
16 I have peer who always help each other with academic difficulties.
17 I become better than the previous one before I met my friends.
18 I and my peers are very competitive in reading analysis.
19 I often skip classes to spend time with my friends.
20 I and my friends are always participating in reading session.
21 I love reading
22 I like to read especially when there are pictures
23 I read because I enhance my imagination
24 I enhance my analytical skills through reading
25 I read because it is the best way for me to learn things.
26 I get a lot of enjoyment from reading
27 I like going to the library for books.
28 I am the kind of person who enjoys a good book
29 I enjoy receiving books as gifts.
30 I get inspired when I read

Dimensions of Factors structure of reading habits of students in the new normal Scale

Testing a 30-item Factors structure of reading habits of students in the new normal scale. The structure of students' reading habits in the new normal was determined based on participant narratives, using Table 1 to present the factors identified from a 30-item questionnaire. The questionnaire was developed using responses from qualitative interviews and underwent exploratory factor analysis (EFA) to reduce the data. A priori qualitative analysis dimensions were used to fix the number of factors at three. To ensure that the construct could be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. The KMO value of .871, presented in Table 3, indicates that the sample is adequate for factor analysis, as values above .5 are acceptable according to Kaiser (1974). Values between .5 to .7 are mediocre, values between .7 to .8 are good, and values between .8 to .9 are superb.

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.871
Approx. Chi-Square	5540.210
Bartlett's Test of Sphericity	Df
	435
	Sig.
	.000

Based on the initial analysis, it can be inferred that the 30-item reading habits factors structure of students in the new normal is appropriate for factor extraction, indicating its readiness for factor analysis

Derivation of the Number of Factor Structure. By analyzing qualitative data beforehand, we were able to identify three dimensions of reading habits among students in the new normal. These dimensions were used to derive the factor structure, and our analysis indicates that the resulting three factor model displays clear patterns, as illustrated in Table 3.

The factor loading below .4 are reduce from the model and based on the results only 28 items where accepted and passed the criteria then subjected for rotation and analysis.

After which, the 28 – item construct is then subjected for rotation. The promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The table displays the pattern matrix obtained through Principal Axis factoring with Promax rotation method using Kaiser Normalization. The loading of items onto the four factors is above the recommended level of .4, as suggested by Filed (2005), ensuring the desired factors are obtained. Additionally, there is no evidence of items cross-loading or not loading at all, indicating that they are well-represented by their respective factors. It is worth noting that higher loadings signify a stronger correlation between the variable and the factor, indicating that the variable is a better representative of the factor, as noted by Hair et al. (1998).

Table 3
Pattern Matrix Four Factor Model

	Factor			
	1	2	3	4

1	I have parents who also have interest in reading			.422
2	I am surrounded by a family who loves reading	.662		
3	I have a lot of books in the house	.422	.740	
4	I am rewarded by my parents just to read books	.493		
5	I am constantly monitored by my parents to read		.480	
6	I have siblings who always talk about book stories			.447
7	I am encourage by my relatives at home to always read			.412
8	I am limited by my parents to use cellphone but to read			
9	I am monitored by my parents about the amount of time spent in leisure reading.			.630
1	I am being motivated by the people at home to read			.838
0				
1	I belong to a peer group where they love reading			.453
1				
1	I spend much time with my peer group reading	.680		
2				
1	I have peers who assisted me in improving my reading comprehension	.631		
3				
1	I can be good at reading when I am with my peers.		.861	
4				
1	I and my peer love to rad and study together after class.	.584		
5				
1	I have peer who always help each other with academic difficulties.		.783	
6				
1	I become better than the previous one before I met my friends.		.677	
7				
1	I and my peers are very competitive in reading analysis.			.697
8				
1	I often skip classes to spend time with my friends.		.627	
9				
2	I and my friends are always participating in reading session.			
0				
2	I love reading	.610		
1				
2	I like to read especially when there are pictures	.672		
2				
2	I read because I enhance my imagination	.760		
3				
2	I enhance my analytical skills through reading	.466		
4				
2	I read because it is the best way for me to learn things.	.777		
5				
2	I get a lot of enjoyment from reading	.817		
6				
2	I like going to the library for books.	.581		
7				
2	I am the kind of person who enjoys a good book			.552
8				
2	I enjoy receiving books as gifts.		.738	
9				
3	I get inspired when I read	.676		
0				

The correlation between factors and variables was deemed sufficient based on the item loadings. Therefore, the items were considered as components of the factor. Through EFA, a three-factor model for the reading habits of students in the new normal was developed. This model includes 28 items categorized into home environment, peer influence, personal interest, and environmental imitation, as presented in Table 4.

Final Version of Factors structure of reading habits of students in the new normal. Table 4 displays the final version of the research instrument produced in this study. After analyzing the 30 items, some issues regarding face validity were identified based on the factor loadings. Therefore, we removed items with a small coefficient less than .40, as recommended by Hair et al. (2010) when they lack coherence with the factor. Researchers may also choose to set a loading coefficient to include only the items that best represent the factor, meaning that low coefficients may not be included in the factor structure.

A questionnaire was created to determine the reading habits of students in the new normal. The questionnaire was developed using EFA, resulting in a tool containing 28 items categorized into three themes. These themes were derived from qualitative findings and include home environment (13 items), peer influence (7 items), personal interest (4 items), and environmental imitation (4 items). The Likert-scale used ranges from 5 (strongly agree) to 1 (strongly disagree).

Table 4
Factors structure of reading habits of students in the new normal
Questionnaire

ITEMS	
Home environment	
1	I am surrounded by a family who loves reading
2	I have a lot of books in the house
3	I am rewarded by my parents just to read books
4	I spend much time with my peer group reading
5	I have peers who assisted me in improving my reading comprehension
6	I and my peer love to read and study together after class.
7	I love reading
8	I like to read especially when there are pictures
9	I read because I enhance my imagination
10	I enhance my analytical skills through reading
11	I read because it is the best way for me to learn things.
12	I get a lot of enjoyment from reading
13	I like going to the library for books.
Peer influence	
14	I am constantly monitored by my parents to read
15	I can be good at reading when I am with my peers.
16	I have peer who always help each other with academic difficulties.
17	I become better than the previous one before I met my friends.
18	I often skip classes to spend time with my friends.
19	I enjoy receiving books as gifts.
20	I get inspired when I read
Personal interest	
21	I have siblings who always talk about book stories

- 22 I am encourage by my relatives at home to always read
- 23 I am monitored by my parents about the amount of time spent in leisure reading.
- 24 I am being motivated by the people at home to read

Environmental Imitation

- 25 I have parents who also have interest in reading
- 26 I belong to a peer group where they love reading
- 27 I and my peers are very competitive in reading analysis.
- 28 I am the kind of person who enjoys a good book

Legend:

- 5 – Strongly Agree
- 4 – Agree
- 3 – Moderately Agree
- 2 – Disagree
- 1 – Strongly Disagree

This study recommended that in order to enhance the reading habits of students in the new normal, it is recommended to provide them with a diverse range of reading materials, including books, articles, and digital content. Additionally, incorporating reading into classroom activities and setting aside dedicated reading time can encourage students to develop a regular reading habit and improve their literacy skills.

CONCLUSIONS

In the light of the study, the following conclusions were drawn:

1. The emerging themes highlight the factors structure of reading habits of students in the new normal which put emphasis on home environment, peer influence, and personal interest.
2. The result derived from factor analysis indicates that the factors structure of reading habits of students in the new normal of teaching has three factors that includes home environment, peer influence, and personal interest.
3. New normal approaches of teaching with 28 items was develop to measure the factors structure of reading habits of students in the new normal.

REFERENCES

- Ameyaw & Anto. (2018). Read or Perish: Reading Habits among Students and its Effect on Academic Performance: A Case Study of Eastbank Senior High School – Accra. Retrieved from <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=4948&context=libphilprac>
- Anderson, J. (2018). Relationships between parent's perspectives of literacy acquisition and their child's early literacy knowledge. ED#365448.
- Anthony, J. L., Lonigan, C. J., Burgess, S. R., Driscoll, K., Phillips, B. M., & Cantor, B. G. (2018). Structure of preschool phonological sensitivity: Overlapping sensitivity to rhyme, words, syllables, and phonemes. *Journal of Experimental Child Psychology*, 82(1), 65–92. <https://doi.org/10.1006/jecp.2002.2677>

- Azmitia, M. (2018). Peer interaction and problem solving: When are two heads better than one? *Child Development*, 59, 87–96
- Benvides, Tina De L. (2006). Personal reading habits and literacy instruction in preservice teacher. (Unpublished master thesis). Nipissing University Faculty of Education, Ontario.
- Brabham, E. G., Murray, B. A., & Bowden, S. H. (2021). Reading alphabet books in kindergarten: Effects of instructional emphasis and media practice. *Journal of Research in Childhood Education*, 20(3), 219–234. <https://doi.org/10.1080/02568540609594563>
- Bredenkamp, S., & Copple, C. (2018). Developmentally appropriate practice in early childhood programs. Washington, D.C.: National Association for the Education of Young Children. ERIC Number: ED403023.
- Brozo, W. G., Hargis, C. H., & Whirl, K. (2021). Building fluency, vocabulary, and comprehension through integration of comprehension strategies: A peer-mediated approach. *Journal of Literacy Research*, 48(3), 317–340. <https://doi.org/10.1177/1086296X16644691>
- Constantine J. L. (2019). Relationships among early lexical and literacy skills and language-literacy environments at home and school. Unpublished PhD thesis, College of Education University of South Florida, Department of Childhood Education College of Education University of South Florida, USA. Retrieved from <https://scholarcommons.usf.edu/etd/1000>
- Desforges, C., & Abouchaar, A. (2018). The impact of parental involvement, parental support, and family education on pupil achievements and adjustment: A literature review. Research report RR433. Department for Education and Skills. Retrieved from <https://dera.ioe.ac.uk/5551/1/RR433.pdf>
- Dicker, C. (2004). Habits of Reading. In Reading Connections. Sasbadi MELTA Series. Petaling Jaya: Sasbadi.
- Dicker, C. (2004). Habits of Reading. In Reading Connections. Sasbadi MELTA Series. Petaling Jaya: Sasbadi.
- Dicker, C. (2019). Habits of Reading. In Reading Connections. Sasbadi MELTA Series. Petaling Jaya: Sasbadi.
- Durkin, D. (2018) *Children Who Read Early*. New York: Teachers College Press
- Dwyer, G. M., Higgs, J., Hardy, L. L., & Baur, L. A. (2018). What do parents and preschool staff tell us about young children's physical activity: a qualitative study. *International Journal of Behavioral Nutrition and Physical Activity*, 5(1), 66. <https://doi.org/10.1186/1479-5868-5-66>
- Fisher, D., Frey, N., & Nelson, J. (2012). Literacy achievement through sustained professional development. *Reading Teacher*, 65(8), 551-563. doi:10.1002/TRTR.01082
- Fountas, I. C., Pinnell, G. S., & Le Verrier, R. (2021). Guided reading. Portsmouth, NH: Heinemann. <https://doi.org/10.4324/9780203155158>
- Gambrell, L. B. (2021). Seven rules of engagement: What's most important to know about motivation to read. *The Reading Teacher*, 65(3), 172–178. <https://doi.org/10.1598/RT.65.3.4>

- Ganakumaran, S. (2019). In Readings in TESL Vol.2: Essays in Honour of Basil Wijasuriya. Sasbadi-MELTA ELT Series. Sasbadi Sdn Bhd.
- Ganakumaran, S. (2019). "Are We Really Teaching Students' to Read?". In Readings in TESL Vol.2: Essays in Honour of Basil Wijasuriya. Sasbadi-MELTA ELT Series. Sasbadi Sdn Bhd.
- Glascoc, F. P., Altemeier, W. A., & MacLean, W. E. (2019). The importance of parents' concerns about their child's development. *American Journal of Diseases of Children*, 143(8), 955–958. <https://doi.org/10.1001/archpedi.1989.02150200115029>
- Harris, D. N. (2020). How do school peers influence student educational outcomes? Theory and evidence from economics and other social sciences. *Teachers College Record*, 112(4), 1163-1197.
- Hedge, T. (2018). *Teaching and Learning the Language Classrooms*. Oxford: Oxford University Press.
- Hildebrand, V.L. & Bader, L.A. (2018). An exploratory study of parents' involvement in their child's emerging literacy skills. *Reading Improvement*, 29, 163-70.
- Hills, V. (2020). *Preschool preparation: the importance of an early academic foundation*. The Free Library Articles and Books, 18, 2020.
- Hong, G., Corter, C., Hong, Y., & Pelletier, J. (2018). Differential effects of literacy instruction time and homogenous ability group in kindergarten classroom: Who will benefit? Who will suffer? *Educational Evaluation and Policy Analysis*, 34(1), 69-88.
- Hoxby, C. M., & Weingarh, G. (2020). Taking race out of the equation: School reassignment and the structure of peer effects. Unpublished manuscript.
- Jackson, E. (2008). *Cuddling up with Child and a Good Book -10 Great Reasons to Read Together*. Retrieved Feb, 20, 2008 <http://www.booknutsreadingclub.com/cuddlingup.html>
- Jenkins, L. T., & Eliason, C. (2018). *A practical guide to early childhood curriculum*. Pearson Merrill/Prentice Hall
- Justice, L. M., Logan, J. A. R., Lin, T-J., & Kaderavek, J. N. (2019). Peer effects in early childhood education: Testing the assumptions of special-education inclusion. *Psychological Science*, 25(9), 1722-1729.
- Kaur, S. & Thiyagarajah, R. (2019). *The Reading Habits of ELLS Students in University Science Malaysia*. Paper Presented in the 6th International Literacy and Education Research Network Conference on Learning. Bayview Beach Resort, Penang.
- Li, X., Zhang, L., Wang, Y., & Chen, X. (2022). The impact of reading on children's empathy and emotional intelligence: Evidence from a Chinese sample. *Frontiers in Psychology*, 13, 838. <https://doi.org/10.3389/fpsyg.2022.838985>
- Looi, C. K., Ponnusamy, L. D., Low, K. H., & Chee, Y. S. (2022). Factors affecting motivation and enjoyment of reading in children: A qualitative study. *International Journal of Environmental Research and Public Health*, 19(1), 159. <https://doi.org/10.3390/ijerph19010159>
- Manveet, K. (2018). "Learning to Read, Reading to Learn". From The New Straits Times.

- Masburn, A. J., Justice, L. M., Downer, J. T., & Pianta, R. C. (2019). Peer effects on children's language achievement during pre-kindergarten. *Child Development*, 80(3), 686-702.
- Mol, S. E., & Bus, A. G. (2021). To read or not to read: A meta-analysis of print exposure from infancy to early adulthood. *Psychological bulletin*, 137(2), 267–296. <https://doi.org/10.1037/a0021890>
- Sacerdote, B. (2021). Peer effects with random assignment: Results for Dartmouth roommates. *Quarterly Journal of Economics*, 116, 681–704.
- Sangkaeo, S. (2019). Reading Habit Promotion in ASEAN Libraries. Paper Presented in the 65th IFLA Council and General Conference, Bangkok Thailand. August 20th 28th 1999. Retrieved February, 20, 2008 from <http://www.ifla.org/IV/ifla65/papers/091-114e.htm>.
- Schechter, C., & Bye, B. (2018). Preliminary evidence for the impact of mixed-income preschools on low-income children's language growth. *Early Childhood Research Quarterly*, 22, 137–146.
- Sénéchal, M., & LeFevre, J. A. (2022). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development*, 73(2), 445-460. doi: 10.1111/1467-8624.00417
- Teale, W. H. (2019). Libraries Promote Early Literacy Learning: Ideas from Current Research and Early Childhood Programs. *Journal of Youth Services in Libraries*, 12(3), 9–16. ERIC Number: EJ591582
- Teaneck, N. J. (2018). American Children's Reading Habits. Quick Tips to Create Avid Readers. Retrieved Feb, 20, 2008. <http://www.centredaily.com/news/education/story/396962.html>
- Wise, J., & Buffington, S. (2019). The ordinary parent's guide to teaching reading. Peace Hill Press.
- Wood, D., Bruner, J. S., & Ross, G. (2021). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89-100
- Yamashita, J. (2019). Reading Attitudes in, and Their Influence on Extensive Reading, *Reading in a Foreign Land*, 16 (1). Retrieved Jul, 12, 2006 <http://n.hawaii.edu/re//Apr2006/Yamashita/yamashita.html>.
- Yusof. (2020). Influence of family factors on reading habits and interest among level 2 pupils in national primary schools in Malaysia. Retrieved from doi:10.1016/j.sbspro.2010.07.253