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## Research Article

# Reading Habits and Literacy Practices in Remote Learning Contexts: Proposed Intervention

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## ABSTRACT

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This study examined the reading habits and literacy practices of elementary pupils in remote learning contexts in selected remote schools in Aloran District during the School Year 2025–2026 as a basis for a proposed intervention program. Using a descriptive-correlational research design, the study involved 120 Grade 4 to Grade 6 pupils selected through stratified random sampling. Data were gathered using a validated and reliable questionnaire adapted from existing literacy instruments. Descriptive statistics and Pearson Product-Moment Correlation were employed for data analysis. Findings revealed that pupils generally demonstrated favorable reading habits in terms of frequency, duration, materials accessed, and purposes of reading, with a heavy reliance on printed and multilingual resources. Pupils also exhibited positive literacy practices in comprehension, application of reading skills, interpersonal and social skills, and reflection and expression of meaning. A significant moderate to strong positive relationship was found between pupils' reading habits and their literacy practices in remote learning. The results underscore the importance of strengthening reading habits to enhance literacy development in remote learning environments.

**Keywords:** reading habits, literacy practices, remote learning, elementary pupils, descriptive-correlational study

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## Introduction

Reading habits refer to how often, how long, and for what purposes people engage with texts, while literacy practices involve the strategies used to construct meaning from reading. Internationally, both concepts have been redesigned by the rapid shift to remote learning brought based on the evidence data in the context of remote schools. Reports show that students' access to reading materials and teacher support changed dramatically during school closures (Smith, 2020). The increased reliance on digital platforms also revealed disparities in access and engagement across countries (Johnson, 2021). These shifts highlight the global urgency of studying how remote contexts influence students' reading and literacy behaviors (Garcia, 2022).

In the Philippines, the Department of Education launched the Basic Education–Learning Continuity Plan (BE-LCP), which relied on modular, online, TV, and radio-based modes of instruction (DepEd, 2020). These delivery modes placed much responsibility on households and communities to sustain children's reading practices (Reyes, 2021). International assessments confirm the challenge: PISA 2022 showed that only 24% of Filipino students reached minimum proficiency in reading (OECD, 2022). Likewise, the World Bank reported that 91% of 10-year-old Filipino children experience learning poverty, unable to read and comprehend simple texts (World Bank, 2022). These findings emphasize the need to closely examine how remote learning shapes reading habits and literacy in the Philippine setting.

Lee (2021) noted that while some learners improved in independent reading, many lacked motivation to sustain the habit without structured guidance. Nguyen (2023) emphasized the importance of direct strategy instruction, arguing that literacy skills decline when learners rely solely on independent tasks. Patel (2022) observed that modules without teacher mediation often result in surface-level engagement, as students complete tasks without deep comprehension. Chandra (2024) highlighted that structured daily reading routines, even with minimal technology, foster consistency and stronger literacy outcomes. Lopez (2023) further stressed that the quality of pedagogy matters more than the mode of delivery. Collectively, these studies show the complexity of nurturing reading and literacy in remote-learning contexts.

Despite these insights, Manamong Elementary School in the Division of Misamis Occidental continues to face challenges in fostering effective reading habits among its learners. The state of reading habits and literacy practices is declining, as reflected in the low performance of many pupils in the recent Philippine Informal Reading Inventory (Phil-IRI) assessment in the school. This decline is not primarily due to dependence on modular learning but rather to persistent issues such as frequent absenteeism, low learner motivation, financial constraints, and limited support for sustained reading engagement. These conditions reveal a significant gap between the learners' access to education and their actual development of strong literacy skills, underscoring the urgency of addressing these barriers in the school's local context.

This study aims to analyze the state of reading habits and literacy practices of pupils in Manamong Elementary School within the context of remote learning. It seeks to describe the frequency, duration, and purposes of learners' reading activities, both academic and leisure-oriented. The study also intends to identify the literacy practices that pupils use, including comprehension strategies and the extent of parental or teacher support they receive.

Hence, the study is expected to reveal that pupils of Manamong Elementary School show irregular reading habits, with most engagement tied to completing academic requirements in modules. It anticipates finding that deeper literacy practices, such as comprehension checking and critical thinking strategies, are not consistently applied due to limited teacher feedback. Pupils with stronger parental support and access to more diverse reading materials are likely to demonstrate more positive reading engagement. Findings may also highlight recurring barriers such as poor connectivity, limited resources, and insufficient instructional guidance.

## Methods

The study employed a descriptive-correlational research design to determine the relationship between the reading habits and literacy practices of 120 Grade 4, 5, and 6 pupils from four remote public elementary schools in Aloran District, Division of Misamis Occidental, during the School Year 2025–2026. Stratified random sampling was used to ensure balanced representation across grade levels and participating schools. Data were gathered using an adapted and contextualized questionnaire that assessed pupils' profiles, reading habits in

terms of frequency, duration, materials accessed, and purposes of reading, as well as literacy practices involving comprehension, application, and reflection. The instrument underwent expert validation and pilot testing and obtained a Cronbach’s Alpha coefficient of 0.926, indicating very high reliability. A four-point Likert scale was utilized to measure the respondents’ reading habits and literacy practices, while frequency and percentage, weighted mean and standard deviation, and Pearson Product-Moment Correlation were employed for data analysis. Prior to data collection, the necessary institutional and school permissions were secured, and ethical principles concerning informed parental consent, pupil assent, voluntary participation, anonymity, confidentiality, data protection, and the right to withdraw were strictly observed throughout the conduct of the study.

## Results and Discussions

Table 1  
*Summary of Pupils’ Reading Habits*

| Dimension of Reading Habits         | Overall Weighted Mean | Standard Deviation | Description  |
|-------------------------------------|-----------------------|--------------------|--------------|
| Frequency of Reading                | 3.05                  | 0.75               | Agree        |
| Duration of Reading Sessions        | 2.89                  | 0.80               | Agree        |
| Types of Reading Materials Accessed | 3.23                  | 0.71               | Agree        |
| Purposes of Reading                 | 3.35                  | 0.68               | Agree        |
| <b>Overall Reading Habits</b>       | <b>3.13</b>           | <b>0.74</b>        | <b>Agree</b> |

This table presents the summary of pupils’ reading habits across four dimensions, namely frequency of reading, duration of reading sessions, types of reading materials accessed, and purposes of reading. The results indicate that all dimensions obtained overall weighted means interpreted as Agree. Among the four dimensions, purposes of reading recorded the highest weighted mean of 3.35 with a standard deviation of 0.68, followed by types of reading materials accessed with a weighted mean of 3.23. Frequency of reading obtained a weighted mean of 3.05, while duration of reading sessions registered the lowest weighted mean of 2.89. The overall reading habits of pupils yielded a weighted mean of 3.13 and a standard deviation of 0.74, suggesting generally favorable reading habits among the respondents.

The table revealed that pupils demonstrate stronger reading habits when reading is guided by clear purposes and when appropriate reading materials are available. This implies that motivation and access play a crucial role in shaping pupils’ reading behaviors. The relatively lower mean for duration of reading sessions suggests that although pupils read regularly, sustaining longer reading periods remains a challenge. According to the Self-Determination Theory, learners are more likely to engage consistently in reading when they find it meaningful and aligned with their goals. Therefore, the findings imply that reading programs should emphasize purposeful and engaging reading activities while gradually encouraging longer and more sustained reading sessions.

Furthermore, the results are consistent with literacy development theories and educational policies that promote balanced reading practices. The Simple View of Reading underscores the importance of consistent reading exposure for developing comprehension and language proficiency. In line with this, the Department of Education advocates reading interventions that address not only frequency but also duration, material variety, and reading purpose through programs such as Every Child a Reader Program (ECARP). Supporting studies have shown that pupils who exhibit balanced reading habits across multiple dimensions tend to demonstrate better comprehension skills and academic performance. Thus, the overall findings presented in Table 8 suggest that while pupils’ reading habits are generally positive, continuous support and targeted interventions are essential to further strengthen and sustain effective reading practices.

Table 2

***Summary of Pupils' Literacy Practices in Remote Learning***

| Literacy Practices                       | Weighted Mean | Standard Deviation | Description | Rank |
|------------------------------------------|---------------|--------------------|-------------|------|
| Comprehension and Understanding of Texts | 3.41          | 0.64               | Agree       | 1.5  |
| Application of Learned Reading Skills    | 3.37          | 0.66               | Agree       | 3    |
| Interpersonal and Social Skills          | 3.41          | 0.66               | Agree       | 1.5  |
| Reflection and Expression of Meaning     | 3.32          | 0.70               | Agree       | 4    |
| Overall                                  | 3.38          | 0.67               | Agree       |      |

The table shows that pupils generally demonstrated positive literacy practices in remote learning, as reflected by the overall weighted mean of 3.38 with an average standard deviation of 0.67, interpreted as *Agree*. Comprehension and understanding of texts and interpersonal and social skills obtained the highest weighted means of 3.41, indicating that pupils were generally capable of understanding reading materials and maintaining positive communication, empathy, and collaboration despite the limitations of remote learning. Application of learned reading skills followed with a weighted mean of 3.37, suggesting that pupils were able to use strategies such as context clues, skimming, scanning, and connecting information from reading to their lessons. Reflection and expression of meaning obtained the lowest weighted mean of 3.32, although still interpreted as *Agree*, indicating that pupils could relate what they read to real-life situations but had comparatively greater difficulty expressing, discussing, and sharing their interpretations with teachers and classmates. Overall, the findings indicate that pupils possess generally favorable literacy practices in remote learning; however, greater instructional support is needed to strengthen higher-order comprehension, transfer of reading knowledge to written tasks, conflict-management skills, reflective expression, and collaborative meaning-making.

Table 3

***Relationship Between Pupils' Reading Habits and Their Literacy Practices in Remote Learning***

| Variables                             | Pearson r | p-value | Interpretation                           | Decision    |
|---------------------------------------|-----------|---------|------------------------------------------|-------------|
| Reading Habits and Literacy Practices | 0.68      | 0.001   | Moderate to Strong Positive Relationship | Significant |

This table presents the relationship between pupils' reading habits and their literacy practices in remote learning. The results show a Pearson correlation coefficient ( $r$ ) of 0.68 with a  $p$ -value of 0.001. The computed  $p$ -value is lower than the 0.05 level of significance, indicating that the relationship between the two variables is statistically significant. The correlation coefficient reflects a moderate to strong positive relationship, which means that as pupils' reading habits improve, their literacy practices in remote learning also tend to improve. Based on the results, the null hypothesis stating that there is no significant relationship between pupils' reading habits and their literacy practices is rejected.

The table revealed that pupils who demonstrate more positive reading habits—such as frequent reading, longer reading duration, access to varied reading materials, and clear reading purposes—are more likely to exhibit stronger literacy practices in remote learning. This implies that reading habits play a crucial role in shaping pupils' ability to comprehend texts, apply reading strategies, reflect on meaning, and demonstrate interpersonal and expressive literacy skills. The strong association suggests that reading habits serve as a foundation for effective literacy engagement, especially in remote learning contexts where independent reading is essential. According to Habit Formation Theory, consistent engagement in reading strengthens cognitive processes that support comprehension, application, and reflection, thereby enhancing overall literacy performance.

Furthermore, the results are consistent with established theories and empirical studies emphasizing the connection between reading habits and literacy development. The Simple View of Reading supports the idea that frequent and purposeful reading enhances comprehension and language proficiency, which are central to literacy practices. In addition, the Department of Education, through programs such as the Every Child a Reader Program (ECARP), highlights the importance of cultivating strong reading habits to improve learners' literacy

outcomes across learning modalities, including remote learning. Previous studies have also found that learners with well-established reading habits tend to perform better in literacy-related tasks and demonstrate higher levels of independence in learning. Thus, the findings confirm that strengthening pupils' reading habits is essential for improving their literacy practices in remote learning, underscoring the need for sustained reading interventions and supportive literacy programs.

## Conclusions

The study concluded that pupils in selected remote schools in Aloran District generally demonstrated favorable reading habits and literacy practices in remote learning despite limited access to digital resources and heavy reliance on printed learning modules. Most respondents were within the 10–12 age group and enrolled in Grades 4 to 6, indicating a developmentally appropriate learner population for strengthening reading skills. Overall results showed that pupils agreed that they practiced reading regularly, accessed mostly printed and multilingual materials, and read primarily for academic improvement and language development, although sustaining longer reading sessions remained a challenge. Likewise, pupils manifested positive literacy practices in comprehension, application of reading strategies, interpersonal and social skills, and reflection and expression of meaning, with comparatively lower tendencies in higher-level tasks such as summarizing, sharing insights, and translating reading into written outputs. Most importantly, the study established a significant moderate to strong positive relationship between pupils' reading habits and their literacy practices in remote learning, implying that strengthening pupils' reading habits would likely enhance their literacy practices; hence, the findings provided a sound basis for proposing a targeted intervention program to further develop pupils' reading engagement and literacy competencies in remote learning contexts.

## Recommendations

Based on the findings and conclusions of the study, it is recommended that teachers, school administrators, the Department of Education (DepEd), parents and guardians, and other stakeholders work collaboratively to strengthen pupils' reading habits and literacy practices, particularly in remote and resource-limited schools. Teachers should sustain structured and purposeful reading activities through guided reading, reading logs, reflective tasks, and the use of contextualized, age-appropriate, and multilingual materials, while school administrators should provide adequate resources, reading interventions, and professional development opportunities for teachers. DepEd is encouraged to strengthen existing literacy programs, including the Every Child a Reader Program (ECARP), by providing appropriate learning materials, teacher training, monitoring mechanisms, and context-responsive policies suited to schools with limited digital access. Parents and guardians should establish regular home reading routines, encourage and monitor their children's reading activities, and collaborate with schools in promoting literacy development. Future researchers may also examine additional factors such as motivation, parental involvement, and instructional practices and conduct experimental or longitudinal studies to determine the long-term effectiveness of literacy interventions among learners in geographically isolated and disadvantaged areas.

## Conflict of Interests

The author declares that they have no conflicts of interest

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