

Reading As Valued By Filipino Secondary Students: Its Role In Life

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Abstract — This research study aims to explore the role of reading as valued by Filipino secondary students and its impact on various aspects of their lives. The study investigates the attitudes, preferences, and motivations of Filipino secondary students towards reading in order to shed light on the significance of reading in their educational journey and beyond.

The study utilizes a qualitative research design, specifically a case study approach, to gather data from Filipino secondary learners in different schools and divisions in Pangasinan. The data collection tools include observation and semi-structured interviews. Purposeful sampling is employed to select information-rich cases for the study.

The findings of the study indicate that while Filipino secondary students recognize the importance of reading, they often engage in reading activities only when necessary or when encountering unfamiliar words. The internet has become a more convenient source of information for them. However, the students acknowledge that reading plays a crucial role in knowledge transfer, personal growth, and academic success. They also perceive reading as a means of character-building, as it expands their horizons, enhances cognitive abilities, and fosters empathy and curiosity.

Based on the conclusions, the study recommends that teachers promote a reading culture in the classroom and encourage students to develop a love for reading. This research contributes to the understanding of the significance of reading in the lives of Filipino secondary students and provides implications for educational institutions, teachers, and policymakers in cultivating a reading culture that nurtures a love for reading among Filipino students.

Keywords — *Reading Values, Attitudes, Critical Thinking, Love For Reading, And Reading Culture*

I. Introduction

Reading plays a significant role in the intellectual, personal, and social development of individuals, fostering critical thinking, creativity, and empathy. It serves as a gateway to knowledge, broadening horizons and enabling individuals to explore different perspectives. In the context of Filipino students, understanding the value and importance of reading is crucial for their academic success, personal growth, and participation in a knowledge-driven society.

The purpose of this study is to explore the role of reading as valued by Filipino students and its impact on various aspects of their lives. By examining the attitudes, preferences, and motivations of Filipino students towards reading, this research aims to shed light on the significance of reading in their educational journey and beyond.

Filipino students' attitudes towards reading have been a subject of interest in educational research. A study by De Guzman (2018) revealed that Filipino students' reading habits are influenced by factors such as parental involvement, teacher support, and access to reading materials. The findings emphasized the need for a supportive environment that encourages reading and fosters a positive reading culture.

In a study conducted by Santiago (2020), it was found that Filipino students who develop a love for reading have better academic performance, improved language skills, and higher levels of creativity. This highlights the link between reading and educational outcomes among Filipino students.

Literature Review

Reading is a fundamental skill that plays a crucial role in academic achievement, personal growth, and overall success in life. In the context of Filipino students, understanding the value and significance of reading is essential for their educational development and lifelong learning. This study aims to explore the role of reading as valued by Filipino students and its impact on various aspects of their lives.

Several studies have examined the attitudes and behaviors of Filipino students towards reading, highlighting its importance and the benefits it brings. In a study by Santos and Bautista (2017), it was found that Filipino students who engaged in regular reading activities developed better language skills, critical thinking abilities, and improved academic performance. This suggests that reading serves as a foundation for cognitive development and academic success among Filipino students.

Moreover, study conducted by Lacuata (2019) emphasized the positive influence of reading on the personal growth and well-being of Filipino students. The findings revealed that reading not only enhances vocabulary and comprehension skills but also fosters empathy, cultural understanding, and social awareness. It provides students with a broader perspective of the world and enhances their capacity for empathy and understanding of diverse cultures and perspectives.

The study by Dela Cruz and Reyes (2020) explored the role of reading in shaping the values and character of Filipino students. The findings indicated that exposure to reading materials, particularly those with moral and ethical themes, contributed to the development of positive values, such as honesty, compassion, and integrity. Reading serves as a powerful tool for moral education and character formation among Filipino students.

Furthermore, the role of reading in shaping the values and identity of Filipino students has been explored by Mendoza (2019). The study emphasized how reading narratives about Filipino history, culture, and values contribute to a sense of belonging and cultural pride among students. Reading becomes a means of transmitting heritage and preserving the Filipino identity.

By exploring the role of reading in the lives of Filipino students, this study aims to contribute to the understanding of the significance of reading in their academic journey and personal development. The findings will have implications for educational institutions, teachers, and policymakers in fostering a reading culture that nurtures a love for reading among Filipino students. Reading is one of the four necessary important language skills for those learning English as a Second Language (ESL), for academic success and for professional development because reading is the basis for all other areas of learning (Dentisak Dorkchandra, 2010:1). He has also found out that there are several causes that affect learner's reading abilities which include lack of reading resources, cultures, strategy knowledge, and he has also found that teachers use unsuccessful teaching methods.

It is necessary to ensure that children of the primary grade attain proficiency in reading. This implies that teachers in the primary grades will have to vary traditional methods of teaching, and improve their knowledge base by engaging in training, including information communication technology (ICT) training (Carter, 2000:3).

Despite the 26 letters in the English language, there are approximately 44 unique sound, also known as phonemes. The 44 sounds help distinguish one word or meaning from another.

Hence, to improve the effectiveness of the use of phonics approach in reading classroom, firstly, training for teachers would be needed to deliver the method effectively, secondly, considering the fact that school still have limited collection of English materials such as story books or any English books, reading lessons, modules for specific reading difficulties and teachers guide in conducting reading classes. The collaboration with other promising bodies could be done to help in providing more collection of reading materials in schools.

Creating meaningful and engaging classroom activities are very critical in the learning process. Many researches have done so far to create interactive learning environment to improve students' participations and positive learning experiences. In the end, those researches reveal that in creating constructive learning environment, it cannot be denied that teachers or any other educational practitioners must be considering the nature of children, the phonics approach which accommodate the needs of students to get constructive learning experience, the interactive instructional methods and the last is the engaging instructional materials which attract students to participate more and more (Wahyuni, 2015)

Reading as vital in learning is the basic requisite to better understand all the lessons across learning areas; since it affects comprehension. Furthermore, they may be left behind, given that it is a precondition to other disciplines. According to Murff, S. (2005), a learner, who reads better,

performs better, leading to more possibilities for success. For instance, good reading improves spelling. It becomes easier for learners to expand their vocabulary and spell words, and later, can express their thoughts and feelings. Indeed, everything goes hand-in-hand. No one can go further to the next level without passing through the basics.

Reading is amongst the most crucial determinants in developing an individual's vision, when learners are engaged in reading, their imaginations widen and positive attitude can be developed. Their behavior was shaped making them an individual and free from ignorance and false beliefs.

II. Methodology

The research design is a case study which is one of the qualitative research methods. A case study is carried out in its natural environment such as a classroom, a neighborhood or an organization and aims to reach a plenary explanation. The case study design is an empirical research method which processes a current issue in its own environment, does not create a clear line between its context and phenomenon around itself and has more than one evidence or data sources

The subjects of the study will be Filipino secondary learners from different schools and division in Pangasinan.

The method to be used in the process of making this part of the study is the Purposeful technique. It is a manner extensively used in qualitative exploration for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). This involves classifying and choosing individuals or groups of individuals that are mainly experienced with a phenomenon of interest (Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K., 2015)

The researchers made use of interview guides as the data gathering instrument for the study to obtain information needed for the study.

The researchers chose the semi-structured interview to gather information from the participants. A semi-structured interview was chosen because the researchers would follow up with several questions to gain in-depth information from them and ensure reliability.

Six semi-structured and open-ended questions will be prepared by the researchers that will be used in the study with the aim of finding out the reading values of Filipino secondary students. Consent from interviewees was obtained to participate in the study.

III. Results and Discussion

KNOWLEDGE TRANSFER

Learners perceive reading as important because reading makes them learn, grow, and discover new things and ideas. It helps them improve their knowledge and comprehension as well. The student-respondents also believed that reading boosts their confidence and helps them succeed in school and build relationships with other people.

Though student respondents seemed to know the importance of reading, they only read when they encountered new and unfamiliar words or when they were tasked to read. As we are living in the 21st century, student respondents often browse the internet rather than read a book or dictionary as it is more convenient for them.

In addition, student respondents read when they are idle, have free time, or when it seems convenient to them. Out of the 6 student respondents, only one responded that she is devoted to reading every day as she believed that persistently pursuing further knowledge determines the final result. Either way, they believe that one cannot enhance their reading skills and comprehend what they are reading without understanding the words.

Personal interest, academic requirements, entertainment, and personal growth are among the reasons student respondents for engaging themselves in reading.

CHARACTER-BUILDING

Student respondents believed that reading is both a challenging and rewarding experience. Challenging as it requires them to engage themselves with a lot of reading activities, yet also rewarding because they are able to explore new things and become better versions of themselves.

As reading serves as a gateway to knowledge and information, it also builds a pathway to personal growth and exploration. One student-respondent said that without the ability to read, one's progress becomes limited. No one can go further without knowing the basics of reading. Reading as an important skill is not limited only to enhancing one's comprehension, but also facilitates effective writing and verbal expression, which makes it easier to convey thoughts, feelings, and opinions.

As perceived by the student-respondents, through reading one's horizon widens and their abilities improve through time. Their cognitive ability developed fostered empathy, and their curiosity ignites, which creates meaningful connections and exchange of ideas.

IV. Conclusion

The study on Reading as Valued by Filipino Secondary Students: Its Role in Life can be concluded that students value reading as it helps them gain the information necessary for them as a student and builds their character and makes them better people. They know how important reading is in their lives, but only a few regards reading as a daily activity, thus limiting their potential in many ways. They engage themselves in reading when they are told so, and not because they wanted to. This shows that students need to develop their love of reading.

From the salient results and conclusions formulated, the researchers recommend that teachers should promote reading culture in the classroom, that will enhance and improve the reading habits, reflection, writing skills, values and character of students. The school administrators are encouraged to innovate projects and existing practices that will build a strong reading culture. The school administrators and teachers should counter any false information came from social media by providing their learners proper guidance and giving tasks or activities that will help to improve and enhance their fact checking skills, like reading activities.

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