

PUPILS' COGNITIVE AND AFFECTIVE READING PROFILES IN RELATION TO AGE, SEX, AND FAMILY ECONOMIC STATUS

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Abstract

Past reading experience, attitudes towards reading, reading self-efficacy, use of strategy, and reading habits are some of the factors that may influence reading achievement among elementary school pupils. In this study, these factors collectively termed as cognitive and affective reading profile are explored as to their relationship with the pupils' age, sex, and family economic status. A total of 205 Grade 6 pupils from a school district in Mandaon, Masbate selected using systematic sampling comprised the respondents of the study. Chi-square statistic was used to analyze the data. The findings show that the pupils have a poor reading habits and low self-efficacy, undecided to the value of library, reading difficult texts and of the graphics. Based from the findings of the study, the researcher drew the following conclusions that the low weighted mean obtained on the factor; reading and self-efficacy and reading habits are a contributing factors on the low reading proficiency level of the pupils. Past experiences with reading, attitudes towards reading and reading strategies are also a great contributor to the reading experiences of the pupil. Age and gender do not have a significant relation to reading but they also dictate on what appropriate tasks to be given along reading activity. Family income does affect the readability of the child, but parental involvement can be of great significance to build readership among children. Economic status as something related to cognitive and affective reading profile need to be explored more whether it is really a cause of differences in reading achievement.

Keywords: Reading Profiles, Reading Factors, Reading Instruction, Reading Intervention Program.

Introduction

Reading is considered as one of the fundamental skills that is crucial for individuals to be successful in their journey towards excellence. This is also one of the macro skills that should be developed among students. Aside from this, it is also considered as the foundation for all academic learning. Learning to read, as well as learning to write and count, is crucial to a child's success in school and in later life. However, teaching and developing reading skill is not an easy undertaking for there are barriers that hinder in learning and developing this skill. Ideally speaking, it is expected that high school students are already readers and should have developed reading comprehension as well. Yet, it is quite alarming to note that during reading assessments, there are still students who are assessed to be slow readers and even non-readers.

Several schools provide different interventions in different subject areas to help students to cope with the essential skills needed in a particular field of discipline. Department of Education, in support of the program "No Child Left Behind Policy", provides different interventions to reach and educate every child in the Philippines through traditional and alternative learning systems. These interventions are well-planned and carried out by the teachers. Academic interventions are embedded in the school curricula with a primary purpose to help the students in their academic struggles. In addition, they are conducting remedial classes during summer to tutor or coach the learners with learning gaps or subject area deficiency as stated in DepEd Order No.13, s.2018. Moreover, as stated in DepEd Order No. 29, s.2015, learners who have incurred failures in not more than two subjects prior to the effectivity of DO 8, s. 2015 may be promoted to the next grade level; however, they should be provided with learning opportunities for the School Year (SY) 2015-2016 to catch up or make progress on the specific competencies of the subjects they failed. Also, the Department of Education is in support ECARP (Every Child A Reader Program) which is a national program that aimed to make every Filipino child a reader at his/her own level. It is designed to equip elementary pupils with strategic reading and writing skills to make them independent young readers and writers. It also provides a year-long training for teachers to make them multi-literate and independent problem solvers.

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As cited by Akyol, Çakiroğlu and Kuruyer (2014) [2] research has proven that enrichment reading programs are one of the applications positively affecting reading, reading comprehension, reading awareness and expression skills (Goodman, 2007; Schreiber, 2003). Meanwhile, Alexander, Carr and Schwaneflugel (1995) [3] give important information about students with reading difficulties and also point out the efficiency of enrichment reading programs in the elimination of reading difficulties. Consequently, if applied in the learning process, specifically along reading programs in the classroom setting, enhancement of reading proficiency of the students can easily be attained.

Though there are several reading programs which primarily aimed to increase learners' readership, still there are individuals classified as frustrated reader and non-reader. The researcher believes that the outcome of this study will serve as one of the bases for a proposed reading program as a remedial measure to improve pupils' performance when it comes to reading which will result to an improved performance of the learners. This will also help the teachers and school heads in planning, formulating and adopting policies to remediate the pupils' reading problems.

Pupils' cognitive and affective reading profiles in relation to age, sex, and family economic status was conceptualized to help teachers in teaching reading which is considered as one of the crucial skills needed for survival in the world and this will be useful for them in identifying the needs of the pupils in a reading activity. Also, the result of this can also help them innovate and develop right interventions along reading.

To students, as the center of the curriculum, this study will help them to cope with their problem in reading. The result of the study will also benefit the administrators and the curriculum implementers to further innovate the existing reading program that would enhance the reading skill of the students and to answer the existing problem of both the teachers and the students with regards to reading.

Theoretical Framework

This research is anchored on the following theories that serve as guide during the conduct of the study. The proponent found them essential as they underlie the outset of this study and support relevant claims.

Instructional theory (Reigeluth, 2013) is a theory that offers explicit guidance on how to better help people learn and develop. It provides insights about what is likely to happen and why with respect to different kinds of teaching and learning activities while helping indicate approaches for their evaluation. Instructional designers focus on how to best structure material and instructional behavior to

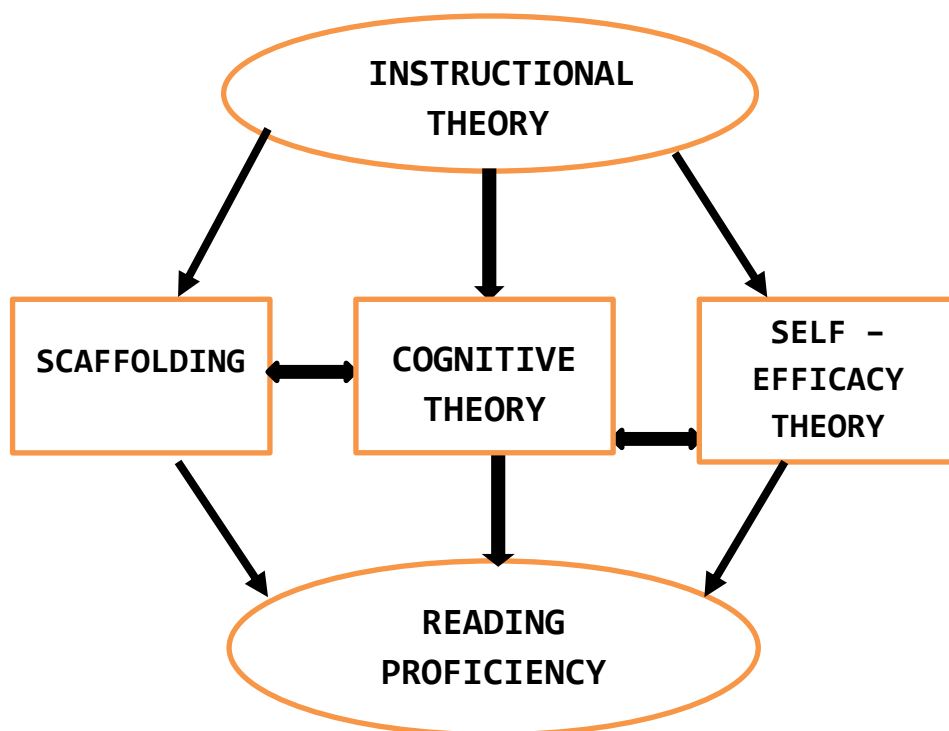
facilitate learning. The study of this theory is likely valuable to the field of education which primarily concerns to the continual improvement in teaching students by adapting several innovations to cater the needs of the learners, teachers and the community as a whole.

Lev Vygotsky's Scaffolding (1978, p. 86), the second aspect of his Sociocultural Theory which, is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop (Briner, 1999). A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the student's evolving understanding of knowledge domains or development of complex skills. Collaborative learning, discourse, modelling, and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning. In reading, students' level of proficiency varies but this can be changed through the support of teachers who will provide guidance to uplift the level of the students. It is not just limited to the teachers but also to the administrations and curriculum implementers by providing reading materials, support to students who are at risk of failing and to the teachers.

Jean Piaget's Theory of Cognitive Development (1936) deals with the nature of knowledge itself and how humans gradually come to acquire, construct, and use it. Piaget's theory is mainly known as a developmental stage theory. Piaget "was intrigued by the fact that children of different ages made different kinds of mistakes while solving problems". He also believed that children are not like "little adults" who may know less; children just think and speak differently. By Piaget thinking that children have great cognitive abilities, he came up with four different cognitive development stages, which he put out into testing. Within those four stages he managed to group them with different ages. Each stage he realized how children managed to develop their cognitive skills. For example, he believed that children experience the world through actions, representing things with words, thinking logically, and using reasoning. Students, as considered as the center of the curriculum, must be given prior observation with regards to their study habits, knowledge and behavioral level towards studying.

Self-Efficacy Theory is the belief in one's effectiveness in performing specific tasks. People who regard themselves highly efficacious act, think, and feel differently from those who perceive themselves as inefficacious and they produce their own future, rather than simply foretell it (Bandura, 1982). This theory was considered as important component of this study to match the pupils'

perception with regards to reading with the teachers' accurate data.

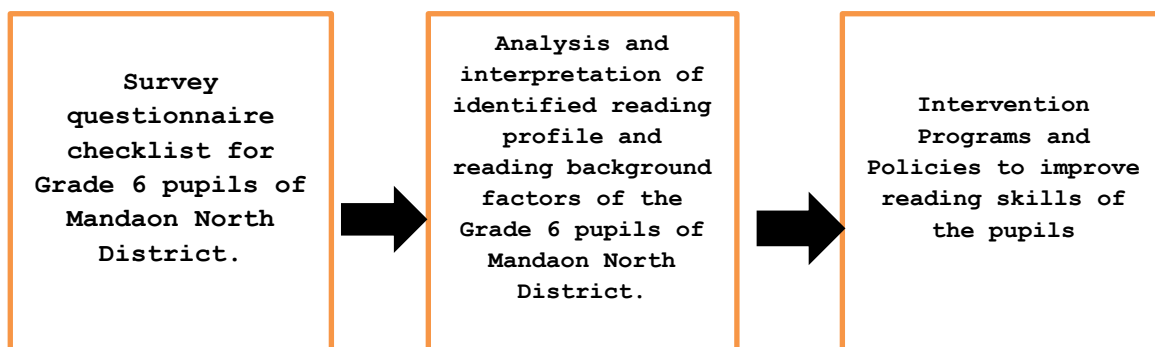


Conceptual Framework

The main concern of this study was to identify the reading profile and the reading background factors of Grade 6 pupils of Mandaon North District and to know if there is any significant relationship between the reading profile and reading background factors.

The survey questionnaire checklist for the pupil respondents was the source of the data that were analyzed to arrive at the conclusions. It was

composed of two parts: the reading profile and the reading background factors. Percentage, weighted mean and Chi square of the answers were done as a part of analyzing the data given by the respondents. The identified data will be treated based on the inquiries presented. The gathered data was the proof if there is a need of planning and determining an appropriate reading intervention program to give solution to the existing problem of the pupil in terms of their background in reading.



Statement of the Problem

This study focused on the reading background factors and profile of the Grade 6 pupils of public elementary schools of Mandaon North District.

Specifically, the study sought to answer the following questions:

1. What is the profile of the Grade 6 pupils of public elementary schools of Mandaon North District along:

- a. Age;
- b. Gender; and
- c. Family Economic Status;
2. What are the reading background of the Grade 6 pupils of Mandaon North District along:
 - a. Past Experiences in Reading;
 - b. Attitudes towards Reading;
 - c. Reading and Self - Efficacy;
 - d. Reading Strategies; and
 - e. Reading Habits?

3. Is there a significant relationship between the profile and reading background factors of Grade - 6 pupils of Mandaon North District?
4. What interventions can be given to the pupils based on the results of the study?

Scope and Delimitation

The main focus of this study is to determine the reading profile of the Grade 6 pupils of public elementary schools of Mandaon North District school year 2019-2020. The aspects being looked into are the extent of influence of the background factors that affects the reading skills of the pupils. The study focused only on the reading profile and background factors of the pupils.

It has the limitation that the study may not be generalizable to other populations or youth who no longer attend school.

Methodology

● Research Design

This study made of the correlational design to answer the research questions. Social reading profile such as age, sex, and family economic status were correlated with cognitive and affective reading profiles. Data were gathered in the months of November 2019 to January 2020 during school year 2019-2020. The gathered data were then analyzed using chi-square statistics to find out relationships.

● Participants/Respondents of the Study

The respondents of this study were the Grade 6 pupils of public elementary schools of Mandaon North District. Using the Slovin's formula, there were 205 pupils identified as the respondents of the study. From the identified respondents, nine (9) of these total population were from Mabato-bato Elementary Schools, twenty-four (24) were from Diogenes R. Cabarles Elementary School, sixty-nine (69) were from Cabitan Central School, twenty-one

(21) were from Dayao Elementary School, twenty-six (26) were from Alas Elementary School, thirty-two (32) were from Tagpu Elementary School, eight (8) were from Tabuk Elementary School and sixteen (16) were from San Juan Elementary School. The systematic sampling method was employed in this study. With this method, the researchers were able to facilitate and identify the respondents of the study by identifying a fixed starting point and the constant interval.

● Instrument/s of the Study

To determine the cognitive and affective reading profiles of the pupils, an instrument from the study of Boakye (2017) [7], "Exploring Students' Reading Profiles to Guide a Reading Intervention Programme" was used.

● Data Collection and Analysis

The researchers prepared checklist-questionnaire and distributed it to the selected Grade 6 pupils of Mandaon North District schools in a face-to-face manner. To get the exact and accurate responses from the respondents, the researchers explained and translated some of the contents to cater the pupils with special needs. After which, they tallied, analyzed and interpreted the data using the

Results and Discussions

1. Cognitive and Affective Reading Profile

1.1 Reading Profile in Terms of Past Reading Experiences

In terms of past experiences with reading, most of the respondents strongly agreed on the factor "Before I could read for myself, my family members used to read to me" with 4.36 weighted mean. On the other hand, some of the respondents were undecided on the factor "I often visited the library to read or to borrow books to read at home" with a weighted mean of 3.20.

Table 1.1: Reading Profile in Terms of Past Reading Experiences

Item	Weighted Mean	Description
PAST READING EXPERIENCES		
1. I read books for pleasure during my childhood.	4.10	Agree
2. I started reading between the ages of 4-6.	4.05	Agree
3. Before I could read for myself members of my family used to read to me.	4.36	Strongly Agree
4. I started reading in my mother tongue as a child.	3.85	Agree
5. My mother used to encourage me to read a lot of books.	3.83	Agree
6. I often visited the library to read or to borrow books to read at home.	3.20	Undecided
7. There have always been books in my family's home.	4.35	Strongly Agree
8. My teachers emphasized reading for pleasure.	4.14	Agree
Average Weighted Mean	3.98	Agree

Based on the result of the study, it was found out that most of the Grade VI pupils of Mandaon North District elementary schools had experienced reading with their family members. Most researches have proven the effectiveness of the parents' reading to their children. According to Cullinan and Bagert (1996) [13], children become readers when their parents read to them. A family reading time also shows that when parents and family members like to read this will help the child develop their love for reading. As to Heavenridge (2015) [18], families that read together succeed together. Parent involvement is the number one predictor of early literacy success and future academic achievement of the child. He also cited the study of the American Academy of Pediatrics which shows that reading daily to young children, starting in infancy, stimulates early brain development and helps build key language, literacy, and social skills. Akindele (2012) [1] advised that it is desirable that children should be introduced to books and reading from an early age and parents should start reading to their children as soon as they can understand sound. Parents should be encouraged to read to and with their children from an early age (Gilkerson, et.al. 2016) [15], at age 4-5 every day because it has a significant positive effect on their reading skills later in life (Kalb & Ours, 2012 [21]) and the quantity of parent-child book reading interactions predicts children's later receptive vocabulary, reading comprehension, and internal motivation to read (Lira et.al. 2018 [32]). Moreover, early reading with the kids helps them learn to speak, interact, bond with their family members, and read early themselves. The more reading kids do, the more quickly they will develop as readers.

However, the result also revealed that the respondents were undecided about going to the library to borrow books to read at home. Accordingly, there is an insufficient supply of

reading materials available in the school library, and in some cases, most of the elementary schools in Mandaon North District where the respondents came from having no library at all. Relevant to this result, it was mentioned in the study of Oyewo (2012) [36] that because of limited resources in the library, it has a negative impact on the attitude of the pupils towards the use of the school library. Moreover, pupils only go to the library to do their assignments but not for reading. On the contrary, several studies proven the positive effects of library service in the reading performance of the students for it serves an invaluable role in the educational set-up, and most people especially students use the library for their work (Itsekor & Nwokeoma, 2017 [20]). As to Busayo (2011) [8], libraries cater to different reading interests at various stages of our intellectual development and for pleasurable reading. In the study of Lonsdale (2003), the findings of the study revealed that a strong library program, which is adequately staffed, resourced, and funded could lead to higher student achievements. Furthermore, based on the research conducted by the National Library of New Zealand, it was found out that school libraries have a positive impact on student literacy and learning outcomes. It also leads to positive attitudes towards learning including increased motivation, improved attitude towards learning tasks, self-esteem, and wider reading for pleasure and a successful curriculum or learning outcomes (Anyaegebu, et.al., 2016). Moreover, it has a positive effect on the well-being of the students' academic performance and educational development (Chukwueke, 2018 [10]). Also, it was emphasized that school libraries have a great impact on improving the test scores of the students. Therefore, the school curriculum should include periods for using the school library while its collections should include a wide range of books (Itsekor & Nwokeoma, 2017 [20]) in order to boost the readership among children.

1.2. Reading Profile in Terms of Attitudes towards Reading

Table 1.2: Reading Profile in Terms of Attitudes Towards Reading

Item	Weighted Mean	Description
ATTITUDES TOWARDS READING		
1. I have always believed that reading was a good thing to do.	4.60	Strongly Agree
2. I have favorite subjects that I read about.	4.54	Strongly Agree
3. I enjoy reading when I know the subject matter.	4.37	Strongly Agree
4. Reading well will help me with my studies.	4.57	Strongly Agree
5. I enjoy reading difficult texts.	2.92	Undecided
6. I feel there is too much to read in the English subject.	3.28	Undecided
7. I find academic articles difficult to read.	3.37	Undecided
8. Reading helps me understand difficult concepts.	4.37	Strongly Agree

9.	If the assignment project is interesting, I can read difficult material.	3.56	Agree
10.	If my teacher discusses something interesting, I will read more about it.	3.82	Agree
Average Weighted Mean		3.94	Agree

As to the attitude towards reading of the pupil-respondents, it was revealed that most of them strongly agreed with the factors “I have always believed that reading was a good thing to do” with a weighted mean of 4.60. On the other hand, the respondents were undecided in the factor “I enjoy reading difficult texts” with 2.92 weighted mean.

The findings of this study implies that most respondents have a positive view towards reading. Most of them believe that reading is a good thing to do and it can help them in their studies. Based from study of Avalone (2005), it was revealed that children who develop positive attitudes toward reading are more likely to enjoy reading, be willing to read and be life-long successful readers. As mentioned by Nyarko, et. al. (2018) on their study, when students engage in continuous reading, it does not only improve their vocabulary but also their comprehension of concepts (Duru & Koklu, 2011), which are significant for understanding and performance in school. Positive attitudes about reading lead student to seek opportunities to read, have higher levels of motivation and greater sense of self-esteem (Robinson & Weintraub, 1973 [41] and can also lead to more successful reading experiences and read more often leading to greater reading achievement (Thames & Reeves, 1994). Thus, positive attitude towards reading is a good head start to make learner a reader.

Meanwhile, despite this positive outlook of the pupils towards reading, they are still undecided as to their enjoyment in reading difficult texts. Their attitudes towards reading difficult text was affected with several factors such as their background knowledge, vocabulary and fluency, active reading skills, and critical thinking skills. Most of the studies anchored to the relation of vocabulary skills in difficulty of reading text. According to the University of Central Florida, this low performance in reading and their attitudes towards it are affected by several factors such as poor concentration, underdeveloped vocabulary, poor reading techniques, never developed a system for reading textbook, and blank mind syndrome. This statement is also supported with the study of Spear-Swerling that shows the three common patterns of poor reading: specific word-reading difficulties, specific reading-comprehension difficulties, and mixed

reading difficulties. As to Romatillah (2014) there are some factors causing difficulties in learning vocabulary: the limited knowledge about words and the complexity of word knowledge. In addition, Lee (2017) [23] & Francie (2017) identified vocabulary as of the most important skills to be taught for the development of reading skills.

Another reason why learners do not enjoy reading difficult texts were the number of causal and referential connection, the explicitness of goals and topic familiarity (Liederholm, et. al. (2000) [24]. In connection to the vocabulary as a factor, neglecting the teaching of vocabulary in reading might affect students’ academic performance. As to Nurjanah (2018) [31] stated that students face problem related to vocabulary or mastery which was also related to poor habit of reading and less interesting reading comprehension course they have in the classroom. Moreover, Connor, et. al. (2002) stated that poor readers in the intermediate grades made smaller rate gains when they practiced very difficult text than reading instructional level text. In addition to these, the lack of reading experience in children who are poor readers is further exacerbated by the fact that when these children do read, they often find themselves reading material that is far too difficult. Going back to the role of the teachers, it is necessary to find the just right level of reading materials to the children. As suggested by Compton, et. al. (2004) in their study, to combat this problem a text-leveling system can be used to identify texts that are developmentally appropriate for children with poor reading skills. The hope is that such a leveling system could be used to increase the likelihood of successful and reinforcing experiences reading text, thus raising the chances that children who are struggling to learn to read will choose to practice reading. Moreover, LaBerge and Samuels (1974) suggested that practice in reading a variety of texts should improve the association between printed letters and words and their phonological representations. This improvement could occur at the level of individual letters, letter patterns, rimes, or morphemes. O’Connor et. al. (2010) [33] expected students reading more difficult text to make stronger gains in decoding and more opportunity to encounter unknown vocabulary or partially understood words in clarifying contexts.

1.3 Reading Profile in Terms of Reading and Self- Efficacy

Table 1.3: Reading Profile in Terms of Reading and Self- Efficacy

Item	Weighted Mean	Description
READING AND SELF-EFFICACY		
1. I think I read well and with understanding.	4.09	Agree
2. I read slowly so I have problems with understanding.	2.94	Undecided
3. I have difficulty in completing the reading assignments given to me.	3.05	Undecided
4. I read slowly so it makes me tired and bored.	2.69	Undecided
5. I have difficulty in understanding words (50% or more) in my reading assignments.	2.97	Undecided
6. I have to translate what I read into my home language before I really understand.	3.26	Undecided
7. I have difficulty in understanding the texts I have to read, especially the vocabulary.	3.32	Undecided
8. I have difficulty in extracting the main points in what I read.	3.37	Undecided
9. When I read I am always able to share and explain what I understood with friends and classmates.	3.69	Agree
10. I always find it difficult to answer questions based on readings assigned by lecturers and tutors.	3.29	Undecided
11. I always need help from friends, lecturers or tutors for me to understand the main ideas after reading academic texts.	4.00	Agree
12. I always try to understand the questions before answering.	4.36	Strongly Agree
13. I am a fast, highly skilled reader and I do not have problems understanding what I read.	2.59	Disagree
14. Academic reading takes up most of my time.	3.24	Undecided
Average Weighted Mean	3.35	Undecided

With regard to the category reading and self-efficacy of the respondents, “I always try to understand the questions before answering” with 4.36 weighted mean was the only factor where the respondents strongly agreed. Also, it was remarkably revealed that most of the respondents disagree on the factor “I am a fast, highly skilled reader and I do not have problems in understanding what I read” with 2.59 weighted mean.

Along reading and self-efficacy of the respondents, the data revealed that pupils of Mandaon North District elementary schools used their reading comprehension skills before answering a particular question. It can be inferred that based from the response of the pupils, reading comprehension was used in understanding the question. As mentioned by Olatunji (2011) [34], comprehension and summary skills are highly essential to the success of a student for academic as well as all-round exploits. Having this kind of practice, pupils can also improve their other linguistic skills (Iqbal, et.al. 2015).

On the other hand, the pupil-respondents disagree on the item “I am a fast, highly skilled reader and I do not have problems in understanding what I read”

with 2.59 weighted mean.” In relation to self-efficacy of Bandura, the data implied that most of them believed they can read but not as fast nor highly skilled. This data can be associated to the lack of self-esteem or lack of self-confidence among pupils. In reading, self-efficacy refers to the belief in one’s ability to read successfully (Boakye, 2017) [7]. Studies show that when struggling readers are not motivated to read, their opportunities to learn decrease significantly (Baker, Dreher and Guthrie, 2000). It also tells on how successful someone believes they are in accomplishing a task. By having a strong-self efficacy in reading or believing you are good at reading would most likely lead individuals to have positive experiences at reading (Bessing G. 2017) [6]. Students who feel good about themselves are more likely to become better achievers. If they have a positive outlook and confidence their ability to learn increases. According to the Child Development Institute, LLC, “Self-esteem is a major key to success in life’.

Students’ mindsets are shaped through success and failed experiences (Maatta, Mykkanen, & Jarvela, 2016) [26]. Providing students with successful experiences around literacy to build their confidence and self-concepts as readers. When students feel

they will succeed, they become more motivated, engaged, and confident in their abilities which in

turn helps them form a positive self-concept themselves as readers (Bessing, 2017) [6].

1.4 Reading Profile in Terms of Reading Strategies

Table 1.4: Reading Profile in Terms of Reading Strategies

Item	Weighted Mean	Description
READING STRATEGIES		
1. Before I read a textbook, I look at its contents page and skim through it looking at headings and illustrations.	3.54	Agree
2. The first thing I do when I come across an unknown word is to look up the meaning.	3.68	Agree
3. I record new words and try to memorize them with their meanings.	3.30	Undecided
4. I ignore diagrams, maps, graphs, charts, which I come across in the course of my reading.	2.96	Undecided
5. I always take notes when I am reading.	3.40	Undecided
6. I always underline or highlights parts that I think are important when I am reading.	3.69	Agree
7. I always draw my own mind maps or flowcharts of the information about which I'm reading.	3.20	Undecided
8. I try to relate what I read to my own ideas and previous knowledge.	3.21	Undecided
9. I use questions like why, what and how to help me understand my reading better.	3.64	Agree
10. I always re-read sections when I do not understand what I am reading.	4.15	Agree
11. I form visual images when I read.	3.94	Agree
12. I summarize the main ideas in my head as I read.	3.58	Agree
13. The tutorials helped me understand difficult concepts.	4.03	Agree
14. The tutorials helped me understand the assigned readings better.	4.20	Agree
15. The mind maps helped me to identify the main points and supporting details.	3.26	Undecided
Average Weighted Mean	3.59	Agree

With reference to the category reading strategies, most of the respondents agreed on the factors “The tutorials helped me understand the assigned readings better” with 4.20 weighted mean. “I always draw my own mind maps or flowcharts of the information about which I’m reading” with 2.96 weighted mean.

From the data gathered on the reading strategies of the respondents, the result shows that most of the pupils were using tutorials as their aid to better understand their reading assignments and or tasks. Accordingly, they can easily understand difficult concepts with the help of tutorials. According to the National Academies Press (1998) [45], providing extra instructional time will help children achieve levels of literacy that will enable them to be successful through their school careers and beyond. In relation to this, students who were tutored by their classmates or by older students made greater academic gains than did untutored students (Cohen et. al., 1982; Mathes & Fuchs, 1994). Similarly, on the study conducted by the Department of Education in Washington DC, tutoring can also lead to

improvements in self-confidence about reading, motivation for reading, and behavior, both among tutees and among peer or cross-age tutors. The data can be linked to the scaffolding of Vygotsky which stated that with the help of more knowledgeable others the learner can gain more increased knowledge and the like compared to doing it alone. As to Al Eissa & Al-Bargi (2017), students showed a positive attitude to the scaffolding technique as a motivational factor to their learning. The inclusion of this technique is a great help to teachers to aid pupil in reading especially those difficult texts. In the reading process, readers draw on contextual information containing syntactic, semantic and discourse constraints that affect their interpretation of the text (Rivers, 1988 cited by Salem, 2017 [42]). Hence, students need teacher assistance, rather say instructional scaffolds, to understand and to comprehend the message lying behind the reading tasks (Salem, 2017 [42]). Through scaffolding processes, readers acquire a broader perspective of reading materials to improve their comprehension (Clark & Graves, 2004). Instructional scaffolds also

play a pivotal role in facilitating reading which ensures comprehension or understanding independently (Many, 2002; Mayer, 1993). Hence, it is necessity for comprehension to happen because reading action “cannot be called without comprehending” (Karasakaloglu, 2010, p. 222). Well-constructed scaffolds optimize student learning, provide a supportive environment as well as facilitating student independence.

The data also revealed that the item “I ignore diagrams, maps, graphs, charts which I come across in the course of my reading” got a 2.96 weighted mean which was categorized as undecided. Accordingly, Dreyfus & Eisenberg (1990) stated that reading a diagram is a learned skill and is important to be left to chance. Glazer (2011) [16] cited that there was a common cognitive error in graph reading and that was interpreting data iconically, meaning, ‘reading the graph as a picture’. This occurs when students view graphs as representing literal pictures of situations rather than abstract quantitative information (Janvier, 1998; Leinhardt, Zaslavsky, & Stein, 1990; McDermott, Rosenquist, & van Zee, 1987). Other common difficulties include confusing the slope and the height (Janvier, 1998), confusing an interval and a point, conceiving a graph as constructed of discrete points (Kerslake, 1981), focusing on x-y trends

(Shah, Mayer, & Hegarty, 1999) and difficulties that result from the amount of information that is presented in the graph, its format and inappropriate choice of visual features (Brockmann, 1991; Shah, Freedman, & Vekiri, 2005; Tufte, 1986) or teachers’ expertise (Bowen & Roth, 2005).

Graph interpretation is a fundamental skill that is essential for all students in their everyday lives in which it is necessary to make sense of and communicate information presented in graphs, which are pervasive in society (e.g. magazines, newspapers, television and websites). According to the NCTM (2000), students in early elementary school should be able to ‘read-off’ the data, looking for explicit information presented in the data, to identify quantities and to make comparisons between two single data points. Older elementary students should be able to gather and identify the big picture. Once students are in middle school they should do more and thus be able to identify trends in the data and by the time they reach high school they should be able to draw inferences from graphs (Glazer, 2011 [16]). In teaching, teachers must introduce graphics in the reading activity and as much as possible, they should teach or guide the learner in reading and analyzing a certain graphics.

1.5 Reading Profile in Terms of Reading Habits

Table 1.5: Reading Profile in Terms of Reading Habits

Item	Weighted Mean	Description
READING HABITS		
1. I read for pleasure.	3.74	Agree
2. I read magazines and or newspapers every week.	2.62	Undecided
3. I often go to the library to look for information related to my courses.	2.88	Undecided
4. I always read my lecture notes and prescribed materials.	4.10	Agree
5. I only read academic articles and prescribed texts when I have an assignment.	3.60	Agree
6. I have designed a study timetable for my personal study.	3.00	Undecided
7. I strictly follow my study timetable.	2.91	Undecided
Average Weighted Mean	3.26	Undecided

On the reading habits of the respondents, most of them agreed with the factors “I always read my lecture notes and prescribed materials” with 4.10. weighted mean and undecided on the item “I read magazines and or newspapers every week” with 2.62 weighted mean.

As mentioned by Rabia, et. al. (2017) [39] on their study, they said that habits contribute significantly in the development of knowledge and perceptual capacities. Study habits tell a person that how much

he will learn and how far he wants to go, and how much he wants to earn. Also, it was found out in their study that there is significant relationship between study habits and academic performance of the students. As to Solis (2013) [43] reading frequency is also deemed to have a significant relationship with the English proficiency of the respondents from the data collected. This means that the longer the time is spent on reading, the more proficient an individual becomes in English. Moreover, on the study of Mashayekhi, et. al. (2014)

[27] they revealed that the study habits is undoubtedly one of the factors that influence academic achievement; since those who have better study skills have more active learning and are more involved in the educational subjects, therefore, will have better memorizing and remembering abilities. They also cited in the study of Sirohi that poor study habits were reported as one of the biggest causes of the poor academic performance of the pupils.

Along with the respondents' reading habits, most of them reviewed and reread their prescribed reading materials and lecture notes. Also, most of them are reading for pleasure. According to the study of Whitten, Labby and Sullivan (2019) [50], students who read self-selected literature for pleasure would experience greater academic success than their non-reading peers. According to Bahrani and Nosrati (2017) [5] one of the important keys that enhance the comprehension is reviewing the note which amplifies thoughts. According to Kobayashi (2005), we could say that taking notes is the important instrument that helps us better comprehending. Roy et al. (2014) who reported that applications of note taking precisely increase the ability of reader in taking note and help them to remember some details and also increase their proficiency in listening, so it is beneficial to be used in language learning classrooms. Marzano, Pickering, & Pollock (2001) indicating that effective summarizing and note taking lead to an increase in student learning. Helping students recognize how information is structured would help them summarize what they read or hear. Students who can effectively summarize learn to synthesize

information, a higher-order thinking skill which includes analyzing information, identifying key concepts, and defining extraneous information and it also improve students' reading skills and precisely are useful to make progress in reading tasks of their lessons (O'Malley & Chamot, 1990; Carrel, 1998; Taraban, 2004; Phakiti, 2006; Motalebzadeh & Mamdoodi, 2011).

Contrarily, most of the respondents were undecided on reading newspapers and magazines every week because of the absence or unavailability of the said reading materials. The result is also associated to difficulty of the reading materials which is related to the use of vocabulary. Newspaper and magazines are considered as authentic reading materials so the inclusion of these can benefit mostly the students. Rao (2019) discussed comprehensively the role of newspaper and magazine in his study and these are follows: improve language skills, increase motivation and develop critical thinking skills. In addition, as much as general information is excellent, it enhances students reading and writing skills, increases their knowledge base and makes them more robust in their academics (Miracle, 2013 [28]). Furthermore, Rao (2019) also indicated that the teacher must planned carefully on how to make those reading materials to suit to learners' needs. Thus, teachers should strategize the use of this supplemental readings to expose children to different reading materials. Moreover, teacher can make use of the supplemental reading materials as a prescribed learning or reading tool for them to be familiar with those kind of reading materials.

2. Pupils' Cognitive and Affective Reading Profiles in Relation to Age, Sex, and Family Economic Status

2.1 Relationship Between Cognitive and Affective Reading Profile and Age

Table 2.1: Relationship Between Cognitive and Affective Reading Profile and Age

Background Factors	Computed χ^2	df	α	Tabulated Value	Remarks
Past Experiences with Reading	20.002	16	0.05	26.296	No significant relationship
Attitude Towards Reading	6.690	16	0.05	26.296	No significant relationship
Reading and Self-Efficacy	11.421	16	0.05	26.296	No significant relationship
Reading Strategies	9.165	16	0.05	26.296	No significant relationship
Reading Habits	9.325	16	0.05	26.296	No significant relationship

Based on Table 2.1, it was found out that age does not have any significant relationship to cognitive and affective reading profiles. This finding has ample support in the literature. In the study of Voyles (2011) [49], she stated that the student age did not matter when it came to reading. Statistical analysis of the relationship between student age and student academic success in the reading domain found that there was no relationship between the students age and their academic success in reading. Due to the limited studies that focused on the

significant relation of age to reading, the researcher linked the results to the relation of age to academic success for children in the elementary grades. As to some studies (Demeis & Stearns, 1992; Dietz & Wilson, 1985) found no significant relationship between age and achievement, while some studies (Dietz & Wilson, 1985; Gredler, 1980) found no age effect on academic performance of first graders. Wood, Powell, and Knight (1984) agreed, yet set some age boundaries when they stated, "...chronological age of children entering

kindergarten within the range of 4 to 6 years, is unrelated to eventual success or failure”. In addition to this, Imlack, A., et.al. (2017) [19] in their study it was determined that age, IQ, gender, working memory, psychosocial factors, and common brain gene polymorphisms linked to brain function, plasticity and degeneration did not influence academic performance. These findings demonstrate that ageing does not impede academic achievement, and that discrete cognitive skills as well as lifetime

engagement in cognitively stimulating activities can promote academic success in older adults.

Most of the studies was able to link significant relationship of age to reading background, wherein most claims identified age as a factor that affect reading and academic achievement as well. To note, the data presented above was treated as age as whole and not by each category of age.

2.2 Relationship Between Cognitive and Affective Reading Profile and Sex

Table 2.2: Relationship Between Cognitive and Affective Reading Profile and Sex

Background Factors	Computed χ^2	df	α	Tabulated Value	Remarks
Past Experiences with Reading	7.395	4	0.05	9.488	No significant relationship
Attitude Towards Reading	5.145	4	0.05	9.488	No significant relationship
Reading and Self-Efficacy	6.755	4	0.05	9.488	No significant relationship
Reading Strategies	2.845	4	0.05	9.488	No significant relationship
Reading Habits	2.788	4	0.05	9.488	No significant relationship

Based on the data above, sex does not have a relationship to reading background factors. Relating this finding to related literature, Pagal, et. al. (2017) [37] and PIRLS (2006) research data showed that girls had significantly higher reading achievement than boys in all countries except in Spain and Luxembourg. In these two countries, the difference between sexes was not significant (Mullis et al., 2007). This goes to show that in the present study, not all the time that female students excel in all reading comprehension levels. In the literal level, males performed better than females. There is no better reader in terms of genders, male and female readers have their individual reading attitudes and practices that lead them to understand and comprehend reading texts. Thus, accordingly, in these two levels, both genders have found to be no better readers. It was also noted in the study of Oda (2018) [35] that gender has some effect on reading comprehension at college level but this effect is not big enough to be statistically significant (except for the critical level). Either group of gender is better than the other group cannot be generalized as a finding of a study conducted about the relationship between gender and reading comprehension in general. In which any study conducted about such relationship seems to be under the influence of different side factors. Whether the source of such

factors is the nature of the socio- cultural context or the context of the study itself or a factor which could be represented by the nature of the reading comprehension test passage, nature of the test questions, or any other the linguistic or non-linguistic factor, they could take a role in the study itself. Also, Barron, et. al. (2006) [4] claimed that the minor differences from their data did not amount to significant advantages for girls in terms of literacy competence at these early stages. Instead, type of school proved far more significant as an indicator both of literacy achievement and attitudes towards literacy. Willoughby (2010) [51] found that boys and girls have similar reading preferences, but varies from person to person, not gender. This implies that students need opportunities to choose texts not based on gender, but their own preferences and interests. Voyles (2011) [49] stated on her study that there was no relationship between student gender and academic success in reading. As to Tor-Akwer, et.al (2014) [47] there is no significant joint effect of independent variables of (gender, age, marital status, level of study and occupation) on reading habits of students. Vlachos & Papadimitriou (2015) [48], gender was not found to play an important role in reading performance.

2.3 Relationship Between Cognitive and Affective Reading Profile and Family Economic Status

Table 2.3: Relationship Between Cognitive and Affective Reading Profile and Family Economic Status

Background Factors	Computed χ^2	df	α	Tabulated Value	Remarks
Past Experiences with Reading	38.266	16	0.05	26.296	With Significant Relationship

Attitude Towards Reading	28.296	16	0.05	26.296	With Relationship	Significant
Reading and Self-Efficacy	33.479	16	0.05	26.296	With Relationship	Significant
Reading Strategies	47.953	16	0.05	26.296	With Relationship	Significant
Reading Habits	78.979	16	0.05	26.296	With Relationship	Significant

The data revealed that family economic status has a relationship to the cognitive and affective reading profile. Most claims supported that academic achievements are closely linked to family economic status. Chen, Kong, Gso & Mo (2018) [9] found out that the higher the parents' education level, occupational prestige and income are, the higher the children's reading ability, and vice versa. With regard to income, families with low income may not be able to provide necessary living goods such as a house, a study area, or a computer and other supplements such as extracurricular books, newspapers, and magazines for children. Also as to Thomson, De Bortoli & Underwood (2017) [46], students from low socioeconomic level homes are at a disadvantage in schools because they lack an academic home environment, which influences their academic success at school. In particular, books in the home has been found over many years in many of the large-scale international studies, to be one of the most influential factors in student achievement. Furthermore, Hemmerechts, Agirdag & Kavadias (2016) [17], saw that positive attitudes towards reading are more likely for children in higher SES families. From the study of Le, Thi-Thu-Hien, et. al. (2019) [22], they investigated the association between students' family socioeconomic status and sources of book supply. Students in rich families were more likely to buy books and receive them as gifts than students of the other two categories of SES, regardless of reading interest. They had concluded that students growing in rich families are better financially supported and oftentimes do not have to spend time on chores or helping their parents generate income, thus having more time on their study at school as well as to read.

On the other side, some researches claimed that SES or family income does not significantly affect the achievement of the children but it was the parent involvement to their children's learning. It was suggested that parents should pay more attention to family education. The education, occupation and income of parents cannot be changed in a short time, but education attitude and parent-child relationships are comparatively easy to change. Parents should provide support and assistance to their children's academic life through building a better family atmosphere.

Conclusion

Based on the findings of the study, the researchers drew the following conclusions;

1. the low weighted mean obtained on the factor; reading and self-efficacy and reading habits can be a contributing factors on the low reading proficiency level of the pupils;
2. past experiences with reading, attitudes towards reading and reading strategies are also a great contributor to the reading experiences of the pupil;
3. age and gender do not have a significant relation to reading but they may still be factors on what appropriate tasks to be given along reading activity, and
4. family income is related to the cognitive and affective reading profiles of the child and together may be explored further as to the effect on the reading achievement of pupils.

Recommendations

In view of the findings and conclusions generated by this study, the following recommendations are given.

1. Interventions may be given based on the family economic status of pupils, in conjunction with other proven factors in the literature. Specific intervention programs may be given based on the data.
2. Teachers must address the reading issues of the pupils as early as possible by providing the right reading intervention based on individual needs and devise an activity matrix along with the pupils' reading proficiency progress.
3. In the absence of library services, teachers must provide a mini-library in their classrooms equipped with books of different genres and levels and other supplemental readings. Inclusion of library time within the class program is also recommended.
4. Parents should also take their active role in developing the study habits of their children.
5. For future researchers, conduct a study that will identify other background factors that influence the reading profile of the pupils such as teachers' factor and have focus on one or two reading background factors.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

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