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RESEARCH ARTICLE

Reading Habits and English Language Achievement among Grade Six Students in a Nepalese Community School: A Correlational Study

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Abstract: Reading gives learners opportunities to encounter vocabulary, sentence patterns, and ideas beyond those presented in lessons. This study examined the reading habits of Grade Six students and the association between their reading habits and English language achievement at a community school in Makwanpur district, Nepal. A quantitative, non-experimental correlational design was used. The study included all 39 students enrolled in Grade Six at the participating school. Data were collected through a structured questionnaire on reading habits and English examination scores obtained from school records. Frequencies, percentages, means, standard deviations, and Pearson's product–moment correlation were used to analyse the data. Textbooks were the most commonly selected reading material (35.9%), followed by storybooks (25.6%) and online materials (20.5%). Reading three to five days per week was the most frequently reported routine (35.9%), while 25.6% of students reported reading every day. The mean reading-habit score was 3.23 (SD = 0.74). A positive and statistically significant correlation was found between reading-habit scores and English examination scores, $r(37) = 0.64$, $p < 0.001$. The findings indicate that students who reported stronger reading habits tended to achieve higher English examination scores. The study highlights the importance of providing regular opportunities to read accessible English materials in basic-level education.

Keywords: reading habits, English language achievement, grade six, basic education, Nepal, reading engagement, correlational study

1 Introduction

Reading is a central part of language learning because it gives learners sustained contact with written language. Through texts, students meet words in context, observe how sentences are formed, follow ideas across paragraphs, and connect new information with what they already know. For learners of English as an additional language, reading may also provide language input that is not always available in everyday conversation. These opportunities are especially relevant in settings where English is mainly encountered at school. However, access to texts does not automatically result in effective reading. Learners need materials they can understand, opportunities to read regularly, and support when a text is too difficult [1, 2].

The term reading habits is used in this study to refer to reported patterns of reading, including frequency, time spent reading, and preferred reading materials. It is a practical term, but it should not be treated as identical to reading proficiency, comprehension, or motivation. A student may report reading often but may mainly read a textbook for an examination. Another student may read storybooks less frequently but read them with interest and understanding. The quality and purpose of reading are therefore important alongside the amount of time spent reading. Research on reading motivation shows that students' attitudes and reasons for reading are related to reading behaviour and competence, but these relationships are complex rather than automatic [3, 4].

Research on extensive reading provides a strong reason to examine reading beyond assigned textbook passages. Extensive reading usually involves reading relatively accessible material in quantity, often with some choice and a focus on meaning or enjoyment. Meta-analyses have found positive effects of extensive-reading programmes on second- and foreign-language reading proficiency. Nakanishi (2015) [5], for example, synthesised 34 studies with 3,942 participants

and reported positive effects for extensive-reading instruction. Jeon and Day (2016) [6] also found small to medium effects across studies. More recently, Sangers et al. (2025) [7] reported positive effects across several language outcomes, including reading comprehension, vocabulary, fluency, motivation, and writing. These findings support the educational value of regular reading opportunities. They do not, however, mean that every self-reported reading habit measure will show the same relationship with every school examination.

The relationship between reading and achievement may operate in more than one direction. Reading can help learners encounter vocabulary and language structures, while students with stronger language skills may also find reading easier and choose to read more often. Vocabulary knowledge is closely related to second-language reading comprehension, as shown in meta-analytic work by Zhang and Xian (2022) [8]. Reading may also support vocabulary learning when learners encounter words repeatedly in meaningful contexts, although the amount learned depends on factors such as the text, learner proficiency, and the nature of the reading task [9–11]. For this reason, a positive relationship between reading habits and English scores is plausible, but a correlational study cannot establish which variable comes first.

Reading practices also depend on the environment in which children learn. Availability of books, the language used at home, classroom routines, teacher encouragement, family support, access to digital materials, and the pressure of examinations may shape what students read and how often they read. In Nepal, English is an important school subject, but opportunities to use and read English outside lessons may differ across households and schools. Nepal-focused studies have discussed test-preparation practices and reading habits in educational contexts, although their participants and research questions are not identical to those of the present study [12, 13]. These sources provide local context but do not directly establish the relationship between reading habits and examination scores among Grade Six students.

Digital materials create further possibilities and questions. Students may access stories, websites, online exercises, and other English-language content through digital devices. A digital format can make some texts more available, and a meta-analysis by Zhu et al. (2024) [14] found positive effects of digital reading on second- and foreign-language vocabulary learning. At the same time, the label online materials does not tell us what students actually read, whether they read for learning or entertainment, or how well they understood the material. It is therefore important to distinguish the use of online resources from the quality and purpose of reading.

The present study focuses on a small, defined population: all 39 Grade Six students at a community school in Makwanpur district, Nepal. It describes their reported reading practices and examines the association between their reading-habit scores and English examination scores. The study does not evaluate a reading programme, compare schools, or test the effects of reading on achievement over time. Its value lies in providing a local account of reading practices and their relationship with English examination performance in one class. Small-scale classroom evidence can help identify questions for larger studies, provided its boundaries are clearly stated.

Research questions:

(1) What reading habits were reported by the participating Grade Six students?

(2) What was the relationship between the students' reading-habit scores and their English language achievement?

2 Literature Review

2.1 Reading Habits as a Set of Related Practices

Reading habits can be described through the frequency of reading, time spent reading, types of materials selected, and the regularity with which reading is included in daily life. These dimensions are related, but they represent different aspects of reading. Frequency indicates how often a learner reads, duration refers to the time spent reading, and material preference shows the kinds of texts selected. However, these measures do not directly show whether a learner understands a text or reads independently. A questionnaire can provide information about students' reported practices, but it cannot replace direct observation or a reading-comprehension assessment. Reading habits are also related to motivation. Schiefele et al. (2012) [3] reviewed research on reading motivation, behaviour, and competence. Their review showed that interest, perceived value, and self-efficacy can relate differently to reading behaviour and competence. Petscher's (2010) [4] meta-analysis found a moderate association between students' attitudes towards reading and reading achievement. The association was stronger among elementary-

school students than among middle-school students. These findings suggest that students' attitudes and reading routines are relevant to their reading development, although frequent reading does not always lead to high examination scores.

It is also important to distinguish reading habits from reading competence. Reading competence involves recognising words, processing sentences, making inferences, connecting information, and monitoring comprehension. Grabe (2009) [1] explains that second-language reading involves several related processes. A reading-habit score indicates how regularly students report reading; it does not directly measure these abilities. In this study, reading habits and English examination scores are therefore treated as two separate variables.

2.2 Reading as Language Input

Reading gives learners opportunities to meet familiar words in new contexts, notice grammatical patterns, and understand how ideas are connected. Nation (2009) [2] argues that reading and writing instruction should provide opportunities to develop language knowledge and skills together. Reading also allows learners to return to a text and work through it at their own pace. Vocabulary knowledge is an important part of reading. Qian (2002) [15] found a close relationship between vocabulary knowledge and academic reading performance. Similarly, Stæhr (2008) [16] reported an association between vocabulary size and reading comprehension among learners of English as a foreign language. Zhang and Xian's (2022) [8] meta-analysis also found a substantial relationship between second-language vocabulary knowledge and reading comprehension. These findings suggest that students' knowledge of English words may be relevant to their ability to understand texts and complete school language tasks.

The relationship between vocabulary and reading works in both directions. Learners need sufficient vocabulary to understand a text, while reading can provide opportunities to meet and learn new words. Laufer and Aviad-Levitzky (2017) [11] found that vocabulary measures were related to reading proficiency. Horst (2005) and Pigada and Schmitt (2006) [9, 10] also reported evidence of vocabulary learning through reading. However, learning does not occur automatically after every encounter with a word. Reading should therefore be considered one part of language development, alongside other forms of instruction.

2.3 Extensive Reading and Evidence from Meta-Analyses

Extensive reading involves reading larger amounts of accessible material, often with some freedom to choose texts. Its main purpose is to understand the overall meaning rather than analyse every word or sentence. Day and Bamford (1998) [17] argue that an extensive-reading programme should provide suitable materials and encourage positive reading experiences. Texts should be appropriate to learners' language levels so that reading remains manageable and meaningful.

Several meta-analyses have reported positive effects of extensive reading on language learning. Nakanishi (2015) [5] analysed 34 studies involving 3,942 participants and found positive effects on second-language reading proficiency. Jeon and Day (2016) [6], in a separate meta-analysis of 49 primary studies, reported small-to-medium effects across the included designs. Liu and Zhang (2018) [18] examined English vocabulary learning and found a positive effect of extensive reading on vocabulary outcomes. More recently, Sangers et al. (2025) [7] examined several language outcomes across second- and foreign-language settings and reported generally small-to-medium positive effects.The results also show that the effects of extensive reading can vary. Factors such as learners' language levels, programme duration, text selection, and instructional support may influence outcomes [6,7]. Schools therefore need to consider whether students have access to suitable texts and whether reading is supported through regular classroom activities.

These intervention studies provide useful background, but they differ from the present research. An extensive-reading intervention examines whether a planned programme changes learning outcomes. The present study examines whether students' reported reading habits are associated with their English examination scores at one point in time. Its findings cannot establish the effects of an extensive-reading programme.

2.4 Reading Exposure and Achievement

Research on print exposure provides further evidence of the relationship between reading experience and language development. Mol and Bus (2011) [19] synthesised studies on print exposure from infancy to early adulthood and reported links between reading exposure and language-related outcomes. However, print exposure measures are not the same as school

examination scores. The present study did not measure the number of books students had read, the difficulty of the texts, or the quality of their comprehension. Stanovich's (1986) [20] account of Matthew effects in reading explains how early differences in reading experience and skill may widen over time. Students who read more may gain additional practice and vocabulary, while those who struggle may read less and have fewer opportunities to practise. This account helps explain why reading habits and achievement may be related in both directions. It also highlights the need to support students who find English reading difficult by providing accessible texts and guidance.

Classroom instruction can also influence reading engagement. Guthrie et al. (2004) [21] found that an instructional approach combining reading strategies with meaningful content could support reading comprehension and engagement. Their study suggests that reading activities should have a clear purpose and give learners reasons to engage with texts. Although the present study did not examine classroom instruction or reading engagement, this research indicates that students' reading practices may be influenced by the learning environment.

2.5 Print and Digital Reading

Students may read printed textbooks, storybooks, newspapers, magazines, websites, and other online materials. Their choices may depend on availability, cost, interest, school requirements, and access to devices. Digital reading can provide quick access to texts and tools such as glossaries and hyperlinks. Zhu et al. (2024) [14] synthesised studies of digital reading for second- and foreign-language vocabulary learning and reported positive effects across the included studies. This suggests that digital materials can support language learning when they are suitable for the learners and the reading purpose. However, access to digital materials does not necessarily mean that students engage in meaningful reading. They may use devices to read stories, complete online exercises, view short posts, or browse unrelated content. A questionnaire response indicating the use of online materials cannot distinguish between these activities. The present study recorded the types of materials students selected but did not examine the content of their online reading, their reading strategies, or the time spent on digital texts. It therefore cannot establish whether digital reading was more or less effective than print reading.

Both print and digital materials can provide useful reading opportunities. The choice of format should depend on the purpose of the activity, the availability of resources, and students' language levels. For Grade Six learners, access to suitable texts and guidance in selecting materials may be more important than treating one format as better than the other.

2.6 Reading in Nepalese Educational Contexts

Reading habits develop within school routines, family circumstances, and access to learning resources. Students' opportunities to read English outside the classroom may differ according to the availability of books at home, access to school libraries, and encouragement to read beyond examination preparation. These factors are relevant to understanding reading practices, although they should not be assumed to be the same for every student or school.Research in Nepal has examined different aspects of English education and reading. Adhikari (2023) [12] investigated reading habits among bachelor-level students at Mahendra Multiple Campus, Nepalgunj. Dawadi (2023) [13] examined EFL students' test-preparation practices in Nepal, including the use of memorisation and language-learning strategies. Bista (2011) [23] discussed historical and contemporary issues in teaching English as a foreign or second language in Nepal. These studies provide a background for understanding English education in the country. However, they differ from the present study in terms of participants, educational level, and research focus. Findings from university students, for example, cannot automatically be applied to Grade Six learners.

The present study contributes evidence from basic education by examining students' reading materials, reading frequency, and the relationship between their reported reading habits and English examination scores. It does not explain why students selected particular materials or how their school and family environments influenced their choices. These issues would require further information from interviews, classroom observations, or studies of access to reading materials.

2.7 The Research Gap and the Present Study

Previous research suggests that reading practices are related to language learning and achievement. Meta-analyses have reported positive effects of extensive reading on language outcomes, while studies of vocabulary and reading comprehension have shown a close relationship between

these two areas. Research on reading motivation has also highlighted the role of students' attitudes and engagement in reading. However, less is known about how the reading habits of Grade Six students in Nepalese community schools relate to their English examination performance. Studies involving university students or planned reading interventions do not directly answer this question. The present study addresses this gap by examining the reported reading habits of all 39 students in one Grade Six class and analysing their relationship with English examination scores.

The study provides a local account of students' reading practices and the association between their reading-habit scores and English achievement. It does not claim to represent all Grade Six students in Nepal or to establish that reading habits cause higher examination scores. Its findings are interpreted in relation to previous research, with due consideration of the sample and the correlational design.

3 Methodology

3.1 Research Design

The study used a quantitative, non-experimental correlational design. This design was selected because the purpose was to describe reported reading habits and examine their association with English examination scores, rather than to introduce a reading intervention or manipulate students' behavior. Descriptive statistics were used to summarise students' responses and scores, while Pearson's product–moment correlation was used to examine the relationship between the reading-habit score and English achievement. The findings are interpreted as associations and not as evidence that reading habits caused higher examination results.

3.2 Setting, Participants, and Sampling

The study was conducted in one community school in Makwanpur district, Nepal. According to Section 2(d2) of the Education Act, 2028 (1971), a community school is a school that has received government approval or permission and is entitled to receive regular government grants (Government of Nepal, 1971). The participants were all 39 students enrolled in Grade Six at the selected school. Census sampling was used because all students in the accessible class population were included. The sample consisted of 21 boys (53.8%) and 18 girls (46.2%). Students were between 10 and 13 years of age.

3.3 Instruments and Measures

Data were collected from two sources: a structured questionnaire and students' English examination scores obtained from school records. The questionnaire collected information about students' age and gender, frequency of reading English materials, time spent reading, preferred reading materials, and general reading habits. The reading-habit questionnaire consisted of 11 items measured on a five-point scale: 1: Poor, 2: Average, 3: Good, 4: Very Good, and 5: Excellent. An overall reading-habit score was calculated by taking the mean of the 11 item scores for each student. A higher mean score indicated stronger self-reported reading habits. These scores were used in the descriptive and correlation analyses. English language achievement was measured using students' English examination scores obtained from school records. These scores represented students' performance in the school English examination.

3.4 Questionnaire Review and Pilot Testing

The questionnaire was reviewed by three experts in English language education and educational research. It was pilot-tested with 12 students from another school to identify unclear items and improve wording before the main data collection. The 11-item pilot questionnaire had a Cronbach's alpha of .738. This result suggests acceptable internal consistency for the pilot responses, but it should be interpreted cautiously because the item pilot included only 12 students.

3.5 Data Collection Procedure and Ethics

Before collecting the data, the researchers obtained permission from the school administration and parental or guardian consent for the students' participation. The purpose of the study was explained to the participants in language appropriate to their age. Participation was voluntary, and the students' responses were treated confidentially. No personal information was disclosed in reporting the findings. The questionnaire was administered to all 39 Grade Six students

during the school visit. The students were given sufficient time to complete it and were asked to respond honestly. Their English examination scores were obtained from the school records with the necessary permission. The questionnaire responses and examination scores were then organised for statistical analysis.

3.6 Data Analysis

Frequencies and percentages were used to summarise demographic information, reading frequency, reading duration, and preferred reading materials. Means and standard deviations were calculated to describe reading-habit scores and English examination performance. Pearson's product–moment correlation coefficient was used to examine the relationship between students' reading-habit scores and English examination scores. The statistical analysis was conducted using the data collected from the 39 participants

3.7 Scope of Inference

The analysis is limited to one class in one school. It does not estimate a national relationship, test differences by gender or age, or control for possible confounding variables such as prior achievement, motivation, family support, teacher encouragement, or access to reading materials. Group means are descriptive and are not presented as the results of an inferential test between categories. These boundaries are important when interpreting the results and considering how they might inform further research.

4 Results

The results are organised around the two research questions. The first section describes the participating students and their reported reading practices. The second section presents their English examination performance and the relationship between reading-habit scores and English achievement. Percentages are calculated from the 39 participants and may show small rounding differences.

4.1 Participant Characteristics

Table 1 shows that 21 students (53.8%) were boys and 18 (46.2%) were girls. The distribution was relatively balanced, with boys accounting for slightly more than half of the participants. These figures describe the participating group and are not used to infer gender differences in reading habits or English achievement.

Table 1 Participants by age and gender (N = 39)

Age	Boys (N)	Girls (N)	Total (N)	%
10 years	3	2	5	12.8
11 years	8	7	15	38.5
12 years	7	6	13	33.3
13 years	3	3	6	15.4
Total	21	18	39	100

The students were between 10 and 13 years of age. The largest group was 11 years old (15 students, 38.5%), followed by students aged 12 years (13, 33.3%). Five students (12.8%) were 10 years old, and six (15.4%) were 13. The age distribution provides background information about the participants. No age-based comparison was conducted in this study.

4.2 Frequency of Reading-Related Variables and Achievement Categories

The most common response was reading English materials three to five days per week (14 students, 35.9%). Ten students (25.6%) reported reading daily, nine (23.1%) reported reading one to two days per week, and six (15.4%) reported that they rarely read English materials. Overall, 24 students (61.5%) reported reading daily or three to five days per week. Since the information was self-reported, it does not show whether reading was independent, assigned by teachers, or undertaken for pleasure. (see Table 2)

The most frequently reported reading duration was 15–30 minutes (15 students, 38.5%). Eleven students (28.2%) reported reading for 31–60 minutes, seven (17.9%) for less than 15 minutes, and six (15.4%) for more than an hour. These responses show variation in the time

Table 2 Frequency of students' reading-related categorical variables and English achievement categories (N = 39)

Variable	Category (Range)	Frequency	%
Reported frequency of reading English materials	Daily	10	25.6
	3–5 days per week	14	35.9
	1–2 days per week	9	23.1
	Rarely	6	15.4
	Total	39	100
Reported time spent reading English materials	Less than 15 minutes	7	17.9
	15–30 minutes	15	38.5
	31–60 minutes	11	28.2
	More than 60 minutes	6	15.4
	Total	39	100
Preferred English reading materials	Textbooks	14	35.9
	Storybooks	10	25.6
	Newspapers/magazines	4	10.3
	Online materials	8	20.5
	Other materials	3	7.7
	Total	39	100
English examination achievement category	Excellent (80–100)	5	12.8
	Good (60–79)	17	43.6
	Average (40–59)	12	30.8
	Below average (< 40)	5	12.8
	Total	39	100

students reported spending on reading. However, the durations represent students' estimates rather than directly observed reading time. They also do not establish that students read for the reported duration every day. (see Table 2)

Textbooks were the most commonly selected reading material (14 students, 35.9%). Storybooks were selected by 10 students (25.6%), while eight students (20.5%) selected online materials. Four students (10.3%) preferred newspapers or magazines, and three (7.7%) selected other materials. Although textbooks were the leading choice, students also reported using storybooks and online materials. The questionnaire did not record the titles, difficulty levels, or purposes of reading. Therefore, the results do not show whether students used these materials for examination preparation, enjoyment, information, or other purposes. (see Table 2)

The mean reading-habit score was 3.23, with a standard deviation of 0.74 on the five-point scale. This indicates that students' questionnaire scores varied around the class mean. The mean provides an overall summary of their reported reading habits. It should not be interpreted as a direct measure of reading proficiency or comprehension.

Seventeen students (43.6%) were in the good English achievement category, making it the largest group. Twelve students (30.8%) were in the average category. Five students (12.8%) were classified as excellent, and another five (12.8%) were below average. In total, 22 students (56.4%) were in the good or excellent categories, while 17 (43.6%) were in the average or below-average categories. These categories describe students' performance in the school English examination. They should not be treated as a comprehensive measure of all aspects of English-language ability. (see Table 2)

4.3 Association between Reading Habits and English Achievement

Pearson's product–moment correlation coefficient was used to examine the relationship between students' reading-habit scores and English examination scores. The analysis showed a positive correlation between the two variables, $r(37) = 0.64$, $p < 0.001$. This indicates that students with higher reading-habit scores tended to obtain higher English examination scores. The result shows a substantial positive association in the participating group. However, it does not establish that reading habits caused higher English achievement. Since the study involved 39 students from one community school, the finding should be interpreted within this context and examined further in studies involving larger and more diverse samples.

4.4 Summary of Results

The findings show that textbooks were the most commonly selected reading material, followed by storybooks and online materials. Reading English materials three to five days per week

was the most frequently reported routine, and the mean reading-habit score was 3.23 (SD = 0.74). Regarding English achievement, the largest group of students was in the good category. The correlation analysis also showed a positive association between reading-habit scores and English examination scores. These findings address the two research questions. However, they do not establish a causal relationship or support generalisation beyond the participating school.

5 Discussion

This study examined the reading habits of Grade Six students and their relationship with English examination achievement in a community school in Nepal. The findings suggest that students' reading practices varied, and those who reported stronger reading habits tended to have higher English scores. This pattern is consistent with previous research on reading exposure and language learning. However, the results should be understood in the context of this particular class rather than as evidence of a general relationship for all students in Nepal.

5.1 Reading Materials and Students' Reading Routines

Textbooks were the most commonly selected reading material, although students also reported reading storybooks and online materials. One possible reason for the prominence of textbooks is their close connection with classroom lessons and examinations. However, the study did not ask students why they chose particular materials, so this explanation remains tentative.The responses also suggest that reading outside the textbook has a place in students' lives. This matters because learners need opportunities to meet English in different contexts, not only through materials prescribed for lessons. Research on extensive reading has found benefits when learners have access to suitable texts and opportunities to read regularly [5–7]. These studies support the value of reading beyond assigned exercises, although they do not establish that the same effects occurred in the present class.

Reading frequency and duration also varied among the students. Some reported reading regularly, while others read less often or for shorter periods. The questionnaire cannot explain these differences. Access to books, interest in reading, confidence in English, and support at home or school may be relevant, but these factors were not examined directly. Further research could use reading diaries or interviews to understand how students choose what to read and what makes regular reading easier or more difficult for them.

5.2 Reading Habits and English Achievement

The study found a positive association between students' reading-habit scores and their English examination scores. Students who reported stronger reading habits tended to obtain higher examination scores. This pattern is consistent with research linking reading exposure with language-related outcomes. Mol and Bus (2011) [19], for example, found associations between print exposure and language development. Research on vocabulary knowledge has also shown its importance for reading comprehension [8, 15, 16]. Research on extensive reading provides a related explanation. Reviews and meta-analyses have reported positive effects of extensive reading on language outcomes, including reading proficiency and vocabulary learning [5, 7, 18]. Regular reading may give learners repeated contact with language and help them become more familiar with written English. However, the present study did not measure vocabulary growth, reading comprehension, or the types of texts students read in detail. It is therefore not possible to identify which aspects of reading might explain the observed relationship. The relationship may also work in both directions. Students who read more may gain additional exposure to English, while students who already have stronger English skills may find reading easier and be more willing to read. Factors such as prior achievement, motivation, teacher support, and access to reading materials could also be related to both variables.

The findings should therefore be interpreted as an association, not as evidence that reading habits caused higher English examination scores. The study did not follow students over time or test a reading programme, so it cannot establish the direction of the relationship.

5.3 Implications for Classroom Practice

The findings give teachers a reason to consider how reading can become a regular part of English lessons. Textbooks remain important, but teachers could also provide short stories and other texts suited to students' language levels and interests. Giving students some choice may help them find reading more engaging, while teacher guidance can help them select material they can understand.A regular period for reading may also be useful, particularly for students

who do not read often outside school. Some may benefit from paired reading, teacher read-aloud activities, or help with unfamiliar vocabulary before reading independently. These approaches are practical options rather than interventions tested by this study, so their usefulness should be assessed in the classroom.

Print and digital materials can both be considered, depending on availability and suitability. Although some students reported using online materials, the study did not examine what they read or how they used those resources. Teachers should therefore focus on the quality and accessibility of the texts rather than assume that one format is more effective than another. Schools with limited resources might also consider book-sharing arrangements or a small classroom collection so that students have more opportunities to read.

6 Conclusion

This study examined the reading habits of 39 Grade Six students in a community school in Nepal and their relationship with English language achievement. Textbooks were the most commonly selected reading materials, followed by storybooks and online materials. The correlation analysis showed a positive association between students' reading-habit scores and English examination scores. Students who reported stronger reading habits tended to obtain higher examination scores. However, the correlational design does not establish a causal relationship. The findings suggest that teachers should encourage regular reading and provide access to suitable English materials beyond textbooks. The study was limited to one class in one school, and reading habits were measured through self-reported responses. Future research involving more schools and larger samples could provide a broader understanding of the relationship between reading habits and English achievement among basic-level students in Nepal.

Conflicts of Interest

The authors declare that they have no conflicts of interest.

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