Reading Proficiency and Propensity on Life Readiness Skills of Students

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Abstract: **This study is aimed to find out the relationship between reading proficiency and propensity on life readiness skills of students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Sarangani District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2024-2025. Research instruments on reading proficiency and propensity on life readiness skills of students were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the study found to exhibit a very high level of reading proficiency of students, there is a very high level of propensity on life readiness skills of students, there is a significant relationship between reading proficiency and propensity on life readiness skills of students. This implies that the higher the reading proficiency of students, the higher is the propensity on life readiness skills of students. Thus, the null hypothesis of no significant relationship between reading proficiency of students and propensity on life readiness skills of students was rejected.**

Keywords: **reading proficiency, propensity on life readiness skills of students, school administration and supervision.**

I. INTRODUCTION

The concept of life readiness has garnered increasing attention within educational discourse as societies confront rapid technological advancements, dynamic labor market demands, and shifting cultural landscapes. Life readiness refers to the continuous, self-motivated pursuit of knowledge and skills for personal or professional reasons, extending beyond formal education to embrace informal, experiential, and self-directed learning opportunities. This approach emphasizes adaptability, resilience, and a commitment to personal growth throughout life. For students, fostering life readiness skills is not merely an educational objective but a critical preparation for thriving in a knowledge-based, innovation-driven global society (Kokkalia, Drigas, Economou & Roussos, 2019).

One of the primary challenges in fostering life readiness skills is the rigid structure of many educational systems. Traditional curricula often prioritize rote learning, memorization, and standardized testing, which can hinder the development of critical thinking, creativity, and self-directed learning. Educational systems frequently lack the flexibility to allow students to explore their interests and develop skills beyond prescribed academic content. This structure limits opportunities for experiential learning, problem-solving, and inquiry-based approaches that are essential for lifelong learning. Without the chance to cultivate these abilities, students may become passive recipients of knowledge rather than active, self-motivated learners (Pan, Trang, Love & Templin, 2019).

Developing life readiness skills requires a shift toward self-directed learning, where students take an active role in setting goals, evaluating progress, and adjusting their strategies. However, many students struggle with this because of limited opportunities to practice self-regulation and goal-setting. When students are not given autonomy or encouraged to pursue

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their own learning pathways, they may find it difficult to transition into autonomous, lifelong learners. This lack of self-directed learning can make students overly dependent on structured learning environments, leaving them less prepared to manage their learning outside of formal education (Sulam, Syakur & Musyarofah, 2019).

Moreover, the high value placed on grades and test scores in educational systems often reinforces a performance-oriented mindset rather than a learning-oriented one. Students may become more focused on achieving high marks than on genuinely understanding concepts or developing the skills necessary for independent learning. This focus on external rewards can discourage the intrinsic motivation required for lifelong learning, causing students to disengage from learning when the reward structure is removed, such as after completing their formal education (Pulliam & Bartek, 2018).

Life readiness demands a strong sense of self-efficacy, resilience, and adaptability. However, many students face personal and psychological barriers that inhibit their ability to embrace these qualities. For instance, low self-efficacy or a fear of failure can make students reluctant to explore new topics or tackle challenges that require critical thinking and problem-solving. Students who lack confidence in their ability to learn independently may avoid self-directed learning opportunities, viewing them as intimidating or beyond their capabilities. Additionally, students who experience high levels of stress or anxiety, whether due to academic pressures, social expectations, or personal circumstances, may struggle to engage in lifelong learning effectively (Bettencourt, Gross, Ho, & Perrin, 2018).

There is a strong link between reading proficiency and the students' propensity on life readiness. Numerous teachers and educators pointed out that reading proficiency of the students help them navigate life while they are in school which thereby making them prepared for life. As such, teachers are deemed to intensify actions that lead to increase students' reading proficiency to make students establish life readiness skills (Stoffelsma & Spooren, 2019).

Today, the researcher has rarely come across with a study on the study regarding reading proficiency and propensity on life readiness skills of students. It is in this context that the researcher prompted to conduct this study. The researcher believes the necessity of conducting this research will help schools promote a positive school community where students.

II. BODY OF ARTICLE

Statement of the Problem

This study is aimed to find out the relationship between reading proficiency and propensity on life readiness skills of students. Specifically, this study sought to answer the following objectives:

1. What is the level of reading proficiency of students in terms of:

    1.1 decoding;

    1.2 comprehension;

    1.3 vocabulary, and

    1.4 speed?

2. What is the level of propensity on life readiness skills of students in terms of:

    2.1 self-management;

    2.2 learning how to learn;

    2.3 initiative;

    2.4 acquiring information, and

    2.5 decision-taking?

3. Is there a significant relationship between coping resources significantly and prosocial regulation of students?

Hypothesis

The null hypothesis was treated at 0.05 level of significance.

Ho1. There is no significant relationship between reading proficiency and propensity on life readiness skills of students.

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III. METHODOLOGY

Research Design

This study utilized a quantitative correlational design is a type of non-experimental research design used to determine whether and to what degree a relationship exists between two or more quantifiable variables. This study will find out the significance of the relationship between reading proficiency and propensity of life readiness of students.

Statistical Treatment

The following statistical tools were used in the analysis of data.

Mean. This was used to determine the level of reading proficiency and propensity of life readiness of students.

Pearson r. This was used to determine the significance of the relationship between reading proficiency and propensity of life readiness of students.

IV. RESULTS AND DISCUSSION

Level of Reading Proficiency of Students

Shown in Table 1 is the level of level of reading proficiency of students with an overall mean of 4.24 with a descriptive equivalent of very high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Table I. Level of Reading Proficiency of Students

Indicators	Mean	Descriptive Levels
Decoding	3.62	Very High
Comprehension	3.64	Very High
Vocabulary	3.68	Very High
Speed	3.78	Very High
Overall	3.68	Very High

Among the enumerated indicators, speed ranked the highest, with a mean score of 3.68 or very high. As presented in the appended Table 1.1, the mean ratings of the following items under this indicator from highest to lowest are as follows, speed, with a mean rating of 3.78 or very high; vocabulary with a mean rating of 3.68 or very high; comprehension with a mean rating of 3.64 or very high, and decoding with a mean score of 3.62 or very high.

The result of this study is in consonance with the statement of Merke, Ganushchak & van Steensel (2024); and Abbas, Farid, Iqbal & Parveen (2020) who stated that reading proficiency is a critical component of a student's academic success and lifelong learning. It forms the foundation for acquiring knowledge in other subjects, supports cognitive development, and plays a central role in academic achievement. Reading proficiency involves not only the ability to decode words but also the capacity to understand, interpret, and apply the information read. The development of reading proficiency is influenced by a combination of cognitive, linguistic, socio-cultural, and environmental factors.

Level of Propensity on Life Readiness Skills of Students

Presented in Table 2 are the ratings of propensity on life readiness skills of students. Computations revealed an overall mean score of 4.12 or very high rating indicating that the said respondents always manifested. Among the enumerated indicators, self-management ranked the highest with a mean score of 4.15 or very high, initiative with a mean score of 4.14 or very high, acquiring information with a mean score of 4.11 or very high, decision-taking with a mean score of 4.10 or very high, and learning how to learn with a mean score of 4. 10 or very high.

The result of this study is congruent to the statement of Kokkalia, Drigas, Economou & Roussos (2019) who believed that life readiness skills, encompassing abilities such as self-regulation, critical thinking, adaptability, and continuous personal growth, are critical for students to thrive in an increasingly dynamic and competitive world. While these skills are universally valued, there are considerable challenges in embedding them effectively within educational systems.

The result of the study is also aligned with the views of Pan, Trang, Love & Templin (2019) and Sulam, Syakur & Musyarofah (2019) who posited that life readiness skills encompass a broad range of competencies that prepare students for success in higher education, the workforce, and personal development.

Table II. Level of Propensity on Life Readiness Skills of Students

Indicator	Mean	Descriptive Levels
Self-Management	4.15	Very High
Learning how to Learn	4.10	Very High
Initiative	4.14	Very High
Acquiring Information	4.11	Very High
Decision-Taking	4.10	Very High
Overall	4.12	Very High

These skills include critical thinking, problem-solving, communication, adaptability, collaboration, and emotional intelligence. In an evolving global landscape, fostering life readiness skills ensures that students can navigate challenges, engage in lifelong learning, and contribute meaningfully to society.

Significance on the Relationship between Reading Proficiency and Propensity on Life Readiness Skills of Students

Illustrated in Table 3 were the results of the test of relationship between variables involved in the study. The overall correlation had a computed value of 0.278 with a probability value of $p<0.01$ which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of reading proficiency and level of propensity on life readiness skills of students revealed a computed r-values ranging from .435 to .278 with probability value of $p<0.01$ which is lesser than 0.05 level of significance. Hence the null hypothesis which states that there is no significant difference between reading proficiency and propensity on life readiness skills of students is rejected.

Table III. Significance on the Relationship between Reading Proficiency and Propensity on Life Readiness Skills of Students

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Reading Proficiency and Propensity on Life Readiness Skills of Students	0.278	0.000	Reject

The result of the study is in congruence with the statement of Pontes, Coelho, Peixoto, Meira & Azevedo (2024) who posited that the relationship between reading proficiency and life readiness skills is undeniable. A strong foundation in reading empowers students to develop critical thinking, communication, time management, and emotional intelligence skills that are crucial for success in both academic and personal life.

By cultivating reading proficiency, students are better prepared to face the challenges of adulthood, equipped with the tools they need to make informed decisions, communicate effectively, and navigate an increasingly complex world. As such, fostering reading skills should be a priority for educators and parents alike, as it significantly impacts a student's readiness for life beyond the classroom.

V. CONCLUSION

Based from the findings of the study, conclusions are drawn in this section. The study found to exhibit a very high level of reading proficiency of students. This means that the provisions relating to reading proficiency of students is always manifested.

The study revealed a very high level of propensity on life readiness skills of students. This indicates that the provisions relating to propensity on life readiness skills of students are embodied in the item is always manifested.

The results of the study also confirm that there is a significant relationship between reading proficiency and propensity on life readiness skills of students. This implies that the higher the reading proficiency of students, the higher is the propensity on life readiness skills of students. Thus, the null hypothesis of no significant relationship between reading proficiency of students and propensity on life readiness skills of students was rejected.

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