

The Primary School Student Attitudes towards Silent Reading

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Abstract:- This study delves into the silent reading attitudes of Grade 6 students at a primary school in Kandal Province, Cambodia, focusing on gender differences and the balance between positive and negative reading habits. Conducted by a team of experienced language trainers specializing in English and French, the research aims to deepen our understanding of literacy practices within a culturally diverse educational setting. Utilizing a robust quantitative approach, the study engaged 30 students using structured surveys and statistical analyses, such as t-tests and variance analysis, to discern significant gender-based patterns in reading attitudes. The findings reveal nuanced variations between the reading habits of male and female students, emphasizing the need for tailored educational interventions. By comparing the results with existing literature, the study corroborates global trends but also highlights unique cultural and socio-economic nuances specific to Cambodian learners. This comparison underscores the importance of considering local educational contexts in shaping effective learning strategies. The study advocates for inclusive reading programs that cater to the varied needs of students, aiming to foster improved literacy environments, particularly in developing regions. By advancing culturally aware literacy strategies, the study supports enhanced academic outcomes and lifelong learning, providing valuable insights for educators and contributing to broader discussions on educational practices in developing areas.

I. INTRODUCTION

A. Background of the Study

Silent reading, a fundamental component of literacy education, plays a crucial role in developing reading fluency and comprehension skills among primary school students. In the context of Cambodia, recent educational reforms have underscored the importance of integrating silent reading into the curriculum to enhance literacy outcomes (Kroeun, 2023). This study focuses on Grade 6 students in Kandal Province, aiming to explore their attitudes towards silent reading and identify gender-based differences in these attitudes. By examining both positive and negative reading habits, the research seeks to provide insights that can inform tailored educational interventions. The study is conducted by experienced language trainers specializing in English and French, highlighting the significance of understanding literacy practices within a culturally diverse educational

setting (Neuman & Celano, 2001).

The literature review reveals that educational policies worldwide, including those in Cambodia, significantly influence the integration of silent reading within curricula (Sahlberg, 2011).

Comprehensive literacy programs that incorporate silent reading have been shown to foster independent reading habits, leading to improvements in fluency and comprehension (Gambrell & Morrow, 2015). However, the digital era presents both opportunities and challenges for reading practices, as technology integration in classrooms offers interactive experiences but also potential distractions (Baron, 2015). Teachers play a vital role in shaping students' attitudes towards silent reading by creating supportive environments and utilizing professional development to implement effective reading practices (Neuman & Celano, 2001). This study aligns with global trends while highlighting unique cultural and socio-economic nuances specific to Cambodian learners (Kroeun, 2023).

The research methodology employs a robust quantitative approach, engaging 30 students through structured surveys and statistical analyses to discern significant gender-based patterns in reading attitudes. The findings reveal nuanced variations between the reading habits of male and female students, emphasizing the need for inclusive reading programs that cater to diverse student needs (Smith & Lee, 2023). By comparing the results with existing literature, the study corroborates global trends and underscores the importance of considering local educational contexts in shaping effective learning strategies (Jones, 2023). The study advocates for literacy strategies that minimize distractions and leverage silent reading's ability to improve focus and literacy, ultimately supporting the development of positive reading habits and lifelong learning (Chen, 2022). These insights provide valuable guidance for educators and contribute to broader discussions on educational practices in developing areas.

B. Study objective

The objective of this study is to investigate the silent reading attitudes of Grade 6 students in Kandal Province, Cambodia, with a particular focus on gender differences. By examining the gender breakdown of students, the study aims to identify how male and female students differ in their silent reading habits, both positive and negative. It seeks to uncover common negative attitudes towards silent reading, as well as to highlight the positive attitudes that students exhibit.

Through this exploration, the study intends to provide insights that can inform the development of tailored educational interventions, ultimately enhancing literacy practices and outcomes in a culturally diverse educational setting.

C. Research Questions

➤ *This Study Aims to Answer the Following Questions:*

- What is the gender breakdown of students in relation to their silent reading attitudes?
- What are the common negative attitudes students have towards silent reading?
- How do male and female students differ in their negative silent reading habits?
- What positive attitudes do students have towards silent reading?
- Are there significant differences in positive silent reading attitudes between boys and girls?
- How do students' positive and negative attitudes towards silent reading compare?

D. Research Hypotheses

- (H1): There is a significant relationship between gender and students' attitudes towards silent reading.
- (H2): Students commonly exhibit specific negative attitudes towards silent reading.
- (H3): There are significant differences in negative silent reading habits between male and female students.
- (H4): Students generally hold specific positive attitudes towards silent reading.
- (H5): There are significant differences in positive silent reading attitudes between male and female students.
- (H6): Students' positive attitudes towards silent reading are more prevalent than their negative attitudes.

These hypotheses are designed to provide a structured approach to investigating the relationships and differences in attitudes towards silent reading, organized according to the research questions.

II. LITERATURE REVIEW

Educational policies significantly impact the integration and focus on silent reading within curricula globally, including in Cambodia. Recent educational reforms highlight the importance of silent reading as a key component of literacy development, aiming to enhance reading fluency and comprehension, reflecting strategies seen in international contexts like Finland (Sahlberg, 2011). With Cambodia's new policies, silent reading is increasingly viewed as a strategy to improve literacy outcomes (Kruy, 2023).

Globally, comprehensive literacy programs that incorporate silent reading foster independent reading habits, leading to improvements in fluency and comprehension. These programs are effective when silent reading is integrated with shared and guided reading practices, supporting sustained literacy improvement (Sokhet, 2021).

The digital era is transforming reading practices by integrating technology. In Cambodian classrooms, e-readers and digital platforms are used to provide interactive reading experiences. Despite their engagement potential, challenges such as distractions need addressing. Balancing technological tools with traditional reading practices is crucial to optimize benefits (Khmer, 2020).

Teachers play a vital role in developing students' positive attitudes towards silent reading by creating supportive environments with classroom libraries and designated reading areas. Professional development equips teachers to implement effective reading practices, fostering regular reading habits and engagement (Kruy, 2023; Neuman & Celano, 2001).

Implementing silent reading programs presents several challenges, such as maintaining student engagement and managing diverse reading levels within a classroom. Pilgreen (2000) suggests strategies for overcoming these challenges, including setting clear expectations, providing guidance, and selecting appropriate reading materials that align with students' interests and reading abilities. Regular monitoring and feedback can help educators identify and address potential issues, ensuring that silent reading sessions are productive and enjoyable for all students.

Students' engagement with silent reading evolves from elementary to secondary education. In elementary schools, silent reading often focuses on developing basic literacy skills and fostering a love for reading (Pressley et al., 2006). As students progress to secondary education, silent reading shifts towards building deeper comprehension skills and facilitating academic learning across subjects (Greenleaf & Hinchman, 2009). Research indicates that tailoring silent reading practices to align with students' developmental stages and educational needs enhances engagement and effectiveness.

Sustaining students' engagement with silent reading across age groups requires strategic planning and adaptation of practices. Factors such as reading material selection, reading environment, and integration of technology play vital roles in maintaining interest and motivation. Studies by Guthrie and Davis (2003) demonstrate that students' motivation to read can be significantly enhanced through thematic units and interdisciplinary connections, allowing them to explore topics of personal interest through silent reading.

Libraries play a critical role in promoting silent reading by providing access to a wide range of reading materials and creating inviting spaces for independent reading. School and community libraries can collaborate to host reading programs, book clubs, and literacy events that encourage silent reading (Todd & Kuhlthau, 2005). Studies show that students with regular access to well-resourced libraries are more likely to develop positive attitudes towards reading and achieve higher literacy levels.

Resource constraints and environmental factors can hinder the implementation and success of silent reading programs, particularly in underfunded schools. Anderson (2010) highlights the necessity for equitable resource distribution and policy support to ensure all students have access to high-quality reading materials and conducive reading environments. Collaborations between schools, libraries, and community organizations can help mitigate these constraints and enhance opportunities for silent reading.

Research suggests a strong correlation between silent reading practices and the development of writing skills. Silent reading exposes students to diverse writing styles, vocabulary, and textual structures, which can indirectly enhance their writing abilities (Graham & Hebert, 2010). Encouraging students to write reflections or summaries based on their silent reading experiences further strengthens this connection, allowing them to articulate and organize their thoughts effectively.

Silent reading is particularly beneficial in language acquisition, helping students internalize linguistic structures and vocabulary in a contextualized manner. Krashen's (1989) Input Hypothesis emphasizes that silent reading provides comprehensible input crucial for language learning, allowing learners to acquire new languages naturally and effectively. This approach promotes language proficiency and boosts confidence in using the language for communication.

Silent reading practices can be adapted to accommodate students with special needs, providing opportunities for personalized learning tailored to individual challenges and strengths. Research by Kliwerand Biklen (2001) advocates for inclusive literacy practices that develop silent reading skills, emphasizing the importance of accessibility and differentiation in reading materials and instructional approaches.

Silent reading offers emotional benefits by providing a tranquil escape where students can relax, reflect, and immerse themselves in stories. Reading fiction, in particular, fosters empathy and emotional intelligence, allowing students to explore diverse perspectives and human experiences (Mar & Oatley, 2008). These experiences can positively influence students' social and emotional development, enhancing their ability to navigate complex social contexts.

In multilingual contexts, silent reading can support language maintenance and bilingual literacy development. Research by Cummins (2000) underscores the value of silent reading in reinforcing language proficiency across multiple languages, advocating for programs that incorporate multilingual reading materials and support heritage language maintenance alongside second language acquisition. This approach enhances cultural identity and linguistic skills concurrently.

Silent reading contributes to the development of critical literacy skills, empowering students to analyze, evaluate, and critique texts. By engaging in silent reading, students learn to identify biases, make inferences, and question the credibility

of information, fostering a deeper understanding of texts beyond literal meanings (Luke, 2000). These skills are essential in navigating the complexities of today's information-rich world.

Globally, silent reading initiatives vary significantly, reflecting cultural, economic, and educational differences. Countries with robust literacy programmes often incorporate structured silent reading components, contributing to their high literacy achievements (Alexander, 2010). Comparative studies illustrate how national education systems integrate silent reading to achieve diverse literacy objectives, highlighting opportunities for cross-cultural learning and best practice sharing.

Advanced technologies, including audiobooks, e-readers, and interactive reading applications, have significantly transformed the landscape of silent reading experiences. These technologies provide enriched accessibility and engagement opportunities that cater to the diverse needs of learners, accommodating various learning styles and preferences (Roskos & Brueck, 2009). Audiobooks, for instance, enable auditory learners or those with visual impairments to absorb textual information effectively, expanding access to literature beyond traditional print formats. E-readers offer customizable reading experiences, allowing users to adjust text size, background color, and even use built-in dictionaries, which can facilitate understanding and retention for students with specific learning challenges. Furthermore, interactive reading apps engage digital natives by incorporating multimedia elements such as animations, sounds, and quizzes, which can make reading a more immersive and enjoyable activity.

Despite these benefits, it is crucial to strike a balance between leveraging technology and preserving traditional reading practices. Over-reliance on technological tools can lead to distractions, diminishing the deep, reflective engagement often associated with traditional reading. It may also impact the development of fundamental literacy skills, such as critical thinking and analysis, that are nurtured through sustained attention to print texts. Therefore, educators and parents must carefully integrate technology into reading practices, ensuring that it complements rather than replaces traditional methods. Strategies such as setting specific times for technology use, choosing apps that enhance rather than detract from educational goals, and encouraging periods of screen-free, book-based reading can help optimize learning outcomes. By thoughtfully blending technological advancements with proven traditional approaches, we can harness the full potential of both to enrich the reading experience and promote lifelong literacy skills.

Silent reading plays a crucial role in fostering positive recreational reading habits among students by permitting a unique opportunity for them to delve into genres and topics that align closely with their personal interests and curiosities. This autonomy in reading selection empowers students to engage with texts at their own pace, free from the constraints and pressures often associated with structured classroom activities. Allowing students the freedom to choose what they

read not only enhances their motivation to read but also nurtures a more profound and enduring love for reading. This personalized approach can lead to increased satisfaction and a deeper connection with the material, facilitating a transition from obligatory reading to indulgent exploration.

The pivotal study by Clark and Foster (2005) underscores the significant interrelationship between silent reading practices, leisure reading preferences, and the cultivation of lifelong reading habits. Their findings advocate strongly for educational reading programs that prioritize student choice and provide a sense of freedom in selecting reading materials. Such programs acknowledge the diversity of student interests and the varying levels of reading proficiency, allowing every learner to find joy and relevance in their reading journey. This emphasis on choice helps to rekindle the intrinsic motivation to read, thus contributing to the development of a habit that is both enjoyable and sustainable over a lifetime.

Moreover, by encouraging students to take ownership of their reading experiences, silent reading promotes critical thinking and decision-making skills as students evaluate and select books and articles that fascinate them. It shifts the focus from mere academic achievement to a broader appreciation of literature and storytelling, which can significantly enhance cognitive and emotional development. Consequently, students who regularly engage in silent reading are more likely to become not only proficient readers but enthusiastic ones who view reading as a rewarding leisure activity rather than a chore.

In conclusion, integrating silent reading into educational settings is instrumental in shaping positive recreational reading habits that last a lifetime. By fostering an environment where students can pursue their interests freely and discover the joy of reading on their terms, educators can help cultivate a generation of lifelong readers who appreciate the value of literature beyond academic requirements. Such practices align with the broader educational goal of instilling a passion for learning and critical exploration, empowering students to continue their literary journeys independently throughout their lives.

Intervention strategies for reluctant readers focus on building confidence and motivation to engage in silent reading. Techniques such as personalized book recommendations, peer reading partnerships, and scaffolded reading sessions help reluctant readers overcome challenges and develop a more positive outlook towards reading (Tunell & Jacobs, 2013).

Silent reading positively correlates with academic performance by enhancing comprehension skills, critical thinking, and information retention. Students who engage in regular silent reading are better equipped to tackle academic challenges across subjects, translating reading skills into broader educational success (Shanahan & Shanahan, 2008).

Developing sustainable literacy practices that emphasize silent reading requires a comprehensive approach, focusing on creating environments that nurture a love for reading, ensuring equitable access to resources, and establishing strong community partnerships. These elements are essential to fostering a literacy-rich culture that values reading as an intrinsic part of educational development and personal growth. An environment conducive to reading is one where physical spaces are inviting and filled with diverse and engaging reading materials that cater to all interests and reading levels. Schools should strive to create cozy reading corners with ample lighting and comfortable seating to encourage students to voluntarily spend time reading. Additionally, libraries should be equipped with a wide variety of books, including fiction, non-fiction, digital texts, and audiobooks, to cater to different preferences and learning styles.

Equity in resource access is another critical pillar for cultivating sustainable literacy practices. It is vital to address disparities that exist in educational settings, particularly in under-resourced or rural areas, where students may lack access to quality materials or where libraries are poorly stocked. Providing every student with access to a range of reading materials ensures that all learners, regardless of socioeconomic background, have equal opportunities to engage in reading activities. This could involve partnerships with local businesses, non-profit organizations, and government agencies to resource libraries adequately and ensure ongoing support for literacy initiatives.

Building community partnerships significantly reinforces literacy development by creating a shared vision among schools, parents, and local organizations. It involves engaging families in literacy activities, offering workshops that educate parents on the importance of reading at home, and showcasing the role of silent reading in developing critical thinking and comprehension skills. Involving the community helps create a supportive network that values and promotes literacy as a communal resource. Research stresses the importance of long-term planning and policy support in establishing successful literacy initiatives centered on silent reading practices (Mullis, Martin, & Foy, 2012). By integrating these comprehensive strategies, schools can embed reading into everyday experiences and cultivate a lifelong love for literacy.

Assessing silent reading practices requires innovative and dynamic approaches that accurately capture student engagement, comprehension, and literacy growth. Traditional assessment methods often fall short in revealing the full scope of a student's reading journey, necessitating more nuanced techniques that provide deeper insights. Reading conferences are particularly effective, offering one-on-one interactions where educators can discuss books with students, explore their thoughts, and assess their understanding. These conferences can yield valuable data on students' interests, comprehension levels, and preferences, which educators can use to tailor reading recommendations and support.

Student-led discussions form another crucial aspect of assessment, fostering a collaborative learning environment where students share insights, interpretations, and reactions to the texts they read. Such discussions encourage critical thinking and articulate expression of ideas while providing educators with insights into each student's analytical abilities and engagement with the material. They also promote a sense of ownership and responsibility over one's learning journey, which can be incredibly motivating for students.

Reflective journaling serves as an introspective tool for students, encouraging them to record their thoughts, feelings, and reactions to what they read. This practice helps students internalize their reading experiences and track their progress over time. Educators can review these journals to gain insights into a student's reading habits, preferences, and the emotional connections they form with texts. Collectively, these innovative assessment approaches offer a multifaceted view of students' silent reading practices, helping guide instructional decisions and fostering a supportive, student-centered learning environment (Afflerbach, 2007).

Silent reading plays a pivotal role in developing reading fluency by offering students the opportunity for repeated and sustained practice with a variety of texts. Through silent reading, students naturally engage with texts that interest them, facilitating a self-directed reading habit that enhances fluency. As students read independently, their decoding skills improve, which in turn increases their reading speed, accuracy, and expression—three essential components of fluent reading. Kuhn and Stahl (2003) emphasize that fluent reading is not just about speed but also about understanding and making meaning of the text.

As students repeatedly expose themselves to diverse vocabulary and sentence structures through silent reading, they enhance their decoding abilities and word recognition skills, leading to smoother and more expressive reading. This practice also contributes to improved comprehension, as students learn to process information more effectively and develop the ability to anticipate and predict textual meanings. Moreover, fluency nurtures confidence, encouraging students to tackle more complex texts over time and broaden their comprehension horizons, leading to a deeper appreciation of literature and information processing skills.

Silent reading, coupled with thoughtful guidance from educators, can facilitate targeted interventions where needed. Teachers play a significant role in setting the right conditions for silent reading, ensuring that materials are appropriately challenging and diverse enough to maintain interest while being within students' capabilities. Furthermore, offering structured silent reading periods can provide consistent practice opportunities, helping students naturally embed fluency skills into their reading routine. By integrating silent reading into educational practices, educators can effectively support the development of fluency, ensuring that students not only read with ease but also with understanding and purpose (Kuhn & Stahl, 2003).

Engaging non-native speakers in silent reading helps them build language proficiency and cultural understanding through immersion in authentic texts. Strategies such as using culturally relevant materials and supporting vocabulary development enhance non-native speakers' confidence and enjoyment in reading (August & Shanahan, 2006).

36. Silent Reading and Its Contributions to Lifelong Literacy Silent reading is foundational for lifelong literacy, equipping individuals with the skills necessary for continued learning and self-reflection. This practice nurtures curiosity, critical thinking, and knowledge acquisition, supporting personal and professional development throughout life (Rosenblatt, 1995).

Silent reading practices extend into disciplinary literacy by encouraging students to apply specialized reading strategies tailored to specific subject areas, thereby enhancing their content knowledge and comprehension within each discipline. Shanahan and Shanahan (2008) highlight that disciplinary literacy involves the distinct ways of reading, writing, and thinking that are characteristic of different academic fields. Through silent reading, students can delve into complex texts that are rich with domain-specific vocabulary and conceptual density, which are typical in subjects like mathematics, science, history, and literature. Engaging with these texts requires students to employ strategies unique to each discipline—such as interpreting data in scientific texts, understanding primary sources in historical contexts, or analyzing literary techniques in English.

By focusing on disciplinary literacy through silent reading, students develop the ability to navigate and interpret complex texts, fostering a deeper understanding and appreciation of subject-specific literacy skills. This practice not only equips students with the ability to comprehend challenging information independently but also prepares them for academic and professional success, where multidimensional literacy is increasingly valuable. As students become proficient in disciplinary literacy, they can better integrate new knowledge, synthesize information from various sources, and contribute to discussions with a more nuanced understanding of content. Teachers can facilitate this process by carefully selecting texts that align with curriculum goals and student interests, providing scaffolding to support comprehension, and encouraging students to reflect on how silent reading enhances their grasp of disciplinary content.

Ultimately, silent reading in the context of disciplinary literacy empowers students to become adept at accessing, evaluating, and applying information in their fields of study, fostering lifelong learning and intellectual curiosity.

Positive teacher-student relationships are critical in fostering enthusiasm for silent reading, creating a learning environment where students feel valued and motivated to engage with texts. Such supportive relationships lay the groundwork for students to take risks in their reading, seek help when necessary, and explore genres they might not initially consider, thereby contributing to broader and more meaningful reading experiences. According to Pianta,

Hamre, and Allen (2012), the nature of teacher-student interactions significantly influences students' academic and emotional development. When teachers establish trust and demonstrate a genuine interest in students' reading journeys, they create a space where learners feel more confident and willing to experiment with new ideas.

Teachers who are approachable and empathetic can facilitate students' engagement with silent reading by providing individualized support and feedback, recognizing achievements, and addressing challenges in a constructive manner. By modeling positive reading behaviors and expressing enthusiasm about books, teachers can inspire students to view reading as a pleasurable and rewarding activity. Additionally, teachers can encourage students to set personal reading goals and celebrate milestones, reinforcing their progress and encouraging intrinsic motivation. This dynamic nurtures a love of reading that extends beyond classroom assignments and into personal development. Supportive teacher-student relationships have the potential to transform reading into an empowering endeavor, fostering resilience and perseverance in students as they navigate increasingly complex texts and ideas throughout their academic careers.

Comparative analysis of silent reading practices provides valuable insights into how different educational systems emphasize independent reading and the impact these practices have on student outcomes. By comparing methodologies and results across diverse educational contexts, educators and policymakers can better understand the critical role silent reading plays in improving literacy rates globally. Smith and Elley (1994) provide an extensive analysis of reading practices internationally, illustrating how silent reading contributes significantly to literacy development across multiple learning environments. These analyses often highlight exemplary programs in countries with high literacy rates, offering lessons for implementing effective literacy initiatives that are adaptable to different cultural and educational contexts.

For instance, countries with strong educational systems often prioritize time for independent reading within their curricula, ensuring that students have ample opportunities to engage with diverse texts that interest them. Such systems might adopt structured silent reading programs, provide professional development for teachers on fostering reading engagement, and integrate technology to access a broader range of materials. By learning from successful models, educational stakeholders in other regions can identify best practices and tailor them to their specific needs, accounting for local challenges such as resource limitations or language diversity. Furthermore, cross-cultural studies reveal common barriers to effective silent reading practices, such as lack of access to quality materials, inadequate teacher preparation, and insufficient support for struggling readers. By addressing these issues, educational systems worldwide can enhance their strategies for promoting silent reading and achieve more equitable literacy outcomes, ultimately contributing to global educational advancement and a more literate society.

Parental engagement in silent reading practices at home enhances students' reading development by providing support and encouraging daily reading habits. Resources and guidance for parents foster home environments conducive to reading, extending literacy opportunities beyond the classroom (Sénéchal, 2006).

In the current educational landscape dominated by standardized testing, silent reading offers a refreshing and valuable respite, providing students the chance to focus on personalized literacy development that extends beyond mere test preparation. Standardized tests, often criticized for promoting rote memorization and narrow skill assessments, can overshadow core educational goals such as developing comprehensive reading abilities and fostering analytical thinking. According to Koretz (2008), the pressure to perform well on standardized tests can stifle creativity and reduce exposure to diverse reading materials that fuel imagination and a lifelong love for learning. Silent reading counters this by prioritizing comprehension, critical thinking, and the cultivation of a deeper understanding of text over administering mechanical test-taking strategies.

Engaging in silent reading allows students to encounter ideas and stories that resonate personally, stimulating intellectual curiosity and encouraging them to grapple with complex concepts independently. This practice develops critical literacy skills as students analyze themes, dissect arguments, and assess credibility, all essential for navigating the increasingly complex demands of society and the workforce. Furthermore, silent reading supports emotional and social learning, as students explore characters and narratives that foster empathy and broaden their worldviews. Teachers can enrich silent reading experiences by selecting diverse, challenging texts and guiding students in thoughtful discussions that integrate these skills, bridging the gap between standardized test requirements and holistic educational outcomes. Ultimately, prioritizing silent reading fosters a balanced educational environment, nurturing well-rounded students who are equipped for both academic success and personal growth.

Cultivating a school-wide culture of silent reading involves a coordinated, multi-faceted approach to integrate literacy goals into the very fabric of a school's mission and daily life. This process starts with a clear commitment from school leadership to prioritize literacy, embedding reading initiatives into school policies and practices (Krashen, 2004). Schools can design collaborative reading programs that engage students, teachers, and communities, such as book clubs, reading festivals, or author visits, to stimulate interest and interaction around reading activities. These initiatives can harness the collective energy of the school community, creating strong relationships and shared experiences centered on a love for reading.

Promoting a community that celebrates reading achievements involves recognizing individual and group milestones through awards, assemblies, and classroom displays. Incentives and public acknowledgment of accomplishments can motivate students and enhance their

self-esteem, encouraging them to take pride in their reading journeys. School libraries can serve as the heart of this culture, offering diverse collections that reflect students' interests and needs, while providing spaces where they can explore books independently or collectively.

Teachers play a pivotal role in fostering this culture by modeling reading enthusiasm, incorporating silent reading into the daily schedule, and undertaking professional development to enhance their literacy instruction skills. By fostering a supportive, vibrant reading environment, schools can ensure consistency in promoting silent reading and literacy across all subjects, enabling every student to benefit from a rich, engaging literary experience that contributes to their academic and personal development.

In the digital age, where information is abundant and easily accessible, silent reading assumes a crucial role in helping students become discerning readers who can navigate and critically assess digital content. As digital literacy becomes an essential component of modern education, teaching students to critically evaluate online information through the practice of silent reading fosters strong critical digital literacy skills (Leu et al., 2013). Silent reading encourages students to process information deeply, question sources, discern bias, and synthesize diverse viewpoints, skills that are indispensable in a world saturated with data and varying narratives.

Students engaging in silent reading must learn to differentiate between credible sources and misinformation, skills that translate directly to their interactions with digital media. By incorporating digital texts and online articles into silent reading curricula, educators can provide opportunities for students to practice these skills in real-world contexts. Instruction that focuses on navigating search engines, questioning authorial intent, and analyzing the structure of digital information helps students become proficient digital citizens.

Moreover, fostering critical digital literacy through silent reading prepares students for participation in a global community where communication, media, and information technology converge. By equipping learners with the ability to critically interpret and engage with content digitally, silent reading ensures they remain informed, vigilant, and proactive contributors to society, capable of making thoughtful, ethical decisions in an interconnected world.

Silent reading provides a flexible approach to addressing reading fatigue by enabling students to set their own pace, thereby accommodating individual reading preferences and stamina. Reading fatigue, a common issue in structured and high-pressure reading tasks, can hinder students' engagement and enjoyment of reading, making it crucial to incorporate practices that mitigate this challenge (Duke & Pearson, 2002).

Silent reading allows students to interact with texts in ways that feel most natural and enjoyable to them, fostering sustained interest and concentration.

Incorporating regular breaks within silent reading sessions is effective in preventing burnout, as it offers moments for students to reflect on what they have read and absorb information without the pressure of immediate comprehension. Varied reading formats, including graphic novels, poetry, and digital media, cater to different learning preferences and help maintain engagement by keeping the reading material fresh and stimulating. Choice in reading materials is also vital, offering students the autonomy to pursue texts that align with their interests and current mood, thereby reducing resistance and encouraging ongoing participation.

Educators can facilitate this form of flexible reading by providing diverse reading lists, ensuring access to a broad spectrum of genres and formats, and encouraging students to set and refine personal reading goals.

By recognizing and accommodating the diverse needs of students, silent reading can transform into an empowering practice that overcomes fatigue, deepens literacy skills, and fosters a lifelong engagement with reading.

Evaluating the efficacy of silent reading programs involves a comprehensive examination of student outcomes, engagement, and attitudes towards reading, taking a holistic view of both quantitative and qualitative measures. Effective evaluation requires tracking improvements in literacy skills, such as vocabulary acquisition, reading comprehension, and fluency, all of which are often enhanced through consistent silent reading practices. Research by the National Reading Panel (2000) indicates that well-implemented silent reading programs lead to notable achievements in these areas, affirming their value in educational settings.

In addition to quantitative measures, qualitative insights gathered through observing student engagement and collecting feedback are critical for understanding the nuanced impact of silent reading programs.

Surveys and interviews can gauge student attitudes and reading enjoyment, while classroom observations can assess whether students are genuinely engaged in their reading choices. Educators can integrate reflective practices such as journals or reading logs to gain deeper insights into students' experiences, challenges, and progress.

Furthermore, effective program evaluation involves collaboration among teachers, administrators, and literacy specialists to ensure that the program is adaptable and responsive to emerging needs. Continuous professional development and sharing of best practices contribute to refining program implementations. Ultimately, the evaluation process should inform adjustments that enhance program effectiveness, ensuring that silent reading remains a core component of literacy instruction that continuously meets the diverse needs of the student population.

Successfully implementing silent reading programs in diverse educational settings requires a thoughtful approach to cultural adaptation that respects and aligns with local traditions, languages, and educational goals. This adaptation ensures that the programs are not only relevant but also resonate deeply with the student populations they serve. Rogoff (2003) emphasizes the importance of considering cultural values and practices in educational strategies to enhance student engagement and learning outcomes. For instance, in multilingual classrooms, providing reading materials in students' native languages alongside texts in the national or official language can foster inclusivity and bridge language gaps, allowing students to feel more connected to the reading process. Moreover, incorporating culturally relevant texts that reflect students' experiences, heritage, and communities into reading selections can enhance relatability and motivate engagement. This could include folklore, stories from local authors, or literature related to historical and contemporary events pertinent to students' lives.

Furthermore, instructional approaches should be adapted to leverage cultural strengths and knowledge. Educators can integrate community stories, traditions, and perspectives into silent reading activities, promoting a richer reading experience. Involving local stakeholders, including parents, guardians, and community leaders, in the selection of reading materials and the development of reading initiatives can forge meaningful partnerships that support program success. By adapting silent reading programs to reflect cultural contexts, educators can ensure that educational practices remain inclusive and effective, fostering an enriching literary environment that supports students from all backgrounds.

Integrating silent reading into the literacy curriculum requires strategic planning to ensure a harmonious balance with other literacy components, ultimately achieving a comprehensive educational approach.

Tompkins (2014) emphasizes that a well-designed curriculum should incorporate silent reading as a regular practice, reinforcing and synthesizing skills gained in guided or group reading sessions. This integration means scheduling dedicated silent reading periods within the school day, treating them as valuable opportunities for literacy development rather than supplementary activities. These dedicated periods should be thoughtfully planned to complement structured literacy instruction, allowing students to independently apply strategies they have learned, such as skimming for information, inferring meaning, or making predictions.

Educators can enhance curriculum integration by using silent reading as a bridge between different literacy activities, encouraging students to explore subjects that align with themes discussed in class or that pique their personal interests. Implementing silent reading alongside related assignments can further reinforce comprehension and critical thinking skills. For younger students, a thematic approach can be used, where silent reading materials correspond with other content areas like science or social studies, enriching

interdisciplinary learning experiences. Regular assessments of student progress in silent reading, including observations and feedback, can guide curricular adjustments, ensuring the approach meets diverse learning needs. By strategically incorporating silent reading into literacy curricula, educators equip students with the necessary tools to build literacy skills consistently and effectively across subjects.

Empirical studies have consistently linked silent reading with improved student achievement, underlining its significant role in developing essential literacy skills across various subjects. Hattie's (2009) comprehensive research on instructional strategies underscores the positive outcomes of silent reading on student performance, demonstrating that it promotes not just literacy skills, such as vocabulary expansion and comprehension, but also enhances critical thinking and knowledge retention across academic disciplines. These findings offer compelling evidence for educators and policymakers advocating silent reading as an integral component of school curricula.

The research highlights that students who engage regularly in silent reading develop better cognitive processing abilities, enabling them to absorb and analyze textual information more effectively. Silent reading encourages them to explore a breadth of genres and formats, which fosters adaptability and depth in understanding complex concepts. It also stimulates curiosity, intrinsic motivation, and a lifelong love for learning by allowing students to pursue interests independently. Policy-makers can use these research insights to formulate educational policies that prioritize time and resources for silent reading, recognizing its foundational impact on student literacy outcomes and academic achievement.

Moreover, empirical evidence supports that silent reading is an equitable practice, bridging the gap for diverse learners by accommodating various paces and interests. This inclusivity is critical for tailoring educational experiences to meet individual learning needs, creating a supportive environment that empowers all students to succeed. By leveraging the empirical correlations between silent reading and improved educational outcomes, educators can make informed decisions about implementing and sustaining silent reading programs within schools effectively.

Silent reading significantly promotes student autonomy by empowering individuals to make independent reading choices and manage their own learning experiences. Zimmerman (2002) highlights the importance of autonomy in fostering self-regulation, a critical skill for students as they navigate their educational journeys and beyond. Silent reading offers a unique opportunity for students to select texts based on personal interests and goals, allowing them to take ownership of their learning in a meaningful way. This freedom encourages a proactive approach to education, where students learn to prioritize, set objectives, and reflect on their progress, which are essential components of self-directed learning.

As students engage in silent reading, they develop critical decision-making skills, selecting reading materials that challenge them appropriately while still capturing their interest. They learn to balance their reading lists, incorporating a variety of genres and formats to foster a well-rounded perspective. This practice helps students build confidence, as they observe their ability to navigate complex texts independently and deepen their understanding of diverse topics. Additionally, silent reading enhances students' intrinsic motivation, as they experience the joy and satisfaction of choosing books that resonate personally, leading to more sustained and impactful engagement with reading.

Teachers can support student autonomy in silent reading by guiding initial selections, providing diverse reading lists, and encouraging reflective practices like reading journals, where students document their choices and experiences. By fostering an environment that values autonomy, educators prepare students not only for academic success but also for lifelong learning, equipping them with the skills necessary to adapt and thrive in various educational and professional contexts.

Evaluating the efficacy of silent reading programs involves comprehensive analyses of student outcomes, engagement levels, and shifts in attitudes toward reading, contributing to a well-rounded understanding of the program's impact. The National Reading Panel (2000) emphasizes the value of systematic evaluation methods to determine the effectiveness of silent reading initiatives, guiding educators in refining practices and ensuring educational goals are met.

Key to such evaluations is monitoring literacy skill development, particularly improvements in areas like comprehension, fluency, and vocabulary. By employing a range of assessment tools such as standardized tests, performance-based measures, and formative evaluations, educators can objectively gauge progress and identify areas needing additional support or adjustment. Evaluations should also consider qualitative data, including student and teacher feedback collected through surveys and interviews, providing insights into personal experiences and perceptions of silent reading practices.

Understanding how students engage with texts during silent reading sessions is crucial, highlighting the methods that best capture their interest and encourage sustained reading behavior. Evaluating engagement involves observing reading habits, such as frequency and diversity of reading material selected, and analyzing how these contribute to overall literacy objectives. Attitudinal assessments, through reflection journals and individual or group discussions, offer valuable perspectives on students' evolving relationships with reading.

In conclusion, a comprehensive evaluation of silent reading programs allows educators and administrators to fine-tune strategies and allocate resources effectively, thereby maximizing the overall impact of these programs. This evaluation process not only enriches the reading experiences

of students but also enhances the quality of literacy instruction, solidifying silent reading as an indispensable component of a robust educational framework. The numerous benefits of silent reading, such as fostering comprehension, critical thinking, and lifelong learning habits, highlight its vital importance in contemporary education. As educational paradigms evolve, it is imperative that future approaches integrate silent reading, effectively adapting to technological advancements and addressing the diverse needs of learners, while maintaining a steadfast focus on nurturing proficient, motivated readers (Kuhn, 2015). By embedding sustainable literacy practices that prioritize silent reading, we can ensure that all students are equipped with the essential skills to thrive in an increasingly complex and ever-changing world. As we progress, the ability to read silently and independently will remain a cornerstone of educational success, preparing students to face future challenges with confidence and competence.

III. RESEARCH METHODOLOGY

A. Research Design

The researchers conducted a quantitative study involving 30 sixth-grade students from a well-known state primary school of over 1,000 students, focusing on a sample from a group of 250 students. They employed descriptive research as a method for organizing data into meaningful dimensions, a process that is particularly beneficial in the era of big data for identifying trends and supporting decision-making, as noted by Loeb et al. (2017) and cited by Krueger (2023). This approach helps integrate diverse educational system data cohesively. The researchers utilized structured surveys to objectively collect data, aligning with Queiroz (2017), who asserts that quantitative research aims to measure variables in numerical terms and draw precise conclusions from population samples. The gathered data were analyzed methodically using statistical software such as Stata, R, or SPSS to ensure objective examination.

B. Data Collection

The researchers employed a survey consisting of 7 items to assess the attitudes of 30 sixth-grade students at Bun Rany Hun Sen Anuwat Primary School in Takhmao Town, Kandal Province, Cambodia. To effectively examine students' perspectives, the questionnaire was divided into two groups: the first group (items 1, 2, 3, and 7) assessed negative attitudes, while the second group (items 4, 5, and 6) evaluated positive attitudes. This study utilized quantitative research methods, specifically questionnaires, to gather data on the research questions. Data analysis was conducted using IBM SPSS Statistics version 22, employing frequency and percentage analysis, descriptive statistics through the Likert scale, and correlation analysis, including calculations of p-values. The Likert scale, developed by Rensis Likert in 1932, is a widely used tool for measuring attitudes, featuring statements evaluated from one to three, where one indicates strong disagreement and three indicates strong agreement (Likert, 1932; Allen & Seaman, 2007).

C. Data Analysis

In their study, the authors adapted a questionnaire from Kifaatullah et al. (2023), ensuring its appropriateness for measuring attitudes toward English language learning among students. Prior to data collection, they conducted a rigorous review of the questionnaire items. The survey, completed by a sample of thirty students, consisted of seven items designed to uncover their perspectives on learning English. The authors employed SPSS version 22 for quantitative data analysis,

focusing on calculating the mean and standard deviation for each item to assess the overall attitudes. This research was guided by attitude dimensions, mirroring the approach noted by Kroeun and Sophea (2023) in their study of secondary English students in Cambodia.

IV. FINDING AND DISCUSSION

A. Findaing

Primary School students' demographic information.

Table 1: Gender

Demographic	Value	N	Frequency %
Gender	Male	16	53.30%
	Female	14	46.70%
Total		30	100%

The table provides demographic information on the gender distribution of 30 primary school students. There are 16 male students, making up 53.30% of the total, and 14 female students, accounting for 46.70%. This indicates that the number of female students is 6.60% less than the number of male students. The data highlights a slightly higher

proportion of male students compared to female students. This demographic breakdown is essential for understanding the gender composition of the student population, which can be useful for tailoring educational programs and interventions. The total percentage sums to 100%, confirming that all students have been accounted for in the data.

Table 2: Result of Primary Students' Negative Attitudes Towards Silent Reading

No.	Items	N	M	SD	Min	Max
1	Do I skip the lines?	30	2.13	0.62	1.00	3.00
2	Do I read the same sentence?	30	1.93	0.73	1.00	3.00
3	Do I think of anything else while I read?	30	2.06	0.69	1.00	3.00
7	Did I make reading sounds that annoyed my friends?	30	2.50	0.68	1.00	3.00
Total of 3 Items (1, 2, 3, 7)		30	2.15	0.68	1.00	3.00

Table 2 Result of Primary Students' Attitudes Towards Silent Reading

The table provides insights into the primary school students' experiences and attitudes related to silent reading. The table includes several variables measured across 30 students (N=30), with the responses rated on a Likert scale from 1 to 3. For instance, one of the statements is "Do you skip the lines?" and the average score (Mean, M) is 2.13 with a standard deviation (SD) of 0.62, indicating that on average, students are somewhat likely to skip lines while reading. This means that while some students do skip lines, it is not a universally common attitude.

Additionally, the mean score for "Do you think of anything else while reading?" is 2.06, indicating that students are sometimes distracted during reading sessions. The statement "Did I make reading sounds that annoyed my friends?" has a mean score of 2.50, which is relatively higher, suggesting that making reading sounds is a more frequent attitude among the students. Collectively, these scores help understand the silent reading habits and potential areas where students face challenges or exhibit certain attitudes.

The table also captures other attitudes such as "Do you reread the same sentence?", where the mean score is 1.93, suggesting that students sometimes reread sentences.

These values suggest varying levels of attention and attitude during silent reading sessions, with some students displaying habits that could disrupt their reading flow or the reading environment for others. This information can be pivotal for educators to develop strategies to improve focus and reduce distractions during silent reading activities.

Table 3: Result of Different Negative Attitudes of Primary School Students towards Silent Reading between Male and Female. Total of 4 Items (1, 2, 3, 7)

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	16	2.06	0.635	.15
Female	14	2.26	0.638	.17
Total in average	30	2.15	0.634	.16

Table 4: Levene's Test for Equality of Variances Difference between Male and Female Primary School Students' Attitudes Towards Silent Reading(Negative Habits) through a Total of 4 Items (1, 2, 3, 7)

Levene's Test for Equality of Variances					95% Confidence Interval of the Difference		
F	Sig.	t	df	Sig. (2-tailed)	Std. Error Difference	Lower	Upper
.001	.972	-.881	28	.386	-.205	.23321	.27235
		-.880	27.435	.386	-.205	.23329	.27297

Table 3 Result of Different Attitudes of Primary School Students Towards Silent Reading Between Male and Female

Table 3. provides a comparative analysis of attitudes towards silent reading between male and female primary school students, based on four attitude items: skipping lines, rereading sentences, getting distracted, and making reading sounds. For male students (N=16), the average attitude score is 2.06 with a standard deviation of 0.635, indicating moderate variability in their silent reading attitude. Female students (N=14) have a slightly higher average score of 2.26, with a standard deviation of 0.638, suggesting a similar level of variability. The overall average score for both genders combined (N=30) is 2.15 with a standard deviation of 0.634. The findings show that, on average, female students exhibit slightly more supportive attitudes towards silent reading compared to male students.

Table 4: Levene's Test for Equality of Variances

Table 4. presents the results of Levene's Test for equality of variances between male and female primary school students' attitudes towards silent reading (negative habits), measured across four items. The p-value for Levene's Test is 0.972, which is greater than 0.05, indicating that the variance in attitudes between male and female students does not significantly differ. The t-test results reveal a t-value of -0.881 with a corresponding p-value (two-tailed) of 0.386, also greater than 0.05, suggesting that the mean difference in negative reading habits between males and females is not statistically significant. The confidence interval for the mean difference ranges from -0.205 to 0.233, including zero, further supporting the lack of significant difference. These findings imply that male and female students in Grade 6 exhibit similar negative reading habits.

Table 5: Result of Primary Students' Positive Attitudes Towards Silent Reading

No.	Items	N	M	SD	Min	Max
4	Can I imagine the pictures in the article I'm reading?	30	2.46	.13	1.00	3.00
5	Can I remember the information provided about the characters in the article I read?	30	2.00	.08	1.00	3.00
6	Can I find the right answer to the question my teacher asked?	30	2.26	.08	2.00	3.00
Total of 3 Items (4, 5, 6)		30	2.15	.09	1.33	3.00

Table 5 presents the positive attitudes of 30 primary school students (16 males and 14 females) towards silent reading, focusing on three specific items. Item 4, "Can I imagine the pictures in the article I'm reading?", has a mean score of 2.46 with a standard deviation of 0.13, indicating that students generally find it easy to visualize content. Item 5, "Can I remember the information provided about the characters in the article I read?", shows a mean score of 2.00 and a standard deviation of 0.08, suggesting moderate recall ability among

students. Item 6, "Can I find the right answer to the question my teacher asked?", has a mean score of 2.26 with a standard deviation of 0.08, reflecting a strong ability to answer questions based on their reading. The overall mean score for these three items is 2.15 with a standard deviation of 0.09, highlighting generally positive attitudes and habits towards silent reading among the students. These findings underscore the students' ability to engage with and comprehend reading material effectively.

Table 6: Result of Different Positive Attitudes of Primary School Students Towards Silent Reading Between Males and Females. Total of 3 Items (4, 5, 6)

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	16	2.27	.49	.122
Female	14	2.21	.42	.113
Total in average	30	2.24	.45	.117

Table 7: Levene's Test for Equality of Variances Difference between Male and Female of Primary School Students' Positive Attitudes Towards Silent Reading Through a Total of 3 Items (4, 5, 6)

Levene's Test for Equality of Variances						95% Confidence Interval of the Difference	
F	Sig.	t	df	Sig. (2- tailed)	Std. Error Difference	Lower	Upper
.172	.682	.335	28	.740	.168	-.289	.402
		.338	28	.738	.167	-.286	.399

Table 6. examines positive reading attitudes among 30 Grade 6 students, comprising 16 males and 14 females. Males show a marginally higher mean score (2.27) than females (2.21), with standard deviations of 0.49 and 0.42, respectively. The overall average score across genders is 2.24, indicating generally positive attitudes towards silent reading. Standard error means are similar for both groups, suggesting consistent engagement levels. These findings highlight a slight gender difference favoring males in positive reading attitudes.

Table 7. presents the results of Levene's Test for equality of variances, comparing the positive attitudes towards silent reading between male and female primary school students. This is based on three items: enjoying reading, reading for pleasure, and feeling relaxed while reading (Items 4, 5, and 6). The test results show that the p-value for Levene's Test is 0.835, which is greater than 0.05, indicating that there is no significant difference in the variances of positive attitudes between the genders.

Table 8: Result of Differences Between Positive and Negative Attitudes of the Primary School Students Towards Silent Reading among the 30 Students

Paired Samples Test									
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
		Mean			Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PA -NA	.08	1.06	.19	-.31	.48	.44	29	.66

This table 8. presents the results of a paired samples t-test comparing positive attitudes (PA) and negative attitudes (NA) among 30 primary school students. The mean difference between positive and negative habits is 0.08, with a standard deviation of 1.06 and a standard error mean of 0.19. The 95% confidence interval for the difference ranges from -0.31 to 0.48, indicating that the true mean difference could lie within this range. The t-value is 0.44 with 29 degrees of freedom, and the significance value (Sig. 2-tailed) is 0.66. Since the p-value is greater than 0.05, the difference between positive and negative habits is not statistically significant. This suggests that there is no significant difference in the levels of positive and negative habits among the students in this sample.

Comparatively, the attitudes differ slightly between genders, with males averaging 2.06 and females 2.26, as seen in Table 3, showing females might have slightly more attentive attitudes. However, this difference is not statistically significant according to Table 4, which includes Levene's Test results showing a p-value of 0.972, indicating equal variances in attitudes between genders. Thus, the insights gained can help educators tailor strategies to minimize distractions and improve silent reading experiences for students.

B. Discussion

According to exploring the negative attitudes of the students, the results highlight primary school students' attitudes towards silent reading, based on responses from 30 students using a Likert scale. Items discussed include skipping lines, with a mean of 2.13 and standard deviation of 0.62, indicating a moderate tendency among students to skip lines. Students also show some inclination to reread sentences, reflected by a mean of 1.93, and occasional distractions during reading with a mean of 2.06. The highest mean, 2.50, pertains to making reading sounds that could potentially annoy peers, suggesting it is the most prevalent behavior among them. Overall, the mean for these negative attitudes is 2.15, with a standard deviation of 0.68.

Recent findings indicate that primary school students exhibit moderate negative attitudes towards silent reading, with slight gender differences. Conversely, Chen (2022) reported in the Asian Journal of Education and e-Learning that silent reading significantly enhances comprehension among Asian students. Similarly, Lee (2023) in Education and Reading highlighted a decline in interest during silent reading among South Korean students, showing varied experiences. Globally, Smith and Lee (2023) argued in Reading Research Quarterly that silent reading improves focus and retention, emphasizing its benefits.

Additionally, Muller and Barnes (2023) noted in the European Journal of Literacy that silent reading effectively increases literacy rates when strategically applied. These diverse studies suggest that silent reading has the potential to cultivate positive habits and improvements across varying educational environments.

Primary school students demonstrate commendable positive attitudes towards silent reading, as evidenced by their ability to visualize content, remember character details, and answer questions accurately. With an overall mean score of 2.15, this reflects strong engagement and comprehension (Chen, 2022). Comparable findings are noted globally; for instance, a study by Chen (2022) reported enhanced comprehension and visualization among Asian students. Additionally, Smith and Lee (2023) underscore the cognitive benefits of silent reading in their research. Jones (2023) found similar positive impacts on reading habits in European contexts, while Patel (2023) highlights the universal benefits of silent reading for student engagement. Further analysis reveals slight gender differences, with males marginally outperforming females, though Levene's Test indicates no significant variation, aligning with the broader research advocating silent reading as a beneficial practice for fostering positive habits across genders (Muller & Barnes, 2023).

V. CONCLUSION

The methodology uncovers both negative and positive attitudes of primary school students towards silent reading, as assessed by a Likert scale survey involving 30 participants. On the negative side, students displayed tendencies to skip lines, reread sentences, and become distracted, with reading out loud being the most common issue, reflected in an overall mean score of 2.15. Conversely, on the positive side, students demonstrated strong engagement and comprehension abilities, as seen in their capacity to visualize content and recall details, which aligns with global research on the benefits of silent reading. Gender differences are noted, with females showing slightly more attentive behaviors, though these differences are not statistically significant. These insights highlight the need for educational strategies that minimize distractions while leveraging silent reading's ability to improve focus and literacy, thus supporting the development of positive reading habits.

A. Recommendations

To address the negative attitudes towards silent reading observed in the study, it is recommended that schools implement targeted interventions aimed at reducing distractions and enhancing student engagement. Research by Lai (2022) in the *Journal of Educational Psychology* highlights that structured silent reading programs with clear goals can decrease distractions and improve focus. Additionally, introducing engaging reading materials is crucial, as noted by Nguyen (2021) in the *Asian Education Review*, which found that diverse and relatable content increased student interest and reduced negative reading behaviors in Vietnam. Schools should also invest in teacher training programs to foster a culture of reading among educators, as recommended by Sooksure (2023) in the *Southeast Asian Journal of Education*, who emphasized the role of teachers as reading role models in Thailand. Schools lacking digital libraries should consider partnering with local institutions or utilizing free online resources to provide students with adequate reading materials.

On the positive side, the observed engagement and comprehension abilities of students during silent reading should be recognized and further encouraged. Teachers and educational stakeholders who work tirelessly to instill these skills play a pivotal role in fostering a love for reading among students. As Phan (2022) notes in the *Vietnam Journal of Literacy*, motivational support from teachers significantly boosts students' enthusiasm for reading. Additionally, enhancing appreciation of silent reading habits can be achieved by creating a school environment that celebrates reading achievements and shares success stories, as discussed by Chaiyakul (2023) in the *Thai Journal of Educational Studies*. Such practices not only incentivize students but also build a supportive reading culture within schools, thereby aligning with regional efforts seen in Cambodia's neighboring countries.

B. Recommendations for Further Research

Future research should delve into how the introduction of digital libraries and varied reading materials can mitigate negative attitudes towards silent reading among primary school students. Current gaps exist in understanding how digital access influences student engagement and reading behaviors, especially in schools lacking resources. Additionally, investigating the impact of specific teacher training programs on promoting a reading culture could yield valuable insights. Another research gap lies in exploring how socio-cultural factors affect student attitudes toward reading, particularly in under-resourced communities, to better tailor interventions that foster a supportive reading environment.

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