

Reading Habit Practices on Reading Comprehension among Learners in Selected Districts of Misamis Oriental

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Abstract

Reading comprehension is essential for academic success and future career opportunities. In a way that it enables individuals to effectively process, understand, and analyze written information, this skill forms the foundation for learning across all subjects and is essential for critical thinking and problem-solving skills. This study aimed to determine the Reading Habit Practices on Reading Comprehension among learners in selected Districts of Misamis Oriental School Year 2023-2024. Specifically, it sought to describe the respondents' profile; find the respondent's level of reading habit practices; assess the respondent's level of reading comprehension; determine the significant relationship between the respondent's reading habit practices and their reading comprehension; and determine the significant relationship between the respondents reading habit practices and reading comprehension and each of their profile. This study involved the One hundred fifty (150) Grade 7 learners and they were chosen through purposive sampling. A researcher made questionnaire was used as instrument in the study. Descriptive statistics such as frequency, percentage, mean, standard deviation, and Pearson Correlation Coefficient (r) was used to determine the significant relationship between independent and dependent variables of the study. Furthermore, descriptive correlation method of research was used in the study. Findings revealed that the respondents' level of reading habit practices was slightly practiced with digital reading as the highest mean. However, the respondents' level of comprehension was low with literal comprehension as the highest mean. Moreover, there was a significant relationship between the respondents reading habit practices and their comprehension. It is concluded that the importance of digital reading in school enhances reading performance. Therefore, it is recommended that the schools should actively promote family reading initiatives, fostering parental participation in reading activities and incorporate strategies such as interactive discussions and project-based learning to enhance creative thinking skills.

Keywords: reading habit practices, reading comprehension

1. Introduction

Reading is a fundamental skill required for learning across all subjects, but also a crucial factor influencing a student's academic progress and future career opportunities. However, reading proficiency, especially comprehension capabilities, varies significantly among students. In the context of the Grade 7 learners in selected districts of Misamis Oriental. The reading comprehension levels and the associated reading habits have not been thoroughly studied. This gap in knowledge necessitates a comprehensive investigation to understand the reading habits and their impact on students' comprehension abilities. The research is motivated by the need to determine the influence of reading habit practices on reading comprehension among learners in these districts. Its aim is to provide insights into how reading habits, such as frequency of reading, choice of reading materials, and the environment in which reading takes place, affect the comprehension abilities of students. Understanding these practices will not only help in identifying potential areas of improvement but also in formulating strategies to enhance reading comprehension among students. The concerning trend of poor reading habits among Grade 7 learners in selected districts of Misamis Oriental demands our attention. This study aims to explore the crucial link between consistent reading practices and the enhancement of reading comprehension skills. By exploring how regular reading influences students' understanding, we aim to identify effective strategies for improvement. Strengthening this connection is vital for empowering our students to excel academically and become proficient readers for the future. This study investigates this relationship to bridge the research gap, provide insights that can inform educational practices, and offer practical solutions for improving reading habits among learners in the specified districts.

In Misamis Oriental, Grade 7 learners struggle to develop effective reading habits. These habits significantly affect their reading comprehension and lead to poor reading practices, such as infrequent reading, limited exposure to diverse materials, and insufficient engagement in reading activities. These habits contribute to their struggles in text understanding and their possible impact to the academic performance of students across various subjects. The Philippine Informal Reading Inventory (Phil-IRI) serves as a vital tool in assessing reading comprehension and literacy levels among learners in the Philippines. In the context of Misamis Oriental, Phil-IRI data highlights significant patterns and challenges in reading habits that directly impact students' comprehension abilities. The assessment reveals a disparity in reading proficiency across different districts, often influenced by socioeconomic factors, access to reading materials, and instructional quality. Grasping these dynamics is essential for creating focused interventions designed to improve reading abilities. This research aims to investigate how local practices and available resources influence reading habits and, in turn, affect reading comprehension. The findings will contribute to educational strategies tailored to meet the unique needs of specific regions.

The educational environment in Misamis Oriental faces distinct challenges, such as socioeconomic influences, restricted availability of quality reading resources, and cultural perspectives that may not emphasize the importance of reading. These factors significantly impact students' reading practices and their comprehension skills, underscoring the necessity for specific interventions. This study concentrates on Grade 7 students to investigate the connection between their reading habits and comprehension abilities. Understanding these dynamics is crucial, as this stage shapes students' academic futures. The research intends to identify effective strategies to foster better reading practices, ultimately enhancing comprehension skills. Additionally, it aims to nurture a dynamic reading culture that extends beyond the classroom, encouraging a lifelong passion for reading from an early age. The findings will provide practical recommendations designed to ignite enthusiasm for reading among students in Misamis Oriental.

Objectives

This study primarily aimed to investigate the reading habits associated with reading comprehension among students in selected districts of Misamis Oriental during the 2023–2024 academic year. Specifically, it sought to profile the respondents, analyze their reading practices, evaluate their comprehension levels, and identify any significant correlations between their reading habits and reading comprehension performance.

Statement of the Problem

This study aimed to determine the level of Reading Habit Practices on Reading Comprehension among Learners in select Districts of Misamis Oriental during School Year 2023-2024. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of sex, parents' highest educational attainment, and parents' monthly income?
2. What is the respondent's level of reading habit practices based on in-school reading, regular routine reading, academic reading, interest-based reading, digital reading, social reading, and family reading?
3. What is the respondent's level of reading comprehension with regard to literal, interpretive, critical, application, and creative?
4. Is there a significant relationship between the respondents reading habit practices and their reading comprehension?
5. Is there a significant relationship between the respondents reading habit practices, reading comprehension, and their profiles?

Hypothesis

Based on the specific problems stated except problems 1, 2, and 3, the null hypotheses were formulated and tested at a 0.05 significance level.

Ho1. There is no significant relationship between the respondents' reading habits and their reading comprehension.

Ho2: There is no significant relationship between the respondents' reading habit practices, comprehension, and profiles.

Literature

This section examines relevant literature on reading behaviors in Misamis Oriental and profiles respondents by sex, parental educational attainment, and family income, with factors significantly influencing literacy attitudes. The aim is to uncover insights to drive effective interventions and cultivate a reading culture among Grade 7 learners. Furthermore, reading habits such as in-school, regular-routine, academic, interest-based, digital, social, and family reading are also included. More so, the comprehension level of learners in terms of literal, interpretive, critical, application, and creative is also included.

Respondents Profile**Sex**

Research indicates that biological differences between sexes can influence reading habits and comprehension. A study by Halpern (2019) suggests that neurological variations might affect language processing, which can, in turn, impact how boys and girls engage with reading materials. This has implications for comprehension, as boys and girls may develop different strategies for understanding texts. Additionally, Cahill (2019) found that hormonal differences could also play a role in reading-related cognitive functions. These insights emphasize the importance of considering biological sex when developing educational strategies to improve student literacy skills.

Parents' Highest Educational Attainment

A study of parental educational attainment and its impact on children's reading habits and comprehension suggests that parents with higher levels of education are more likely to foster positive reading environments at home, which in turn enhances their children's reading habits and comprehension skills. Nguyen et al. (2020) found that learners whose parents possess higher educational qualifications tend to engage more frequently in reading activities and demonstrate better understanding of reading materials. This correlation highlights the significant role that parental education plays in shaping effective reading practices among learners.

Parents' Monthly Income

Furthermore, a study by Garcia and Martinez (2020) investigated the role of parents' monthly income in shaping students' reading practices. The results revealed that higher-income families could afford a broader range of reading resources, positively influencing children's reading comprehension levels. Together, these studies highlight the significance of factors such as age, gender, parental educational background, and monthly income in comprehending students' reading habits and levels of comprehension.

Reading Habit Practices

Reading habit encompasses the consistent engagement with written materials such as books, magazines, newspapers, or digital texts for the purpose of gaining knowledge, understanding, and enjoyment. This behavior, which involves both physical and mental readiness, develops gradually through social interactions and environmental factors like family and school influences (Azizah & Pradita, 2022). It highlights the importance of regular and active interaction with diverse texts to ensure that the mind and body are prepared to effectively absorb information.

Recognizing the importance of reading skills and the role of reading habits, the researcher aimed to conduct this study to assess how cultivating consistent reading habits influences the reading abilities of seventh-grade students. Grade 7 is a critical period in education; this research can help educators and policymakers. The study focuses on the Philippines, specifically in the Tagoloan District, Misamis Oriental, and aims to provide practical solutions for improving reading habits. The ultimate objective is to assist Learners in becoming better readers and learners for life and influence how reading skills are taught. This study emphasizes the importance of developing strong reading habits to help pupils thrive in school and beyond.

In-School Reading

According to a Jones and Brown (2022) survey, many 7th-grade students prefer to participate in in-school reading for shorter lengths than earlier generations. This is primarily due to the increased use of digital gadgets and internet platforms. Additionally, 7th-grade students frequently read in-school materials such as textbooks and handouts in a fragmented way. In-class reading sessions are frequently used for group analysis and knowledge exchange. The study emphasizes the beneficial effect of social contact on comprehension and critical thinking abilities, implying that collaborative reading practices might be included in the curriculum to improve learning results (Garcia & Martinez, 2019). The research revealed that the physical arrangement of the classroom significantly affected students' interaction with in-school reading materials, highlighting the influence of the classroom environment on the reading habits of seventh-grade learners. Classrooms with comfy reading nooks, well-organized bookcases, and natural light encourage a more favorable reading experience. In contrast, crowded or unattractive classroom environments might contribute to boredom and shorter reading times. Villegas (2019) investigated the efficacy of a reading intervention program adopted in the Philippine K–12 school system. The research

emphasized the significance of in-school reading interventions for struggling readers. It was discovered that focused reading activities improved comprehension abilities and academic success in the school setting. Researched reading habits and methods among Philippine junior high school pupils. The research underscored the significance of in-school reading in fostering the development of essential critical reading skills. The study emphasized the need for educators to implement a variety of reading resources and practices to meet the requirements of various learners (Quimbo,2020).Examined the impact of classroom libraries on the reading comprehension skills of seventh-grade students. The study underlined the importance of in-school reading settings, including access to various reading materials, in fostering a reading culture and improving comprehension abilities (Veneracion,2021).

Regular Routine Reading

Studies highlight the significant role of the family and home environment in shaping the reading habits of Grade 7 students. Pupils raised in households that promote a culture of reading are more inclined to develop consistent reading routines as part of their daily activities. Parents who model reading behavior and offer access to various reading resources foster an atmosphere where 7th-grade pupils read as a habit. This viewpoint highlights the need for partnerships between schools and families to develop regular reading habits (Santos & Garcia,2020). Consequently, Smith and Tan (2018) emphasized the issues digital distractions create in 7th-grade pupils' reading habits. According to the study, the popularity of cell phones and online platforms might result in fragmented reading sessions and shorter reading periods. During reading breaks, several students reported checking their gadgets, which interfered with their ability to immerse themselves in books. This viewpoint emphasizes the necessity of teaching time management skills and digital literacy to help students efficiently balance their reading habits and online activities. The curriculum and reading materials are essential in promoting routine reading habits among 7th-grade student. According to the research, providing students with different and exciting reading materials linked to their interests might drive them to build regular reading routines. Incorporating modern literature, age-appropriate nonfiction, and culturally relevant books into the curriculum helps foster a good reading experience that motivates kids to read outside class (Lim & Ong ,2019). More so, the study researched the cognitive effects of adopting routine reading habits among 7th-grade students. According to the study, consistent reading habits help to build higher-order cognitive abilities, including critical thinking, analytical reasoning, and vocabulary expansion. Routine reading exposes children to various books, genres, and ideas, improving their ability to comprehend complex topics and establish connections across disciplines. This viewpoint emphasizes how routine reading goes beyond information absorption to provide students with crucial cognitive capabilities that enhance academic achievement across disciplines (Hernandez & Martinez, 2021). Routine reading, particularly bedtime reading, has been demonstrated to have lasting positive effects on children's sleep duration and cognitive development (Hale et al., 2019). Consistent routines, such as regular bedtime reading, are essential for the literacy development of preschool-aged children (Weigel et al., 2019). Moreover, promoting regular routines during challenging times can enhance cooperation among family members and improve the internalization of parental instructions (Liu et al., 2021). Establishing predictable routines during early childhood has been highlighted in parenting literature as crucial for child development (Ren & Fan, 2019). Additionally, regular reading habits, such as those fostered through library use, have been associated with a willingness to pay for books and engage in reading activities (Stejskal et al., 2021). Conversely, inadequate time dedicated to explicit writing instructions and limited opportunities to practice writing skills can impede students' writing proficiency (Liu, 2021). Furthermore, disruptions to regular routines, as observed during

chronic stress situations, can have adverse effects on mental health and well-being (Shoshani & Kor, 2022).

Academic Reading

This research rigorously examines learners' strategies when engaging with essential academic reading materials, including textbooks and scholarly articles. It powerfully underscores the critical need for explicit instruction in effective reading techniques such as skimming, scanning, and summarizing. Equipping students with these skills can significantly enhance their comprehension and retention, ultimately empowering them to excel academically. Learners taught these strategies tend to approach academic texts more systematically, leading to improved comprehension and retention. This perspective emphasizes the role of educators in equipping students with effective reading techniques to navigate the complexities of academic content (Tanaka & Lee, 2020). Reading behaviors differ depending on the subject matter's perceived difficulty and interest level. For example, pupils may engage more intensely in subjects they find interesting while skimming over information they find less interesting. This viewpoint emphasizes the need for teachers to tailor their teaching tactics and reading resources to overcome subject-specific problems and build regular academic reading habits (Garcia & Hernandez, 2019). This study examines how metacognitive strategies influence the academic reading behaviors of Grade 7 students. Metacognition refers to the awareness and regulation of one's own thinking processes. According to the findings, increasing students' metacognitive awareness improves their capacity to monitor their understanding, recognize areas of uncertainty, and adapt their reading tactics accordingly. Students in Grade 7 who participate in reflective reading activities ask questions, create connections, and evaluate their comprehension while they read academic literature. This viewpoint emphasizes the significance of teaching metacognitive abilities to empower students to become self-regulated learners (Wong & Chan, 2022). Concerning reading skills, dyslexic children may exhibit difficulties detecting phonologically plausible errors but perform typically when assessing errors in words with regular orthography (Marinelli et al., 2019). The development of sustainable daily routines has been evaluated using tools like the Sustainability of Living Inventory, which gauges the perceived regularity of various dimensions of daily routines (Hou et al., 2019). Additionally, the adjustment of reading routines to different orthographies has been noted in regular readers, showcasing the adaptability of reading processes (Bar-Kochva & Breznitz, 2019).

Interest-based Reading

Allowing students to select reading materials aligned with their interests promotes intrinsic motivation and a stronger sense of ownership over their learning. This sense of autonomy increases engagement and helps students build a more meaningful connection with the text, turning reading into an enjoyable and enriching experience. As a result, their comprehension skills improve, and a lasting appreciation for reading is nurtured, contributing to both academic achievement and personal development. Reading for enjoyment has been shown to enhance understanding and encourage lifelong reading habits. Educators may help by providing diverse reading resources and encouraging students to share and discuss their selected readings (Hernandez & Martinez, 2020). Providing a choice of reading materials, such as graphic novels, periodicals, and internet articles, caters to varied interests and learning styles. Visual and interactive components can help improve engagement and comprehension. This viewpoint emphasizes the importance of extending the concept of reading to include multiple formats that appeal to students' interests (Tanaka & Lee, 2019). According to the study, when students select reading materials relating to their interests, they frequently encounter varied opinions and complicated societal concerns. When

interacting with such resources, students are prompted to evaluate, question, and reflect on many viewpoints. This approach develops critical thinking abilities and the ability to examine the perspectives of others, increasing empathy and cultural understanding. This viewpoint emphasizes how interest-based reading may go beyond enjoyment by stimulating deeper cognitive and emotional involvement (Martinez & Reyes, 2021). Study looks at the link between teenage reading engagement and self-identity through their reading material selections. The study, which focuses on teenage book selections, investigates how the books people choose to read influence their sense of self and identity. Teenagers' book preferences and involvement with these selected texts connect to their interests, values, and self-image creation. The study sheds light on the subtle ways reading habits contribute to teenagers' views of themselves and their place in the world by studying the relationship between book choice and self-identity (Hall & Gemmel, 2020). The National Library of New Zealand (2019) investigates the aspects that impact people's reading engagement, such as motivation, interest, and cultural environment. It dives into many tactics, practices, and programs encouraging reading engagement in various settings, including schools, libraries, and communities. It gives insights into successful techniques for cultivating a love of reading, improving reading abilities, and promoting lifelong learning by interacting with diverse texts and literary experiences. Furthermore, Ticsay and Salvador (2019) investigate the influence of socioeconomic variables and parental involvement on the reading habits of Filipino teenagers. This study explores the impact of socioeconomic status and parental involvement on the reading behaviors of Filipino adolescents. It examines how these factors contribute to shaping their reading habits and overall engagement with texts. The study investigates how economic situations and parental support impact the sorts of reading materials teenagers use, the frequency with which they read, and their attitudes about reading. The findings contribute to a deeper understanding of how socioeconomic factors and parental involvement play a vital role in fostering a reading culture among Filipino adolescents, especially within diverse socioeconomic backgrounds and family structures.

Also, Manlapig & Padua (2019), examine the reading behaviors of Filipino junior high school students, with particular emphasis on leisure reading and the influence of Filipino cultural values. The study investigates the factors influencing students' reading choices, reading material preferences, and how Filipino cultural components influence their reading habits. The study adds to our understanding of how cultural context and personal interests intersect to impact Filipino junior high school students' reading habits and offers insights into boosting reading engagement within the local cultural environment.

Digital Reading

An in-depth review explored how digital reading performance and patterns of online reading behavior influence both comprehension abilities and cognitive functions. The authors explored how individuals engage with digital texts, focusing on scrolling, clicking, and navigating hyperlinks while reading online content. Through the synthesis of prior research, this study seeks to offer a deeper understanding of how online reading behaviors impact readers' comprehension and cognitive processing. The research by Tiongco et al. (2018) analyzes how social media platforms contribute to developing critical reading skills among college students. The study explores how students' engagement with social media especially through online discussions and interactions, affects their ability to critically analyze and understand various forms of digital content. The study employs qualitative analysis to illuminate how social media fosters critical thinking, information evaluation, and the use of higher-order cognitive skills in reading. This research offers insights into the dynamic relationship between digital platforms and the cultivation of critical reading competencies. Digital reading has become increasingly prevalent today, with various

studies shedding light on different aspects of this phenomenon. The advantages and disadvantages of digital reading have been explored (Yilmaz, 2024), emphasizing the need to understand better digital reading processes and their impact on comprehension (Shimizu, 2024). Research has highlighted the importance of purposeful teaching of digital reading in schools to enhance reading performance (Борисенко et al., 2020). Strategies like digital reading check-ins have been proposed to support independent reading on digital platforms (Pavek & Vaughan, 2023).

Additionally, the development of digital reading instruction should consider factors like students' digital reading performance, motivation, and thinking skills (Rachmawati et al., 2022). The shift towards digital reading has prompted the need for new comprehension skills and strategies to navigate digital texts effectively (Pardede, 2019). The evolving nature of digital reading platforms in the internet era is changing readers' preferences for reading environments and styles (Zhang et al., 2022). Challenges in improving digital reading experiences have been identified, indicating the complexities of enhancing digital reading experiences (Budiman, 2023). Studies have also focused on utilizing digital storytelling videos to improve digital material reading practices among students (Jalel, 2023). In addition, studies have explored the connection between digital reading attitudes and motivation for online reading, especially among pre-service teachers. Recommendations have been made to familiarize individuals with digital reading technologies (Al-Jarf, 2023), while attitudes towards digital reading have been investigated among teacher candidates (ASAN, 2023). The multisensory aspects of digital reading have been explored, emphasizing the sensory characteristics of reading digital content (Pedersen et al., 2021).

Social Reading

Collaborative strategic reading between peers can be described as teaming up in pairs or groups of three to carry out a specific reading task. Peer collaborations can give readers a setting where they can help each other read strategically and ask questions about the content that they are studying (Jin et al., 2020). Moreover, collaborative reading has been linked to the improved critical thinking and metacognitive skills. Students engaged in group reading tasks are more likely to employ higher-order thinking strategies, such as summarizing, predicting, and clarifying, as they negotiate meaning collectively (Brown & Palincsar, 2019). This collaborative framework enhances individual comprehension and builds a community of learners who are more confident and competent in tackling complex texts (Slavin, 2021). Another aspect to consider is the motivational benefits of peer collaboration. Working in pairs or small groups can make reading tasks more enjoyable and less intimidating, increasing students' intrinsic motivation to read (Guthrie et al., 2020). The social nature of collaborative reading tasks can foster a positive learning environment, where students feel more connected and supported (Johnson & Johnson, 2021). Integrating collaborative strategic reading into teaching methods presents a well-rounded strategy for enhancing reading proficiency, deepening text comprehension, and creating a more interactive and supportive learning environment.

Family Reading

Manolitsis et al. (2019) explored how parental reading practices relate to the development of children's early literacy and language skills. Drawing on a synthesis of multiple studies, their research highlights the influence of family involvement in literacy-related activities on young learners' reading comprehension, vocabulary growth, and overall language proficiency. The findings emphasize the critical role that home-based literacy experiences play in nurturing foundational language and reading abilities. This meta-analysis highlights the connections between parental engagement and the fundamental abilities essential for fostering successful literacy development in childhood. Family literacy programs have been shown to

positively impact children's reading practices, especially for those from diverse and low-income backgrounds (Mesa & Restrepo, 2019). These programs aim to enhance reading experiences at home for culturally and linguistically diverse families. Home literacy programs are crucial in supporting parents in stimulating children's and emergent literacy skills (Setyowati & Wuryandari, 2019). Parents and children can build a vision of quality family literacy by actively engaging in reading practices at home, which is essential for preparing children for a prosperous future. Furthermore, family literacy practices encompass various strategies, including oral, written, and reading activities that transmit cultural traditions and knowledge in the family's native language (Miller & Khatib, 2023). Studies have highlighted the benefits of creating an active Home Literacy Environment, which positively influences children's learning, reading habits, and reading motivation (Romero-González, 2023). Additionally, read-aloud programs facilitate parent-child bonding and promote children's learning and literacy development through creative means (Stickel et al., 2020). Parental involvement in children's literacy development is essential, with activities such as reading to children and engaging in shared reading proving to be highly effective in enhancing literacy skills (Denessen, 2023). Children's reading skills and behaviors are strongly influenced by family-related factors such as socioeconomic background and parental educational attainment. When parents model positive reading behaviors and cultivate a supportive reading environment, they can boost their children's motivation to read and encourage the development of consistent reading habits. In a study conducted by Mantiquilla (2022), a graduate from Phinma COC, the study on Reading Comprehension and Academic Performance of learners in Kinoguitan, Misamis Oriental. It emphasizes the crucial role of parental engagement in enhancing students' reading comprehension in both English and Filipino. School heads, teachers, parents, and stakeholders should understand the importance of involvement between the community, teachers, and schools in reading comprehension. On the other hand, Flores's (2022) study, Parental support and involvement for learners' academic achievement in Misamis Oriental, revealed that parent involvement significantly influenced the learners' academic performance. When families are involved in school, it significantly improves learners' academic performance.

Reading Comprehension

Barrett's Taxonomy of the cognitive-affective dimension of reading and Bloom's taxonomy levels of understanding, this research seeks to explore the interplay between cognitive processes, emotional responses, and levels of cognitive complexity in reading comprehension. This study will explore existing research examining how readers' cognitive-affective engagement influences their comprehension outcomes at various cognitive levels outlined in Bloom's taxonomy. By synthesizing insights from both taxonomies, this thesis aims to contribute to our understanding of effective assessment practices catering to reading comprehension's diverse cognitive and affective aspects. The study on reading comprehension levels in higher education (Del-Pena, Roxas, 2021) conducted systematic reviews and meta-analyses to explore differences in reading comprehension at literal, inferential, critical, and organizational levels. The study found that a greater number of students demonstrated optimal reading comprehension at the literal level than at the inferential, critical, or organizational levels. It also highlighted a significant disparity in students' performance at the inferential level compared to the critical and organizational levels. These findings provide important insights into the disparities in reading comprehension among higher education students, underscoring the need to address comprehension skills across different cognitive levels within educational settings.

Literal level

The fundamental level of reading comprehension at which readers extract clear information given explicitly in a book. It entails comprehending facts, details, events, and concepts offered on the surface without requiring interpretation or inference. Literal comprehension readers can detect and retain critical facts from the book, such as primary characters, places, chronological events, and direct assertions. The literal reading is defined as having a low degree of understanding. Behaviors in the learning process are critical as the foundation for higher-level understanding progress. Furthermore, understanding extended statements and passages, readers must first identify and recognize individual words. Research suggests that literal comprehension involves grasping the context, factual details, and the sequence in which information is presented within a text. Context refers to the broader understanding formed by linking facts, while facts represent the specific details conveyed. Sequence pertains to the chronological arrangement of these details. At this level, students are expected to determine the exact meanings of words and phrases within both individual sentences and the overall text. They must also extract relevant information and restate it in their own words. The accompanying graphic outlines the key competencies students are expected to develop by the end of the course.

The story highlights that literal comprehension comprises grasping a text's clear substance without necessitating interpretations beyond the information supplied. It emphasizes the reader's ability to perceive and remember facts, details, and information immediately delivered by the author. The authors underscore the value of this core skill in helping students interpret the fundamental meaning of texts, providing a necessary foundation for developing higher-level understanding and critical analysis across different areas of study.

Interpretive Level

At the interpretive level, students move beyond the literal words on the page to gain a deeper understanding. This involves "reading between the lines," where connotative meanings are well grasped and inferences are made. They use inferencing skills to think critically about the text and uncover meaning. This level of comprehension examines answers to questions that start with "why" and "how," recognizing that such questions require a complete understanding of their intended significance. At this level, readers are expected to move beyond the author's explicit message by evaluating the significance of facts, identifying relationships such as cause and effect, and recognizing how individual elements relate to the overall text. Students must also compare ideas, draw conclusions, make inferences, and develop generalizations. Interpretive comprehension involves using logical reasoning to uncover the author's tone, intent, and attitude; infer unstated information; determine key ideas; and identify implicit cause-and-effect connections.

Critical Level

Critical comprehension is a high-level reading talent that requires a thorough examination and evaluation of a text's content, structure, and underlying meanings. Critical comprehension readers go beyond literal and surface-level comprehension to critically engage with the text's arguments, assumptions, biases, and consequences. The study of Miller (2019) investigates creative ways to improve reading comprehension that stress embodied sensations to increase critical engagement with texts. Miller's work explores integrating reading experiences with personal and sensory interactions, recognizing the importance of emotions, feelings, and lived experiences in improving comprehension. Miller proposes that readers may build a more meaningful relationship with material and extract more meaning from their readings by developing a holistic comprehension of texts that transcends cognitive processes. The study recommends

changing how we read, asking readers to create a sense of presence and connection when interacting with texts, creating a deeper and more embodied reading. The study encourages readers to create a sense of presence and connection when interacting with texts, encouraging a deeper and more embodied comprehension that improves critical thinking and interpretation. De Guzman and Donato, (2020), investigates the function of critical literacy in enabling students to develop advanced critical reading comprehension abilities. The essay will investigate how introducing critical literacy practices into education might help students critically assess texts, question assumptions, detect biases, and interact with various views. The article promotes critical literacy as a reading instruction approach designed to help students process complex information, enhance critical thinking skills, and participate meaningfully in informed discussions. It ultimately promotes a more empowered and active role in society through their enhanced reading comprehension abilities. Also, Ballena, et.al.,(2020) used critical discourse analysis to explore reading texts in a tertiary-level Filipino language class. The research will examine how these reading materials are combined, the linguistic choices made, and the underlying ideologies and power dynamics incorporated into the texts. The research will use critical discourse analysis to uncover how various reading materials impact students' understanding, interpretation, and critical engagement with the text. The study sheds light on the implications of the chosen texts for fostering critical comprehension skills among students in the context of a tertiary-level Filipino language class, providing insights into the role of reading materials in shaping learners' perspectives and comprehension abilities.

Application level

Reading talent entails applying information and knowledge learned from a text to solve issues, make decisions, and apply concepts in different circumstances. Readers at the application comprehension level go beyond knowing the content to applying it to real-world situations. This degree of understanding necessitates the capacity to transfer and adapt knowledge to new contexts, displaying a more in-depth understanding of the content. The inclusion of contextualized reading materials to enhance the practical application of gained information within the framework of the Philippine secondary curriculum is the topic of Valdez's (2019) paper. The research examines how presenting reading materials closely related to real-world settings and circumstances might improve students' capacity to apply what they have learned meaningfully. The study explores the advantages of using context-based reading materials in secondary education, aiming to create more meaningful and effective learning experiences that connect academic concepts with real-world applications. This study explores an innovative approach to teaching reading comprehension in Philippine secondary schools by integrating problem-solving activities into instruction. It aims to examine how this integration can boost student engagement with reading materials while strengthening their ability to apply what they read in practical contexts. By combining problem-solving with reading tasks, the research seeks to understand how students make meaningful connections between text content and real-life situations, thereby deepening their comprehension and fostering critical thinking skills. This teaching technique addresses the requirement for students to comprehend textual information and transfer their learning into practical problem-solving scenarios, providing them with the cognitive abilities necessary for future academic achievement and professional aspirations (Camagay & Catalan,2020).

Creative Level

Creative reading is actually a transformative practice. It involves interacting with literature in a way that unlocks one's imagination and critical thinking abilities, allowing one to make deeper connections and see things beyond what is written. By actively questioning, analyzing, and reimagining material, an

individual can enhance his or her cognitive ability and add more value to writing. As a result, creative reading helps readers think outside the box, interpret literature from personal perspectives, and look for diverse perspectives. Such an attitude promotes curiosity and intellectual growth among scholars who creatively explore various aspects of knowledge development through reading materials. Through such an approach, readers can tap into the potential of literature for expanding their knowledge and establishing a lifelong passion for learning and discovery. Creative thinking can be enhanced with reading and writing activities implemented through cooperative learning in school-age children (PsycInfo Database Record, 2020). The reviewed literature highlighted the significant role of reading habit practices in enhancing reading comprehension among learners. Several studies emphasized that consistent engagement in reading activities, fostered by positive environmental, social, and educational influences, contributed to improved literacy skills and academic performance. These findings underscored the importance of promoting regular reading routines and creating conducive reading environments to develop learners' comprehension abilities. As this research focused on reading habit practices among learners in selected districts of Misamis Oriental, the existing literature provided a solid foundation for understanding the factors that influenced reading behaviors and their impact on comprehension. It also guided the development of strategies aimed at strengthening reading habits, which ultimately could lead to better academic outcomes in the target communities.

Methods

This part presents the methods and procedures used in the study; research design, study setting, research respondents, research instrument, sampling technique, system of scoring, data gathering procedure and statistical technique used in analyzing the data gathered in the study. This study utilized a descriptive correlational method research to characterize the reading habit practices, including in-school reading, academic reading, regular routine reading, interest-based reading, digital reading, social reading, and family reading practices, among learners in selected districts of Misamis Oriental. A descriptive correlational research design was used to determine the reading habit practices and the level of reading comprehension of the students in terms of literal, interpretive, critical, application, and creative aspects. A researcher-made questionnaire was distributed to collect data, providing a quantitative way of gathering evidence, facts, or information stated numerically. To meet the objectives of this study on reading habit practices and reading comprehension among learners in selected districts of Misamis Oriental, this research design was selected as the most suitable for evaluating the students' reading habit practices and their impact on comprehension levels.

Results and Discussion

The study provides valuable insights into how respondents' profiles influence reading habits and comprehension. The data show a nearly balanced distribution of male and female participants, indicating that gender plays a notable role in shaping reading behaviors and comprehension outcomes. More importantly, the educational attainment of parents, primarily at the elementary and high school levels, stands out as a key factor. Limited parental education may reduce access to literacy resources and the level of academic support available at home, which can hinder the development of strong reading habits and comprehension skills among students. In addition, the data show that most parents have low to moderate monthly incomes, suggesting that financial limitations may restrict access to books, learning materials, and other literacy-related resources, further influencing students' reading behaviors. Taken together, these findings reveal a strong link between parental background, particularly education level and income, and

children's reading development. This emphasizes the urgent need for targeted interventions and support mechanisms aimed at improving reading comprehension, especially in underserved communities. The prevalence of parents with limited formal education, many being elementary graduates, and the dominance of low-income households point to the necessity of customized programs that can strengthen the reading environment both at home and within the community. Overall, the results underscore the importance of incorporating learners' demographic profiles into the design of effective literacy initiatives to foster stronger reading habits and comprehension skills among students in Misamis Oriental. Jerrim and Moss (2019) investigated the influence of socio-economic factors on students' reading comprehension and literacy development. Their study highlighted that children from disadvantaged socio-economic backgrounds frequently encounter obstacles in cultivating strong reading skills, often due to restricted access to educational materials and a less enriched literacy environment at home. These findings are consistent with the results of the present study in Misamis Oriental, where lower levels of parental education and income were associated with weaker reading habits and comprehension among learners. The implications of Jerrim and Moss's study further highlight the importance of addressing these socio-economic disparities. Schools can play a crucial role by providing additional literacy support and resources for students who might not have access to them at home. Moreover, community programs that engage parents in their children's reading activities could enhance literacy outcomes, ensuring that learners receive support at school and in their home environments. This study showed that digital reading had the highest mean among the students, indicating a strong preference for reading on digital platforms. This result suggests incorporating digital literacy skills into the curriculum to harness students' interest in digital reading and promote critical thinking and comprehension in the digital age. Conversely, family reading recorded the lowest mean score, pointing to a critical area where efforts can be focused to strengthen a reading culture within the home environment. Encouraging family members to read together and engage in discussions about reading materials can improve students' reading comprehension, strengthen family bonds, and create a supportive reading environment at home. By recognizing the significance of digital reading and the need to enhance family reading practices, educators and policymakers can develop targeted interventions to leverage students' interest in digital platforms while promoting a holistic approach to reading that encompasses individual and communal reading experiences.

Moreover, it is notable that the students demonstrated a strong ability in literal comprehension, indicating their proficiency in understanding and recalling explicit information from texts. This foundational skill is crucial for building a solid understanding of the content and meaning of written materials. On the contrary, the lowest mean in creative comprehension highlights an area that may require further attention and development. Creative comprehension involves analyzing, interpreting, and inferring beyond the surface-level information presented in texts. Strengthening creative comprehension skills is essential for fostering critical thinking, deeper understanding, making connections, and drawing inferences from texts. The study found a significant correlation between students' reading habit practices and their reading comprehension, emphasizing the crucial role schools play in developing literacy skills and supporting academic achievement. By cultivating a strong reading culture within educational institutions, schools can empower learners to become proficient readers, critical thinkers, and lifelong learners.

Additionally, the observed relationship between reading habit practices and demographic profiles among learners in selected districts of Misamis Oriental reveals the complex interaction between personal background and reading behavior. The findings indicate that specific habits, such as digital and family reading, are influenced by factors like age, gender, parental education, and household income. For

example, students from families with lower educational attainment and limited financial resources may face challenges in accessing reading materials, which can hinder both their reading habits and comprehension abilities. Recognizing these patterns is essential for designing targeted and inclusive interventions that bridge literacy gaps and ensure equal access to reading opportunities for all learners. On the other hand, the significant association between reading comprehension and demographic profiles highlights the influence of students' individual backgrounds on their comprehension abilities. The study revealed that comprehension skills, particularly in the areas of literal and creative understanding, were shaped by factors such as age, gender, parental education, and household income. Learners from varied demographic contexts may demonstrate differing levels of reading comprehension depending on their access to reading materials, the quality of academic support at home, and their broader socio-economic environment.

Tables

Respondents' Profile

Table 1: Distribution of Respondents' Profiles in terms of Sex

Category	Frequency	Percentage
Male	78	52
Female	72	48
Total	150	100

Table 1 shows the distribution of respondents' profiles. The respondents' sex shows the Highest Frequency of 78 (52%) students are male. This means that more than half of the participants were male, indicating a relatively balanced but male-dominant sample in the selected district of Misamis Oriental. It implies that sex differences should be considered when analyzing reading habits and comprehension. In education, the teachers and curriculum developers need to consider the specific interests and learning styles to create more effective and engaging reading programs that address both male and female learners' unique needs, thereby improving overall comprehension and motivation. As observed, understanding the sex distribution offers valuable insight into the study context. The predominance of male respondents may affect the overall findings on reading habits and comprehension, underscoring the importance of considering sex when designing targeted reading interventions, as male and female learners may have different motivational factors and engagement levels that influence their reading performance (Lee & Park, 2019). On the other hand, the Lowest Frequency of 72 (48%) learners is female. This means that the sex ratio is nearly equal, which helps provide a fair view of both male and female learners' reading habits and comprehension levels. This indicates that the sex ratio of the participants is nearly equal, providing a balanced representation of both male and female learners in the study. It implies that the balanced sex distribution is significant because it allows for a fair and comprehensive examination of reading habits and comprehension levels across genders. Such a balance helps educators and researchers ensure that findings and recommendations are inclusive and relevant to both male and female students. As noticed, the nearly equal sex ratio offers valuable insight into the study's validity, as it reduces potential bias and supports a more accurate understanding of how reading habits and comprehension may vary between male and female learners in the selected district (Lee & Park, 2019).

Table 2: Distribution of Respondents' Profiles in terms of Parents' Highest Educational Attainment

Category	Father Frequency	Percentage	Mother Frequency	Percentage
Doctoral Degree	0	0	0	0
Master's Degree	1	1	0	0
Baccalaureate Degree	4	5	5	6
High School Graduate	30	45	37	45
Elementary Graduate	30	45	38	45
Others (Vocational, No Formal Education)	2	4	3	4
Total	67	100	83	100

Table 2 shows the distribution of respondents' profiles in terms of parents' educational attainment, the father shows the Highest Frequency of 30 (45%) in both the High School Graduate and Elementary Graduate. This indicates that most fathers have completed only basic or secondary education, which can influence the academic support they provide at home. It implies that children from such backgrounds may experience lower motivation to read independently and face challenges in literacy development, which are vital for academic success. This can impact their reading fluency and comprehension, underscoring the need for schools to implement targeted reading interventions and parental engagement programs. It has been observed that children whose fathers have limited formal education often have reduced access to resources and guidance for cultivating effective reading habits and comprehension skills. Furthermore, parental education levels play a significant role in shaping the home literacy environment, highlighting the need for school-based literacy initiatives and community outreach programs aimed at supporting both students and parents in developing strong reading abilities. Children with parents with only a basic education tend to show lower reading motivation and practice, which can hinder their academic performance across subjects, making it vital for educational institutions to serve as supplementary sources of reading resources and literacy development (López & Martínez, 2021).

On the other hand, the Lowest Frequency of 1 (1%) is observed in the Master's Degree category, indicating that very few fathers possess postgraduate qualifications. This suggests limited access to highly advanced academic support or guidance from fathers at home, which could impact learners' motivation and reading comprehension skills. It implies that children whose fathers have limited formal education may lack the role models and resources to foster a strong reading culture at home, hindering their literacy development. It suggests that schools must prioritize reading and literacy development through targeted programs and resource provision, especially for students with limited parental support for reading, to promote equitable literacy achievement and lifelong reading habits. As observed, these learners might experience lower motivation to read independently and demonstrate weaker reading comprehension, ultimately affecting their overall academic performance. This highlights the importance of school-based interventions, such as

literacy programs, tutoring, and community outreach, to support students whose parents have limited educational backgrounds. As Buquing (2024) emphasizes, parental education level significantly correlates with students' academic achievement, underscoring the importance of school-based interventions for students whose parents have limited formal education. The parents' highest educational attainment of the mother shows the Highest Frequency of 38 (45%). It indicates that most learners' mothers have completed basic or secondary education. It implies potential limitations in the home literacy environment, as mothers with limited formal education may have less capacity to support reading development at home. It implies that the role of a mother as a primary caregiver and supporter of her children's learning is crucial; however, when her educational background is limited, her ability to actively foster positive reading habits and comprehension skills may be constrained. It suggests that children from such families might have lower motivation to engage in reading activities independently and may encounter difficulties understanding texts, which can negatively impact their reading skills. Motherhood is often defined by nurturing and guiding children, yet limited educational attainment can affect a mother's ability to support literacy development effectively. This situation emphasizes the need for school-based literacy programs that offer supplementary reading materials, encouragement, and skill-building to address gaps in the home environment. It highlights the crucial role schools play in fostering reading growth, ensuring that all students, regardless of their mothers' educational levels, have equal chances to succeed academically and develop a lasting passion for reading. García and Jiménez (2020) assert that school interventions and community literacy initiatives are vital for closing literacy gaps caused by socio-economic and educational inequalities, particularly where parental support for reading is insufficient.

On the other hand, the parents' highest educational attainment of the mother was the Lowest Frequency of 3 (4%) with no formal education. It indicates that a small but significant portion of learners come from families where the mother has not received formal schooling. This implies that these children may face greater challenges in developing reading skills and comprehension, as their mothers may have limited capacity to support reading development at home due to the absence of literacy skills. It suggests that the role of a mother as a primary caregiver and supporter of her children's learning is crucial; however, when her educational background is nil, her ability to actively foster positive reading habits and comprehension skills may be severely constrained. As observed, children from families with mothers who have no formal education are more likely to exhibit lower motivation to engage in reading activities independently. They may struggle with understanding texts, which can negatively impact their academic performance and literacy development. It indicates that a lack of literacy engagement at home may impede the growth of key reading abilities, including word recognition, narrative understanding, and critical analysis of texts. The role of a mother as a primary caregiver and supporter of her children's learning is crucial; however, when her educational background is limited, her capacity to actively foster positive reading habits and literacy skills may be constrained. This suggests that limited literacy interactions within the household can obstruct the development of fundamental reading skills such as recognizing words, comprehending stories, and analyzing texts critically. As noticed, when mothers are engaged and equipped with literacy-supporting strategies, their children tend to show greater motivation and progress in reading. The vital role that mothers play in shaping their children's literacy journey, especially in contexts where their educational background may limit their ability to do so effectively, emphasizes the need for community support systems that can complement and reinforce maternal influence in fostering lifelong reading habits (García & Jiménez, 2020).

Table 3: Distribution of Respondents' Profiles in terms of Parents' Monthly Income

Category	Father Frequency	Percentage	Mother Frequency	Percentage
26,000 & above	0	0	0	0
21,000 – 25,999	0	0	0	0
16,000 – 20,999	0	0	0	0
11,000 – 15,999	15	21	13	17
6,000 - 10,999	45	61	35	45
5,999 & below	13	18	29	38
Total	73	100	77	100

Table 3 shows the distribution of respondents' profiles in terms of parents' monthly income of which the father got the Highest Frequency of 45 (61%), that fall within the income bracket of 6,000 – 10,999 pesos. This indicates that most fathers belong to the middle-income group, which can influence the resources they allocate toward their children's education and literacy development. It implies that children from such families may have access to basic reading materials but lack the consistent support to develop advanced reading skills. It suggests that the home environment for these learners provides some literacy support, but additional reinforcement from external programs could enhance their reading habits and comprehension. As observed, children from families where fathers have limited income tend to have fewer resources and less guidance in developing strong reading habits and reading comprehension skills. Additionally, it is evident that parental income levels directly influence the home literacy environment, emphasizing the importance of community literacy programs that provide supplementary reading resources and activities to support these learners. This underscores the importance of community-based literacy programs and government initiatives that provide free access to reading resources and literacy activities, helping to bridge the gap and promote equitable reading development among learners from low-income backgrounds (Arar, 2019). The father's monthly income shows a Lowest Frequency of 13 (18%) within the income bracket of 5,999 pesos or below. This suggests that a considerable number of fathers in this lower-income group have limited financial means, which can adversely affect the support they provide for their children's literacy development. Consequently, children from these households may have restricted access to reading materials, educational tools, and literacy-related activities at home, elements crucial for cultivating strong reading habits and comprehension skills. This situation places these learners at greater risk of having weaker reading abilities, reduced vocabulary, and diminished motivation for independent reading, all of which can negatively influence their overall academic performance.

As observed, families with minimal income often struggle to provide a conducive environment for literacy growth, emphasizing the critical need for community and government interventions that offer free or affordable reading resources, literacy programs, and support services to help bridge the gap. These

initiatives ensure that children from the lowest-income backgrounds are not left behind in their literacy development and can develop the necessary skills for academic success (Arar, 2019). The parents' monthly income of mothers shows the highest frequency of 35 (45%), falling within the income bracket of 6,000 – 10,999 pesos. This indicates that most mothers belong to the middle-income group, which can influence the resources they allocate toward their children's education and literacy development. It implies that children from such families may have access to basic reading materials but lack the consistent support to develop advanced reading skills. It suggests that the home environment for these learners provides some literacy support, but additional reinforcement from external programs could enhance their reading habits and comprehension.

As noticed, children from families where mothers have limited income tend to have fewer resources and less guidance in developing strong reading habits and reading comprehension skills. Additionally, it is evident that maternal income levels directly influence the home literacy environment, emphasizing the importance of community literacy programs that provide supplementary reading resources and activities to support these learners. This underscores the importance of community-based literacy programs and government initiatives that provide free access to reading resources and literacy activities, helping to bridge the gap and promote equitable reading development among learners from low-income backgrounds (García & Jiménez, 2020). Conversely, the lowest frequency of 13 (17%) falls within the 11,000–15,999 pesos income bracket for mothers. This indicates that many mothers in this lower-income group have limited financial resources, which may affect their ability to support their children's literacy development. As a result, children from these households might have restricted access to reading materials, educational resources, and literacy activities at home, key factors for building strong reading habits and comprehension skills. This situation places these learners at increased risk of having weaker reading abilities, limited vocabulary, and decreased motivation for independent reading, potentially affecting their academic performance across various subjects. As observed, families with minimal income often struggle to provide a conducive environment for literacy growth, emphasizing the critical need for community and government interventions that offer free or affordable reading resources, literacy programs, and support services to help bridge the gap. These initiatives ensure that children from the lowest-income backgrounds are not left behind in their literacy development and can develop the necessary skills for academic success (García & Jiménez, 2020).

Respondents' Reading Habit Practices

Table 4: Summary of the Respondents' Level of Reading Habit Practices

Variable	Mean	SD	Interpretation
In-School	2.19	0.82	Slightly Practiced
Regular Routine	2.35	0.26	Slightly Practiced
Academic	2.44	0.07	Slightly Practiced
Interest-Based	2.49	0.12	Slightly Practiced
Digital	2.55	0.10	Practiced
Social	2.21	0.25	Slightly Practiced
Family	2.05	0.12	Slightly Practiced
Overall	2.32	0.24	Slightly Practiced

Legend: 3.26-4.00 At all Times/Highly Practiced 1.76-2.50

Sometimes/Slightly Practiced

2.51-3.25 Most of the Time/ Practiced

1:00-1.75 Never/Not

Practiced

Table

4

shows the summary of respondents' level of reading habit practices with an overall mean score of 2.32 (SD=0.24), interpreted as Slightly Practiced. It means that the learners show a generally slight inclination towards reading among Learners. This suggests that while the respondents engage in reading to some extent, it is not a dominant or consistent behavior among them. The slightly practiced reading habits may imply room for improvement in promoting a more regular and dedicated reading routine among the respondents. Further investigation and interventions could be considered to encourage and cultivate stronger reading habits among the respondents for their personal and intellectual development. The students have a positive attitude towards reading and engage in reading activities at least occasionally. It suggests that learners have a positive attitude towards reading and are inclined to engage in reading activities, even if they are not daily. It implies that educators can reflect on students' positive attitude towards reading by creating a supportive reading environment in the classroom, providing a variety of reading materials that cater to different interests and reading levels, and encouraging students to explore diverse genres and topics.

Further, researchers may further investigate the factors that contribute to students' positive inclination towards reading, such as parental involvement, school reading programs, access to libraries, and the impact of technology on reading habits. Understanding these factors can help develop effective interventions to promote student reading habits. Educators could use this information to design reading programs and activities that cater to the diverse reading habits of Learners. Implementing strategies to foster a reading culture in schools, such as creating engaging reading spaces, organizing book clubs, and recommending age-appropriate reading materials, could help promote a love for reading among students. Recognizing and building on this inclination could improve students' literacy skills, critical thinking abilities, and academic performance. The findings indicate a positive inclination towards reading across various contexts and interests (Lê et al., 2019). Johnson & Smith (2022) explores effective strategies educators can utilize to promote reading habits among adolescents, focusing on middle school students. The research provides insights into the impact of reading on academic achievement, cognitive development, and overall well-being, along with practical recommendations for educators to foster a reading culture in schools.

The influence of reading habits on academic performance has been widely recognized. Research by Balan et al. (2019) suggests that students without access to reading materials or sufficient parental support often face challenges in developing strong reading habits, which can negatively impact their academic outcomes. Moreover, studies have highlighted a positive correlation between students' reading habits and their reading comprehension skills. The Digital reading received the highest mean score of 2.55 (SD = 0.10), interpreted as Practiced. This reflects students' strong and consistent engagement with digital reading materials. The findings suggest that educators should adapt their instructional approaches to leverage digital tools for improving literacy and encouraging critical thinking. Embracing digital reading culture allows teachers to design innovative learning experiences that address diverse student learning preferences, ultimately fostering a richer and more effective educational journey. This shift towards digital reading habits opens up opportunities for collaboration, creativity, and personalized learning experiences, empowering students to navigate the vast sea of information with confidence and agility. The realm of digital literacy becomes evident that embracing technology in education is not just a necessity but a

gateway to unlocking the full potential of the next generation of learners.

The European Commission's Digital Education Action Plan frames digital literacy particularly the ability to locate, evaluate, and synthesize online information as a core competency for modern learning and calls for instructional designs that blend digital reading with personalized and collaborative approaches (European Commission, 2020). Embracing digital reading culture allows teachers to design innovative learning experiences that address diverse student learning preferences, ultimately fostering a richer and more effective educational journey. This shift toward digital reading habits opens up opportunities for collaboration, creativity, and personalized learning experiences, empowering students to navigate the vast sea of information with confidence and agility. The realm of digital literacy becomes evident that embracing technology in education is not just a necessity but a gateway to unlocking the full potential of the next generation of learners. On the other hand, the family reading got the lowest mean score of 2.05 (SD = 0.12), described as Sometimes and interpreted as Slightly Practiced. It indicates less engagement in reading activities within the family context, such as reading together or discussing books at home, reflecting varying family dynamics and priorities. This lack of engagement suggests a need for educational interventions to promote reading within the family setting. As observed, schools and educators could implement programs to encourage reading at home, provide resources for families to engage in reading together, and offer guidance on discussing books within the family dynamic. By addressing these implications, there is a potential to foster a culture of reading within families and enhance students' overall literacy skills. Similarly, the influence of metacognition on academic motivation and commitment has been found to impact students' academic achievement (Saaidin, 2020).

Respondents' Reading Comprehension

Table 5: Summary of the Respondents' Level of Reading Comprehension

Reading Comprehension Level	Mean	SD	Interpretation
Literal	2.37	0.83	Low
Interpretive	2.30	0.91	Low
Critical	2.07	1.1	Low
Application	1.92	1.04	Low
Creative	1.45	0.76	Very Low
Overall	1.99	0.93	Low
Legend: 3.26-4.00 Very High		1.76-2.50	Low
2.51-3.25 High		1:00-1.75	Very Low

Table 5

shows the summary of respondents' level of reading comprehension with an overall mean of 1.99 (SD=0.93), interpreted as Low. This means that the students exhibit a low reading comprehension level on average. The low mean score suggests students struggle with reading comprehension across various dimensions, including literal, interpretive, critical, application, and creative skills. This reflects a moderate variation in the reading comprehension levels among the students, implying that while most students generally perform at a low level, there are some variations in their abilities. Overall, the low mean score highlights the need for targeted interventions to improve the reading comprehension skills of Learners.

This insight can help teachers adapt their instructional approaches to better support students with diverse reading comprehension abilities. Implementing differentiated instruction, providing targeted support for struggling readers, incorporating diverse reading materials, and teaching explicit reading comprehension strategies can help improve students' comprehension skills. As perceived, many students are not only struggling to grasp the basic facts and information presented in texts but also having trouble making inferences, evaluating content critically, applying what they have read to new situations, and generating original ideas based on their reading. This comprehensive struggle with reading comprehension skills is concerning because it can limit their academic progress across numerous subjects that require strong reading abilities. Smith and Johnson, 2023 investigates practical approaches and targeted interventions aimed at strengthening reading comprehension among middle school learners. It examines the key factors that contribute to comprehension challenges, highlights proven strategies for enhancing understanding, and presents actionable suggestions for educators to assist students across different proficiency levels.

In particular, the literal comprehension got the highest mean score of 2.37 (SD=0.83) , interpreted as Low. This means that students have a better grasp of literal comprehension skills compared to other levels of comprehension, but the overall level of understanding is still considered low. It indicates that students have a relatively better grasp of literal comprehension skills compared to other levels of comprehension. This suggests that students are somewhat more capable of recalling facts, identifying main ideas, and understanding explicit information directly stated in texts.. This may include exploring the impact of vocabulary knowledge, text complexity, reading fluency, and students' ability to make connections between information presented explicitly in texts. This finding implies that while students may recognize and understand straightforward information, they may struggle with deeper processing and integration of ideas, which are essential for academic success and lifelong learning. As noticed, that specific challenges in literal comprehension such as limited vocabulary knowledge, high text complexity, and inadequate reading fluency may contribute to these low scores. Additionally, students' difficulties in making connections between explicitly stated information can further hinder their comprehension development. Teachers can use this information to design targeted instruction to strengthen students' literal comprehension skills. This may involve explicitly teaching text features, primary idea identification, summarization techniques, and strategies for finding specific text information. As observed, providing opportunities for students to practice and apply literal comprehension skills across different genres and text types can help them build a solid foundation for reading comprehension. This suggests that while students are relatively better at understanding the explicit meaning of texts than other comprehension skills, their overall performance is still below the desired level. Insights from recent studies support this view. For instance, Fang and Schleppegrell (2020) emphasize the critical role of vocabulary development in enhancing reading comprehension, noting that students with limited vocabulary often struggle to understand even literal content.

On other hand, the Creative Comprehension got the lowest mean score of 1.45 (SD = 0.76), interpreted as Very Low. This indicates that students face significant challenges when it comes to tasks involving creative thinking and the generation of original responses based on what they read. Although the standard deviation points to some differences in individual performance, the majority of students consistently scored poorly in this aspect of reading comprehension. This highlights a significant area for improvement, as enhancing creative comprehension skills can be crucial for overall academic development. This finding implies that students are particularly challenged when engaging in higher-order thinking skills involving creativity, such as generating original ideas, making innovative connections, and thinking beyond the text.

The inability to perform well in creative comprehension tasks may hinder their capacity to apply knowledge in novel ways, solve problems creatively, and express unique perspectives. These skills are increasingly essential in both academic contexts and real-world situations.

Teachers should focus on incorporating creative thinking and idea generation exercises into their reading comprehension lessons. Encouraging students to think critically and creatively can help improve their performance in this area. Teachers can use brainstorming, creative writing prompts, and open-ended discussions to foster creativity in students' reading comprehension. As observed, current instructional approaches might be insufficient in fostering creative thinking through reading activities. Hence, educators must integrate strategies that promote creativity, such as open-ended questioning, brainstorming sessions, and project-based learning, that encourage students to explore and expand upon ideas derived from texts. The researcher believes that addressing this deficiency in creative comprehension is vital for improving students' overall reading proficiency. Moreover, cultivating a classroom environment that values and nurtures imagination and original thought can motivate students to take intellectual risks and develop confidence in their creative abilities. Effective comprehension strategy instruction has been identified as a valuable approach to enhancing the comprehension of students with reading disabilities. This provides insights into effective strategies teachers can use to enhance creativity in reading comprehension (Smith et al., 2023).

Table 6: Result of the Test on the Relationship Between the Respondents Reading Habit Practices and their Reading Comprehension

Reading Comprehension	Reading Habit Practices							
	In-School	Regular Routine	Academic	Interest based	Digital	Social	Family	OVERALL
Literal	r-	0.21	0.17**	0.21	0.21	0.17**	0.15**	0.17**
value	.009	.037	.009	.009	.037	.066	.037	.027
p-value	S	S	S	S	S	NS	S	S
Interpretive	r-	0.06	0.16	0.17**	0.18**	0.21	0.21	0.17
value	.465	.050	.037	.027	.009	.009	.037	.003
p-value	NS	NS	S	S	S	S	S	S
Critical	r-	0.21	0.20	0.18**	0.14*	0.18**	0.14*	0.17**
value	.009	.014	.027	.087	.027	.087	.037	.037
p-value	S	S	S	NS	S	NS	S	S
Application	r-	0.23	0.09	0.14*	0.17**	0.20	0.21	0.09
value	.004	.273	.087	.037	.014	.009	.273	.050
p-value	S	NS	NS	S	S	S	NS	NS
Creative	r-	0.23	0.18**	0.17**	0.17**	0.15**	0.21	0.18**
value	.004	.027	.037	.037	.066	.009	.027	.027

p-	S	S	S	S	NS	S	S	S
value								

Legend: *significant at $p < 0.05$ alpha level S – significant , NS – not significant

Table 6 shows result of the test on relationship between the Respondents Reading Habit Practices and the Reading comprehension among Grade 7 learners. The overall score of (r-value: 0.18, p-value: .027) indicates a significant relationship between the reading habit practices and the reading comprehension level of Grade 7 learners. Specifically, in-school reading habit practices, academic reading habit practices, interest-based reading habit practices, digital reading habit practices, social reading habit practices and family reading habit practices all show a significant positive correlation with overall reading comprehension. It means that engaging in diverse reading habit practices , particularly those related to school, academics, interests, digital media, social interactions, and family environments, is associated with higher overall reading comprehension levels. It implies that engaging in a variety of reading habits across different contexts can contribute to higher levels of reading comprehension in students. Cultivating reading habits related to school materials, academic subjects, interests, digital media, social interactions, and family reading environments can have a positive impact on students' overall reading comprehension abilities. Policymakers can prioritize the development and implementation of reading programs that encourage diverse reading habits among learners. These programs can be designed to incorporate activities that foster in-school, academic, interest-based, digital, social, and family reading practices to enhance students' overall reading comprehension skills. Engaging in diverse reading habits across various contexts such as school, academics, personal interests, digital media, social interactions, and family environments has been consistently linked to higher levels of reading comprehension (Andreani et al., 2021). Research by Rustania et al. (2019) supports this notion by demonstrating a positive and significant relationship between students' reading habits and their reading comprehension abilities. These results underscore the importance of promoting a diverse range of reading activities both within and outside the school environment. By incorporating various reading practices, educators can address different learner preferences and strengths, thereby fostering a more holistic approach to literacy development. The integration of digital and social elements into reading programs, in particular, provides an opportunity to engage students through familiar and interactive platforms, potentially increasing motivation and enhancing comprehension skills. This aligns with prior research that highlights the role of diverse reading experiences in improving literacy outcomes (Smith & Johnson, 2019).

On the other hand, the significant relationship between the In-school reading habit practices and the literal reading comprehension level of Grade 7 learners, with an r-value of 0.21 and a p-value of .09. Similarly, academic, interest-based, and digital reading habit practices also show significant relationships, all with an r-value of 0.21 and p-value of .009. Regular reading habits (r-value: 0.17, p-value: .037) and family reading habits (r-value: 0.17, p-value: .037) are also significantly correlated. However, social reading habits, with an r-value of 0.15 and a p-value of .066, do not show a significant relationship with literal reading comprehension. The significant relationship between in-school, academic, interest-based, digital, and social reading habits with literal reading comprehension implies that diverse reading practices enhance the ability to understand factual information. Schools should promote a variety of reading activities to strengthen students' literal comprehension skills. Furthermore, a study by Abid et al. (2023) predicts that cultivating strong reading habits can lead to improved academic performance among students. For interpretive reading comprehension, the data shows a significant relationship with academic, interest-

based ,digital, social and family reading habits The overall score also has a significant relationship ($r = 0.24$, $p = .003$). However, in-school ($r = 0.06$, $p = .465$) and regular reading habits ($r = 0.16$, $p = .050$) do not show a significant correlation. The significant relationships between academic, interest-based, digital, social, and family reading habits and interpretative reading comprehension .It implies that exposure to different types of reading materials can improve students' ability to interpret and understand deeper meanings. Encouraging students to read a wide range of materials can enhance their interpretative skills. In addition, the significance of fostering a love for reading among students has been highlighted in various studies (Ari, 2023).

Critical reading comprehension is significantly related to in-school, regular, academic, interest-based, digital and social reading habits. However, family reading habits do not show a significant relationship (r -value: 0.14, p -value: .087). The significant correlation between in-school, regular, academic, interest-based, digital, and social reading habits with critical reading comprehension implies that diverse and frequent reading habits contribute to the development of critical thinking skills. Schools should integrate critical reading exercises in their curricula to foster these skills. For instance, Rinzin (2024) emphasizes the importance of promoting literacy initiatives effectively by encouraging a passion for reading among students For application reading comprehension, significant relationships are observed with in-school , interest-based, digital , and social reading habits. Academic reading habits (r -value: 0.14, p -value: .087) and family reading habits (r -value: 0.09, p -value: .273) do not show significant relationships.

The significant relationships between in-school, interest-based, digital, and social reading habits with application reading comprehension. It implies that practical and interactive reading practices help students apply what they read to real-world situations. Educators should incorporate more practical reading exercises to improve students' application skills. Moreover, Basantes & Basantes (2023) conducted research within the university education system, aiming to determine the existence of reading habits among students and how this behavior impacts their academic performance. On the other hand the creative reading comprehension shows significant relationships with in-school ,regular ,academic , interest-based , digital, family reading and social reading habits are also significantly related . It implies that engaging in diverse reading practices fosters creativity. Schools and parents should encourage creative reading activities to enhance students' imaginative abilities. Research by Andreani et al. (2021) supports this by highlighting the positive contribution of students' reading habits to their reading comprehension.

Table 7: Result of the Test on the Relationship Between Respondents

Respondents' Profile	Reading Habit Practices							OVER-ALL
	In-School	Regular	Academic	Inter-rest	Digital	Social	Family	
Sex								
r-value	0.17**	0.21	0.16	0.20	0.18**	0.20	0.18**	0.19
p-value	.037	.009	.050	.014	.027	.014	.027	.020
Parents'	S	S	NS	S	S	S	S	S
Highest	0.18**	0.12*	0.21**		0.23**	0.17**	0.20	0.18**
r-value	.027	.143	.009	0.18**	.004	.037	.014	.027

Education	S	NS	S	.027	S	S	S	S
p-value				S				
Attainment								
Parents'	0.17**	0.18**	0.19	0.19	0.16	0.20	0.19	0.18**
r-value	.037	.027	.020	.020	.050	.014	.020	.027
Monthly	S	S	S	S	NS	S	S	S
p-value								
Income								

Reading Habit Practices and each of their Profiles

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 7 shows result of the test on relationship between the Respondents Reading habit practices and each of their Profile. Overall, the profile of respondents in terms of sex, parents highest educational attainment, and parents monthly income showed a significant relationship to the Reading habit practices in terms of In-school, regular, academic, interest, digital, social and family reading. It means that the demographic characteristics of respondents specifically gender, parents educational background, and parents monthly income are significantly related to their reading habit practices. It implies that students' engagement with reading is not solely an individual trait but is deeply influenced by their socio-economic context and family environment. For instance, students from families with higher educational attainment may have greater access to books and a more supportive reading culture, leading to more robust reading practices. These findings implies that educational programs and interventions should consider these demographic variables to tailor reading activities that enhance reading habit practices skills effectively. For sex, creating balanced reading environments and encouraging diverse reading materials that appeal to both boys and girls can enhance comprehension. In a study conducted by Smith (2020), the researcher explored the influence of gender on reading habits and reading comprehension among high school students. The findings indicated that female students generally exhibited more consistent and diverse reading habits compared to their male counterparts. This discrepancy in reading habits was found to correlate with higher reading comprehension scores among female students. On the other hand, the sex of respondents demonstrates a significant influence on most categories, including In-School, Regular, Interest, Digital, Social and Family reading.

The Academic reading is the only category with a non-significant correlation. Indicating potential gender-related differences in experiences and perceptions across various domains. The significant correlations suggest that gender influences reading habits across different categories, indicating potential differences in experiences and perceptions related to reading. Understanding sex differences in reading habits requires considering the cultural context in which reading practices occur, as cultural norms and expectations may impact reading behaviors differently across genders. Additionally, the significance of gender equality in education has been emphasized, with studies aiming to improve student well-being, academic performance, and social dynamics through understanding perceptions of gender-related attitudes (Gul, 2023). Another study conducted by Johnson et al. (2021) examined the relationship between gender and reading preferences among adolescents. The findings suggested that females were more likely to engage in academic reading activities, while males showed a preference for digital and social reading materials. The highest education attainment of parents significantly impacts In-School, Academic,

Interest, Digital, Social, and Family reading. The only non-significant correlation is with Regular ($r = 0.12^*$, $p = .143$). This suggests that higher parental education levels generally correlate with positive outcomes in most areas, highlighting the importance of parental educational background in influencing students' experiences and achievements. Additionally, a study by Brown and White (2018) explored the impact of parents' educational attainment on children's reading habits. The research indicated that parents with higher levels of education were more likely to encourage reading at home and provide access to diverse reading materials. Additionally, a study by Brown and White (2018) explored the impact of parents' educational attainment on children's reading habits. The research indicated that parents with higher levels of education were more likely to encourage reading at home and provide access to diverse reading materials.

Considering parents' educational attainment, programs that involve parents in the reading process and provide resources to families with lower educational backgrounds can be beneficial. Finally, addressing the influence of family income, providing access to reading materials and resources for lower-income families can help bridge the gap in reading comprehension skills. Moreover, Guzmán-Simón et al. (2020) advocate for family literacy programs, especially for low-income families, to improve literacy interactions between parents and children. These programs can play a vital role in enhancing reading comprehension skills by providing access to reading materials and resources.

Parents' monthly income shows significant correlations in In-School, Regular, Interest, Social, and Family reading. The Digital category ($r = 0.16$, $p = .050$) is not significant. The implication is that higher parental income generally supports better outcomes in most areas, though the digital aspect seems less influenced by income levels, suggesting other factors may play a more significant role in digital experiences. The relationship between parental income and its impact on various aspects of children's outcomes is a complex interplay influenced by multiple factors. While higher parental income generally correlates with better outcomes in many areas, the digital aspect appears to be less influenced by income levels, suggesting the presence of other significant factors shaping digital experiences (Torous et al., 2020).

The relationship between parental income and its impact on children's reading habits is multifaceted and influenced by a variety of factors. While income plays a role in shaping reading practices, it is not the sole determinant. Factors like parental involvement, access to resources, educational opportunities, and cultural influences also contribute to children's reading habits. Furthermore, the quality of the reading environment at home and the attitudes towards education held by parents significantly affect children's reading behaviors. Families with higher incomes often have greater access to books, educational materials, and extracurricular activities that promote literacy, but parental encouragement and the establishment of reading routines are equally crucial.

Additionally, community resources such as libraries and reading programs can bridge gaps caused by economic disparities, fostering a love for reading across different socioeconomic backgrounds. Therefore, while income provides certain advantages, it interacts with other social and cultural factors that collectively shape a child's reading habits and literacy development. A study by Garcia and Martinez (2020) investigated the role of parents' monthly income in shaping students' reading practices, providing valuable insights into the role of parental income in shaping children's reading practices. These studies emphasize the need to consider a range of factors beyond income levels when examining the relationship between socioeconomic status and reading habits.

Table 8: Result of the Test on the Relationship Between Respondents Reading Comprehension and each of their Profile

Respondents' Profile Variables		Reading Comprehension Variables					Overall
		Literal	Inter-pretive	Critical	Application	Creative	
Sex	r-						
	value	0.18**	0.21	0.19	0.20	0.18**	0.19
		.027	.009	.020	.014	.027	.020
p-value		S	S	S	S	S	S
Parents' Highest Education Attainment	r-						
	value	0.18**	0.18**	0.21**	0.18**	0.23**	0.18**
		.027	.027	.009	.027	.004	.027
p-value		S	S	S	S	S	S
Parents' Monthly Income	r-						
	value	0.17**	0.18**	0.19	0.19	0.16	0.18**
		.037	.027	.020	.020	.050	.027
p-value		S	S	S	S	NS	S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 8 shows the result of the test on relationship between respondents reading comprehension and each of their profile. Overall, the findings reveal that variables such as sex, parents' highest educational attainment, and monthly family income have a significant relationship with all dimensions of reading comprehension, namely, literal, interpretive, critical, application, and creative comprehension. It means that the profile of respondents not only influence the frequency and types of reading habits but also the depth of comprehension achieved by students This suggests that students' demographic backgrounds not only shape their reading habits but also influence the level of understanding and depth of engagement they demonstrate when interacting with texts. For instance, students from families with higher educational attainment may benefit from valuable discussions about texts, enhancing their ability to engage in literal, interpretive, critical, application, and creative levels of comprehension. The implications of these findings suggest that educators must consider demographic variables when developing reading programs, ensuring that they address potential disparities in comprehension skills. Teachers can enhance their strategies by fostering parental involvement and creating a more supportive reading environment at home. Furthermore, researchers should explore how these socio-economic factors interplay with cognitive and

emotional aspects of reading comprehension. A related study by Wang and Cheng (2019) found that parental involvement and socio-economic status significantly impacted students' literacy outcomes, reinforcing the importance of a supportive home environment in developing comprehensive reading skills. These findings highlight the importance of implementing targeted interventions that take into account students' diverse backgrounds, ensuring more equitable opportunities for literacy growth and academic success. The profile of respondents plays a significant role in influencing reading comprehension abilities. Parents' highest educational attainment also significantly correlates with overall reading comprehension ($r = 0.18^{**}$, $p = .027$), highlighting the impact of parental education on their children's reading skills. Additionally, parents' monthly income is significantly related to overall reading comprehension ($r = 0.18^{**}$, $p = .027$), suggesting that higher income levels positively affect reading comprehension abilities. These significant correlations suggest that demographic variables, such as gender, parental education, and household income, work together to shape students' reading comprehension outcomes. For educators and policymakers, when designing and implementing reading programs and interventions, it is crucial to consider these demographic factors. Tailoring reading programs to address the specific needs of diverse student populations can help improve reading comprehension levels across different demographic groups. Recognizing and addressing these demographic influences allows educators to design more responsive and inclusive strategies that enhance reading skills and support academic achievement for all learners. Acknowledging these factors is crucial as literacy is a fundamental skill that provides access to information and communication (Ulriksen, 2023).

Sex exhibits a significant relationship with overall reading comprehension, including Literacy, Interpretation, Critical thinking, Application, and Creativity. This indicates that gender differences significantly influence various aspects of reading comprehension. Educators should address gender-specific needs and strategies to enhance reading comprehension. Tailored interventions can help bridge any gender gaps, ensuring both males and females develop strong reading skills across all comprehension dimensions. Furthermore, interventions focusing on psychological factors and demographic characteristics have the potential to facilitate positive changes in individuals' reading behaviors (Yu et al., 2023).

Parents' highest educational attainment correlates significantly with reading comprehension ($r = 0.18^{**}$, $p = .027$). This significant relationship spans all dimensions: literal, interpretative, critical, application, and creative. This highlights the influential role of parental education in developing and supporting children's reading comprehension skills. Programs aimed at improving reading comprehension should involve parental engagement and education. By fostering an environment that values education at home, students can benefit from improved comprehension skills across all reading dimensions. Effective reading teachers are characterized by adaptive teaching methods that cater to diverse student populations in real-world classroom contexts (Vaughn et al., 2020). Parents' monthly income is significantly related to overall reading comprehension ($r = 0.18^{**}$, $p = .027$). Significant relationships are found in literal, interpretive, critical, and application. The creative comprehension shows a non-significant relationship ($r = 0.16$, $p = .050$). This indicates that while higher income levels generally support better reading comprehension, the impact on creative reading skills is less clear. Addressing income-related disparities in educational resources and support is crucial. Schools and policymakers should provide additional resources and support to lower-income families to ensure all students have the opportunity to develop strong reading comprehension skills, particularly in creative thinking. Moreover, service-learning approaches can enhance students' engagement with cultural diversity, contributing to a more inclusive

educational environment (Dutta et al., 2021).

Conclusion

The study revealed that Grade 7 learners in selected districts of Misamis Oriental achieved the highest mean scores in digital reading. This indicates strong engagement with digital texts through interactive and multimedia elements. Such engagement has positively influenced the learners' reading comprehension levels. Specifically, students demonstrated high proficiency in literal comprehension, reflecting their ability to understand information directly from the text. This strong foundation in literal comprehension supports further development of advanced reading skills. Therefore, encouraging digital reading practices may enhance overall reading comprehension and academic success.

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