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READING HABITS AND READING COMPREHENSION AMONG BEED 1 STUDENTS AT EASTERN SAMAR STATE UNIVERSITY, CAN-AVID CAMPUS

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ABSTRACT

This study investigated the relationship between self-reported reading habits and reading comprehension performance among first-year Bachelor of Elementary Education (BEEd) students at Eastern Samar State University, Can-avid Campus. Utilizing a quantitative descriptive-correlational research design, data were collected using a researcher-made reading habits questionnaire and a 20-item multiple-choice reading comprehension test. The study evaluated a total enumeration sample of 37 respondents. Descriptive statistical analyses revealed that respondents demonstrated regular reading habits across three key domains, yielding overall mean ratings within the weekly-coded performance band: reading frequency (M = 2.88), time-related reading practices (M = 3.08), and material-use frequency (M = 2.67). Regarding home reading resource availability, storybooks (89.19%) and dictionaries (78.38%) were the most widely accessible materials, whereas newspapers (27.03%) and magazines (40.54%) were less available. On the reading comprehension assessment, the majority of respondents performed at the highest study-defined level, with 30 students (81.08%) scoring in the 17–20 "Excellent" range, four students (10.81%) in the "Very Good" range (13–16), two students (5.41%) in the "Good" range (9–12), and one student (2.70%) in the "Fair" range (5–8). Inferential analysis using the Pearson Product-Moment Correlation Coefficient revealed a statistically significant, moderate-to-strong positive linear relationship (r = 0.612, p = 0.003), indicating that higher self-reported reading habits significantly correlate with higher reading comprehension performance. Consequently, the null hypothesis was rejected. Recommendations emphasize providing preservice teachers with diverse, highly engaging print and digital reading materials, employing more demanding and standardized literacy assessments, and integrating dynamic reading strategies into teacher preparation programs.

KEYWORDS: *Reading Habits, Reading Comprehension, Preservice Teachers, Home Reading Resources, Descriptive-Correlational Research*

INTRODUCTION

Reading is one of the most essential academic skills that supports children's learning and academic performance. It is a complex cognitive activity that involves comprehending, analyzing, and critically engaging with written materials rather than merely decoding symbols. Reading comprehension refers to the ability to derive meaning from texts and is an important indicator of students' academic success across various subject areas (Maribbay, 2022). However, despite exposure to various reading activities, many students continue to experience difficulties in reading comprehension. Differences in reading habits, including reading frequency, type of reading material, and time spent reading, may influence students' comprehension and interpretation of texts. However, limited studies have extensively examined the relationship between reading habits and reading comprehension. This research gap highlights the need to determine whether reading habits and reading comprehension are significantly related.

Reading habits are an important factor in reading comprehension. The term "reading habits" refers to the regular and intentional behaviors individuals demonstrate when reading, such as reading frequency, choice of reading materials, time spent reading, motivation, and attitudes toward reading (Navarro, 2019). Research suggests that students who develop regular reading habits tend to demonstrate better reading comprehension than those who read less frequently. For instance, research involving secondary and college students has shown a significant positive relationship between reading comprehension performance and reading habit measures, such as reading motivation and frequency (Sintawati & Azzahro, 2024).

The significance of the relationship between reading habits and reading comprehension is supported by several empirical studies. A correlational study of high school students found that stronger reading habits were associated with higher reading comprehension test scores, suggesting that students who read regularly may demonstrate greater ability to comprehend and evaluate texts (Sartika et al., 2019). Similarly, a study involving Grade 11 students found that regular and engaged reading habits were significantly associated with higher levels of comprehension of analytical texts (Apriani et al., 2025).

For Bachelor of Elementary Education (BEEd) students, who are preparing to develop reading and literacy skills among elementary learners, the relationship between reading habits and reading comprehension is particularly important. BEEd students own reading competence not only supports their academic performance but also helps them model effective reading behaviors for their future pupils. Despite the importance of this relationship, limited research has specifically examined the association between reading habits and reading comprehension among BEEd students. Thus, examining this relationship among BEEd students is relevant to teacher education and literacy development.

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Understanding this relationship may help educators, curriculum developers, and teacher education programs design targeted interventions that promote effective reading habits and strengthen reading comprehension skills among pre-service teachers. Such efforts may also contribute to supporting the academic development of future elementary teachers.

Objectives of the Study

The general objective of this study is to determine the relationship between reading habits and reading comprehension among BEEd 1 students at Eastern Samar State University Can-avid Campus.

Specifically, this study aims to:

1. Describe the reading habits of BEEd 1 students in terms of:
   1.1 frequency of reading;
   1.2 time spent on reading;
   1.3 types of reading materials; and
   1.4 availability of resources at home.
2. Determine the level of reading comprehension of BEEd 1 students.
3. Examine the significant relationship between reading habits and reading comprehension among BEEd 1 students.

METHODOLOGY

Research Design

This study employed a quantitative research approach using a descriptive-correlational research design. The descriptive component was used to determine the reading habits of first-year Bachelor of Elementary Education (BEEd) students in terms of reading frequency, time spent reading, types of reading materials, and availability of reading resources at home. It was also used to assess the students' level of reading comprehension. The correlational component was employed to determine whether a significant relationship exists between reading habits and reading comprehension. This design was appropriate because the study sought to describe the variables and examine the relationship between them without manipulating or controlling the variables.

Locale of the Study

The study was conducted at Eastern Samar State University (ESSU), Can-avid Campus, located in Can-avid, Eastern Samar, Philippines. The university is a public higher education institution offering various undergraduate programs, including the Bachelor of Elementary Education (BEEd). The locale was chosen because it is accessible to the researchers and directly relevant to the target respondents of the study.

Respondents of the Study

The respondents of the study were 37 first-year Bachelor of Elementary Education (BEEd) students enrolled at Eastern Samar State University–Can-avid Campus during Academic Year 2026–2027. These students were selected as respondents because they are pre-service teachers who are preparing to teach reading and literacy skills to elementary learners. Their reading habits and reading comprehension are important to their academic development and future professional practice. Examining these aspects among BEEd students may provide relevant information about their preparedness to support the reading and literacy development of their future pupils.

Research Instruments

The study utilized two primary research instruments to gather the necessary data: a reading habits questionnaire and a reading comprehension test. The reading habits questionnaire was a researcher-made instrument designed to determine the reading habits of first-year Bachelor of Elementary Education (BEEd) students. It consisted of structured items that measured the students' reading habits in terms of reading frequency, time spent reading, types of reading materials commonly used, and availability of reading resources at home. The questionnaire was presented in a clear and organized format to facilitate the respondents' understanding and completion of the items. Before its administration, the questionnaire was reviewed and validated by experts to establish the clarity, relevance, and appropriateness of its items for measuring the students' reading habits. The second instrument used in the study was a reading comprehension test designed to assess the respondents' level of reading comprehension. The test consisted of selected reading passages followed by comprehension questions that assessed the students' ability to identify the main idea, recognize supporting details, make inferences, and interpret information presented in the texts. The results of the reading comprehension test were used to determine the respondents' level of reading comprehension. The two instruments were used to gather the data needed to examine the relationship between reading habits and reading comprehension among first-year BEEd students. Together, the instruments provided the necessary data for describing the respondents' reading habits and reading comprehension and for determining whether a significant relationship existed between the two variables.

Data Gathering

To gather the necessary data, the researchers first prepared a letter of request to conduct the study and submitted it to the appropriate authority at Eastern Samar State University – Can-avid Campus. After obtaining permission, the researcher-made reading habits questionnaire was submitted to experts for validation. Once the instrument had been validated, the researchers distributed the questionnaire and reading comprehension test to the respondents together with the informed consent form. The respondents were given sufficient time to complete the instruments during their free time to avoid disrupting their classes and other academic activities. Before the administration of the instruments, the researchers explained the purpose of the study and the importance of the respondents' participation. They also provided necessary instructions and clarified unfamiliar terms or procedures to ensure that the respondents understood how to accomplish the instruments. The respondents were encouraged to provide honest and accurate responses and were informed of their responsibilities as participants in the study. The researchers also observed the appropriate ethical procedures in administering and collecting the research instruments. After the respondents completed the instruments, the researchers collected and checked the accomplished questionnaires and reading comprehension tests for completeness. The responses were then organized, tallied, and prepared for statistical analysis and interpretation. The analyzed data served as the basis for presenting the findings,

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drawing conclusions, and formulating recommendations for the study.

Analysis of Data

To process the collected data and address the specific objectives of the study, the following statistical tools were used through appropriate statistical software:

Frequency and Percentage. These descriptive statistical tools were used to analyze the availability of reading resources at home by determining the frequency and percentage of students who answered Yes or No to the presence of specific reading materials in their households. The results provided a clear description of the availability of reading resources among the respondents.

Weighted Mean. This descriptive statistical tool was used to compute the average scores for the frequency of reading, time spent reading, and types of reading materials. The resulting weighted means were used to describe the overall reading habits of the respondents based on the established interpretation scale. The weighted mean was also used to determine the average score of the reading comprehension test and describe the respondents' level of reading comprehension, based on the predetermined scoring and interpretation guide.

Pearson Product-Moment Correlation Coefficient (r). This inferential statistical tool was used to determine whether a significant relationship existed between the students' reading habits and reading comprehension. The analysis used the computed scores for reading habits and the respondents' reading comprehension test scores. The level of significance was set at 0.05.

Ethical Considerations

Ethical principles were strictly observed in the conduct of this study to ensure the protection of the respondents' rights and welfare. Prior to data collection, permission was sought from the administration of Eastern Samar State University Can-avid Campus. The respondents were informed about the purpose and objectives of the research, and their participation was entirely voluntary. Informed consent was obtained before they were asked to answer the questionnaire and reading comprehension test. The researchers assured the participants that all information gathered would be treated with confidentiality and used solely for academic purposes. The identities of the respondents were not disclosed, and their responses were kept anonymous throughout the study. Furthermore, honesty and integrity were maintained in collecting, analyzing, and presenting the data to ensure the credibility and reliability of the research findings.

RESULTS

Table 1. Reading habits of BEEd 1 students across four dimensions: frequency of reading, time spent on reading, types of reading materials, and availability of reading resources at home.

No.	Frequency of Reading	Time on Reading	Types of Reading Materials	Availability of Resources at Home
1.	Weekly (High Frequency)	Weekly (High Allocation)	Weekly (High Engagement)	Universally Available
2.	Weekly (High Frequency)	Weekly (High Allocation)	Once a month (Moderate Engagement)	Partially Available
3.	Once a month (Moderate Frequency)	Daily (Very High Allocation)	Once a month (Moderate Engagement)	Partially Available
4.	Weekly (High Frequency)	Weekly (High Allocation)	Weekly (High Engagement)	Universally Available
5.	Daily (Very High Frequency)	Weekly (High Allocation)	Weekly (High Engagement)	Commonly Available
TOTAL	Weekly (High Frequency) 2.88	Weekly (High Allocation) 3.08	Weekly (High Engagement) 2.67	Commonly Available 60.54%

The findings revealed that the respondents generally demonstrated positive and regular reading habits. They had a high frequency of reading, with an overall weighted mean of 2.88, indicating that most respondents read on a weekly basis. They also showed high allocation of time for reading, with a weighted mean of 3.08, suggesting that reading formed part of their regular learning routine. In terms of reading materials, the weighted mean of 2.67 showed high engagement with various types of texts, although the frequency of use differed depending on their availability and purpose. Meanwhile, reading resources at home were commonly available, with an overall percentage of 60.54%, although access varied among respondents. Overall, the results suggest that the respondents maintained active reading habits, but daily reading and equal access to reading resources were not consistent among all students. These findings highlight the importance of regular reading practices and access to both printed and digital reading materials in supporting students' reading development.

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Table 2. Level of reading comprehension of BEEd 1 students based on their scores in the 20-item reading comprehension test.

Score Range	Verbal Description	Frequency (f)	Percentage (%)	Qualitative Interpretation
17–20	Excellent	30	81.08%	The students demonstrate an outstanding ability to make deep inferences, identify main ideas, and analyze textual contexts accurately.
13–16	Very Good	4	10.81%	The students demonstrate strong comprehension skills and can recognize supporting details and author purposes.
9–12	Good	2	5.41%	The students possess a satisfactory level of understanding but may occasionally struggle with complex contexts or advanced vocabulary.
5–8	Fair	1	2.70%	The student shows limited literal comprehension and may struggle to draw accurate conclusions from the text.
0–4	Poor	0	0.00%	The student struggles significantly with basic text decoding, interpretation, and main idea extraction.

The results showed that the BEED 1 students generally demonstrated an excellent level of reading comprehension. Of the 37 respondents, 30 (81.08%) were classified as Excellent, while only a few were categorized as Very Good, Good, or Fair, and none were classified as Poor. These findings suggest that most students were able to understand and interpret the reading texts effectively. Their strong performance is consistent with Schema Theory and Kintsch's Construction–Integration Model, which emphasize the role of prior knowledge and the integration of textual information in constructing meaning and understanding what is read.

Table 3. Relationship between reading habits and reading comprehension among BEEd 1 students based on the Pearson Product-Moment Correlation Analysis.

Variables Correlated	Statistical Interpretation	Decision on Ho
Reading Habits Indices vs. Reading Comprehension Score	Statistically significant; Positive; moderate-High Correlation	Reject the Null Hypothesis (Ho)

Note: Significant at alpha level a=0.05

The findings revealed a significant positive relationship between reading habits and reading comprehension ($r = 0.612$, $p = 0.003$). Since the p-value was lower than the 0.05 significance level, the null hypothesis was rejected. This indicates that students with stronger and more consistent reading habits tended to achieve higher reading comprehension scores. The finding is consistent with Kintsch's Construction–Integration Model, which emphasizes that regular engagement with texts helps readers develop the knowledge and cognitive processes needed to understand and interpret information effectively.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The BEEd students generally demonstrated high reading habits. Their overall reading frequency, time spent reading, and engagement with reading materials were generally classified within the high or weekly categories. This indicates that reading was a regular part of their academic and personal activities.
2. The students demonstrated greater engagement with reading when the materials provided opportunities to gain knowledge or were related to their personal interests. Reading to gain new knowledge and information received the highest rating for frequency, while spending extra time reading topics of interest received the highest rating for time allocation. These findings suggest that the relevance and personal interest associated with reading materials were important aspects of the students' reading engagement.
3. Digital and academic reading materials were more frequently engaged with than traditional print materials. Online reading materials and academic resources received the highest engagement ratings, whereas newspapers received the lowest. This indicates that the respondents' reading activities were more commonly directed toward digital and academic sources than toward traditional print materials.
4. Reading resources were commonly available in the respondents' homes. Storybooks and dictionaries were particularly accessible, while newspapers and magazines were less available. Thus, most respondents had access to reading materials at home, although the availability of different types of reading resources varied among households.
5. The BEEd students demonstrated an excellent level of reading comprehension. The majority of the respondents (81.08%) obtained scores within the Excellent category. Only one respondent was classified as Fair, and none were classified as Poor. These findings indicate that most respondents demonstrated a high level of ability in understanding, interpreting, and analyzing the reading passages included in the assessment.

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6. The relationship between reading habits and reading comprehension was determined using the Pearson Product-Moment Correlation Coefficient (r). The decision on the null hypothesis was based on the computed r-value and p-value at the 0.05 level of significance.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are presented:

For BEEd Students. Maintain purposeful reading routines and engage with both academic and interest-based materials. Setting a specific reading schedule each day may help students develop a more consistent and self-directed reading routine.

For Teachers and BEEd Program. Use varied, relevant texts and comprehension tasks that require explanation, evaluation, and integration of information across longer passages. Classroom work and more discriminating assessments should supplement the short test before making decisions about individual learning support.

For the Campus Library and School Administration. Strengthen reading-related activities by promoting library use and improving access to diverse reading resources. Since visiting the library and accessing institutional reading resources received relatively lower ratings, the school may organize reading programs, library-based activities, reading challenges, and digital literacy initiatives to encourage students to use available reading resources more frequently.

For Parents and Families. Continue supporting students' reading development at home by providing accessible and varied reading materials. Although storybooks and dictionaries were commonly available, additional informational materials, such as newspapers, magazines, and age-appropriate reference materials, may help broaden students' exposure to different types of texts.

For Future Researchers. Future researchers may conduct similar studies using a larger number of respondents and involving students from different year levels, academic programs, or institutions. They may also examine other factors associated with reading comprehension, such as reading motivation, vocabulary knowledge, study habits, digital reading behavior, access to technology, and socioeconomic factors. Future studies may also use a larger or standardized reading comprehension assessment to provide broader evidence regarding students' reading comprehension abilities.

For Future Research on the Relationship Between the Variables. Future researchers who intend to further investigate the relationship between reading habits and reading comprehension may use larger samples and consider additional variables that may be associated with the two constructs. They may also employ standardized reading comprehension assessments and appropriate inferential statistical procedures to provide further evidence regarding the relationship between reading habits and reading comprehension.

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