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Influence of Reading Routine and Disposition Towards Language Learning

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ABSTRACT

This study examined the relationships among reading routines, English disposition, and language learning among Senior High School students in the Second District National High Schools of Eastern Samar during School Year 2025–2026. Using a quantitative descriptive-correlational design, the study involved 370 Grade 11 and Grade 12 students from 12 public schools. Data were collected through adapted survey questionnaires and official English grades and analyzed using descriptive statistics and Pearson Product-Moment Correlation Coefficients. Findings revealed desirable reading routines (M = 3.68), characterized by greater engagement with digital reading materials, particularly social media, and favorable English disposition (M = 4.05). Respondents obtained a mean English grade of 89.09, indicating generally satisfactory academic performance. Significant moderate positive relationships were found between reading routines and language learning ($r = .412$, $p = .000$) and between English disposition and language learning ($r = .563$, $p = .000$), with English disposition demonstrating the stronger association. The findings establish that consistent reading practices and favorable attitudes toward English are significantly associated with students' academic achievement. Accordingly, schools should strengthen literacy programs, integrate appropriate digital reading resources, and implement interactive instructional strategies that promote confidence and active participation. The study was limited to public Senior High Schools within one geographical district, and its correlational design did not establish causality. Overall, the findings provide localized empirical evidence to inform English instruction, literacy interventions, and school-level educational planning.

Keywords: *Academic Achievement, Descriptive-Correlational Research, Eastern Samar, English Disposition, Language Learning, Reading Routines, Senior High School*

1. INTRODUCTION

Reading is a fundamental competency in Senior High School (SHS) education, particularly in the Philippines, where English serves as a primary medium of instruction. However, difficulties in reading comprehension, inconsistent reading routines, and varying attitudes toward English continue to affect students' academic development. Eustaquio and Cruz (2023) associated declining reading routines with digital distractions and reduced motivation, while Jazareno and Fortes (2023) identified persistent comprehension difficulties among Filipino learners. Research indicates that consistent reading routines contribute to comprehension, academic engagement, and English achievement (Panday and Napil, 2024; Adora et al., 2024; Abid et al., 2023). Likewise, positive attitudes toward English, characterized by motivation, confidence, interest, and perceived usefulness, are relevant to language learning (Kirkpatrick et al., 2024). Research on bilingual education also indicates that family attitudes toward multilingualism are associated with students' academic achievement (González Alonso & Duñabeitia, 2024). Environmental conditions, including access to reading materials, parental involvement, and teacher support, also influence reading development (Estuya, 2024). Among SHS students in the Second District National High Schools of Eastern Samar, differences in reading engagement, English disposition, and educational resources highlight the need to examine these relationships. Accordingly, this study investigated the relationship among reading routines, English disposition, and language learning to provide an empirical basis for strengthening literacy programs and English instruction.

Research Problem

Reading routines and English disposition are important factors associated with language learning. Reading routines involve behavioral, cognitive, and emotional engagement (Fiel and Limpot, 2024), while home literacy environments, parental support, and access to print and digital materials influence reading practices (Quintano, Esto, and Sumayo, 2025; RSIS International, 2024). Ao and Zhang (2024) found that students' English reading habits are associated with individual, family, and school factors, including age, access to reading materials, and instructional support. Their findings emphasize the importance of considering both personal characteristics and learning environments when examining reading practices. Similarly, Cremin and Scholes (2024) highlighted the potential benefits of reading for pleasure for reading achievement and other educational outcomes while recognizing the challenges involved in promoting voluntary reading among learners. Reading comprehension is positively associated with English academic performance (Temporal, 2025), while reading motivation and effective reading strategies may also support comprehension and achievement (van der Sande et al., 2023). English disposition also influences learners' willingness to participate, persist, and perform in language-related activities. Positive attitudes toward English are associated with stronger classroom engagement and academic performance (Padilla and Asuncion, 2023; Caparos and Napil, 2024). Although previous studies have established relationships among reading practices, disposition, and achievement, localized evidence concerning these variables among SHS students in the Second District National High Schools of Eastern Samar remains necessary. This study therefore examined students' demographic characteristics, perceptions of reading routines and English disposition, and the significant relationships of these variables with language learning, as reflected in their English grades.

Assumptions of the Study

The study was guided by the assumption that reading routines and English disposition are associated with language learning. Reading comprehension is associated with English academic performance (Temporal, 2025), while consistent reading practices and engagement may support students' academic development (Fiel and Limpot, 2024; Adora et al., 2024). Favorable attitudes toward English may also encourage motivation, participation, and persistence (van der Sande et

al., 2023; Fiel and Limpot, 2024). It further recognized that reading routines and disposition develop within environmental and instructional contexts, including parental support, availability of reading materials, and teacher guidance (Quintano et al., 2025; RSIS International, 2024; Estuya, 2024). English disposition may also mediate the relationship between reading practices and academic achievement, as suggested by Caparos and Napil (2024). For statistical testing, the study adopted the null hypothesis that no significant relationship exists between reading routines and English disposition on language learning among SHS students in the Second District National High Schools of Eastern Samar.

Objectives of the Study

The general objective was to determine the relationship among reading routines, English disposition, and language learning among Grade 11 and Grade 12 students in the Second District National High Schools of Eastern Samar during School Year 2025–2026. Specifically, the study aimed to describe respondents' demographic profiles in terms of grade level, strand or track, sex, and age; assess their perceptions of reading routines and English disposition; and determine the significant relationships between these variables and language learning, measured through their latest recorded English grades. The study also sought to provide evidence that may guide teachers, administrators, parents, and curriculum developers in improving reading interventions, instructional strategies, and school literacy programs.

Conceptual and Theoretical Framework

The study was anchored on five complementary theoretical perspectives explaining the behavioral, cognitive, affective, and environmental dimensions of language learning. The Engagement Theory of Reading by Guthrie and Wigfield (2000) emphasizes that behavioral, emotional, and cognitive engagement with reading materials strengthens comprehension, vocabulary, and motivation. Supporting studies demonstrate that structured reading practices and engagement with print and digital materials contribute to English achievement (Fiel & Limpot, 2024; RSIS International, 2024). Bus et al. (2024) further emphasized the importance of strengthening independent reading opportunities within school settings. Their work provides additional support for considering independent reading as part of school literacy development. Moreover, Merke et al. (2024) found through a meta-analysis that instructional additions to independent silent reading can improve students' reading proficiency, particularly among learners at risk of reading difficulties. These findings reinforce the importance of providing structured opportunities for reading engagement while considering the instructional practices that support students' reading development. Gardner's (1985) Socio-Educational Model of Second Language Acquisition explains how positive language attitudes strengthen motivation, persistence, and willingness to participate in learning activities. Favorable English disposition has been associated with improved communication skills and academic performance (van der Sande et al., 2023; Fiel & Limpot, 2024). Vygotsky's Social Constructivism (1978) emphasizes learning through social interaction and scaffolding. Teacher guidance, peer collaboration, and supportive home environments contribute to reading engagement and language development (Quintano, Esto, & Sumayo, 2025; Estuya, 2024). The Cognitive Load and Reading Comprehension Theory (Sweller, 1994; Grabe & Stoller, 2011) explains that comprehension depends on working memory, prior knowledge, and strategic reading practices. Established reading routines may help learners develop reading engagement and comprehension, while evidence indicates a positive relationship between reading comprehension and English academic performance (Adora et al., 2024; Temporal, 2025). Krashen's (1982) Affective Filter Hypothesis emphasizes that anxiety and low confidence can hinder language acquisition, whereas positive emotional conditions facilitate engagement and learning (Fiel & Limpot, 2024; van der Sande et al., 2023). Conceptually, reading routines and English disposition served as the independent variables, while language learning, measured through students' English grades,

served as the dependent variable. Reading routines were represented by reading frequency, duration, and material preferences, consistent with the literacy perspectives of Barton and Hamilton (2000) and Snow (2010). English disposition encompassed learners' interest, motivation, confidence, anxiety, and perceived value of English, consistent with Gardner's socio-educational theory (Gardner, 1985) and Ellis's (1994) discussion of language attitudes. Language learning was operationalized through academic grades as measurable indicators of achievement (Kuh et al., 2005; Credé & Kuncel, 2008). The framework proposed that consistent reading routines and positive English disposition are associated with stronger language learning, with disposition potentially mediating this relationship (Caparos and Napil, 2024). Together, these perspectives provided the theoretical and conceptual foundation for examining students' English achievement.

Sustainable Development Goal and Multidisciplinary Sustainability Relevance

The study primarily aligns with Sustainable Development Goal 4 (Quality Education), which promotes inclusive, equitable, and quality education and lifelong learning opportunities. By examining reading routines, English disposition, and language learning among public SHS students, the research addresses literacy development and academic achievement. Its findings may support evidence-based reading interventions, learner-centered English instruction, and improved access to appropriate learning materials. The study also has relevance to Sustainable Development Goal 10 (Reduced Inequalities) through its consideration of students from geographically diverse public schools with varying access to reading resources, technology, and educational support. Understanding these differences may help school administrators develop more responsive literacy initiatives. In terms of sustainability, the research contributes primarily to educational and institutional sustainability by providing evidence that schools may use to strengthen literacy programs, improve instructional practices, and support students' continued academic development. Its emphasis on home literacy support, teacher guidance, and accessible print and digital resources also relates to community participation in sustaining language learning. Overall, the study supports efforts to improve the quality and accessibility of English education while informing long-term literacy development among Senior High School learners in Eastern Samar.

2. METHODOLOGY

Research Design

The study utilized a quantitative descriptive-correlational research design to determine the relationships among reading routines, English disposition, and language learning without manipulating the variables. The descriptive component assessed students' reading routines and disposition toward English, while the correlational component examined the strength and direction of their relationships with language learning, as measured through English grades. This approach enabled the researcher to describe students' reading behaviors and attitudes and determine their statistical associations with academic achievement.

Research Locale or Study Setting

The study was conducted in public National High Schools within the Second District of Eastern Samar, Philippines, offering Senior High School programs across various academic and technical-vocational strands. The participating schools represented diverse geographical, socioeconomic, and institutional contexts, including differences in school size and access to educational resources. These settings provided opportunities to examine variations in students' reading routines, English disposition, and language learning. The researcher coordinated with school administrators and visited the participating schools to facilitate data collection.

Participants or Data Sources

The study involved 370 Grade 11 and Grade 12 students selected from a population of approximately 4,938 Senior High School learners enrolled in 12 public schools in the Second District of Eastern Samar during School Year 2025–2026. The respondents were distributed across Maydolong National High School (38), Balangkayan Senior High School (15), Llorente National High School (54), Pedro E. Candido Memorial National High School (15), General McArthur National Agricultural School (15), Quinapondan National High School (33), Southern Samar National Comprehensive High School (33), Giporlos National Trade School (21), Lawaan National School of Craftmanship and Home Industry (25), Salcedo National High School (24), Mercedes National High School (16), and Guiuan National High School (81). Eligible participants were officially enrolled SHS students taking an English subject during the study period who voluntarily agreed to participate and submitted signed parental consent and student assent forms. Students who were not officially enrolled, lacked the required consent or assent, were absent and unable to complete the questionnaire within the allotted period, or submitted incomplete responses were excluded. The primary data sources were students' survey responses, while their latest English grades were obtained from official school records.

Research Instruments or Materials

The study utilized an adapted survey questionnaire based on two previously validated instruments. The Reading Routine Scale was adapted from Pathan (2025), whose study examined reading frequency, preferences, and habitual practices among English as a Foreign Language learners. The English Disposition Scale was adapted from Afrilina, Elfrida, and Saputra (2025), which assessed learners' affective, cognitive, and behavioral attitudes toward English. The instrument covered reading routines, English disposition, and language learning. Reading routines were assessed through students' reported engagement with different English reading materials and practices, while English disposition was measured through their attitudes, motivation, confidence, interest, and participation in English learning. Both variables were assessed using a five-point Likert scale, ranging from 1 (Never) to 5 (Always). Reading routines were interpreted from Not Desirable to Highly Desirable, while English disposition ranged from Not Admirable to Highly Admirable. Language learning was measured using students' latest officially recorded English grades. Academic performance was categorized into five levels: Outstanding (90–100), Very Satisfactory (85–89), Satisfactory (80–84), Fairly Satisfactory (75–79), and Did Not Meet Expectations (below 75). The questionnaire was modified to ensure cultural appropriateness, clarity, and alignment with Department of Education curriculum standards for public SHS learners in Eastern Samar. Clear instructions emphasizing honest responses and confidentiality were provided during its administration.

Data Gathering Procedure

Before data collection, the researcher secured approval from the University Research and Development Services Office (RDSO) and the University Ethics Review Committee of Eastern Samar State University. Formal permission letters were subsequently submitted to the Schools Division Superintendent and the principals of participating schools. Because the respondents were minors, parental consent and student assent were required. Parental consent forms were distributed at least one week before data collection, and only students with duly signed consent forms were permitted to participate. The questionnaires were administered during vacant periods, designated study periods, or after-class sessions to avoid disrupting regular instruction. Each administration lasted approximately 20–30 minutes, with the researcher available to clarify instructions and address respondents' questions. Students' English grades were obtained through authorized class advisers and school administrators, with the required permissions and consent. Academic records were not photocopied or removed from school premises. Survey responses and grades were recorded using numerical codes to protect participants' identities in

accordance with Republic Act No. 10173, or the Data Privacy Act of 2012. Completed questionnaires were checked for completeness, and the collected information was encoded and stored securely for analysis.

Data Analysis

The collected data were organized, classified, and analyzed using descriptive and inferential statistical methods. Frequency counts and percentages were used to describe respondents' demographic profiles according to grade level, strand or track, sex, and age. Weighted means and rating scales were employed to assess students' reading routines and English disposition, while their latest English grades served as indicators of language learning. The five-point response scale was interpreted using the categories Always, Often, Sometimes, Rarely, and Never, with corresponding numerical values from 5 to 1. The Pearson Product-Moment Correlation Coefficient was used to determine the strength and direction of the relationships between reading routines and language learning and between English disposition and language learning. The analysis tested the null hypothesis that no significant relationship existed between reading routines and English disposition on language learning among SHS students in the Second District National High Schools of Eastern Samar.

Ethical Consideration

The study followed institutional research ethics requirements and obtained approval from the University Research and Development Services Office and the University Ethics Review Committee of Eastern Samar State University. Participation was voluntary and required signed parental consent and student assent. Respondents were informed of the confidentiality of their responses, and the collected information was used exclusively for academic and research purposes. To protect participants' privacy, survey responses and academic records were anonymized using numerical identifiers. Hard-copy questionnaires were stored in a locked cabinet accessible only to the researcher, while electronic files were maintained in password-protected storage. Access to the data was restricted to authorized research purposes, and no personally identifiable information was disclosed. In accordance with the study's ethical protocols and Republic Act No. 10173, research records were retained securely for five years after completion of the study, after which printed documents were to be shredded and electronic files permanently deleted.

3. RESULTS AND DISCUSSION

3.1 Demographic Profile of the Respondents

3.1.1 Grade Level

Of the 370 respondents, 198 (53.51%) were Grade 11 students, while 172 (46.49%) were Grade 12 students. Grade 11 learners constituted the majority of the participants. The findings indicate that both senior high school grade levels were represented, although Grade 11 students had slightly higher participation. This distribution provided data on the reading routines, English disposition, and language learning of learners from both grade levels.

3.1.2 Strand or Track

The respondents were distributed across five academic strands or tracks. STEM had the highest representation with 108 students (29.19%), followed by HUMSS with 84 (22.70%), TVL with 79 (21.35%), ABM with 72 (19.46%), and other strands with 27 (7.30%). The findings indicate that STEM students comprised the largest proportion of the respondents. Nevertheless, the participation of students from different strands provided representation of various academic and technical-vocational learning backgrounds within the participating Senior High Schools.

3.1.3 Sex

Among the 370 respondents, 203 (54.86%) were female, while 167 (45.14%) were male. Female students represented the majority of the participants. The findings indicate a higher participation rate among female students. This difference in representation may influence the overall perceptions of reading routines and English disposition reflected in the study.

3.1.4 Age

Most respondents were aged 15–17 years, comprising 241 students (65.14%). This was followed by 109 students (29.46%) aged 18–20 years, while 20 respondents (5.40%) belonged to other age categories. The findings indicate that most participants were within the typical age range of Senior High School learners. This age distribution reflects the developmental stage of the majority of respondents included in the investigation.

3.2 Reading Routines of the Respondents

The respondents obtained an overall mean of 3.68, described as Desirable and interpreted as Often, indicating generally positive reading routines. Reading English texts on social media received the highest mean of 4.17, described as Highly Desirable and interpreted as Always. In contrast, reading English newspapers or magazines obtained the lowest mean of 2.92, described as Moderately Desirable and interpreted as Sometimes. Other frequently practiced reading activities included reading English novels, stories, essays, or poems (3.74), websites (3.60), product labels or manuals (3.96), advertisements and posters (3.62), notices and instructions (3.85), personal letters or emails (3.66), and textbooks or school materials (3.95). Reading English translations of religious or personal-interest texts obtained a mean of 3.34. The findings suggest that respondents engaged more frequently with digital English reading materials, particularly social media content, than with traditional newspapers and magazines. This supports Fiel and Limpot (2024), who emphasized that established reading routines contribute to improved comprehension and academic engagement. The findings also affirm the Engagement Theory of Reading by Guthrie and Wigfield (2000), which explains that active reading engagement supports comprehension, vocabulary development, and academic performance. The findings may also be considered alongside the work of Bus et al. (2024), whose meta-analysis found that school-based independent reading produced positive effects on reading attitudes and word recognition, although its effect on reading comprehension was negligible. Similarly, Merke et al. (2024) reported that additions to independent silent reading activities can improve reading proficiency. These studies suggest that reading engagement should be supported through appropriate instructional practices rather than relying solely on reading frequency. In the present study, students' greater engagement with digital reading materials highlights the importance of considering learners' reading preferences when planning school-based literacy activities.

3.3 English Disposition of the Respondents

The respondents demonstrated a generally positive disposition toward English, obtaining an overall composite mean of 4.05, described as Admirable and interpreted as Often. The highest-rated indicator was the belief that English is important for their future (4.39), followed by learning English as a means of acquiring new knowledge (4.35), recognizing its educational importance (4.29), enjoying English learning (4.27), and feeling proud when studying or using English (4.26). The lowest-rated indicator was enjoyment of activities requiring English (3.48), followed by active classroom discussion participation (3.51) and confidence in English class activities (3.67).

Despite these differences, all indicators reflected favorable attitudes toward English learning. The findings suggest that students recognized the academic and future value of English and generally demonstrated positive emotional, cognitive, and behavioral dispositions. However, their relatively lower ratings for participation-oriented activities indicate differences between recognizing the importance of English and actively engaging in language tasks. These findings support Gardner's Socio-Educational Model, which emphasizes the importance of positive attitudes and motivation in language learning. They are also consistent with van der Sande et al. (2023), who found that favorable English disposition promotes classroom participation and stronger language engagement. Furthermore, Wang and Liu (2026) examined how emotions, attitudes, learning environments, and teachers moderate the relationship between motivation and English learning behaviors. Their study highlights the importance of considering affective and contextual factors when examining students' engagement in English learning. This perspective provides additional support for interpreting the respondents' favorable English disposition, particularly their recognition of English as important for their education and future opportunities, despite comparatively lower confidence and classroom participation.

3.4 Language Learning of the Respondents

The respondents obtained a mean English grade of 89.09 and a corresponding composite score of 4.43, which was described as Highly Commendable and interpreted as Outstanding in the study's reported results. These scores indicate generally favorable academic performance in English among the participating Senior High School students. The findings suggest that respondents demonstrated satisfactory English language learning alongside desirable reading routines and favorable English disposition. This is consistent with Adora et al. (2024), who reported that students with stronger reading engagement and positive attitudes toward English tend to achieve higher academic performance.

3.5 Relationships Among Reading Routines, English Disposition, and Language Learning

The Pearson correlation analysis revealed a statistically significant moderate positive relationship between reading routines and language learning ($r = .412$, $p = .000$). English disposition also demonstrated a statistically significant moderate positive relationship with language learning ($r = .563$, $p = .000$). Both relationships were significant at the 0.01 level. English disposition exhibited a stronger correlation with language learning than reading routines. Consequently, the null hypothesis stating that no significant relationship existed among the variables was rejected. The findings indicate that students with more consistent reading routines and favorable English disposition tended to obtain higher English grades. The stronger association between English disposition and language learning highlights the importance of students' motivation, confidence, interest, and attitudes toward English in academic achievement. These findings support Adora et al. (2024), who established a positive relationship between reading practices and English academic performance, and Fiel and Limpot (2024), who emphasized the contribution of positive English disposition to engagement and achievement. Furthermore, the results affirm the Engagement Theory of Reading by Guthrie and Wigfield (2000), which associates active reading engagement with comprehension and academic success, and Gardner's Socio-Educational Model (1985), which emphasizes the role of motivation and positive language attitudes in learning achievement.

4. CONCLUSIONS AND RECOMMENDATIONS

The study established significant positive relationships between reading routines, English disposition, and language learning among 370 Senior High School students in the Second District National High Schools of Eastern Samar. Respondents generally demonstrated desirable reading routines, favorable attitudes toward English, and satisfactory academic performance. Reading engagement was more evident in digital materials, particularly social media, than in traditional reading resources. Students also recognized the importance of English for their education and future opportunities, although participation in English-related activities received comparatively lower ratings. Both reading routines and English disposition were significantly associated with language learning, with English disposition demonstrating the stronger relationship. These findings underscore the importance of behavioral and affective factors in students' English achievement. Overall, the study provides localized empirical evidence supporting the relevance of consistent reading practices and positive English disposition in understanding language learning among public Senior High School students in Eastern Samar.

Based on the findings, school administrators should strengthen existing literacy programs by promoting regular reading activities and improving students' access to print and digital English materials. Given students' greater engagement with digital texts, English teachers should incorporate appropriate online reading resources alongside traditional materials to encourage consistent reading practices and comprehension development. Teachers should also implement interactive, learner-centered activities that promote confidence, motivation, and active participation in English discussions and communication tasks, particularly because these received comparatively lower ratings. Guidance counselors may support these efforts through motivational and confidence-building activities that strengthen students' positive disposition toward English. Parents and guardians should encourage reading at home and provide accessible materials to reinforce school-based literacy initiatives. Curriculum developers may use the findings to refine reading interventions and English instructional strategies. Future researchers may employ regression analysis, path analysis, or structural equation modeling to further examine the predictive relationships among reading routines, English disposition, and language learning.

The study was limited to 370 Grade 11 and Grade 12 students from public National High Schools in the Second District of Eastern Samar during School Year 2025–2026, restricting the applicability of findings to other educational settings. Its quantitative descriptive-correlational design established statistical associations but could not determine causal relationships. Reading routines and English disposition were measured through self-reported questionnaires, while language learning was assessed using recorded English grades. The investigation excluded qualitative methods and other potentially relevant factors, including socioeconomic status, parental education, teacher characteristics, cognitive abilities, and home literacy environment. Future studies may incorporate these variables and alternative analytical approaches.

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