

Self-Regulated Reading Habits and Its Implication on Comprehension Outcomes among Junior High School Students at Luuk National High School

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ABSTRACT. This study investigated the implication of self-regulated reading habits on the comprehension outcomes of junior high school students at Luuk National High School. It focused on two key areas: the extent of self-regulated reading habits and the relationships among its dimensions. Specifically, the study examined time management, strategy use, vocabulary retention, and self-reflection as components of self-regulated reading. A descriptive–correlational research design was employed, involving 100 junior high school students as respondents. Data were collected using a structured questionnaire and analyzed using mean, standard deviation, and Pearson product-moment correlation. The findings revealed that students frequently demonstrate self-regulated reading habits across all dimensions, with strategy use obtaining the highest level. This indicates that learners actively engage in applying reading strategies to support comprehension. Furthermore, significant positive correlations were found among all variables, with the strongest relationships observed between vocabulary retention and self-reflection, and between time management and strategy use. The study concludes that self-regulated reading habits are interconnected and play a crucial role in enhancing students’ comprehension outcomes. Strengthening these habits may further improve learners’ ability to process and understand texts effectively.

KEYWORDS: *self-regulated reading, reading comprehension, time management, strategy use, vocabulary retention, self-reflection*

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1. INTRODUCTION

Reading comprehension is widely recognized as a fundamental skill that supports academic achievement and lifelong learning. In the 21st century, where information is abundant and rapidly evolving, learners are expected not only to read but also to analyze, interpret, and synthesize complex texts. As educational systems shift toward developing higher-order thinking skills, the

ability to regulate one's own learning has become increasingly important. Within this context, the concept of self-regulated learning (SRL) has gained prominence. According to Barry Zimmerman (2000) and Pintrich (2000), effective learners actively manage their cognitive, motivational, and behavioral processes through goal-setting, strategy use, and self-reflection. These self-directed practices enable learners to take control of their learning and achieve improved academic outcomes.

A growing body of international research supports the relationship between self-regulated learning and reading comprehension. Studies have shown that learners who apply strategic reading behaviors, such as planning, monitoring, and evaluating their understanding, demonstrate higher levels of comprehension. For instance, Li and Gan (2022) found that reading motivation and strategy use significantly contribute to comprehension performance among learners. Similarly, Omari and Ars (2024) emphasized that the deliberate application of self-regulated learning strategies enhances academic success. These findings highlight that reading is not merely a passive activity but an active, self-directed process that requires learners to engage cognitively and metacognitively with texts.

In the Philippine context, however, reading comprehension remains a major concern. Results from large-scale assessments such as the Program for International Student Assessment (PISA) consistently indicate that many Filipino students perform below the expected proficiency level in reading. This suggests that learners encounter difficulties in understanding, interpreting, and critically analyzing texts appropriate to their grade level. While initiatives such as the Every Child A Reader Program (ECARP) have been implemented to address literacy challenges, these efforts often focus on foundational reading skills. Less attention is given to the development of higher-level processes such as self-regulation, which are essential for junior high school learners who are expected to engage with more complex academic texts.

At the local level, Luuk National High School faces similar challenges in improving students' reading comprehension. Teachers and administrators encounter difficulties in ensuring that students can effectively process and understand learning materials across subject areas. While existing programs may address reading difficulties, there is limited understanding of how students independently manage their reading processes. Specifically, it remains unclear how learners apply self-regulated reading habits—such as managing their reading time, using appropriate strategies, retaining vocabulary, and reflecting on their understanding—and how these behaviors influence their comprehension outcomes.

Despite the strong global evidence supporting self-regulated learning and the recognized need to improve reading comprehension in the Philippines, there is a lack of localized research that examines these concepts together. Existing studies often focus on external factors such as instructional methods or resource availability, while fewer studies explore the internal processes that learners use to regulate their own reading. Moreover, research that integrates multiple dimensions of self-regulated reading habits within a single framework remains limited, particularly in the context of Philippine public secondary schools.

Given these conditions, there is a need to examine how self-regulated reading habits influence the comprehension outcomes of junior high school students. Understanding these relationships can provide valuable insights into how learners approach reading tasks and how educators can support the development of effective reading strategies.

This study aimed to assess the extent of self-regulated reading habits among junior high school students at Luuk National High School in terms of time management, strategy use, vocabulary

retention, and self-reflection, and to determine the significant relationships among these dimensions in relation to comprehension outcomes.

2. METHODS

2.1. Research Design

This study employed a descriptive–correlational research design to examine the relationship between self-regulated reading habits and reading comprehension outcomes among junior high school students. The descriptive component was used to determine the level of self-regulated reading habits across key dimensions, while the correlational component assessed the relationships among these variables. This design was appropriate for the study as it allowed the researcher to describe existing patterns and examine associations without manipulating any variables.

2.2. Research Locale

The study was conducted at Luuk National High School, a public secondary school in the Philippines. The school was selected as it represents a typical learning environment where students encounter reading comprehension challenges. The findings of this study are intended to provide insights applicable to similar educational contexts.

2.3. Participants of the Study

The respondents consisted of one hundred (100) junior high school students (Grades 7–10) enrolled at Luuk National High School during the School Year 2025–2026. This group was selected as they are at a stage where independent learning and reading comprehension skills are essential for academic success. To describe the characteristics of the participants, selected demographic variables were included in Table 1 for descriptive purposes only.

Table 1. Distribution of Respondents by Grade Level and Gender

Grade Level	Male	Female	Total
Grade 7	10	15	25
Grade 8	10	15	25
Grade 9	8	17	25
Grade 10	11	14	25
Total	39	61	100

2.4. Sampling Procedure

A purposive sampling technique was used in selecting respondents. Participants were chosen based on their relevance to the study and their ability to provide meaningful information regarding self-regulated reading habits. To ensure representation, respondents were drawn from all grade levels and both genders, allowing for a balanced sample within the selected population.

2.5. Research Instrument

The study utilized a structured survey questionnaire entitled “Self-Regulated Reading Habits and Comprehension Survey.” The instrument consisted of three parts:

- Part I: Demographic profile
- Part II: Self-regulated reading habits measured across four dimensions:
 - time management
 - strategy use
 - vocabulary retention
 - self-reflection
- Part III: Reading comprehension outcomes

All items were measured using a 5-point Likert scale.

Table 2. Scale of Measurement

Scale	Range	Interpretation
5	4.50–5.00	Very Highly Agree
4	3.50–4.49	Highly Agree
3	2.50–3.49	Moderately Agree
2	1.50–2.49	Slightly Agree
1	1.00–1.49	Least Agree

2.6 Data Gathering Procedure

Permission to conduct the study was obtained from the appropriate school authorities. The researcher administered the questionnaires during scheduled class periods and provided standardized instructions to ensure proper understanding. After completion, the questionnaires were collected, organized, and prepared for data analysis.

2.7 Ethical Considerations

Ethical principles were strictly observed throughout the study. Participation was voluntary, and respondents were informed of the purpose of the research. Confidentiality and anonymity were ensured, and all data were used solely for academic purposes.

3. RESULTS

Objective 1: Extent of Self-Regulated Reading Habits

Table 3. Summary of Self-Regulated Reading Habits

Dimension	Mean	SD	Interpretation
Time Management	3.74	0.59	Often
Strategy Use	3.84	0.62	Often
Vocabulary Retention	3.72	0.58	Often
Self-Reflection	3.72	0.64	Often

The results indicate that junior high school students at Luuk National High School frequently demonstrate self-regulated reading habits across all measured dimensions. Strategy use obtained the highest mean score, suggesting that learners actively apply techniques such as previewing texts, highlighting key ideas, and using graphic organizers to enhance comprehension.

Time management also showed a high level of practice, indicating that students are generally capable of organizing their reading schedules, setting goals, and managing their academic tasks. However, some variation in responses suggests that not all learners consistently apply time regulation strategies.

Similarly, vocabulary retention and self-reflection were rated at a high level, implying that students regularly engage in activities such as identifying unfamiliar words, using contextual clues, and reflecting on their understanding after reading. These behaviors indicate active engagement in metacognitive processes that support comprehension.

Overall, the findings suggest that self-regulated reading habits are commonly practiced among learners, with strategic reading behaviors emerging as the most prominent dimension.

Objective 2: Correlation Among Self-Regulated Reading Variables

Table 4. Correlation Among Variables

Variables	r-value	Sig.	Interpretation
Time Management – Strategy Use	0.716	0.000	Very High
Time Management – Vocabulary Retention	0.687	0.000	High
Time Management – Self-Reflection	0.657	0.000	High
Strategy Use – Vocabulary Retention	0.690	0.000	High
Strategy Use – Self-Reflection	0.565	0.000	High
Vocabulary Retention – Self-Reflection	0.780	0.000	Very High

The correlation analysis reveals that all dimensions of self-regulated reading habits are significantly related to one another, indicating strong interdependence among the variables.

The strongest relationships were observed between vocabulary retention and self-reflection, as well as between time management and strategy use. These findings suggest that learners who actively reflect on their reading tend to develop stronger vocabulary retention, while those who effectively manage their time are more likely to apply appropriate reading strategies.

High correlations were also identified among other variable pairs, indicating that improvements in one dimension are likely associated with improvements in others. For example, students who frequently use reading strategies tend to demonstrate better vocabulary retention and engage more in reflective practices.

Overall, the findings confirm that self-regulated reading habits operate as an interconnected system, where cognitive, behavioral, and metacognitive processes work together to support reading comprehension.

4. DISCUSSION

The findings of the study indicate that junior high school students at Luuk National High School frequently demonstrate self-regulated reading habits across all measured dimensions, including time management, strategy use, vocabulary retention, and self-reflection. Among these, strategy use obtained the highest level, suggesting that learners actively engage in applying reading techniques such as previewing, summarizing, and monitoring comprehension. This supports the view that reading is an active and strategic process rather than a passive activity. According to Barry Zimmerman (2000), effective learners take control of their cognitive processes by employing strategies that enhance understanding and task performance.

The high level of time management further indicates that students are capable of organizing their reading schedules, setting goals, and allocating sufficient time for reading tasks. This aligns with the framework of self-regulated learning proposed by Pintrich (2000), which emphasizes planning and behavioral control as essential components of effective learning. Learners who manage their time efficiently are more likely to engage consistently in reading activities, thereby improving comprehension outcomes.

Similarly, vocabulary retention and self-reflection were also rated at a high level, suggesting that students engage in metacognitive practices such as reviewing unfamiliar words, using contextual clues, and evaluating their understanding after reading. These findings are consistent with the concept of metacognition introduced by Flavell (1979), which highlights the importance of awareness and regulation of one's own thinking processes. In reading contexts, this involves monitoring comprehension and adjusting strategies when difficulties arise (Baker & Brown, 1984).

The overall results indicate that learners are not merely passive recipients of information but are actively involved in regulating their reading processes. This supports international findings that emphasize the role of self-regulated learning in enhancing reading comprehension. For instance, Li and Gan (2022) found that strategic reading behaviors significantly contribute to comprehension performance, while Omari and Ars (2024) highlighted that deliberate use of self-regulated strategies improves academic outcomes. Therefore, the consistent practice of these habits among students suggests a strong foundation for developing higher-level comprehension skills.

The study further revealed that all dimensions of self-regulated reading habits are significantly correlated, indicating that these variables function as an interconnected system. The strongest relationships were observed between vocabulary retention and self-reflection, as well as between time management and strategy use. These findings suggest that learners who actively reflect on their reading are more likely to retain vocabulary effectively, while those who manage their time well tend to apply appropriate reading strategies.

This pattern supports the cyclical model of self-regulated learning proposed by Barry Zimmerman (2000), where planning (time management), performance (strategy use), and reflection (self-reflection) are interdependent processes that collectively enhance learning outcomes. The strong relationship between these variables indicates that improvement in one aspect of self-regulation can positively influence other components.

Moreover, the high correlations among strategy use, vocabulary retention, and self-reflection highlight the role of metacognitive processes in reading comprehension. Learners who actively use strategies are more likely to monitor their understanding and reflect on their performance, which in turn supports deeper learning. This is consistent with the findings of Flavell (1979) and Baker and Brown (1984), who emphasized that metacognitive awareness enables learners to control their comprehension processes effectively.

The results also align with empirical studies that demonstrate the interconnected nature of self-regulated learning components. For example, Li and Gan (2022) emphasized that strategy use and vocabulary knowledge work together to enhance comprehension, while Omari and Ars (2024) found that self-regulated strategies collectively contribute to improved academic performance. These findings reinforce the idea that reading comprehension is influenced by multiple, interacting factors rather than isolated skills.

Overall, the significant correlations observed in this study confirm that self-regulated reading habits operate as a unified system of cognitive, behavioral, and metacognitive processes. Strengthening one dimension—such as strategy use or self-reflection—can lead to improvements in other areas, ultimately enhancing students' comprehension outcomes.

5. CONCLUSION

This study concludes that junior high school students at Luuk National High School frequently demonstrate self-regulated reading habits across the dimensions of time management, strategy use, vocabulary retention, and self-reflection. Among these, strategy use emerged as the most prominent, indicating that learners actively apply reading techniques to enhance their understanding of texts. The consistent practice of these habits suggests that students are capable of managing their own learning processes and engaging meaningfully with reading tasks.

The findings further reveal that all dimensions of self-regulated reading habits are significantly interrelated. Strong relationships among variables—particularly between vocabulary retention and self-reflection, and between time management and strategy use—indicate that these components function as a unified system. This suggests that improvement in one aspect of self-regulation can positively influence other areas, ultimately supporting better comprehension outcomes.

Overall, the study highlights that self-regulated reading habits play a vital role in shaping students' reading comprehension. While learners already demonstrate these behaviors at a considerable level, strengthening these practices through targeted support and instruction may further enhance their ability to understand, analyze, and interpret texts effectively.

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