THE ROLE OF READING DISPOSITIONS ON THE READING COMPREHENSION SKILLS OF GRADE 7 STUDENTS IN A PHILIPPINE PUBLIC HIGH SCHOOL

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Abstract:

Reading comprehension skills have been constantly identified as the prevalent problems among high school students, and various efforts have been initiated to solve such problems. This research assessed the role of reading attitudes and reading habits on the reading comprehension skills of the Grade 7 students at Cordova National High School in Cebu Province Division for the school year 2025-2026 as a basis for a proposed reading comprehension skills enhancement plan. There were 237 Grade 7 students who participated in this study and were identified through simple random sampling. They were asked to answer the adopted survey questionnaires measuring their level of reading attitudes and reading habits; at the same time, their reading comprehension skills were also assessed using the DepEd standardized reading comprehension skills assessment tool. The data gathered were treated using descriptive and inferential statistics. The results showed that most of the respondents were aged 12 years old, whose parents are high school graduates with three to four siblings. At the same time, the respondents had neutral attitudes towards reading and satisfactory reading habits. Interestingly, most of them were independent readers. Moreover, there was a significant association between the respondents' reading attitudes and reading comprehension skills, but no significant association between reading habits and reading comprehension skills. Thus, a reading comprehension skills enhancement plan was recommended for adoption.

Keywords: reading attitudes, reading habits, reading comprehension skills

1. Introduction

Reading is universally considered a foundational skill in education. Through reading, an individual acquires knowledge, develops critical thinking skills, understands different disciplines such as math, science, and history, and connects with stories that reflect

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human experiences (Faheem, 2025). It is also through reading that a person shapes their imagination and communication, which enables every individual to grow and become part of society (Cladis, 2020). However, understanding what one reads is far more important than the act of reading itself. Reading without understanding makes reading an activity as a mechanical process (Freire, 2020). It is important that every reader is able to put meaning to what is read, evaluate the content, and draw inferences that deepen their understanding. In school, comprehension is essential in ensuring academic success across all disciplines. Without comprehension, reading cannot fully support students' learning because it hinders students from achieving academic growth, making it an essential skill for academic success and lifelong learning (Goodman *et al.*, 2023).

Globally, many students, particularly in non-native English countries, struggle with reading and most especially with understanding what they read. There are many obstacles that hinder students' skills in reading comprehension, such as the lack of vocabulary skills, which prevent students from understanding unfamiliar words in what they read (Amano *et al.*, 2023). In addition, most students have weak exposure to text in English and a lack of focused instruction in comprehension strategies. In these contexts, students' attitude-related factors and reading habits also play significant roles in students' understanding of what they read. Negative attitudes and poor reading habits can hinder students' reading comprehension development. Thus, in international reading assessment, students from these countries usually lag behind the native English-speaking countries (Porcu *et al.*, 2023).

The Philippines is one of the countries whose students have consistently poor performance in international reading assessments. In the Programme for International Student Assessment (PISA) 2018, which was participated by Filipino students aging 15-year-old, scored 340 in reading, placing 79th out of 79 participating countries [Organization for Economic Cooperation and Development (OECD), 2019]. Although in PISA 2022, the Philippines showed a slight increase to 347 in reading literacy, but this remains far below the OECD average of 476 points. According to the OECD, the Philippines' performance in reading, mathematics, and science continues to lag significantly, indicating that Filipino students are approximately five to six years behind their OECD counterparts in learning competencies (OECD, 2023).

One factor that contributes to these poor outcomes is the reading attitudes and habits of the students. Studies within the Philippines show that although many students report positive attitudes toward reading, their reading habits are often limited in frequency, variety, and depth (Moneba & Lovitos, 2024; Pangilan, 2020). They found that high reading attitude scores were associated with very low reading comprehension levels. Also, students reported a generally positive attitude and preference for genres like romance, action/adventure in both online and printed texts, but the study raised concern whether these habits and preferences translate into the types of reading needed for academic comprehension.

These issues are particularly evident in public high schools, where students often have less access to diverse and engaging reading materials and may be more influenced

by non-academic activities, including heavy use of social media, digital entertainment, and other technology-mediated distractions (Cirocki & Caparoso, 2023). Additionally, the Grade 7 students' transition from elementary to high school can pose a critical period wherein students who were accustomed to more guided reading support may now face more rigorous academic texts, less scaffolding, and higher expectations for independent reading and comprehension. Studies found that socioeconomic status and family background significantly relate to comprehension levels, suggesting that external habit-forming environments matter (Laroza & Amada, 2024)

Given the persistent low performance in reading comprehension as demonstrated in PISA, and the evidence that reading attitude and habit are important but less studied contributory factors among Filipino Grade 7 public school students, there is a clear need to empirically assess the relationships among reading habits, reading attitudes, and reading comprehension skills at this transitional grade level. Such assessment can identify students at risk, uncover what types of reading and reading supports are most correlated with comprehension, and inform instructional design, teacher professional development, and policy interventions. Understanding these relationships is crucial for improving the quality of reading comprehension among Filipino secondary students and improving the country's standing in global assessments.

2. Literature Review

This study presents a review of literature and studies highlighting the discussions about reading attitudes, reading habits, and reading comprehension skills. This study also accounts for some studies conducted, which will be the bases in establishing the gaps in the literature.

Reading is a multifaceted cognitive, emotional, and sociocultural activity through which people interpret written symbols and combine them with their existing knowledge, intentions, and context to create meaning. Butterfuss *et al.* (2020) characterize reading comprehension as the creation of a cohesive mental image of information contained in a text; they emphasize that reading encompasses three interconnected components—the reader, the text, and the activity—within a wider sociocultural context. In this perspective, effective reading involves more than just correct word recognition; it demands making inferences, assessing one's comprehension, assimilating new details, and adjusting previous beliefs (Butterfuss *et al.*, 2020).

In the digital age, reading takes on added intricacy. The transition to screen-based reading and digital media raises concerns about attention, cognitive workload, and metacognitive management. Some research suggests that reading on a screen typically results in less in-depth processing of text than reading printed materials, particularly when the texts are complex or require deeper comprehension. This indicates that format and medium are significant factors in the construction of meaning and the attainment of understanding.

Reading attitudes pertain to learners' emotional responses to reading, including feelings, beliefs, preferences, and evaluative assessments that affect whether, how frequently, and how extensively individuals interact with texts. Recent research emphasizes that reading attitudes encompass more than mere preferences for or against reading; they also involve emotional reactions like anxiety, comfort, perceived worth, and confidence (Althewini, 2023). According to Xiao (2022), reading attitude is categorized into cognitive and emotional elements: the cognitive includes beliefs regarding reading, and the emotional pertains to feelings experienced during reading, both of which have a positive correlation with reading volume, self-perception, and ultimately reading success.

A research conducted in the Philippines (Moneba & Lovitos, 2024) indicated that while students expressed strong positive reading attitudes, these attitudes did not necessarily lead to improved comprehension, implying that attitude might promote behaviors that subsequently affect comprehension. This indicates that reading attitude might influence reading motivation or habits indirectly, instead of being a direct predictor of comprehension across all situations. Additionally, research on early childhood by McGeown *et al.* (2022) indicates that attitudes toward reading start developing at a young age and that tools need to be tailored to reading proficiency, presentation style (visual vs. survey), and the child's language skills; the reading attitudes of young students affect their initial reading successes through emotional enjoyment and self-assurance. In general, reading attitude is a complex concept that includes emotional, cognitive, and motivational aspects. Its significance is in directing the frequency of students' reading, the types of texts they select, their perseverance with challenging content, and their use of metacognitive strategies.

Reading habits refer to the consistent and lasting patterns of reading behavior that include not just what, how frequently, and how long someone reads, but also the types, objectives, and resources selected; they embody both behavioral and cognitive-motivational aspects. Abang Yusof (2021) explains the transition of reading habits from print to digital formats, indicating that students favor websites and mobile devices for reading, while also demonstrating that the frequency, duration, and type of reading reveal both academic and recreational intentions. In the Philippines, Agraviador *et al.* (2022) indicated that younger learners increasingly prefer digital formats for reading materials, utilizing the internet instead of printed books due to their convenience and accessibility.

These studies concur that reading habits are dynamic, which are shaped by technology, accessibility, educational requirements, and personal choices. Furthermore, reading habits are linked to academic success. Flavier (2023) discovered that reading for educational reasons has a notable positive association with academic grades, despite leisure reading habits not consistently demonstrating that same impact.

Thus, in academic environments, reading habits act as an essential factor that influences how frequently students interact with texts, what types of texts they select, and for what duration—elements that consequently affect comprehension, vocabulary

development, inferential abilities, and fluency. Since comprehension relies on exposure, consistent practice, and active involvement, reading habits serve as a close indicator of reading comprehension results. In summary, reading habits are complex, influenced by internal factors (student interests, motivations) and external factors (access to resources, technology, academic requirements), and they significantly impact reading comprehension outcomes.

Reading comprehension is a complex cognitive activity in which readers interpret or identify words, combine them with prior knowledge, draw conclusions, and evaluate comprehension to form cohesive mental images of the text. As stated by Paige *et al.* (2024), reading comprehension in Grade 7 students is strongly influenced not only by decoding and vocabulary but also by critical thinking skills and listening comprehension, indicating that deeper understanding relies on more than mere word reading. Abusamra *et al.* (2020) found that adolescents with restricted educational opportunities demonstrate that linguistic abilities like vocabulary, decoding, and verbal inhibition account for substantial variance in text understanding, highlighting the significant role of domain-general cognitive processes.

3. Purpose of the Study

This research assessed the role of reading attitudes and reading habits on the reading comprehension skills of the Grade 7 students at a public high school in Cebu, Philippines, for the school year 2025-2026. Specifically, it sought answers to the following objectives:
1) To assess the level of reading attitudes of the students,
2) To determine the level of the reading habits of the students,
3) To assess the level of the reading comprehension skills of the students,
4) To test the association between the reading attitudes, reading habits, and the reading comprehension skills of the students.

4. Materials and Methods

4.1 Research Design
This research employed a correlational design to explore the relationships among students' reading attitudes, habits, and comprehension skills, testing whether these relationships are significant. The correlational research design was appropriate for this study since it tested the relationship of the identified variables without the intention of manipulating them. To achieve these objectives, the variables were assessed using adopted survey questionnaires. Data gathered were tallied, sorted, treated and analyzed according to the study's objectives.

4.2 Respondents

The respondents of this study were the Grade 7 students of a public high school in Cebu, Philippines. The respondents answered the questionnaire assessing their reading attitudes and habits. On the other hand, the results of their reading comprehension assessment were used in the study. The distribution of the respondents is presented in Table 1.

Table 1: Profile of the Respondents

Profile	f	%
Age		
15 and above	4	1.69
14	18	7.59
13	74	31.22
12	141	59.49
Total	**237**	**100.00**
Gender		
Female	149	62.87
Male	88	37.13
Total	**237**	**100.00**

As reflected in the table, there were 577 Grade 7 students, from which 237 of them was expected to participate in the study. The respondents of this study were identified using simple random sampling. It is appropriate to let the Grade 7 students participate in the study because they are in the transition stage from elementary to high school. At this stage, students need to adjust to the change in the dynamics of the classroom instruction and the learning competencies that they need to learn. Moreover, they were expected to be more advanced in their reading comprehension skills compared to those at the elementary level.

4.3 Research Instrument

This research utilized a two-part survey questionnaire to assess the variables investigated in this study. The first part utilized a survey questionnaire adopted from Olifant *et al.* (2017), which assessed the respondents' reading attitudes, which has 10 items. On the other hand, the second part utilized the same questionnaire to assess the respondents' reading habits with 9 items. The respondents were asked to assess their feelings, insights, and perceptions on the statements describing their reading dispositions. They rated their agreement on each statement using a five-point Likert scale, namely: 5-Strongly Agree, 4-Agree, 3-Undecided, 2-Disagree, and 1-Strongly Disagree. Moreover, the researcher asked for the assistance of their adviser to retrieve the data on the reading comprehension skills conducted using the standardized reading assessment tool of the Department of Education (DepEd).

4.4 Data Gathering Process

To observe the research protocol, the researcher sent a transmittal letter to the Schools Division Superintendent asking permission for the conduct of the study. Once approved, the researcher approached the personnel concerned to inform them of the researcher's intent to conduct the study in their school. An orientation was given to the teachers and then the students about the objectives of the study. Informed consent was obtained from the students before they were allowed to participate in the proceedings. Moreover, the participants were informed of their right to withdraw anytime they no longer feel comfortable in the data-gathering process. Enough time was given to the participants to answer the questionnaire. The researcher ensured 100% retrieval rate of the questionnaires. A random interview with selected respondents was conducted to validate their answers to the questionnaires. The data gathered were sorted, tallied, treated, and analyzed with the help of a statistician.

4.5 Data Analysis

The data gathered were treated using descriptive and inferential statistics with the aid of a statistician. Frequency Count was used to determine the number of respondents who belong to a specific group of the identified reading profile. The percentage was used to describe the proportion of the respondents who have the same reading skills in reference to the total number of respondents. Weighted Mean was used to determine the level of the respondents' reading attitudes and habits to describe the respondents' reading dispositions qualitatively, while the standard deviation was used to measure variation of the respondents' answers to the indicators describing their reading dispositions. Chi-square test was used to test the significance of the association between the respondents' reading attitudes, habits, and comprehension skills.

5. Results and Discussion

This section presents the results of the data gathered about the reading attitudes, reading habits, and reading comprehension skills of the respondents. This section also includes the presentation on the test of the hypotheses of the association of the variables.

5.1 Level of the Reading Attitudes of the Respondents

This part presents the level of the reading attitudes of the respondents that will provide important insight into their motivation and disposition toward literacy. Reading attitudes reflect the learner's behavior and their affective orientation to reading, which influences the consistency of their habits and their capability to understand (Calloway *et al.*, 2023).

`It can be seen in Table 2 that the level of the reading attitude of the respondents is neutral, with a weighted mean of 2.87 and an aggregate standard deviation of 1.21. The variability indicated by the standard deviation implies that individual responses differ

considerably. In general, respondents exhibit neither strong positive nor strong negative attitudes, suggesting that Grade 7 students have a balanced attitude toward reading.

Table 2: Level of the Reading Attitudes of the Respondents

S/N	Indicators	WM	SD	Verbal Description
1	I read English books every day.	2.75	1.13	Neutral
2	I only read English books at school.	2.95	1.21	Neutral
3	I read English books at home.	2.92	1.13	Neutral
4	I only read books in my first language in my leisure time.	2.66	1.16	Neutral
5	I read English books during my leisure time.	2.73	1.17	Neutral
6	I would be bored without a book.	2.62	1.20	Neutral
7	Do you read outside of class?	2.58	1.22	Neutral
8	I read with friends.	3.07	1.25	Neutral
9	I read with my family.	2.81	1.26	Neutral
10	I read social media platforms on my cell phone	3.58	1.33	Positive
	Aggregate Mean	**2.87**		**Neutral**
	Aggregate Standard Deviation		**1.21**	

Legend: 4.21-5.00 - Very Positive; 3.41-4.20 - Positive; 2.61-3.40 - Neutral; 1.81-2.60 - Negative; 1.00-1.80 - Very Negative

Item 10 has the highest weighted mean of 3.58 among the indicators, with a standard deviation of 1.33, suggesting that when it comes to reading on social media platforms using cellphones, some students have a positive attitude. The emerging factor of the use of technology has made reading shift from printed to digital, as evidenced by the existence of social media platforms. Hakemulder and Mangen (2024) confirms that digitization has significantly altered reading habits and cautions that the dominance of screen-based reading calls for intervention to preserve literary reading attitudes. Conversely, item 7 has the opposite, with a weighted mean of 2.58 and a standard deviation of 1.22, signifying that respondents rarely read beyond classroom requirements and will only do so if the school serves it as a necessary activity. Thus, the reading attitudes of the student lie with their interest and constant exposure to social media, where digital texts are present, while it is not an academic or habitual interest for the students to read.

Therefore, attitudes of the students in reading are divided, as some are in the positive range and some in the negative range. This implies that students' engagement activities are moderate, and it is dependent on the context of the text, which may lack consistent reading practices beyond academic requirements.

4.2 Level of the Reading Habits of the Respondents

This portion discusses the level of reading habits of the respondents, giving an essential insight into their behavior and engagement with literacy. Reading habits refer to the consistent and lasting patterns of reading behavior that include not just what, how frequently, and how long someone reads, but also the types, objectives, and resources

selected; they embody both behavioral and cognitive-motivational aspects (Vogrinčič Čepič *et al.*, 2024).

As shown in Table 3, the level of reading habits of the Grade 7 students falls under the satisfactory level with a weighted mean of 3.17, but the respondents have a scattered response reflecting diverse reading habits and preferences shown by the standard deviation of 1.20. This implies that despite the variety of responses, the students demonstrate adequate behaviors in reading.

Table 3: Level of the Reading Habits of the Respondents

S/N	Indicators	WM	SD	Verbal Description
1	I enjoy reading English books	3.16	1.20	Satisfactory
2	I like reading school textbooks	3.04	1.16	Satisfactory
3	I like spending time in a library	2.68	1.24	Satisfactory
4	My friends like reading	3.28	1.15	Satisfactory
5	My parents like reading	3.26	1.21	Satisfactory
6	Listening to music is more fun than reading	3.51	1.28	Very Satisfactory
7	I would rather do something else than do English reading	2.95	1.09	Satisfactory
8	I like watching English movies than reading	3.51	1.20	Very Satisfactory
9	I like watching English television programs than reading	3.11	1.27	Satisfactory
	Aggregate Mean	**3.17**		**Satisfactory**
	Aggregate Standard Deviation		**1.20**	

Legend: 4.21-5.00 - Very Positive; 3.41-4.20 - Positive; 2.61-3.40 - Neutral; 1.81-2.60 - Negative; 1.00-1.80 - Very Negative

The indicators with the highest weighted mean, 3.51, are items 6 and 8. Students showed very satisfactory on habits such as listening to music and watching English movies more than reading. Students in a particular level in school tend to listen to music habitually since they are more relative to music than reading. Furthermore, Furenes *et al.* (2021) supported that students also tend to prefer movies in English over reading, since it depicts images rather than texts that further comprehend the situation of a particular text. On the other hand, the indicator with the lowest weighted mean is item 3, indicating that students spend less time in a library. This suggests that libraries are not the most frequent place these students go to, which stems from the students' accessibility and the capacity of the establishment. Furthermore, the responses of the students vary as depicted by the standard deviation, as not all students prefer either listening to music or watching movies and might enjoy reading altogether.

Thus, students maintain average reading habits, but their stronger preference for multimedia entertainment suggests that reading may not be their primary leisure activity. This trend highlights the need for strategies to make reading more appealing and integrated into their daily routines.

4.3 Reading Comprehension Skills of the Respondents
The reading comprehension skills of the respondents are explained in this section. Reading comprehension is a complex cognitive activity in which readers interpret or

identify words, combine them with prior knowledge, draw conclusions, and evaluate comprehension to form cohesive mental images of the text (Bruggink *et al.*, 2022).

Table 4: Level of Reading Comprehension Skills of the Respondents

Reading Comprehension Skills	f	%
Independent	141	59.49
Instructional	85	35.86
Frustration	11	4.64
Total	**237**	**100.00**

Table 4 presents the reading comprehension skills of the Grade 7 students with indicators of independent, instructional, and frustration comprehension skills. Independent comprehension has the highest frequency among the three, with 59.49 percent. This indicates that most of the students comprehend and read texts without the assistance of a facilitator. While 85 students have instructional reading comprehension skills, implying that these students can read and comprehend with guided support. However, 11 students still struggle to decode and comprehend, even with help, taking over 4.64 overall.

Most respondents demonstrate strong reading comprehension abilities, with more than half functioning independently. However, the presence of learners at the instructional and frustration levels underscores the need for targeted interventions to enhance comprehension skills, particularly for those struggling with text interpretation.

4.4 Test of Association among the Variables

This part of the study presents the test of the association between the variables: reading attitudes and the reading comprehension of Grade 7 student utilizing Chi-square test analysis. This tool will be used to test the significance of the association between the respondents' reading attitudes and comprehension skills.

It is revealed in Table 5 the statistically significant association between reading attitudes and reading comprehension skills among Grade 7 students. The computed Chi-square value of 19.040 with degrees of freedom of 6 and a p-value of 0.004 is less than the 0.01 threshold, leading to the rejection of the null hypothesis. This indicates that the students' attitudes toward reading are highly related to their level of understanding of what they read, whether it is positive or negative. Learners who demonstrate satisfactory attitudes toward reading are more likely to achieve higher comprehension proficiency, whereas those with negative attitudes tend to struggle to understand the texts.

Table 5: Test of Association between Reading Attitudes and Reading Comprehension Skills

Variables	χ^2-value	df	p - value	Decision	Remarks
Reading Attitudes and Reading Comprehension Skills	19.040**	6	0.004	Reject Ho	Significant

**significant at p<0.01 (two-tailed)

The finding is consistent with recent empirical studies emphasizing the association between reading attitudes and reading comprehension skills. Research Heyne *et al.* (2023) demonstrated that positive reading attitudes significantly predict comprehension across grade levels, implementing the idea that motivation and overall attitude are critical for development in understanding through reading. Similarly, research Retelsdorf *et al.* (2024) reported that students who enjoy reading and engage with texts regularly outperform peers with weaker attitudes toward reading. Research further argues that a decline in reading behaviors, often linked to weakened motivation. Collectively, these studies validate the present result that reading attitudes are not a minor issue but an important discussion to comprehension success.

Hence, fostering positive reading attitudes should be a priority in literacy. Programs that integrate enjoyable reading experiences, provide access to a variety of meaningful texts, and encourage learning engagement can enhance comprehension skills. Given the growing influence of digital media, schools must adopt strategies that sustain students' motivation for reading, as recommended by van der Sande *et al.* (2023). Strengthening reading attitudes not only improves academic performance but also promotes lifelong literacy, which is essential for exploring complex information in the 21st century.

It can be gleaned in Table 6 that the chi-square test yielded a computed value of Chi-square of 8.267 with degrees of freedom of 6 and a p-value of 0.219. Since the p-value exceeds the conventional significance threshold of 0.05, the null hypothesis is not rejected. There is no significant association between the respondents' reading habits and their reading comprehension skills, as indicated in the table. Thus, differences in reading habits do not correspond to differences in comprehension.

Table 6: Test of Association between Reading Habits and Reading Comprehension Skills

Variables	x^2-value	df	p - value	Decision	Remarks
Reading Habits and Reading Comprehension Skills	8.267	6	0.219	Do not reject Ho	Not Significant

*significant at p<0.05 (two-tailed)

Muche *et al.* (2024) emphasized that comprehension is influenced more by an individual's ability to use language effectively and evaluate their own thinking and learning process, and by the frequency of reading. Similarly, Okkinga *et al.* (2023) reported that while habitual reading fosters vocabulary growth, comprehension requires deeper engagement strategies. These studies align with the claim that reading habits, despite being beneficial, are not the only determinant of comprehension skills.

The absence of a significant association implies that interventions aimed solely at increasing reading frequency may not be enough to improve comprehension. Educational programs should include strategies enhancing critical reading and metacognitive thinking rather than focusing exclusively on habit formation. This conclusion resonates with Yen (2024), who advocates for comprehension skills programs that combine habit-building with exercises to improve comprehension. Therefore,

curriculum designers and educators should adopt a diverse approach to develop comprehension.

5. Conclusion

The study concludes that reading attitudes significantly influence comprehension skills, whereas reading habits alone do not guarantee better understanding. It is positive attitudes toward reading that lead to engagement and deeper processing of texts, which are essential for comprehension. Conversely, habitual reading without motivation or a strategic approach may result in shallow, superficial, or unserious reading, limiting its impact on comprehension development.

These findings highlight the need for educational programs that prioritize the refinement of positive attitudes toward reading alongside explicit instruction in comprehension strategies. Schools should design interventions that integrate reading experiences that will bring joy with diverse text exposure and metacognitive training to strengthen comprehension outcomes. Such programs should also consider the role of technology and multimedia preferences, which are currently competing with traditional reading practices.

Ultimately, improving reading comprehension among grade 7 students requires an integrated approach that addresses cognitive, affective, and behavioral dimensions of the particular skill. By nurturing positive attitudes and equipping learners with an effective plan, educators can enhance comprehension skills and contribute to long-term academic growth and lifelong learning.

6. Recommendation

Based on the findings, schools should implement programs that promote positive reading attitudes through engaging activities, peer reading sessions, and exposure to varied genres. Motivation-building strategies such as reading clubs and gamified literacy tasks can sustain interest in reading. Teachers should incorporate explicit instruction and critical reading approaches. Activities that involve summarizing, questioning, and inferencing should be embedded in classroom practices to deepen comprehension beyond surface-level reading. Given students' preference for digital media, schools should adopt blended approaches that combine traditional reading with interactive digital platforms. Educational apps and e-books can be used to make reading more appealing while maintaining academic integrity.

Conflict of Interest Statement

The author declares no conflict of interest.

About the Author

Florisa Angco Buot is a distinguished educational leader currently serving as the School Head of Cordova National High School. With a career spanning 25 years of dedicated service in the Department of Education, having spent 20 years as a classroom practitioner before transitioning into administrative leadership five years ago. Mrs. Buot holds two advanced degrees: a Master of Arts in Teaching English and a Master of Education in Guidance and Counseling. This rare combination of linguistic expertise and psychological insight allows her to approach education through a holistic lens—prioritizing both academic excellence and the emotional well-being of her students and faculty. As a leader, she is recognized for her commitment to instructional supervision and school governance. Her work is deeply rooted in the belief that effective communication and strong guidance are the foundations of a thriving school community. She continues to lead Cordova National High School with a vision centered on empowerment, professional growth, and student success.

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