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The Reading Attitudes of Grade 12 Students Along Multiple Dimensions

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Abstract. Reading attitudes play a key role in literacy development, yet little is known about how senior high school students view different reading purposes and media. This study investigated the attitudes of Grade 12 public school students toward both academic and recreational reading, utilizing print and digital texts. Specifically, it compared their attitudes across four types of reading: academic print (AP), academic digital (AD), recreational print (RP), and recreational digital (RD). A total of 85 students answered the Survey of Adolescent Reading Attitudes (SARA), and their subscale scores were analyzed using means, standard deviations, and independent sample t-tests to determine significant differences between paired categories (AP vs. AD, RP vs. RD, AP vs. RP, AD vs. RD). Results showed that students generally had positive attitudes toward all four types of reading, with the least positive attitude observed in academic print reading. Significant differences were found in several comparisons, particularly between AP and AD, AP and RP, and AD and RD. Although the participants experienced online distance learning during the COVID-19 pandemic, the findings remain relevant for both online and face-to-face settings. These results suggest that schools should monitor and support students' reading attitudes to sustain and improve their engagement across different reading contexts.

Keywords: Reading attitudes; Literacy development; Senior high school students; Print and digital reading; Academic and recreational reading.

1.0 Introduction

Reading attitudes, along with other affective reading domains, are crucial factors that shape students' decisions to read (Mathewson, 2004). Students may engage in or avoid reading depending on their feelings about it (Conradi, Jang, & McKenna, 2014). These attitudes reflect positive or negative beliefs toward reading (McKenna, 2001; McKenna, Conradi, Jang, & Meyer, 2012) and are closely linked to reading engagement, proficiency, and achievement. Students with positive attitudes tend to read more frequently, which strengthens their skills and supports the Matthew effect in reading, where enjoyment leads to greater reading ability (Stanovich, 1986, as cited in Allen, 2013). In contrast, students who develop negative attitudes toward reading often read less or even avoid reading thoroughly (McKenna, Stratton, Grindler, & Jenkins, 1995), and this decline occurs more rapidly among struggling readers (Richards & Bear, 1986).

Positive reading attitudes are particularly associated with high reading engagement, which, in turn, leads to greater reading achievement (Black, 2006; Aunario, 2004; Worthy, 2002; McKenna, Kear, & Ellsworth, 1995). Several studies have documented the direct relationship between reading attitudes and reading achievement (Conradi et al., 2013; Jang & Ryoo, 2019). Reading attitudes have also been linked to the development of key

reading skills and abilities (McKenna, Kear, & Ellsworth, 1995; Nootens et al., 2019). These findings show that reading attitudes are not merely reflections of students' feelings but also a significant driver of their overall literacy development.

Despite the importance of attitudes, large-scale assessments continue to reveal persistent literacy problems. The 2018 Programme for International Student Assessment (PISA) reported that many Filipino high school students scored below the minimum level of reading proficiency. Although many interventions have focused on the cognitive aspects of reading, such as decoding skills, vocabulary development, and text comprehension (Gettys & Fowler, 1996), these efforts have not fully addressed the continuing gap in literacy outcomes (Organisation for Economic Co-operation and Development, 2015). This has drawn attention to the affective dimension of reading, which includes attitude, interest, engagement, and motivation (Nootens et al., 2019).

Recent studies have explored reading attitudes in early and middle childhood, but there are fewer investigations focused on adolescents, especially high school students (Crivilare, 2019; McKenna, Conradi, Lawrence, Jang, & Meyer, 2012). Monitoring adolescents' reading attitudes is essential because this stage involves reading to learn rather than simply learning to read (Chall, 1983). However, adolescents often exhibit resistance to reading (Conradi, Jang, Bryant, Craft, & McKenna, 2013; Pitcher et al., 2007), and their literacy practices continue to evolve in response to rapidly changing digital technologies and media (Jang & Ryoo, 2019). These changes present both opportunities and challenges for sustaining positive reading attitudes during the high school years.

This study examines the reading attitudes of selected Grade 12 public school students who transitioned from face-to-face classes to online distance learning (ODL) during the COVID-19 pandemic. Regardless of learning mode, these students read for different purposes and through different mediums, including both print-based materials and digital resources (Conradi, Jang, Bryant, Craft, & McKenna, 2013). By comparing their attitudes toward academic and recreational reading across print and digital formats, this research addresses the gap in understanding adolescent reading attitudes in diverse reading contexts. The findings aim to provide teachers, school administrators, and policymakers with evidence to design programs that monitor, sustain, and improve students' reading attitudes—a fundamental component of literacy development (Jang & Ryoo, 2018).

2.0 Methodology

2.1 Research Design

The current study employed a descriptive design, which entails detailing, recording, interpreting, and analyzing the conditions of populations or phenomena (Best & Kahn, 2006). It aimed to answer the questions of who, what, where, and how (Almeida, Gaerlan, & Manly, 2016, p. 5); in particular, it sought to determine, "What are the reading attitudes of the population?" This quantitative study used a questionnaire to describe participants' self-reported reading attitudes; therefore, a survey research method was employed (Kraemer, 1991). In terms of research dimension, the study employed a cross-sectional approach, which describes the reading attitudes of a specific population at a single point in time.

2.2 Research Locale

The study was conducted at a public senior high school founded in 2016 through a partnership among ABS-CBN, the Quezon City government, the Department of Education (DepEd), ABS-CBN University, and Magna Anima Teachers College (lopezlink.ph). As a standalone senior high school, it serves only SHS students, unlike typical public high schools that provide basic education for both junior high school (JHS) and SHS students. It is located in Diliman, Quezon City, a metropolitan area in the Philippines. This institution is the only public school in the Schools Division Office (SDO) of Quezon City that offers the Arts and Design track and the Media Arts strand.

Due to the COVID-19 pandemic, the school did not conduct face-to-face instruction during the 2020–2021 school year. Instead, it implemented distance learning, in which teachers and learners are physically separated during the teaching and learning process (Padolina, 2007). This approach ensured learning continuity while safeguarding the health, safety, and well-being of students and teachers. The school offered two types of distance learning: modular distance learning (MDL) and online distance learning (ODL). These learning modalities follow the school's Learning Continuity Plan (LCP), which is based on the Basic Education Learning Continuity Plan (BE-LCP) of the Department of Education at the school, division, regional, and central levels. This mandate is in accordance with DepEd Order No. 012, s. 2020, also known as the Adoption of the Basic Education Learning Continuity Plan for School Year 2020–2021 in the Light of the COVID-19 Public Health Emergency.

2.3 Research Participants

The participants in the study are students enrolled in the Media Arts strand under the Arts and Design track, regarded as "young men and women who are the future of the media arts industry" (Santos-Concio, 2018). They qualified for admission by meeting the following requirements: a grade average of at least 85% in Grade 10, passing the entrance examination and interview, and submitting an art portfolio. These Grade 12 students, aged 17 to 18, are adolescent learners and urban Filipino students who read in various languages. The school offers two distance learning modalities—online distance learning (ODL) and modular distance learning (MDL)—but only three of the five heterogeneous Grade 12 sections, all belonging to the ODL group, were included to avoid the added variable of different learning modalities.

The total population of the selected Grade 12 ODL students is 108. As ODL students, they attend online or virtual classes, communicate with teachers and peers through the internet, download learning materials, and submit tasks via the school's prescribed learning management system (LMS), such as Google Classroom, and other related technologies (Enclosure to DepEd Order No. 012, s. 2020, pp. 31–32). Of these 108 students, 85 responded to the survey, yielding a 79% response rate, which is acceptable compared to the average survey response rate of 33% (Lindemann, 2019). Using Slovin's formula, this sample size yields a 95% confidence level with a 5% margin of error.

2.4 Research Instruments

The Survey of Adolescent Reading Attitudes (SARA) was designed, validated, tested, and used by literacy scholars Conradi, Jang, Bryant, Craft, and McKenna (2013) to investigate adolescent learners' reading attitudes. It measures attitudes toward different reading media (print and digital) and purposes (academic and recreational) using 18 questions that can be administered to an entire classroom in less than 10 minutes (p. 568). Each cluster of questions corresponds to specific reading dimensions: five questions each for academic print (AP), academic digital (AD), and recreational print (RP), and three for recreational digital (RD). For this study, several modifications were made to align the instrument with the Philippine context. Certain words were localized for clarity, such as changing "present" to "gift" and "emailing" to "chatting with." At the same time, two additional RD questions were added to balance the number of questions across dimensions. A Filipino translation, Sarbey Tungkol sa Saloobin ng Kabataan sa Pagbabasa, was also prepared, and descriptive labels were added to the 6-point rating scale to help respondents better understand each numerical value.

The modified SARA underwent content and language validation by ten expert validators, including reading instruction specialists, language specialists, and translation specialists. Using a Likert scale, they rated the indicators of wording, readability, feasibility, impartiality, ethics, relevance, and scaling according to the standards for good survey questions (Glasow, 2005). All indicators were rated "very evident," and the validators suggested specific revisions to improve the questionnaire further. These included clarifying the distinction between print and digital reading materials by deliberately adding the word "print," replacing "Saturday" with "non-school day" in question 11, and modifying questions to specify mediums, such as changing "something" to "a print book" in question 8 and rephrasing question 15 to focus on "reading posts on social media" rather than using social media in general. These changes ensured the questionnaire would be more precise and better suited to the target respondents.

The modified instrument was pilot tested with a Grade 11 class of online distance learning (ODL) Media Arts students (n = 37) from the same school to establish internal reliability. The Cronbach's alpha was computed at 0.83, indicating that the questionnaire is "good" and 83.59% reliable. The survey retained SARA's Likert scale, with scores ranging from 1 (terrible) to 6 (very good). As specified by Conradi et al. (2013), scores above 3.5 indicate positive attitudes, while scores below 3.5 reflect negative attitudes (p. 570). The average score for each subscale serves as the basis for determining the reading attitudes of Grade 12 students across academic print, academic digital, recreational print, and recreational digital reading.

2.5 Data Gathering Procedure

The survey was administered online, which was the most practical method considering the students' online distance learning (ODL) setup and the community quarantine restrictions during the pandemic. Participants completed the 20-item questionnaire in approximately 20 minutes, with about 1 minute per item. Google Forms was used not only to distribute the survey but also to efficiently organize, import, and save the responses as Excel

documents, which served as the primary research data.

2.6 Data Analysis

After tabulating the survey data in a spreadsheet, both descriptive and inferential statistical analyses were applied to ensure an accurate interpretation of the results. Descriptive statistics, including the mean and standard deviation, were computed using the formula of Downie and Heath (1983, pp. 35–49) to address Research Question 1, which examined the reading attitudes of Grade 12 students toward academic print (AP), academic digital (AD), recreational print (RP), and recreational digital (RD) texts. Inferential statistics, specifically the independent-samples t-test, were then performed using the formula of Clayton (1986, p. 105) to answer Research Question 2, which explored differences in students' attitudes toward AP and AD, RP and RD, AP and RP, and AD and RD. The Statistical Package for the Social Sciences (SPSS) was used to ensure fast, accurate computation, with a significance level of 0.05. This meant that if the calculated probability (p-value) was less than or equal to 0.05, the null hypothesis was rejected; otherwise, it was not rejected. Finally, the statistical findings and analyses served as the basis for deriving implications relevant to both online distance learning (ODL) and face-to-face learning settings, addressing Research Question 3.

2.7 Ethical Considerations

The researcher first sought permission from the Schools Division Office of Quezon City (SDO QC) to conduct the study by submitting a letter that outlined the research overview. The SDO QC approved and issued a response letter outlining specific guidelines for the study's conduct. These included strict adherence to safety and health protocols, implementation of remote and online procedures, coordination with the school principal and concerned personnel, and assurance that the study would not disrupt classes or interfere with the school's regular program. Student and school personnel participation was voluntary, and the use of derogatory or offensive terms in the research tools was strictly prohibited. The SDO QC also mandated the preservation of respondent anonymity, limited the use of study results to the purposes stated in the letter, and required a copy of the final findings for their records. Following this, the SDO QC communicated the approval to the school principal, thereby validating the researcher's permission to conduct the study.

For university-level ethics validation, the researcher applied for an exemption from ethics review with the Ateneo de Manila University Research Committee (AdMUREC). The application included the research protocol, participant recruitment script, informed consent forms, letters from collaborating offices, the survey questionnaire, and the researcher's curriculum vitae. Despite involving human participants, the study qualified for exemption because it was to be conducted "in established and commonly accepted educational settings" and involved only "survey procedures" (AdMUREC Guidance Note on Exclusions, p. 23). AdMUREC confirmed that the research protocol and methodology complied with university ethics standards, and a validation letter granting the exemption was issued.

Participant recruitment was conducted through Google Meet, where Grade 12 students were invited and informed about the study's title, objectives, and the brevity of the 20-item questionnaire to encourage participation. During the online meeting, students were clearly informed that participation was voluntary, no compensation or sanctions would be involved, and their privacy would be protected by not collecting names or email addresses. The first section of the Google Form contained the informed consent form, which explained the study's objectives, potential contributions, possible risks, and the researcher's contact details. Students indicated consent by writing their name and date, summarizing their understanding of the study, and clicking the "Next" button to signify voluntary participation. This action directed them to the second section of the Google Form, which contained the survey questionnaire.

3.0 Results and Discussion

3.1 Attitudes of Participants Towards Academic Reading

Academic Reading of Print Text (AP)

Table 1 presents the reading attitudes of Grade 12 students regarding Academic Reading of Print Text (AP). It is shown that two indicators, "How do you feel about reading a print textbook?" (4.59) and "How do you feel about reading a print novel for class?" (4.88), are interpreted as "Good." On the other hand, the remaining indicators—"How do you feel about doing research using print encyclopedias or other books for a class?" (3.99), "How do you feel about using a dictionary (from the library) for a class?" (4.31), and "How do you feel about reading a print newspaper or a magazine for a class?" (4.28)—are interpreted as "Slightly Good." The overall mean is 4.41,

which is also interpreted as "Slightly Good." This implies that, in general, Grade 12 students' reading attitudes toward Academic Reading of Print Text (AP) are slightly positive. This finding is consistent with the Academic Reading Format International Study (ARFIS) in 2018, which found that students worldwide have positive attitudes toward AP, suggesting that Filipino students share this disposition toward academic print reading

Table 1. *Reading Attitudes of Grade 12 Students Towards Academic Reading of Print Text (AP)*

No.	Indicators	SD	Mean	Interpretation
3	How do you feel about doing research using print encyclopedias or other books for a class?	1.04	3.99	Slightly Good
6	How do you feel about reading a print textbook?	0.85	4.59	Good
14	How do you feel about using a dictionary (from the library) for a class?	1.01	4.31	Slightly Good
17	How do you feel about reading a print newspaper or a magazine for a class?	0.92	4.28	Slightly Good
18	How do you feel about reading a print novel for class?	1.05	4.88	Good
Overall		**0.70**	**4.41**	**Slightly Good**

Legend: "Very Bad (1.00-1.50)", "Bad (1.51-2.50)", "Slightly Bad (2.51-3.50)", "Slightly Good (3.51-4.50)", "Good (4.51-5.50)", "Very Good (5.51-6.00)"

Academic Reading of Digital Text (AD)

Table 2 presents the reading attitudes of Grade 12 students regarding Academic Reading of Digital Text (AD).

Table 2. *Reading Attitudes of Grade 12 Students Towards Academic Reading of Digital Text (AD)*

No.	Indicators	SD	Mean	Interpretation
1	How do you feel about reading news online for class?	0.85	4.53	Good
5	How do you feel about reading online for a class?	0.90	4.76	Good
7	How do you feel about reading an electronic book or e-book for a class?	1.08	4.59	Good
12	How do you feel about working on an internet-based project with classmates?	1.12	4.39	Slightly Good
16	How do you feel about looking up information online for a class?	0.75	5.13	Good
Overall		**0.66**	**4.68**	**Good**

Legend: "Very Bad (1.00-1.50)", "Bad (1.51-2.50)", "Slightly Bad (2.51-3.50)", "Slightly Good (3.51-4.50)", "Good (4.51-5.50)", "Very Good (5.51-6.00)"

Only the indicator "How do you feel about working on an internet-based project with classmates?" is interpreted as "Slightly Good," with a mean of 4.39. In contrast, the remaining indicators are interpreted as "Good." These include "How do you feel about reading news online for class?" (4.53), "How do you feel about reading online for a class?" (4.76), "How do you feel about reading an electronic book or e-book for a class?" (4.59), and "How do you feel about looking up information online for a class?" (5.13). The overall mean is 4.68, which is interpreted as "Good." This implies that, in general, Grade 12 students' reading attitudes toward Academic Reading of Digital Text (AD) are positive, indicating a clear preference for this approach. The positive attitudes of Grade 12 students towards AD may be attributed to the multimodal, interactive, and nonlinear characteristics of digital reading materials (Coiro, 2003; Dalton & Proctor, 2008). Reading for school purposes using digital media (e.g., e-books and online reading) seems more appealing to these digital-native students. The respondents take the Arts and Design track and the Media Arts specialization; thus, they are inclined towards digital technologies, which are further developed at school.

3.2 Attitudes of Participants Towards Recreational Reading

Recreational Reading of Print Text (RP)

Table 3 presents the reading attitudes of Grade 12 students regarding Recreational Reading of Print Text (RP).

Table 3. *Reading Attitudes of Grade 12 Students Towards Recreational Reading of Digital Text (RD)*

No.	Indicators	SD	Mean	Interpretation
4	How do you feel about texting or chatting with friends in your free time?	0.88	5.40	Good
10	How do you feel about reading anything digital (e-book, online magazine, digital comic book, etc.) in your free time?	0.92	5.28	Good
15	How do you feel about reading posts on social media (like Facebook or Twitter) in your free time?	0.87	5.24	Good
19	How do you feel about reading online during your free time?	0.87	5.19	Good
20	How do you feel about reading anything using your smartphone during your free time?	0.78	5.42	Good
Overall		**0.62**	**5.31**	**Good**

Legend: "Very Bad (1.00-1.50)", "Bad (1.51-2.50)", "Slightly Bad (2.51-3.50)", "Slightly Good (3.51-4.50)", "Good (4.51-5.50)", "Very Good (5.51-6.00)"

It is shown that all the indicators are interpreted as "Good," such as "How do you feel about reading a print book in your free time?" (4.98), "How do you feel about talking with friends about a print book that you have been reading in your free time?" (5.33), "How do you feel about getting a print book or magazine for a gift?" (5.42), "How do you feel about reading a print book for fun on a rainy non-school day?" (5.39), and "How do you feel

about reading anything printed (book, magazine, comic book, etc.) in your free time?" (5.29). The overall mean is 5.28, which is interpreted as "Good." This implies that, in general, Grade 12 students' reading attitudes toward Recreational Reading of Print Text (RP) are positive. Although the respondents are digital natives, they still exhibit positive attitudes toward reading print texts for recreational purposes. As Dalton and Proctor (2008) noted, while digital natives especially enjoy reading digital and online texts, this does not mean they do not enjoy reading print-based materials.

Recreational Reading of Digital Text (RD)

Table 4 presents the reading attitudes of Grade 12 students regarding Recreational Reading of Digital Text (RD).

Table 4. *Reading Attitudes of Grade 12 Students Towards Recreational Reading of Print Text (RP)*

No.	Indicators	SD	Mean	Interpretation
2	How do you feel about reading a print book in your free time?	1.06	4.98	Good
8	How do you feel about talking with friends about a print book that you have been reading in your free time?	0.81	5.33	Good
9	How do you feel about getting a print book or magazine as a gift?	0.82	5.42	Good
11	How do you feel about reading a print book for fun on a rainy non-school day?	0.86	5.39	Good
13	How do you feel about reading anything printed (book, magazine, comic book, etc.) in your free time?	0.78	5.29	Good
Overall		**0.61**	**5.28**	**Good**

Legend: "Very Bad (1.00-1.50)", "Bad (1.51-2.50)", "Slightly Bad (2.51-3.50)", "Slightly Good (3.51-4.50)", "Good (4.51-5.50)", "Very Good (5.51-6.00)"

It is shown that all of the indicators are interpreted as "Good" such as "How do you feel about texting or chatting with friends in your free time?" (5.40), "How do you feel about reading anything digital (e-book, online magazine, digital comic book etc.) in your free time?" (5.28), "How do you feel about reading posts on social media (like Facebook or Twitter) in your free time?" (5.24), "How do you feel about reading online during your free time?" (5.19) and How do you feel about reading anything using your smartphone during your free time? (5.42). The overall mean is 5.31, interpreted as "Good". This implies that, in general, Grade 12 students' reading attitudes toward Recreational Reading of Digital Text (RD) are considered positive.

The "good" feelings students have toward RD and RP may be explained by the supposition that high school students are inclined to recreational reading, as interactive processing (rather than bottom-up processing) occurs during the activity (Mirasol, 2018). The finding that Grade 12 students generally have positive reading attitudes corroborates the results of a parallel, but larger-scale, study that surveyed the reading attitudes of Filipino senior high school (SHS) students (Mirasol, 2019). Both studies report students' positive attitudes toward reading and its dimensions (purposes and media). This finding also supports another local research, which posits that Filipino high school students have positive reading attitudes (Caparoso & Cirocki, 2016). These parallel findings affirm the positive attitudes toward reading among Filipino high school students. On the other hand, the present study's finding of positive reading attitudes among Grade 12 students contradicts the results of foreign studies (Količić-Vehovec, Rončević Zubković, & Pahljina-Reinić, 2014; McKenna et al., 1999), which suggest a decline in reading attitudes among adolescent learners. However, a national-scale study in the United States found that high school students have positive attitudes toward reading for various purposes (McQuillan, 2013), consistent with the present study's findings.

3.3 Difference Between the Attitudes Towards Academic Reading of Print Text and of Digital Text

Table 5 presents the significant difference in reading attitudes between Grade 12 students towards Academic Reading of Print Text (AP) and Academic Reading of Academic Digital (AD) using an Independent Sample T-test.

Table 5. *Difference Between the Reading Attitudes Towards Academic Reading of Print Text (AP) and Academic Reading of Digital Text (AD)*

Group	Mean	*p*-value	Decision	Remarks
Academic Reading of Print Text (AP)	4.41	.010	Reject H_0	Significant
Academic Reading of Academic Digital (AD)	4.68			

Note: If the p-value is less than or equal to 0.05 level of significance, reject H_0; otherwise, fail to reject H_0.

The p-value for the difference between the two groups is 0.010, which is less than the 0.05 level of significance; therefore, the result is significant. This implies that the reading attitudes of Grade 12 students toward Academic Reading of Print Text (AP) differ significantly from those toward Academic Reading of Digital Text (AD). There is also a difference in the degree of feeling: they feel "slightly good" toward AP, while they feel "good" toward AD. The more positive reading attitudes of Grade 12 students toward academic reading of digital text (AD) may

be attributed to their instructional context. During the pandemic, they transitioned from face-to-face classes to online distance learning (ODL). This finding contradicts the results of the mega-scale Academic Reading Format International Study (ARFIS, 2018), which found that the majority of students worldwide prefer print text to digital text in academic reading. It is worth noting, however, that the subjects in the ARFIS study were college students, who are already young adult learners.

3.4 Difference Between the Attitudes Towards Recreational Reading of Print Text and of Digital Text

Table 6 below presents the non-significant difference in reading attitudes between Grade 12 students towards Recreational Reading of Print Text (RP) and Recreational Reading of Digital Text (RD) using an Independent Sample T-test.

Table 6. *Difference Between the Reading Attitudes Towards Recreational Reading of Print Text (RP) and Recreational Reading of Digital Text (RD)*

Group	Mean	*p*-value	Decision	Remarks
Recreational Reading of Print Text (RP)	5.28	.804	Failed to Reject H_0	Not Significant
Recreational Reading of Digital Text (RD)	5.31			

Note: If the p-value is less than or equal to 0.05 level of significance, reject H_0; otherwise, fail to reject H_0.

The p-value for the difference between the two groups is 0.804, which is greater than the 0.05 level of significance; therefore, the result is not significant. This implies that the reading attitudes of Grade 12 students toward Recreational Reading of Print Text (RP) are not significantly different from their attitudes toward Recreational Reading of Digital Text (RD). In recreational reading, students have the freedom to select any reading materials (Hughes-Hassell & Rodge, 2007). This fundamental characteristic of recreational reading may explain the lack of significance in the mean scores of Grade 12 students for RP and RD. Despite differences in reading media (print and digital), students consistently reported a "good" feeling toward reading for recreational purposes.

3.5 Difference Between the Attitudes Towards Academic Reading and Recreational Reading

Academic Reading and Recreational Reading of Print Text

Table 7 below presents the significant difference in reading attitudes between grade 12 students towards Academic Reading of Print Text (AP) and Recreational Reading of Print Text (RP), as determined by an Independent Sample T-test.

Table 7. *Difference Between the Reading Attitudes Towards Academic Reading of Print Text (AP) and Recreational Reading of Print Text (RP)*

Group	Mean	*p*-value	Decision	Remarks
Academic Reading of Print Text (AP)	4.41	< .001	Reject H_0	Significant
Recreational Reading of Print Text (RP)	5.28			

Note: If the p-value is less than or equal to 0.05 level of significance, reject H_0; otherwise, fail to reject H_0.

The p-value for the difference between the two groups is < 0.001, which is less than the 0.05 level of significance; therefore, the result is significant. This implies that the reading attitudes of grade 12 students towards Academic Reading of Print Text (AP) are significantly different from those towards Recreational Reading of Print Text (RP). Given that the reading medium is print, the significant difference in scores may be attributed to attitudes towards the recreational purpose of reading.

Academic Reading and Recreational Reading of Digital Text

Table 8 shows the significant difference in reading attitudes between Grade 12 students towards Academic Reading of Digital Text (AP) and Recreational Reading of Digital Text (RD), as determined by an Independent Sample T-test.

Table 8. *Difference Between the Reading Attitudes Towards Academic Reading of Digital Text (AD) and Recreational Reading of Digital Text (RD)*

Group	Mean	*p*-value	Decision	Remarks
Academic Reading of Digital Text (AD)	4.68	< .001	Reject H_0	Significant
Recreational Reading of Digital Text (RD)	5.31			

Note: If the p-value is less than or equal to 0.05 level of significance, reject H_0; otherwise, fail to reject H_0.

The p-value for the difference between the two groups is < 0.001, which is less than the 0.05 level of significance; therefore, the result is significant. This implies that the reading attitudes of Grade 12 students toward Academic Reading of Digital Text (AD) differ significantly from those toward Recreational Reading of Digital Text (RD). Although there is a significant difference in their attitudes toward AD and RD, the degree of feeling is the same, as they reported a "good" feeling toward both subscales. Nevertheless, this analysis aligns with the study by Early

(2011), which demonstrated that high school students (Grades 10 to 12) exhibit "more positive attitudes" toward reading for leisure or recreation than toward reading for school purposes.

Grade 12 students' reading attitude scores in the four subscales (AP, AD, RP, RD) were compared in four ways (AP vs. AD; RP vs. RD; AP vs. RP; AD vs. RD) to identify significant differences between paired scores and determine the contexts in which students hold more positive attitudes. The results indicate that Grade 12 students have fewer positive attitudes toward reading in AP. Their positive attitudes toward AD demonstrate that, while digital natives are more accustomed to reading digital materials (Caparoso & Cirocki, 2016; Dalton & Proctor, 2008), varying degrees of positive attitudes can still emerge, depending on the purpose of reading. Furthermore, their positive attitudes toward RP and RD reflect an inclination toward independent, self-selected, and voluntary reading (Leisure Reading Board Task Force of the International Reading Association, 2014), which is particularly relevant to high school students, as recreational reading is correlated with academic success (Hughes-Hassell & Rodge, 2007).

3.6 Findings Implications for Online Distance Learning (ODL) and Face-to-Face Learning Settings

The study was conducted during a period when students were engaged in online distance learning (ODL) to ensure continuity of learning amid the COVID-19 pandemic. The positive attitudes of Grade 12 students toward reading digital texts—both academic and recreational—are advantageous since ODL heavily relies on digital reading. Such findings highlight the importance of surveying students' attitudes toward digital reading to better inform ODL instruction. These positive attitudes may be attributed to the inherent characteristics of electronic reading, which are fun and easy (Siagian & Maryanti, 2018). Whether in ODL or face-to-face learning, teachers can maximize the use of digital texts in literacy instruction to sustain students' engagement.

Despite reporting "good" feelings toward academic digital (AD), recreational print (RP), and recreational digital (RD) reading, students expressed only a "slightly good" attitude toward academic print (AP). Comparisons of their attitudes show that AP consistently receives lower ratings than AD and RP, which is concerning given that Philippine public schools predominantly use printed instructional materials, such as textbooks, modules, and handouts, in face-to-face settings. This finding implies a need to improve students' attitudes toward academic print reading. Moreover, since students did not indicate "excellent" feelings in any subscale (AP, AD, RP, RD), their reading attitudes, while positive, still have room for growth. Teachers, school administrators, and the Department of Education (DepEd) should work together to plan, implement, and sustain programs to monitor and improve students' reading attitudes.

To support this goal, teachers can organize school-based activities that promote independent reading, such as Sustained Silent Reading (SSR) and Drop Everything and Read (DEAR) (International Reading Association, 2014). These activities, traditionally implemented in face-to-face settings, can be adapted for ODL with appropriate modifications and help maintain students' engagement (Willingham, 2015). Ensuring the availability of sufficient and accessible print and digital materials is also critical, which can be addressed through the Learning Resource Management and Development System (LRMDS) of the Department of Education (DepEd) (DO 76, s. 2011). Whether for ODL or face-to-face learning, surveying students' attitudes toward both print and digital reading remains essential, as students' engagement or avoidance of reading often depends on their attitudes (Conradi, Jang, & McKenna, 2014). Positive reading attitudes not only encourage students to accomplish academic tasks but also foster independent recreational reading and the ability to navigate multimodal texts, which are necessary for 21st-century literacy (Bull & Anstey, 2010).

4.0 Conclusion

Based on the findings, the following conclusions were drawn: The reading attitudes of Grade 12 students toward academic reading of print texts (AP) and academic reading of digital texts (AD) differ. Their attitudes toward recreational reading of print text (RP) and digital text (RD) are identical. However, their attitudes toward academic reading of print text (AP) and recreational reading of print text (RP) differ, as do their attitudes toward academic reading of digital text (AD) and recreational reading of digital text (RD).

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