

THE EFFECT OF TECHNOLOGY RESOURCES ON COLLEGE SOPHOMORES' READING HABITS IN ILOCOS SUR POLYTECHNIC STATE COLLEGE PHILIPPINES

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ABSTRACT

Imbibing reading habits is an essential skill necessary in the acquisition of knowledge, which is highly demanding in the life of every student in the academic environment. However, as modern technological resources keep on advancing, the reading habits of students are also changing with reading on screen. This study examined the reading habits of college sophomore students as affected by technological resources. The survey instruments, distributed to 254 college sophomore students at the Ilocos Sur Polytechnic State College, allowed the respondents to assess their reading habits in terms of reading hours, reading purposes, reading content, and reading attitude, with the technological resources as their tool. The data gathered in the study was analyzed statistically using the simple frequency count and percentage, mean, and Pearson correlation. The findings revealed that the college sophomores achieved an average level in their English subjects. In addition, it was found that the technology resources were moderately adequate to be used for reading among the college sophomores. Despite this, the results still showed that college sophomore students spent 2-3 hours a day reading, primarily in preparation for their exams. In addition, they read the available reading content moderately often, and they perceive a positive attitude towards the use of technological resources for reading. Furthermore, it was revealed that there is a significant relationship between reading habits and academic achievements. The study's findings will be used to improve instructional approaches and to launch e-reading initiatives in colleges.

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INTRODUCTION

Reading enables one to discover new horizons to update existing general knowledge; and get in new linguistic dimensions to address specific problems. Furthermore, it provides opportunities for young and adults alike to learn latest trends across various sectors and disciplines. Reading habits are well planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subject and passing at examinations and determine the academic achievements of students to great extent¹. It is the activity of deriving meaning from the text which is conducted frequently².

According to Akabuike and Asika³, academic success at the tertiary level is likely a multi-dimensional phenomenon that includes languages proficiency, learning, study strategies and certain personal characteristics. And this could be achieved when one imbibes a good reading habits which will make him/her a lifelong learner. Thus, many schools and universities now have moved online; some are utilizing the technological gadgets while some are blending face-to-face with lectures and modules⁴. This then requires the students to read more through various resources and platforms specifically those aided with technology to cope with the required competencies.

Larson, as cited by ChanLin⁵, said that modern technological innovation has led to profound changes in reading literacy⁶. Over the past decades, the rapid infiltration of technology has significantly affected education of all levels. In addition to traditional reading literacies, today's students encounter and interact with new literacies, including electronic books, Internet-based reading and writing, and online communication experiences. Almog and Almog, as mentioned by Davidovitch et al. claimed that the textbook was the main study tool before⁷,

¹ Owusu-Acheaw, M. (2014). Reading habits among students and its effect on academic performance: A study of students of Koforidua Polytechnic. *Library Philosophy and Practice (e-journal)*. <http://digitalcommons.unl.edu/libphilprac/1130>

² Bana, A. (2020). Students' perception of using the internet to develop reading habits: A case study at the English Education Department of Universitas Kristen Indonesia. *Journal of English Teaching*, 6(1), 60-70.

³ Akabuike, I. & Asika, I. (2012). Reading habits of undergraduates and their academic performances: Issues and perspectives. *An International Multidisciplinary Journal, Ethiopia*, 6(2), 246-257. DOI://dx.doi.org/10.4314/afrrrev.v6i2.22.

⁴ Thompson, H.S., Graham, A. & Marsham, S. (2018). Exploring the reading practices of undergraduate students. *Education Inquiry*, 9(3), 284-298. DOI: 10.1080/20004508.2017.1380487

⁵ Chanlin, L.J. (2011). Reading strategy and the need of e-book features. *The Electronic Library*, 31(3), 329-324. DOI 10.1108/EL-08-2011-0127

⁶ Yusuf, M., Zuzana, M., & Witro, D. (2020). Literacy Education Urgency for Centennial Generation in Industrial Revolution 4.0. *Paedagogia: Jurnal Pendidikan*, 9(2), 1-14. <https://doi.org/10.24239/pdg.Vol9.Iss2.61>

⁷ Davidovitch, N. & Eisenbach, Y.Y. (2018). The learning paradox: The digital generation seeks a personal, human voice. *Journal of Education and e-Learning Research*, 6(2), 61-68. DOI: 10.20448/journal.509.2019.62.61.68

and Fakhurrozi & Mashuri research has told that learning process is held in a traditional way, using very minimal of media, methods and subject matter for describing traditional education⁸. On the contrary, students today have access to multiple study tools, and most courses are accompanied by course materials available on the institution's website, including articles, presentations, video clips, sample exams, etc. Computers have replaced books and students manage their entire lives on their computers. Biancarosa and Griffiths clarify the use of e-reading technology to refer to the hardware and software used to display and interface with digital text. Hardware includes devices, such as e-readers and tablets, as well as smartphones, laptops, and even desktop computers that display digital text⁹. Software includes a range of applications and programs that allow readers to interact with the text, either locally on the device or over a network; it may or may not include instructional features.

Based on the research of Aleman et al.¹⁰, they suggested that colleges and universities need to increase their use of technology to support learning and academic engagement for first-gen students. In their research with first-gen students transitioning from high school to college, they have seen first-hand how students used technology as a way to acquire the sound and reliable information and knowledge (often tacit knowledge) that they need to navigate the demands of the college classroom and access the academic knowledge necessary to thrive in their courses. However, college students face challenges and struggles to recognize the use of technological platforms to acquire information needed to master the other concepts in their field of discipline.

It is must need to assess the students' reading habits and help them to handle circumstances in any respect. Helping more students to become effective readers is one of the goals of educators in modern times. If computers have replaced the traditional literacy world, it is noteworthy that educators, publishers, writers, and software engineers might cooperate with each other to create more interesting and economic online materials for students based on the knowledge of students' reading habits and reading behaviors¹¹. With this, the author is interested in investigating the reading habits of the college sophomore students at the Ilocos Sur Polytechnic State College as affected by technology resources and its effect to their academic achievements.

⁸ Hatta Fakhurrozi, & Saepudin Mashuri. (2021). Homeschooling: A Formula for Establishing Islamic Education In Remote Communities In Indonesia. *Paedagogia: Jurnal Pendidikan*, 10(2), 149-170. <https://doi.org/10.24239/pgd.Vol10.Iss2.174>

⁹ Biancarosa, G., & Griffiths, G.G. (2012). Technology tools to support reading in the digital age. *The Future of Children*, 22(2), 139-160. DOI: 10.1353/foc.2012.0014

¹⁰ Aleman, A. M, Kenyon, H. R. & Romer, M. S. (2018). Using technology to help first-gen students. *Inside Higher Ed*. R <https://bit.ly/3bHHRRj>

¹¹ Shen. L. (2006). Computer technology and college students' reading habits. *Chia-nan Annual Bulletin*, 32, 559-572. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.526.1818&rep=rep1&type=pdf>

This study sought to answer the questions as: 1) what is the level of the academic achievement of the college sophomore students?; 2) what is the level of availability of their technology resources?; 3) what is their reading habits through technology resources? The question including discussion about reading hours, reading purposes, reading contents, and reading attitude; and 4) Is there a significant relationship between reading habits and academic achievement, and reading habits and availability of technology resources?

Methods

This study used the quantitative approach employing descriptive-correlational design. Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories¹². In this study, academic achievement, availability of technology resources, reading habits along reading hours, reading purposes, reading contents and reading attitude were statistically described. The researcher also used the correlational research design in determining the significant relationship between reading habits and academic achievement; and reading habits and adequacy of technology resources.

The study was conducted among the college sophomore students who were enrolled during the First Semester, Academic Year 2020-2021 at the Ilocos Sur Polytechnic State College, Santa Maria Campus. A total of two hundred fifty-four respondents were involved in the conduct of this study.

The frequency count and percentage, weighted mean and Pearson r Moment Correlation were used in analyzing the data. The frequency count and percentage was used to describe the amount of time spent on reading per day by the respondents. The weighted mean was used to describe the level of availability of the technology resources often used for reading, the level of academic achievement, and the reading habits of the respondents in terms of reading purposes, reading contents, and reading attitude. Pearson r Moment Correlation was used to determine the significant relationship between the reading habits and the academic achievement; and reading habits and the availability of technology resources.

The following statistical limits were used in quantifying the data gathered in the study:

A. Academic Achievement of the Respondents

Grade	Descriptive Rating
1.25-1.0	Excellent/Very Superior
2.0-1.50	Very Good
2.5-2.25	Good/Average
3.0-2.75	Satisfactory/Fair

¹² McCombes, S. (2019). Descriptive research. Retrieved from <https://www.scribb.com/methodology/descriptive-research/>

B. Level of Availability of Technology Resources

Rating	Statistical Limit	Descriptive Rating
5	4.21-5.00	Completely Available
4	3.41-4.20	Available
3	2.61-3.40	Moderately Available
2	1.81-2.60	Partially Available
1	1.00-1.80	Not Available

C. Extent on the Purpose of Reading through Technology Resources

Rating	Statistical Limit	Descriptive Rating
5	4.21-5.00	To a Very Large Extent
4	3.41-4.20	To a Large Extent
3	2.61-3.40	To a Moderate Extent
2	1.81-2.60	To a Small Extent
1	1.00-1.80	To a Very Small Extent

D. Level of Frequency on Reading Contents through Technology Resources

Rating	Statistical Limit	Descriptive Rating
5	4.21-5.00	Always
4	3.41-4.20	Very Often
3	2.61-3.40	Moderately Often
2	1.81-2.60	Seldom
1	1.00-1.80	Never

E. Level of Agreement on Reading Attitude on Technology Resources

Rating	Statistical Limit	Descriptive Rating
5	4.21-5.00	Strongly Agree
4	3.41-4.20	Agree
3	2.61-3.40	Undecided
2	1.81-2.60	Disagree
1	1.00-1.80	Strongly Disagree

RESULTS AND DISCUSSIONS

Reading habit is defined as the use of reading as a regular activity. It is the cultivation of an attitude and possession of skills that make reading a pleasurable, regular and constant activity¹³. Furthermore, Awoyemi and Yusuf also stated that “reading habit is the kind of habit that imbibes reading and studying as the basis of growth and development. It is the type that sees continuous and dedicated reading of information resources by pupils, children, students and adults for knowledge acquisition, which will be applied practically for development. This study enables to show that the college students perform good in their English subjects. However, this still not enough considering that their discipline requires

¹³ Awoyemi, O.O. & Yusuf, A.R. (2016). Reading habits of users as determinants of the utilization of library information resources of two public libraries in South- West, Nigeria. *Library Philosophy and Practice* (e-journal). <https://bit.ly/3aNg5Sh>

them to master various skills which require a thorough reading habit. With this, reading habit is deemed significant in the lives of every person, particularly that the pieces of information now are already digital which make it more accessible to all. After a thorough analysis of data, the following findings were drawn:

Table 1. Level of Academic Achievement in English

Numerical Ratings	f	%	Level of Academic Achievement
1.25-1.0	3	1.18	Very Superior
2.00-1.5	97	38.18	Very Good
2.5-2.25	108	42.52	Good/Average
3.0-2.75	46	18.11	Fair/Satisfactory

As stipulated in the 2019 ISPSC Revised Student Manual page 20, the College adopts and implements a grade point average system. The mean grade of the students is 2.27 which indicates a “Good” level. The result suggests that the sophomore students of the Ilocos Sur Polytechnic State College-Santa Maria Campus have an average level of academic achievement in the English subject. This shows that they are confident and able in using and comprehending the English language.

Similar result is found by Rabanal¹⁴, that BEEd graduates perform “good” in their English subject. The finding of the study is also in consonance to the result of the study of Racca & Lasaten¹⁵, which aimed to investigate the level of English language proficiency and academic performance of the Philippine Science High School students. Based on the findings, the study found out that the level of academic performance of the students in English is good. However, the result does not conform to the findings of Francisco and Celon that the students perform “outstanding” in terms of their academic achievement in the English subject¹⁶.

Table 2. Level of Availability of Technology Resources

Reading Purposes	Mean	DR
1. Smartphone	4.30	CA
2. Personal Computer	2.89	MA
3. Tablet	2.53	PA
4. e-Reader (e.g. Kindle, Nook)	2.47	PA
5. Laptop	3.28	MA
6. Netbook	2.73	MA
7. iPad	2.53	PA

¹⁴ Rabanal, G.C. (2016). Academic achievement and let performance of the Bachelor of Elementary Education graduates, University of Northern Philippines. *International Journal of Scientific and Research Publications*, 6(6) 455-461. ISSN 2250-3153

¹⁵ Racca, R.B., Lasaten, R.C. (2016). English language proficiency and academic performance of Philippine Science High School students. *International Journal of Languages, Literature and Linguistics*, 2(2), 44-49. www.academia.edu/download/52000896/RRL_thesis.pdf

¹⁶ Francisco, C. & Celon, L. C. (2020). Teachers' instructional practices and its effects on students' academic performance. *International Journal of Scientific Research in Multidisciplinary Studies*, 6(7), 64-71.

8. Ordinary Mobile Phone	3.43	A
9. Personal Digital Assistant	2.91	MA
Average Mean	3.01	MA

Based on the table, it can be inferred that the level of availability of technology resources for reading is moderately available with an average mean of 3.01. It can be noticed that smartphone (4.30) is completely available to them; however, the other technological resources such as tablet (2.53), iPad (2.53) and e-Reader (2.47) are partially available to them. This shows that the students have a very limited resources to be used to improve or develop their reading habits. Therefore, there should be a concrete plan as to where these resources will be made available at home and in the academe.

Reading Habits of College Sophomore Students

The succeeding tables present the reading habits of the college sophomore students as affected by the technology resources.

Table 3. Amount of Time Spent on Reading per Day

Reading Hours	f
0-1hours	52
2-3 hours	151
4-5 hours	39
Over 6 hours	12

As seen in Table 3, the great majority of the respondents spend 2 to 3 hours in reading in a daily basis. The result indicates that college students spent just enough amount of time on reading through technology resources. This is somewhat expected due to the other extracurricular and non-academic activities such as joining in musical, sports, clubs and others that attract their attention. Nonetheless, a significant amount of time should be allotted to reading academic materials in the technology resources to acquire pertinent information relative to their discipline.

The same result was obtained in the study of Annamalai and Muniandy that that polytechnic students spent significant amount of time on reading per day as they read between one to two hour per day¹⁷. The result negates the finding of Kvavik in his survey that the university students spent 3-5 hours for reading purposes on their computers and other technology-powered gadgets¹⁸. However, Shafi and Loan found that majority of the college students in University of Kashmir spend 1-2 hours on reading per day. The average time students spend on reading is estimated 1.90 hours/day¹⁹.

¹⁷ Annamalai, S. & Muniandy, B. (2013). Reading habit and attitude among Malaysian Polytechnic Students. *International Online Journal of Educational Sciences*, 5(1), 32-41.

¹⁸ Kvavik, R.B. (2018). Convenience, communications, and control: How students use technology. *EDUCAUSE Center for Analysis and Research and University of Minnesota, Twin Cities*. Retrieved from <https://bit.ly/2Sp3kHd>

¹⁹ Shafi, S.M. & Loan, F.A. (2010). Reading habits among the college students of Kashmir across genders. *Trends in Information Management*, 6. 92-103.

However, with the limited hours spend in reading, Liswaniso and Mubanga found out in their study that in terms of students' reading habits, the student-teachers at the Katima Mulilo Campus are not good readers and invest limited time in reading²⁰. The students showed weak reading habits which is not good for their academic success and teaching career.

Table 4. Extent on the Purpose of Reading

Reading Purposes	Mean	DR
1. For the preparation of class notes	3.92	TLE
2. For the preparation of exams	4.04	TLE
3. For the updating of knowledge	3.82	TLE
4. For entertainment	3.25	TME
5. For learning new words	3.72	TLE
6. For getting ahead of the lessons	3.66	TLE
7. For relaxation	3.22	TME
Average Mean	3.66	TLE

Tabel 4 reveals that the reading purposes among the respondents is given a large extent with an overall mean of 3.66. This shows that college students have a wide perception on the various purposes of reading which can be beneficial to them in any way possible.

Furthermore, it is also evident in the table that the respondents mostly read particularly for the preparation of exams (4.04), for the preparation of class notes (3.92), for the updating of knowledge (3.82), for learning new words (3.82), and for getting ahead in the studies (3.66) which are all described as To a Large Extent. This indicates that respondents have a wide perception on reading purposefully to incline further their academic knowledge. However, they have the least interest in reading for entertainment (3.25) and for relaxation (3.22). This implies that the students have to also be oriented with the benefits of reading as a way for entertainment such as to make them mentally active and to foster their creativity.

This approves the study of Liswaniso and Mubanga show that the students read mainly for study purposes²¹. Over sixty percent of the students are motivated to read because of the need to complete their assignments or pass tests/examinations. Furthermore, according to Parlette and Howard²², students have been found to read first and foremost for utilitarian reasons. Students spend more time fulfilling academic requirements than with non-academic reading

²⁰ Liswaniso, B.L. & Mubanga G.N. (2019). Examining the reading habits of university students: A study of students at the Katima Mulilo Campus of the University of Namibia. *Electronic Journal of Foreign Language Teaching*, 16(1), 140-152.

²¹ Ibid.

²² Parlette, M. & Howard, V. (2010). Personal growth, habits, and understanding: pleasure reading among first-year university students. *Evidence Based Library and Information Practice*, 5(4), 53-69.

material. Namely, when they read – they do so mainly to pass their exams (Owusu-Acheaw, 2014). According to Ridwan and Gultom, the students tend to read for pleasure/entertainment or for the purpose of grabbing rich of information for the sake of their own rather than reading for the academic purposes (reading journals or e-books)²³.

Table 5. Level of Frequency on Reading Contents

Reading Contents	Mean	DR
1. Online news	3.67	VO
2. Online magazines	2.77	MO
3. E-books	2.70	MO
4. Stories and novels	3.15	MO
5. Emails	3.38	MO
6. Journal articles	3.17	MO
7. Discipline-specific information	3.36	MO
8. Sales information	3.01	MO
9. Movie reviews	3.10	MO
10. Horoscopes	2.91	MO
11. Weather reports	3.63	VO
12. Health information	3.62	VO
13. Comic strips	2.94	MO
14. Jokes/Memes	3.43	VO
15. Fashion	3.24	MO
16. Blog posts	3.41	VO
17. Food/nutrition	3.66	VO
18. Course-related articles	3.67	VO
Average Mean	3.27	MO

As shown in the table 5, the average mean on the level of frequency on reading purposes of the college sophomore students in ISPSC is 3.27 described as “Moderately Often” which means that students have a fair interest and attractiveness in reading the available content through technology resources.

Online news and course-related articles got the highest mean score of 3.37 from the respondents which is described as “Very Often”. This only shows that the students are more interested in reading news articles that can be easily accessed online through their gadgets to get updated with the current events. Almost all the well-known news websites are linked to various social media applications which are very popular with students. This is supported by the findings of Akarsu and Dariyemez²⁴, that online news was chosen as the most widely read topic among university students. However, this negates the findings

²³ Ridwan, F.Z.T. & Gultom, U.A. (2017). Reading habits in digital era: A research on the students in Borneo University. *Language and Teaching Journal*, 20(2), 147-157. DOI: doi.org/10.24071/lt.2017.200209

²⁴ Akarsu, O., & Dariyemez, T. (2014). The reading habits of university students studying English language and literature in the digital age. *Journal of Language and Linguistic Studies*, 10(2), 85-99. www.jlls.org/index.php/jlls/article/view/231/197

of Shen²⁵ that the college students read emails and fashion more often than any other online information. And students rarely read e-books, stories, and journal articles online.

Similarly, they read course-related articles very often, with a 3.67 mean score, to seek pertinent information relative to their academic track. This then enables them to acquire general knowledge regarding their course. Surprisingly, the students responded to journal articles and discipline-specific information with the mean score of 3.17 and 3.36 respectively as “Moderately Often”. This reveals that there are inconsistencies with the kind of reading contents that they read academically. Thus, they need to amplify a little further their focus these to fulfill their academic goals way better.

Table 6. Level of Agreement on Reading Attitude

Reading Attitude	Mean	DR
1. I do reading to learn English through the digital resources.	4.07	A
2. I enjoy reading e-books or online articles.	3.36	A
3. I use the technology-assisted resources which develop my reading ability.	3.89	A
4. I easily and quickly read for information using technology-assisted resources.	3.70	A
5. The technology-assisted resources drive me to read more because they are handy and portable.	3.72	A
6. I store academic materials that I need to for reading using technology-assisted resources.	3.72	A
7. I feel confident using the searching tools to find necessary texts.	3.76	A
8. I am motivated to read and explore many topics I have not seen.	3.92	A
9. I organize well my reading materials using my gadgets.	3.67	A
10. I prepare reading notes more effectively using technology-assisted resources.	3.72	A
Average Mean	3.75	A

It can be gleaned in the table that all the items are described as “Agree” with an overall mean score of 3.75. This indicates that the respondents have a positive attitude towards the use of technology resources specifically for reading.

The item “I do reading to learn English through the digital resources” got the highest number of the mean (4.07) and followed with “I am motivated to read and explore many topics I have not seen” (3.92) and “I use the technology-assisted resources which develop my reading ability” (3.89), respectively. The result implies then that the students engage themselves to read through various digital or online resources basically to develop reading ability, to seek information, and to improve their English proficiency. The result is aligned in the study conducted by Mauang and Win that the students perceived technological tools not only useful in helping them to improve their skill in English but also there are

²⁵ Shen, L. (2006). Computer technology and college students’ reading habits. *Chia-nan Annual Bulletin*, 32, 559-572. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.526.1818&rep=rep1&type=pdf>.

many purposes in using these tools²⁶. The dominant reason is to improve English skills.

In contrast, the item “I enjoy reading e-books or online articles” got the lowest mean (3.36) among the listed items. This only shows that though the students perceived technology resources as useful to improve their reading skills and their English proficiency, there is still something that pulls them back from sustaining their enjoyment in reading e-books or online articles. There may be some distractions or factors that hinder them to enjoy reading. This was confirmed by the study of Huang et al²⁷. that on a weekly basis, college students enjoyed using social media and social networks more than reading for academic purposes or recreational reading. This is also similar to the result of the survey conducted by Bilan²⁸ who also investigated that the common distraction factors are social media notifications and emails when reading digital content.

In the study done by Nicholas et al., as mentioned by Andrew et al.²⁹, revealed that respondents did not spend a sustained amount of time on full-text articles. Rather, two-thirds of article views lasted less than three minutes, which suggested very brief and cursory viewing of articles.

Dado et al. found that majority of the university students seldom enjoy the use of their e-books mainly because of online access problems which was an indication that not all students in the University have an internet connection in their homes making it difficult to download e-books³⁰. Only a few of the respondents stated that they seldom use e-books because of the cost of printing pages, as majority preferred to read from the screen rather than reading from the printed copy.

Table 6. Relationship between Reading Habits and Academic Achievement

Academic Achievement	Reading Habits			
	Reading Hours	Reading Purposes	Reading Contents	Reading Attitude
GPA	0.177**	0.316**	0.316**	0.233**

²⁶ Maung, W.Y., Win, T.S. (2019). To improve English language skills: Student's perception towards technology. *International Journal of Trend in Scientific Research and Development*, 3(5), 1760-1763. <https://doi.org/10.31142/ijtsrd26770>

²⁷ Huang, S., Capps, M., Blacklock, J., & Garza, M. (2014). Reading habits of college students in the United States. *Reading Psychology*, 35(5), 437-467. <https://doi.org/10.1080/02702711.2012.739593>

²⁸ Ibid.

²⁹ Andrew, M., Taylorson, J., Langille D.J., Zayed, A.G. & Williams, N. (2018). Student attitudes towards technology and their preferences for learning tools/devices at two universities in the UAE. *Journal of Information Technology Education: Research*, 17, 309-344. <https://doi.org/10.28945/4111>

³⁰ Dado, V.M.A., Idol, F.M.K., Jandayan, C.R.N., Niderost, N. & Mahinay, R.B.D. (2016). Acceptability of e-books for academic use among students and teachers in Mindanao University of Science and Technology. *Thesis*. DOI: 10.13140/RG.2.2.23640.49927

It is evident in the table that the respondents' level of academic standing, as quantified by their GPA, is significantly correlated with reading hours ($r=0.177$), reading purposes ($r=0.316$), reading contents ($r=0.316$), and reading attitude ($r=0.288$). These correlation values reject the null hypothesis that there is no significant relationship between reading habits and academic achievement. Therefore, the result indicates that there is a positive and direct effect of the reading habits of the students on their academic achievements. The students get higher performance in their academics when they are more inclined and engaged in their reading habits. Thus, they should be properly oriented that they still have to continue reading not just to maintain their grades but also to excel even better in the academe.

Table 7. Relationship between Reading Habits and Technology Resources

Reading Habits	Availability of Technology Resources								
	Smart phone	Personal computer	Tablet	e-reader	Laptop	Netbook	IPad	Ordinary phone	PDA
Reading Hour	0.14*	0.14*	0.29**	0.05	0.168*	0.10	0.06	0.11**	0.18
Reading Purposes	0.02	0.12	0.09	0.07	0.22*	0.04	0.10	0.03	0.04
Reading Contents	0.02	0.20	0.09	0.07	0.22*	0.04	0.10	0.03	0.04
Reading Attitude	0.05	0.08	0.07	0.02	0.15*	0.08	0.03	0.02	0.07

It is reflected on the table 7 that smartphones ($r=0.14$), personal computer ($r=0.14$), tablet ($r=0.29$), laptop ($r=0.17$) and ordinary phone ($r=0.11$) are significantly correlated to reading hour. This implies that the students take their time reading on smartphones, personal computer, tablet, laptop and ordinary phones. This is indicative further that if the students are more exposed in these technology resources, they most likely use their time in reading. On one hand, laptop is the only technology resource that is significantly related to reading purposes, reading contents, and reading attitude which yield $r=0.22$, $r=0.22$, and $r=0.15$, respectively. This shows that they only have a positive attitude towards reading the content purposefully if and when they are using the laptop. The results indicate that the availability of technology resources greatly affects the reading habits of the students. The students' incapacity to avail and be exposed to these technology resources used for reading may have a negative implication to their reading habits in general.

CONCLUSION

Reading is the gateway to success in education. It is the heartbeat of all courses offered in institutions. In the tertiary education, success is connected to

reading. Students are expected to read and master all the courses enrolled in order to get the expected grade point. Thus, they have to give importance on reading to get through their academic endeavors and become successful in attaining their degree. It is believed that college students know how to read, what to read, when to read and where to read. Therefore, what should be needing is an organized platform for them to learn to use the time and resources to make reading a habit. It is important to hone the reading competence of the students to prepare them for the higher level of knowledge and understanding. Furthermore, college students should be aware and develop sensitivity to technology resources as means of gathering information through reading. Instructors should make valuable academic materials and resources available to support their reading habits and for their active continuum of learning in general.

One key function of a college education is to enhance fluency in all of the modes of intellect which means they have to know how to interpret, analyze, trust, examine and judge all kinds of texts, whether novels or poetry, or spreadsheets, advertisements, editorials or speeches. These skills can only be equipped to them with the proper reading program that encourages them to love the habit of reading. Thus, the college administrators should consider to establish and implement a reading program or reading campaign to provide remedial actions and intervention procedures on the identified reading habits that need to be improved.

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