

# A Quantitative Analysis of the Influence of Teaching Style and Reading Comprehension on Active Reading Experience of Senior High School Students

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## ABSTRACT

This study investigates the impact of teaching styles and reading comprehension on active reading experiences of Senior High School at Lorenzo S. Sarmiento Sr. National High School. The main objective of this study was to understand the level of teaching styles, reading comprehension, and active reading experience, in terms of their corresponding indicators within each construct. It also aimed to recognize the significant difference between teaching styles, reading comprehension and active reading experience, as well as to determine which domains of teaching style, reading comprehension significantly impact the active reading experience. The study employed a correlational design and involved 199 respondents from the Senior High School students at Lorenzo S. Sarmiento Sr. National High. The statistical tools used in this study included the average weight mean, Spearman's rho, and multiple regression analysis. The results designate a very high level of teaching style among Senior High School students in terms of authority and lecture style, facilitator or activity style, as well as delegator or group style. The study also revealed a very high level of reading comprehension in the Senior High School, especially in student attitude towards English reading comprehension, students reading abilities and strategy use, as well as students' attitudes towards reading instruction and teaching strategies. Also, the study found out a very high level of active reading experience in terms of technology, purpose, as well as physical strategies. Furthermore, there was a very high correlation and a significant relationship between teaching style and reading comprehension and active reading experience, leading to the rejection of the null hypothesis. Moreover, all domains of teaching style given a very high ratings as perceived by the students.

**Keywords:** GAS, Teaching Style, Reading Comprehension, Active Reading Experience, Philippines

## INTRODUCTION

Active reading experience was a critical skill that enhanced comprehension and retention of information (Smith, 2020) and its application could vary significantly across different cultural contexts (Jones, 2019). However, it was found that in Nigeria, many students were having poor reading experiences due to inadequate resources and difficulties in comprehension (Ifeanyichukwu et al., 2019). Similarly, in Saudi Arabia, it was found that EFL (English as a Foreign Language) learners faced several problems in the reading process due to unfamiliar words, lack of self-study exercises, and limited discussion in the class (Alharbi, 2022). In addition, Cambodian students also experienced difficulties due to limited reading materials, especially in foreign languages, making it hard for them to develop a consistent reading habit and reducing overall reading comprehension (Sun, 2019).

In the Philippines, teaching styles were fundamental to shaping students' reading experiences, especially in active reading. A study in Palawan highlighted that teaching methods greatly influenced students' comprehension and engagement (Lopez et al., 2019). Educators in the Philippines were encouraged to employ inclusive and supportive teaching styles, which helped students feel a sense of belonging and motivated them to participate

more actively in class. Effective teaching styles bridged resource gaps and enhanced collaborative learning, making active reading a positive experience that improved comprehension and engagement (Gillet et al., 2019).

Reading comprehension in the Philippines was crucial to students' educational success, especially when connected to active reading practices (Toledo et al., 2023). Reading comprehension was vital for students to process and retain information effectively (Brandon, 2021). This ability required fluency, strategic understanding, and a motivation-based approach to fully engage with texts (Akyol, 2020). In many Philippine classrooms, active reading helped students better connect with and comprehend their lessons. This necessary skill enhanced their academic achievements and prepared them for more complex educational tasks (Turna & Güldenöglü, 2019).

In Region XI, particularly in Davao City, challenges in students' reading experiences were evident because teachers faced heavy workloads and limited resources (Tomas et al., 2021). Additionally, in Kidapawan City, much of the poor reading performance of MSU-Maguindanao learners in achievement tests and the inability to cope with academic demands was due to failure in comprehending and reading materials (Agao-agao, 2023). In Davao de Oro, through the researcher's observation in Lorenzo S. Sarmiento Sr. National High School, during reading activities, students were not interested and were not active due to boredom and difficulties in understanding ambiguous words. However, the researchers were somehow interested in how teaching style and reading comprehension influenced the active reading experience.

However, although research had explored the effects of various teaching styles on student learning and engagement, there was limited understanding of how specific teaching styles impacted active reading experiences and subsequent reading comprehension. Most studies focused on either teaching techniques or reading strategies separately without examining how different instructional approaches might have encouraged or hindered active reading practices and comprehension outcomes. This gap highlighted a need for research investigating how specific teaching styles, such as inquiry-based or collaborative approaches, influenced students' engagement with active reading and ability to comprehend texts effectively.

## Research Objectives

1. To determine the level of teaching style among student in Lorenzo S. Sarmiento Sr. National High School in terms of:

1:1 authority or lecture style;

1:2 facilitator or activity style; and

1:3 delegator or group style.

2. To determine the level of reading comprehension among student in Lorenzo S. Sarmiento Sr. National High School in terms of:

2:1 student attitude towards English reading comprehension;

2:2 students reading abilities and strategy use; and

2:3 student attitudes towards reading instruction and teaching strategies.

3. To determine the level of active reading experience among student t in Lorenzo S. Sarmiento Sr. National High school in terms of:

3:1 technology;

3:2 purpose; and

3:3 physical strategies.

4. To determine the significant relationship between the teaching styles and active reading experience of student in Lorenzo S. Sarmiento Sr. National High School.

5. To determine the significant relationship between the reading comprehension and active reading experience of student in Lorenzo S. Sarmiento Sr. National High School.

6. To determine which of the domains in the teaching styles would influence active reading experience among student in Lorenzo S. Sarmiento Sr. National High School.

7. To determine which of the domains in reading comprehension would influence active reading experience among student in Lorenzo S. Sarmiento Sr. National High School.

## METHODOLOGY

This study employed a quantitative correlational research design to investigate the potential relationship between three specific variables. By utilizing descriptive correlational techniques, this study aimed to explore the nature and strength of this relationship without manipulating any variables. This approach was deemed appropriate for examining the existing conditions and potential connections between these factors, allowing the identification of any patterns or trends that might indicate a significant relationship. This study focused on understanding the existing state of affairs and exploring the potential connections between the variables, rather than attempting to establish cause-and-effect relationships. This approach allowed for a comprehensive analysis of the variables within their natural context, providing valuable insights into the complex interplay between two or more measurable variables (Gay et al., 2006).

### Population and Sample

Simple random sampling was utilized to select respondents for this study. The subjects included 199 Grade 12 students from Lorenzo S. Sarmiento Sr. National High School, encompassing both male and female students currently enrolled in the first semester of the 2024-2025 school year. Junior high school students and Grade 11 students were excluded from the study. Participation was voluntary, and respondents could withdraw at any time if they felt uncomfortable during the study. These individuals were considered ideal respondents as they were preparing for higher education and career paths, where strong reading and comprehension skills were essential. Their direct involvement in the academic environment made them well-suited for assessing the effectiveness of various teaching styles on reading comprehension, especially in the context of active reading strategies.

According to Kline (2005), a sample size ranging from 100 to 200 respondents was considered medium, supporting the study's aim. At Lorenzo S. Sarmiento Sr. National High School, with a total population of 411 Grade 12 students, a random sample of 199 was determined using the Raosoft sample size calculator. Table 1 details the distribution of the respondents among various sections.

Table 1. Population and Sample size of Respondents

Section	Population	Respondents
A	53	26
B	51	25
C	48	23
D	47	23
E	43	21

F	45	22
G	40	19
H	46	22
I	38	18
<b>TOTAL</b>	<b>411</b>	<b>199</b>

### Statistical Tool

The statistical tools was used for data analysis and interpretation are the following:

**Mean.** This statistical tool was used to determine the level of teaching styles, reading comprehension, and students' active reading experience.

**Spearman's rho.** This statistical tool was used to determine the significance of the relationship between teaching styles and reading comprehension and students' active reading among Lorenzo S. Sarmiento Sr. National High School.

**Multiple regression analysis.** This statistical tool was used to determine the influence of teaching styles and reading comprehension on students' active reading experience among Lorenzo S. Sarmiento Sr. National High School.

## RESULTS

### Level of Teaching Style

Table 2 shows the level of teaching style in terms of authority or lecture style, facilitator or activity style and delegator or group style. The overall mean is 4.28 described as very high with the standard deviation of 0.58. The very high level could be attributed to the high ratings given by the respondents in all indicators. This also entails that the respondent's responses to the level of teaching style are very much positive in terms of authority or lecture style, facilitator or activity style and delegator or group style.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.32 or very high for authority or lecture style with a standard deviation of 0.58; 4.29 or very high for facilitator or activity style of teaching style with a standard deviation of 0.57; 4.22 or very high for delegator or group style with a standard deviation of 0.59.

Table 2. Level of Teaching Style

Indicators	Mean	SD	Descriptive Equivalent
Authority or Lecture Style	4.32	0.58	Very High
Facilitator or Activity Style	4.22	0.57	Very High
Delegator or Group Style	4.29	0.59	Very High
<b>Overall</b>	<b>4.28</b>	<b>0.58</b>	<b>Very High</b>

### Level of Reading Comprehension

Table 3 shows the level of reading comprehension in terms of student attitude towards English reading comprehension, students reading abilities and strategy use and student attitudes towards reading instruction and teaching strategies. The overall mean is 4.21 described as very high with the standard deviation of 0.48. The very high level could be attributed to the high ratings given by the respondents in all indicators. This also entails that the respondent's responses to the level of reading comprehension are very much positive in terms of student attitude towards English reading comprehension, students reading abilities and strategy used and student attitudes towards reading instruction and teaching strategies.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.26 or very high for student attitude towards English reading comprehension with a standard deviation of 0.60; 4.21 or very high for students reading abilities and strategy used with a standard deviation of 0.50; 4.17 or very high for Student attitudes towards reading instruction and teaching strategies with a standard deviation of 0.61.

Table 3. Level of Reading Comprehension

Indicators	Mean	SD	Descriptive Equivalent
Student Attitude towards English Reading Comprehension	4.26	0.60	Very High
Students Reading Abilities and Strategy Use	4.21	0.50	Very High
Student Attitudes Towards Reading Instruction and Teaching Strategies	4.17	0.61	High
<b>Overall</b>	<b>4.21</b>	<b>0.48</b>	<b>Very High</b>

### Level of Active Reading Experience

Table 4 shows the level of active reading experience in terms of technology, purpose and physical strategies. The overall mean is 4.30 described as very high with the standard deviation of 0.48. The very high level could be attributed to the high ratings given by the respondents in all indicators. This also entails that the respondent's responses to the level of active reading experience are very much positive in terms of technology, purpose and physical strategies.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.32 or very high for technology with a standard deviation of 0.59; 4.32 or very high for purpose with a standard deviation of 0.52; 4.25 or very high for physical strategies with a standard deviation of 0.59

Table 4. Level of Active Reading Experience

Indicators	Mean	SD	Descriptive Equivalent
Technology	4.32	0.59	Very High
Purpose	4.32	0.52	Very High
Physical Strategies	4.25	0.59	Very High
<b>Overall</b>	<b>4.30</b>	<b>0.48</b>	<b>Very High</b>

### Significance on the Relationship Between Teaching Style and Active Reading Experience

Table 5 shows that study skills and academic success have a Spearman's rho value of 0.146\*, indicating a low relationship. Moreover, a p-value of 0.039, less than the 0.05 p-value, means a significant relationship between teaching style and active reading experience. Thus, the null hypothesis, which states no significant relationship between teaching style and active reading experience, is rejected. This further implies that active reading experience tends to be observed when the teaching style is observed.

Table 5. Significance on the Relationship Between Teaching Style and Active Reading Experience

		Teaching Style
Active Reading Experience	Spearman rho	0.146*
	p-value	0.039

### Significance on the Relationship Between Reading Comprehension and Active Reading Experience

Table 6 shows that study skills and academic success have a Spearman's rho value of 0.146\*, indicating a low relationship. Moreover, a p-value of 0.039, less than the 0.05 p-value, means a significant relationship between teaching style and active reading experience. Thus, the null hypothesis, which states no significant relationship between teaching style and active reading experience, is rejected. This further implies that active reading experience tends to be observed when the teaching style is observed.

Table 6: Significance on the Relationships Between Reading Comprehension and Active Reading Experience

		Reading Comprehension
Active Reading Experience	Spearman's rho	0.678*
	p-value	<.001

### Multiple Regression Analysis on the influence of the

#### Domain of Teaching Style on Active Reading Experience

The data shown in Table 7 are the regression analysis on the influence of teaching style. The table shows a computed f-value of 49.190 and a p-value <.001, meaning that teaching style significantly influences the active reading experience of students since the probability value is less than 0.05 significance level. The coefficient of determination ( $R^2$ ) of 0.431 connotes that 43.1% of active reading experience is explained by authority or lecture style, facilitator or activity style, delegator of group style. In comparison, the remaining 56.9 is accountable to other indicators not included in study.

Table 7: Multiple Regression Analysis on the influence of the Domain of Teaching Style on Active Reading Experience

Teaching Style	Coefficients	t-value	p-value	Decision $\alpha=0.05$
Authority or Lecture Style	0.067*	1.092	0.276	$H_0$ is not Rejected
Facilitator or Activity Style	0.343*	4.289	<0.001	$H_0$ is Rejected



Delegator or Group Style	0.333 *	4.416	<0.001	Ho is Rejected
<b>Dependent Variable: Active Reading Experience</b>				

\* $p < 0.05$   $R = 0.656$   $R^2 = 0.431$   $F\text{-value} = 49.190$   $p\text{-value} < .001$

Therefore, as presented in the table, the hypothesis that there is no domain in the teaching style that significantly influences the active reading experience is rejected on facilitator or activity style and delegator or group style.

## Multiple Regression Analysis on the influence of the

### Domain of Reading Comprehension on Active Reading Experience

The data shown in Table 7 are the regression analysis on the influence of teaching style. The table shows a computed f-value of 91.399 and a p-value  $< .001$ , meaning that reading comprehension significantly influences the active reading experience of students since the probability value is less than 0.05 significance level. The coefficient of determination ( $R^2$ ) of 0.584 connotes that 58.4% of active reading experience is explained by Student attitude towards English reading comprehension, Students reading abilities and strategy use, Student attitudes towards reading instruction and teaching strategies. In comparison, the remaining 41.6% is accountable to other indicators not included in study.

Therefore, as presented in the table, the hypothesis that there is no domain in the reading comprehension that significantly influences the active reading experience is rejected on all indicators.

Table 8: Multiple Regression Analysis on the influence of the Domain of Reading Comprehension on Active Reading Experience

Reading Comprehension	Coefficients	t-value	p-value	Decision $\alpha = 0.05$
Student attitude towards English reading comprehension	0.325 *	5.436	<.001	Ho is Rejected
Students reading abilities and strategy use	0.160*	2.392	0.018	Ho is Rejected
Student attitudes towards reading instruction and teaching strategies	0.415*	6.910	<.001	Ho is Rejected
<b>Dependent Variable: Active Reading Experience</b>				

\* $p < 0.05$   $R = 0.764$   $R^2 = 0.584$   $F\text{-value} = 91.399$   $p\text{-value} < 0.01$

## DISCUSSIONS

### Level of Teaching Style

This study's findings on teaching styles underscore their profound impact on student learning and well-being. A strong correlation emerged between effective teaching methodologies and improved academic performance, reduced student depression, and enhanced reading comprehension, aligning with the research of Lopez et al. (2019). However, the study also highlighted the significant challenge of balancing academic responsibilities with personal life, emphasizing the need for holistic pedagogical approaches. The ability of educators to

effectively manage their teaching styles proved crucial in fostering successful learning strategies and effective study habits.

Our results resonate with Gillego et al. (2019), who demonstrated the role of teaching styles in bridging resource gaps and promoting collaborative learning. Prioritizing high-impact assignments aligned with student objectives significantly improved the learning experience, particularly in reading comprehension. This reinforces the importance of targeted instruction and goal-oriented teaching strategies.

Finally, consistent with Ryan et al. (2019), the study confirms the link between teacher expertise, classroom authority, and the effective use of rewards and punishments in fostering active reading and preparing students for future success. The consistent positive correlation across multiple studies underscores the critical role of teaching style in shaping student outcomes, suggesting a need for further research into specific interventions to optimize teaching practices and address student well-being concern

### **Level of Reading Comprehension**

The preceding chapter detailed the students' level of reading comprehension, revealing a strong overall performance. All three measured metrics indicated high levels of reading comprehension, suggesting a robust presence of this attribute among the student population. This finding aligns with Ghanizada et al. (2019), who demonstrated that students' reading comprehension across various academic settings is significantly influenced by perceived faculty support. Strong faculty relationships, particularly mentoring and support for professional growth, improved student dedication and overall satisfaction. Effective instructor communication, including supportive feedback, further enhanced class identity and belonging, especially among disadvantaged students. Respondents generally perceived faculty as empathetic and supportive, fostering a strong sense of community.

Furthermore, the results of this study supported by Mayer et al. (2019) regarding the significant role of perceived peer support in fostering a sense of belonging, which in turn positively impacted reading comprehension. High levels of peer support, characterized by social connection, emotional validation, and a sense of value, were associated with improved reading comprehension. This finding is particularly relevant when considering the impact of peer support on depression, emotional health, and overall academic success.

Finally, the highest mean score was observed for perceived classroom comfort, strongly influencing students' reading comprehension. This confirms Ryan et al.'s (2018) findings linking higher classroom comfort levels to improved reading comprehension. The study also highlighted disparities, with minority students and students with disabilities often reporting lower comfort levels and consequently lower reading comprehension, emphasizing the importance of creating inclusive and supportive learning environments

### **Level of Active Reading Experience**

The preceding chapter detailed findings on active reading experiences, revealing a very high overall level. Technology and physical strategies, in particular, received very high ratings. This aligns with Mayer's (2025) research, which found that technology use is strongly associated with greater active reading experiences. Studies indicate that active technology users report higher levels of overall well-being and more positive active reading experiences. However, the relationship between technology and active reading experience is nuanced.

Our findings regarding the complex interplay between technology and active reading experience are supported by Carey (2019), which highlights the potential for both positive and negative effects of technology. While technology is frequently linked to positive outcomes such as increased self-efficacy and identity commitment, negative effects can emerge, particularly when cultural or developmental factors are considered. This nuanced perspective is crucial for understanding how technology influences active reading experiences, emphasizing the importance of context and individual differences. For instance, while physical strategies can positively impact active reading, especially when coupled with strong identity commitment, a strong sense of self combined with technology use can sometimes paradoxically lead to reading difficulties.



Finally, the study confirms Warschauer et al.'s (2010) findings regarding the negative impact of adverse environmental mastery on active reading experiences. The high mean score for active reading experience in our study aligns with research showing a significant influence of both natural and built environments on active reading, with unfavorable conditions often linked to poorer active reading experiences. This emphasizes the importance of creating supportive and conducive learning environments to optimize active reading.

### **Significance Relationship between Teaching Style and Active Reading Experience**

The previous chapter's findings revealed overwhelmingly positive active reading experiences, with technology and physical strategies receiving particularly high ratings. This supports Mayer's (2025) research linking technology use to enhanced active reading and greater overall well-being. However, the relationship between technology and active reading is complex, requiring a nuanced understanding beyond simple correlations.

This complexity is supported by Carey (2019), who highlights both the positive (increased self-efficacy, identity commitment) and negative potential effects of technology on active reading, particularly when considering cultural and developmental factors. Contextual factors are crucial; for instance, while physical strategies and strong identity commitment can positively influence active reading, the combination of a strong sense of self and technology use can sometimes paradoxically lead to reading difficulties.

Furthermore, our study confirms Warschauer et al.'s (2010) findings regarding the negative impact of adverse environmental mastery on active reading experiences. Despite the high overall mean score for active reading, the influence of both natural and built environments is significant, with unfavorable conditions often correlating with poorer experiences. Creating supportive learning environments is therefore crucial for optimizing active reading.

### **Significant Relationship of Reading Comprehension and Active Reading Experience**

This study reveals a strong correlation between active reading strategies and improved reading comprehension, challenging the traditional view of reading comprehension as merely decoding words. The research highlights the importance of active engagement with texts, emphasizing the construction of meaning through critical engagement rather than passive absorption. Snow's (2020) work directly supports this, identifying annotation, summarization, questioning, and visualization as crucial active reading strategies that enhance comprehension. This aligns perfectly with Kintsch's Construction-Integration Model (2018), which posits that active application of comprehension strategies creates stronger mental representations, ultimately improving information retrieval and application.

Furthermore, the study supports Guthrie and Wigfield's (2020) engagement model, which underscores the role of purposeful reading and the use of active strategies like prediction, questioning, and summarization in developing robust comprehension skills. The addition of metacognitive strategies, as highlighted by Pressley & Afflerbach (1995), such as self-monitoring and reflection, allows students to assess their understanding and adapt their reading approaches, further enhancing comprehension.

### **Multiple Regression Analysis on the Influence of Teaching Style and Active Reading Experience**

This study's multiple regression analysis showed a significant positive relationship between Facilitator and Delegator teaching styles and active reading experiences, but the Authority style showed no significant direct effect. However, the Authority style had the greatest overall influence in our model, indicating a more complex relationship than initially expected. This unexpected finding requires further investigation.

This study aligns with the idea that social interaction is crucial for learning by Vygotsky (1978), which states that the positive effect of the Facilitator style, which emphasizes inquiry-based learning and collaboration, supports research showing that student-centered teaching improves motivation and active reading participation. Similarly, the positive influence of the Delegator style, promoting independent learning and student ownership, is consistent with research showing the benefits of group work for critical thinking and comprehension through discussion and shared interpretation.

This study supported by Guthrie et al. (2021), which states the reflections of limitations of traditional lectures in promoting active engagement. Lectures effectively convey information, but their passive nature may hinder the deep comprehension and critical engagement needed for advanced reading skills. Therefore, this study suggests that interactive, student-centered approaches are more effective for fostering positive active reading experiences. The unexpected influence of the Authority style warrants further study to understand its indirect role in the learning process.

### **Multiple Regression Analysis of the Influence of Reading Comprehension and Active Reading Experience**

Our regression analysis demonstrated a significant positive relationship between reading comprehension and active reading experiences. Three key domains significantly influenced active reading: student attitudes toward English reading comprehension, students' reading abilities and strategy use, and, most significantly, student attitudes toward reading instruction and teaching strategies. This highlights the multifaceted nature of comprehension and its crucial role in fostering active engagement with texts. The strong influence of attitudes toward instruction underscores the importance of effective teaching practices in cultivating both comprehension and active reading skills.

This finding aligns with existing research emphasizing the multifaceted nature of comprehension by Snow (2020), states the importance of self-regulation in reading, and the active, constructive nature of comprehension. Students proficient in decoding, linguistic processing, and inferencing are better equipped for active reading practices. Furthermore, the ability to monitor comprehension, identify challenges, and adapt strategies is crucial for effective and engaged reading. These findings underscore the interconnectedness of comprehension and active reading, where strong comprehension skills facilitate self-regulated learning and active engagement with texts.

Consequently, our study supported by Pressley & Afflerbach (1995), which emphasizes the need for educational curricula that explicitly integrate instruction in active reading strategies. Teaching techniques such as summarization, questioning, and visualization are essential for enhancing both comprehension and active reading. An integrated approach that fosters both comprehension and active reading strategies is vital for achieving optimal reading outcomes. The strong influence of attitudes toward instruction in our model further reinforces the importance of effective teaching in this integrated approach.

### **CONCLUSION**

The conclusions draw from the study were based on its results. The findings revealed that the level of teaching styles, along with key indicators such as authority lecture style, facilitator activity style, and delegator group style. Additionally, the study indicated that sense of reading comprehension is high, supported by indicators including perceived attitude towards English reading comprehension, reading abilities and strategy use, and attitudes towards reading instruction and teaching strategies. Furthermore, the overall active reading experience is found to be very high, with technology, purpose and physical strategies is rated as high. As a result, these findings challenge the significant relationship was also found between reading comprehension and active reading experience suggesting that students with stronger comprehension skills tend to utilize more active reading experience.

Moreover, an analysis using Spearsman's rho product moment correlation has shown that the teaching style is strongly correlated with their active reading experience, and a similar strong correlation exists between reading comprehension and their active reading experience. Conversely, this study finds that students' active reading experience is significantly influenced by both teaching style and active reading experience, with one out of three-time teaching style and two out of three reading comprehension having an impact on students' active reading experience.

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