

SELF-Regulated Learning Strategies and Reading Interest Contingencies as Predictors of Reading Self-Efficacy among Senior High School STUDENTS

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ABSTRACT

Reading self-efficacy plays an important role in improving students' reading practices and attitudes. However, despite its recognized significance, there is an emerging problem in educational settings where students have diminished levels of reading self-efficacy. This quantitative descriptive-correlational research examined the impact of self-regulated learning strategies and reading interest contingencies to the reading self-efficacy of senior high school students. Data were obtained from Grade 11 students in three public schools in Davao del Sur selected through stratified random selection. More precisely, the research used three sets of modified questionnaires to gather data, interpreted using mean, standard deviation, Pearson r and multiple regression analysis. The findings indicated that senior high school students exhibit elevated levels of self-regulated learning strategies, reading interest contingencies, and reading self-efficacy. Additionally, both self-regulated learning strategies and reading interest contingencies significantly impact the reading self-efficacy of senior high school students. Among these variables, reading interest contingencies have been found as the most accurate predictor. These data indicate that by cultivating these aspects, students' reading self-efficacy may be strengthened, resulting in enhanced overall reading outcomes.

KEYWORDS: *Reading self-efficacy, self-regulated learning strategies, reading interest contingencies, descriptive correlation, senior high school students, Davao Del Sur, Philippines*

INTRODUCTION

Reading self-efficacy (RSE) refers to an individual's assessment of their

reading abilities. It pertains to the degree of confidence that one has in their capacity to comprehensively comprehend, evaluate, and integrate textual content. Due to this reason, reading self-efficacy plays a very important role in honing the reading habits and attitudes of the students towards reading-related tasks. In fact, several studies showed that students who have high positive beliefs in their reading skills are more likely to persist in reading and exert purposeful efforts to understand texts, especially when facing challenges (Mohammed, 2022; Oranpattanachai, 2023). Despite the established importance of reading self-efficacy, students exhibiting low levels of reading self-efficacy and struggling with reading-related tasks is still a growing problem in educational settings (Shehzard et al., 2019). It poses a problem about its potential long-term consequences on students' literacy and personal development.

In Indonesia, it has been shown that RSE accounts for 20% of students' reading comprehension. This suggests that students' RSE has a major influence on their actual capacity to comprehend written content. Their study further implies that students who lack confidence in their competence in reading may encounter difficulties in attaining high levels of reading comprehension (Tobing, 2013; Oranpattanachai, 2023). Similarly, in Saudi Arabia, Altumigah (2022) found that senior high school students exhibit mainly low and moderate levels of reading self-efficacy, significantly impacting their use of reading strategies.

In Laguna, Philippines, a study of Caraig & Quimbo (2022) assessed the reading comprehension skills of senior high school students. The findings indicate that a mere 7% of the respondents demonstrated mastery-level understanding. When questioned about their reading abilities, these students regarded themselves as proficient readers, emphasizing the importance of positive self-efficacy in reading. Their research further indicates that a deficiency in RSE might hinder understanding, whereas a substantial amount of RSE may facilitate improved comprehension. Corroborating these results, Villanueva's (2022) research demonstrated that students who lack confidence in reading often displays avoidance behaviors towards reading tasks.

On the other hand, Self-Regulated Learning Strategies (SRLS) refer to the strategies used by students who possess self-awareness and the capacity to evaluate themselves, adjust their actions, and attain information, skills, and goals (Biber, 2022). Individuals with developed high self-regulation use both internal and external sources effectively in order to control their own learning process

(Yang, 2021). Similarly, Atcan (2021) highlighted that learners who employ SRLS are able to identify their learning needs for themselves, determine appropriate methods of learning, and actively engage themselves in the learning process.

Meanwhile, reading interest contingencies refer to certain conditions or factors that can influence an individual's or a group's interest in reading (Catarman, 2019). In Indonesia, Pitoyo (2020) found three contingencies which influence the reading interest of learners-- literacy, technology and library infrastructure. Literacy in particular was found to help arouse interest in reading, while technology, libraries, and physical materials serve as readers motivation. Furthermore, in Vietnam, social media platforms such as mobile phones and book recommendations were also found to influence students' engagement in reading activities (Vuong et al, 2021).

The existing literature has examined individual aspects such as SRLS, RIC, and RSE. However, there is a clear gap in research that explores the relationship between these factors. Previous studies mainly focus on relationships between two variables rather than exploring the correlations among all three variables particularly in the local context. Additionally, given the distinctive cognitive and developing traits of senior high school students, it is imperative to carry out an investigation to gather relevant information which serves as a guide for effective instructional practices and interventions designed specifically for their needs (Morin, 2021).

This research investigated the impact of Self-Regulated Learning Strategies (SRLS) and Reading Interest Contingencies (RIC) on the Reading Self-Efficacy (RSE) of Senior High School (SHS) students. Specifically, this explored the level of SRLS of SHS students in terms of knowledge of cognition and regulation of cognition, the level of RIC of SHS students in terms of attitude, intention, and subjective norms, and the level of RSE of SHS students in terms of observational comparison, mastery experience, psychological state, and social feedback.

METHODS

Research Design

This research used a quantitative descriptive-correlational research approach. Quantitative research involves the use of computer tools to analyze survey data and do statistical analysis (Trefry, 2017). Furthermore, descriptive

research places emphasis on the meticulous identification of participants via the use of questionnaires (Kowalczyk, 2018). The correlational design examines the associations between the variables of the research without altering them (Quines & Monteza, 2023).

Research Locale

The research was conducted in three public secondary schools located in the Division of Davao del Sur, Region XI, Philippines. The schools were chosen based on their diverse and huge student populations, as well as their wide range of academic programs, which makes them a perfect setting for analyzing the variables used in this research.

Research Respondents

The respondents of the research were senior high school students who had been formally registered as Grade 11 pupils for the academic year 2023-2024. Through the method of stratified random selection, a total of 295 individuals were chosen as respondents.

Research Instrument

This research included three survey questionnaires that were modified and verified for accuracy. The first tool used was the Students’ Self-Regulated Learning Strategies Questionnaire, which was derived from Do (2022). This questionnaire had 42 questions and showed a high internal consistency with Cronbach’s alpha coefficient of $\alpha = .91$. The second questionnaire used in the study was the Reading Interest Contingencies Questionnaire developed by Catarman (2019). It consisted of 30 questions and had a high level of internal consistency, as shown by Cronbach’s alpha coefficient of $\alpha = .88$. The Reading Self-Efficacy Questionnaire, developed by Altumigah (2022), comprises 19 questions and has a Cronbach's alpha coefficient of $\alpha = .86$. The mean level was determined by analyzing the matrix provided:

Scale	Description
4.20-5.00	Very High
3.40-4.19	High
2.60-3.39	Moderate
1.89- 2.59	Low
1.00-1.79	Very Low

Ethical Statement

The Ethics Review Committee of the University of Immaculate Concepcion conducted a comprehensive examination of the research to ensure complete compliance with ethical requirements. The researcher ensured the confidentiality of all collected data during the investigation. The researcher presented explicit and comprehensive details on the respondent's participation in the study, elucidated the study's objective, and highlighted the need of maintaining data confidentiality. Respondents were also given the autonomy to discontinue their involvement in the research at any time, since their participation was entirely voluntary.

RESULTS

Level of Self-regulated Learning Strategies

Table 1
Level of SRLS of SHS Students

INDICATORS/STATEMENTS	Mean	SD	DESCRIPTION
1.1 Knowledge of Cognition			
1. Understanding my intellectual strengths and weaknesses in reading.	3.98	0.80	High
2. Good at organizing information in my learning, especially when it comes to reading tasks.	3.62	0.78	High
3. Knowing what the teacher expects me to learn from the assigned reading materials.	3.71	0.74	High
4. Good at remembering information, particularly details and concepts from the reading materials.	3.61	0.85	High
5. Good at judging how well I understand the content of the reading materials.	3.58	0.86	High
6. Trying to use learning strategies that have worked in the past reading experiences to enhance my comprehension.	3.98	0.75	High

7. Having a specific purpose for each learning strategy I use during my reading sessions.	3.82	0.76	High
8. Being aware of what strategies I use when I study reading materials.	3.85	0.82	High
9. Using helpful learning strategies automatically to facilitate my understanding while reading.	3.91	0.76	High
10. Learning best when I know something about the topic of the materials I read.	4.18	0.80	High
11. Motivating myself to learn when I need to, particularly when it comes to understanding assigned reading tasks.	4.05	0.79	High
12. Using my intellectual strengths to compensate for my weaknesses in understanding while reading.	3.82	0.71	High
13. Knowing at what time of the day I learn most effectively from reading.	3.77	0.94	High
14. Using different learning strategies depending on the situation when approaching different reading tasks.	3.86	0.82	High
Category Mean	3.84	0.47	High

1.2 Regulation of Cognition

15. Pacing myself while learning in order to have enough time for understanding reading materials.	3.92	0.71	High
16. Asking myself questions about the reading subject/course before I begin learning.	3.80	0.86	High
17. Setting specific reading goals before I begin a quarter/semester in my learning, outlining what I aim to achieve in terms of understanding and retention.	3.63	0.89	High
18. Thinking of several ways to solve a learning problem while reading and choose the best one.	3.89	0.83	High

19. Organizing my time to best accomplish my goals in reading.	3.89	0.92	High
20. Slowing down when I meet important information in learning reading texts.	4.05	0.74	High
21. Consciously focusing my attention on important information within the reading materials.	4.01	0.74	High
22. Trying to break studying down into smaller steps to effectively navigate and understand complex reading materials.	3.78	0.85	High
23. Focusing on the meaning and significance of new information while reading.	4.00	0.75	High
24. Making my own examples to make information more meaningful and aid my understanding while reading.	3.85	0.85	High
25. Drawing pictures or diagrams to help me understand while learning different reading materials.	3.48	0.91	High
26. Trying to transform new information into my own words when reading.	3.74	0.89	High
27. Asking myself if I am meeting my learning goals in reading.	3.75	0.83	High
28. Considering several alternatives to meet my learning goals when encountering challenges in reading.	3.72	0.77	High
29. Reviewing what I have learned to help me understand important relationships within the reading materials.	3.97	0.85	High
30. Analyzing the usefulness of reading strategies while I study.	3.93	0.78	High
31. Pausing regularly to check my comprehension in learning different reading texts.	3.94	0.82	High
32. Stopping and going back over new learning information that is not clear while reading.	4.01	0.90	High

33. Stopping and rereading when being confused during reading.	4.09	0.88	High
34. Asking others for help when not understanding something well in learning reading texts.	4.03	0.91	High
35. Changing learning strategies when failing to understand reading tasks.	3.68	0.83	High
36. Re-evaluating my comprehension when getting confused in learning reading texts.	3.86	0.84	High
37. Knowing how well I did after finishing a test or exam in reading.	3.77	0.83	High
38. Asking myself if there was an easier way to do things after finishing a learning task in reading.	3.86	0.80	High
39. Asking myself if I learned as much as I could have after finishing a task in reading.	3.76	0.84	High
40. Summarizing what I've learned after finishing reading.	3.84	0.90	High
41. Asking myself how well I accomplish my goals once after finishing reading tasks.	3.80	0.81	High
42. Asking myself if I have considered all options after finishing a learning task in reading.	3.78	0.82	High
Category Mean	3.85	0.46	High
Overall Mean	3.84	0.43	High

Table 1 displays the level of self-regulated learning strategies (SRLS) among senior high school students. The mean score of 3.84, which is considered high, indicates that senior high school students often employ SRLS. Therefore, students often exhibit effective control over their cognitive processes and behavior, which is impacted by the aims and qualities of the learning environment. The results are consistent with the findings of Eggers et al. (2021), which suggest that students who possess strong self-regulation skills are seen as engaged participants who actively work towards their academic goals.

Specifically, the regulation of cognition had the highest mean score of

3.85 among the two indicators of SRLS. This score is considered high, suggesting strong agreement among the respondents. The findings indicate that students are actively involved in managing and adapting their cognitive processes throughout learning. The findings validate the significance of regulating cognition in assisting students to use learning techniques for improving learning, promoting self-awareness, and making decisions about their learning (Latifa, 2017).

In contrast, the mean score for knowledge of cognition was 3.84, described as high, indicating that it is often employed by the respondents. The findings indicate that the students have a conscious understanding of their cognitive processes, allowing them to efficiently use their information to improve their academic performance. Without a doubt, students who use their understanding of cognition have a high degree of metacognitive abilities and attain higher levels of academic achievement (Msaddek and Bouassamout, 2023).

Level of Reading Interest Contingencies

Table 2
Level RIC of SHS Students

INDICATORS/STATEMENTS		Mean	SD	DESCRIPTION
2.1 Attitudes				
1.	Reading is an important part of my life.	4.49	0.68	Very High
2.	Reading a book than watch TV.	3.61	1.06	High
3.	Reading makes me feel good.	4.01	0.86	High
4.	Reading is an enjoyable way to learn.	4.17	0.82	High
5.	Reading before I go to bed.	3.42	1.08	High
6.	Buying books and having a place to keep them at home.	3.55	1.11	High
7.	Sharing a good book with a friend.	3.71	1.04	High
8.	Reading is relaxing.	4.12	0.84	High
9.	Reading books is not a waste of time.	4.19	0.89	High

10. Reading is not boring.	4.07	0.95	High
Category Mean	3.93	0.65	High
2.2 Intention			
11. Reading because I want to learn.	4.35	0.80	Very High
12. Wanting to develop reading skills.	4.40	0.74	Very High
13. Reading helps me find out what I want to know/need to know.	4.33	0.72	Very High
14. Reading because I want to widen my vocabulary.	4.20	0.83	Very High
15. Reading for personal development.	4.17	0.82	High
16. Reading helps me improve my English language command.	4.32	0.77	Very High
17. Reading to learn new things on my own.	4.22	0.75	Very High
18. Reading helps me widen my knowledge.	4.32	0.76	Very High
19. Reading just for fun.	3.51	1.06	High
20. Reading because it helps me understand more about myself.	4.08	0.83	High
Category Mean	4.19	0.54	High
2.3 Subjective Norms			
21. Believing that better jobs are available to those with good reading skills.	4.01	0.82	High
22. Finding the kind of books I like, reading can be enjoyable.	4.23	0.75	Very High
23. Reading because I get bored and have nothing else to do.	3.75	0.93	High
24. Reading because I have to for school.	3.78	0.93	High
25. Reading because I get attached to the characters in the books, etc.	3.95	0.96	High

26.	Reading gives me an opportunity to learn about myself and the world.	4.10	0.79	High
27.	Being encouraged by my parents to read in my leisure time.	3.47	0.99	High
28.	Reading because my teacher or school librarian recommends materials to me.	3.38	1.02	Moderate
29.	Reading because my friends read.	3.17	1.10	Moderate
30.	Everyone in the family being interested in reading.	3.17	1.12	Moderate
Category Mean		3.70	0.54	High
Overall Mean		3.94	0.48	High

Table 2 displays the Reading Interest Contingencies (RIC) level among senior high school pupils. The mean score for RIC is 3.94, which is considered to be high. The frequent occurrence of scores implies that RIC is often manifested by senior high school students. Furthermore, the findings indicate that students have several characteristics or situations that influence their involvement in reading activities. The results align with the findings of Akhtar et al. (2019), which indicate that increased contingencies, such as improved availability of reading resources and more parental participation, enhance reading interest.

Among the three indicators of reading interest contingencies, intention got the highest mean of 4.19, describing it as high. This means that intention is often manifested by the respondents. These results indicate that the students have a readiness to actively engage in the learning process by reading. The research conducted by Emefa and Bwire (2020) strongly corresponds with these findings, demonstrating that students who possess a strong willingness to read actively engage in the pursuit of reading materials and use ways to enhance their comprehension.

On the other hand, subjective norms had the lowest mean score of 3.70, which is considered high. This suggests that the respondents often manifest subjective norms. This indicates that students' interest in reading may be influenced by the expectations and views of the people around them. This

supports the findings of Catarman et al. (2019), which showed that senior high school students had a strong sense of subjective norms and reading interest.

Level of Reading Self-Efficacy

Table 3
Level of RSE of SHS Students

INDICATORS/STATEMENTS	Mean	SD	DESCRIPTION
3.1 Observational Comparison			
1. Reading faster and better than my classmates.	3.12	0.97	Moderate
2. Understanding what I read better than my classmates.	3.16	0.95	Moderate
Category Mean	3.14	0.89	Moderate
3.2 Mastery Experience			
3. Reading and understanding all the topics in the English course book pretty well.	3.48	0.82	High
4. Learning many new words when I read.	4.07	0.80	High
5. Identifying the main ideas of a reading passage.	3.75	0.75	High
6. Understanding the writer’s purpose in the text.	3.78	0.80	High
7. Finishing my English reading homework all by myself.	3.81	0.82	High
8. Reading and understanding short stories.	4.08	0.78	High
9. Answering when my teacher asks a question about the text.	3.71	0.85	High
10. Reading and understanding English newspapers.	3.79	0.84	High
11. Guessing the meaning of a difficult word while reading.	3.57	0.89	High
Category Mean	3.78	0.55	High
3.3 Psychological State			
12. Enjoying reading.	4.14	0.86	High
13. I like reading aloud.	3.60	1.06	High

14. Thinking reading is easy for me.	3.69	0.90	High
15. Feeling good inside when I read.	4.01	0.86	High
16. Being happy if someone gave me a book as a present.	4.02	0.95	High
17. Reading to my little sister or brother.	3.26	1.22	Moderate
Category Mean	3.79	0.65	High
3.4 Social Feedback			
18. People in my family thinking I am a good reader.	3.71	0.92	High
19. My teacher thinking I am a good reader.	3.60	0.92	High
Category Mean	3.65	0.84	High
Overall Mean	3.59	0.58	High

Shown in Table 3 is the level of reading self-efficacy among senior high school students. The overall mean is 3.59 which is described as high, demonstrating that reading self-efficacy is often manifested by the senior high school students. Furthermore, the findings suggest that students possess a favorable conviction in their capacity to effectively complete reading assignments and exercises. The study's results support the findings of Fitri et al. (2019), which also showed that students in SHS exhibit elevated levels of reading self-efficacy, leading to improvements in their reading abilities.

More precisely, among the indicators, psychological state got the highest mean of 3.79, which is described as high. These results indicate that students had confidence in their cognitive and emotional condition while participating in reading-related activities. Significantly, students' reading comprehension is influenced by motivational and emotional factors.

Furthermore, observational comparison got the lowest mean, with an overall mean of 3.14, described as moderate, and a standard deviation of 0.89. This suggests that respondents occasionally demonstrate observational comparison. The findings indicate that students sometimes see and contrast actions shown by others in their immediate environment. The results align with the findings of Esfandiari and Tavassoli's (2021) research, which showed that when learners compare themselves to their peers, it serves as a motivation for

them to do better on reading activities.

Correlations of Variables

Table 4
Correlations of Variables

Variables Self-Efficacy Students	paired of Senior High School	with Reading School	r	p-value	Remarks
Self-Regulated Learning Strategies			0.531	0.000	Significant
Reading Interest Contingencies			0.569	0.000	Significant

Table 4 displays the correlation result of the study. The data presented reveals that both SRLS and RIC significantly correlates with RSE ($p = 0.000 < 0.05$).

In particular, the analysis revealed a moderate positive association between and RSE with a correlation coefficient (r-value) of 0.537. A higher positive correlation was seen between RIC and RSE ($r=0.569$).

The findings of this study largely correspond with the research conducted by Lee et al. (2021), which similarly identified a significant association between students' self-regulated learning skills (SRLS) and their self-efficacy (RSE). Moreover, Setiwan's (2023) research discovered a notable association between RIC and RSE, indicating that students with elevated interest contingencies are more likely to possess greater reading self-efficacy.

Influencers of Reading Self-Efficacy of Senior High School Students

Table 5
Influencers of RSE of SHS Students

Individual Predictors	Standard Coefficient Beta	t	p-value	Remarks
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Self-Regulated Learning Strategies	0.391	4.85	0.000	Significant
Reading Interest Contingencies	0.473	6.56	0.000	Significant
Holistic Model				
Predictors Combined	R ²	F	p-value	Remarks
	0.375	87.5	0.000	Significant

*Significant at 0.05

The analysis on the influencers of RSE of senior high school students displayed in Table 5, emphasize the significant influence of both individual and combined predictors. The study found a positive causal association between SRLS and RSE, shown by a standardized coefficient beta value of 0.391 and a significant t-value of 4.85 ($p < 0.05$). This suggests that as students' level of SRLS increases, their level of RSE likewise increases, resulting in a direct increase of around 39.10% in their RSE level. The results validate the findings of Graham et al. (2020), which assert that the use of self-regulated learning (SRLS) is a strong predictor of reading self-efficacy in language learners.

Similarly, RIC shows a positive causal relationship with standardized coefficient beta of 0.473 and a highly significant t-value of 6.56 ($p < 0.05$). This suggests that a rise in RIC has a significant impact on the RSE of SHS students, resulting in a direct increase of around 47.30% in their RSE level. Based on the research, RIC has the greatest Beta standardized coefficient value, making it the most powerful predictor of the RSE among senior high school pupils. The results align with the findings of Chen et al. (2021), which similarly demonstrated the importance of several factors, such as access to supportive family resources and pleasant school settings, in enhancing children' reading self-efficacy.

Finally, the holistic model reveals that the two predictors – SRLS and RIC account for about 37.50% of the variation in the RSE of senior high school students, as evidenced by the model's R2 value of 0.375. Moreover, the model demonstrates statistical significance ($F = 87.50$, $p < 0.05$), affirming the predictive power of the combined variables. Therefore, both (SRLS) and (RIC)

contribute considerably to the (RSE) of senior high school students. Furthermore, the findings indicate that there are other variables, which when combined, account for 62.50% of the variation in reading self-efficacy among senior high school students. These components, however, were not examined in this research. The findings align with the research conducted by Daniel et al. (2020), which showed that the combination of self-regulated learning methodologies and reading interest contingencies had a substantial influence on students' reading self-efficacy.

CONCLUSION

Senior High School students in Davao del Sur have high levels of Self-Regulated Learning Strategies (SRLS), high levels of Reading Interest Contingencies (RIC), and high levels of Reading Self-Efficacy (RSE). Moreover, there is a significant relationship between SRLS and RSE, and between RIC and students' RSE. Remarkably, both SRLS and RIC influence reading self-efficacy, with reading interest contingencies emerging as the best predictor.

Recommendations

Given the high levels of students' SRLS, RIC, and RSE, it is recommended that educators provide ongoing assessments to further enhance Self-Regulated Learning Strategies and Reading Interest Contingencies geared towards improving students' reading self-efficacy. Moreover, since RIC is identified as the best predictor, educators and administrators further enhance reading instruction by providing conducive and stimulating reading environments such as having diverse reading materials, well-equipped libraries, and digital facilities. Additionally, future research should explore additional variables impacting reading self-efficacy as there are other factors that are not covered in this study.

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