

Reading Interests of College Students of the Delfin Albano Memorial Institute of Agriculture and Technology (DAMIAT)

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ABSTRACT--This study aimed to identify the reading interests of the college students of Delfin Albano Memorial Institute of Agriculture Technology (DAMIAT). The researcher made use of the descriptive method of research to determine the reading interests of the selected 193 college students of the school. The students reported that they read to improve their vocabulary; to keep themselves informed; to improve their reading comprehension; and to prepare themselves for class discussion. The reading materials they prefer to read the most to the least are books, newspapers, magazines, journals, pamphlets, and comics, respectively. Results of the Chi-square test for independence showed that the reading interests of the students toward the six reading materials depend on their economic status but not on their sexes, ages, courses, parents' educational attainment, and residence. The study discussed the implications of these findings.

Keywords--Reading Interests, Supplementary Reading Materials

I. INTRODUCTION

Human beings have a natural thirst for knowledge and one way to quench this thirst is through reading. Reading does not only allow man to obtain knowledge and information, but it also broadens man's experience and serves as a vehicle in carrying out one's work effectively and efficiently. It plays a salient role in almost every aspect of human endeavor - in the field of commerce, politics, industry and other. Reading also makes us know about man's creation, his conquests, his achievements, his ideals, thoughts and aspirations including his hopes for the future.

During the last few decades, the growth of knowledge had been very rapid which simply implies that people who do not read are left behind in terms of significant information. Reading materials for this matter are, therefore, very helpful in keeping ourselves abreast of current world activities that can affect our lives, our families, and our country.

Today, there are many available reading materials that cater to man's reading needs and tastes like books, newspapers, comics, pamphlets and other handouts that are informative in nature. Among these various reading materials, the books, as many writers have pointed out, is still the most compact and portable device for the storage and retrieval of information and ideas.¹

Roces² also shared that a nation of avid readers is an informed nation and an informed nation can elect better officials, make wiser decisions, initiate community programs, and value reasons, persuasion, morality, law and order above passion and violence. Reading is not going to bring instant prosperity and happiness to the Philippines. But, it may produce a more matured, a more informed and a more responsible citizenry.

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Filipinos, according to Shahani claim to have the highest rate of literacy in the ASEAN region, next to Japan. She also said that for many years now, the Philippines has had one of the highest rank of attendance at the tertiary level of education among the developing countries. Practically, half of its national budget goes into the educational needs of citizens. Despite these, the Philippines is not yet a nation of readers.³

In learning institution, reading was traditionally referred to as one of the important three R's which was given more emphasis by teachers in their teaching. It is, however, ironic that while the country is a major producer of college graduates and that in college most of the work involves reading, the researcher very rarely sees college students studying at Delfin Albano Memorial Institute of Agriculture and Technology read books, magazines, journals and other reading materials during their leisure time. Majority of these college students concentrate on reading only their reference book. Reading for recreation has never become a part of their lives as college students. In many cases, one's desire to read is dependent on his interest which more often than not gives direction and purpose for reading. These observations have triggered the mind of the writer to conduct an investigation that will look into the interests of college students particularly in relation to reading.

Theoretical and Conceptual Framework

Educators believe that it is important to identify students' interests because this will give direction and purpose to their activities. Learning to be more effective must start with a desire or need. A student who shows fondness in books must be given fine reading materials that would make him read more. Homes and schools must give him variety of good literature wherein he will be allowed to pick the books of his choice.

The most fundamental principles governing reading interests are: (1) interests are acquired and like other traits, are amenable to training or teaching. They are responsive to the home and school environments and are conditioned by experience; (2) In any of students, there will be wide variations in their tastes and interests; (3) Reading interests and life interests bear reciprocal relations to each other. An individual will read or can be induced to read about the thing he is interested in; (4) In order that one may improve a child's interests and tastes in reading, one must begin at the child's present level. Normally, one progresses by easy stages. The speed will depend upon the child and the circumstances; and (5) Home and school cooperation is of great value in the cultivation of desirable reading interests.⁴

Behavioral scientists studying the behavior patterns of children noted that discovering and raising the children's interests in reading are essential conditions for a continuous growth in reading ability.⁵

Ruth Strickland⁶ stated that the child's attitude towards a curriculum subject affects his reading interests. She further stressed that a child who is deeply interested in a subject will be able to read materials on any subject even though it is more difficult than his usual reading materials.

Emerald Dechant⁷ opines that reading is a key tool of learning, vital to the continuous growth of an individual and his society and that learning is a social process that shows the relationships of the individual to the environment for adequate and proper adjustment. He also said that reading is a basic factor in fostering the continuous progress of society – spiritually, economically, socially, culturally, educationally, healthfully and intellectually.

Statement of the Problem

This study aimed to identify the reading interests of the college students of Delfin Albano Memorial Institute of Agriculture and Technology.

Specifically, it sought to answer the following questions:

1. What is the profile of the college students of DAMIAT in terms of sex, age, course, parents' educational attainment, economic status, and residence?
2. What are the reading interests of the college students of Delfin Albano Memorial Institute of Agriculture and Technology?
3. Do the reading interests of the college students of DAMIAT significantly differ when grouped according to their profile?

II. Methodology

Research Design

The study adopted the descriptive type of research. Hillway⁸ pointed out that descriptive survey method is a process of learning pertinent information about an existing situation. In this study, this was used in order to obtain precise and valuable information about the reading interests of the college students of Delfin Albano Memorial Institute of Agriculture and Technology, Sta. Filomena, San Mariano, Isabela including the frequency of reading and the sources of the material which they read.

Selection and Description of Respondents

This study included all the 193 college students of the Delfin Albano Memorial Institute of Agriculture and Technology enrolled for the second semester of Academic Year 1999-2000. Most of the respondents came from San Mariano, Isabela; a few came from the barangays of Benito Soliven, Isabela, Naguilian, Isabela, and other provinces of Region 02. Table 1 shows the distribution of respondents by course and curriculum year.

Table 1: *Distribution of Respondents According to Course and Curriculum Year*

| Program | First Year | | Second Year | | Third Year | | Fourth Year | | Total |
|---------|------------|------|-------------|------|------------|------|-------------|------|-------|
| | female | male | female | male | female | Male | female | male | |
| BSED | 7 | 16 | 11 | 9 | 4 | 25 | 7 | 10 | 89 |
| BFT | - | 19 | - | 8 | 1 | 1 | - | - | 29 |
| BAT | 26 | 7 | 11 | 1 | 7 | 2 | 5 | 1 | 60 |
| BSA | 9 | 6 | - | - | - | - | - | - | 15 |
| Total | 42 | 48 | 22 | 16 | 12 | 28 | 12 | 11 | 193 |

Data Gathering Instruments

The main instrument used in gathering data is the questionnaire. It was patterned from the study of Alejandro Angeles. Some items, however, were modified to suit the needs and purpose of the present study. The instrument was made of three parts. The first part centered on the socio-demographic characteristics of the respondents like age, sex, educational attainment of parents, economic status, parents' occupation, course and residence. The second part considered items on the reading interests of the respondents like books, magazines, newspapers, journals, comics and pamphlets.

To supplement and verify the findings obtained from the questionnaires, the researcher conducted an unstructured interview with the group. The questions asked centered on the reading interests of the college students and their reasons for preferring these materials.

Data Gathering Procedure

Before floating the questionnaire, the researcher requested permission to float the questionnaire from the Vocational School Superintendent of the Delfin Albano Memorial Institute of Agriculture and Technology. After permission was granted, the researcher personally administered the questionnaires to the male and the female college students during their free periods. The retrieval of the questionnaire was done systematically through the help of the researcher's colleagues and friends.

Statistical Treatment

Frequency and percentage were used to describe the socio-demographic characteristics of the respondents and their reading interests.

Chi-square test for independence was conducted to gauge whether there is a significant difference on the reading interests of the students when they are grouped by sex, age, course, economic status, educational attainment of parents and residence, the Analysis of Variance or F-test was employed.

III. RESULTS AND DISCUSSION

Respondents' Profile

There are 88 (45.60%) male- and 105 (54.40%) female- respondents. Out of 193 respondents, 156 (80.63%) are between 16-18 years old; 25 (12.95%) are within the age bracket 19-21; three (1.55 percent are 22-24 years old; seven or 3.63 percent of the group belong to age bracket 25-27; and two or 1.00 percent are between 28-30 years old.

Fifteen (7.77%) are enrolled in Bachelor of Science in Agriculture (BSA); 89 (46.11%) take up Bachelor of Secondary Education (BSEd); 60 (31.09%) are Bachelor in Agricultural Technology (BAT) students while 29 (15.03%) are enrolled as Bachelor in Food Technology (BFT) students.

For their fathers' educational attainment, four (2.07%) had no schooling at all; 32 (16.58%) are with elementary graduates; 36 (18.65%) have high school credits; 31 (16.06%) have completed their secondary education and 12 (6.22%) are college graduates.

For their mothers' educational attainment, 2 (1.04%) had no schooling at all; 31 (16.06%) had elementary credits; 51 (26.41%) are elementary graduates; 29 (15.02%) are with high school credits; 47 (24.35%) had completed their secondary education; 23 (11.02%) have units in college; eight (4.15%) were able to finish their bachelor degrees; while two (1.04%) mothers are with doctoral units.

As to their parents' combined annual net income, 115 (59.58%) parents receive an annual net income below P20,000; 42 (21.76%) parents have annual net income of P20,001-P30,000; 17 (8.81%) parents receive an annual income of P30,001-40,000; 12 (6.22%) parents receive P40,001-50,000; and 7 (3.63%) earn an annual net income of more than P50,000. According to NEDA as cited by IBON Foundation,⁶⁴ the daily cost of living for a family of six as of the first quarter of 1997 is P204.06 for agricultural places outside NCR which means that a family should have at least an income of P9,121.80 a month.

The data also show that 73.06 percent respondents come from barangays while only 52 (26.94%) live in the town proper. In a random interview conducted, most of the graduating high school students from the Poblacion either go to the city or bigger colleges and universities after graduation. Those who are in the barangays and cannot afford to go to the city schools or other big colleges and universities in the region are those that come to DAMIAT for college education.

2. *Reading Interests of the College Students*

Seventy (36.27%) respondents read in order to improve their reading comprehension; 55 (28.50%) read in order to increase their knowledge; 30 (15.54%) find reading as a means to improve their vocabulary; 28 (14.51%) also read to keep themselves informed; and 10 (5.18%) read to prepare themselves for class discussion. This partly confirms the findings of Aranda⁹ whose respondents' reason in reading was primarily to widen their vocabulary. The data shows that the respondents have varied reasons in reading. It is revealed further in the table that the college students' reasons for reading is more of information purposes rather than entertainment and recreatory.

Fiction Readers

There are 63 (32.64%) who prefer fiction books while 130 (67.36%) read non-fiction (see Table 9). In an interview with the students, it came out that readings from non-fiction books help them to understand better some topics learned by them in the classroom. This gives the impression that as of the conduct of the study, reading is more of developmental and functional in nature rather than recreatory or for pleasure. This runs contrary to the finding of Jones¹⁰, oppenheim¹¹, Radford¹² where their respondents preferred to read fiction books more than non-fiction books.

Of the 63 respondents who prefer reading fiction books, 15 (23.81%) read love stories; 14 (22.22%) read suspense stories; 11 (17.46%) read tragedy stories; 9 (14.29%) read about comedy; 8 (12.79%) enjoy reading fairy tales; while 3 (4.76%) read about either horror or drama. The interview data revealed that reading about love stories inspires them in their studies and they learn lessons or morale about having relationship with the opposite sex

Survey showed that of 63 respondents who read fiction books, 2 (3.27%) read daily; 18 (28.57%) read once a week; 5 (7.94%) read twice a week; 1 (1.59%) read three times a week; while 37 (58.73%) read fiction books once a month. This reveals that a large percentage of the respondents do not regularly read fiction books.

As to sources of the fiction books they read, 17 (26.98%) borrow from the library; 11 (17.46%) borrow from their friends, classmates and relatives. According to the students, they resort to borrowing fiction books from their friends, classmates, neighbors and relatives because they do not have to pay in case he borrowed items cannot be returned on time. Besides, there is a dearth of fiction books in the library.

Non-fiction Readers

Of the 130 who prefer reading non-fiction readers, 30 (23.08%) read speeches; 24 (18.46%) read letters; 15 (11.54%) read about essay; 21 (16.15%) read books which include etiquette/manners; 14 (10.77%) read ethics of family relationship; 9 (6.47%) devote their time reading agriculture books; 6 (4.62%) read English grammar; 7 (5.38%) focus their reading on ethics of social relationship; and 4 (3.08%) read books on home economics and family living.

Interview showed that those who prefer reading speeches are officers of the College Student Council who usually speak before groups of students during meetings and gatherings. Besides, their English subject at the time the study was conducted focused on speech. Those who favor letters said that they need these in communicating with their friends especially with the opposite sex. Essays interest others because these improve their writing styles that would qualify their outputs to be publicized in the school publication. Others claim that they should know about etiquettes/manners because they need these in mingling with friends and visitors the rests have chosen readings on ethics of family relationship because these are needed in promoting a happy family.

There are 90 (69.3%) read daily; 5 (3.85%) read once a week; 8 (6.15%) read twice a week; 24 (18.46%) read three times a week; and 3 (2.31%) percent read once a month. According to the respondents, they find time reading non-fiction books every evening after reading their lessons or doing their assignments.

As to sources of the non-fiction books that they read, 113 (86.92%) borrow from the library; 5 (3.85%) resort to buying; 2 (1.54%) rent; while 10 (7.69%) borrow their neighbors, friend, classmates and relatives. This runs parallel with Cruz¹³ study. One of her findings surfaced that their reading materials from public libraries. Similar data were found by Lewis¹³ that students' sources of books in Pusan, Korea are through borrowing from the library and from friends.

Magazine Readers

In terms of their favorite type of magazines about business, 111 (57.51%) read educational magazines; 34 (17.62%) are interested on political magazines; and 28 (14.50%) enjoy reading life and style. The findings runs counter to that of from Angeles¹⁴ study where the respondents read magazines on vocational matters. It must be noted that the preference for reading magazine depends on the availability of each.

As to the types of local magazines read by the respondents, 15 (7.77%) read either local magazines listed and Super Horoscope; 14 (7.25%) read Mod; 20 (10.36%) read Reporter; 16 for Mr. & Mrs.; 18 (9.33%) read for women's; 15 (7.77%) read Modern Romances; 22 (11.40%) read Philippine Free Press; 24 (12.44%) read Starweek magazine; 26 (13.47%) are readers of Sunday Inquirer magazine; and 23 (11.92%) prefer reading Weekly Sports. It can be deduced that the students-respondents' preference of local magazines varies according to their interest and availability of the material.

On the other hand, as to the types of foreign magazines they prefer to read, 55 (28.49%) read Newsweek; 27 (13.99%) like reading Asiaweek; 103 (53.37%) enjoy to read the Reader's Digest magazine; and 8 (4.15%) like reading Time Magazine. The reason why many students prefer Reader's Digest is its availability in the library of the institute. The students of the University of Saskatchewan, Regina Canada also preferred Reader's Digest, according to the findings of Larson.¹⁵

Moreover, as to the section of magazine they prefer, 58 (30.05%) prefer to read letters; 20 (10.36%) read section on agriculture; 25 (12.95%) prefer the magazine section called entertainment; 36 (18.65%) prefer headlines; 23 (11.92%) read about fiction; while 31 (16.06%) read the magazine section known as Health.

Regarding the amount of time spent by the 193 magazine readers, 42 (21.76%) read magazines for less than 10 minutes; 131 (67.88%) read between 10-20 minutes; while 20 (10.36%) read magazines for more than 20 minutes. This means that the respondents have very little time for reading other materials aside from their textbooks and lessons in class. This may be due to the reason that as college students, they need to devote more attention in doing their assignments, preparing themselves for quizzes and long tests and reviewing for graded recitations to be able to obtain good grades.

As regards the sources of magazines they read, 131 (70.47%) borrow from the library; 15 (7.77%) borrow from friends, classmates, relatives and neighbors; 19 (9.84%) resort to buying; while 23 (11.92%) rent. Thus, borrowing from the library is the primary and most convenient means acquiring magazines since borrowing does not cost the students any amount.

Journal Readers

Twenty (10.36%) read Research Journal; 20 (20.73%) read the Journal of Asian Studies; 28 (14.51%) read about Philippine Journal of Biotechnology; and 105 (54.40%) prefer to read Health and Home. Interview data show that the topics in the “Health and Home” magazines have something to do with their lives like hot to take care of their health, tips on relationship, among others.

Twenty (10.36%) spend less than 10 minutes in reading journals; 43 (22.28%) read between 10-20 minutes; while 130 (6.36%) spend more than 20 minutes. The reasons given by those who spend longer time reading is that they enjoy topics or subject contained in the Journals that they read, hence, they are not aware of the passing of time.

As to the sources of journals they read, 165 (85.49%) borrow from the library while 28 (14.51%) borrow from friends, classmates, relatives and neighbors. This implies that the respondents’ major source of journals is the library.

Newspaper Readers

Seventy-seven (39.90%) read Philippine Inquirer; 35 (18.13%) read Bulletin Today; 29 (15.03%) prefer Philippine Star; 30 (15.54%) like Balita; while 22 (11.40%) read Tempo. The Philippine Daily Inquirer receives the greatest number of readership because this is the one subscribed by the school and is found in the library for use by the staff and students.

As to the sections of newspaper, 51 (26.42%) read local news; 18 (9.33%) are interested about horoscope; 23 (11.92%) prefer the editorial section; 13 (6.74%) read sports sections; 25 (12.95%) read education and home; while 19 (9.84%) like entertainment section. Majority are interested with the happenings in the country.

Eighty-three (43%) read newspaper daily; 59 (30.57%) read only when there is available newspaper in their homes, dormitory or boarding house; while 27 (13.99%) read only when their attention is called to read an item. According to them, one way of getting updated with happening here and abroad is to read the newspapers daily.

Four (2.07%) read newspaper for less than 10 minutes; 29 (15.03%) read between 10 to 20 minutes; and 160 (82.90%) read more than 20 minutes. Three-fourths of the respondents take more time to read the newspapers. The data further shows that the respondents have the desire of making themselves abreast of local, national and foreign news.

Out of 193 respondents, 149 (77.20%) borrow newspaper from the library; 38 (19.69%) borrow from friends, classmates, relatives and neighbors; while only 6 (3.11%) resort to buying. Clearly, borrowing from the institute’s library is the respondents’ primary source of newspaper to read.

Comics Readers

One-hundred twenty-one (62.69%) read love comics; 31 (16.06%) read precious comics; 21 (10.88%) enjoy to read horoscope; and 20 (10.36%) prefer Holiday. Most respondents prefer topic on love/lovelife. This

finding is similar to the earlier finding of this study that love stories are the most popular type fiction books read by the respondents. The choice could also be explained by the fact that the respondents are in their adolescence stage which, according to Schiamberge¹⁶, is a period where relationship with peers of both sexes is developed.

One hundred thirteen (58.55%) read love/romance stories; 20 (10.36%) read crime/violence stories; 10 (5.18%) enjoy reading horror/detective stories; and 50 (25.91%) read about religion. Clearly, love/romance stories were marked as the most popular type of stories in comics among the respondents the reason for which is it is in this stage when relationship are developed.

Survey also showed that 18 (9.33%) read comics daily; 51 (26.42%) have the habit of reading comics twice a week; 10 (5.18%) read thrice a week; and 93 (48.19%) read once a month. Interestingly, more respondents who read comics once a month than those who read daily, once a week, twice a week, and thrice a week. This finding reveals that the students are not addicted to comics considering that only few read it daily. According to some, they only read when it is available.

Moreover, 92 (47.67%) read comics for less than 10 minutes; 54 (27.98%) for between 10 to 20 minutes; and 47 (24.35%) read for more than 20 minutes. Thus, reading comics does not preoccupy most the college students since almost one-half of them read it for a very little time. Another reason given by students is that comics no longer the mode these days, hence, reading it depends on its availability.

As to sources of these comics they read, 32 (16.58%) resort to buying; 144 (74.61%) borrow from their friends, classmates, relatives and relatives; while 17 (8.81%) rent. Thus, most of them prefer borrowing to buying or renting. Some reported that borrowing does not involve money considering the meager amount of weekly allowance they get from their parents.

Pamphlets Readers

Five (2.5%) read about unrefrigerated storage methods for fruit and vegetable or about tech-guide series, respectively; 12 (6.22%) are interested reading pamphlets on karne, kusina, kuwarta; 20 (10.36%) read about Nematodes of Phil. Crops and their control; and 151 (78.24%) read about religion. Interview data, however, showed that reading pamphlets on religion also provides lessons for them which they consider more meaningful.

Regarding the length of time spent in reading pamphlets, 56 (29.02%) read for less than 10 minutes; 112 (58.03%) read between 10-20 minutes; while 25 (12.95%) read for more than 20 minutes. This tells us that more than one-half of the respondents limit their time in reading this type of material since, as college students, they do not have sufficient time to read. They prefer to prepare or their requirements in school.

Moreover, as to the sources of pamphlets they read, 5 (2.59%) resort to buying; 171 (88.60%) borrow from the library; and 17 (8.81%) borrow from their friends, classmates, relatives and relatives. Borrowing pamphlets from the library according to the students is more preferred due to its availability anytime they want to read. This is possible because these are regular subscriptions of the school and the students do not have to spend additional amount for reading.

Table 2. *Summary of Respondents' Preference of Reading Material*

| Reading Interest | Rank |
|------------------|------|
| 1. Books | 1 |
| 2. Newspaper | 2 |
| 3. Magazines | 3 |

| | |
|--------------|---|
| 4. Journals | 4 |
| 5. Pamphlets | 5 |
| 6. Comics | 6 |

Of the six reading material presented, books came out as the first choice of the respondents. Their second preference is newspaper followed by magazines, journals, pamphlets and comics. Books are more preferred by the group than the other reading materials listed because according to Landy¹⁷ are the most compact and portable devices available for the storage and retrieval of information and ideas.

3. Difference in the Reading Interests of the College students of DAMIAT

There is no significant difference in the reading interests of the college students when grouped as male and female (see Table 3). This affirms the study of Cacho.¹⁸ The choices of types of books, preferences for types of comics, choices of magazines and newspapers does not significantly vary among male and female.

Table 3. Reading interests of the students when grouped as to sex

| Reading Material | Chi-square | <i>p</i> |
|------------------|--------------------|----------|
| 1. Books | 1.91 ^{ns} | .14 |
| 2. Magazines | 1.90 ^{ns} | .14 |
| 3. Journals | 1.72 ^{ns} | .18 |
| 4. Newspaper | 2.58 ^{ns} | .11 |
| 5. Comics | 3.68 ^{ns} | .08 |
| 6. Pamphlets | 3.35 ^{ns} | .09 |

Note. ns means not significant at .05 level

There is no significant difference in the reading interests of the college students when grouped according to age groups (Table 4). This means that although the choices of reading materials varied, the variance is not significant. Hence, young or old, the choice of reading materials was similar.

Table 4. Reading interests of the students when grouped as to age groups

| Reading Materials | Chi-square | <i>P</i> |
|-------------------|--------------------|----------|
| 1. Books | 1.65 ^{ns} | .20 |
| 2. Magazines | 2.54 ^{ns} | .11 |
| 3. Journals | 2.75 ^{ns} | .09 |
| 4. Newspaper | 2.61 ^{ns} | .10 |
| 5. Comics | 1.73 ^{ns} | .16 |
| 6. Pamphlets | 2.57 ^{ns} | .11 |

Note. ns means not significant at .05 level

The reading interest of students with higher family income significantly differed from those whose family income is low (refer to Table 5).

Table 5. Reading interests of the students when grouped as to family income

| Reading Interest | Chi-square | <i>p</i> |
|------------------|------------|----------|
| 1. Books | 9.40* | .04 |
| 2. Magazines | 9.50* | .04 |
| 3. Journals | 9.62* | .03 |
| 4. Newspaper | 10.48* | .03 |
| 5. Comics | 11.50* | .02 |
| 6. Pamphlets | 12.80* | .02 |

Note. * means significant at .05 level

There is no significant difference in the students' reading interests when grouped by course (Table 6). This means that regardless of their course, the reading interest of college students in DAMIAT did not differ significantly.

Table 6. *Students' reading interests when grouped according to course*

| Reading Interest | Chi-square | <i>P</i> |
|------------------|--------------------|----------|
| 1. Books | 3.08 ^{ns} | .24 |
| 2. Magazines | 2.75 ^{ns} | .20 |
| 3. Journals | 2.25 ^{ns} | .10 |
| 4. Newspaper | 2.33 ^{ns} | .15 |
| 5. Comics | 2.50 ^{ns} | .18 |
| 6. Pamphlets | 3.75 ^{ns} | .28 |

Note. ns means not significant at .05 level

The data reveal that regardless of the educational status of the respondents' father and mother, their reading preferences did not significantly vary (Table 7).

Table 7. *Students' reading interests when grouped by parents' educational status*

| Reading Interest | Chi-square | <i>P</i> |
|------------------|--------------------|----------|
| 1. Books | 1.81 ^{ns} | .24 |
| 2. Magazines | 2.25 ^{ns} | .17 |
| 3. Journals | 2.35 ^{ns} | .15 |
| 4. Newspaper | 2.00 ^{ns} | .21 |
| 5. Comics | 3.67 ^{ns} | .12 |
| 6. Pamphlets | 2.10 ^{ns} | .19 |

Note. ns means not significant at .05 level

The reading interests of the college students were the same regardless of whether they reside in the barangays or in the Poblacion (Table 7).

Table 7. *Students' reading interests when grouped by residence*

| Reading Interest | Chi-square | <i>P</i> |
|------------------|--------------------|----------|
| 1. Books | 2.11 ^{ns} | .21 |

| | | |
|--------------|--------------------|-----|
| 2. Magazines | 2.28 ^{ns} | .14 |
| 3. Journals | 2.38 ^{ns} | .12 |
| 4. Newspaper | 2.03 ^{ns} | .18 |
| 5. Comics | 3.70 ^{ns} | .10 |
| 6. Pamphlets | 2.13 ^{ns} | .16 |

Note. ns means not significant at .05 level

IV. CONCLUSION AND RECOMMENDATION

A great majority of the college students at DAMIAT, San Mariano, Isabela are yet at the developmental and functional reading stage more than the recreatory stage. This is evidenced by the reasons they gave on reading. As propounded by Manera (2019), school has the sole authority to give the best learning atmosphere for every students, which points out all teachers' effort and school administrators' support. Furthermore, students under study spend a very limited portion of their free time reading. There is a significant variation of the reading taste and interest among the college students of DAMIAT caused by their economic status. Reading taste and interest among the college students under study insignificantly differed when grouped according to their sex, age, course, parents' educational attainment, and residence. Students are exposed to a very limited variety of good reading materials both in school and at home, especially.

Hence, teachers should promote a suitable climate to enhance the students reading taste and interest and to encourage them to read outside of course requirements. In as much as parents' income significantly affected the reading interest of students, the school should provide more appropriate reading materials for all students to offset the absence or limited condition of these in the home. Faculty members, English teachers, in particular, should employ varied approaches which will make students do more in leisure time reading. Since the library is the students' main source of reading materials, it should be provided with sufficient copies of updated newspapers, magazines, journals, pamphlets, books, and other home reading books. Teachers, as well as parents should cooperatively guide the students in their reading interests so that they will do more leisure reading at the right time and of the right kind.

This study is not exhaustive, hence, other future researchers may want to explore further studies along this area. The following topics for future researches may be conducted: a) The Reading Interests of College Students of the Division of Isabela and Its Relation to Academic Performance; b) The Reading Preferences of the First Year College Students of CHED Supervised Institutions in Region 02; and c) A Comparative Study of the Reading Preferences of CHED Supervised Institutions of Region 02.

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