

The Relationship between English Reading Comprehension and Academic Self-Efficacy among Bsed-English Students

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ABSTRACT

This study aimed to determine the relationship between English reading comprehension and academic self-efficacy (ASE) among 100 BSEd-English majors at a private institution in Pagadian City, Zamboanga Del Sur, during S.Y 2025-2026. This study utilized a descriptive-correlational quantitative design through a validated instrument. Data were gathered through a validated 15-item multiple-choice reading test based on Hillocks' comprehension levels and a 20-item academic self-efficacy scale (5-point Likert self-comparison). The findings revealed that an overall reading comprehension level is interpreted as "Moving towards mastery," with an overall Mean Percentage Score (MPS) of 67.60. The results also showed that literal comprehension is interpreted as "Closely Approximating Mastery," with the MPS of 86.40, but "Average" in both inferential comprehension, with the MPS of 64.20, and evaluative comprehension, with the MPS of 52.20. ASE is interpreted as "High" with a mean score of 3.48 and a standard deviation of 1.03. Furthermore, the Pearson r correlation shows a negligible to low relationship between English reading comprehension and academic self-efficacy. In conclusion, this indicates that, while students have "High" academic self-efficacy, it does not affect participants' English reading comprehension. This might be due to other factors, such as their reading strategies, vocabulary depth, and high-linguistic analysis.

Keywords: Literal comprehension; inferential comprehension; evaluative comprehension; academic self-efficacy; and social cognitive theory

INTRODUCTION

Background of the Study

Self-efficacy (SE) is divided into three subcategories: social, self-regulatory, and academic. The first concerns students' ability to maintain social engagement and be assertive. The second refers to reflecting carefully to avoid risky behaviors. The third involves students' capacity to perform better in academic tasks and challenges (Baron, 2004, as cited by Tarigan et al., 2022). Since this study focuses on reading comprehension and its effect on students' confidence in academic tasks, it uses the third category, academic self-efficacy (ASE), which includes reading. Reading comprehension is a key part of learning English, reflecting students' level of understanding of the language. Moreover, Emmanuel (2024) mentioned that students' beliefs about their abilities influence their engagement and performance in reading activities, supporting Bandura's theory that self-efficacy contributes to academic achievement and reading success.

Furthermore, English reading comprehension is essential for college success, particularly for Bachelor of Secondary Education (BSEd) students majoring in English. From first to fourth year, they must independently read and comprehend demanding academic and literary texts. Students with strong academic self-efficacy, or belief in their ability to succeed, perform better in reading. This belief significantly influences performance (Jiang, 2023). Proficient readers grasp course materials easily, critically engage texts, and excel across academic subjects.

In addition, Jiang (2023) found that among Chinese EFL undergraduates, higher reading self-efficacy (SE) reduces mental effort and boredom during reading. This study highlighted the key interplay between cognitive and emotional factors in reading success. Likewise, Alabbaichy et al. (2024) and Tarigan et al. (2022) reported a positive correlation between SE and reading comprehension among Iraqi high school students and Indonesian university EFL students, respectively. Conversely, Jannah and Melliofatria (2025) identified a moderate relationship between SE and reading comprehension, suggesting SE is important but not the sole predictor of reading success.

Moreover, SE influences reading motivation and strategies. Anggia and Habók (2025) found SE predicted key motivational variables linked to reading behavior in an online program. Zheng (2024) reported high SE correlated with increased use of cognitive and metacognitive strategies (planning, monitoring, evaluating). Conversely, motivation, fueled by effort, mediated the relationship between language learning SE and reading comprehension, underscoring SE's multidimensional nature. Bandura identified four sources of efficacy beliefs: mastery experiences (task completion), vicarious experiences (observing others succeed), verbal persuasion (positive feedback), and physiological states (stress and anxiety effects) (Giladi et al., 2021).

Additionally, academic self-efficacy also predicts academic success; for instance, Zhang (2025) finds that academic self-efficacy is a strong predictor of learning engagement and performance among Chinese graduate students, while Fakhrou and Habib (2021) found similar effects in special education.

Furthermore, a study on cross-linguistic transfer found that SE indirectly affects second-language reading by mediating motivation (Liu et al., 2024). However, the effect of SE on growth over time may differ from that of a growth mindset (Cho et al., 2021). Tarigan et al. (2022) used online instruction and found a strong positive relationship between SE and reading comprehension, highlighting the importance of such practices for building students' SE. Polrak et al. (2024) found that SE mediates the use of metacognitive strategies in learning and reading at higher levels.

Expanding on this, Alharbi (2021) found that the four sources of self-efficacy influenced Saudi EFL undergraduates. SE is related to other factors such as vocabulary knowledge, academic engagement, and classroom learning experiences. Vocabulary knowledge is an important correlate of reading comprehension among Filipino first-year college students, according to a study by Cawagdan-Cuarto et al. (2023).

Furthermore, Lucas et al. (2021) used machine learning to identify self-beliefs, attitudes, and motivation as the top predictors of Filipino students' reading proficiency, showing the complex social context of SE.

While previous studies point to the important role of reading self-efficacy in EFL and ESL learners' reading comprehension, the relationship between academic self-efficacy and reading comprehension among Filipino BSEd-English students remains unexplored and unanalyzed. Therefore, this study examines the relationship between academic self-efficacy and English reading comprehension among Filipino BSEd-English students. Most existing research on SE has focused on reading self-efficacy, leaving the academic self-efficacy unexplored and the complex mechanisms underlying interaction unanalyzed.

This study highlights the important role of academic self-efficacy in students' capability to perform better in English reading comprehension tasks. Similar to the findings in the local study on criminology students, this study found that reading comprehension significantly impacts academic success, and it emphasizes that students' belief in their academic capabilities strongly influences their reading performance. Effective reading strategies, vocabulary development, and consistent reading practice are essential in improving comprehension skills. The study suggests that targeted interventions and enriched reading activities can enhance students' confidence and comprehension, which are important for their overall academic achievements in English (Dunggo-an et al., 2025).

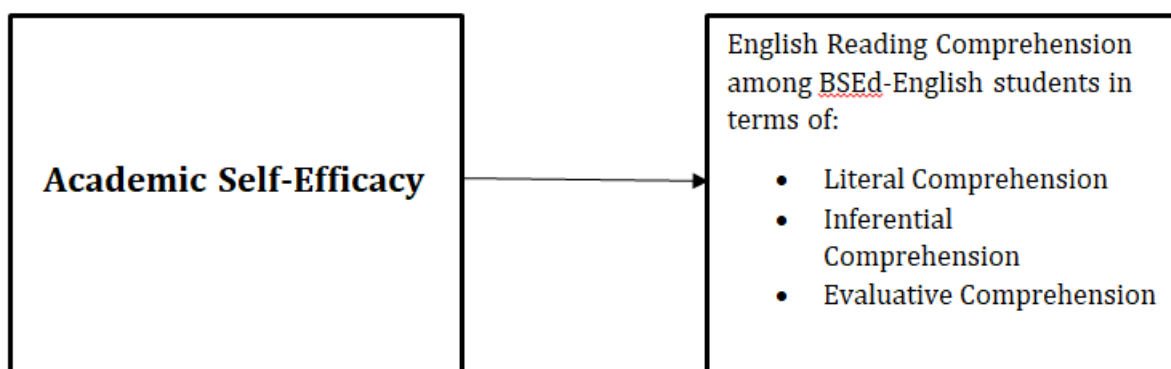
Finally, to better understand this issue in the local academic setting, the researchers often hear instructors express concerns about students' lack of reading comprehension, which is necessary to understand their lessons properly. Students who struggle with reading comprehension often find it difficult to understand what they read, which can affect their academic performance. One national assessment that supports these concerns is the Program for

International Student Assessment (PISA). Filipino students consistently scored below the international average in reading comprehension, which supports the instructors' concern that poor reading comprehension skills can affect students' academic achievement.

Contextually, the Philippines has been ranking low in international assessments, ranking dead last among 79 nations. This report was found in the Manila Times (2020) by the study of Tangalin (2023). According to Balancio (2023), the Philippines ranked 76th out of 81 countries in the PISA results. The PISA data showed that, while the Philippines scored below the Organization for Economic Co-operation and Development (OECD) global averages in reading comprehension, math, and science, the results were similar to those in 2018, when the country participated in PISA for the first time. This ongoing poor performance shows us the urgent need to address literacy and learning gaps in the country's education system.

Conceptual Framework

Figure 1. Schematic Diagram of the Study



The Independent variable in Figure 1 is the students' Academic Self-Efficacy, defined as the judgment of how well one can organize and execute courses of action needed to attain designated types of performance. The Dependent variable in Figure 2 is the Level of English Reading Comprehension, which refers to the literal, inferential, and evaluative comprehension levels of BSEd-English students as defined in the Definition of Terms. The relationship between reading comprehension and academic self-efficacy at the three levels suggests that reading comprehension significantly influences academic self-efficacy. Alabbaichy et al. (2024) found that students with higher self-efficacy are more likely to perform better on reading comprehension tests because it motivates them to overcome obstacles and work harder. However, poor reading comprehension can lead to a "weak sense of self-efficacy," causing people to work less hard and feel anxious and self-conscious, which in turn reduces their perseverance in their academic pursuits.

This study is anchored on Bandura's Social Cognitive Theory, introduced in 1986. Bandura proposed that beliefs about capabilities can influence thoughts, emotions, and behaviors. Bandura described the four sources of SE as mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states of mind. Reading skills are strengthened through experiences of mastery in reading difficult material correctly, observing a peer, receiving encouragement, and regulating emotions like anxiety. Reading comprehensively strengthens self-efficacy, helps stay motivated, and builds confidence. When students have poor reading skills, it can lower their self-esteem and academic performance. This framework describes how of these sources interact to shape students' academic self-efficacy and improve their academic performance.

Statement of the Problem

The following research questions address the study's aim, which was to find out the relationship between English reading comprehension and academic self-efficacy among BSEd-English students. The study aims to answer the following questions:

1. What is the level of English reading comprehension of BSEd-English students in terms of the following indicators:

1.1 Literal Comprehension;

1.2 Inferential Comprehension; and

1.3 Evaluative Comprehension.

2. What is the level of academic self-efficacy among BSEd-English students?

3. Is there a relationship between English reading comprehension and academic self-efficacy among BSEd-English students?

METHODS

The researchers used a quantitative, descriptive-correlational approach to examine the relationship between English reading comprehension and academic self-efficacy. In addition, the researchers used a cross-sectional approach to collect data at a single point in time. The study was conducted at a private educational institution in Pagadian City, Zamboanga del Sur. Data were collected from a department offering a Bachelor of Secondary Education Program with a focus on English. The participants in this study were the BSEd-English students officially enrolled in S.Y. 2025–2026, from 1st year to 4th year. These participants were selected because, as English majors, having strong English reading comprehension skills is necessary. Without adequate reading comprehension, they would struggle to understand their reading and teaching materials, hindering their ability to teach their future students effectively. In determining the relationship between English reading comprehension and academic self-efficacy, the researchers developed and validated a reading comprehension test by experts and adapted a survey questionnaire, ensuring their reliability and validity. The reading comprehension test consisted of 15 items, five for each indicator: literal, inferential, and evaluative comprehension. The adapted academic self-efficacy questionnaire by Vilani and Udari (2017) consisted of 20 items using a five-point self-comparison Likert scale. These instruments enabled the researchers to measure participants' English reading comprehension and academic self-efficacy, and to determine the relationship between the two variables.

Data Gathering

In gathering the data, the researchers first provided the instructions and allotted approximately 1 hour and 30 minutes for the participants to complete the test and survey questionnaire. After collecting the responses, the researchers carefully reviewed and encoded the data into Microsoft Excel for submission to the statistician. The statistician then entered the data into IBM SPSS software and computed the frequency and percentage distributions to ensure accurate analysis and secure data management. To interpret the strength of the correlation coefficient: Pearson r values between 0.00 and 0.30 indicate a weak correlation, between 0.31 and 0.70 a moderate correlation, and between 0.71 and 1.00 a strong correlation.

Data Analysis

The researchers used descriptive statistics and frequency and percentage distributions computed via IBM SPSS to assess English reading comprehension levels and academic self-efficacy among BSEd-English students. The data gathered were reversed scored before calculating the overall self-efficacy score. Means and standard deviations were calculated to summarize overall scores from the reading test and self-efficacy scale. Frequency distributions examined response patterns across individual test items. The study's hypothesis was tested using Pearson's r correlation coefficient to assess the significance of the relationship between the variables.

Ethical Consideration

The researchers recognized the importance of upholding ethical standards to maintain respect between them and the participants. To ensure this, the following ethical principles were observed in the study:

Voluntary Participation. It refers to allowing participants to freely decide whether to join the study without coercion or pressure, and to leave at any time without consequences (Hassan, 2024). Before administering the

research instruments, the researchers explained the purpose of the study and the participants' rights. Only the BSEd-English students who willingly agreed to participate were included in the study.

Informed Consent. It refers to providing participants with clear and complete information about the study, including its purpose, procedures, and their rights, so they can decide whether to participate willingly (Hassan, 2024). Before administering the research instruments, the researchers clearly explained the purpose of the study, the procedures involved, and the participants' rights. The researchers ensured that the participants fully understood their involvement before they voluntarily agreed to join the study.

Anonymity. It refers to protecting participants' identities by ensuring that no personal information is collected or recorded that could reveal their identities (Hoft, 2021). The anonymity of the BSEd-English students was ensured by not requiring the participants to write their names on the research instruments.

Confidentiality. This ethical principle protects the information gathered from participants by keeping their data private and secure from unauthorized access (Bos, 2020). The researchers securely stored the collected data and did not share it with anyone outside the research team.

Responsible Use of Artificial Intelligence (AI). This ethical principle ensures that AI tools are used fairly, transparently, and securely while protecting privacy throughout the research process (Floridi & Cowls, 2019). The researchers addressed and justified possible biases in AI-generated outputs and protected participants' privacy through proper data security and confidentiality measures.

RESULTS AND DISCUSSIONS

English Reading Comprehension

This variable includes the three levels of Hillock's Reading Comprehension, which refer to students' levels of understanding of a text, measured through comprehension questions on main idea, supporting details, inferences, author's purpose, and conclusions. This variable was measured by the following indicators: *literal, inferential, and evaluative reading comprehension*.

a. Literal Comprehension.

It refers to understanding the facts, ideas, vocabulary, events, or information directly stated in the text, including the ability to answer basic questions such as "what, where, when, and who." Literal comprehension is considered the lowest level in Hillock's level of reading comprehension.

Table 1. Level of English Reading Comprehension in terms of Literal Comprehension

Question no.	Frequency	Percentage
1	98	98.00
2	97	97.00
3	56	56.00
4	98	98.00
5	84	84.00

Table 2 presents the overall result among BSEd-English literal comprehension frequency and percentage scores. Questions 1 (*What kind of vehicle did the man arrive in?*) and 4 (*What is the name of the flower mentioned in the story?*) received the highest score of 98.00%. These questions asked for basic information, used familiar

wording, and allowed readers to find the answers directly within the text. This indicates that students are generally good at basic understanding.

On the other hand, Question 3 (*What type of fence surrounded the house?*), was answered correctly 56% of the time. The use of the word 'wattled' caused this. This translates to "made of woven branches". Since these are not as common, the students more easily guessed a stone or metal fence. The confusion with a word shows how even simple concepts can be difficult if the students do not know a word, showing how much they rely upon vocabulary for their performance.

The study by Corpuz et al. (2024) shows that university students are best at the literal level of reading comprehension, with participants achieving "Outstanding" performance in understanding the text and the basic facts directly stated in it. This is further supported by Budi and Zuhro (2023), who found that English students excel at basic skills such as determining word meanings and identifying main ideas. However, their performance dropped to a "Fair" level (0.60) when identifying references and evidence to comprehend the text better.

b. Inferential Comprehension

It refers to the ability to determine or comprehend the meaning of a text even when it is not directly stated, or in other words, reading between the lines. At this level of comprehension, it requires the ability to interpret the meaning of the text behind the evidence or facts, such as in cause-and-effect questions, to draw conclusions.

Table 2. Level of English Reading Comprehension in terms of Inferential Comprehension

Question no.	Frequency	Percentage
6	50	50.00
7	50	50.00
8	68	68.00
9	79	79.00
10	74	74.00

Table 3 presents the frequencies and percentages of inferential comprehension frequency and percentage scores. As for the inferential questions, Question 9 (*What might the deliberate negligence in the handwriting on the fan suggest about the writer?*) was the easiest to answer correctly (79% of students). This question was easier because students could relate it to emotions, like nervousness, and this idea was clearly supported in The Tale of Genji. This indicates that students can grasp some implied meanings but struggle with deeper analysis.

On the other hand, Questions 6 (*Why might the man have come without outriders and in a plain coach?*) and 7 (*What does the description of the house and gate suggest about the people living there?*) had the lowest score with 50.00, meaning students had more difficulty because they needed cultural understanding. These questions involve ideas such as secret travel during the Heian period and signs of social status loss, which are unfamiliar to Filipino BSEd-English students.

Furthermore, a study by de-la-Peña and Luque-Rojas (2021) showed that many college students struggle with inferential reading. Only 33% could understand unstated ideas or "read between the lines." Srisang and Everatt (2021) explained that making inferences is a more advanced skill, especially for English learners, and requires a strong vocabulary foundation. These findings are relevant to this study because the BSEd-English students also struggled with higher-level thinking. Like earlier studies, they could recall simple facts but had difficulty connecting ideas and forming conclusions. This implies that college students need stronger vocabulary skills to improve inferential reading.

c. Evaluative Comprehension

It is a sub-variable of English Reading Comprehension involving the examination of a text to understand the author's purpose, opinions, language style, and presentation of ideas. Readers go beyond basic understanding by assessing how well ideas are supported, questioning the author's point of view, and identifying possible bias in the text.

Table 3. Level of English Reading Comprehension in terms of Evaluative Comprehension

Question no.	Frequency	Percentage
11	65	65.00
12	73	73.00
13	49	49.00
14	38	38.00
15	41	41.00

Table 4 presents the frequency and percentage results for evaluative comprehension. Question 12 (*How does the imagery of the flowers and ivy contribute to the story's mood?*) received the highest score, with 73% of students answering correctly. This question was easier as it focused on the mood created by nature imagery, a familiar literary concept. This indicates students face significant challenges in forming opinions, critiquing texts, or judging reliability based on personal criteria.

On the other hand, Question 14 (*In what way does the language style (e.g., poetic description, metaphors) enhance the story's theme?*) had the lowest score with 38.00, indicating that students struggled with this item because it requires a deeper understanding of how writing style connects to theme, which is more complex and less familiar.

Moreover, the study by Krismadayanti and Zainil (2022) showed that their evaluative items were among the most difficult for students. 71.85% of the students correctly answered questions on making judgments, evaluating relevance, and connecting textual details to deeper meanings, but only 38.75% answered correctly. This is further supported by the study of Ho et al. (2025), which explains that many first-year English majors have difficulty developing a "situation model" of a text, a key requirement for deeper evaluation. According to their study, while students can understand the basic "text base," limited vocabulary depth makes it harder for them to examine the author's perspective or assess more complex arguments. Similarly, the findings of the present study reflect this pattern. Like the participants in Ho et al.'s study, the students showed a clear gap between understanding facts and interpreting deeper meanings. Therefore, these results indicate that evaluative comprehension remains a major cognitive and linguistic challenge, even for English majors.

The table below presents the summary of the three indicator levels of English Reading Comprehension among BSEd-English students.

Table 4. Level of English reading comprehension of BSED-English students

Indicators	Mean	SD	MPS	Interpretation
Literal	4.32	0.84	86.40	Closely Approximating Mastery
Inferential	3.21	1.25	64.20	Average
Evaluative	2.61	1.29	52.20	Average
Total	3.38	1.34	67.60	Moving towards mastery

Mean Percentage Score Scale: 96% – 100% – Mastered; 86% – 95% – Closely Approximating Mastery; 66% – 85% – Moving towards mastery; 35% – 65% – Average; 16% – 34% – Low; 5% – 15% – Very Low; 0% – 4% – No Mastery

Table 5 presents BSEd-English students' overall result as Moving Towards Mastery in English Reading Comprehension ($M = 3.38$, $SD = 1.34$, $MPS = 67.60$). Highest performance was in literal comprehension ($MPS = 86.40$), interpreted as Closely Approximating Mastery, showing they understood explicit information despite unfamiliar words. However, inferential (64.20 MPS) and evaluative comprehension (52.20 MPS) were average, suggesting difficulty with implied ideas and text-based judgments requiring deeper analysis.

Moreover, students struggle to “read between the lines” and grasp unstated ideas, as these skills require higher-order thinking beyond recall. Overall, findings show students perform well in basic comprehension but need improvement in higher-order thinking, vocabulary development, critical thinking, and deeper analysis to strengthen reading comprehension.

Kamagi (2020) found that Indonesian high school EFL students performed well in literal comprehension but struggled with inferential skills despite regular English instruction. This aligns with Table 2 in the present study, where BSEd-English students showed strong literal comprehension but average inferential and evaluative comprehension. Similarly, Susiani and Kamagi (2026) reported that Indonesian undergraduate students scored higher in literal comprehension but lower in evaluative and critical comprehension. Overall, these findings indicate EFL and ESL learners consistently excel in literal comprehension over higher-order skills like inference, evaluation, and critical thinking. The results underscore the need to shift teaching from word-for-word understanding to developing higher-level thinking for college-level English proficiency.

Academic Self-Efficacy

This variable covers academic self-efficacy, or students' confidence in engaging in learning activities and academic programs. This section examined BSEd-English students' academic self-efficacy levels and their influence on literal, inferential, and evaluative English reading comprehension performance.

Table 5. Level of Academic Self-Efficacy among BSEd-English

Statements	Mean	SD	Interpretation
1. I ask questions in lectures.	2.78	1.06	M
2. I respond to questions asked in lectures.	3.20	0.90	M
3. I draw up a study plan.	3.01	1.02	M
4. I ask for help from my lecturers.	3.13	0.98	M
5. I write up additional notes.	3.59	1.05	H
6. I plan my time for examinations.	3.53	0.93	H
7. I ask for help from my friends when I have issues in subject matter.	3.84	1.00	H
8. I produce my best work in examinations.	3.70	0.95	H
9. I engage in academic discussions with my friends.	3.82	0.94	H
10. I make sense of feedback on my assignments.	3.61	0.87	H
11. I explain subject matters to my friends.	3.55	0.97	H
12. I make a good attempt to answer questions in advance.	3.30	1.03	M

13. I meet the deadlines for my assignments.	3.87	1.03	H
14. I make an attempt to meet the deadline for group assignments.	3.83	1.02	H
15. I pay attention during every lecture.	3.82	0.91	H
16. I express my opinion when I do not understand the lectures.	3.25	1.00	M
17. I feel nervous when I am doing presentations.	3.08	1.17	M
18. I come forward to do presentations in group assignments.	3.42	1.04	H
19. I feel confident that I can complete the degree within 4 years.	3.62	0.91	H
20. I make sense of feedback on my examinations.	3.62	1.00	H
Total	3.48	1.03	H

Hypothetical mean range: 1.00-1.80 – Very Low (VL); 1.81-2.60 – Low (L); 2.61-3.40 – Moderate (M); 3.41-4.20 – High (H); 4.21-5.00 – Very High (VH)

Table 6 reveals the academic self-efficacy of BSEd-English students measured on a 5-point self-comparison scale (1 = *Not like me at all* to 5 = *Exactly like me*), with an overall mean of 3.48 and a standard deviation of 1.03, interpreted as High based on the hypothetical mean range. The overall results indicate that students demonstrated high confidence, particularly in meeting deadlines, as shown in statement 13 (*I meet the deadlines for my assignments*), had a mean score of 3.87, interpreted as High. This shows that the students feel confident in managing their time and finishing tasks on time. This means that the BSEd-English students see themselves as disciplined and responsible. In contrast, statement 1 (*I ask questions in lectures*) had a mean score of 2.78, interpreted as Moderate, indicating that students are less confident about participating in class. This may be due to shyness, fear of judgment, or cultural norms that discourage speaking up. These findings suggest that BSEd-English students generally hold strong beliefs in their academic capabilities, though targeted support for active classroom participation and presentation confidence could further enhance their overall self-efficacy.

The study by Vilani et al. on Bachelor of Commerce (B.Com) undergraduates found that over 50% lacked confidence in asking questions, a finding similar to that of this study, as shown in statement 1. On the other hand, this study shows that BSEd-English students have a high level of confidence in meeting assignment deadlines, in contrast to Vilani et al.'s study, which found that Vilani's participants experienced difficulties meeting academic demands.

Significant Relationship Between English Reading Comprehension and Academic Self-Efficacy

The table below presents the test of the significant relationship between these variables. To examine the relationship between English reading comprehension performance and academic self-efficacy beliefs among BSEd-English students ($N=100$), Pearson correlation analysis was conducted.

Table 6. Test of Significant Relationship between English Reading Comprehension and Academic Self-efficacy among BSED-English Students.

Variables	Pearson “r”	Interpretation	p-value	Interpretation
English reading comprehension and Academic self-efficacy	0.156	Negligible to Low	0.120	No Significant Relationship

Correlation is significant at the 0.05 level (2-tailed). * $N = 100$ Pearson “r” Scale: 0.00 – 0.20 = Negligible to Low; 0.20 – 0.40 = Low; 0.40 – 0.60 = Moderate; 0.60 – 0.80 = High; 0.80 – 1.00 = Very High

Table 7 results indicate that, despite students demonstrating “*Moving Towards Mastery*” reading comprehension alongside “*High*” academic self-efficacy, these variables function independently within this sample. The absence of a significant correlation suggests that factors beyond self-efficacy beliefs, such as reading strategies, English language exposure, or specific skill deficits in inferential and evaluative comprehension, may primarily influence reading outcomes among BSEd-English students. This contrasts with Galabasa et al. (2022), who reported that academic self-efficacy was significantly related to English language competency, suggesting that stronger confidence in academic abilities contributes to better performance in English.

The negligible relationship between English reading comprehension and academic self-efficacy observed in this study is strongly supported by Anggriawan et al. (2023). In their investigation of senior high school students, they found that although students maintained a “*High*” level of self-efficacy, the statistical analysis ($sig. = 0.118 > 0.05$) indicated that self-efficacy did not significantly affect reading comprehension scores. Their findings suggest that high self-belief primarily influences a student's interest and persistence in attempting a task, but does not inherently guarantee proficiency in the cognitive mechanics of reading. This aligns with the current study's results, which show that BSEd-English students exhibited high self-efficacy but only reached an “*Average*” level in evaluative comprehension, indicating that psychological confidence does not automatically bridge gaps in high-level linguistic analysis or vocabulary depth.

Some studies show a connection between variables, but the relationship is often weak. For example, Jannah and Melliofatria (2025) found that the link between self-efficacy and reading comprehension among university students was only 0.408, which is considered low. This suggests that although a student's confidence in their abilities may have some influence, it is not a strong predictor of how well they actually understand what they read. This helps explain why the present study also found only a very small relationship between the two.

Aside from reading ability, other factors may have affected the results. Banditvilai (2020) showed that using specific reading strategies can greatly improve comprehension. In addition, the time allotted for tasks also matters. Martina et al. (2020) noted that strict time limits can make it harder for students to process information and perform well on reading tasks.

Moreover, the results of this study, in which students performed well in literal comprehension but only showed average performance at the inferential and evaluative levels, can be explained by Barrett's Taxonomy (1968) and Rabinowitz (1988). Barrett's Taxonomy explains that reading skills develop in a step-by-step manner. Students first need to understand basic, clearly stated information before they can move on to more complex tasks like evaluation and critical thinking. Meanwhile, Rabinowitz's Rules of Notice highlight the importance of recognizing key clues in a text to fully understand it. When students struggle with unfamiliar vocabulary, as seen in this study, they find it harder to notice these clues. Because of this, they often stay at a basic level of understanding rather than reach deeper levels of comprehension.

On the other hand, the respondents' overconfidence despite their average reading ability can be understood through Albert Bandura's Social Cognitive Theory (1986). According to Bandura, there is a distinction between efficacy expectations and actual accomplishments. In simpler terms, BSEd-English students may be confident enough to stay motivated, complete their assignments, and be punctual in doing so, yet such self-confidence does not guarantee high levels of reading comprehension and critical thinking. In conclusion, confidence is necessary for continued action; however, it does not replace linguistic skills.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents a summary of the findings, conclusions based on the study findings, and recommendations.

Summary of Findings

The following findings were specifically arranged according to the order in the presentation of the research problems.

1. What is the level of English reading comprehension of BSEd-English students in terms of the literal comprehension, inferential comprehension, and evaluative comprehension?

The overall results among the BSEd-English students achieved a Moving Towards Mastery, with a ($M = 3.38$, $SD = 1.34$) and ($MPS = 67.60$).

2. What is the level of academic self-efficacy among BSEd-English students?

The overall results among the BSEd-English students demonstrated high academic self-efficacy with a ($M = 3.48$, $SD = 1.03$).

3. Is there a significant relationship between English reading comprehension and academic self-efficacy among BSEd-English students?

There is no significant relationship between English reading comprehension and academic self-efficacy among BSEd-English students, as indicated by the Pearson correlation coefficient ($r = 0.156$), which revealed a negligible to low relationship, and the p-value of 0.120 is greater than the 0.05 level of significance.

Conclusion

The findings reveal that BSEd-English students performed better in literal text comprehension than in higher-order inferential and evaluative reading skills. Although the students demonstrated a high level of academic self-efficacy across most academic tasks, the results showed no significant linear relationship between academic self-efficacy and English reading comprehension in this sample. This suggests that higher academic self-efficacy was not statistically associated with higher reading comprehension performance among the participants.

The findings also indicate that academic self-efficacy alone may not explain differences in students' reading comprehension performance. Factors such as vocabulary knowledge, reading strategies, language exposure, and cultural knowledge may be possible explanations for differences in comprehension, but these factors were not measured in the present study. Therefore, the results should be interpreted within the scope of the variables examined and should not be taken as evidence of cause-and-effect relationships. Future studies may examine these additional factors to gain a broader understanding of the students' reading comprehension.

Recommendations

Based on the findings of this study, the following recommendations aim to address the limitations and improve English reading comprehension among BSEd-English students:

1. Educators may give direct guidance on inferential reading by using strategies such as thinking aloud while reading, helping students predict outcomes, recognizing cause-and-effect relationships, and understanding ideas that are not clearly stated in the text.
2. Teachers may design activities that develop evaluative reading skills, such as identifying the author's bias, judging the quality of a text, and expressing personal insights through guided discussions, worksheets, and class seminars.
3. Educators may also use different types of assessments, including critical response essays, to better evaluate students' higher-level comprehension rather than focusing only on basic recall.
4. Educators and future researchers should integrate Filipino-authored literary pieces for reading materials, reducing cultural barriers.
5. Future researchers may examine students' reading results more closely to identify common difficulties in inferential and evaluative comprehension and provide specific, individualized feedback to address these challenges.

6. Future studies should aim for complete data collection and involve a larger number of participants to improve the reliability of correlation results.
7. Future researchers may also investigate other factors that influence comprehension, such as vocabulary knowledge, frequency of reading, and the use of metacognitive strategies.
8. Future researchers may do a pilot test of their research tool before conducting their study to ensure that respondents comprehend their questions and are able to give precise and objective responses.

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