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Exploring the Senior High School Students' Reading Experiences of Digital and Printed Texts

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Abstract

Understanding the prevalence of reading electronic and printed texts across educational institutions and beyond is crucial for effectively addressing associated challenges. This study explored the senior high school students' reading preferences in one of the senior high schools of Pagadian City division. Qualitative research method was used, specifically, a narrative analysis for structured individual interview with the aid of an interview guide. Codes and themes were formulated from the transcribed data. Findings revealed that printed and online texts reading varied transactional experiences. Readers showed varied intentions for reading printed texts, such as educational communication and spiritual purposes. However, the consequences of reading electronic texts were their distractive tendencies, complex navigations, and expensive reading tool. In conclusion, there were similarities in the transactional experiences of reading from both formats, such as both facilitate the students' imagination skills, challenge their thinking, and benefit them effectively in their reading tasks.

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Introduction

Reading is a complicated process that includes word recognition, comprehension, fluency, and motivation (Leipzig, 2001). Readers have transactional experiences while reading texts regardless of the platform they use. Transactional experiences are the actual encounters of the readers while reading texts whether electronic or printed texts. The term *transaction* means that readers have different deals for opening a book. It may be for learning or for fun (Rosenblatt 1995 in Cai, 2008).

It was proximately apparent that many students' engagement to text, either digital or printed, is distinctive in schools. In the field of education, students use books and writing materials to learn and make the mark, but as time changes, the emergence of new technology progresses the way the classroom is. In schools, the growth of electronic learning approaches makes students tangled in a digital screen more than before (Kazanci, 2015). Sad to note, other research findings reported that there are many problems that digital reading can cause, such as physical fatigue and eyestrain. The unfavorable effect of these will hamper the students' reading rate and concentration. In contrast, other research results specify



that reading from electronic devices cannot affect one's concentration or reading rates (Grzeschik, Kruppa, Marti, & Donner, 2011, p. 288).

Most classrooms nowadays are already equipped with smart televisions. Teachers used Various media are so that students will be updated with the new trends in education. As mentioned, in the Philippines, there is already the development of ODL observed the delivery of instructional packages in print, audiotapes, and videotapes, CD-ROMs, and other forms. In current years, Web teaching and learning have been made possible through going online. In the Department of Education Project, text2teach, which integrates digital satellite broadcasts and mobile phone communications, to transport science resources by video broadcast from the classroom directly (Domingo, 2006).

In education, students equipped themselves with books and writing materials to acquire knowledge and make a mark. But as time passed, the presence of new technology changed the way the classroom is. A study by Mangen, Walgermo, and Bronnick (2013), comprising students from grade 10 in Norway who read in either text or digitally, discovered that students who read print learning materials scored higher in their reading comprehension compared to those who are reading digitally. Since the use of electronic approaches in the academe, students are already exposed to digital screens more than before (Kazanci, 2015). Learning preference is considered a factor and then just a method because they also should consider other aspects that might impact learning (Jim, 2016).



Engaging with academic hypertext publications in higher education introduces a heightened complexity that redefines the concepts of college reading and literacy.

Mastering the interpretation of these erratic, nonlinear texts necessitates familiarity and experience. Research that probed in this line of inquiry elucidates the characteristics and utility of hypertext, thereby examining the difficulties associated with reading hypertext, and usually presents reading tactics for college students. These studies encompass research on hypertext characteristics, theoretical foundations of hypertext understanding, disorientation challenges, navigational and coherence design elements, and targeted comprehension tactics for college hypertext assignments.

In our generation today, students are digital natives; they are the first generation that lives in a world surrounded by technology. Educators, parents, and policymakers positively identify the influence of technology and have retorted in kind. The improvement in technology in schools required a lot of funds. Many learners also have already mastered how to use these.

In 2009, a law was passed in California requiring that all college textbooks be available in electronic form by 2020. In the year 2011, lawmakers in Florida passed legislation that requires public schools to convert their books into digital versions (Alexander & Trackhman, 2017). Since the teachers and the students are the ones inside the classroom, they could attest that books are essential learning tools. Today's nature of handbooks is changing because



there are increasingly several students who have no laptops, smartphones, tablets, and other handheld devices among students (Smith & Caruso, 2010).

In a still-developing country like the Philippines, where the 'digital divide' is occurring, getting information through technology is a challenge to educators. Nonetheless, the electronic device has a benefit on learning among students more than its existence. Indeed, the use of phones or computers must not only address specific educational concerns, but it must also bridge the digital divide and give access to quality education among all. This development of learning strategies can be a 'classic case of necessity.' In many ways, teachers learn through electronic text or paper text to address persistent societal concerns, accomplish academically, and attain institutional goals (Bandalaria, 2008).

According to Torrevillas (2017), e-Books' growing fame does not discourage students' learning comprehension. It also does not give a reason to phase out printed textbooks. He found that building reading ability among the young is better when using a printed book than with an e-Book. The study confirms e-Books also convey the story and support children to participate with some interactive add-ons; there is no conversation and nothing to encourage the child to talk for a discussion. The research finalized that sometimes other features like the 'click-through' could actually divert the reading experience after all the interruptions.

Research indicates that the reading preferences of adolescents greatly affect their academic outcomes. It is widely recognized that engaging in reading, whether for enjoyment or educational



purposes, is a crucial element of learning. Filipino students rank among those who struggle with reading proficiency, which could impact their academic experience. Consequently, this study aimed to explore the link between reading habits and the academic achievement of Filipino students in a flexible learning environment using a correlational research approach. The research employed a questionnaire adapted from previous studies and tailored to meet the specific goals of this investigation. The results showed that students allocate their reading time to both academic and leisure activities, though they tend to favor academic reading. Additionally, it was observed that increased time spent on academic reading correlates with higher General Weighted Averages (GWA). Furthermore, it was found that spending more time on academic journals is associated with a greater GWA. However, no significant correlation was established between leisure reading habits and academic performance. The study suggests that students should make a habit of reading daily, particularly if they aim to improve their grades (Flavier & Dy, 2023)

Kurata et al. (2016) surveyed 1,755 adults in August 2012 to investigate their reading preferences across 11 media types and their preference for either print or digital formats. The most significant finding was that people's behavior contradicted their stated preference. Specifically, respondents devoted 70% of their reading time to digital media, yet their preference was for print. The analysis confirmed a notable mismatch between the groups defined by actual reading behavior and those defined by preferred format.



For students in Zamboanga del Sur National High School-Senior High-School (ZSNHS- SHS), the paradigm of reading is increasingly screen-based rather than paperbound due to the insufficiency of books in senior high schools. In modern society, teachers and students can apply digital technology in assisting the reading activities. Electronic devices can be almost everywhere. It is aligned with the need of the students to get the information in the digital era. Some students who read on the screen are tired; this tiredness could harm the concentration on learning that can harm their academic performance, leading to low grades and, thus, frustration. Students' willingness to adapt to these changes is still subject to more studies.

In his speech written in 1900, Mark Twain claims that, "books that are praised but not read are called Classic." This adage strongly encourages the present phenomenon of digitization in the classroom and not anymore using the printed books available in the library. There are still many books that have not yet been opened and explored. This occurrence inspired this exploratory study to hear from the students' experiences on their engagement with different kinds of learning materials (print and non-print).

It is necessary to conduct this study because there has been a dearth in theorizing the elaboration on student's transactional experiences in reading electronic texts and printed texts. Most study focused on comparing one platform to another yet not solely explaining on the perceptions of the readers in the activity. This study aims to conduct a study focusing on students' transactional experiences on reading electronic texts and printed texts after knowing the gaps of



the previous studies. This study is expected to reveal several differences in students' experiences in reading printed and electronic texts among high school readers. First, a digital text will likely be perceived as more effective with younger ones. Second, it is also expected that there are still those who would share good, better transactional experiences on printed texts. However, it is necessary to note the difference in learning from digital and printed books.

Statement of the Problem

This study investigated the students' reading preferences between digital versus printed materials of Zamboanga del Sur National High School Senior High School, school year 2019-2020. Specifically, it sought to answer the following questions:

1. What are the experiences of students who are reading online and printed texts?
2. Based on the results of the study, what course of action can be drawn from the emerging themes: *harmful to health, discomfort, purposes in reading e-texts, pros and cons of e-texts?*

Methods

Research Design

This study utilized qualitative design using narrative inquiry approach. Students were asked to narrate their experiences in using both electronic and printed texts when reading to determine senior high school student's reading platform preferences. Narrative inquiry is a way of understanding and inquiring into experience through “collaboration between researcher and participants, over



Bayocot, S.J. & Madrazo, A. R. (2026)., Exploring the senior high school students' reading experiences of digital and printed texts

time, in a place or series of places, and in social interaction with milieus" (Clandinin & Connelly, 2000 p.20).

Research Locale

The data was collected in one of the public senior high schools under Pagadian City division. The school is located at F. Roxas Street, Sta. Maria District, Pagadian City. It is a public school and is populated with 1,500 students taking up different strands in senior high school such as Accounting Business and Management (ABM), Science and Technology Engineering and Mathematics (STEM), Humanities and Social Sciences (HUMSS) and lastly, Technical Vocational and Livelihood Strand (TVL).

The Participants

Selected senior high school students from one of the public senior high schools in Pagadian City division were the participants of this study composed of 6–8 participants.

Sampling

Purposive sampling was utilized in this study. In purposive sampling, participants were selected based on their knowledge and expertise regarding a research topic (Freedman, 2008).

Instrument

Semi-structured interview was used. The interview guide was self-made and it passed through reliability check by English teachers and research advisers who are incredibly highly experienced



individuals who possess knowledge in English and error correction. The main research instrument utilized in this study was a semi-structured interview guide designed to gather in-depth qualitative data from participants. The interview protocol consisted of 15 open-ended questions focusing on the key variables of the study, allowing flexibility for follow-up questions to probe deeper into participants' responses. To ensure the reliability and validity of the data, a Focus Group Discussion (FGD) was also considered. The FGD, composed of 6–8 participants, served as a validation step to cross-check and confirm emerging themes from the individual interviews. This triangulation process helped strengthen the credibility of the findings by comparing individual insights with group perspectives. The interview and FGD protocols were reviewed by field experts to ensure clarity, alignment with research objectives, and appropriateness of language and content.

Data Gathering Procedure

In the data gathering process, permission was sought from the authorities before conducting the research. Devices such as phones and laptops were used to support the data collection to be free from biases. The participants were interviewed about their experiences about their reading digital and printed texts. After getting the needed data the researchers made the transcription of data and thematic coding to get the codes. After getting the codes, the researchers found out the sub themes and themes before finally making the analyzation.



Data Analysis

The data gathered was subjected to interview analysis and interpretation. The interview analysis and thematic coding were used to treat the responses of senior high school students. Clarke and Braun (2006) introduced thematic analysis as a method for analyzing qualitative data. Thematic analysis involves identifying, analyzing, and reporting patterns or themes within the data.

Ethical Considerations in Conducting Research

Given the importance of ethics in conducting the research about students' transactional experiences on reading electronic and printed texts, ethical standards were observed. Respect for participants autonomy, protection of participants rights and welfare, Beneficence, non- maleficence, justice and fairness and integrity and honesty were strictly followed. By upholding these ethical standards, the researchers fostered trust, integrity, and accountability in the research community, promoted respect for human dignity and rights, and ensured the ethical conduct and impact of research on individuals, communities, and society.

Results and Discussion

Experiences in Online Reading

Online reading provides people with unparalleled access to knowledge, debate, and information across a wide range of digital contexts, surpassing traditional limits of time and geography. Online reading experiences cover a wide range of genres, forms, and modalities, from immersive narratives to interactive articles,



from social media feeds to academic databases. Deciphering the ever-evolving nature of literacy in the digital age requires an understanding of the complexity inherent in online reading.

Theme 1 Harmful to Health

From the major theme two sub-themes emerged in electronic texts as harmful to health they are: causes harm to health and causes harm to emotional health. The first sub-theme refers to physical harm. This is due to reasons like too much radiation exposure, body pain, problems with the eyes and headache. This proves to be true among the participants' experiences since as mentioned the radiation exposure is too much which led their vision to be blurry. Added to these is the headache that the participants experienced while reading online. Accordingly, reading online causes trouble to the participants physical health. Students' responses prove this claim.

"About my experience in electronic text reading, sometimes I feel headache because of the exposure to radiation in gadgets."
(RP1)

"About my reading experience, the electronic device is sometimes causing a headache and pain in my body. at 7:00 am ill start reading one subject to finish it." (RP2)

"The electronic way of reading can usually be easier for those people who are spending more time in a gadget while the Printed text is also in demand for those people who are not used to spending more time in facing any gadget because of too much radiation." (RP5)

"I feel the ache in my head and connecting to my eyes upon reading electronic texts, but I read e-books. Reading from electronic texts is stressing." (RP6)



Theme 2 Discomfort

On the other hand, reading electronic texts can also cause harm to emotions like they feel bad, stressed, and confused. As mentioned, according to the participants it is not easy to learn on your own and online reading is too hard to understand, that is why the participants feel bad as they read online. they feel many negative emotions as they are exposed in online reading. It was also mentioned that advertisements and pop ups while reading online leaves the readers to be frustrated and stressed so they tend to not continue reading anymore. Reading online also puts pressure on the part of the readers, as they tend to read faster than reading offline since they know that they pay or spend mobile data every second as they read. This means that reading from electronic texts can really be harmful to the readers as it can affect the readers physical and mental well-being. These claims above can be supported by the statements or the research participants below. Students' responses prove this claim.

"My reading experience upon reading electronic are mixed, such as, exhausted, difficulty, and strange." (RP3)

"Pop outs in reading online are very disgusting sometimes I tend not to finish my reading anymore" (RP4)

"Reading and thinking about your mobile data usage gives pressure, that is why my focus is sometimes disturbed" (RP5)

Theme 3 Purposes of Reading Electronic Texts

Based on the conducted research, there are many purposes that students read electronic and printed texts such as 1.



communication purposes, 2. devotion purposes and 3. education purposes. One of the purposes is that according to the research participants, reading over books and e-books is for education purposes. Students need to get the information that they wanted. As stated, they need to read for them to have additional information for them to answer their modules, especially this time of the pandemic. It was also mentioned that most of the times during these trying times brought by Covid- 19 students are solely getting help from the internet to answer their modules, so they tend to read. Students also read to learn new cooking receipts, or merrily just have fun. Accordingly, reading is also done to learn a new receipt for a new experimental cooking. Others read to have fun, so they read fiction and non-fictional stories in books and other platforms. Another reason is Devotion to God; students read because of their beliefs and show devotion to the supreme being they believe to be their God. Accordingly, students read the bible, and others have downloaded offline bibles for them to be refreshed and be blessed every single day. It was also mentioned that students love to read verses from the bible and share those verses especially in social media platforms. It was also found that reading from electronic and printed texts can be useful for communication as they use them as main sources of news. According to some participants, they need to read the messages in the group chats to get information regarding schedules and whereabouts in the school and the news in the nation. These claims are supported by the statements of the research participants below.

"I am more exposed to reading electronic text when I use my cell



Bayocot, S.J. & Madrazo, A. R. (2026)., Exploring the senior high school students' reading experiences of digital and printed texts

phone, especially when I need to communicate, to entertain myself, and to search for something regarding my studies. I am exposed too in a printed text when I read my Bible and devotional books."(RP1)

"Based on today's situation, I was exposed to reading printed and electronic texts because of these new ways of learning. Because of this pandemic, face to face is not allowed. That is why all students are under and exposed in this new way." (RP 2)

As a student, I expose myself to reading electronic text when it comes to studies and communicating. For reading the printed book, I used to tell myself when I am bored reading my pocketbooks. (RP3)

Based on today's situation, I exposed myself to reading printed and electronic texts because of these new learning methods. Because of this pandemic, face to face is not allowed. That is why all students are under and exposed in this new way. (RP 4)

I am exposed because It is the way it expands my knowledge and gives additional information about what I am reading. (RP 5)

As a student, I am more exposed to reading electronic text, especially when I browse something online regarding my modules. I am exposed to printed text when I sometimes read books and cooking recipes. (RP 6)

The above statements proved on the students' purposes for reading are varied

since they have different views of reading electronic and printed texts.

Theme 4 Pros and Cons in Electronic Text

The pros in reading electronic texts are more convenient, gives more elaboration, provides a wide scope of resources, builds curiosity, feels good upon reading, and makes life easier. However, it was also found out that there are two consequences in reading



electronic and printed texts like too many pop-ups and distractions and hard to navigate. This means that students do not only experience the advantages of reading electronic texts but also its disadvantages. The statements of the respondents below prove this claim.

"For me, electronic text format is more convenient. For me as a student, especially when I must search for something I need in my studies. And you can use it anywhere if you have it to your gadgets." (RP 1)

To be honest, I find it difficult even though there is high technology nowadays because there are some questions or texts that you cannot find on any websites. It is much better if a teacher can explain it carefully because you can ask the problem, there is if you do not understand that part. (RP 2)

I must prefer electronic text because it is more convenient to use and gives me less hassle to browse if sometimes, I want an elaboration about the story or lesson. (RP 3)

"Not everyone has internet. And there's still students who cannot afford it. But, if we would not just focus on those needs, we can even learn through electronic texts or printed texts. But the printed text format is better. Because whenever I do not understand something, I just keep reading it repeatedly until I know it without using any gadget or internet. (RP 4)

"I feel good and okay while reading electronic texts." (RP5)

"I get distracted by the advertisements while reading in printed texts."(RP6)

Transactional Experiences of Students in Reading Printed Texts Theme 1 Good for the Health

Printed books can give a sense of ownership, better to read and the pages worth smelling. This means that printed books are well loved



by the students because of its ability to uplift the readers emotional aspects while reading. These was proven by the participants' statements that reading printed books gives no hassle therefore it is convenient to use. As the students' read they like to smell the pages of the books accordingly, each book has different smell that would linger to their senses and smelling the books becomes a habit for them. On the other hand, printed books are good for the health since it is not a contributor to sickness, and it is more relaxing to the eyes. Accordingly reading from printed books doesn't strain the eyes as much as reading online. This is in contrary with the students' feeling when they read from texts online. therefore, reading printed texts is more health beneficial than reading electronic texts. These claims can be supported by the responses of the students below.

"For me printed text is my prefer because it is so much relaxing when it comes to my eyes and i cannot drawn myself to the internet which can destroy my eyes." (RP1)

"The advantages are they learn from it and the disadvantages are the effect of their eyes and the pressure." (RP2)

"The advantages of the students if they read from printed texts is, they will find ways to understand it. The disadvantages of the students if they read from printed text is it will affect their eyes." (RP 3)

"I like the feeling when I read in printed texts and besides it is good for the health." (RP4)

"I don't get sicked when I read printed texts like I don't get to have headache unlike electronic texts." (RP5)

"When I have books and read them it is nice because I love to collect books it makes me feel that I own them all and I love to



smell my books.” (RP6)

The statements above prove that reading from printed books is way healthier than reading electronic texts. Aside from impacting positivity on one’s emotion, it can also help the readers’ health physically since one doesn’t need to suffer the effects of radiation. There are more students who preferred using printed texts among the respondents therefore more of the results proved in-favor of printed text for reading format.

Theme 2 Purposes in Reading Printed Texts

Reading printed texts serves various purposes, each contributing to personal, educational, and cultural enrichment. It was found that the reasons behind students' exposure to printed texts to satisfy the need of knowing students' different transactions over reading materials of the platform. It was found out that there were varieties of purposes behind students' exposure to printed texts and printed texts. According to the themes induced from the actual interview extracts, students read printed texts for four main goals- for education purposes, for entertainment purposes, for devotion to God and communication purposes.

Accordingly, there are many purposes that students read printed texts such as: (1) communication purposes; (2) entertainment purposes; (3) Devotion purposes; and (4) education purposes. One purpose is reading over books and e-books is for education. Students need to get the information that they wanted. As stated, they need to read for them to have additional information for them



to answer their modules, especially this time of the pandemic. Students also read to learn new cooking receipts for their cooking sessions at home, or merrily just have fun. This means that students are also reading books such as short stories and novels to be entertained. These actual statements of the research participants below can prove these claims. Another reason is for entertainment and Devotion to God; students read because of their beliefs and show devotion to the supreme being they believe to be their God. These was proven since the participants mentioned that they read bibles and downloaded offline bible applications for them to read daily. It was also found out that reading from printed texts can be useful for communication. These claims are supported by the statements of the research participants below.

"I am more exposed to reading electronic text when I use my cell phone, especially when I need to communicate, to entertain myself, and to search for something regarding my studies. I am exposed too in a printed text when I read my Bible and devotional books." (RP 1)

"Based on today's situation, I was exposed to reading printed and electronic texts because of these new ways of learning. Because of this pandemic, face to face is not allowed. That is why all students are under and exposed in this new way." (RP 2)

"As a student, I expose myself to reading electronic text when it comes to studies and communicating. For reading the printed book, I used to tell myself when I am bored reading my pocketbooks. (RP 3)

"Based on today's situation, I exposed myself to reading printed and electronic texts because of these new learning methods. Because of this pandemic, face to face is not allowed. That is why all students are under and exposed in this new way." (RP 4)



“I am exposed Because It is the way it expands my knowledge and gives additional information about what I am reading. “ (RP 5)

“As a student, I am more exposed to reading electronic text, especially when I browse something online regarding my modules. I am exposed to printed text when I sometimes read books and cooking recipes. “ (RP 6)

These statements of the participants and the result of this study are like some current research findings. In the difference between print-based texts versus e-texts, an overwhelming number of studies reviewed suggested that print-based books offered reading comprehension and retention more than e-texts.

Theme 3 Pros and Cons in Electronic Text

There are advantages and disadvantages in reading printed texts too just like in reading electronic texts. In reading printed texts, the pros include good visual aid, most liked reading format, does not need internet connectivity has a highlighting feature and easy to use. According to the participants', printed reading platform is a good visual aid since they feel the most comfortable while reading in printed books. The participants also like that they do not need to have internet connection while reading printed formats. The participants also like the printed format because they can highlight using colored pens and annotate some important ideas and information in the pages unlike in reading online.

In the cons side, getting wet is the problem with printed texts. This code emerges after one research participant mentioned the problem of accidentally spilling water over the book being read. Even



though printed texts are the most liked format of the research participants in this research, there are still cons they get in reading printed texts like it is still hard to understand or comprehend and it can easily be damaged.

The results presented prove that there are many good things that printed format can offer rather than its cons which recorded only one code. These claims can be best proved by the statement of the research participants reflected below.

"The advantages are they learn from it is a nice format for reading." (RP1)

"The advantage of the students if they read from printed texts is, you can annotate and highlight. yet still it is hard to understand they will find ways to understand it." (RP2)

"I think they get a perfect learning without helping each other or helping a classmate then but I'm not sure ma'am. I just like it because you don't need a load for internet." (RP3)

"The advantages that students can get from reading electronic and printed texts are more learnings because they can repeat to reread it if they don't understand something. And the disadvantages are it can lead to headache and overthinking." (RP4)

"I think the advantages they get is on how to write by writing or something. It is easy to use. The disadvantages it is still hard to understand" (RP5)

"The advantage is that as a student, we will stress ourselves because you can easily understand it while the disadvantage of it is some students usually are careless, and printed works can be easily damaged." (RP6)



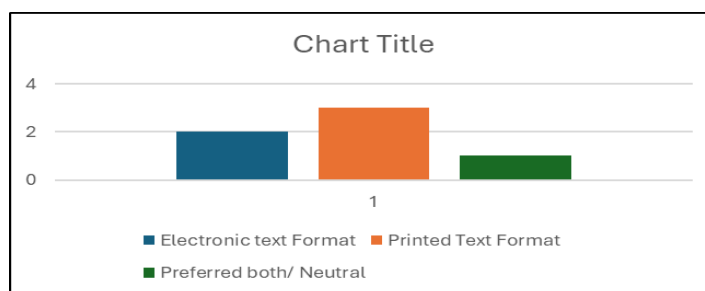
Types of Books and E-books that Students Read

In the study's conduct on students' Transactional experiences on reading electronic and printed texts, the researchers also finds it necessary to learn about the types of books or e-books that the students are exposed to. Based on the interview conducted, the following are the e-books and books that students are fond of reading.

The chart below emphasizes the actual number of participants and their preferred text format in reading.

Figure 1.

Frequency of the students' preferred text format



Among the six research participants, three preferred printed text formats. Two participants preferred electronic text format, and one of the participants chose both as liked text format.

These results were based on the actual interview transcriptions from the factual statements of the research participants. The types of books and e-books that the research participants often read mentioned that they feel headaches when exposed to electronic texts; however, they still read. The books and e-books they read are romance, action, mystery, fiction, Wattpad, and textbooks from the



school. The respondents made-mentioned about the feeling when reading the novel. Accordingly, in reading fiction, one can fantasize about the characters. Other readers can cry while reading, feel happy at the same time irritated. These are proofing that reading is not just for acquiring information as what efferent stance means but also, for entertainment as that of the aesthetic view. The participant's statements are as follows.

It was found that both texts format facilitates imagination skills development. Both text format when read can also be helpful to students and at the same time can be both difficult to use. Despite all the differences in the student's transactional experiences in reading electronic texts and printed texts, there are still codes that appear to be the same in both reading formats. This is possible since 1 of the 6 respondents chose both as the preferred format in reading.

Implications of the Study

Humanity always reads and never stops doing it that will never change. It is a necessity that with the development of knowledge and the increase of the learning levels, all should need to face a fast-changing world. In addition to traditionally acquired knowledge, there are many new forms of information content and a wide variety of new learning means. They guide people to think more and advance the humanities. They also help people develop international notions for sustainable development.

Based on the results, students should be made capable of being



immersed in both reading formats. This means not only one but also electronic texts and printed texts. We are now in an advanced era where digitization is a trend and the new-normal, especially that students cannot report physically in the school. Additionally, the possibility of e-book application to education and academia may increase day by day. E-books can be applied to self-learning software and general knowledge; furthermore, they can be used for academic literature. Enabling e-books to fully develop their potential features of reading and teaching enlarges the field of e-books and braces their status and vision into the educational world. The main point is people, and educational institutions should not need to replace printed resources but to use both wells in the classrooms.

It was also found out that students' difficulty is on navigating the tool and on too much exposure to gadgets that causes radiation. By that, the suggested use of both and not only can minimize the effects of radiation on the body. It does not mean a total ban on using electronic gadgets because of radiation. People need to be well-practiced or informed on properly using it and strategically limiting adverse effects.

Another problem we observed that students who seemingly may have difficulty comprehending, they appear to be reading quite good. This may be attributed to instruction. It is the teachers' total facilitation for the students' reading comprehension skills to be sharp enough to understand what they read come into play.



Bayocot, S.J. & Madrazo, A. R. (2026)., Exploring the senior high school students' reading experiences of digital and printed texts

Additionally, reading comprehension is a skill not only taught or mastered in English classes but also in all subject areas. There is no problem with molding reading comprehension skills, as many teachers can facilitate and hone this said skill. Instructions for the tests should be well.

Action Plan in Making instructional Materials/Educational Tool in Promoting Love of Reading

With the aim to address the challenges experienced by students in reading from electronic texts and reading comprehension this action plan was developed to: (1) design an offline reading application for mobile phones for a specific subject; (2) conduct a training to English teachers to address reading comprehension difficulty among students in the school using the mobile application made; and (3) evaluate the self-made app or expand its scope for continuous improvement.

Conclusion

Based on the findings, there are similarities, apparently, in the transactional experiences on reading from both formats such as both facilitates imagination skills, both difficult to use and both helpful to students. They prefer the printed text format. The need for students to become effective readers while being immersed in the different platforms in reading is a necessity. It was found out that the preferred format is printed texts, however this does not mean that they do not use electronic texts. Moreover, a



developmental plan was designed based on the result of the study.

The findings here indicate a compelling *dual-format paradox* where, despite the digital age, the core cognitive transaction of reading remains remarkably consistent across mediums. Both print and electronic formats are credited with fostering imagination and providing essential support for student learning, yet both are described as having inherent difficulties. This suggests that the struggle is not necessarily with the content itself, but with the specific cognitive demands each format imposes. Students seem to gravitate toward printed text because its physical boundaries offer a sense of focus and spatial orientation that digital screens—often plagued by *hyperlink fatigue* and notification distractions—cannot yet replicate. However, the acknowledgment that electronic texts are still frequently used confirms that modern literacy is no longer a choice between two worlds, but a continuous negotiation between them.

To address the necessity of students becoming effective readers in this multi-platform landscape, the proposed developmental action plan prioritizes *meta-cognitive switching*. This strategy involves explicitly teaching students how to identify which format best serves a specific academic goal. For example, the plan introduces workshops on *deep reading* for print materials, where students practice long-form immersion and handwritten annotation to strengthen memory encoding. Conversely, for digital platforms, the plan shifts toward *heuristic navigation*, teaching students how



Bayocot, S.J. & Madrazo, A. R. (2026)., Exploring the senior high school students' reading experiences of digital and printed texts

to utilize search functions, digital highlighting, and distraction-blocking tools. By categorizing reading tasks based on format strengths, the plan ensures that students are not just passive consumers of text, but strategic navigators of information.

The action plan further addresses the difficulty identified in the study by implementing a structured scaffolding system known as *dual-format literacy coaching*. This involves educators modeling *think-aloud* sessions where they demonstrate how to overcome format-specific roadblocks, such as navigating a dense, non-linear digital PDF or locating specific data in a physical textbook without a search bar. To reduce the frustration associated with electronic texts, the plan integrates the use of *readability scaffolds*—software tools that adjust font size, contrast, and layout to minimize digital eye strain. By normalizing the difficulties of both formats, the plan removes the stigma of struggling and replaces it with a toolkit of technical and cognitive solutions.

Finally, the developmental plan culminates in a *hybrid assessment model* that evaluates a student's ability to synthesize information from a variety of sources. Rather than testing reading comprehension through a single medium, students are tasked with projects that require extracting deep insights from printed literature and combining them with real-time data from electronic databases. This approach mirrors the professional world, where the ability to vet, analyze, and merge print and digital information is a vital competency. By fostering this versatility, the action plan ensures that the preference for print does not become a limitation,



but rather a foundation upon which a robust, multi-platform reading identity is built.

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Bayocot, S.J. & Madrazo, A. R. (2026)., Exploring the senior high school students' reading experiences of digital and printed texts

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