

READING PROFICIENCY AND ENGAGEMENT IN ACADEMIC ACHIEVEMENT AND PEDAGOGICAL READINESS: A QUANTITATIVE STUDY OF PRE-SERVICE TEACHERS IN HIGHER EDUCATION

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Abstract. This quantitative investigation examined the impact of reading proficiency and engagement on the academic performance and pedagogical preparedness of 248 intentionally selected pre-service teachers from a private institution of higher education (142 females, 106 males; mean age 22.4 years). Employing structured questionnaires, the research evaluated five main objectives. The study addresses a critical gap in understanding how literacy skills influence teacher readiness. Specifically, the findings indicated a range of reading proficiency, with 35.9% categorized as proficient and 18.1% as advanced; conversely, a substantial 46% were classified within the below basic or basic categories (mean score: 67.5). These results underscore the uneven literacy foundation among pre-service teachers. Furthermore, reading engagement was predominantly moderate to high (45.2% moderate, 33.8% high), though 21% indicated low levels of engagement. High engagement levels were positively associated with proactive learning behaviors. Moving to strategic utilization, predominant strategies utilized included annotating (79.0%) and summarizing (69.4%), but higher-order strategies such as self-questioning (39.1%) were notably underutilized. Limited use of advanced strategies suggests the need for focused metacognitive training. Subsequently, a moderate-to-strong positive correlation was established between reading proficiency and academic achievement ($r = 0.58$, $p < 0.001$). The correlation highlights reading proficiency as a foundational determinant of learning outcomes. Significantly, both reading proficiency ($\beta=0.52$, $p<0.001$) and engagement ($\beta=0.24$, $p<0.001$) were found to be significant predictors of pedagogical readiness, collectively accounting for 49% of the variance (Adjusted $R^2 = 0.48$). This finding emphasizes the predictive power of literacy and engagement on teaching preparedness. In conclusion, the research demonstrates that strong reading abilities and sustained engagement are vital for the academic success and teaching preparedness of future teachers. Integrating literacy development into teacher education is therefore imperative. Therefore, it is advised that teacher education programs incorporate explicit and targeted reading development strategies, including workshops and advanced metacognitive strategy training, to enhance both proficiency and engagement among pre-service teachers. Future research should explore the longitudinal impacts of enhanced reading interventions on teaching efficacy. Overall, the study contributes evidence-based recommendations for curriculum designers and policymakers in higher education.

Keywords: academic achievement, higher education, pedagogical readiness, pre-service teachers, quantitative study, reading proficiency, student engagement.

1. INTRODUCTION

The proficiency in reading and the level of engagement in reading activities are integral factors that

significantly influence the academic achievements and pedagogical preparedness of prospective teachers (Alqurashi, 2024). Within the realm of higher education, and particularly in the context of teacher training programs, the capacity for critical reading and sustained interaction with scholarly texts is essential for the comprehensive development of both disciplinary knowledge and instructional competencies (Putayeva, 2025). Nonetheless, notwithstanding the pronounced focus on literacy within teacher preparation curricula, discrepancies in reading practices, proficiency levels, and their consequent effects on academic and professional preparedness remain inadequately investigated. Consequently, this research endeavor aims to address this deficiency by quantitatively examining the extent to which reading proficiency and engagement in reading activities affect academic success and pedagogical readiness among pre-service teachers.

Rwandan private higher education institutions operate alongside public universities to meet growing demand for qualified teachers. These private universities often enroll students with diverse academic backgrounds, making it crucial to study how reading proficiency and engagement affect their professional preparation. To fulfill this aim, systematically structured questionnaires were distributed to a cohort of 248 pre-service teachers who were purposely selected from a private institution of higher education. The investigation scrutinized critical dimensions, including demographic attributes, levels of reading proficiency, frequency and intensity of reading engagement, preferred reading methodologies, and the interrelations of these variables with academic performance and pedagogical preparedness. Through the application of statistical analysis on the gathered responses, this study presents empirically grounded insights into the manner in which reading behaviors and competencies influence the developmental trajectories of pre-service teachers, thereby providing significant implications for the design of curricula and instructional support within teacher education programs.

2. THEORETICAL BACKGROUND

The fundamental significance of reading proficiency within the realm of higher education, particularly for individuals preparing to become teachers, has emerged as a recurrent theme in scholarly discourse (Clarke, 2025). Empirical investigations have consistently illuminated enduring obstacles in academic literacy among prospective teachers, particularly in environments where the medium of instruction does not align with their primary language (Nahiyani et al., 2025). In contrast, educational systems endowed with greater resources, such as those scrutinized by (Gunday & Gusparia, 2025), frequently report a higher incidence of advanced reading capabilities; however, a global consensus underscores the imperative of strong reading skills for engaging in higher-order academic pursuits. Notwithstanding these acknowledged challenges, scholarly inquiry persists in examining the disparate levels of reading proficiency among future teachers, accentuating the necessity for strategic interventions aimed at enhancing foundational literacy and mitigating disparities influenced by prior educational experiences and linguistic backgrounds (Ghimire & Mokhtari, 2025). Despite the growing number of private higher education institutions in Rwanda, research on academic literacy and engagement in these contexts is scarce. This study addresses this gap, providing insights specific to private teacher training programs that often differ from public institutions in resources, student preparedness, and language support.

Beyond mere competence, the extent and regularity of reading engagement play a pivotal role in shaping academic advancement. Prior investigations have frequently indicated a generally low level of academic reading engagement among university students, often attributed to factors such as digital distractions and ineffective time management (Luo et al., 2025). Nevertheless, the specific exigencies of teacher training programs may cultivate a divergent pattern, with pre-service educators potentially acknowledging the indispensable role of sustained reading in their professional development (Rahman & Rahmat, 2025). Despite this potential recognition, a segment of teacher candidates may still exhibit a deficiency in the intrinsic motivation necessary for profound comprehension and critical analysis, as

elucidated by Ounissi et al. (2025), thus indicating persistent barriers to raising sustained reading involvement.

The implementation of effective reading strategies constitutes another vital element of successful academic navigation. Research consistently demonstrates that active reading strategies, including annotating, note-taking, and summarizing, are exceptionally beneficial for comprehension and retention (Utama & Ilma, 2025). The employment of visual emphasis through highlighting and underlining is also acknowledged as a valid technique for filtering and retaining essential content (Wicaksono et al., 2025). Conversely, investigations concerning expert readers, such as those conducted by Panigrahi et al. (2025), underscore the consistent application of higher-order metacognitive strategies, including self-monitoring, questioning, and concept mapping. A notable discrepancy in the utilization of these cognitively demanding strategies by students, in contrast to expert readers, reveals a potential deficiency in explicit pedagogical instruction within educational programs.

The complex interplay between reading skills, academic achievement, and professional preparedness has been a central focus across diverse academic fields. Proficient readers are universally found to exhibit superior academic outcomes attributable to their capacity to comprehend, analyze, and synthesize intricate information (Luo et al., 2025; Liu & Saad, 2025). While the direct correlation between reading and academic success is firmly established, contemporary literature extends this understanding to specific professional domains, particularly teacher education. Researchers such as Saeed (2025) and Liu (2025) advocated for the incorporation of literacy-driven teacher training, positing that reading proficiency. Engagement is integral to pedagogical development, content mastery, critical thinking, and instructional preparedness (Oktam et al., 2025).

Existing literature establishes the global importance of knowledge and the involvement of reading, and determines general reading strategies among students. It also emphasizes the relationship between reading skills and academic achievement, extending to teaching ability. However, there are gaps recently provided by quantitative measures of these aspects in the specific context of Rwandan private higher education facilities. Furthermore, only a few studies allowed for understanding. Integration of double measures including reads (time and text), or empirically empirically links both the qualifications and involvement of reading as direct predictors of educational preparation, not just as a general outcome or academic indication.

3. RESEARCH OBJECTIVE, METHODOLOGY AND DATA

The study pursues to address the following research objectives;

1. To assess the reading proficiency levels among pre-service teachers in higher education.
2. To determine the frequency and extent of reading engagement among pre-service teachers.
3. To examine common reading practices and strategies used by pre-service teachers.
4. To analyze the relationship between reading proficiency and academic achievement among pre-service teachers.
5. To investigate the influence of reading proficiency and engagement on pre-service teachers' pedagogical readiness.

This study used the concept of quantitative correlational design research to study the impact of teachers' knowledge of school outcomes and reading and involvement on educational preparation. A quantitative approach was chosen to provide measurable and generalizable findings relevant to Rwandan private higher education institutions, where systematic data on literacy and teacher preparedness remain limited. A total of 248 pre-service teachers were intentionally selected from private higher education institutions in Rwanda. Participants were 19-28 years of age ($M = 22.4$, $SD = 2.1$), consisting of 142 women (57.3%) and 106 men (42.7%). The sample included students who received various levels of training. 56.0% were in their third year, 27.4% in their second year, and 16.6% in their first year. Private institutions in Rwanda often admit students with different prior schooling

experiences, making purposive sampling suitable to capture a wide range of reading abilities and engagement levels. This target sample aimed to include participants who are actively involved in teacher training programs in order to provide appropriate ideas about reading behavior and academic outcomes.

Data were collected using a structured questionnaire that included validated measures to assess reading ability, including reading, school outcomes, and educational preparation. Reading innateness was measured using standardized tests to understand reads using estimates ranging from 0 to 100. The appeal of readings was captured using the range of readings, including the respect for frequency self-esteem and the number of texts performed per month, including weekly times dedicated to academic reading. Additionally, the questioner included items associated with traditional reading methods and strategies used by participants.

The survey was introduced in paper form during the classes provided to ensure a controlled environment and maximize the frequency of responses. This instrument was adapted to reflect the context of Rwandan private higher education, including culturally and linguistically relevant materials. Participants were informed that their study objectives and informed consent had been obtained prior to data collection. Participant confidentiality and anonymity were strictly maintained throughout the process. Data collection continued for two weeks to adapt to a variety of academic schedules. Special attention was given to the private higher education setting, ensuring that instruments were understandable for students with varying literacy backgrounds.

Quantitative data were analyzed using IBM SPSS statistical software. Analysis focused on how these variables interact within the unique context of private teacher training programs in Rwanda. Descriptive statistics including frequencies, percentages, means, and standard deviations were used to summarise demographic information, read levels, read models, and general reading strategies. The pear correlation coefficient was used to study the relationship between read knowledge indicators and school outcomes measured using average related GPAs. Finally, multiple regression analyses were performed to assess the predictive effects of reading possession and participation in reading on educational preparation, but the model corresponded to R^2 , and adjusted F statistics. Statistical significance was determined at $p < 0.05$.

4. RESULTS AND DISCUSSION

Demographic information.

In essence, a total of 248 teachers from private higher education facilities quickly participated in this quantitative study using a structured questionnaire. Specifically, participants were intentionally selected, including 142 women (57.3%) and 106 men (42.7%). In addition, most were in the third year of the study (56.0%), followed by second year (27.4%) and first-year students (16.6%). Moreover, participants' ages vary from 19 to 28 years with a mean age of 22.4 years ($SD = 2.1$), reflecting a relatively young cohort engaged in training programs for teachers.

Objective 1: To assess the reading proficiency levels among pre-service teachers in higher education.

Tab. 1

Reading Proficiency Levels among Pre-Service Teachers

Proficiency Level	Score Range	N	%	Mean Score (SD)
Below Basic	0–49	36	14.5%	42.3 (4.1)
Basic	50–64	78	31.5%	57.8 (3.9)

Proficiency Level	Score Range	N	%	Mean Score (SD)
Proficient	65–79	89	35.9%	71.2 (4.5)
Advanced	80–100	45	18.1%	85.6 (3.2)
Total	—	248	100%	67.5 (12.8)

The results of this study show a moderately positive distribution of reading proficiency between teachers prior to service launch, with most (35.9%) being experimental and bottom (18.1%) reaching advanced levels. To begin with, it should be noted that 46% of participants fall into the following basic and major categories, indicating the majority of teachers who may not have the key reading skills required for higher levels of academic participation. The mean score was 67.5. In this regard, this distribution reflects the variability in students' previous educational experiences, particularly common in private institutions where admission standards and prior schooling differ widely. Moreover, these results are in part in agreement with previous studies such as Nahiyani et al. (2025), which highlighted persistent issues of academic literacy among teachers in Sub-Saharan Africa, especially in contexts where English is not a native language. However, compared to studies conducted in more resource education systems such as (Gunday & Gusparia, 2025), the lower share of the study's senior readers highlights structural differences in the development of basic measures prior to education. Interestingly, the presence of 54% of students in experimental or advanced categories reflects promising potential, but also highlights the need for targeted interventions to strengthen basic reading support and reduce existing gaps. Consistent with this, the distribution repeats the results of (Ghimire & Mokhtari, 2025), who observed that many pre-service teachers exhibit moderate comprehension skills, yet few demonstrate the deep critical reading abilities that underpin effective educational practice.

Taken together, this study makes a new contribution to this conversation and provides a structural and quantitative rupture of qualification levels in the context of private higher education in Rwanda. Furthermore, a mean score of 67.5 (SD = 12.8) implies the variability in reading capacity that can be formed by differences in previous learning, language experience, and influence of academic texts. Consequently, these results support the argument that educational education programs should integrate intentional mechanisms to support program reading, particularly for those who fall below experimental thresholds. For example, the development of interventions such as reading seminars, building academic literacy modules, or individual support programs can play a critical role in increasing basic literacy. Therefore, institutions can not only consider current gaps, but also contribute to long-term improvements in education quality. Therefore, this study confirms and extends previous research on reading comprehension problems among teachers and provides localized data that can inform planners and politicians of their research programmes to improve the quality of education for local education.

Objective 2: To determine the frequency and extent of reading engagement among pre-service teachers.

Tab. 2

Frequency and Extent of Reading Engagement

Engagement Category	Hours/Week (Mean ± SD)	Texts Completed/Month (Mean ± SD)	n	%
Low Engagement	0–3 hrs (1.8 ± 0.9)	0–1 (0.6 ± 0.5)	52	21.0%
Moderate Engagement	4–7 hrs (5.4 ± 1.1)	2–3 (2.5 ± 0.7)	112	45.2%
High Engagement	≥ 8 hrs (9.2 ± 1.7)	≥ 4 (4.8 ± 1.2)	84	33.8%
Total	5.8 ± 3.4	2.9 ± 1.6	248	100%

The results of this study show that most teachers took part in reading at moderate to high levels before the start of maintenance, with 45.2% of reading readings reading for 4 to 7 hours per week and 33.8% reading for more than 8 hours. These results indicate that at least three of the participants engaged in regular academic reading, which suggests institutions can build on this momentum to promote a strong reading culture. However, engagement patterns reflect the challenges in raising sustained academic reading habits in private institutions, where extracurricular and part-time work obligations often compete with study time. In comparison, previous studies such as Luo et al. (2025) revealed lower participation due to digital distractions and poor time management, whereas this study shows a relatively high level of consistent engagement among future teachers. This contrast clearly illustrates changes in reading behavior among teachers who recognize the importance of consistent reading for academic and professional development due to training program requirements. Nonetheless, it should be noted that 21.0% of participants fall into the low participation category, reading less than 3 hours a week and finishing fewer than 2 texts per month. In line with this, this subgroup reflects the findings of other studies, such as Ounissi (2025), highlighting that some candidates for specific teachers' internal motivations and critical analysis to read could potentially affect class preparation. More importantly, low involvement among a portion of pre-service teachers can be linked to factors such as weak academic foundations from previous stages, limited access to stimulating reading materials, or insufficient institutional support. Taken together, these results support the arguments in favour of targeted interventions in educational education programs, particularly for students seeking to maintain constant participation in reading. Notably, this study introduces new empirical data to the literature by quantifying not only the frequency of interactions but also the amount of teacher text consumption measured as text performed monthly. As a result, this dual index provides greater insight than previous research that focused solely on reading time, thereby offering a clearer picture of the actual reading workload students undertake. Furthermore, the findings highlight the potential for institutions to improve reading engagement by integrating structured reading calendars, peer-guided discussions, and reflective coursework practices. These ideas broaden existing knowledge, offer actionable recommendations for improving literacy within teacher education, and contribute to developing more capable and well-prepared educators.

Objective 3: To examine common reading practices and strategies used by pre-service teachers.

Tab. 3

Common Reading Practices and Strategies

Reading Strategy	Endorsed (n)	% of Sample
Annotating / Note-taking	196	79.0%
Summarizing Sections in Own Words	172	69.4%
Using Highlighting / Underlining	158	63.7%
Discussing with Peers / Study Groups	134	54.0%
Reflective Journaling after Reading	121	48.8%
Previewing (skim titles, abstracts)	118	47.6%
Self-Questioning (asking why/how)	97	39.1%
Mapping / Concept-mapping	85	34.3%

Results show that the most commonly used reading strategies among pre-collection teachers were annotated or removed from tickets (79.0%), and removed in their own words from the total (69.4%) and from key point assignment/highlights (63.7%). In other words, these findings reveal an underutilization of higher-order strategies highlights an area for intervention in private Rwandan teacher education programs. As a result, these outcomes imply a strong preference for surface-level reading strategies that support basic comprehension and information retention. Consistent with this view, the conclusions of

(Utama & Ilma, 2025), highlighted the value of metacognitive reading strategies to stimulate deeper understanding. Taken together, commentary and overall preferences indicate that pre-service teachers engage with texts superficially rather than interactively, which is a necessary practice for developing strong literacy skills. Moreover, reliance on highlighting and underlining confirms previous findings (Wicaksono et al., 2025).

Nevertheless, the moderately low strategies such as reflex journalization (48.8%), self-respect (39.1%) and concept mapping (34.3%) indicate gaps in thinking use and application of meaning. In comparison, Panigrahi et al. (2025) found that expert readers consistently engage in monitoring and questioning techniques. Therefore, this study suggests that many pre-service teachers do not fully utilize reflective and strategic comprehension practices. This contrast clearly indicates that, in the context of teacher education programs, explicit training in metacognitive strategies is urgently needed. Furthermore, the limited use of concept mapping may reflect a lack of exposure to or training in visual organizers, which support the integration of complex academic content.

Overall, these results contribute new insights to the existing literature and emphasize that although basic reading strategies are widely used, more cognitively demanding strategies among pre-service teachers remain underutilized. This is particularly significant because teacher education programs have the responsibility to cultivate advanced reading practices that future teachers are expected to model and teach. To address this gap, teacher preparation programs should integrate targeted instruction in reflective and metacognitive reading strategies. By doing so, institutions can not only strengthen pre-service teachers' personal literacy skills, but also enhance their pedagogical readiness to support deeper reading comprehension in future classrooms.

Objective 4: To analyze the relationship between reading proficiency and academic achievement among pre-service teachers.

Tab. 4

Reading Proficiency and Academic Achievement

Statistic	Value
Mean GPA (SD)	3.21 (0.42)
Pearson's r (reading score vs. GPA)	0.58**
p-value	< 0.001

The study's findings show a reasonably strong and statistically significant positive association ($r = 0.58$, $p < 0.001$) between pre-service teachers' academic achievement as shown by their Grade Point Average (GPA) and their reading competence. More specifically, this suggests that improved academic achievement is linked to higher reading proficiency levels. These results are in line with previous study by Luo et al. (2025), which highlighted that adept readers typically exhibit better academic achievements because of their capacity to successfully understand, evaluate, and synthesize difficult academic content. Reading competency is not only essential for literacy but also for academic achievement in higher education, according to a study by Liu and Saad (2025) that revealed individuals with advanced reading abilities performed noticeably better across academic courses.

Nonetheless, this study's association strength ($r = 0.58$) seems to be marginally stronger than what some earlier research has discovered. In a sample of university students, Alqurashi (2024) found a weaker correlation, indicating that contextual factors like the academic program's character or the language of teaching may have an impact on how strong this link is. In this regard, this stronger connection might be explained by the current study's emphasis on pre-service instructors, who are supposed to interact closely with theoretical and pedagogical literature. Moreover, a more academically oriented and literate cohort may have resulted from the deliberate sampling from a private higher education school, strengthening the correlation between reading proficiency and GPA.

Taken together, by placing reading proficiency within the framework of teacher education, where

the stakes for academic success and professional competence are very high, this study adds fresh perspectives to the body of current material. The results highlight how crucial it is to incorporate advanced reading support and instruction into teacher training programs in order to improve student performance. In essence, this study highlights the importance of reading proficiency as a predictor of success in pedagogical training as well as an academic skill by validating and expanding on previous findings. Students' academic performance and preparedness to teach may be improved by institutions that place a high priority on reading development through focused interventions, such as discipline-specific reading methods or academic reading workshops. Therefore, by supporting reading-focused academic support as a fundamental component of teacher education, the current study contributes to educational policy and practice.

Objective 5: To investigate the influence of reading proficiency and engagement on pre-service teachers' pedagogical readiness.

Tab. 5

Reading Proficiency and Engagement on Pedagogical Readiness

Predictor	B	SE B	β	T	p
Constant	12.34	3.21	—	3.84	<.001
Reading Proficiency Score	0.48	0.05	0.52	9.60	<.001
Reading Engagement (hrs/week)	1.12	0.31	0.24	3.61	<.001
Model fit					
R ²	0.49				
Adjusted R ²	0.48				
F(2,245)	119.2			<.001	

With a combined explanatory power of 49% (Adjusted R² = 0.48), the study's findings demonstrated that pre-service teachers' pedagogical preparedness is highly influenced by both reading proficiency and reading engagement. Notably, reading engagement had a lower predictive value ($\beta = 0.24$, $p < .001$) than reading proficiency ($\beta = 0.52$, $p < .001$). According to this, pre-service teachers with stronger reading skills are more likely to exhibit improved pedagogical preparedness, especially in areas that call on text interpretation, lesson planning, and instructional decision-making. These results confirm that strong reading skills and active engagement are critical predictors of teacher readiness in the Rwandan private higher education context. This finding supports the findings of Luo et al. (2025), which highlighted that proficient readers possess higher levels of academic and metacognitive skills necessary for successful instruction.

Moreover, by directly connecting reading to educational growth, the new findings expand on previous research, such as Saeed (2025), which highlighted the cognitive demands of reading for comprehension in academic fields. Although previous studies have demonstrated that excellent readers score higher on academic assessments, our research also shows that this ability transfers into readiness for practical teaching. Consequently, by moving the emphasis from merely academic success to preparedness for instructional practice, this distinction gives the literature on teacher education a new depth.

Greater reading frequency and intensity (i.e., more hours per week) were associated with greater pedagogical preparedness scores among pre-service teachers. In line with this, the results corroborate the findings of Oktam et al. (2025), who maintained that motivated readers acquire greater critical thinking, content understanding, and motivation skills that are essential in a teaching setting. However, this research presents reading engagement as a predictor of instructional preparation, providing a fresh viewpoint where previously studies mostly concentrated on engagement as a result.

The findings corroborate global literature that reading proficiency and engagement are essential for academic success and professional preparedness (Clarke, 2025; Luo et al., 2025). More importantly, the

variability observed in this study underscores the unique challenges of Rwandan private higher education, where students arrive with different educational backgrounds, making targeted literacy interventions essential.

Furthermore, the findings cast doubt on the conventional wisdom that coursework and real-world experience are the main sources of pedagogical readiness. The study supports the necessity of incorporating advanced reading development into teacher education curricula by demonstrating the significant impact of reading habits, particularly proficiency. In support of this, recent demands from academics like Liu (2025), literacy-infused teacher preparation programs that specifically connect reading habits with pedagogical competency, lend credence to this argument.

Interestingly, the high β coefficient for reading proficiency suggests that reading quantity alone is not enough unless combined with good comprehension and analysis. This supports the distinction between strategic and non-strategic reading (Utama & Ilma, 2025). Higher proficiency pre-service teachers probably read more strategically, combining, analyzing, and applying knowledge to help with lesson planning, curriculum interpretation, and classroom management. Thus, the results have applications as well. Improving kids' reading skills should be a higher priority for schools training future teachers.

Finally, by experimentally connecting reading behaviors to pedagogical preparedness, this study adds fresh empirical data to the expanding corpus of research on teacher education. Taken together, by highlighting the dual function of reading engagement and proficiency as indicators of instructional readiness, it expands on the present understanding. This could be expanded upon in future studies by using mixed methods or longitudinal designs to examine how these reading factors change over time and interact with other facets of teacher practice and identity. Including literacy-focused techniques in teacher preparation programs could eventually result in graduates who are more capable and prepared for the classroom.

5. CONCLUSIONS

This quantitative study, which involved 248 pre-service teachers, revealed a clear correlation between the pre-service teachers' academic achievement and pedagogical preparedness and their reading proficiency, engagement levels, and strategic reading habits. Importantly, a sizable fraction of individuals showed below-basic ability and low involvement, frequently using foundational rather than higher-order metacognitive methods, whereas a large proportion of participants showed competent or advanced reading abilities and moderate to high engagement. Moreover, the study found that reading proficiency and academic achievement are strongly positively correlated. Furthermore, it also empirically verified that pre-service teachers' readiness for instructional practice is significantly predicted by both reading proficiency and engagement, with proficiency being the stronger predictor. Taken together, these results highlight the vital and complex role that strong reading abilities and regular participation play in developing future teachers who are ready for the classroom.

In light of these findings, higher education institutions are highly encouraged to incorporate explicit and focused reading development into their teacher training programs in light of these findings. Specifically, to improve reading proficiency and long-term engagement, interventions should involve academic reading workshops, literacy modules that concentrate on sophisticated metacognitive techniques, and organized interactions with instructional texts. This is particularly important because instructional resources and teacher support vary, requiring more structured approaches to develop future teachers' competencies. Therefore, enhancing pre-service teachers' academic performance and general pedagogical preparedness will require giving priority to thorough reading support.

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Нійібізі Онесме, Непомусене Сінгіранкабо Жан. Читацька компетентність та залученість як чинники академічної успішності та педагогічної готовності: кількісне дослідження майбутніх учителів у системі вищої освіти. *Журнал Прикарпатського університету імені Василя Стефаника*, 13 (1) (2026), 56-67.

У статті обґрунтовано вплив рівня читацької грамотності та зацікавленості на академічну успішність і педагогічну готовність 248 спеціально відібраних майбутніх учителів (студентів педагогічних спеціальностей) приватного закладу вищої освіти (142 жінки, 106 чоловіків; середній вік 22,4 роки). За допомогою структурованих анкет у дослідженні було оцінено п'ять основних цілей. Дослідження присвячене критичній прогалині в розумінні того, як навички грамотності впливають на професійну готовність учителів. Зокрема, результати продемонстрували різний рівень читацької компетентності: 35,9% респондентів було віднесено до категорії досвідчених користувачів, 18,1% — до просунутого рівня; водночас значна частка (46%) опинилася у категоріях нижче базового або базового рівня (середній бал — 67,5). Отримані дані засвідчують нерівномірність основ грамотності серед майбутніх учителів. Встановлено, що рівень залученості до читання був переважно середнім або високим (45,2% та 33,8% відповідно), проте 21% опитаних виявили низький рівень залученості. Високі показники залученості позитивно корелювали з проактивною навчальною поведінкою. Щодо використання стратегій читання, то найпоширенішими виявилися анування (79,0%) та резюмування (69,4%), тоді як стратегії вищого порядку, такі як самоаналіз через запитання (39,1%), використовувалися значно рідше. Обмежене застосування складних стратегій свідчить про необхідність цілеспрямованого метакогнітивного навчання. Виявлено помірний і сильний позитивний кореляційний зв'язок між рівнем читацької компетентності та академічною успішністю ($r = 0,58$, $p < 0,001$), це підкреслює, що рівень читацької грамотності є основним визначальним фактором результатів навчання. Важливо, що як рівень читацької грамотності ($\beta=0,52$, $p<0,001$), так і залученість ($\beta=0,24$, $p<0,001$) виявилися значущими предикторами педагогічної готовності, разом складаючи 49% дисперсії (скориговане $R^2 = 0,48$). Цей висновок підкреслює прогностичну силу грамотності та залученості щодо готовності майбутніх фахівців до викладання. У підсумку дослідження доводить, що розвинені навички читання та стійка залученість є життєво важливими для успішного навчання й професійної підготовки майбутніх педагогів. Відтак інтеграція розвитку грамотності в програми підготовки вчителів є імперативною вимогою. Рекомендовано впроваджувати в освітній процес спеціалізовані стратегії розвитку

навичок читання, зокрема воркшопи й тренінги з метакогнітивних стратегій. Подальші розвідки можуть бути спрямовані на вивчення лонгітюдного впливу вдосконалених методик навчання читанню на ефективність викладання. Робота пропонує науково обґрунтовані рекомендації для розробників навчальних планів і фахівців у галузі вищої педагогічної освіти.

Ключові слова: академічна успішність, вища освіта, педагогічна готовність, майбутні вчителі, кількісне дослідження, читацька компетентність, залученість студентів.