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THE MEDIATING EFFECT OF CRITICAL THINKING DISPOSITION ON THE LINK BETWEEN PROBLEM -SOLVING SKILLS AND READING COMPREHENSION AMONG SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Critical thinking is a process by which an individual objectively conceptualizes and analyzes a problem to form a judgment. It allows people to assess certain situations based on factual information. Meanwhile, critical thinking disposition is the quality of mind that aids in evaluating problems and making decisions using critical thinking. It develops a powerful mindset that helps with improving reading comprehension and problem-solving skills. The study aimed to determine the mediating effect of critical thinking disposition on the link between reading comprehension and problem-solving skills of senior high school students in Camp Vicente Lim Integrated School. The study used 306 senior high school students, who were drawn through the Raosoft Online Sampling Calculator. The descriptive quantitative method using a correlational approach was utilized. The weighted mean, composite mean, mean percentage score, Pearson's r and regression analysis were the tools used in its statistical treatment. The results disclosed that the senior high school student respondents have high critical thinking dispositions and good problem-solving skills. On the other hand, the students' level of reading comprehension was found to be average. As to the test for significant relationships, the critical thinking dispositions were found to have significant relationships with problem-solving skills and reading comprehension, while problem-solving skills were found to have no significant relationship with reading comprehension.

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Keywords: *Critical Thinking disposition, Problem Solving Skills, Reading Comprehension, Senior High School Students*

Introduction

Critical thinking is a process by which an individual objectively conceptualizes and analyzes a problem to form a judgment. It allows people to assess certain situations based on factual information. Meanwhile, critical thinking disposition is the quality of mind that aids in evaluating problems and making decisions using critical thinking. It develops a powerful mindset that helps with improving reading comprehension and problem-solving skills.

Reading comprehension is the ability to understand and give meaning to what has been read. Problem-solving skills, however, are an individual's capacity to determine problems and resolve them by providing effective solutions. Undeniably, these skills and abilities are influenced by one's internal motivation, which serves as a determinant of a specific outcome.

Through the years, problems in students' reading comprehension have been a global concern. Despite heavy investment in education systems in certain countries, the results of the 2018 Programme for International Assessment (PISA) showed the necessity of improving youth reading skills worldwide. As reported by "The Economist," over ten million students represented by PISA in 2018 were not able to complete even the most basic reading tasks, and these were 15-year-olds living in the 79 high- and middle-income countries that participated in the test.

As revealed by the 2018 PISA results, reading comprehension also poses a threat to students' outcomes, as revealed by the lowest reading comprehension score among seventy-nine participating countries and economies. Moreover, according to Education Secretary Leonor Briones, they are not expecting high marks for the Philippines, noting the results of the National

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Achievement Test, which show low proficiency levels in science, math, and English. Hence, it is crucial to improve this specific skill by first assessing the variables that affect learners' low performance in reading comprehension. It plays an important role in ensuring that they are equipped with the proper knowledge and understanding of their courses (San Juan, 2019).

Furthermore, problem-solving skills are important not only in schools but also in facing real-life challenges. In the workplace, employers prefer problem-solvers as they demonstrate a high range of competencies. This is a universal skill that applies to any situation. But nonetheless, many of the students lack this ability because of internal factors that hinder them from thinking critically and solving problems effectively.

This research focuses on the mediating effect of critical thinking disposition on reading comprehension and problem-solving skills of senior high school students in Camp Vicente Lim Integrated School. This study also aims to demonstrate that through learners' critical thinking disposition, they will be able to improve the necessary skills they need to deepen their learning experiences inside the academic institution and widen their horizons to overcome real-life challenges.

The above realities can be reflected in an actual classroom situation. When learners' internal driving force is absent, there is a high chance that it will affect their understanding of concepts in various disciplines. Moreover, they will fail to solve even the simplest problems effectively because their ability to think critically is being blocked by several factors within their minds. Thus, this existing condition drove the researcher to conduct a study on how to address the problem in the senior high school students of Camp Vicente Lim Integrated School.

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Statement of the Problem

The study aimed to determine the mediating effect of critical thinking disposition on the link between reading comprehension and problem-solving skills of senior high school students.

Specifically, it sought answers to the following questions:

1. What is the level of student – respondents' critical thinking disposition?
2. How may the student respondents' problem-solving skills be described?
3. What is the level of student- respondents' reading comprehension?
4. Is there a significant relationship between the student – respondents' level of critical thinking disposition and their problem-solving skills?
5. Is there a significant relationship between the student – respondents' levels of critical thinking disposition and reading comprehension?
6. Is there a significant relationship between the student – respondents' problem-solving skills and their reading comprehension?

Research Hypothesis

The study is guided by the following null hypotheses.

Ho1: There is no significant effect on the student – respondents' level of critical thinking disposition and their problem-solving skills.

Ho2: There is no significant relationship between the student – respondents' levels of critical thinking disposition and reading comprehension.

Ho3: There is no significant relationship between the student – respondents' reading comprehension and problem-solving skills.

Ho4: Critical thinking disposition does not mediate reading comprehension and problem solving skills.

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Related Literature

The related studies and literature provided the researchers the necessary ideas and concepts that served as a guide in conducting the present study.

Critical Thinking Disposition

Critical thinking disposition is important for learning, according to Enis (1996), because the cognitive component of critical thinking is not enough to be a critical thinker; critical thinking disposition is also important and should be learned. Someone's disposition is their proclivity to do something in specific circumstances, such as being open to alternative solutions to problems posed by others or considering other options (Facione, 2007). Critical thinking disposition is an attribute or habit of mind that is integrated into one's beliefs or actions to effectively solve problems and make decisions as a product of thinking (Profetto – Mcgrath, 2003).

Dispositions to think critically are attitudinal and can be developed, though they may take longer than critical thinking skills to develop. Critical thinking disposition can be improved through approaches that develop critical thinking skills (Tishman and Andrade, 1996). According to research, because critical thinking skills and disposition are inextricably linked, they should be developed together (Kitchener and King 1994). Facione et al. (1995) agreed, arguing that because skills and dispositions reinforce each other, they should be modelled and taught together. Critical thinking dispositions are important because they are precursors and gateways to critical thinking activity. A lower disposition is less likely to lead to meaningful critical thinking, which leads to problem solving, solutions, and decision making, whereas a higher disposition is more likely to produce these results (Irani et al., 2007).

Critical thinking is a term that is commonly used in the fields of education, psychology, and philosophy, and there have been numerous attempts to define it in order to better understand how this cognitive ability can be applied (Friedel et al., 2008). Critical thinking was first defined

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as "active persistent and careful consideration of a belief or supposed form of knowledge in light of the grounds that support it, and the further conclusions to which it tends" by Dewey (1933, p.118). Critical thinking is now defined as "purposeful, self-regulatory judgment that results in interpretation, analysis, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations that that judgement is based on" (Facione, 1990 p2).

Moreover, critical thinking, according to Elder (2007), is self-directed, self-disciplined thinking that aims to reason at the highest level of quality in a fair-minded manner. People who think critically strive to live in a rational, reasonable, and empathic manner. They understand that no matter how good a thinker they are; they can always improve their reasoning skills.

Problem Solving Skills

Problem solving is a part of thinking. There are several steps of problem solving. The first thing which is necessary for solving personal and organizational problems is the knowledge of problem-solving process. Students who have learned problem solving process can be successful in every stage of their lives by using these skills in finding solutions to the encountered difficulties and problems.

In an article posted by Marlborough.org (2019), with problem solving skills, students learn to look at challenges from a fresh perspective. Therefore, they take more calculated risks. If students practice problem solving consistently, they can develop greater situational and social awareness. Additionally, they learn to manage time and develop patience. It was also pointed out that students develop problem-solving skills at different rates; nevertheless, it is imperative that children learn to tackle problems with grit and creativity, especially as they learn to cope with setbacks or resolve conflict. Moreover, problem solving is one of the most important skills students can develop, because it prepares them to face increasingly complex academic and interpersonal issues as they mature.

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Many secondary and higher education students have problems as a result of a lack of information and skill in the problem-solving stage, according to studies. The first issue is that students were unable to demonstrate certain skills such as comprehension and inference. Students' understanding of scientific events, on the other hand, is critical for science education because problem-solving ability is linked to problems that students face in their daily lives. In this regard, developing problem-solving skills is critical for success in different courses. Students apply previous knowledge to new situations, which demonstrates their problem-solving abilities. According to Fogler and Leblanc (1995), there is no single solution to a problem, and different methods should be used in different situations. Students who have learned the problem-solving process can succeed in all areas of life by applying these skills and finding solutions to specific problems and challenges.

Reading Comprehension

The ability to read is crucial to a person's survival. Reading is the primary source of information for most people, allowing them to function in daily life. It is the fundamental skill that all formal education is built on (McLaughlin, 2012). As a result, at all levels of education, it is a method of comprehending and expanding knowledge. Reading, on the other hand, is a frustrating, pointless, and useless human activity if one does not understand what they are reading. In contrast to deriving meaning from isolated words or sentences, it is also the process of deriving meaning from text and comprehending what is described in the text (Imam et al., 2014). When there is comprehension, it allows students to analyze, summarize, critique, and apply information from reading texts such as stories, novels, instructional guides, and activity procedures. For high school students, reading comprehension is a critical academic skill. It is the foundation of school learning and grows in importance as students progress through the grades in all subject areas.

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According to Oakhill et al., (2014), reading comprehension refers to the ability to read, process, and comprehend text. It is based on two abilities that are intertwined: word reading (the ability to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences). Readers, on the other hand, do not just remember the exact words and phrases we read when making sense of a text. Rather, they create a mental model of what the text is about by combining the meaning of the words and sentences into a coherent whole, much like a movie we watch in our heads. If reading is to have a purpose, if a reader is to engage with and learn from a text, and, ultimately, if a reader is to enjoy what they're reading, good comprehension is essential.

Moreover, Brandon (2014) added that the ability to comprehend written words is referred to as comprehension. It is not the same as being able to recognize words. Recognizing words on a page but not understanding what they mean is not the same as comprehension, which is the purpose or goal of reading. Consider the situation where a teacher assigns a student to read a passage. The child can read the entire passage, but when asked to explain what was read, he or she has no idea. The meaning of what is read is enhanced by comprehension. When words on a page are not just words, but thoughts and ideas, reading comprehension occurs. Reading is more enjoyable, fun, and informative when readers understand what they are reading. It is required to succeed in school, at work, and in life.

Research Methodology

The descriptive quantitative research method, specifically the correlational approach, was used in the study. The study used the senior high school student as respondents of the study. The sample size was determined using the probability sampling technique. The Raosoft Online Sampling Calculator was used in determining its sample. As a result, the study's respondents were 306 senior high school students from Camp Vicente Lim Integrated School in the Division of Calamba City. This came from total number of 1477 students. The sample size of 306 was

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stratified based on the grade levels. Thus, 158 were from grade 11 and 148 from grade 12 with the total of 306 respondents. The study used adopted standardized measurement instruments. For critical thinking dispositions, the California Critical Thinking Disposition Inventory (CCTI) which was also adopted by Facione in 2001 was used. On the other hand, the instrument used for assessing the problem-solving skills was the Simplicity Thinking Problem-Solving Model by Dr Min Basadur. Moreover, the study employed a descriptive quantitative research design. Specifically, descriptive –correlational research method. The collected data were tabulated and statistically analyzed using SPSS 23. The following metrics were used: weighted mean, composite mean, and Pearson's r. The statistically treated data were interpreted and analyzed. Furthermore, the findings were backed up by relevant literature.

Results and Discussion

This part presents the data gathered together with the corresponding analysis and interpretation. The data are presented in tabular form organized in a sequential manner, following the order of presentation of the specific problems.

1. **Respondents' Assessment on the Level of their Critical Thinking Disposition**

Table 1 presents the respondents' assessment on the level of their critical thinking disposition.

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Table 1
Level of Critical Thinking Disposition of the Student – Respondents

Item Statements	Weighted Mean	Verbal Interpretation
1. I seek the truth.	3.52	Always
2. I am courageous about asking questions	2.77	Often
3. I am honest and objective about pursuing an inquiry.	2.74	Often
4. I am tolerant of divergent views.	2.76	Often
5. I am sensitive to the	2.93	Often
6. I am sensitive to the possibility of one's own bias	3.08	Often
7. I respect the rights of others to hold different opinions	3.54	Always
8. I am organized and keen into detail	3.39	Often
9. I am focused with what I am doing	3.19	Often
10. I am diligent in inquiry.	3.58	Always
11. I trust my own reasoning processes	3.22	Often
12. I am intellectually curious	3.21	Often
13. I value being well – informed	2.97	Often
14. I want to know how things work	2.96	Often
15. I value learning for learning's sake	3.10	Often
16. I make reflective judgment	3.18	Often
17. I possess cognitive maturity	3.14	Often
18. I strive for epistemic development	3.32	Often
19. I am alert to potentially problematic situation	3.27	Often
20. I anticipate possible results or consequences	3.45	Often
21. I prize the application of reason	3.25	Often
22. I use evidence in proving something	3.37	Often
Composite Mean	**3.18**	**High**

Table 1 shows that student respondents are always diligent in their research, with the highest weighted mean of 3.58. This could indicate that students are conducting a thorough search of all reasonably available information. They are exhausting all available means of

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investigating and analyzing all of their inquiries in order to arrive at an understanding appropriate to the scope of the topic to which their inquiry relates.

Similarly, with the second highest weighted mean of 3.52, respondents always respect the rights of others to hold different opinions. It's a good thing that they know how to respect different points of view as students. It is a positive attitude that they understand that respecting other people's opinions does not imply being untrue to their own. It simply requires a person to recognize that others have the right to see the world differently than they do, and that they can expect a fair hearing when they share their perspectives.

Also, with a weighted mean of 3.52, respondents always seek the truth. This could imply that people with critical minds are more likely to seek the truth. They always weigh their options before making a decision. Individuals and society as a whole benefit from the truth. Being truthful allows people to develop and mature as people. Truthfulness strengthens social bonds, whereas lying and hypocrisy weaken them. When students seek the truth in all areas of human endeavor, they will mature as individuals.

The low weighted mean of 2.76, on the other hand, indicates that respondents are often tolerant of divergent views. This lends credence to the finding that students are generally respectful of opposing viewpoints. The low weighted mean, on the other hand, may imply that students are not as tolerant of divergent viewpoints as diverse things differ from one another. When thinking critically, they most likely concentrate on a single point of view.

Finally, the lowest weighted mean of 2.74 reveals that respondents are often honest and objective when it comes to pursuing an inquiry. This only demonstrates that the students are fair and just in conducting an investigation; however, because these students are teenagers, their mind set is still constantly changing, which likely makes them subjective when conducting an investigation, and may be due to the many outside influences that affect them.

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Generally, the composite mean of 3.18 indicates that respondents have a high critical thinking disposition. This only shows that students are on their way to becoming critical thinkers because they already have a high level of thinking disposition. To become fully critical thinkers, they must value and enjoy using their knowledge and abilities to think things through for themselves. They must be committed to and enthusiastic about research. Critical thinking dispositions, as mentioned by Nieto and Valenzuela (2012), require motivation for their initial formation in a child, which can be external or internal. As children grow older, the force of habit will become more important in maintaining the disposition.

2. Description of Student- Respondents' Problem-Solving Skills

Table 2 presents the description of respondents' problem-solving skills.

Table 2
Description of Student – Respondents' Problem-Solving Skills

	Item Statements	Weighted Mean	Verbal Interpretation
1.	Once I choose a solution, I develop an implementation plan with the sequence of events necessary for completion.	2.86	Often
2.	After a solution has been implemented, I immediately look for ways to improve the idea and avoid future problems.	3.14	Often
3.	To avoid asking the wrong question, I take care to define each problem carefully before trying to solve it.	3.11	Often
4.	I strive to look at problems from different perspectives and generate multiple solutions.	3.02	Often
5.	I try to address the political issues and other consequences of the change I'm proposing so that others will understand and support my solution.	3.47	Often
6.	I evaluate potential solutions carefully and thoroughly against a predefined standard.	3.08	Often
7.	I systematically search for issues that may become problems in the future.	3.32	Often
8.	When I decide on a solution, I make it happen – no matter what opposition I may face.	3.21	Often

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9. I find that small problems often become much bigger in scope, and thus very difficult to solve.	3.23	Often
10. I ask myself lots of different questions about the nature of the problem.	3.43	Often
11. After my solution is implemented, I relax and focus again on my regular duties.	3.56	Always
12. I focus on keeping current operations running smoothly and hope that problems don't appear.	3.03	Often
13. I evaluate potential solutions as I think of them.	3.19	Often
14. When I need to find a solution to a problem, I usually have all of the information I need to solve it.	2.79	Often
15. When evaluating solutions, I take time to think about how I should choose between options.	3.20	Often
16. Making a decision is the end of my problem-solving process.	2.93	Often
Composite Mean	**3.16**	**Good**

As shown in Table 2, the student - respondents always relax and focus again on their regular duties after implementing a solution with the highest weighted mean of 3.56. This only demonstrates that the students are calm in dealing with difficult situations as long as they can provide a solution. It is a good indicator that students can focus on other tasks despite their unfavorable circumstances.

Additionally, the respondents often try to address the political issues and other consequences of the change they are proposing so that others will understand and support their solution. This obtained a second highest weighted mean of 3.83. This simply means that in order for the students to gain favor from others for the solution they are proposing, they tend to put aside personal and political issues and instead consider others' points of view in order to win them over. They clearly articulate the benefits and drawbacks of a potential change in a given situation which is common among student leaders.

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Similarly, the respondents often ask themselves lots of different questions about the nature of the problem with the weighted mean of 3.43. Inquiring about a problem allows people to learn about the difficulties they are facing and come up with better solutions to those difficulties. As for the students, this simply shows that they are curious about the problem at hand, which will aid them in finding diverse and appropriate solutions.

On the other hand, the low weighted mean of 2.86 discloses that the respondents often develop an implementation plan with the sequence of events necessary for completion once they choose a solution. Although the students can provide solutions to the problems they face, the low weighted mean may indicate that they are not developing formal implementation plans like adults. They simply devise solutions to their problems, test them, and see if they work.

Finally, the lowest weighted mean of 2.76 showed that the respondents often usually have all of the information they need to solve it when they need to solve a problem. This is true because a problem can never be solved if the necessary background information is not available. To solve the problem, a thorough analysis is required. However, based on their age, the student – respondents may lack the resources to gather all of the information required to solve the problem, as the obtained lowest weighted mean suggests.

To sum up, the respondents' problem-solving skills can be described as good as reflected in the composite mean of 3.16. This could imply that the senior high school students have the necessary skills to deal with any problems that may arise. However, much more development is required for them to have very good problem-solving skills. This is especially important during their student years, when they may face problems not only in their academic lives but also in their personal lives, and teachers can serve as a conduit for this development. Problem solving is a skill that can be learned in the same way that other skills are. As a result, understanding the problem-solving process is the first step in resolving individual and organizational issues. The

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problem-solving process can be aided by using open-ended materials and group projects to provide integrated learning even under time constraints. Teachers are the ones who will do this (URL, 2006).

3. Student- Respondents' Level of Reading Comprehension

Table 3 presents the respondents' level of reading comprehension.

Table 3
Level of Reading Comprehension of the Student -Respondents

Score	Equivalent Percentage Grade	Frequency	Percentage	Description
17 – 20	90 – 100	52	16.99	Outstanding
13 – 16	89 – 90	158	51.63	Very Satisfactory
9 – 12	80 – 89	77	25.16	Satisfactory
5 – 8	75 – 79	19	6.21	Fairly Satisfactory
0 – 4	below 75	0	0	Did Not Meet Expectations
Total		**306**	**100**	
Mean Percentage Score (MPS)		**73.09**		**Average Mastery**

As to reading comprehension, Table 3 divulged that out of 306 students, 158 or 51.63 percent of them got very satisfactory scores ranging from 13 -16 with an equivalent percentage grade of 89 – 90. It was followed who obtained satisfactory scores of 9 -12 with an equivalent percentage grade 80 – 89. It obtained the second highest frequency of 77 or 25.63 percent. Additionally, there were 52 students or 16.99 percent who got an outstanding score of 17 – 20 (90 – 100 percent). There were also 19 or 6.21 percent of the students who got fairly satisfactory

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scores of 5 – 8 or 75 – 79 equivalent grades. Moreover, there were no respondents belonged to those who did not meet expectations with scores ranging from 0 – 4 or with an equivalent percentage grade of below 75.

Generally, the level students' reading comprehension is below standard as disclosed by the computed mean percentage score 73.09. The obtained MPS 73.09 showed that the respondents have average mastery level as to reading comprehension. However, the results indicate that there is still a need for the senior high school English teachers to enrich the learning of the students when it comes to reading for them to become highly proficient.

4. Test for Significant Relationship between the Critical Thinking Disposition and Problem-Solving Skills of the Respondents

Table 4 presents the test for significant relationship between the critical thinking disposition and problem-solving skills of the respondents.

Table 4
Significant Relationship between the Critical Thinking Disposition and Problem-Solving Skills of the Respondents

Variables	Computed Value	p – value	Decision on Ho	Conclusion
Critical Thinking Disposition vs Problem-Solving Skills	-1.06	0.032	Reject	Significant

Table 4 shows the test of significant relationship between the respondents' critical thinking disposition and problem-solving skills. It can be noted that there is significant relationship between the respondents' critical thinking disposition and problem – solving skills as shown in their probability value of .032 which is less than the level of significance at .05. This only shows

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that critical thinking disposition is a predictor of problem-solving skills. Students who have the tendency to be critical thinkers are more likely to become problem solvers. This was supported by Irani et al., (2007) that Critical thinking dispositions, moreover, are precursors and gateways to critical thinking activity. A lower disposition is less likely to produce meaningful critical thinking, which leads to problem solving, solutions, and decision making, whereas a higher disposition is more likely to produce these outcomes.

5. Test for Significant Relationship between the Critical Thinking Disposition and Reading Comprehension of the Respondents

Table 5 presents the test for significant relationship between the respondents' critical thinking disposition and reading comprehension.

Table 5
Significant Relationship between the Critical Thinking Disposition and Reading Comprehension of the Respondents

Variables	Computed Value	p – value	Decision on Ho	Conclusion
Critical Thinking Disposition vs Reading Comprehension	-1.50	0.004	Reject	Significant

Table 5 discloses the test of significant relationship between the respondents' critical thinking disposition and reading comprehension. As reflected, there is significant relationship between the respondents' critical thinking disposition and reading comprehension as shown in their probability value of .004 which is less than the level of significance at .05. This merely shows

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that a critical thinking disposition can assist students in developing reading comprehension. Students with higher critical thinking skills are more likely to perform deep analysis, inference, and implication, all of which are essential for reading comprehension. This finding was justified by Facione (1990) critical thinking is purposeful, self-regulatory judgment that results in interpretation, analysis, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations that underpin that judgement.

6. Test for Significant Relationship between the Problem Solving Skills and Reading Comprehension of the Respondents.

Table 6 presents the test for significant relationship between the respondents' problem – solving skills and reading comprehension.

Table 6
Significant Relationship between the Respondents' Problem-Solving Skills and Reading Comprehension

Variables	Computed Value	p – value	Decision on Ho	Conclusion
Problem Solving Skills vs Reading Comprehension	-.029	0.309	Accept	Not Significant

Table 6 reveals the test of significant relationship between the respondents' problem-solving skills and reading comprehension. As illustrated, there is no significant relationship between the respondents' problem-solving skills and reading comprehension as reflected in their probability value of 0.309. which is greater than the level of significance at .05. This only implies that problem

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solving skill is not a predictor of students' reading comprehension. This was similar with the findings of Ulu (2017) that fluent reading skills had no effect on classifying students according to their problem-solving success.

Conclusion and Recommendations

The results of the study revealed that the senior high school student respondents have a high critical thinking disposition. In addition, the problem-solving skills of the students can be described as good. On the other hand, the students' level of reading comprehension was found to be average. It can be noted that in almost all aspects being explored in the study, they did not reach the highest levels of measurements, which entails additional efforts on the part of teachers to reinforce them together with the cooperation of the students so that both the critical thinking, problem-solving skills, and reading comprehension will be further improved.

As to the test for significant relationships, the critical thinking dispositions were found to have significant relationships with problem-solving skills and reading comprehension. This means the critical thinking disposition is a predictor of the problem-solving skills and reading comprehension of the students. Therefore, there is a need to improve the tendencies of students to become critical thinkers. Teachers can provide students with strategies, such as employing critical thinking skills approaches, in order to develop an attitude toward critical thinking disposition. On the other hand, problem solving skills were found to have no significant relationship with reading comprehension. This demonstrates that reading comprehension is not dependent on problem-solving skills.

Lastly, it is suggested to conduct additional probes on what mediates problem-solving skills such as reading comprehension aside from critical thinking disposition. Similarly, critical thinking disposition must also be explored in other fields, such as learning outcomes in mathematics, science, and others.

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