

# Factors Affecting Students' Reading Comprehension Skills: A Basis for Intervention

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**Abstract:** Reading comprehension is a critical cognitive skill that plays a major role in a student's academic success and intellectual progression. At the junior high school level Reading and comprehension are skills that students must possess to effectively comprehend and interpret text as it is essential not only for their academic achievement but for lifelong learning this study investigates the factors that affect the reading comprehension of student's. The study utilizes a descriptive correlational and phenomenological research design, surveying over 722 junior high school students from St. John Berchmans High School Incorporated through the means of total enumeration as its sampling technique. The data were collected using a research-made survey questionnaire. Furthermore, Findings revealed that the majority of the respondents were female and were superior than the male counterparts based on the analysis of Chiong Vilbar and Diano Jr. yet the study has revealed otherwise, moreover there is no significance between the age of a student to their comprehension.

**Keywords:** Reading Comprehension, Academic Progress, Cognitive Skill, Skills

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## I. INTRODUCTION

Reading comprehension is a critical cognitive skill that plays a fundamental role in a student's academic success and intellectual development. At the Junior High School level, the ability to effectively comprehend and interpret texts is essential not only for academic achievement but also for lifelong learning. However, many students face challenges that hind their reading comprehension abilities, which can be influenced by a range of factors. Understanding these factors is crucial in designing effective interventions to support students in enhancing their reading skills. The present study seeks to investigate the factors that affect the reading comprehension skills of Junior High School students at St. John Berchmans High School Incorporated. Specifically, the research aims to examine how demographic variables such as sex, age, grade level, and General Weighted Average (GWA) relate to students' reading comprehension abilities. In addition, it will explore the impact of factors such as classmates, reading materials, reading strategies, and teaching methods on the students' ability to understand and enhance as students. By addressing these variables, the study will provide a comprehensive understanding of the influences on reading comprehension. The study also aims to assess whether there are significant differences in reading comprehension skills based on their demographic profile.

Moreover, it explores students' personal information into their reading processes and the effect of different strategies and teaching methods. Based on the findings, the researchers will propose their target intervention that can help to improve the students ' reading comprehension skills as students. The theoretical framework study is grounded in schema theory, which suggests that reading comprehension is a dynamic interaction between the reader's background knowledge and the text itself. This theory focuses on the comprehension occurring in two directions, bottom-up processing, when the reader interprets the specific details from the text, and top-down processing, where the reader's prior knowledge and predictions influence their understanding of the material. Both processes work simultaneously, influencing how students interpret and comprehend what they read. The results of this study will provide valuable insights into how various factors contribute to reading comprehension, offering a foundation for interventions that can help to meet the needs of students at St. John Berchmans High School Incorporated. Through this research, educators and policymakers will be better equipped to foster the environment that supports the development of students' reading comprehension skills, ensuring their success in both academics.

## II. OBJECTIVES OF THE STUDY

Reading comprehension is a critical yet demanding skill as it requires deep cognitive engagement and sustained focus. The objectives of the study are to determine and generate an intervention for the factors affecting students' reading comprehension skills, for the students to enhance their reading comprehension skills.

Specifically, it worked on the following objectives:

- *To Identify Profile of the Respondents in Terms of:*
  - Sex;
  - Age
  - Grade level; and
  - General average
- To Recognize the Factors Affecting Students' Reading Comprehension Skill to Junior High School Students of St. John Berchmans High School Incorporated
- To Assess the Significant Difference in the Identified Factors of Reading Comprehension skills of Junior High School Students When they are Grouped According to Profile Variables; and
- To Propose an Intervention Based on the Study's Results.

## III. THEORETICAL FRAMEWORK OF THE STUDY

Schema Theory, originally introduced by Bartlett (1932) and later expanded by Rumelhart (1980) and Anderson (1984), provides a foundational lens for understanding the cognitive processes involved in reading comprehension. This theory posits that schemas—mental frameworks or structures of knowledge—are essential for interpreting and integrating new information. [1] [2]

Readers rely on their existing schemas to make sense of new texts. These schemas act as a bridge between the reader's prior experiences and the content of the text.

Reading comprehension is an interactive process involving both bottom-up processing (decoding words and sentences) and top-down processing (using prior knowledge and context). These processes work simultaneously to construct meaning [5].

In conclusion, Schema Theory highlights how readers interpret and integrate new information by using schemas—mental frameworks grounded in prior knowledge. It explains reading comprehension as an interactive process, combining bottom-up decoding of text and top-down application of context and prior knowledge to construct meaning effectively.

## IV. RESEARCH METHODOLOGY

The method that researchers employed was the Mixed Method that relies on the Descriptive-Correlational and Phenomenological Approaches, to determine the factors affecting students' reading comprehension, as well as to provide a basis for intervention.

The Mixed Method provides a more comprehensive view of the study, furthermore, this method utilizes statistical and mathematical tools of results determination. This method can provide greater analysis of intricate insights of both qualitative and quantitative data.

Descriptive-correlational design is used in explaining the relationships that occur between and among variables. Descriptive-correlational studies are able to describe how a phenomenon is related to another, given the situations where researchers have no control over the independent variables and the variables believed to cause or influence. The Phenomenological design focuses on the experiences of the students about the factors that affect students' reading comprehension, which is able to aid the researchers in their study without imposing theories.

Total Enumeration was used as the sampling technique to gather data from 722 students who possess random characteristics rather than selecting a superset for the study.

## V. RESULTS AND DISCUSSION

This study underwent systematic analysis and interpretation processes when all data were collected, scrutinized, and evaluated. Then, the results were methodically systematized and presented in a tabular format.

### A. Respondents' Demographic Profile

#### ➤ Sex

Table 1. Frequency Distribution of the Respondents According to Sex

Sex	Frequency	Percent
Male	350	48.5
Female	372	51.5
Total	722	100.0

Table 1. presents the frequency distribution of respondents according to their sex.

The data distribution shows that 48.5% are the male and 51.5% are female. This displays that a greater number of female participants have taken part in the researchers' study as compared to male.

Their study indicates that female students outperformed their male counterparts in reading comprehension. In other words, it can be stated that sex differences affect reading comprehension [8].

The related literature indicates that female students have the more knowledge in terms of reading comprehension which aligns with the results of the gathered data in terms of the respondents' sex.

#### ➤ Age

Table 2. Frequency Distribution of the Respondents According to Age

Age	Frequency	Percent
11 - 12 Years Old	114	15.8
13 - 14 Years Old	384	53.2
15 - 16 Years Old	221	30.6
Others	3	.4
Total	722	100.0

Table 2 illustrates the distributions of the respondents based on their age. Out of the total number of respondents of the junior high school students, 53.2% of the respondents indicates that the larger portion of respondents were 13 to 14 years old that had participated in the researchers' study as compared to 30.6% of students which were within the ages of 15 to 16 years old, and 15.8% of the respondents' were gathered from 11 to 12 years old students, in addition 0.4% were gathered from others below the ages of 11 to 12 and beyond the ages of 15 to 16 years old participated in the study.

#### ➤ Grade Level

Table 3. Frequency Distribution of the Respondents According to Grade Level

Grade Level	Frequency	Percentage
Grade 7	200	27.7
Grade 8	168	23.3
Grade 9	187	25.9
Grade 10	167	23.1
Total	722	100

Table 3 is the frequency distribution of the respondents in terms of their grade level.

Based on the table, out of the total numbers of respondents, 27.7% were in grade 7, this indicates that a larger portion of grade 7 students participated in the researchers' study compared to their counterparts in grade 8, grade 9 and grade 10.

Campilla, and Cariño (2024), stated that Grade 7 learners demonstrated varying levels of reading literacy, with proficiency observed across functional literacy levels such as paragraph, story, and local material comprehension. Significant growth was observed from pre-reading to post-reading assessments, indicating the effectiveness of intervention programs in enhancing literacy levels over time.

Overall, Grade 7 learners is the larger portion that participated in the study of the researchers. The study shows that Grade 7 learners demonstrated varying levels of reading literacy. Both of the study shows that most of their respondents who participated in their study were Grade 7 students. [4]

#### ➤ General Average

Table 4. Frequency Distribution of the Respondents According to General Average

General Average	Frequency	Percentage
75 - 80	37	5.1
81 - 85	88	12.2
86 - 90	239	33.1
91 - 95	337	46.7
96 - 100	21	2.9
Total	722	100.0

Table 4 presents the correlation of geographical factors according to the respondent's general average to expound, the findings imply that if students are uncomfortable with their seating arrangements and do not feel engaged in their classroom, they are more likely to lose their focus during class, resulting in a decline in their academic progress. This could be due to several reasons, such as sitting in an uncomfortable chair or being placed in an unsuitable location in the classroom.

According to Galiza (2022), only a few numbers of the respondents earned a satisfactory academic achievement. Most of the respondents reading competency level was classed as developing. Indicating that while they demonstrated some understanding of the material, their skills were not yet fully proficient. This implies that some specific interventions, like reading comprehension activities, tailored learning techniques, and classroom teacher support, be used to take students up to a level of proficiency. These gaps are able to be closed through a result of increased academic achievement and greater foundation for later learning. The importance of strengthening reading comprehension skills to fill learning gaps. Through concerted strategies, educators can enable students to shift from developing towards becoming proficient readers and thus improve their academic achievement and better prepare them for future learning challenges [7].

#### B. Factors Affecting Students Reading Comprehension Skills When Correlated to the Demographic Profile of the Students

##### ➤ Factors Correlated to Reading Materials

Table 5 Mean Results of Students use of Reading Materials

Factor	Standard Deviation	Mean	Verbal Interpretation
Reading Material	3.136	0.739	Agree

This table reveals the connection between students' reading comprehension and the methods they use to deepen their understanding of the books they read. It explores whether students retain the material better by writing about it and if they turn to additional resources, such as using a dictionary for more information or engaging with platforms like YouTube and TikTok to further explore the content.

#### ➤ Factors Correlated to Reading

Table 6. The Mean Results of Students utilization of Reading Strategies

Factor	Standard Deviation	Mean	Verbal Interpretation
Grand Mean	2.98	0.768	Agree

Table 6 shows that reading comprehension selections can significantly enhance students' understanding of texts, particularly when they engage in oral reading. By reading books aloud, students can improve their comprehension skills, as the process helps reinforce the connection between spoken and written language. This method not only supports better retention of information but also helps students develop fluency, vocabulary, and a deeper understanding of the material. The practice of oral reading encourages active engagement, making it a powerful tool for improving reading comprehension and boosting overall academic performance.

#### ➤ Factors Correlated to Teaching Strategies

Table 7. The Mean Results of Teaching Strategies on Students

Factor	Standard Deviation	Mean	Verbal Interpretation
Teaching Strategies	3.15	0.735	Agree

Table 7 shows that when teachers motivate students to practice their reading comprehension, it has a positive impact on their ability to understand texts. The more teachers encourage students to engage with reading, the more likely they are to improve their skills. Additionally, when students are inspired to try new methods for reading and comprehension, they become more enthusiastic about learning. This sense of motivation not only helps them grasp the material better but also fosters a greater interest in exploring different reading strategies. By creating a supportive and motivating environment, teachers can significantly enhance students' reading comprehension and overall learning experience.

Table 7 shows the Mean Results of Students Reading Comprehension in terms of the students reading comprehension skills, the most adhered factor is (4.5) "My teacher always uses strategies such as summarization and discussion to help us understand what we read.", which has a mean score of 3.33 interpreted as Strongly Agree. Thus, the factor that got the lowest level is (3.3) "Attentive reading does not help in my reading comprehension.", with a mean score of 2.52 interpreted as Agree.

Summarization strategies whereby the most positive change is seen are "determining the main idea, starting the first sentence with an introduction sentence that expresses the subject of the main text, summarizing in accordance with subject or event order and time consistency, expressing the main idea of text in the final sentence of summary, and paying attention to the distinction between the author and the summarizer in the style of the summary text". Summarization is an indication of level of reading comprehension. For this reason, teaching of summarization strategies should be included in reading studies at all levels [10].

Good readers' attention significantly affects their reading speed, prosody, word recognition, and comprehension. In summary, teaching strategies such as summarization and discussion help students to stimulate their reading comprehension skills [12].

#### C. Significant Difference in the Identified Factors of Reading Comprehension Skills When they are Grouped According to Profile Variables

##### ➤ Reading Materials Factor

Table 8. Sex When Correlated to Reading Materials

Factor	t-value	Sig.	Remarks	Decision
Reading Materials	-1.028	0.236	Not Significant	Failed to Reject Ho

This table highlights a positive correlation between using knowledge from books, textbooks, and other reading materials, and improved reading comprehension, especially for students who have recognized their own weaknesses in reading. When students actively engage with various reading resources and focus on addressing their challenges, they gain a deeper understanding of the material. This process helps them build confidence in their reading abilities and develop stronger comprehension skills. By identifying areas for improvement and actively working to strengthen them through diverse reading materials, students can enhance their overall learning experience and achieve greater success in their studies.

##### ➤ Reading Strategies Factor

Table 9. Sex When Correlated to Reading Strategies

Factor	t-value	Sig.	Remarks	Decision
Reading Strategies	-0.294	0.472	Not Significant	Failed to Reject Ho

Table 9 shows that consistent practice with reading comprehension books leads to noticeable improvements in students' reading skills. By regularly engaging with these materials, students become more familiar with different text structures and vocabulary, which helps them better understand and retain information. This ongoing practice not only boosts their confidence but also strengthens their ability to analyze and interpret texts more effectively. Over time, this approach



fosters greater fluency and deeper comprehension, contributing to overall academic success.

#### ➤ Teaching Strategies Factor

Table 10. Sex When Correlated to Teaching Strategies

Teaching Strategies	t-value	Sig.	Remarks	Decision
Teaching Strategies	-0.434	0.202	Not Significant	Failed to Reject Ho

Table 10 which display the relationship between sex and teaching strategies shows that all have a significance level higher than (0.05) except statement 4.2. "My teacher's guidance and tutorial reading at school do not contribute in enhancing my understanding and analyzing in reading." and 4.5 "My teacher always uses strategies such as summarization and discussion to help us understand what we read." since they got a significance level lower than (0.05). Therefore, all null-hypothesis is rejected except statement 4.2 and 4.5. This means that the factor teaching strategies has a strong relationship with the variable sex.

Overall, while majority of the results show no significant difference between sexes, these statements present that gender may play a role in specific aspects of reading comprehension.

Gender roles have been so prominent in this generation. People always see gender differences in different aspects and try to find who has greater ability between male and female. Thus, this study compares the reading comprehension of the two different genders on the literary pieces written by Edgar Allan Poe. This study utilized the quantitative method specifically the comparative research design. In this study, a sample of 80 senior high school students from a certain University are randomly selected in which 40 of them are males and another 40 are females. The data gathered are analyzed using T-test for independent samples [6].

The findings reveal that there is a significant difference in the comprehension skills between the two genders. Moreover, the results revealed that female students are superior in comprehending the literary pieces by Edgar Allan Poe compared to their counterparts. The findings explicate that female students established a higher level of understanding on the literary pieces and give the teachers an idea for them to come up with various strategies or differentiated instruction in order to address the existing differences between the gender groups.

#### D. ANOVA Results of Age When Correlated with Factors

##### ➤ Reading Materials

Table 11. Age When Correlated with Reading Materials Factors

Factor	f-value	Sig.	Remarks	Decision
Reading Materials	2.9	0.125	Not Significant	Failed to Reject Ho

This table demonstrates the results when age is correlated with reading materials shows that all have a significance level higher than (0.05) except statement 2.2 "I use dictionaries to help me figure out what a specific text is about" and 2.5 "Supplemental Books (PSEP Book, SRA Power builders and etc.) helped me improved my reading comprehension skills" since they got a significance level lower than (0.05). Therefore, all null-hypothesis is rejected except on statement 2.2 and 2.5. This means that the factor reading materials has a strong relationship with the variable age.

##### ➤ Reading Strategies

Table 12. Age When Correlated with Reading Strategies Factors

Factor	f-value	Sig.	Remarks	Decision
Reading Strategies	2.736	0.142	Not Significant	Failed to Reject Ho

This table demonstrates the results when age is correlated with reading strategies presents that all have a significance level higher than (0.05) except the statement "Reading selections enhance my understanding and comprehension of books". Therefore, the all-null hypothesis is rejected except on statement "Reading selections enhance my understanding and comprehension of books". This means that the factor reading strategies has a strong relationship with the variable age.

##### ➤ Teaching Strategies

Table 13. Age When Correlated with Teaching Strategies Factors

Factor	f-value	Sig.	Remarks	Decision
Teaching Strategies	4.184	0.165	Not Significant	Failed to Reject Ho

Table 13 shows the results when age is correlated to reading strategies. The results present that most of the statements are not significant. There is not enough evidence to conclude that the age of students has a significant impact on the students' responses regarding their reading comprehension. However, the identified significant factors indicate the potential influence of specific strategies or external resources on reading comprehension skills.

Older students employed strategies more frequently than younger ones, suggesting that as students mature, they develop a greater capacity for learning. This emphasizes the importance of tailoring reading instruction to align with the cognitive development stages of different age groups [9].

The results indicate that age does not significantly influence students' reading comprehension strategies, but certain specific statements do. Older students tend to use more reading strategies than younger ones, possibly due to their advanced cognitive abilities. The study suggests that age-

related cognitive development influences the selection and application of reading strategies. Therefore, reading instruction should be tailored to students' cognitive development levels, recognizing developmental differences across age groups. Age-appropriate instruction is crucial for optimizing reading comprehension outcomes.

#### *E. ANOVA Results When Grade Level is Correlated with Identified Factors*

##### ➤ *Reading Materials*

**Table. 14.** Grade Level is Correlated with Reading Materials

Factor	f-value	Sig.	Remarks	Decision
Reading Material	3.159	0.247	Not Significant	Failed to reject Ho

Table 14 displays that most of the statements have a significant level lower than (0.05) except statement 2.3 "I apply learning from video presentations like YouTube, Tiktok and Facebook to fully understand the information that the sentence or text is talking about." and 2.4 "I use illustration that help me figure out what is the meaning of a sentence or a text". Therefore, the overall results are not significant which means that when grade level is correlated with reading materials is not significant.

##### ➤ *Reading Strategies Factors*

**Table. 15.** Grade Level is Correlated with Reading Strategies

Factor	f-value	Sig.	Remarks	Decision
Reading Strategies	2.178	0.234	Not Significant	Failed to reject Ho

This table shows the relationship between grade level and reading strategies shows that all statements have a significance level higher than (0.05) except statement 3.1. Therefore, the all-null hypothesis is rejected except on statement 3.1. This means that the factor classmates have a relationship with reading strategies.

##### ➤ *Teaching Strategies Factors*

**Table. 16.** Grade Level is Correlated with Teaching Strategies

Factor	f-value	Sig.	Remarks	Decision
Teaching Strategies	4.081	0.024	Significant	Reject Ho

Table 16 present that most of the statements are significant, there is sufficient evidence to conclude that grade level or GWA has a significant impact on the students' responses regarding their reading strategies and comprehension. However, several specific statements were found to be significant. While most of the data shows significant, the identified not significant factors indicate the

potential influence of specific strategies or external resources on reading comprehension skills.

This study explored the relationships among high school students' reading comprehension achievement, three latent constructs (reading comprehension strategy use, reading comprehension strategy instruction, reading attitudes), and five control variables (gender, minority status, socio-economic status, class time, class size). [3]

The purpose of this study was to examine the effects of the latent and control variables on reading comprehension achievement, direct effects among the latent constructs, effects of the control variables on the latent constructs, and group differences in reading comprehension achievement and the latent constructs across the control variables.

#### *F. ANOVA Results When General Average is Correlated with Factors*

##### ➤ *Reading Materials Factors*

**Table. 17.** General Average is Correlated with Reading Materials

Factor	f-value	Sig.	Remarks	Decision
Reading Materials	3.261	0.129	Not Significant	Failed to Reject Ho

This table shows the learning knowledge on becomes reading comprehension help students to determine what factors they not capable to understand what have they read. The results present that textbooks, video presentations, and supplemental books are significant in enhancing students reading comprehension skills. Unlike the use of dictionaries and illustrations showed no significance. This shows that other statements proved to be effective, but the overall result is not significant. This highlights the importance of using effective resources to improve reading comprehension.

##### ➤ *Reading Strategies Factors*

**Table. 18.** General Average is Correlated with Reading Strategies

Factor	f-value	Sig.	Remarks	Decision
Reading Strategies	6.695	0.000	Significant	Reject Ho

This table shows that students' reading comprehension improves based on the strategies they use. In other words, the more effective the reading strategies employed, the better the students perform in understanding what they read.

➤ *Teaching Strategies Factors*

Table. 19. General Average is Correlated with Teaching Strategies

Factor	f-value	Sig.	Remarks	Decision
Teaching Strategies	7.364	0.0002	Significant	Reject Ho

Table 19 shows the results when general average is correlated with teaching strategies. It shows that all statements have a significance level lower than (0.05). Therefore, the all-null hypothesis is significant. This means that the factor teaching strategies has a strong relationship with the variable general average.

The results present that several teaching strategies have an important relationship with students' general average.

Teaching Strategies and Their Effect on Reading Comprehension Performance of Junior High School Students in Inclusive Classroom Setting. Findings indicate that teaching reading strategies have a positive impact on the reading comprehension of students at the junior high secondary level. The study has important implications for teachers, students, curriculum planners, policymakers in the field of education, and school heads [11].

Teaching Strategy is crucial because it plays an important role in the students' reading comprehension skills. As the related literature stated, teaching reading strategies have a positive impact on the reading comprehension of students which correlates with the result of the data gathered by the researchers.

The overall findings of the study, out of 722 respondents, ages between 13 to 14 years old with a percentage of 53.2%, with the most respondents by female students counted by 372 with 51.5%, and the students grade level with the highest frequency of 200 with 27.7% particular in grade 7, with the most general weighted average of 91 to 95 estimated frequency of 337, with 46.7%. The overall mean results of students reading comprehension, "Working collaboration with my classmates helps me better understand and comprehend the sentences or text" with a mean results of 3.28, "Supplemental Books (PSEP Book, SRA Power builders and etc.) helped me improved my reading comprehension skills" with a mean results of 3.26, and "My teacher's motivation has great influence in my reading interest and comprehension skills, with a mean results of 3.28, and lastly "My teacher always uses strategies such as summarization and discussion to help us understand what we read" with an mean result of 3.33.

Overall mean results of the different tables compress with agree stating that students are affected in the different skills in comprehension. When sex is correlated with classmates, Supplemental Books (PSEP Book, SRA Power builders and etc.) helped me improved my reading comprehension skills" with a significant level of 0.032, "Reading selections enhance my understanding and comprehension of books" with a significant level 0.004, "Oral

reading helps a lot in improving my comprehension" with an significant result of 0.015, "Attentive reading does not help in my reading comprehension" with significant result of 0.000, and in the statement of "I am able to read yet unable to comprehend what I have read" with a result of 0.019. "My teacher's guidance and tutorial reading at school do not contribute in enhancing my understanding and analyzing in reading" with a result of 0.001, and lastly "My teacher always uses strategies such as summarization and discussion to help us understand what we read" with a result of 0.002. When the ANOVA result is correlated with age in reading materials, "My classmate encourages me to read books to help me comprehend text more" with a significant level of 0.025. "I use dictionaries to help me figure out what a specific text is about" with a significant level of 0.014. Also "Supplemental Books (PSEP Book, SRA Power builders and etc.) helped me improve my reading comprehension skills" with a significant result of 0.00 of "Reading selections enhance my understanding and comprehension of books" with a significant result of 0.000. "Attentive reading does not help in my reading comprehension" with an overall result of 0.039. "My teacher's motivation has great influence in my reading interest and comprehension skills" with a significant of 0.001. "My teacher's guidance and tutorial reading at school do not contribute in enhancing my understanding and analyzing in reading" with a significant result of 0.001. "Providing variety references and exercises improve reading analyzation, interpretation and comprehension of students" with a result of 0.004. And lastly, "I find the method and strategies of my teacher effective to my reading comprehension skills" in the result 0.021. When grade level is correlated with reading strategy, "I feel free to ask my classmates for help when I do not understand a sentence or a text" with a significant result of 0.013. "I use learned knowledge from textbooks and other reading materials to comprehend the meaning of the text" with a significant result of 0.003. "I use dictionaries to help me figure out what a specific text is about" with a significant level of 0.002. "Supplemental Books (PSEP Book, SRA Power builders and etc.) helped me improved my reading comprehension skills" with a significant result of 0.002. "Reading selections enhance my understanding and comprehension of books" with a significant result of 0.001. In the statement "My teacher's motivation has great influence in my reading interest and comprehension skills" with a significant result of 0.002. "My teacher's guidance and tutorial reading at school do not contribute in enhancing my understanding and analyzing in reading" with a significant result of 0.002. Lastly, "Providing variety of reading references and exercise improve reading analyzation, interpretation and comprehension of students " with a significant result of 0.005. When GWA is correlated with teaching strategies, "I discuss what I have read with my classmates to check our understanding" with a not significant result of 0.62. "Working collaboration with my classmates helps me better understand and comprehend the sentences or text" with a not significant result of 0.30. "My classmate encourages me to read books to help me comprehend text more" with a Not significant result of 0.49. "I feel free to ask my classmates for help when I do not understand a sentence" with a not significant result of 0.007. "I use dictionaries to help me figure out what is specific text is about" with a not

significant result of 0.427. Lastly, "I use illustration that help me figure out what is the meaning of a sentence or a text" with a not significant result of 0.174. Overall, the results are compressing that factors affecting students reading comprehension are at their purpose, but some statements are low in particular answers.

#### G. Proposed Intervention Program

**READ** (Review, Engage, And Determine details in reading comprehension skills) would address the issues surrounding students' reading comprehension skills. Students reading comprehension skills is very crucial, especially on a daily basis. This would address the plan to boost students' confidence in class and enhance their reading comprehension skills inside the classroom environment.

The survey questionnaire distributed among the students showed that the teaching strategies of educators are the most significant factor that affect their reading comprehension skills in terms of their overall academic performance. To combat these reading comprehension skills issues, the researchers implemented a well-thought intervention plan, which involved the help of the internet for searching possible effectiveness of teaching strategies.

This intervention aimed to make the learning experience more engaging and enjoyable for students, thereby increasing their focus and participation in the classroom for enhancing their reading comprehension skills.

Table 20. The Intervention Program Action Plan Utilizing Read For Students: Tackling The Factors Affecting Students' Reading Comprehension Skills

INTERVENTION PROGRAM ACTION PLAN	
Phases	Description/Plan
<b>Planning</b>	<ul style="list-style-type: none"> <li>➤ Assessing students in the classroom will help identify the issue. To determine the primary cause of the students' reading comprehension issues, this assessment should be carried out with them.</li> <li>➤ After identifying the issue, the next stage is to inform the students of the findings by presenting the assessment results. This will assist them in comprehending the necessity of having to implement new teaching strategies.</li> <li>➤ The effectiveness of the new teaching techniques that can be applied to address the identified issue should then be investigated online. This could involve activities like reading aloud, summarizing what you've read, and using instructional graphic organizers.</li> <li>➤ Make a list of all the potential teaching techniques, gather them, and consider how you might apply them in the classroom. These teaching methods should be interesting and enable students' learning in an enjoyable and interesting manner.</li> </ul>
<b>Acting</b>	<ul style="list-style-type: none"> <li>➤ In this phase, it will be the workshop implementation. Based on the coordination made by the research coordinator, it is time to weigh the participants' skills in crafting effective educational guidelines for the different activities:               <ul style="list-style-type: none"> <li>• For student-researchers, they will undergo simulation of peer-review sessions where they can learn to yield and absorb positive and actionable feedback;</li> <li>• For research teachers, they will attend sessions that can update themselves in the trends of research and the latter, they will participate to the peer-review sessions simulation activity together with the student-researchers; and</li> <li>• Research providers shall give a simple yet meaningful seminar on the essence of research, feedbacking, and revising research paper to the participants.                   <ul style="list-style-type: none"> <li>➤ After each session, the participants are required to write a metacognitive essay reflecting on their understanding of their emotional responses in every session such as things for improvements, strengths, weaknesses, and pieces of advice for themselves. This also includes guided reflection to recount the participants' successes in discussing revisions, fostering a sense of accomplishment.</li> </ul> </li> </ul> </li> <li>➤ When the student-researchers are improving their emotional responses, let them make a simple yet meaningful essay and ask the research teacher to provide feedback for further revisions. They will do this until the essay is refined and ask them to share their essay with the other participants through group sharing. After sharing, ask them to reflect on the process of giving feedback and revising their work.</li> <li>➤ For the last session, create a smaller peer groups. This session allows the participants to brainstorm and share solutions to their encountered challenges in research writing. After doing it, ask the participants to share their product of conversation with the other groups. This activity creates a positive collaborative environment and boosts participants' self-esteem and confident that align with the focus of the seminar and workshop.</li> </ul>
<b>Observing</b>	<ul style="list-style-type: none"> <li>➤ Conduct regular reading comprehension assessment to track students' performance. Record and analyze scores to identify the areas of growth or concern.               <ul style="list-style-type: none"> <li>➤ Observe students during reading activities, noting their engagement, participation, and any recurring difficulties. Pay attention to both verbal and non-verbal cues that may indicate comprehension challenges.</li> </ul> </li> <li>➤ Collecting their output after each session is a must. This act will be critical to be served as an evidence to their progress results and planned for further adjustments that align with their needs.</li> </ul>



<b>Reflecting</b>	<ul style="list-style-type: none"> <li>➤ The research coordinator and educators shall assess students' progress using rubrics and reflection to identify which strategies like vocabulary building or guiding reading, most effectively enhance comprehension</li> <li>➤ The mentioned concerned people shall also reflect on areas for improvement, such as struggles with inferencing or focus, and adjust by breaking tasks into smaller steps or relatable texts. .</li> <li>➤ Sustaining momentum by building commitment to this intervention program to continuous learning and improvements by incorporating into regular coursework in which students will first undergo this program before engaging with complex reading materials. After all, this program equips them with essential comprehension strategies that support their academic success across subjects.</li> </ul>
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## VI. CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

- In terms of sex, female students were far superior in reading comprehension compared to their male counterparts.
- Out of the total number of respondents' this indicates that a larger portion of 13 to 14 years old participated in the researchers' study.
- The highest number of participants were gathered from Grade 7, being the highest percentage out of all the junior high school grade levels.
- In terms of the general average of the respondents' majority possess 91 to 95 as their general average.
- When sex is correlated with classmates, has no significance or influence towards one another.
- When age is correlated with reading materials, reading comprehension discusses the understanding of the students and what they have read and what they understand yet age has no significant influence in terms of reading materials.
- When grade level is correlated with reading strategy, students are far more capable of reading and comprehension depending on their strategies.
- When general average is correlated with teaching strategies, teaching strategies have an important relationship with students. Teaching strategies immensely influence the ability of the students to learn how to read and comprehend.

## VII. IMPLICATIONS TO THEORY AND PRACTICE

This study reinforces constructivist and metacognitive theories of reading, emphasizing that comprehension is not a passive process but an active construction of meaning. It supports the idea that students benefit from explicit instruction in strategies such as predicting, questioning, clarifying and summarizing. Moreover, it highlights the role of schema theory, where prior knowledge and real-life connections significantly influence understanding.

The intervention READ offered structured yet adaptable framework that teachers can integrate into daily instruction. By scaffolding reading tasks through its three phases—Review, Engage, and Determine— educator's structures. The program also encourages reflective reading habits, making it a sustainable tool for improving comprehension across disciplines.

In summary, the implications of the study contribute to both theoretical progression in education and applied approaches that improve teaching and learning experiences. It bridges the gap between research perceptions and actionable procedures, advocating a deeper comprehension. The READ intervention not only enhances reading proficiency but also fosters learner confidence, autonomy, and long-term academic growth.

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