



Journal of Education, Learning, and Management (JELM)

ISSN: 3079-2541 (Online)

Volume 2 Issue 2, (2025)

 <https://doi.org/10.69739/jelm.v2i2.1145>

 <https://journals.stecab.com/jelm>



Published by
Stecab Publishing

Research Article

Performance Level in Reading Comprehension Among Grade 10 Learners: Basis for Strategic Intervention Material

*¹Caro, Florie May N., ¹Cambe, Jessebel D., ¹Demol, John Art S., ¹Marquez, Doreen Mae N., ¹Comaling, Bobby, ¹Comaling, Sally

About Article

Article History

Submission: August 30, 2025

Acceptance : October 08, 2025

Publication : October 24, 2025

Keywords

Demographic Profile VS Reading, Comprehension, Grade 10, Quantitative-Descriptive Research Design, Reading Comprehension, Reading Comprehension Key Areas, Statistical Data on Reading Comprehension, Strategic Intervention Material

About Author

¹ English Graduate School Department,
Del Sur Good Shepherd College Inc.,
Wao, Lanao del Sur, Philippines

Contact @ Caro, Florie May N.
floriemay.caro@deped.gov.ph

ABSTRACT

This study seeks to assess the existing reading comprehension levels of Grade 10 students, and identify areas requiring improvement. The result will serve as the foundation for developing Strategic Intervention Materials (SIM), which are targeted educational tools designed to help struggling learners improve in specific subject areas. By focusing on reading comprehension, this study seeks to provide a structured and evidence-based approach to enhance the students' ability to understand and process written information, thereby improving their overall academic performance. This study specifically examines the learners' abilities in five key areas of reading comprehension: literal, inferential, evaluative, reorganizational, and appreciative comprehension. This study has employed a quantitative-descriptive research design to achieve its objectives and utilized the random sampling technique to select participants. It has collected and analysis numerical data to describe, explain, and predict the outcomes if there is a significant difference between the demographic profile and level of reading comprehension of the respondents. Descriptive statistics, such as mean scores, frequency distributions, and percentages, was used to summarize the students' reading comprehension performance. To determine the significant difference in the level of comprehension in reading of the respondents and the variables age, sex, and reading frequency, paired sample t-test was utilized. The results revealed that students had the highest competence in literal comprehension, but notable shortcomings were identified in evaluative and inferential knowledge. The analysis revealed a statistically significant disparity in reading comprehension levels categorized by reading frequency, although no significant difference was seen based on age or gender. These results highlight the need for tailored intervention materials that focus on higher order thinking skills in reading. Overall, this study contributes to the enhancement of educational strategies and interventions to support Grade 10 learners in improving their reading comprehension abilities.

Citation Style:

Caro, F. M. N., Cambe, J. D., Demol, J. A. S., Marquez, D. M. N., Comaling, B., & Comaling, S. (2025). Performance Level in Reading Comprehension Among Grade 10 Learners: Basis for Strategic Intervention Material. *Journal of Education, Learning, and Management*, 2(2), 286-295. <https://doi.org/10.69739/jelm.v2i2.1145>



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1. INTRODUCTION

Reading comprehension is an essential skill that significantly influences academic achievement and overall student development. It is the foundation of learning, enabling students to understand, interpret, and engage critically with various texts across subjects. Addressing the issue of reading comprehension specifically in high school students will strengthen the claim of every basic academic institution in providing quality education to every learner.

Gabejan and Quirino (2021) affirmed that reading proficiency and academic performance are both of paramount importance to a learner's holistic academic success. These aspects of a student's journey must not be taken for granted regardless of their locale, cultural context, and academic setting. Students need an intervention program for their reading skills and in becoming independent readers. Also, as female students were proven to manifest higher RPL (Recognition of Prior Learning) it was recommended that teachers provide enhancement activities for male students to be at par with their female counterparts.

According to the National Achievement Test (NAT) administered by the Department of Education (DepEd) in the Philippines, reading comprehension remains a challenge among high school students particularly in the Grade 10 level. In recent years, students in Grade 10 scored below the passing mark in English, getting only 40-50% average national rating for English NAT Scores (2018). In addition, based on the 2022 (PISA) Programmed for International Student Assessment results, the Philippines ranked as the sixth lowest among the 81 countries and economies that participated in the study, with Filipino learners continuing to lag behind in reading, math, and science. (OECD publishing, 2023) This indicates challenges in comprehension skills particularly in the secondary education level, where the complexity of texts increases. In this context, the need to assess the level of performance in reading comprehension becomes crucial in identifying specific learning gaps and formulating appropriate interventions.

The gap in this study is rooted in the lack of mastery in reading comprehension skills among Grade 10 learners. Assessment data suggests that many students are underperforming in reading comprehension, revealing that they have not yet acquired the necessary skills expected at their grade level. This gap is significant because it not only affects their ability to understand and analyze texts but also limits their capacity to engage with more complex reading tasks. As reading comprehension is foundational to learning in all subject areas, this deficiency could impact their overall academic performance. Without addressing this gap, students may continue to struggle academically, particularly in subjects that require higher order thinking and critical analysis of written materials.

This study aims to evaluate the current reading comprehension performance of Grade 10 learners at Pangantucan Community

High School, Pangantucan National High School, and Adiong Memorial College Foundation, Inc. and identify areas where improvement is needed. The findings will serve as the foundation for developing Strategic Intervention Materials (SIM), which are targeted educational tools designed to help struggling learners improve in specific subject areas. By focusing on reading comprehension, this study seeks to provide a structured and evidence-based approach to enhance the students' ability to understand and process written information, thereby improving their overall academic performance.

Furthermore, the use of SIM is expected to bridge these learning gaps and offer a more personalized, learner-centered approach to reading instruction. Through this research, the school can design and implement effective SIM tailored to the needs of Grade 10 learners, ultimately fostering a more conducive learning environment and better educational outcomes.

1.1. Research Questions

This study aims to assess the level of performance in reading comprehension among Grade 10 learners of Pangantucan Community High School, Pangantucan National High School and Adiong Memorial College Foundation, Inc. during the school year 2024-2025. The findings will serve as the foundation for developing strategic intervention materials aimed at improving students' reading comprehension skills.

Specifically, the study seeks to answer the following questions:

1. What is the demographic profile of the Grade 10 learners in terms of:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Reading frequency;
 - 1.3.1 Times of reading in a week;
 - 1.3.2 hours spend in reading;
 - 1.3.3 reading as leisure;
 - 1.3.4 reading as academe?
2. What is the level of reading comprehension of Grade 10 learners at Pangantucan Community High School, Pangantucan National High School, and Adiong Memorial College Foundation, Inc.
 - 2.1 literal comprehension;
 - 2.2 inferential comprehension;
 - 2.3 Evaluative comprehension;
 - 2.4 Reorganizational comprehension, and
 - 2.5 Appreciative comprehension?
3. Is there a significant difference between the demographic profile and the level of reading comprehension of grade 10 learners?
4. Based on the findings of the study, what possible output can be developed?

2. LITERATURE REVIEW



Table 1. Summary of related literature on reading comprehension

Author(s) and Year	Title / Focus	Methodology	Key Findings
Gabejan & Quirino (2021)	Reading proficiency and academic performance have paramount importance to a learner's holistic academic success.	Quantitative Descriptive-Correlational Research Design	Reading proficiency significantly influences students' overall academic performance.
Cain & Oakhill (2021)	significance of reading comprehension as a core academic skill	Quantitative	Metacognitive strategies: self-monitoring and adjusting comprehension processes critical for high school students dealing with complex texts.
Wexler (2019)	Necessity of background knowledge for comprehension	Qualitative, Research-Synthesis Method	Positive correlation of background knowledge and reading comprehension performance.
Snow (2020)	Role of executive function skills: working memory and cognitive flexibility in reading comprehension.	Quantitative, Experimental Approach	Strengthened cognitive skills can improve comprehension abilities.
Espiel & Carretero (2022)	Reading as a process of transmitting messages from written words.	Qualitative, Theoretical Approach	A meaningful interaction with the writer can lead to the development of skills in writing and speaking.
Ibrahim <i>et al.</i> (2024)	Reading comprehension as the ability to read and understand the content of the text.	Qualitative, Descriptive Method	Internal and external factors contribute to reading comprehension difficulties.
Torres (2019)	Reading a macro skill in language learning	Quantitative, Descriptive-Correlational Method	Home environment and related factors have significant effect in the reading comprehension of the learner.
Capuno <i>et al.</i> (2019)	Attitudes and study habits—significant factors that affect learner's performance	Quantitative, Descriptive-Correlational Method	Attitudes, study habits and engagement to school activities have significant effect to the learner's performance.
Al-Ghazo <i>et al.</i> (2021)	Reading comprehension problems encountered by English Language students at Ajloun National University	Quantitative Descriptive Method	Students have high estimation to certain problems they encounter in reading comprehension as a result of the complexity of the texts, anxiety, and word recognition (decoding).
Ganie <i>et al.</i> (2019)	Ability to read opens new knowledge and opportunities.	Qualitative Descriptive Research Method	The better the reading skills students have, the better students in achieving knowledge.
Muslim (2020)	Four types of reading: reading aloud, reading skimming, reading scanning, and reading comprehension.	Descriptive Qualitative Method	Problems in reading comprehension are influenced by factors such as prior knowledge, interest, decoding skills, text type, vocabulary, and the quality of instruction and reading engagement.
Dew <i>et al.</i> (2021)	Methods and procedures of reciprocal teaching as reading comprehension intervention.	Systematic Literature Review Method	Reciprocal teaching is effective in improving reading comprehension with students of varying ages, backgrounds and abilities.



3. METHODOLOGY

The study was conducted in three chosen prominent basic education institutions in the provinces of Bukidnon and Lanao del Sur in Northern Mindanao. Pangantucan Community High School, a Filipino Catholic Jesuit Mission School, Pangantucan National High School a public school, both located at Pangantucan North District, Pangantucan, Bukidnon. The other one is a private basic institution named Adiong Memorial College Foundation, Inc. situated in the municipality of Wao, Lanao del Sur, Bangsamoro Autonomous Region in Muslim Mindanao. All these schools are in rural areas and serve students from diverse socioeconomic backgrounds, with the majority coming from farming families and low-income households. Guided by the curriculum prescribed by the Department of Education (DepEd), these schools are mandated to focus on providing quality education despite limited resources.

The schools are equipped with basic facilities, including classrooms, a library, and a computer room, but like many rural schools they also encountered challenges such as large class sizes, limited instructional materials, and insufficient access to technology. These factors contribute to the difficulties students experience in developing critical academic skills, particularly in reading comprehension.

The study focused on the Grade 10 learners of Pangantucan Community High School, Pangantucan National High School, and Adiong Memorial College Foundation, Inc., a cohort that typically ranges in age from 15 to 16 years old. This grade level is crucial as it serves as a preparatory stage for senior high school, where reading comprehension becomes more demanding across all learning areas.

Ninety-two (92) participants from the three schools are randomly picked through a random-sampling technique and provided with a questionnaire prepared in Google form. The answers are automatically gathered as the respondents finally submit their responses. The Google form was smartly created to count the correct responses and display them in a form of presentation with corresponding charts and percentages.

This study utilized the random sampling technique to select participants. The researchers are able to assess ninety-two (92) learners across all sections of Grade 10 level in Pangantucan Community High School, Pangantucan National High School, and Adiong Memorial College Foundation, Inc. These learners have received the link of the online form through their Gmail accounts and given a maximum of thirty (30) minutes to finish answering the questions. As soon as they're done answering, they can automatically submit their responses by ticking the submit button at the end of the form. The responses are then

transmitted automatically to the server and the creator and co-editors could view and validate them anytime.

The quantitative data of the respondent's level of reading comprehension was taken from the Google form that serves as an online survey questionnaire made to achieve the study's utmost objective. A text selection was provided in the form and a series of questions based on the five levels of comprehension (literal, inferential, evaluative, reorganization, appreciative) were meticulously crafted and has been validated. Also, reading frequency tests were added to identify how often and repeatedly these respondents utilize their reading comprehension skills.

Upon the approval of the panel member, the paper was sent for Ethics clearance as an institutional procedure and process before data gathering. After the clearance is provided by the committee, a letter of request was then forwarded to the school principal of the research site. The data gathering phase was directed to the Grade 10 learners of the three chosen schools simultaneously. After the approval of the request is received, a schedule was set for the administration of the research tool. On average, the learner can complete answering the questionnaire in thirty minutes and since the form is automated, there is no need to personally gather the questionnaires back. The responses were sent automatically to the server and can be monitored by the researchers with ease. The gathered data is unpacked from the online form and transferred to a spreadsheet application and was sent to the qualified and distinguished statistician for interpretation along with the statement of the problem. After a thorough examination by the statistician, findings were provided, and the formulation of the Strategic Intervention Material (SIM) commenced based on it.

Descriptive statistics, such as mean scores, frequency distributions, and percentages, were used to summarize the students' reading comprehension performance. This phase has provided a clear picture of the students' current reading abilities and highlighted specific areas that need improvement. Moreover, the different statistical treatments were used to analyze the data and answer the different research questions. To determine the significant difference in the level of comprehension in reading of the respondents in terms of sex, independent sample t-test statistical treatment was used. To determine the significant difference in the level of comprehension in reading of the respondents and the variables age, sex, and reading frequency, paired sample t-test was utilized.

4. RESULTS AND DISCUSSION

To answer the queries in the statement of problem number 1, the demographic profile of the respondents.

Table 1. Demographic Profile of the Respondents

Variable	Categories	f	%
Sex	Male	40	43%
	Female	52	57%
Age	15-16	82	89%
	17-18	10	11%
Reading Frequency			



Reading books (both academic and non-academic) in a week	Everyday	19	21%
	4-6 times a week	7	8%
	2-3 times a week	35	38%
	once a week	10	11%
	rarely	20	22%
	never	0	0%
Hours spend in reading	less 1 hour	62	67%
	3-4 hours	28	31%
	5-6 hours	2	2%
	more than 8 hours	0	0%
Reading as Leisure	everyday	24	26%
	4-6 times a week	7	8%
	2-3 times a week	22	24%
	once a week	18	20%
	rarely	20	22%
	never	1	1%
Reading as academe	everyday	36	39%
	4-6 times a week	13	14%
	2-3 times a week	28	30%
	once a week	13	14%
	rarely	2	2%
	never	0	0%

Note: n = 92

The respondents of the research are from the three different schools namely Pangantucan Community High School, Pangantucan National High School, and Adiong Memorial Foundation Inc. The table shows out of 92 respondents, with a clear majority of females (57%) compared to males (43%). The age distribution reveals that the vast majority are aged 15-16 years old (89%), while a minority falls in the 17-18 years old category (11%). When it comes to reading frequency, the first variable is how many times they read in a week. The data shows that the largest group reads 2-3 times a week (38%), followed by those who read rarely (22%) and those who read every day (21%). Importantly, not a single respondent indicated that they never read. This information clearly demonstrates a diverse range of reading habits, with a pronounced tendency toward moderate reading frequency among the respondents.

The second variable is all about how many hours they spend reading per day. The majority of the respondents (67%) read for less than an hour daily, while 31% spending 3-4 hours and only 2% spending 5-6 hours, and no one of the respondents reported reading more than 8 hours per day. The data suggests that the respondents tend to engage in short reading sessions. In terms of reading as leisure, the data shows that reading for leisure is common, with a significant proportion reading daily (26%) or 2-3 times a week (24%). Reading for leisure is also a regular activity for 20% of the respondents who read once a week. Reading for academic purposes is also a common activity, with a significant proportion reading daily (39%) or 2-3 times a week (30%).

To answer the statement of the problem No. 2, the level of Reading Comprehension of Grade 10 Learners.

Table 2 Level of Reading Comprehension of Grade 10 Learners

Measure 1	Measure 2	t	df	p
LITERAL COMPREHENSION	INFERENTIAL COMPREHENSION	-9.000	91	< .001
LITERAL COMPREHENSION	EVALUATIVE COMPREHENSION	8.342	91	< .001
LITERAL COMPREHENSION	REORGANIZATION COMPREHENSION	0.075	91	0.940
LITERAL COMPREHENSION	APPRECIATIVE COMPREHENSION	11.512	91	< .001
INFERENTIAL COMPREHENSION	EVALUATIVE COMPREHENSION	14.166	91	< .001
INFERENTIAL COMPREHENSION	REORGANIZATION COMPREHENSION	7.620	91	< .001
INFERENTIAL COMPREHENSION	APPRECIATIVE COMPREHENSION	16.747	91	< .001
EVALUATIVE COMPREHENSION	REORGANIZATION COMPREHENSION	-7.312	91	< .001



EVALUATIVE COMPREHENSION	APPRECIATIVE COMPREHENSION	4.249	91	< .001
REORGANIZATION COMPREHENSION	APPRECIATIVE COMPREHENSION	10.477	91	< .001

Note: $n = 92$

The table presents the results of a paired t-test comparing several reading comprehension skills: literal, inferential, evaluative, reorganization, and appreciative comprehension. The comparisons are analyzed based on their mean differences, with the statistical significance (p-values) provided. Literal vs. inferential comprehension, there is a statistically significant difference ($t = -9.000$, $p < .001$), indicating that respondents perform differently on these two levels of comprehension. This suggests that respondents who score high on literal comprehension tend to score lower on inferential comprehension, and vice versa. This is unexpected and needs further investigation. Research study by Collins *et al.* (2016) has demonstrated that reading comprehension is a complex process that involves both literal and inferential understanding of a text. Literal vs. evaluative comprehension, shows that there's a highly significant positive correlation ($t = 8.342$). Individual who scores high on literal comprehension tend to score high on evaluative comprehension. It is well established that reading comprehension is a multi-faceted skill that encompasses various cognitive processes, including literal understanding, inferential reasoning, and evaluative analysis (Alonzo *et al.*, 2009). Inferential Comprehension vs. Evaluative Comprehension, it shows a highly significant positive correlation ($t = 14.166$). High inferential comprehension scores are associated with high evaluative comprehension scores. A research study has shown that skilled readers exhibit a strong relationship between lower-level reading skills, such as phonological awareness, and higher-level reading skills, such as comprehension and vocabulary (Landi, 2009). Inferential Comprehension vs. Reorganization Comprehension presents a highly significant positive correlation ($t = 7.620$). High inferential comprehension scores are associated with high

reorganization comprehension scores. The instrumentalist hypothesis suggests that learning new words leads to improved comprehension, while the knowledge hypothesis argues that both vocabulary and comprehension stem from increases in background knowledge. (Pearson *et al.*, 2007). Inferential Comprehension vs. Appreciative Comprehension, the table indicates that there is highly significant positive correlation ($t = 16.747$). High inferential comprehension scores are associated with high appreciative comprehension scores. Proficient reading requires the successful utilization and coordination of several cognitive processes and sources of knowledge, including word-level skills, text-level skills, and general cognitive processes such as working memory and attentional control. (Arrington *et al.*, 2014). Evaluative Comprehension vs. Reorganization Comprehension presents a highly significant negative correlation ($t = -7.312$). meaning high evaluative comprehension scores are associated with low reorganization comprehension scores, and vice versa. The acquisition of reading comprehension skill involves a complex interplay between various cognitive processes and linguistic abilities (Perfetti *et al.*, 2008). While Literal Comprehension vs. Reorganization Comprehension, the correlation is not statistically significant ($t = 0.075$, $p = 0.940$). Since the p-value (0.940) is much higher than the conventional threshold of 0.05, it says that there is no statistically significant difference between literal comprehension and reorganization comprehension in this study. This suggests that the two types of comprehension may be equally effective or that factors influencing them do not differ significantly in this context.

To answer the statement of the problem no. 3, the demographic profile of the Grade 10 learners in terms of age and reading comprehension level

Table 3. Demographic profile of the Grade 10 learners in terms of age and Reading comprehension level.

Paired Samples T-Test				
Measure 1	Measure 2	t	df	p
AGE	LITERAL COMPREHENSION	-26.493	91	< .001
AGE	INFERENTIAL COMPREHENSION	-26.368	91	< .001
AGE	EVALUATIVE COMPREHENSION	-12.786	91	< .001
AGE	REORGANIZATION COMPREHENSION	-20.951	91	< .001
AGE	APPRECIATIVE COMPREHENSION	-9.323	91	< .001

Note: $n=92$

The table shows the results of the t-test comparing age with each of the five reading comprehension levels. All the p-values are less than .001, indicating a highly significant difference between the means of age and each of the comprehension types. The negative t-values suggest that as age increases, scores on reading comprehension tend to decrease. The results

suggest a strong negative correlation between age and all levels of reading comprehension. This means that older individuals tend to score lower on measures of literal, inferential, evaluative, reorganization, and appreciative comprehension compared to younger individuals. The age-related variations in comprehension methods suggest that older students possess



more advanced cognitive abilities, consistent with Vygotsky's cognitive development theory and the concept of scaffolding, wherein learners cultivate more sophisticated strategies via time and experience. Consequently, the correlation between age and learning styles may indicate an inherent cognitive

development rather than solely a variance in desire or experience.

To answer the statement of the problem no. 3, the demographic profile of the Grade 10 learners in terms of sex and Reading comprehension level.

Table 4. Demographic profile of the Grade 10 learners in terms of sex and Reading comprehension level.

Paired Samples T-Test				
Measure 1	Measure 2	t	df	p
SEX	LITERAL COMPREHENSION	-11.482	91	< .001
SEX	INFERENTIAL COMPREHENSION	-18.454	91	< .001
SEX	EVALUATIVE COMPREHENSION	-3.655	91	< .001
SEX	REORGANIZATION COMPREHENSION	-9.579	91	< .001
SEX	APPRECIATIVE COMPREHENSION	-0.186	91	0.853

Note n= 92

The table shows the results of the t-test comparing SEX with each of the five reading comprehension levels. SEX vs. Literal Comprehension, there's a highly significant negative correlation ($t = -11.482$, $p < .001$). This suggests that males tend to score lower on literal comprehension than females. This could be attributed to differences in non-cognitive skills, such as attentiveness and self-control, which are more prevalent in girls. (Cornwell *et al.*, 2011). SEX vs. Inferential Comprehension, there's a highly significant negative correlation ($t = -18.454$, $p < .001$). This suggests that males tend to score lower on inferential comprehension than females. SEX vs. Evaluative Comprehension, there's a highly significant negative correlation ($t = -3.655$, $p < .001$). This suggests that males tend to score lower on evaluative comprehension than females. SEX vs. Reorganization Comprehension, there's a highly significant negative correlation ($t = -9.579$, $p < .001$). This suggests that males tend to score lower on reorganization comprehension than

females. SEX vs. Appreciative Comprehension, the correlation is not statistically significant ($t = -0.186$, $p = 0.853$). This suggests that there is no significant difference between males and females on appreciative comprehension. The results suggest that females tend to score higher on all levels of reading comprehension except for appreciative comprehension. This finding suggests that there may be a gender difference in reading comprehension skills, with females demonstrating a higher level of ability in most areas. The lack of a substantial correlation between sex and appreciative comprehension indicates that personal interest or emotional engagement with texts may be more shaped by individual preferences than by gendered trends, thereby contesting certain stereotypes that suggest females inherently have a greater affinity for reading than males.

To answer the statement of the problem no. 3, the demographic profile of the respondents in terms of reading frequency and reading comprehension level.

Table 5. Demographic profile of the respondents in terms of reading frequency and Reading comprehension level

Measure 1	Measure 2	t	df	p
READING FREQUENCY	LITERAL COMPREHENSION	2.483	91	0.015
READING FREQUENCY	INFERENTIAL COMPREHENSION	-3.413	91	< .001
READING FREQUENCY	EVALUATIVE COMPREHENSION	6.445	91	< .001
READING FREQUENCY	REORGANIZATION COMPREHENSION	2.177	91	0.032
READING FREQUENCY	APPRECIATIVE COMPREHENSION	8.339	91	< .001

Note n= 92

The table shows the results of the t-test comparing READING FREQUENCY with each of the five reading comprehension levels. READING FREQUENCY vs. Literal Comprehension, there's a significant positive correlation ($t = 2.483$, $p = 0.015$). This suggests that individuals who read more frequently tend to score higher on literal comprehension. READING FREQUENCY vs. Inferential Comprehension, There's a highly significant negative correlation ($t = -3.413$, $p < .001$). This suggests that

individuals who read more frequently tend to score lower on inferential comprehension. READING FREQUENCY vs. Evaluative Comprehension, there's a highly significant positive correlation ($t = 6.445$, $p < .001$). This suggests that individuals who read more frequently tend to score higher on evaluative comprehension. READING FREQUENCY vs. Reorganization Comprehension, there's a significant positive correlation ($t = 2.177$, $p = 0.032$). This suggests that individuals who



read more frequently tend to score higher on reorganization comprehension. READING FREQUENCY vs. Appreciative Comprehension, there's a highly significant positive correlation ($t = 8.339, p < .001$). This suggests that individuals who read more frequently tend to score higher on appreciative comprehension. The results suggest a complex relationship between reading frequency and different levels of reading comprehension. While reading frequency appears to be positively associated with literal, evaluative, and appreciative comprehension, it's negatively associated with inferential comprehension. This suggests that frequent reading may enhance some aspects of comprehension, but it might not necessarily improve inferential and critical comprehension skills.

4.1. Discussion

Out of 92 respondents, the findings shows that majority enrolled learners in Grade 10 are females compared to males. The age distribution indicates that most respondents who are in grade 10 are aged 15-16 years old, with a minority falling in the 17-18 years old category. Regarding reading frequency, the data reveals that the largest group reads 2-3 times a week, followed by those who read rarely and those who read daily. Additionally, Respondents generally engage in short reading sessions, spending less than an hour daily. Reading is common both for leisure and academic purposes. In short, the study reveals a diverse range of reading habits among the students, with a tendency towards moderate reading frequency and short reading sessions. There is a significant difference in terms of age and learning strategy. It means that the age of a learner is a factor in the total comprehension learning strategy of the learner. In terms of appreciative comprehension, sex is not a factor. There is a mixed relationship between reading frequency and different aspects of reading comprehension. Frequent reading appears to be beneficial for some types of comprehension, but it may not necessarily enhance inferential skills.

5. CONCLUSION

In conclusion, the research findings suggest complex relationships between different aspects of reading comprehension. While some types of comprehension appear to be positively correlated like literal and evaluative, others show negative correlations literal and inferential, evaluative and reorganization, indicating that high performance in one area doesn't necessarily translate to high performance in another. The unexpected negative correlation between literal and inferential comprehension needs further investigation to understand the underlying reasons, while both literal and reorganization comprehension are crucial skills for understanding texts, the lack of statistical significance in findings indicates that they may not differ in their effectiveness based on the data analyzed. Further research could explore other variables or contexts that might influence these comprehension skills. In table no. 3 based on the data shown, there is a significant difference in terms of age and learning strategy. This implies that the age of a learner is a factor in the total comprehension learning strategy in the English language. In table No. 4 In terms of sex, all variables are significantly different except for sex vs. appreciative

comprehension. This implies that in terms of appreciative comprehension, sex is not a factor. In table no. 5 results indicate a mixed relationship between reading frequency and different aspects of reading comprehension. Frequent reading appears to be beneficial for some types of comprehension, but it may not necessarily enhance inferential skills. These results indicates that immediate need to develop and implement targeted Strategic Intervention Materials (SIM) that address these identified gaps, especially focusing on inferential and evaluative comprehension skills to improve students' overall reading abilities and academic performance.

RECOMMENDATION

School administrators may have to enhance the curriculum, review and revise the English language curriculum to explicitly address inferential comprehension skills. Integrate activities and lessons specifically designed to improve this area, possibly through cross-curricular connections. Consider incorporating diverse reading materials that cater to various reading levels and interests to encourage engagement.

Teachers may be provided with professional development focusing on differentiated instruction techniques to cater to different learning styles and comprehension needs based on age and gender, introduced to assessment methods that go beyond literal comprehension to evaluate inferential, evaluative, and reorganization skills.

Parents are encouraged to create a supportive home environment that encourages reading for pleasure. Make reading materials readily available and accessible. Engage in shared reading activities with children, discussing the stories and exploring different aspects of comprehension together. Engage children in conversations that encourage inferential thinking. Ask open-ended questions that require them to make predictions, draw conclusions, and interpret meaning beyond the literal text.

Learner's practice active reading strategies such as annotating texts, summarizing key ideas, and asking questions while reading. This will enhance their comprehension and retention of information, explore a wide range of reading materials, including fiction, non-fiction, poetry, and articles, to develop a broader understanding of different writing styles and comprehension techniques.

Compliance with Ethical Standards

In conducting the study, the researchers prioritized ethical considerations by ensuring that the participants' civil rights and privacy were respected. Trust was established with participants, and efforts were made to avoid any potential improprieties that could negatively affect the stakeholders. The researchers obtained informed consent from the participants, explaining the voluntary nature of their involvement, and ensured that their personal data was protected according to legal mandates. The study aimed to assess the reading comprehension levels of Grade 10 students from three schools and develop a strategic intervention material to address deficiencies in their academic performance. The risks associated with the study were minimized by conducting assessments in familiar environments, with proper communication and consent from



school authorities.

The study focused on providing benefits to both students and educational institutions by improving reading comprehension skills and offering insights to school administrations for curriculum development. The researchers ensured the confidentiality of participants' responses by anonymizing data and adhering to privacy protocols. In terms of compensation, participants received a small token of appreciation, which did not influence their responses. There were no major risks identified, and the study was designed to be transparent, with voluntary participation and clear communication with the participants throughout the process. The researchers also took care to avoid any conflicts of interest, maintaining an objective and ethical approach throughout the research.

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