

FACTORS AFFECTING THE READING PROFICIENCY LEVELS AND PHILIPPINE INFORMAL READING INVENTORY (PHIL-IRI) RESULTS IN ENGLISH OF INTERMEDIATE LEARNERS: FOUNDATIONS FOR AN ENHANCED READING INTERVENTION PROGRAM

Diane Rose Amoroso Guerrero

La Paz Elementary School, San Narciso, Zambales, Philippines
Mondriaan Aura College, Subic Bay Freeport Zone, Philippines

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ABSTRACT

Reading proficiency is a vital foundation for academic success, yet many intermediate learners continue to struggle in attaining higher proficiency levels, as reflected in their Philippine Informal Reading Inventory (Phil-IRI) results. This study determined the factors affecting the reading proficiency levels and Phil-IRI results in English of intermediate learners in La Paz Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2024–2025, as the bases for an enhanced reading intervention program. The study utilized quantitative-descriptive and correlational research methods. Respondents included 139 intermediate learners and 5 intermediate teachers, chosen through universal sampling. A validated researcher-made questionnaire with excellent reliability indices of .95, .93, and .90 was employed, complemented by Phil-IRI results. Findings showed that both learners and teachers perceived reading motivation, reading materials, reading strategies, and reading support as having a high effect on reading proficiency. Despite this, Phil-IRI results indicated that learners remained at the instructional reader level in both 2024 and 2025, although scores significantly increased between the two years. Teacher-perceived factors demonstrated a strong positive correlation with Phil-IRI results, while learner-perceived factors showed a weak and non-significant correlation. These findings emphasized the critical role of teacher-driven interventions in improving reading outcomes. Consequently, an enhanced reading intervention program was crafted. The study concluded that reading proficiency is shaped by motivation, materials, strategies, and support, with teachers playing a decisive role in influencing learner outcomes. An enhanced reading intervention program integrating motivation-building activities, leveled materials, effective strategies, structured support, and technology was developed to improve learners' proficiency and Phil-IRI results. This study contributes to educational research by providing an evidence-based framework for designing teacher-led and learner-centered reading intervention programs that strengthen reading proficiency and assessment performance.

Keywords: Reading Proficiency Levels, Phil-IRI Results, English, Intermediate Learners, Intermediate Teachers.

1. INTRODUCTION

Factors affecting the reading proficiency levels and Philippine Informal Reading Inventory (Phil-IRI) reading results of intermediate learners had included socio-demographic variables such as parental education and family income, which had significantly influenced learners' reading

abilities. Health issues, limited access to reading materials at home, and insufficient parental support had further contributed to reading challenges among learners. The Phil-IRI had served as a crucial tool in assessing these reading proficiency levels, providing data that had informed targeted intervention strategies. However, challenges in implementing the Phil-IRI, such as teachers' heavy workloads and limited resources, had often hindered the effectiveness of these interventions. Addressing these multifaceted factors had been essential for developing an enhanced reading intervention program that effectively supported intermediate learners' literacy development.

The reading proficiency levels and Phil-IRI results of intermediate learners had been influenced by a combination of internal and external factors. Internally, learners' motivation, autonomy, cognitive abilities, and language strategies had played essential roles in shaping reading performance. Scholars such as Manalastas and Batang (2024), Bucay and Rosil (2024), and Soliman and Gorospe (2024) had stressed that self-regulated learning, affective engagement, and the application of effective reading strategies had been pivotal in boosting English reading proficiency. Furthermore, reading motivation—whether intrinsic or extrinsic—had significantly affected engagement and achievement, as supported by Permangil (2024), Moneba and Lovitos (2024), and Apoko et al. (2024). While such individual traits had been foundational to literacy development, the use of appropriate strategies (Moral & Villarente, 2024; Pratiwi et al., 2024) and access to quality reading materials (Saro et al., 2024; Sayı, 2024) had further enhanced learners' comprehension and performance.

Externally, socio-demographic factors such as parental education, income, and reading support at home had critically influenced learners' proficiency. Studies by Lapuhapu and Oco (2024), Visuyan (2024), and Abrera et al. (2024) had confirmed that learners who received support from family members or participated in community-based reading interventions had shown better reading outcomes. Additionally, instructional practices and intervention programs had significantly impacted learners' progress. Camacho (2024) and Canuto et al. (2024) had demonstrated that structured support, such as phonics-based instruction and repeated reading activities, had improved fluency and comprehension. Despite these insights, challenges in delivering interventions had persisted, particularly regarding limited school resources, high teacher workload, and insufficient parental engagement—factors echoed in the implementation of the Phil-IRI (Salibay, 2024; Abergos et al., 2024). Moreover, recent findings from Acido and Caballes (2024) had underscored the national-level implications of socio-economic disparities on learners' reading performance, indicating broader systemic barriers to literacy achievement.

These studies had revealed a critical research gap: while numerous studies addressed factors affecting reading proficiency and the utility of the Phil-IRI, limited research specifically had bridged both elements by examining how these influencing factors had correlated directly with Phil-IRI results among intermediate learners. Additionally, while interventions had been implemented, there had been scant evidence on how these interventions had been systematically aligned with the actual reading difficulties identified by Phil-IRI data. Thus, the present study had responded to this gap by investigating the interplay between learner-related factors, instructional practices, and Phil-IRI outcomes—ultimately informing the development of a data-driven, enhanced reading intervention program tailored to the specific needs of intermediate learners.

2. STATEMENT OF THE PROBLEM

This study determined the factors affecting the reading proficiency levels and Phil-IRI results in English of intermediate learners in La Paz Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2024-2025, as the foundations for an enhanced reading intervention program.

Specifically, it sought answers to these questions:

1. As perceived by intermediate learners, how may the factors affecting their reading proficiency levels in English be described in terms of:
 - 1.1. reading motivation;
 - 1.2. reading materials;
 - 1.3. reading strategies; and
 - 1.4. reading support?
2. As perceived by intermediate teachers, how may the factors affecting the reading proficiency levels in English of intermediate learners be described in terms of:
 - 2.1. reading motivation;
 - 2.2. reading materials;
 - 2.3. reading strategies; and
 - 2.4. reading support?
3. How may the Phil-IRI results in English of intermediate learners be described in terms of:
 - 3.1. scores in 2024; and
 - 3.2. scores in 2025?
4. Is there a significant correlation between the factors affecting the reading proficiency levels of intermediate learners and their Phil-IRI results in English?
5. Is there a significant correlation between the factors affecting the reading proficiency levels of intermediate learners as perceived by their teachers and their Phil-IRI results in English?
6. What enhanced reading intervention program can be developed to improve the factors affecting the reading proficiency levels and Phil-IRI results in English of intermediate learners?

3. METHODS AND MATERIALS

This study determined the factors affecting the reading proficiency levels and Phil-IRI results in English of intermediate learners in La Paz Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2024-2025, as the foundations for an enhanced reading intervention program. Employing a quantitative descriptive and correlational research design, data were collected, classified, summarized, and analyzed using percentages and means. The study's respondents comprised 139 intermediate learners and 5 intermediate teachers, selected through total population sampling to enhance the representativeness of the samples, reduced selection bias, and allowed for findings that could more accurately inform an enhanced reading intervention program. A researcher-designed questionnaire served as the primary data collection instrument, focusing on the factors affecting the reading proficiency levels and Phil-IRI results in English of intermediate learners. Internal consistency was established using Cronbach's Alpha, demonstrating excellent reliability for the factors affecting the reading proficiency levels in English of intermediate learners as perceived by themselves ($\alpha = 0.95$) and by their teachers ($\alpha = 0.93$) and the Phil-IRI Results in English of intermediate learners ($\alpha = 0.90$). Hypotheses were tested using the Spearman's Rho Correlation Coefficient.

4. RESULTS AND DISCUSSIONS

4.1. Factors Affecting the Reading Proficiency Levels of Intermediate Learners

4.1.2. Reading Motivation

Table 1 shows the mean rating and interpretations of the factors affecting the reading proficiency levels of intermediate learners in terms of reading motivation.

Table 1. Mean Rating and Interpretations of the Factors Affecting the Reading Proficiency Levels of Intermediate Learners in terms of Reading Motivation

Item	Indicators	Mean Rating	Interpretation	
1	I enjoy reading English texts.	3.01	Has Effect	High
2	I spend time reading every day.	3.04	Has Effect	High
3	I enjoy learning new English words.	3.07	Has Effect	High
4	I develop a habit of reading books.	3.19	Has Effect	High
5	I feel challenged by difficult texts.	3.00	Has Effect	High
6	I take pride in my English reading.	3.26	Has Very Effect	High
7	I prefer reading over watching TV.	3.00	Has Effect	High
8	I eagerly explore different reading materials.	3.06	Has Effect	High
9	I use reading to learn more.	3.08	Has Effect	High
10	I connect reading to my experiences.	3.20	Has Effect	High
General Mean Rating		3.09	Has Effect	High

The indicator with the highest mean rating was “I take pride in my English reading” with a mean of 3.26, interpreted as has very high effect. This denoted that learners’ sense of pride and confidence in their reading ability was the most significant motivational factor in improving reading proficiency. It highlighted the importance of fostering positive attitudes and self-esteem toward reading to enhance learners’ engagement.

The general mean rating was 3.09, which was interpreted as has high effect. This signified that learners generally perceived reading motivation as a strong factor influencing their reading proficiency levels. It emphasized that most motivational indicators had a high effect, while taking pride in reading had a very high effect on learners’ reading proficiency. The interpretation suggested that intrinsic motivation, daily reading habits, and curiosity significantly contributed to learners’ progress in reading. This signified that the present study confirmed the critical role of fostering reading motivation to improve learners’ proficiency in English.

These findings were consistent with the study of Dajuela et al. (2024), which also underscored the importance of motivation and positive attitudes toward learning in enhancing academic performance. Similar to their study, the present results validated that motivated learners demonstrated higher engagement and better reading outcomes.

4.1.2. Reading Materials

Table 2 shows the mean rating and interpretations of the factors affecting the reading proficiency levels of intermediate learners in terms of reading materials.

Table 2. Mean Rating and Interpretations of the Factors Affecting the Reading Proficiency Levels of Intermediate Learners in terms of Reading Materials

Item	Indicators	Mean Rating	Interpretation	
1	I have access to English storybooks.	3.06	Has Effect	High
2	I read English articles online.	3.21	Has Effect	High
3	I read English in libraries.	3.03	Has Effect	High
4	I use English textbooks for reading.	3.04	Has Effect	High
5	I have English materials at home.	3.07	Has Effect	High
6	I read English comics and magazines.	3.29	Has Effect	Very High
7	I have access to English e-books.	3.07	Has Effect	High
8	I use English reading apps.	3.21	Has Effect	High
9	I understand English visual aids.	3.01	Has Effect	High
10	I use English audio books.	3.06	Has Effect	High
General Mean Rating		3.11	Has Effect	High

The indicator with the highest mean rating was “I read English comics and magazines” with a mean of 3.29, interpreted as has very high effect. This denoted that learners considered engaging reading materials, such as comics and magazines, to be the most effective in supporting their reading proficiency. It highlighted the role of interesting and accessible reading materials in motivating learners to read more frequently.

The general mean rating was 3.11, which was interpreted as has high effect. This signified that learners generally perceived reading materials as an important factor in enhancing their reading proficiency. It emphasized that most indicators had a high effect, while engaging materials like comics and magazines had a very high effect on learners’ reading proficiency. The interpretation suggested that the availability and use of varied reading materials supported

learners' comprehension and skill development. This signified that the present study confirmed the importance of providing diverse and stimulating reading resources to improve learners' English proficiency.

These findings were consistent with the study of Irambona and Chang'ach (2023), which also highlighted that accessible and varied learning materials positively influenced learners' academic performance. Similar to their study, the present results validated that engaging reading materials contributed significantly to enhancing reading proficiency.

4.1.3. Reading Strategies

Table 3 shows the mean rating and interpretations of the factors affecting the reading proficiency levels of intermediate learners in terms of reading strategies.

Table 3. Mean Rating and Interpretations of the Factors Affecting the Reading Proficiency Levels of Intermediate Learners in terms of Reading Strategies

Item	Indicators	Mean Rating	Interpretation	
1	I summarize the English texts I read.	3.15	Has Effect	High
2	I predict the content while reading.	3.19	Has Effect	High
3	I use context clues while reading.	3.00	Has Effect	High
4	I reread when I do not understand.	3.22	Has Effect	High
5	I use a dictionary for new words.	3.00	Has Effect	High
6	I identify the main idea of texts.	3.08	Has Effect	High
7	I ask questions while reading English.	3.14	Has Effect	High
8	I highlight important parts of texts.	3.20	Has Effect	High
9	I use skimming while reading.	3.01	Has Effect	High
10	I connect ideas to prior knowledge.	3.32	Has Very High Effect	
General Mean Rating		3.13	Has Effect	High

The indicator with the highest mean rating was "I connect ideas to prior knowledge" with a mean of 3.32, interpreted as has very high effect. This denoted that learners' ability to relate new information to what they already know was the most effective strategy in enhancing reading comprehension. It highlighted the importance of building on prior knowledge to improve learners' understanding of English texts.

The general mean rating was 3.13, which was interpreted as has high effect. This signified that learners generally perceived reading strategies as an influential factor in improving their

reading proficiency. It emphasized that while most strategies had a high effect, connecting ideas to prior knowledge stood out as having a very high effect on reading proficiency. The interpretation suggested that active engagement and strategic reading significantly strengthened learners' comprehension skills. This signified that the present study confirmed the importance of employing effective reading strategies to enhance learners' proficiency in English.

These findings were consistent with the study of Benítez et al. (2023), which also highlighted that the use of effective reading strategies contributed to better learning outcomes. Similar to their study, the present results validated that learners who applied strategic approaches to reading demonstrated higher proficiency and understanding.

4.1.4. Reading Support

Table 4 shows the mean rating and interpretations of the factors affecting the reading proficiency levels of intermediate learners in terms of reading support.

Table 4. Mean Rating and Interpretations of the Factors Affecting the Reading Proficiency Levels of Intermediate Learners in terms of Reading Support

Item	Indicators	Mean Rating	Interpretation	
1	I get reading help from my teacher.	3.02	Has Effect	High
2	I am encouraged to read by my parents.	3.04	Has Effect	High
3	Someone teaches me correct pronunciation.	3.00	Has Effect	High
4	We read as a group in class.	3.12	Has Effect	High
5	I have a tutor for reading support.	3.07	Has Effect	High
6	My sibling helps me read.	3.35	Has Very High Effect	
7	I get praised for reading well.	3.07	Has Effect	High
8	I am given appropriate reading materials.	3.18	Has Effect	High
9	I receive feedback on my reading.	3.08	Has Effect	High
10	I have class time for reading.	3.13	Has Effect	High
General Mean Rating		3.11	Has Effect	High

The indicator with the highest mean rating was "My sibling helps me read" with a mean of 3.35, interpreted as has very high effect. This denoted that sibling support played the most significant role in assisting learners to improve their reading proficiency. It highlighted the importance of family involvement, particularly from siblings, in strengthening learners' reading development.

The general mean rating was 3.11, which was interpreted as has high effect. This signified that learners generally perceived reading support as a strong factor influencing their reading proficiency levels. It emphasized that while most indicators had a high effect, family involvement, especially from siblings, had a very high effect on learners' reading proficiency. The interpretation suggested that consistent encouragement and feedback, both at home and in school, positively shaped learners' reading progress. This signified that the present study confirmed the crucial role of reading support in enhancing learners' proficiency in English.

These findings were consistent with the study of Granada and Luzano (2023), which also emphasized the importance of family and peer support in the academic performance of learners. Similar to their study, the present results validated that strong support systems significantly contributed to improving reading proficiency.

4.2. Factors Affecting the Reading Proficiency Levels of Intermediate Learners as Perceived by Their Teachers

4.2.1. Reading Motivation

Table 5 shows the mean rating and interpretations of the factors affecting the reading proficiency levels of intermediate learners as perceived by their teachers in terms of reading motivation.

Table 5. Mean Rating and Interpretations of the Factors Affecting the Reading Proficiency Levels of Intermediate Learners as Perceived by Their Teachers in terms of Reading Motivation

Item	Indicators	Mean Rating	Interpretation	
1	My learner enjoys reading English texts.	2.80	Has Effect	High
2	My learner spends time reading every day.	3.20	Has Effect	High
3	My learner enjoys learning new English words.	3.20	Has Effect	High
4	My learner develops a habit of reading books.	3.00	Has Effect	High
5	My learner feels challenged by difficult texts.	3.00	Has Effect	High
6	My learner takes pride in my English reading.	3.40	Has Effect	Very High
7	My learner prefers reading over watching TV.	2.80	Has Effect	High
8	My learner eagerly explores different reading materials.	3.20	Has Effect	High
9	My learner uses reading to learn more.	3.20	Has Effect	High
10	My learner connects reading to my experiences.	3.00	Has Effect	High

General Mean Rating**3.08****Has High
Effect**

The indicator with the highest mean rating was “My learner takes pride in my English reading” with a mean of 3.40, interpreted as has very high effect. This denoted that learners who developed confidence and pride in their reading abilities were more motivated to engage with English texts. It highlighted the role of self-esteem and recognition in fostering positive reading behaviors.

The general mean rating was 3.08, which was interpreted as has high effect. This signified that teachers perceived reading motivation as a strong factor influencing the reading proficiency levels of intermediate learners. It emphasized that most motivational indicators had a high effect, while the sense of pride in reading stood out as having a very high effect. The interpretation suggested that learners’ motivation, built on daily reading habits, curiosity, and self-confidence, contributed significantly to their progress in reading. This signified that the present study confirmed the importance of strengthening learners’ intrinsic motivation to improve their reading proficiency.

These findings were consistent with the study of Moreira-Morales and García-Loor (2024), which also underscored the importance of motivation and positive attitudes toward learning in improving academic performance. Similar to their study, the present results validated that motivated learners demonstrated stronger engagement and higher proficiency in reading.

4.2.2. Reading Materials

Table 6 shows the mean rating and interpretations of the factors affecting the reading proficiency levels of intermediate learners as perceived by their teachers in terms of reading materials.

Table 6. Mean Rating and Interpretations of the Factors Affecting the Reading Proficiency Levels of Intermediate Learners as Perceived by Their Teachers in terms of Reading Materials

Item	Indicators	Mean Rating	Interpretation	
1	My learner has access to English storybooks.	3.00	Has Effect	High
2	My learner reads English articles online.	3.40	Has Very High Effect	High
3	My learner reads English in libraries.	2.80	Has Effect	High
4	My learner uses English textbooks for reading.	3.20	Has Effect	High
5	My learner has English materials at home.	3.20	Has Effect	High
6	My learner reads English comics and magazines.	3.00	Has Effect	High
7	My learner has access to English e-books.	3.00	Has Effect	High

8	My learner uses English reading apps.	3.60	Has Very High Effect
9	My learners understand English visual aids.	3.00	Has High Effect
10	My learner uses English audio books.	3.20	Has High Effect
General Mean Rating		3.14	Has High Effect

The indicator with the highest mean rating was “My learner uses English reading apps” with a mean of 3.60, interpreted as has very high effect. This denoted that the integration of technology-based reading materials was perceived by teachers as the most effective support in enhancing learners’ reading proficiency. It emphasized the importance of digital tools in motivating and engaging learners in reading English texts.

The general mean rating was 3.14, which was interpreted as has high effect. This signified that teachers generally believed reading materials had a strong influence on the reading proficiency levels of intermediate learners. It emphasized that most reading materials, whether traditional like books and magazines or digital like e-books and apps, had a high effect on learners’ proficiency. The interpretation suggested that the availability and use of varied reading resources enriched learners’ exposure to English and supported their reading development. This signified that the present study confirmed the value of providing both print and digital reading materials in fostering reading proficiency.

These findings were consistent with the study of Fauziah et al. (2024), which also highlighted the effectiveness of sufficient and varied learning materials in developing learners’ academic skills. Similar to their study, the present results validated that accessible and diverse reading resources significantly enhanced learners’ reading performance.

4.2.3. Reading Strategies

Table 7 shows the mean rating and interpretations of the factors affecting the reading proficiency levels of intermediate learners as perceived by their teachers in terms of reading strategies.

Table 7. Mean Rating and Interpretations of the Factors Affecting the Reading Proficiency Levels of Intermediate Learners as Perceived by Their Teachers in terms of Reading Strategies

Item	Indicators	Mean Rating	Interpretation
1	My learner summarizes the English texts he/she reads.	3.20	Has High Effect
2	My learner predicts the content while reading.	3.00	Has High Effect
3	My learner uses context clues while reading.	3.40	Has Very High Effect
4	My learner rereads when he/she does not understand.	3.80	Has Very High Effect

5	My learner uses a dictionary for new words.	2.80	Has Effect	High
6	My learner identifies the main idea of texts.	3.20	Has Effect	High
7	My learner asks questions while reading English.	3.20	Has Effect	High
8	My learner highlights important parts of texts.	3.00	Has Effect	High
9	My learner uses skimming while reading.	3.00	Has Effect	High
10	My learner connects ideas to prior knowledge.	3.40	Has Very High Effect	High
General Mean Rating		3.20	Has Effect	High

The indicator with the highest mean rating was “My learner rereads when he/she does not understand” with a mean of 3.80, interpreted as has very high effect. This denoted that rereading was considered by teachers as the most effective reading strategy in helping learners comprehend English texts. It highlighted the importance of persistence and repetition in strengthening reading comprehension.

The general mean rating was 3.20, which was interpreted as has high effect. This signified that teachers generally perceived reading strategies as highly influential in the reading proficiency levels of intermediate learners. It emphasized that while most strategies had a high effect, some such as rereading, using context clues, and connecting ideas to prior knowledge had a very high effect on learners’ reading proficiency. The interpretation suggested that learners’ use of active and reflective strategies strengthened their comprehension skills. This signified that the present study confirmed the critical role of reading strategies in enhancing learners’ proficiency in English.

These findings were consistent with the study of Agustin et al. (2023), which highlighted the effectiveness of reading strategies in improving learners’ academic outcomes. Similar to their study, the present results validated that consistent use of appropriate strategies significantly developed learners’ reading comprehension and proficiency.

4.2.4. Reading Support

Table 8 shows the mean rating and interpretations of the factors affecting the reading proficiency levels of intermediate learners as perceived by their teachers in terms of reading support.

Table 8. Mean Rating and Interpretations of the Factors Affecting the Reading Proficiency Levels of Intermediate Learners as Perceived by Their Teachers in terms of Reading Support

Item	Indicators	Mean Rating	Interpretation	
1	My learner gets reading help from me.	2.80	Has Effect	High
2	I encourage my learner to read with his/her parents.	3.20	Has Effect	High
3	I teach my learner correct pronunciation.	3.20	Has Effect	High
4	My learner reads with the group in class.	3.00	Has Effect	High
5	I tutor my learner for reading support.	3.00	Has Effect	High
6	My learner's sibling helps him/her read.	3.80	Has Effect	Very High
7	My learner gets praised for reading well.	2.80	Has Effect	High
8	My learner is given appropriate reading materials.	3.20	Has Effect	High
9	My learner receives feedback on his/her reading.	3.20	Has Effect	High
10	My learner has class time for reading.	3.60	Has Effect	Very High
General Mean Rating		3.18	Has Effect	High

The indicator with the highest mean rating was “My learner’s sibling helps him/her read” with a mean of 3.80, interpreted as has very high effect. This denoted that peer and family involvement, especially the support of siblings, played a crucial role in improving learners’ reading proficiency. It highlighted the importance of home-based reinforcement as a strong support system for reading development.

The general mean rating was 3.18, which was interpreted as has high effect. This signified that, overall, teachers perceived reading support as an influential factor that significantly contributed to learners’ reading proficiency levels. It emphasized that most indicators of reading support had a high effect, while some, such as sibling support and class time for reading, had a very high effect. The interpretation suggested that consistent encouragement, family involvement, and structured classroom support all played vital roles in shaping learners’ reading progress. This signified that the present study confirmed the importance of a strong support system, both in school and at home, in enhancing learners’ reading proficiency.

These findings were consistent with the study of Maruatona and Maseko (2025), which also underscored the critical role of family and school collaboration in improving learners’ academic performance. Similar to their study, the present results validated that reading proficiency is strengthened when learners receive adequate support from both teachers and family members.

4.3. Phil-IRI Results in English of Intermediate Learners

Table 9 shows the mean and interpretation of the Phil-IRI results in English of intermediate learners.

Table No. 20

Mean and Interpretation of the Phil-IRI Results in English of Intermediate Learners

Phil-IRI Results in English	Mean	Interpretation
Scores in 2024	2.76	Instructional Reader
Scores in 2025	2.90	Instructional Reader
Overall	2.83	Instructional Reader

The indicator with the highest mean rating was the 2025 scores with a mean of 2.90, interpreted as instructional reader. This denoted that learners in 2025 performed slightly better in their reading proficiency compared to 2024. It also showed that learners were able to read with some assistance and guidance from teachers.

The overall general mean rating was 2.83, which was interpreted as instructional reader. This signified that, in general, the learners still required teacher support and guidance to fully comprehend reading materials in English. It emphasized that while there was a slight improvement in learners' scores from 2024 to 2025, their reading proficiency level remained in the instructional category. The interpretation suggested that the learners had not yet reached the independent reading level but were progressing steadily. This signified that the present study confirmed the continuous need for teacher intervention to strengthen learners' reading proficiency in English.

These findings were consistent with the study of Canonizado (2024), which pointed out that learners often remained in the instructional level and needed teacher guidance to improve reading comprehension. Similar to their study, the present results supported the importance of sustained instructional support.

4.4. Correlation Between the Factors Affecting the Reading Proficiency Levels of Intermediate Learners and Their Phil-IRI Results in English

Table 10 shows the correlation between the factors affecting the reading proficiency levels of intermediate learners and their Phil-IRI results in English.

Table 10. Correlation Between the Factors Affecting the Reading Proficiency Levels of Intermediate Learners and Their Phil-IRI Results in English

Dependent Variables	r	p	Interpretation	Decision
Scores in 2024	.03	.706	Positive Correlation	Weak Accept H_{01} (No Significant)
Scores in 2025	.01	.930	Positive Correlation	Weak Accept H_{01} (No Significant)
Overall	.02	.826	Positive Correlation	Weak Accept H_{01} (No Significant)

The table revealed that the correlation coefficient between the 2024 scores and the perceived factors was .03 with a p-value of .706, while the correlation between the 2025 scores and the perceived factors was .01 with a p-value of .930. The overall correlation coefficient was .02, with a p-value of .826. These figures denoted that the correlations were very weak and not statistically significant, meaning that the perceived factors did not strongly align with the actual Phil-IRI results.

The positive weak non-significant correlation indicated that the changes in the factors affecting reading proficiency were not related to improvements in the learners' Phil-IRI scores. This signified that teachers' perceived factors had little to no measurable effect on the actual reading proficiency performance of the learners. It emphasized that there was no significant relationship between the identified factors and the Phil-IRI results across two school years and in the overall computation. The interpretation suggested that the perceived factors by teachers did not substantially predict or influence the reading proficiency levels of learners. This signified that the present study highlighted the limited role of these factors in explaining learners' English reading performance.

These findings were not aligned with the study of Bangquiao and Galigao (2024), which emphasized that perceived factors significantly influenced learners' academic outcomes. Unlike their findings, the present results showed a weak and non-significant relationship between the factors and learners' reading performance.

4.5. Correlation Between the Factors Affecting the Reading Proficiency Levels of Intermediate Learners as Perceived by Their Teachers and Their Phil-IRI Results in English

Table 11 shows the correlation between the factors affecting the reading proficiency levels of intermediate learners as perceived by their teachers and their Phil-IRI results in English.

Table 11. Correlation Between the Factors Affecting the Reading Proficiency Levels of Intermediate Learners as Perceived by Their Teachers and Their Phil-IRI Results in English

Dependent Variables	r	p	Interpretation	Decision
Scores in 2024	.98	.000	Positive Correlation	Strong Reject H ₀₂ (Significant)
Scores in 2025	.90	.000	Positive Correlation	Strong Reject H ₀₂ (Significant)
Overall	.97	.000	Positive Correlation	Strong Reject H₀₂ (Significant)

The table reveals that the correlation coefficient between the 2024 scores and the perceived factors is .98 with a p-value of .000, while the correlation between the 2025 scores and the perceived factors is .90 with a p-value of .000. The overall correlation coefficient is .97, also with a p-value of .000. These results denote that there is a strong and highly significant positive relationship between the factors identified by teachers and the learners' Phil-IRI performance in English.

The positive strong significant correlation indicates that as the factors affecting reading proficiency improve, the learners' scores in the Phil-IRI likewise increase. This signifies that teachers' perceptions of the factors influencing reading proficiency are directly aligned with the actual performance outcomes of the learners. It emphasized the consistency of results across two school years and in the overall computation, showing strong and significant relationships. The interpretation suggests that the identified factors are indeed crucial in shaping learners' reading proficiency levels. This signifies that the present study validates the reliability of teachers' perceptions in explaining learners' actual English reading performance.

These findings are consistent with the study of Luna and Del Valle (2023), which also underscored the significant relationship between perceived factors and learners' academic

outcomes. In both studies, the data affirm that teacher-identified factors strongly influence the reading proficiency and performance of learners.

4.6. An Enhanced Reading Intervention Program to Improve the Factors Affecting the Reading Proficiency Levels and Phil-IRI Results in English of Intermediate Learners

The Enhanced Reading Intervention Program was developed to address the persistent reading proficiency issues among intermediate learners, as revealed by Phil-IRI results, by focusing on comprehensive and evidence-based interventions. It emphasizes aligning motivation, strategies, materials, and support systems to ensure learners progress from instructional to independent reading levels. The program integrates diagnostic assessments, differentiated instruction, motivational reading activities, and the development of contextualized materials to meet diverse learner needs. It also highlights the importance of collaboration among teachers, parents, and community stakeholders, supported by continuous teacher training and systematic monitoring of learner progress. With strong institutional backing and sustained implementation from 2025 to 2028, the program aims to achieve lasting improvements in learners' reading performance and overall literacy outcomes.

5. CONCLUSIONS

1. The intermediate learners perceived that their reading proficiency had been significantly enhanced by their motivation, the availability of diverse reading materials, the use of effective reading strategies, and consistent support from family and teachers.
2. The intermediate teachers perceived that the reading fluency of learners had been greatly influenced by reading motivation, the availability of diverse materials, the use of effective reading strategies, and consistent support from both family and school.
3. The Phil-IRI results in English of intermediate learners indicated that, despite slight improvements from 2024 to 2025, their reading proficiency had remained at the instructional level.
4. There had been no significant relationship between the factors affecting the reading proficiency levels of intermediate learners and their Phil-IRI results.
5. There had been a strong and significant correlation between the factors affecting the reading proficiency levels of intermediate learners, as perceived by their teachers, and their Phil-IRI results.
6. An enhanced reading intervention program that integrated motivation-building activities, diverse reading materials, effective strategies, structured support, and technology had been developed to improve the factors affecting reading proficiency and boost Phil-IRI results in English of intermediate learners.

6. RECOMMENDATIONS

1. Intermediate learners shall continue to engage in activities that enhance their motivation, access to diverse reading materials, use of effective strategies, and support from family and teachers to further improve reading proficiency.
2. Intermediate teachers shall consistently provide reading motivation, varied materials, strategic guidance, and support both in school and through family involvement to strengthen learners' reading fluency.
3. Teachers shall provide targeted instructional interventions to help learners progress from the instructional level toward independent reading proficiency.

4. Teachers shall identify additional factors beyond the current ones that may influence reading proficiency to effectively address gaps in learners' performance.
5. Teachers shall utilize their perceptions of key factors to guide focused interventions that strengthen learners' reading proficiency and improve Phil-IRI outcomes.
6. Schools shall implement the developed enhanced reading intervention program, integrating motivation, diverse materials, strategies, structured support, and technology, to improve reading proficiency and Phil-IRI results of learners.
7. Further studies on the factors affecting reading proficiency shall be conducted to explore additional influences and validate the effectiveness of interventions in improving Phil-IRI results and overall reading performance of intermediate learners.

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