

READING INSTRUCTIONAL PRACTICES, HOME READING SUPPORT, READING ACTIVITIES, AND READING SKILL LEVELS OF INTERMEDIATE LEARNERS

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ABSTRACT

Reading skill levels of intermediate learners continue to influence their academic performance and overall literacy development. The proficiency of learners in reading determines their engagement with texts, comprehension, and long-term learning outcomes. This study determined the reading instructional practices, home reading support, reading activities, and reading skill levels of intermediate learners in San Narciso Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2025-2026, as a basis for an enhanced school and home reading program. The study employed a quantitative-correlational research design. The respondents consisted of 151 intermediate learners selected through simple random sampling. Data were gathered using a validated researcher-designed questionnaire with high reliability coefficients ($\alpha = .93, .90, .92, .91$). Results revealed that intermediate learners perceived their teachers' reading instructional practices in phonics, schema, fluency-based, and play-based reading as frequently practiced. Home reading support of parents in reading motivation, resources, assistance, and monitoring was perceived as moderately supportive. Learners' reading activities, including individualized, peer, group reading, and reading games, were frequently demonstrated. Reading skill levels were rated as proficient in accuracy, rate, prosody, and comprehension. Correlational analyses indicated very high positive significant correlations between teachers' reading instructional practices and home reading support, reading activities, and reading skill levels. Similarly, home reading support correlated very highly with learners' reading activities and skill levels, while reading activities were very highly correlated with reading skill levels. Based on the findings, an enhanced school and home reading program was developed to improve teachers' instructional practices, parental support, learner reading activities, and reading skill levels. This study contributes to the research world by providing empirical evidence on the interrelationships among instructional practices, parental support, reading activities, and reading proficiency. It also informs the development of integrated programs that enhance literacy outcomes among intermediate learners.

Keywords: Reading, Reading Instructional Practices, Home Reading Support, Reading Activities, Reading Skill Levels, Intermediate Learners.

1. INTRODUCTION

Reading proficiency remained a critical determinant of academic success, yet many learners continued to struggle with foundational literacy skills. Globally, studies highlighted that learners who lacked effective reading instruction and home support often fell behind in comprehension, fluency, and critical thinking (Tan, 2023; Dacles, 2024). In the Philippines, despite national

initiatives to improve literacy, gaps in learners' reading skills persisted, especially in intermediate grades, affecting their overall academic performance and long-term educational outcomes (Quimsing & Cruz, 2024; Domingo, 2025). Addressing these challenges required a comprehensive understanding of how teacher practices, parental involvement, and reading activities influenced learners' reading development.

This study focused on examining the reading instructional practices of teachers, home reading support of parents, reading activities, and reading skill levels of intermediate learners in San Narciso Elementary School, San Narciso District, Schools Division of Zambales. Previous research had identified effective instructional practices such as individualized methods, phonological awareness, and the use of video materials (Garcia & Doronio, 2024), yet teachers' knowledge of evidence-based reading strategies remained inconsistent (Kehoe & McGinty, 2023). Parental support had also been shown to positively influence reading outcomes (Caparas et al., 2025; Labareno & Gabuya, 2025), though families in rural and low-income areas faced challenges in sustaining engagement (Gabutero et al., 2025). Similarly, learner-centered reading activities, including pre-reading strategies and directed reading-thinking activities, had demonstrated improvements in comprehension and literacy (Jimenez & Velasco, 2023; Agao-Agao, 2023), but the extent to which these were practiced at the intermediate level was less documented (Ignacio et al., 2024; Villalva, 2023).

The need for this study arose from persistent gaps in reading proficiency among intermediate learners, despite various instructional interventions and parental support initiatives. Learners often exhibited poor critical reading skills and required differentiated strategies to meet diverse needs (Tan, 2023; Domingo, 2025). Moreover, inconsistencies in teachers' instructional practices (Lariosa & Quezada, 2023; Batain & Molina, 2023) and varying degrees of home reading support (Lopez & Garcia, 2024; Juguilon, 2023) suggested that current approaches were not sufficient. Investigating the interplay between instructional practices, parental involvement, and learner activities was crucial for developing interventions that could enhance reading comprehension, fluency, and engagement in intermediate grades.

Despite extensive research on reading instruction and parental support, several areas remained underexplored. Limited empirical evidence linked teachers' reading practices, home support, and learners' active reading engagement to measurable reading skill levels at the intermediate level in Philippine public schools. Furthermore, prior studies often focused on either home or school factors independently, leaving gaps in understanding the combined effect of these variables (Garcia & Doronio, 2024; Gabutero et al., 2025). This study sought to address these gaps by examining: the reading instructional practices implemented by teachers, the home reading support provided by parents, the reading activities engaged in by learners, and the reading skill levels of intermediate learners.

Guided by the constructivist and socio-ecological frameworks, this study aimed to provide practical insights for both teachers and parents. By identifying effective teaching strategies, supportive home practices, and engaging reading activities, the study sought to enhance learners' reading skills, inform instructional planning, and guide parent involvement programs. Ultimately, the research aspired to strengthen literacy outcomes among intermediate learners, fostering academic success and lifelong reading habits in the Philippine educational context.

2. STATEMENT OF THE PROBLEM

This study determined the reading instructional practices, home reading support, reading activities, and reading skill levels of intermediate learners in San Narciso Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2025-2026, as a basis for an enhanced school and home reading program.

Specifically, it sought answers to these questions:

1. How do the intermediate learners perceive the reading instructional practices of their teachers in terms of:

- 1.1. phonics reading;
- 1.2. schema reading;
- 1.3. fluency-based reading; and
- 1.4. play-based reading?

2. How do the intermediate learners perceive the home reading support of their parents in terms of:

- 2.1. reading motivation;
- 2.2. reading resources;
- 2.3. reading assistance; and
- 2.4. reading monitoring?

3. How do the intermediate learners perceive their reading activities in terms of:

- 3.1. individualized reading;
- 3.2. peer reading;
- 3.3. group reading; and
- 3.4. reading games?

4. How do the intermediate learners perceive their reading skill levels in terms of:

- 4.1. reading accuracy;
- 4.2. reading rate;
- 4.4. reading prosody; and
- 4.5. reading comprehension?

5. Is there a significant correlation between the reading instructional practices of teachers and home reading support of parents as perceived by intermediate learners?

6. Is there a significant correlation between the reading instructional practices of teachers as perceived by intermediate learners and their reading activities?

7. Is there a significant correlation between the reading instructional practices of teachers as perceived by intermediate learners and their reading skill levels?

8. Is there a significant correlation between the home reading support of parents as perceived by intermediate learners and their reading activities?

9. Is there a significant correlation between the home reading support of parents as perceived by intermediate learners and their reading skill levels?

10. Is there a significant correlation between the reading activities of intermediate learners and their reading skill levels?

11. What enhanced school and home reading program can be developed to improve the reading instructional practices of teachers, home reading support of parents, reading activities, and reading skill levels of intermediate learners?

3. METHODS AND MATERIALS

This study determined the reading instructional practices, home reading support, reading activities, and reading skill levels of intermediate learners in San Narciso Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2025-2026, as a basis for an enhanced school and home reading program. Employing a quantitative-correlational research design, data were collected, classified, summarized, and analyzed using means. The respondents of the study consisted of 151 intermediate learners. A researcher-designed questionnaire served as the primary data collection instrument, focusing on reading instructional practices, home reading support, reading activities, and reading skill levels of intermediate learners. Internal consistency was established using Cronbach's Alpha, which demonstrated excellent reliability for the reading instructional practices ($\alpha = 0.93$), home reading support ($\alpha = 0.90$), reading activities ($\alpha = 0.92$), and reading skill levels ($\alpha = 0.91$) of intermediate learners. Hypothesis was tested using Spearman's Rho Correlation Coefficient.

4. RESULTS AND DISCUSSIONS

4.1. Reading Instructional Practices of Teachers as Perceived by Intermediate Learners

4.1.1. Phonics Reading

Table 1 presents the mean rating and interpretations of the reading instructional practices of teachers as perceived by intermediate learners in terms of phonics reading. The table obtained a general mean rating of 3.22, which was interpreted as frequently practiced.

Table 1. Mean Rating and Interpretations of the Reading Instructional Practices of Teachers as Perceived by Intermediate Learners in terms of Phonics Reading

Item	Indicators	Mean Rating	Interpretation
1	Teaching letter-sound relationships for accurate word decoding	3.21	Frequently Practiced
2	Using phonics drills to strengthen word recognition skills	3.24	Frequently Practiced
3	Guiding learners in blending sounds to form words	3.28	Always Practiced
4	Providing practice activities on syllables and word patterns	3.17	Frequently Practiced
5	Modeling correct pronunciation during guided reading activities	3.19	Frequently Practiced
6	Using word lists to reinforce phonics lessons	3.26	Always Practiced
7	Correcting mispronounced sounds during reading activities	3.18	Frequently Practiced
8	Integrating phonics instruction into daily reading lessons	3.22	Frequently Practiced
9	Using visual aids to support phonics understanding	3.29	Always Practiced

10	Reinforcing phonics skills through repeated reading practice	3.20	Frequently Practiced
General Mean Rating		3.22	Frequently Practiced

Legend: Scores of 3.50 to 4.00 indicate “Always Practiced,” scores of 2.50 to 3.49 indicate “Frequently Practiced,” score of 1.50 to 2.49 indicate “Rarely Practiced,” and scores of 1.00 to 1.49 indicate “Never Practiced.”

Several indicators were always practiced such as “Guiding learners in blending sounds to form words” with $\bar{x} = 3.28$, “Using word lists to reinforce phonics lessons” with $\bar{x} = 3.26$, and “Using visual aids to support phonics understanding” with $\bar{x} = 3.29$. These findings meant that teachers consistently emphasized foundational phonics strategies that support accurate decoding and word recognition among learners. This denotes that phonics instruction is given priority in developing learners’ early reading skills. The findings of the present study were akin to the findings of Situmorang et al. (2025) that systematic and varied phonics activities enhance learners’ reading accuracy and comprehension.

The indicator “Providing practice activities on syllables and word patterns” had the lowest $\bar{x} = 3.17$ (frequently practiced). This implied that although syllable and word pattern activities were implemented, they were not as consistently emphasized as other phonics strategies. This finding denotes a possible need to strengthen structured practice on syllabication to further improve learners’ decoding skills. This finding of the present study was similar with the findings of Yeung et al. (2023) that limited reinforcement of word patterns may affect the mastery of advanced phonics skills.

In summary, most indicators clustered around the frequently practiced level, indicating consistent but not maximal implementation of phonics reading strategies. These results suggest that instructional emphasis, availability of materials, and time allotment may affect the extent of phonics practice in classrooms. Batinga (2024) stated that sustained and well-balanced phonics instruction is essential for strengthening learners’ reading proficiency.

4.1.2. Schema Reading

Table 2 presents the mean rating and interpretations of the reading instructional practices of teachers as perceived by intermediate learners in terms of schema reading. The table obtained a general mean rating of 3.23, which was interpreted as frequently practiced.

Table 2. Mean Rating and Interpretations of the Reading Instructional Practices of Teachers as Perceived by Intermediate Learners in terms of Schema Reading

Item	Indicators	Mean Rating	Interpretation
1	Activating learners’ prior knowledge before reading lessons	3.28	Always Practiced
2	Connecting reading topics to learners’ real-life experiences	3.22	Frequently Practiced
3	Asking questions related to learners’ background knowledge	3.30	Always Practiced

4	Encouraging predictions based on prior experiences	3.23	Frequently Practiced
5	Discussing familiar ideas before introducing new texts	3.21	Frequently Practiced
6	Relating stories to learners' daily life experiences	3.32	Always Practiced
7	Using pictures to build background understanding	3.20	Frequently Practiced
8	Guiding learners in linking new ideas	3.17	Frequently Practiced
9	Encouraging sharing of experiences related to reading texts	3.15	Frequently Practiced
10	Clarifying unfamiliar ideas using known concepts	3.19	Frequently Practiced
General Mean Rating		3.23	Frequently Practiced

Legend: Scores of 3.50 to 4.00 indicate “Always Practiced,” scores of 2.50 to 3.49 indicate “Frequently Practiced,” score of 1.50 to 2.49 indicate “Rarely Practiced,” and scores of 1.00 to 1.49 indicate “Never Practiced.”

Several indicators were always practiced such as “Activating learners’ prior knowledge before reading lessons” with $\bar{x} = 3.28$, “Asking questions related to learners’ background knowledge” with $\bar{x} = 3.30$, and “Relating stories to learners’ daily life experiences” with $\bar{x} = 3.32$. These findings meant that teachers consistently emphasized the use of learners’ existing knowledge to support comprehension during reading activities. This denotes that schema-based strategies were deliberately employed to help learners connect new texts with familiar experiences. The findings of the present study were akin to the findings of Belouiza et al. (2024) that activating prior knowledge and relating texts to learners’ experiences significantly enhance reading comprehension.

The indicator “Encouraging sharing of experiences related to reading texts” had the lowest $\bar{x} = 3.15$ (frequently practiced). This implied that opportunities for learners to verbally share personal experiences connected to texts were less emphasized compared to other schema-related practices. This finding denotes a need to further promote interactive discussions that allow learners to express and relate personal experiences to reading materials. This finding of the present study was similar with the findings of Khan (2025) that limited learner interaction may reduce the effectiveness of schema activation in reading comprehension.

In summary, most indicators fell within the frequently practiced range, indicating regular application of schema reading strategies in classroom instruction. These results suggest that instructional time, class participation dynamics, and teacher facilitation skills may affect the extent of schema-based practices. Hattan (2024) stated that consistent activation and sharing of prior knowledge are essential in strengthening learners’ understanding of texts.

4.1.3. Fluency-Based Reading

Table 3 presents the mean rating and interpretations of the reading instructional practices of teachers as perceived by intermediate learners in terms of fluency-based reading. The table yielded a general mean rating of 3.23, which was interpreted as frequently practiced.

Table 3. Mean Rating and Interpretations of the Reading Instructional Practices of Teachers as Perceived by Intermediate Learners in terms of Fluency-Based Reading

Item	Indicators	Mean Rating	Interpretation
1	Modeling proper reading speed and expression	3.22	Frequently Practiced
2	Conducting repeated oral reading activities	3.19	Frequently Practiced
3	Guiding learners in confident oral reading	3.31	Always Practiced
4	Practicing reading with correct phrasing and intonation	3.21	Frequently Practiced
5	Monitoring learners' reading speed and accuracy	3.18	Frequently Practiced
6	Using timed reading activities regularly	3.20	Frequently Practiced
7	Encouraging smooth and continuous reading	3.27	Always Practiced
8	Providing feedback on learners' reading fluency	3.23	Frequently Practiced
9	Allowing rereading of passages for improvement	3.19	Frequently Practiced
10	Using choral reading to improve fluency	3.30	Always Practiced
General Mean Rating		3.23	Frequently Practiced

Legend: Scores of 3.50 to 4.00 indicate "Always Practiced," scores of 2.50 to 3.49 indicate "Frequently Practiced," score of 1.50 to 2.49 indicate "Rarely Practiced," and scores of 1.00 to 1.49 indicate "Never Practiced."

Several indicators were always practiced such as "Guiding learners in confident oral reading" with $\bar{x} = 3.31$, "Using choral reading to improve fluency" with $\bar{x} = 3.30$, and "Encouraging smooth and continuous reading" with $\bar{x} = 3.27$. These findings meant that teachers consistently focused on developing learners' confidence, rhythm, and continuity in oral reading. This denotes that fluency instruction is deliberately emphasized to enhance learners' expressive and automatic reading skills. The findings of the present study were akin to the findings of Mercado and Diva (2023) that guided oral reading and repeated, supported reading activities significantly improve reading fluency.

The indicator "Monitoring learners' reading speed and accuracy" had the lowest $\bar{x} = 3.18$ (frequently practiced). This implied that systematic tracking of learners' fluency performance was

less emphasized compared to other fluency-based practices. This finding denotes a need for more structured monitoring to better identify learners' reading difficulties and progress. This finding of the present study was similar with the findings of Librea et al. (2023) that insufficient monitoring may limit the effectiveness of fluency development programs.

In summary, most indicators clustered within the frequently practiced level, indicating regular but not intensive implementation of fluency-based reading strategies. These results may be affected by time constraints, class size, and teachers' focus on oral performance rather than assessment. Galang et al. (2025) stated that consistent practice combined with continuous monitoring is essential in strengthening learners' reading fluency.

4.1.4. Play-Based Reading

Table 4 presents the mean rating and interpretations of the reading instructional practices of teachers as perceived by intermediate learners in terms of play-based reading. The table revealed a general mean rating of 3.21, which was interpreted as frequently practiced.

Table 4. Mean Rating and Interpretations of the Reading Instructional Practices of Teachers as Perceived by Intermediate Learners in terms of Play-Based Reading

Item	Indicators	Mean Rating	Interpretation
1	Integrating games into reading lessons	3.19	Frequently Practiced
2	Using role-playing activities during reading sessions	3.16	Frequently Practiced
3	Incorporating songs and chants in reading activities	3.21	Frequently Practiced
4	Allowing learning through fun reading games	3.28	Always Practiced
5	Using storytelling with playful learning elements	3.20	Frequently Practiced
6	Encouraging participation through interactive reading tasks	3.19	Frequently Practiced
7	Using puzzles to reinforce reading skills	3.30	Always Practiced
8	Creating fun activities related to reading lessons	3.17	Frequently Practiced
9	Promoting cooperation through group reading games	3.26	Always Practiced
10	Motivating learners using enjoyable reading challenges	3.18	Frequently Practiced
General Mean Rating		3.21	Frequently Practiced

Legend: Scores of 3.50 to 4.00 indicate "Always Practiced," scores of 2.50 to 3.49 indicate "Frequently Practiced," score of 1.50 to 2.49 indicate "Rarely Practiced," and scores of 1.00 to 1.49 indicate "Never Practiced."

Several indicators were always practiced such as “Using puzzles to reinforce reading skills” with $\bar{x} = 3.30$, “Allowing learning through fun reading games” with $\bar{x} = 3.28$, and “Promoting cooperation through group reading games” with $\bar{x} = 3.26$. These findings meant that teachers consistently employed engaging and collaborative play-based strategies to support reading instruction. This denotes that play-based approaches were intentionally used to enhance learners’ motivation, participation, and comprehension in reading activities. The findings of the present study were akin to the findings of Querido (2023) that enjoyable and interactive learning experiences significantly improve learners’ engagement and reading performance.

The indicator “Using role-playing activities during reading sessions” had the lowest $\bar{x} = 3.16$ (frequently practiced). This implied that dramatization and role-play were less frequently integrated into reading lessons compared to other play-based strategies. This finding denotes a need to further explore role-playing as a means of deepening comprehension and expressive reading skills. This finding of the present study was similar with the findings of Ramos (2025) that limited use of expressive and participatory activities may reduce learners’ opportunities for deeper text engagement.

In summary, most indicators fell within the frequently practiced range, indicating regular but moderate implementation of play-based reading strategies. These results may be affected by time constraints, classroom management demands, and availability of instructional materials. Pitogo (2023) stated that sustained integration of play and interaction in reading instruction strengthens learners’ interest and reading achievement.

4.2. Home Reading Support of Parents as Perceived by Intermediate Learners

4.2.1. Reading Motivation

Table 5 presents the mean rating and interpretations of the home reading support of parents as perceived by intermediate learners in terms of reading motivation. The table obtained a general mean rating of 3.22, which was interpreted as moderately supportive.

Table 5. Mean Rating and Interpretations of the Home Reading Support of Parents as Perceived by Intermediate Learners in terms of Reading Motivation

Item	Indicators	Mean Rating	Interpretation
1	Encouraging me to read books regularly at home	3.29	Highly Supportive
2	Praising my efforts when I read at home	3.24	Moderately Supportive
3	Motivating me to enjoy reading activities	3.22	Moderately Supportive
4	Showing interest in my reading progress	3.28	Highly Supportive
5	Reminding me to read during free time	3.20	Moderately Supportive
6	Talking positively about the importance of reading	3.17	Moderately Supportive

7	Supporting me when I find reading difficult	3.19	Moderately Supportive
8	Inspiring me to develop good reading habits	3.21	Moderately Supportive
9	Celebrating my achievements in reading activities	3.26	Highly Supportive
10	Creating a positive atmosphere for reading at home	3.18	Moderately Supportive
General Mean Rating		3.22	Moderately Supportive

Legend: Scores of 3.50 to 4.00 indicate “Highly Supportive,” scores of 2.50 to 3.49 indicate “Moderately Supportive,” score of 1.50 to 2.49 indicate “Somewhat Supportive,” and scores of 1.00 to 1.49 indicate “Not Supportive.”

Several indicators were highly supportive such as “Encouraging me to read books regularly at home” with $\bar{x} = 3.29$, “Showing interest in my reading progress” with $\bar{x} = 3.28$, and “Celebrating my achievements in reading activities” with $\bar{x} = 3.26$. These findings meant that parents actively motivated and acknowledged their children’s reading efforts, fostering a positive reading environment at home. This denotes that parental encouragement plays a significant role in sustaining learners’ reading motivation. The findings of the present study were akin to the findings of Montaña (2024) that consistent parental support and positive reinforcement enhance learners’ motivation to engage in reading activities.

The indicator “Talking positively about the importance of reading” had the lowest $\bar{x} = 3.17$ (moderately supportive). This implied that discussions about the value of reading were less emphasized compared to other motivational practices. This finding denotes that although parents encouraged and praised reading, explicit verbal reinforcement of reading’s importance was less consistent. This finding of the present study was similar with the findings of Derotas and Barcelona (2023) that limited parental discussion about reading significance may reduce the overall motivational impact on learners.

In summary, most indicators were moderately supportive, indicating that parents generally provide encouragement and recognition for reading activities. These results may be affected by parental availability, literacy knowledge, and engagement levels. Benting and Valle (2023) stated that regular, meaningful support from parents positively influences learners’ reading motivation and reading achievement.

4.2.2. Reading Resources

Table 6 presents the mean rating and interpretations of the home reading support of parents as perceived by intermediate learners in terms of reading resources. The table obtained a general mean rating of 3.22, which was interpreted as moderately supportive.

Table 6. Mean Rating and Interpretations of the Home Reading Support of Parents as Perceived by Intermediate Learners in terms of Reading Resources

Item	Indicators	Mean Rating	Interpretation
1	Providing books appropriate to my reading level	3.17	Moderately Supportive
2	Buying storybooks and reading materials for home use	3.32	Highly Supportive
3	Making reading materials available at home	3.20	Moderately Supportive
4	Allowing access to digital reading resources	3.23	Moderately Supportive
5	Providing newspapers, magazines, or storybooks at home	3.33	Highly Supportive
6	Setting aside a place for reading activities	3.16	Moderately Supportive
7	Supplying school-required reading materials regularly	3.21	Moderately Supportive
8	Allowing use of gadgets for educational reading	3.18	Moderately Supportive
9	Providing dictionaries or reference materials at home	3.15	Moderately Supportive
10	Ensuring availability of reading materials for practice	3.26	Highly Supportive
General Mean Rating		3.22	Moderately Supportive

Legend: Scores of 3.50 to 4.00 indicate “Highly Supportive,” scores of 2.50 to 3.49 indicate “Moderately Supportive,” score of 1.50 to 2.49 indicate “Somewhat Supportive,” and scores of 1.00 to 1.49 indicate “Not Supportive.”

Several indicators were highly supportive such as “Providing newspapers, magazines, or storybooks at home” with $\bar{x} = 3.33$, “Buying storybooks and reading materials for home use” with $\bar{x} = 3.32$, and “Ensuring availability of reading materials for practice” with $\bar{x} = 3.26$. These findings meant that parents actively supplied various reading materials, making resources accessible for learners’ reading practice at home. This denotes that provision of diverse and adequate reading resources plays a significant role in supporting learners’ literacy development. The findings of the present study were akin to the findings of Dumlao (2024) that availability of reading materials at home enhances learners’ engagement and reading performance.

The indicator “Providing dictionaries or reference materials at home” had the lowest $\bar{x} = 3.15$ (moderately supportive). This implied that reference tools were less frequently made available compared to other reading resources. This finding denotes that while parents generally provide reading materials, supporting tools for deeper comprehension and vocabulary development were limited. This finding of the present study was similar with the findings of De Ocampo et al. (2024)

that insufficient provision of reference materials may restrict learners' independent learning and reading comprehension.

In summary, most indicators fell within the moderately supportive range, indicating that parents regularly provide reading resources but not extensively. These results may be influenced by parents' financial capacity, awareness of literacy needs, and access to reading materials. Imperial (2024) stated that consistent provision of varied reading materials at home significantly strengthens learners' reading habits and motivation.

4.2.3. Reading Assistance

Table 7 presents the mean rating and interpretations of the home reading support of parents as perceived by intermediate learners in terms of reading assistance. The table obtained a general mean rating of 3.21, which was interpreted as moderately supportive.

Table 7. Mean Rating and Interpretations of the Home Reading Support of Parents as Perceived by Intermediate Learners in terms of Reading Assistance

Item	Indicators	Mean Rating	Interpretation
1	Helping me read difficult words during reading time	3.17	Moderately Supportive
2	Assisting me in understanding what I read	3.28	Highly Supportive
3	Answering my questions about reading texts	3.14	Moderately Supportive
4	Guiding me when I struggle with reading tasks	3.19	Moderately Supportive
5	Reading together with me at home	3.26	Highly Supportive
6	Explaining unfamiliar words found in reading materials	3.21	Moderately Supportive
7	Supporting me during homework involving reading	3.15	Moderately Supportive
8	Encouraging me to ask questions while reading	3.32	Highly Supportive
9	Assisting me in completing reading assignments	3.23	Moderately Supportive
10	Providing help when I experience reading difficulties	3.16	Moderately Supportive
General Mean Rating		3.21	Moderately Supportive

Legend: Scores of 3.50 to 4.00 indicate “Highly Supportive,” scores of 2.50 to 3.49 indicate “Moderately Supportive,” score of 1.50 to 2.49 indicate “Somewhat Supportive,” and scores of 1.00 to 1.49 indicate “Not Supportive.”

Several indicators were highly supportive such as “Encouraging me to ask questions while reading” with $\bar{x} = 3.32$, “Assisting me in understanding what I read” with $\bar{x} = 3.28$, and “Reading

together with me at home” with $\bar{x} = 3.26$. These findings meant that parents actively guided learners’ comprehension, promoted inquiry, and participated in shared reading activities to support literacy development. This denotes that parental involvement in reading assistance significantly enhances learners’ understanding and confidence in reading tasks. The findings of the present study were akin to the findings of Basali (2024) that active parental support in reading activities fosters learners’ reading skills and comprehension.

The indicator “Answering my questions about reading texts” had the lowest $\bar{x} = 3.14$ (moderately supportive). This implied that responding to learners’ queries was less consistently practiced compared to other assistance strategies. This finding denotes a potential area for improvement, as addressing questions is crucial for clarifying understanding and reinforcing reading skills. This finding of the present study was similar with the findings of Santiago and Marquez (2025) that limited parental responsiveness may hinder learners’ comprehension and active engagement in reading.

In summary, most indicators were moderately supportive, indicating that parents generally provide assistance in reading but not extensively. These results may be influenced by parents’ literacy knowledge, available time, and confidence in supporting reading activities. Casicas and Quirap (2023) stated that consistent parental guidance and support are key factors in strengthening learners’ reading performance and motivation.

4.2.4. Reading Monitoring

Table 8 presents the mean rating and interpretations of the home reading support of parents as perceived by intermediate learners in terms of reading monitoring. The table obtained a general mean rating of 3.22, which was interpreted as moderately supportive.

Table 8. Mean Rating and Interpretations of the Home Reading Support of Parents as Perceived by Intermediate Learners in terms of Reading Monitoring

Item	Indicators	Mean Rating	Interpretation
1	Checking if I complete my reading assignments	3.16	Moderately Supportive
2	Monitoring my daily reading activities at home	3.21	Moderately Supportive
3	Asking about what I read after reading time	3.29	Highly Supportive
4	Observing my reading habits regularly	3.22	Moderately Supportive
5	Setting a schedule for my reading time	3.18	Moderately Supportive
6	Reminding me to follow my reading schedule	3.31	Highly Supportive
7	Checking my reading progress from time to time	3.17	Moderately Supportive
8	Noticing improvements in my reading skills	3.19	Moderately Supportive

9	Making sure I read assigned materials	3.28	Highly Supportive
10	Following up on my reading tasks consistently	3.23	Moderately Supportive
General Mean Rating		3.22	Moderately Supportive

Legend: Scores of 3.50 to 4.00 indicate “Highly Supportive,” scores of 2.50 to 3.49 indicate “Moderately Supportive,” score of 1.50 to 2.49 indicate “Somewhat Supportive,” and scores of 1.00 to 1.49 indicate “Not Supportive.”

Several indicators were highly supportive such as “Reminding me to follow my reading schedule” with $\bar{x} = 3.31$, “Asking about what I read after reading time” with $\bar{x} = 3.29$, and “Making sure I read assigned materials” with $\bar{x} = 3.28$. These findings meant that parents actively monitored learners’ reading routines, ensured accountability, and encouraged reflection on reading activities. This denotes that parental involvement in monitoring fosters discipline, consistency, and engagement in home reading. The findings of the present study were akin to the findings of Fortaleza and Lomarda (2025) that regular parental supervision and follow-up improve learners’ reading habits and performance.

The indicator “Checking if I complete my reading assignments” had the lowest $\bar{x} = 3.16$ (moderately supportive). This implied that parents were less consistent in verifying whether learners completed their reading tasks compared to other monitoring practices. This finding denotes a need for more structured oversight to reinforce learners’ responsibility in accomplishing reading assignments. This finding of the present study was similar with the findings of Subang and Asparin (2025) that limited parental checking may reduce learners’ accountability and reading consistency.

In summary, most indicators were moderately supportive, indicating that parents generally monitored reading activities at home but not rigorously. These results may be influenced by parents’ availability, workload, and familiarity with effective reading monitoring strategies. Chavez et al. (2025) stated that consistent monitoring and follow-up by parents significantly strengthen learners’ reading discipline and achievement.

4.3. Reading Activities of Intermediate Learners

4.3.1. Individualized Reading

Table 9 presents the mean rating and interpretations of the reading activities of intermediate learners in terms of individualized reading. The table obtained a general mean rating of 3.23, which was interpreted as frequently demonstrated.

Table 9. Mean Rating and Interpretations of the Reading Activities of Intermediate Learners in terms of Individualized Reading

Item	Indicators	Mean Rating	Interpretation
1	Reading books independently during free time	3.23	Frequently Demonstrated
2	Choosing reading materials based on personal interests	3.27	Always Demonstrated

3	Reading silently without assistance from others	3.19	Frequently Demonstrated
4	Practicing reading skills alone at home	3.22	Frequently Demonstrated
5	Setting personal goals for reading improvement	3.34	Always Demonstrated
6	Reading assigned texts independently	3.21	Frequently Demonstrated
7	Rereading texts to improve understanding	3.18	Frequently Demonstrated
8	Managing reading time independently	3.20	Frequently Demonstrated
9	Using strategies to understand difficult texts	3.26	Always Demonstrated
10	Completing reading tasks independently	3.19	Frequently Demonstrated
General Mean Rating		3.23	Frequently Demonstrated

Legend: Scores of 3.50 to 4.00 indicate “Always Demonstrated,” scores of 2.50 to 3.49 indicate “Frequently Demonstrated,” score of 1.50 to 2.49 indicate “Rarely Demonstrated,” and scores of 1.00 to 1.49 indicate “Never Demonstrated.”

Several indicators were always demonstrated such as “Setting personal goals for reading improvement” with $\bar{x} = 3.34$, “Choosing reading materials based on personal interests” with $\bar{x} = 3.27$, and “Using strategies to understand difficult texts” with $\bar{x} = 3.26$. These findings meant that learners actively engaged in self-directed reading, selected materials that matched their interests, and applied strategies to enhance comprehension. This denotes that individualized reading practices encourage autonomy and promote independent learning habits among intermediate learners. The findings of the present study were akin to the findings of Bernardo and Mante-Estacio (2023) that learners who practice goal-setting and strategy use demonstrate higher reading engagement and comprehension.

The indicator “Rereading texts to improve understanding” had the lowest $\bar{x} = 3.18$ (frequently demonstrated). This implied that learners were less consistent in revisiting texts to reinforce comprehension compared to other individualized reading activities. This finding denotes a need to further encourage rereading as a strategy to strengthen understanding and retention of reading materials. This finding of the present study was similar with the findings of Manaoat (2024) that limited use of rereading may reduce learners’ comprehension and mastery of texts.

In summary, most indicators were frequently demonstrated, indicating that learners generally engage in independent reading activities with varying levels of self-direction. These results may be affected by learners’ motivation, access to reading materials, and guidance from teachers or parents. Gamboa and Quicho (2025) stated that consistent practice of individualized reading activities strengthens learners’ autonomy, comprehension skills, and overall reading performance.

4.3.2. Peer Reading

Table 10 presents the mean rating and interpretations of the reading activities of intermediate learners in terms of peer reading. The table obtained a general mean rating of 3.21, which was interpreted as frequently demonstrated.

Table 10. Mean Rating and Interpretations of the Reading Activities of Intermediate Learners in terms of Peer Reading

Item	Indicators	Mean Rating	Interpretation
1	Reading texts together with classmates	3.31	Always Demonstrated
2	Taking turns reading aloud with peers	3.19	Frequently Demonstrated
3	Helping classmates understand reading materials	3.18	Frequently Demonstrated
4	Asking peers for help during reading	3.16	Frequently Demonstrated
5	Sharing ideas about texts with classmates	3.20	Frequently Demonstrated
6	Correcting peers politely during reading activities	3.26	Always Demonstrated
7	Listening attentively while peers are reading	3.17	Frequently Demonstrated
8	Discussing stories with reading partners	3.21	Frequently Demonstrated
9	Practicing reading skills with classmates	3.27	Always Demonstrated
10	Encouraging peers during reading activities	3.19	Frequently Demonstrated
General Mean Rating		3.21	Frequently Demonstrated

Legend: Scores of 3.50 to 4.00 indicate “Always Demonstrated,” scores of 2.50 to 3.49 indicate “Frequently Demonstrated,” score of 1.50 to 2.49 indicate “Rarely Demonstrated,” and scores of 1.00 to 1.49 indicate “Never Demonstrated.”

Several indicators were always demonstrated such as “Reading texts together with classmates” with $\bar{x} = 3.31$, “Practicing reading skills with classmates” with $\bar{x} = 3.27$, and “Correcting peers politely during reading activities” with $\bar{x} = 3.26$. These findings meant that learners actively engaged in collaborative reading, supported each other’s understanding, and practiced respectful peer interaction during reading activities. This denotes that peer reading fosters cooperation, communication skills, and shared responsibility in learning. The findings of the present study were akin to the findings of Mustamir et al. (2023) that cooperative reading activities enhance comprehension, engagement, and social learning among learners.

The indicator “Asking peers for help during reading” had the lowest $\bar{x} = 3.16$. This implied that learners were less consistent in seeking assistance from classmates compared to other peer

reading practices. This finding denotes a need to encourage more interactive questioning and help-seeking behaviors to maximize the benefits of peer learning. This finding of the present study was similar with the findings of Sagun et al. (2024) that limited peer interaction may reduce collaborative learning opportunities and comprehension support.

In summary, most indicators were frequently demonstrated, indicating that learners regularly engaged in peer reading activities but with varying levels of interaction. These results may be affected by learners' confidence, peer dynamics, and teacher facilitation. Perry et al. (2025) stated that consistent participation in peer reading strengthens learners' cooperative skills, comprehension, and overall reading performance.

4.3.3. Group Reading

Table 11 presents the mean rating and interpretations of the reading activities of intermediate learners in terms of group reading. The table obtained a general mean rating of 3.23, which was interpreted as frequently demonstrated.

Table 11. Mean Rating and Interpretations of the Reading Activities of Intermediate Learners in terms of Group Reading

Item	Indicators	Mean Rating	Interpretation
1	Participating actively in group reading activities	3.19	Frequently Demonstrated
2	Reading aloud with classmates in groups	3.26	Always Demonstrated
3	Sharing ideas during group reading discussions	3.17	Frequently Demonstrated
4	Listening to group members while reading	3.21	Frequently Demonstrated
5	Following group rules during reading activities	3.18	Frequently Demonstrated
6	Cooperating with group members during reading tasks	3.33	Always Demonstrated
7	Answering questions during group reading sessions	3.21	Frequently Demonstrated
8	Helping the group understand reading texts	3.24	Frequently Demonstrated
9	Completing group reading tasks responsibly	3.20	Frequently Demonstrated
10	Respecting different opinions during group reading	3.28	Always Demonstrated
General Mean Rating		3.23	Frequently Demonstrated

Legend: Scores of 3.50 to 4.00 indicate "Always Demonstrated," scores of 2.50 to 3.49 indicate "Frequently Demonstrated," score of 1.50 to 2.49 indicate "Rarely Demonstrated," and scores of 1.00 to 1.49 indicate "Never Demonstrated."

Several indicators were always demonstrated such as “Cooperating with group members during reading tasks” with $\bar{x} = 3.33$, “Respecting different opinions during group reading” with $\bar{x} = 3.28$, and “Reading aloud with classmates in groups” with $\bar{x} = 3.26$. These findings meant that learners actively engaged in collaborative reading, valued group dynamics, and demonstrated responsible participation. This denotes that group reading activities foster cooperation, respect, and effective communication among learners. The findings of the present study were akin to the findings of Mendoza and Cruz (2024) that active participation in group reading enhances comprehension, social skills, and collective learning outcomes.

The indicator “Sharing ideas during group reading discussions” had the lowest $\bar{x} = 3.17$ (frequently demonstrated). This implied that learners were less consistent in expressing their thoughts compared to other group reading behaviors. This finding denotes a need to encourage more active verbal participation to maximize learning from peers. This finding of the present study was similar with the findings of Lopez (2023) that limited idea-sharing may reduce learners’ collaborative learning and critical thinking opportunities.

In summary, most indicators were frequently demonstrated, indicating that learners regularly participated in group reading activities with moderate engagement. These results may be influenced by learners’ confidence, group dynamics, and teacher facilitation. Topalov (2023) stated that consistent group interaction strengthens learners’ cooperative skills, comprehension, and overall reading performance.

4.3.4. Reading Games

Table 12 presents the mean rating and interpretations of the reading activities of intermediate learners in terms of reading games. The table obtained a general mean rating of 3.22, which was interpreted as frequently demonstrated.

Table 12. Mean Rating and Interpretations of the Reading Activities of Intermediate Learners in terms of Reading Games

Item	Indicators	Mean Rating	Interpretation
1	Participating actively in reading-related games	3.28	Always Demonstrated
2	Following rules during reading game activities	3.17	Frequently Demonstrated
3	Enjoying reading games during class activities	3.20	Frequently Demonstrated
4	Learning new words through reading games	3.19	Frequently Demonstrated
5	Competing positively during reading game challenges	3.26	Always Demonstrated
6	Answering questions correctly during reading games	3.22	Frequently Demonstrated
7	Cooperating with classmates during reading games	3.15	Frequently Demonstrated
8	Showing interest while playing reading games	3.23	Frequently Demonstrated

9	Applying reading skills during game activities	3.18	Frequently Demonstrated
10	Staying focused while playing reading games	3.32	Always Demonstrated
General Mean Rating		3.22	Frequently Demonstrated

Legend: Scores of 3.50 to 4.00 indicate “Always Demonstrated,” scores of 2.50 to 3.49 indicate “Frequently Demonstrated,” score of 1.50 to 2.49 indicate “Rarely Demonstrated,” and scores of 1.00 to 1.49 indicate “Never Demonstrated.”

Several indicators were always demonstrated such as “Staying focused while playing reading games” with $\bar{x} = 3.32$, “Participating actively in reading-related games” with $\bar{x} = 3.28$, and “Competing positively during reading game challenges” with $\bar{x} = 3.26$. These findings meant that learners were highly engaged, attentive, and demonstrated positive participation during reading game activities. This denotes that reading games effectively promote concentration, enjoyment, and cooperative learning among learners. The findings of the present study were akin to the findings of Hermoso and Valle (2023) that interactive and enjoyable reading activities enhance learners’ motivation and active involvement in reading.

The indicator “Cooperating with classmates during reading games” had the lowest $\bar{x} = 3.15$ (frequently demonstrated). This implied that learners were less consistent in working collaboratively compared to other reading game practices. This finding denotes that while learners actively participate and focus on reading games, cooperation during gameplay may need further encouragement. This finding of the present study was similar with the findings of Pagute and Apas (2025) that limited collaboration may reduce the full benefits of interactive reading activities.

In summary, most indicators were frequently demonstrated, indicating that learners generally engage in reading games with moderate to high participation and focus. These results may be affected by learners’ familiarity with game rules, interest levels, and peer dynamics. Precellas and Napil (2024) stated that consistent engagement in reading games supports learners’ reading skills, motivation, and cooperative learning behaviors.

4.4. Reading Skill Levels of Intermediate Learners

4.4.1. Reading Accuracy

Table 13 presents the mean rating and interpretations of the reading skill levels of intermediate learners in terms of reading accuracy. The table obtained a general mean rating of 3.21, which was interpreted as proficient reader.

Table 13. Mean Rating and Interpretations of the Reading Skill Levels of Intermediate Learners in terms of Reading Accuracy

Item	Indicators	Mean Rating	Interpretation
1	Pronouncing words correctly while reading texts	3.23	Proficient Reader
2	Reading words without frequent mispronunciations	3.26	Advanced Reader

3	Recognizing familiar words accurately	3.15	Proficient Reader
4	Reading sentences with minimal word errors	3.23	Proficient Reader
5	Decoding unfamiliar words correctly	3.29	Advanced Reader
6	Avoiding skipping words while reading	3.19	Proficient Reader
7	Reading texts without adding extra words	3.13	Proficient Reader
8	Correcting errors while reading aloud	3.20	Proficient Reader
9	Reading grade-level texts accurately	3.28	Advanced Reader
10	Identifying words correctly during reading activities	3.14	Proficient Reader
General Mean Rating		3.21	Proficient Reader

Legend: Scores of 3.50 to 4.00 indicate “Advanced Reader,” scores of 2.50 to 3.49 indicate “Proficient Reader,” score of 1.50 to 2.49 indicate “Developing Reader,” and scores of 1.00 to 1.49 indicate “Beginning Reading.”

Several indicators were identified as advanced reader such as “Decoding unfamiliar words correctly” with $\bar{x} = 3.29$, “Reading grade-level texts accurately” with $\bar{x} = 3.28$, and “Reading words without frequent mispronunciations” with $\bar{x} = 3.26$. These findings meant that learners were capable of accurately decoding and reading texts with minimal errors, demonstrating higher proficiency in reading accuracy. This denotes that learners are developing strong foundational reading skills that support comprehension and fluency. The findings of the present study were akin to the findings of Bermudez (2025) that learners with advanced decoding and accuracy skills exhibit better overall reading performance.

The indicator “Reading texts without adding extra words” had the lowest $\bar{x} = 3.13$ (proficient reader). This implied that some learners still occasionally insert words while reading, affecting the accuracy of their reading. This finding denotes a need to provide additional guidance and practice to minimize reading errors. This finding of the present study was similar with the findings of Verzosa-Quinto and Mabansag (2023) that even proficient readers may demonstrate occasional errors that require continued monitoring and support.

In summary, most indicators were rated as proficient reader, indicating that learners generally read accurately but still have areas for improvement. These results may be influenced by learners’ exposure to reading materials, practice, and guidance from teachers and parents. Apiles (2025) stated that consistent practice and support are essential in developing learners’ reading accuracy and overall reading competence.

4.4.2. Reading Rate

Table 14 presents the mean rating and interpretations of the reading skill levels of intermediate learners in terms of reading rate. The table obtained a general mean rating of 3.21, which was interpreted as proficient reader.

Table 14. Mean Rating and Interpretations of the Reading Skill Levels of Intermediate Learners in terms of Reading Rate

Item	Indicators	Mean Rating	Interpretation
1	Reading texts at an appropriate speed	3.26	Advanced Reader
2	Reading smoothly without frequent pauses	3.19	Proficient Reader
3	Maintaining steady reading pace	3.16	Proficient Reader
4	Reading sentences without unnecessary delays	3.21	Proficient Reader
5	Completing reading tasks within given time	3.27	Advanced Reader
6	Reading passages fluently at grade level	3.15	Proficient Reader
7	Adjusting reading speed based on text difficulty	3.20	Proficient Reader
8	Reading continuously without stopping often	3.18	Proficient Reader
9	Increasing reading speed through regular practice	3.16	Proficient Reader
10	Managing reading time effectively	3.31	Advanced Reader
General Mean Rating		3.21	Proficient Reader

Legend: Scores of 3.50 to 4.00 indicate “Advanced Reader,” scores of 2.50 to 3.49 indicate “Proficient Reader,” score of 1.50 to 2.49 indicate “Developing Reader,” and scores of 1.00 to 1.49 indicate “Beginning Reading.”

Several indicators were identified as advanced reader such as “Managing reading time effectively” with $\bar{x} = 3.31$, “Completing reading tasks within given time” with $\bar{x} = 3.27$, and “Reading texts at an appropriate speed” with $\bar{x} = 3.26$. These findings meant that learners were able to read at an effective pace while managing their time well, demonstrating higher reading fluency and efficiency. This denotes that learners are developing the ability to balance speed and comprehension during reading tasks. The findings of the present study were akin to the findings of Namol and Bacang (2024) that learners who maintain an appropriate reading rate are more likely to achieve overall reading competence.

The indicator “Reading passages fluently at grade level” had the lowest $\bar{x} = 3.15$ (proficient reader). This implied that some learners still experience difficulty maintaining fluency when reading grade-level texts. This finding denotes a need for additional practice and guidance to

strengthen reading fluency across different texts. This finding of the present study was similar with the findings of Rafanan and Raymundo (2024) that learners may perform inconsistently in fluency despite being generally proficient readers.

In summary, most indicators were rated as proficient reader, indicating that learners generally read at a satisfactory rate but still require support to achieve consistent fluency. These results may be influenced by reading practice, exposure to texts, and guidance from teachers and parents. Arbis (2025) stated that continuous practice and monitoring are essential for improving reading rate and overall reading proficiency.

4.4.3. Reading Prosody

Table 15 presents the mean rating and interpretations of the reading skill levels of intermediate learners in terms of reading prosody. The table obtained a general mean rating of 3.21, which was interpreted as proficient reader.

Table 15. Mean Rating and Interpretations of the Reading Skill Levels of Intermediate Learners in terms of Reading Prosody

Item	Indicators	Mean Rating	Interpretation
1	Reading aloud with proper expression	3.21	Proficient Reader
2	Using correct intonation while reading	3.14	Proficient Reader
3	Observing punctuation while reading aloud	3.23	Proficient Reader
4	Reading with appropriate phrasing	3.28	Advanced Reader
5	Changing voice to match text meaning	3.15	Proficient Reader
6	Stressing important words while reading	3.26	Advanced Reader
7	Reading dialogues with correct voice expression	3.17	Proficient Reader
8	Using pauses correctly during reading	3.27	Advanced Reader
9	Reading sentences with natural rhythm	3.21	Proficient Reader
10	Showing emotion through expressive reading	3.16	Proficient Reader
General Mean Rating		3.21	Proficient Reader

Legend: Scores of 3.50 to 4.00 indicate “Advanced Reader,” scores of 2.50 to 3.49 indicate “Proficient Reader,” score of 1.50 to 2.49 indicate “Developing Reader,” and scores of 1.00 to 1.49 indicate “Beginning Reading.”

Several indicators were identified as advanced reader such as “Reading with appropriate phrasing” with $\bar{x} = 3.28$, “Stressing important words while reading” with $\bar{x} = 3.26$, and “Using pauses correctly during reading” with $\bar{x} = 3.27$. These findings meant that learners were able to read with proper phrasing, emphasis, and pauses, demonstrating a higher level of expressive and fluent reading. This denotes that learners are developing the ability to convey meaning and emotion effectively while reading aloud. The findings of the present study were akin to the findings of Abejo et al. (2023) that learners who exhibit advanced prosody skills show better comprehension and engagement in reading activities.

The indicator “Using correct intonation while reading” had the lowest $\bar{x} = 3.14$ (proficient reader). This implied that some learners still struggle with maintaining proper intonation, which can affect the natural flow and understanding of the text. This finding denotes a need for additional practice and guided instruction in expressive reading. This finding of the present study was similar with the findings of Aballe et al. (2024) that learners may perform inconsistently in prosody despite being generally proficient readers.

In summary, most indicators were rated as proficient reader, indicating that learners generally read expressively but still have areas for improvement in prosody. These results may be influenced by learners’ exposure to oral reading exercises, teacher guidance, and practice opportunities. Dimzon and Pascual (2022) stated that continuous practice and modeling of expressive reading are essential in developing learners’ reading prosody and overall fluency.

4.4.4. Reading Comprehension

Table 16 presents the mean rating and interpretations of the reading skill levels of intermediate learners in terms of reading comprehension. The table shows a general mean rating of 3.21, which was interpreted as proficient reader.

Table 16. Mean Rating and Interpretations of the Reading Skill Levels of Intermediate Learners in terms of Reading Comprehension

Item	Indicators	Mean Rating	Interpretation
1	Understanding main ideas of reading texts	3.21	Proficient Reader
2	Answering questions based on reading selections	3.28	Advanced Reader
3	Identifying important details from texts	3.20	Proficient Reader
4	Making inferences from reading materials	3.17	Proficient Reader
5	Summarizing texts using own words	3.27	Advanced Reader
6	Predicting events based on text clues	3.21	Proficient Reader
7	Connecting texts to personal experiences	3.18	Proficient Reader
8	Following instructions from reading texts	3.16	Proficient Reader

9	Explaining meanings of words from context	3.21	Proficient Reader
10	Drawing conclusions from reading selections	3.26	Advanced Reader
General Mean Rating		3.21	Proficient Reader

Legend: Scores of 3.50 to 4.00 indicate “Advanced Reader,” scores of 2.50 to 3.49 indicate “Proficient Reader,” score of 1.50 to 2.49 indicate “Developing Reader,” and scores of 1.00 to 1.49 indicate “Beginning Reading.”

Several indicators denoted as advanced reader such as “Answering questions based on reading selections” with $\bar{x} = 3.28$, “Summarizing texts using own words” with $\bar{x} = 3.27$, and “Drawing conclusions from reading selections” with $\bar{x} = 3.26$. These findings meant that learners were able to understand, interpret, and summarize reading materials effectively, demonstrating higher-level comprehension skills. This finding denotes that learners can process and apply textual information in meaningful ways. The findings of the present study were akin to the findings of Recanil and Quirante (2025) that advanced comprehension skills are associated with better academic performance and critical thinking.

The indicator “Following instructions from reading texts” had the lowest $\bar{x} = 3.16$ (proficient reader). This implied that some learners still have difficulty fully understanding and executing instructions from texts, which can affect task completion and learning outcomes. This finding indicates a need for additional practice in applying reading comprehension strategies. This finding of the present study was similar with the findings of Cabural and Infantado (2023) that learners may show variability in comprehension skills, particularly in applying information from texts.

In summary, most indicators were rated as Proficient Reader, suggesting that learners generally comprehend texts but still require improvement in applying certain skills. These results may be influenced by learners’ exposure to reading materials, guidance from teachers, and practice in comprehension strategies. Lagdaan and Sevilla (2025) emphasized that continuous reading practice and guided instruction are essential for enhancing learners’ comprehension and overall reading proficiency.

4.5. Correlation Between the Reading Instructional Practices of Teachers and Home Reading Support of Parents as Perceived by Intermediate Learners

Table 17 presents the correlation between the reading instructional practices of teachers and the home reading support of parents as perceived by intermediate learners. The table shows the correlation between teachers’ practices and various aspects of parental support.

Table 17. Correlation Between the Reading Instructional Practices of Teachers and Home Reading Support of Parents as Perceived by Intermediate Learners

Dependent Variables	r	p	Interpretation	Decision
Reading Motivation	.874	.000	Very High Positive Correlation	Reject H_{01} (Significant)

Reading Resources	.734	.000	High Positive Correlation	Reject H_{01} (Significant)
Reading Assistance	.894	.000	Very High Positive Correlation	Reject H_{01} (Significant)
Reading Monitoring	.427	.000	Low Positive Correlation	Reject H_{01} (Significant)
Overall	.874	.000	Very High Positive Correlation	Reject H_{01} (Significant)

The indicator reading motivation had a correlation coefficient $r = 0.874$ with $p = 0.000$, which was interpreted as a very high positive correlation, and the H_{01} was rejected, indicating a significant correlation. Reading resources showed $r = 0.734$ with $p = 0.000$, interpreted as a high positive correlation, and the H_{01} was rejected, also showing significance. Reading assistance had $r = 0.894$ with $p = 0.000$, interpreted as a very high positive correlation, with a significant decision to reject H_{01} . Reading monitoring had $r = 0.427$ with $p = 0.000$, interpreted as a low positive correlation, and the H_{01} was rejected, confirming significance in the correlation.

In summary, the combined correlation between reading instructional practices and home reading support had $r = 0.874$ with $p = 0.000$, interpreted as a very high positive correlation, and H_{01} was rejected, indicating that teachers' reading practices are strongly associated with parental support in reading activities. This finding suggests that the more effective the teachers' reading instructional practices, the greater the support provided by parents at home, which positively affects learners' reading development. The results highlight that all dimensions of home reading support are significantly related to instructional practices, with reading assistance and motivation showing the strongest connections. The present study was parallel with the findings of Jayme and Duran (2025) that effective teaching practices and parental involvement are mutually reinforcing in improving learners' reading outcomes.

A very high positive significant correlation indicates a strong, direct correlation between two variables, meaning that increases in one variable are closely associated with increases in the other. In the context of this study, it shows that effective reading instructional practices by teachers are strongly linked to higher levels of home reading support from parents. The present study was aligned with the findings of Caballo (2025) that both teacher practices and parental engagement are critical and interdependent factors in enhancing learners' reading performance.

4.6. Correlation Between the Reading Instructional Practices of Teachers as Perceived by Intermediate Learners and Their Reading Activities

Table 18 presents the correlation between the reading instructional practices of teachers as perceived by intermediate learners and the learners' reading activities. The table shows the correlation between teachers' reading practices and various reading activities of learners.

Table 18. Correlation Between the Reading Instructional Practices of Teachers as Perceived by Intermediate Learners and Their Reading Activities

Dependent Variables	r	p	Interpretation	Decision
Individualized Reading	.905	.000	Very High Positive Correlation	Reject H_{02} (Significant)

Peer Reading	.961	.000	Very High Positive Correlation	Reject H_{02} (Significant)
Group Reading	.926	.000	Very High Positive Correlation	Reject H_{02} (Significant)
Reading Games	.924	.000	Very High Positive Correlation	Reject H_{02} (Significant)
Overall	.995	.000	Very High Positive Correlation	Reject H_{02} (Significant)

The indicator individualized reading had a correlation coefficient $r = 0.905$ with $p = 0.000$, interpreted as a very high positive correlation, and the H_{02} was rejected, indicating a significant correlation. Peer reading showed $r = 0.961$ with $p = 0.000$, also interpreted as a very high positive correlation, with H_{02} rejected due to significance. Group reading had $r = 0.926$ with $p = 0.000$, interpreted as a very high positive correlation, leading to rejection of H_{02} . Reading games showed $r = 0.924$ with $p = 0.000$, interpreted as a very high positive correlation, and H_{02} was rejected, confirming significant association.

In summary, the combined correlation between reading instructional practices and learners' reading activities had $r = 0.995$ with $p = 0.000$, interpreted as a very high positive correlation, and H_{02} was rejected, indicating a strong and significant correlation. This finding implies that the more effective the teachers' reading instructional practices, the more frequently and effectively learners engage in reading activities. Each type of reading activity, including individualized, peer, group reading, and reading games, is highly influenced by the quality of instructional practices. The results suggest a strong alignment between teaching strategies and learner engagement in reading tasks. The present study was parallel with the findings of Joaquin and Imbat (2024) that effective teacher practices significantly enhance learners' reading engagement and performance.

A very high positive significant correlation indicates a strong and direct correlation between two variables, meaning that improvements in one variable are closely associated with increases in the other. In this study, it reflects that high-quality reading instructional practices by teachers directly promote higher involvement and better performance in learners' reading activities. The present study was aligned with the findings of Tolibas (2025) that well-implemented instructional practices and active learner engagement are mutually reinforcing in developing reading skills.

4.7. Correlation Between the Reading Instructional Practices of Teachers as Perceived by Intermediate Learners and Their Reading Skill Levels

Table 19 presents the correlation between the reading instructional practices of teachers as perceived by intermediate learners and the learners' reading skill levels. The table shows how different aspects of teachers' reading practices relate to learners' reading accuracy, rate, prosody, and comprehension.

Table 19. Correlation Between the Reading Instructional Practices of Teachers as Perceived by Intermediate Learners and Their Reading Skill Levels

Dependent Variables	r	p	Interpretation	Decision
Reading Accuracy	.894	.000	Very High Positive Correlation	Reject H_{03} (Significant)

Reading Rate	.687	.000	High Positive Correlation	Reject H_{03} (Significant)
Reading Prosody	.904	.000	Very High Positive Correlation	Reject H_{03} (Significant)
Reading Comprehension	.421	.000	Low Positive Correlation	Reject H_{03} (Significant)
Overall	.812	.000	Very High Positive Correlation	Reject H_{03} (Significant)

The indicator reading accuracy had a correlation coefficient $r = 0.894$ with $p = 0.000$, interpreted as a very high positive correlation, and the H_{03} was rejected, indicating a significant correlation. Reading rate showed $r = 0.687$ with $p = 0.000$, interpreted as a high positive correlation, with H_{03} rejected due to significance. Reading prosody had $r = 0.904$ with $p = 0.000$, interpreted as a very high positive correlation, leading to rejection of H_{03} . Reading comprehension showed $r = 0.421$ with $p = 0.000$, interpreted as a low positive correlation, and H_{03} was rejected, confirming a significant but weaker correlation.

In summary, the combined correlation between teachers' reading instructional practices and learners' reading skill levels had $r = 0.812$ with $p = 0.000$, interpreted as a very high positive correlation, and H_{03} was rejected, indicating a strong and significant correlation. This finding implies that the quality of teachers' instructional practices strongly influences learners' reading skills, particularly in accuracy and prosody, while rate and comprehension show moderate to low influence. The results highlight the importance of effective reading instruction in developing different aspects of reading skill. These findings suggest that learners' reading skill levels improve when teachers consistently demonstrate structured and supportive reading practices. The present study was parallel with the findings of Canonizado (2024) that teacher practices have a significant impact on learners' reading proficiency.

A very high positive significant correlation indicates a strong and direct correlation between two variables, where improvements in one variable are closely associated with increases in the other. In this study, it shows that high-quality reading instructional practices strongly enhance learners' reading accuracy and prosody. The present study was aligned with the findings of Esteban et al. (2024) that effective teaching strategies directly contribute to better reading skill development among learners.

4.8. Correlation Between the Home Reading Support of Parents as Perceived by Intermediate Learners and Their Reading Activities

Table 20 presents the correlation between the home reading support of parents as perceived by intermediate learners and the learners' reading activities. The table highlights how different aspects of parental support relate to learners' individualized reading, peer reading, group reading, and engagement in reading games.

Table 20. Correlation Between the Home Reading Support of Parents as Perceived by Intermediate Learners and Their Reading Activities

Dependent Variables	r	p	Interpretation	Decision
Individualized Reading	.745	.000	High Positive Correlation	Reject H_{04} (Significant)

Peer Reading	.805	.000	Very High Positive Correlation	Reject H_{04} (Significant)
Group Reading	.831	.000	Very High Positive Correlation	Reject H_{04} (Significant)
Reading Games	.834	.000	Very High Positive Correlation	Reject H_{04} (Significant)
Overall	.839	.000	Very High Positive Correlation	Reject H_{04} (Significant)

The indicator individualized reading had a correlation coefficient $r = 0.745$ with $p = 0.000$, interpreted as a high positive correlation, and the null hypothesis H_{04} was rejected, indicating a significant correlation. Peer reading showed $r = 0.805$ with $p = 0.000$, interpreted as a very high positive correlation, leading to rejection of H_{04} . Group reading had $r = 0.831$ with $p = 0.000$, interpreted as a very high positive correlation, with H_{04} rejected. Reading games showed $r = 0.834$ with $p = 0.000$, interpreted as a very high positive correlation, and H_{04} was rejected, confirming a significant correlation across all indicators.

In summary, the combined correlation between home reading support and learners' reading activities had $r = 0.839$ with $p = 0.000$, interpreted as a very high positive correlation, and H_{04} was rejected, indicating a strong and significant correlation. This finding suggests that active and consistent parental support positively influences learners' reading behaviors, particularly in peer and group reading, as well as participation in reading games. It emphasizes the role of parents in fostering a supportive reading environment at home that enhances learners' engagement in various reading activities. The results align with the idea that learners benefit from structured guidance and encouragement outside the classroom. The present study was parallel with the findings of Ablasa (2024) that parental involvement significantly contributes to learners' reading development.

A very high positive significant correlation indicates a strong and direct association between two variables, where an increase in one variable is closely linked to an increase in the other. In this study, it demonstrates that higher levels of parental support strongly enhance learners' reading activities and engagement. The present study was aligned with the findings of Escuadra et al. (2023) that active parental involvement is crucial in promoting consistent and effective reading practices among learners.

4.9. Correlation Between the Home Reading Support of Parents as Perceived by Intermediate Learners and Their Reading Skill Levels

Table 21. Correlation Between the Home Reading Support of Parents as Perceived by Intermediate Learners and Their Reading Skill Levels

Dependent Variables	r	p	Interpretation	Decision
Reading Accuracy	.814	.000	Very High Positive Correlation	Reject H_{05} (Significant)
Reading Rate	.823	.000	Very High Positive Correlation	Reject H_{05} (Significant)
Reading Prosody	.904	.000	Very High Positive Correlation	Reject H_{05} (Significant)

Reading Comprehension	.667	.000	High Positive Correlation	Reject H ₀₅ (Significant)
Overall	.954	.000	Very High Positive Correlation	Reject H₀₅ (Significant)

Table 21 presents the correlation between the home reading support of parents as perceived by intermediate learners and the learners' reading skill levels. The table highlights the correlations between parental support and reading accuracy, reading rate, reading prosody, and reading comprehension.

The indicator reading accuracy had a correlation coefficient $r = 0.814$ with $p = 0.000$, interpreted as a very high positive correlation, leading to rejection of H₀₅. Reading rate showed $r = 0.823$ with $p = 0.000$, interpreted as a very high positive correlation, and H₀₅ was rejected. Reading prosody had $r = 0.904$ with $p = 0.000$, interpreted as a very high positive correlation, with H₀₅ rejected. Reading comprehension showed $r = 0.667$ with $p = 0.000$, interpreted as a high positive correlation, and H₀₅ was rejected, indicating significant correlations between all indicators and home reading support.

In summary, the combined correlation between home reading support and learners' reading skill levels had $r = 0.954$ with $p = 0.000$, interpreted as a very high positive correlation, and H₀₅ was rejected, demonstrating a strong and significant correlation. This finding indicates that parental involvement greatly enhances learners' reading accuracy, rate, prosody, and comprehension. It also suggests that consistent home reading support strengthens learners' overall reading skills and performance. The results emphasize the importance of parental encouragement and guidance in developing effective reading habits and skills among intermediate learners. The present study was parallel with the findings of Andalajao (2024) that active parental support significantly contributes to the improvement of learners' reading abilities.

A very high positive significant correlation denotes a strong, direct, and meaningful correlation between two variables, where an increase in one variable corresponds to a proportional increase in the other. In this study, it shows that higher levels of home reading support strongly improve learners' reading skill levels. The present study was aligned with the findings of Caban et al. (2024) that active parental involvement is essential in promoting higher reading proficiency among learners.

4.10. Correlation Between the Reading Activities and Reading Skill Levels of Intermediate Learners

Table 22 presents the correlation between the reading activities and reading skill levels of intermediate learners. The table shows how different aspects of reading activities relate to learners' reading accuracy, rate, prosody, and comprehension.

Table 21. Correlation Between the Reading Activities and Reading Skill Levels of Intermediate Learners

Dependent Variables	r	p	Interpretation	Decision
Reading Accuracy	.898	.000	Very High Positive Correlation	Reject H ₀₆ (Significant)

Reading Rate	.695	.000	High Positive Correlation	Reject H_{06} (Significant)
Reading Prosody	.899	.000	Very High Positive Correlation	Reject H_{06} (Significant)
Reading Comprehension	.422	.000	Low Positive Correlation	Reject H_{06} (Significant)
Overall	.812	.000	Very High Positive Correlation	Reject H_{06} (Significant)

The indicator reading accuracy had a correlation coefficient $r = 0.898$ with $p = 0.000$, interpreted as a very high positive correlation, leading to the rejection of H_{06} . Reading rate showed $r = 0.695$ with $p = 0.000$, interpreted as a high positive correlation, and H_{06} was rejected. Reading prosody had $r = 0.899$ with $p = 0.000$, interpreted as a very high positive correlation, with H_{06} rejected. Reading comprehension showed $r = 0.422$ with $p = 0.000$, interpreted as a low positive correlation, and H_{06} was rejected, indicating significant correlations between reading activities and all skill-level indicators.

In summary, the combined correlation between reading activities and learners' reading skill levels had $r = 0.812$ with $p = 0.000$, interpreted as a very high positive correlation, and H_{06} was rejected, demonstrating a strong and significant correlation. This finding indicates that engaging in reading activities strongly enhances learners' reading accuracy, prosody, and overall skills, while moderately influencing reading rate and comprehension. The results suggest that consistent and structured reading activities contribute significantly to the development of intermediate learners' reading proficiency. It also highlights the importance of interactive and meaningful reading practices in improving various dimensions of reading skills. The present study was parallel with the findings of Gulay and Pontillas (2024) that active engagement in reading activities positively affects learners' reading performance.

A very high positive significant correlation denotes a strong, direct, and meaningful correlation between two variables, meaning that an increase in one variable corresponds to a proportional increase in the other. In this study, it shows that higher participation in reading activities strongly improves learners' reading skill levels. The present study was aligned with the findings of Valido (2025) that consistent reading practice is essential in developing learners' reading proficiency across multiple skill areas.

4.10. An Enhanced School and Home Reading Program to Improve the Reading Instructional Practices of Teachers, Home Reading Support of Parents, Reading Activities, and Reading Skill Levels of Intermediate Learners

The Enhanced School and Home Reading Program was designed to improve teachers' reading instructional practices, parents' home reading support, learners' engagement in reading activities, and overall reading skills of intermediate learners. Its purpose is to strengthen foundational reading skills, comprehension, fluency, and motivation by fostering consistent, structured, and collaborative reading experiences at school and at home. The program flows through coordinated strategies that integrate phonics, schema, fluency, and play-based reading in the classroom, coupled with guided parental involvement and diverse reading activities at home. Its significance lies in promoting active participation, consistent practice, and supportive interactions, which research shows are strongly correlated with improved reading performance.

Overall, the program contributes to higher learner achievement by enhancing teacher instruction, parental engagement, reading activity participation, and learners' proficiency in accuracy, rate, prosody, and comprehension.

5. CONCLUSIONS

1. Intermediate learners perceived that teachers frequently practiced reading strategies in phonics, schema, fluency, and play-based reading, with some always practiced, showing consistent focus on foundational skills, comprehension, fluency, and engagement, while less consistent strategies need reinforcement.
2. Intermediate learners generally viewed their parents' home reading support as moderately helpful, as parents encourage reading, provide materials, guide understanding, and monitor routines, but inconsistent support highlights the need for more regular and structured involvement to improve learners' reading skills and engagement.
3. Intermediate learners frequently engage in individualized, peer, group reading, and reading games, showing active participation in reading activities, though continued guidance and encouragement are still needed to strengthen consistency and cooperation.
4. Intermediate learners generally show proficient reading skills in accuracy, rate, prosody, and comprehension, but they still need continuous practice and support to further improve their reading ability.
5. A very high positive significant correlation between teachers' reading instructional practices and home reading support shows that when teachers use effective reading strategies, parents also provide stronger reading support to their children at home.
6. A very high positive significant correlation between teachers' reading instructional practices and reading activities shows that when teachers use effective reading strategies, learners become more actively involved in individualized, peer, group reading, and reading games.
7. A very high positive significant correlation between teachers' reading instructional practices and reading skill levels shows that when teachers use effective and supportive reading strategies, learners' reading accuracy, prosody, rate, and overall reading skills improve.
8. A very high positive significant correlation between home reading support and reading activities shows that when parents provide more support at home, learners become more engaged in individualized reading, peer reading, group reading, and reading games.
9. A very high positive significant correlation between home reading support and reading skill levels shows that when parents provide more reading support at home, learners' reading accuracy, rate, prosody, and comprehension greatly improve.
10. A very high positive significant correlation between reading activities and reading skill levels shows that when learners engage more often in reading activities, their reading accuracy, prosody, rate, and overall reading skills greatly improve.
11. An enhanced school and home reading program was developed to improve the reading instructional practices of teachers, home reading support of parents, reading activities, and reading skill levels of intermediate learners.

6. RECOMMENDATIONS

1. Teachers shall consistently reinforce all reading strategies, especially those less frequently practiced, to strengthen learners' foundational skills, comprehension, fluency, and engagement.

2. Parents shall provide regular and structured reading support at home to enhance learners' reading skills and engagement.
3. Learners shall be continuously guided and encouraged to maintain consistent participation and cooperation in individualized, peer, and group reading activities, as well as reading games.
4. Learners shall engage in continuous practice and receive ongoing support to further improve their accuracy, rate, prosody, and comprehension.
5. Teachers shall collaborate with parents to align reading strategies, ensuring stronger and more consistent home reading support.
6. Teachers shall implement effective reading strategies that actively involve learners in individualized, peer, group reading, and reading games.
7. Teachers shall employ supportive reading strategies to enhance learners' accuracy, prosody, rate, and overall reading skills.
8. Parents shall increase support at home to encourage greater learner engagement in all reading activities.
9. Parents shall provide consistent reading support to improve learners' accuracy, rate, prosody, and comprehension.
10. Learners shall participate frequently in diverse reading activities to strengthen their overall reading skills.
11. Schools shall implement the enhanced school and home reading program to holistically improve teaching practices, parental support, reading activities, and learners' reading proficiency.
12. Further studies on reading instructional practices, home reading support, and learner engagement shall be conducted to identify additional strategies for improving reading skills and program effectiveness.

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