

Reading Comprehension Skills and Academic Performance of Intermediate Learners in English at Pansiguan Integrated School

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ABSTRACT

This study assessed the reading comprehension skills and academic performance of intermediate learners in English at Pansiguan Integrated School for School Year 2025-2026. It utilized a descriptive-correlational design involving 33 Grade 4 to Grade 6 learners. Data were gathered using learner profile information, a reading comprehension skills instrument, Philippine Informal Reading Inventory (Phil-IRI) results, and first-quarter English grades. Frequency, percentage, mean, and Pearson product-moment correlation were used to analyze the data. Results showed that most learners came from households where parents had completed high school, 58% studied with parental supervision, and all learners reported studying less than one hour daily. Learners demonstrated very good performance in phonetic

awareness ($M = 4.53$) and phonics ($M = 4.82$), good performance in decoding ($M = 4.06$) and word identification ($M = 3.96$), and fairly good performance in fluency ($M = 3.40$), vocabulary ($M = 3.40$), and communication ($M = 4.02$), with an overall mean of 4.03. Phil-IRI results indicated that 48% were independent readers, 25% were instructional readers, and 27% were frustration readers. Academic performance in English was generally favorable, with 49% attaining Very Satisfactory performance and no learner falling below expectations. Correlation results showed no significant relationship between reading comprehension skills and profile variables, and a weak negative, non-significant relationship between reading comprehension skills and English academic performance ($r = -0.130$, $p = 0.472$). Based on the findings, a Reading Comprehension Enhancement Program was proposed to strengthen fluency, vocabulary, comprehension strategies, parental support, guided reading, and progress monitoring.

Keywords: *academic performance, English, intermediate learners, Phil-IRI, reading comprehension, reading intervention*

INTRODUCTION

Reading is one of the most essential skills that learners need to develop, especially in English where comprehension provides access to new information, subject-area learning, and academic success. Reading is no longer viewed only as a skill acquired in the early grades; rather, it is recognized as an expanding set of strategies that learners develop across contexts and throughout schooling. Strong comprehension allows learners to interpret, analyze, and apply ideas from written texts, while weak comprehension can limit achievement across learning areas (Adams, 1990; National Reading Panel, 2000).

In the Philippine basic education context, literacy remains a persistent concern. Recent national discussions have emphasized that many learners complete basic education without reaching functional literacy standards. In response, the Department of Education has strengthened reading assessment and remediation initiatives, including

the Philippine Informal Reading Inventory and summer literacy programs intended to address learning gaps among struggling readers (Department of Education, 2018, 2025). These initiatives highlight the need for schools to use assessment results as bases for targeted reading interventions.

Research on reading comprehension shows that effective instruction may include guided reading, technology-assisted learning, vocabulary development, interactive read-aloud, KWL strategies, illustrated reading texts, and differentiated interventions for learners who need support (Apolinario & Dayao, 2024; Quinto et al., 2020; Temporal, 2025; Tolibas, 2025). These approaches emphasize that reading comprehension is shaped not only by decoding and word recognition but also by fluency, vocabulary, communication, motivation, and instructional support.

At Pansiguan Integrated School, intermediate learners are expected to develop sufficient reading comprehension skills to perform well in English. However, differences in learners' reading levels and performance suggest the need to examine their specific strengths and weaknesses. This study therefore investigated the reading comprehension skills, reading levels, academic performance, and related profile variables of intermediate learners as a basis for a reading comprehension enhancement program.

Literature Review

Reading Comprehension and Foundational Reading Skills

Reading comprehension is a complex process that requires learners to decode words, recognize vocabulary, connect ideas to prior knowledge, and construct meaning from text. Foundational skills such as phonetic awareness, phonics, decoding, word identification, fluency, vocabulary, and communication support comprehension development. Ehri (2020) emphasizes that sight word development and word recognition are important phases of reading growth, while the National Reading Panel (2000) identifies phonemic awareness, phonics, fluency, vocabulary, and comprehension as major components of effective reading instruction.

Learner Profile, Parental Guidance, and Reading Development

Learner profile factors such as parental educational attainment, parental guidance, and study habits may influence reading development. Parental involvement has been associated with academic achievement because it provides encouragement, supervision, and learning support at home (Fan & Chen, 2001; Hill & Tyson, 2009). However, the strength of this relationship may vary depending on the learners' context, the quality of support, access to reading materials, and school-based interventions.

Reading Comprehension and Academic Performance

Academic performance reflects how learners achieve expected learning outcomes, usually measured through grades and assessment results (York et al., 2015). Reading comprehension is often considered a key predictor of academic performance because learners who understand written texts can better interpret directions, process lessons, and complete written tasks. Studies by Picardal (2025) and Temporal (2025) have shown that learners with stronger comprehension levels generally perform better academically, although contextual factors such as assessment methods, motivation, study habits, and instructional practices may also influence school performance.

Reading Intervention Programs

Reading intervention programs are commonly designed using diagnostic assessment results. Effective programs typically combine guided reading, vocabulary activities, comprehension strategy workshops, parental involvement, peer tutoring, remediation, and progress monitoring. When interventions are aligned with actual reading levels, they can support learners at independent, instructional, and frustration levels and help teachers provide differentiated support.

METHODS

Research Design

The study employed a descriptive-correlational research design. The descriptive component was used to determine the learners' profile, reading comprehension skills, reading level, and academic performance in English. The correlational component was used to determine whether reading comprehension skills were significantly related to profile variables and academic performance.

Research Locale

The study was conducted at Pansiguan Integrated School during School Year 2025-2026. The locale was selected because the school implements English reading instruction and uses reading assessment results to guide learner support and intervention planning.

Participants and Sampling Technique

The respondents were 33 intermediate learners composed of Grade 4, Grade 5, and Grade 6 pupils. The study included learners who were assessed using the reading comprehension instrument, Phil-IRI reading level classification, and first-quarter English performance data.

Table 1. *Distribution of Intermediate Learners by Grade Level*

Grade Level	No. of Learners	Percentage
Grade 4	8	24%
Grade 5	16	49%
Grade 6	9	27%
Total	33	100%

Research Instrument

The study used profile data sheets, a reading comprehension skills questionnaire, Phil-IRI reading level results, and first-quarter English grades. Reading comprehension skills were assessed in terms of phonetic awareness, phonics, decoding, word identification, fluency, vocabulary, and communication. The Phil-IRI was used to classify learners as Independent, Instructional, Frustration, or Non-Reader.

Data Gathering Procedure

The researcher secured permission to conduct the study, gathered learner profile information, administered the reading comprehension skills instrument, obtained Phil-IRI reading level data, and recorded the learners' first-quarter English grades. The data were organized, encoded, and analyzed according to the study objectives.

Data Analysis

Frequency and percentage were used to describe learner profile, reading level, and academic performance. Mean was used to describe reading comprehension skills. Pearson product-moment correlation was used to test the relationships between reading comprehension skills and profile variables, and between reading comprehension skills and academic performance in English.

Ethical Consideration

The study observed ethical procedures by securing school permission and ensuring that learner information was handled confidentially. Data were used only for academic and research purposes, and results were presented in summary form without identifying individual learners.

RESULTS AND DISCUSSION

Profile of Intermediate Learners

The learners' profile showed that most parents had completed high school. Specifically, 67% of fathers and 70% of mothers had high school education, while smaller proportions had elementary or college education. No parent was reported to have graduate studies. In terms of academic guidance, 58% of learners studied with parental supervision, while 42% studied without parental supervision. All learners reported studying less than one hour daily. These findings suggest that home support exists for many learners, but study time remains limited and may require structured routines and parent-guided reading activities.

Table 2. *Parents' Educational Attainment*

Parents' Educational Attainment	Frequency	Percentage
Father: No formal education	0	0%
Father: Elementary	10	30%
Father: High School	22	67%
Father: College	1	3%
Father: Graduate Studies	0	0%
Mother: No formal education	0	0%
Mother: Elementary	9	27%
Mother: High School	23	70%
Mother: College	1	3%
Mother: Graduate Studies	0	0%

Table 3. *Academic Guidance and Study Habits of Learners*

Indicator	Frequency	Percentage
Studies with supervision of parents	19	58%
Studies without supervision of parents	18	42%
Less than 1 hour	33	100%
1-2 hours	0	0%
2-3 hours	0	0%
More than 3 hours	0	0%

Reading Comprehension Skills of Learners

Learners demonstrated their strongest skills in phonics ($M = 4.82$) and phonetic awareness ($M = 4.53$), both described as Very Good. Decoding ($M = 4.06$) and word identification ($M = 3.96$) were described as Good. However, fluency ($M = 3.40$), vocabulary ($M = 3.40$), and communication ($M = 4.02$) were described as Fairly Good in the summarized results. The overall mean of 4.03 indicates that learners have foundational strengths but still require support in fluency, vocabulary development, and comprehension-related communication.

Table 4. *Summary of Reading Comprehension Skills*

Reading Comprehension Skills	Mean	Description
Phonetic Awareness	4.53	Very Good
Phonics	4.82	Very Good
Decoding	4.06	Good
Word Identification	3.96	Good
Fluency	3.40	Fairly Good
Vocabulary	3.40	Fairly Good
Communication	4.02	Fairly Good
Overall Mean	4.03	Fairly Good

Reading Level Based on Phil-IRI

Phil-IRI results revealed that 48% of the learners were independent readers, 25% were Instructional readers, and 27% were Frustration readers. No learner was identified as a Non-Reader. While nearly half of the learners could read independently, the combined proportion of instructional and frustration readers indicates that a substantial group still needs guided reading support and differentiated comprehension activities.

Table 5. *Reading Level of Intermediate Learners Based on Phil-IRI*

Description	Frequency	Percentage
Independent	16	48%
Instructional	8	25%
Frustration	9	27%
Non-Reader	0	0%
Total	33	100%

Academic Performance in English

The academic performance of learners in English during the first quarter was generally favorable. Nearly half of the learners (49%) attained Very Satisfactory performance, 15% were Outstanding, 15% were Satisfactory, and 21% were Fairly Satisfactory. No learner was classified under Did Not Meet Expectations. These findings suggest that most learners were meeting expected standards in English, although the presence of learners in the Fairly Satisfactory level points to the need for continued academic and reading support.

Table 6. *Academic Performance in English During the First Quarter*

Description	Frequency	Percentage
Outstanding (90-100)	5	15%
Very Satisfactory (85-89)	16	49%
Satisfactory (80-84)	5	15%
Fairly Satisfactory (75-79)	7	21%
Did Not Meet Expectations (below 75)	0	0%
Total	33	100%

Relationship Between Reading Comprehension Skills and Learner Profile

Pearson correlation results showed weak positive but non-significant relationships between reading comprehension skills and father's educational attainment ($r = 0.195$, $p = 0.277$), mother's educational attainment ($r = 0.092$, $p = 0.610$), and academic guidance ($r = 0.088$, $p = 0.628$). Correlation with study habits could not be computed because all learners reported the same value. These results indicate that, in this group, profile variables alone did not significantly predict reading comprehension skills.

Table 7. *Relationship Between Reading Comprehension Skills and Learner Profile*

Dependent Variable	Independent Variable	Pearson r	p-value	Interpretation
Reading Comprehension Skills	Father's Educational Attainment	0.195	0.277	Weak positive, not statistically significant
Reading Comprehension Skills	Mother's Educational Attainment	0.092	0.610	Weak positive, not statistically significant
Reading Comprehension Skills	Academic Guidance	0.088	0.628	Weak positive, not statistically significant
Reading Comprehension Skills	Study Habits	N/A	N/A	Cannot compute correlation (constant value)

Relationship Between Reading Comprehension Skills and Academic Performance

The relationship between reading comprehension skills and academic performance in English was weakly negative and not statistically significant ($r = -0.130$, $p = 0.472$). This means that within this specific group of learners, higher self-assessed reading comprehension skills did not necessarily correspond to higher first-quarter English grades. The result does not diminish the importance of reading comprehension, but it suggests that grades may also be influenced by other factors such as classroom participation, written work, performance tasks, assessment design, study routines, and teacher support.

Table 8. *Relationship Between Reading Comprehension Skills and Academic Performance in English*

Dependent Variable	Independent Variable	Pearson r	p-value	Interpretation
Reading Comprehension Skills	Academic Performance in English	-0.130	0.472	Weak negative, not statistically significant

Proposed Reading Comprehension Enhancement Program

Based on the findings, a Reading Comprehension Enhancement Program was proposed to strengthen learners' fluency, vocabulary, and comprehension strategies. The program includes diagnostic assessment, guided reading, vocabulary enrichment, parent involvement, a mini-library or reading corner, peer tutoring, remedial classes, and progress monitoring. These components respond directly to the identified needs of learners at instructional and frustration levels and to the fairly good areas of comprehension skills.

Table 9. *Proposed Reading Comprehension Enhancement Program*

Program Component	Activities	Resources Needed	Estimated Budget (PHP)	Timeline
Diagnostic and Baseline Assessment	Administer PHIL-IRI oral and silent reading; identify reading levels.	PHIL-IRI tool, printing materials	1,000	Week 1
Guided Reading Sessions	Small-group guided reading focused on decoding and vocabulary activities.	Printed passages, leveled texts, flashcards	3,000	Weeks 2-10
Vocabulary Enrichment Program	Word of the Week activities, vocabulary games, and word walls.	Manila paper, markers, word cards	1,500	Weeks 2-10
Reading Comprehension Strategy Workshops	Teach predicting, inferring, summarizing, questioning, and visualizing.	Strategy posters, graphic organizers	2,000	Weeks 3-12
Parent Involvement and Academic Guidance	Parent orientation and home reading logs.	Printed modules, reading logs	1,000	Week 4 and ongoing
Reading Corner / Mini-Library Enhancement	Set up reading corner and add age-appropriate books.	Books, shelves, mats, posters	8,000	Week 2
Peer Tutoring Program	Pair struggling readers with advanced readers for weekly guided sessions.	ID tags, progress sheets	500	Weeks 3-12
Teacher-Led Remedial Classes	Provide after-class or catch-up sessions for learners at frustration and instructional levels.	Worksheets and remediation plans	2,000	Weeks 3-12
Progress Monitoring and Evaluation	Monthly reading assessments and learner progress tracking.	Assessment forms, summary sheets	1,000	Monthly

CONCLUSION

The study concludes that the intermediate learners of Pansiguan Integrated School generally possess strong foundational reading skills, particularly in phonetic awareness and phonics. However, relative weaknesses remain in fluency, vocabulary, and communication or comprehension-related skills. Phil-IRI results further show that although nearly half of the learners are independent readers, a considerable number remain at the instructional and frustration levels and therefore need targeted reading support. English academic performance was generally satisfactory to very satisfactory, with no learner failing to meet expectations. The study also concludes that the selected profile variables were not significantly related to reading comprehension skills, and reading comprehension skills were not significantly related to academic performance in English based on the computed Pearson correlation. These results emphasize the need for direct, sustained, and differentiated reading interventions rather than relying only on demographic or profile factors to explain learner performance.

Recommendations

Learners should actively participate in guided reading sessions, vocabulary activities, comprehension exercises, and peer-assisted reading to strengthen fluency, vocabulary, and text understanding. Parents are encouraged to provide regular home reading supervision, allocate daily reading time, and support reading logs and simple comprehension conversations at home. Teachers should implement differentiated reading instruction based on Phil-IRI results, particularly for learners at the instructional and frustration levels. The school may institutionalize a Reading Comprehension Enhancement Program that includes diagnostic assessment, guided reading, vocabulary enrichment, reading corners, peer tutoring, teacher-led remediation, and regular progress monitoring. Future researchers may conduct a larger study using multiple schools, longer monitoring periods, and additional variables such as motivation, attendance, assessment scores, reading materials at home, and teacher interventions to better explain the relationship between reading comprehension and English performance.

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