Guided Reading Strategies for Struggling Learners

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Abstract

The guided reading strategies are essential in assisting those learners burdened with difficulties in reading comprehension. Without conscious attention to such strategies, these students are significantly compromised in their academic development. On this note, this study sought to determine the guided reading strategies employed by struggling readers in a cluster of large-sized schools in a division in Central Philippines during the academic year 2024-2025. With a descriptive research design, data were gathered from 154 Key Stage 2 learners via a survey questionnaire of 30 items. The results indicated that the guided reading strategies were implemented at a very high rating level. An analysis of the strategies according to age, sex, parents' highest educational attainment, and grade showed that they were effective across the key focus areas of fluency development, vocabulary acquisition, and comprehension. In particular, a significant difference existed in students' levels regarding their grade levels on the guided reading strategies. These findings imply that school leaders should work with reading teachers to design more focused and responsive guided reading strategies and interventions that address the needs of struggling learners.

Keywords: *Guided reading strategies, struggling learners, fluency development, vocabulary development, comprehension strategies*

Bio-Profile:

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Introduction

Reading is a fundamental component of all learning linked to academic success and the ability to fully engage in many aspects of life (Evans & Hares, 2021). Mastering reading skills empowers individuals to navigate various challenges and opportunities. However, many students still struggle with reading in our country today. Taganas and Jacinal (2024) reported that the disruption of education during the pandemic affected more than 90% of students' reading development. English teachers, during the face-to-face classes, noticed several struggling readers in their class who have difficulty understanding the concepts, and they will fail to attain the learning competencies expected of them due to their lack of skill in reading.

Guided reading is a strategy used by teachers in teaching reading, a differentiated instructional approach that is essential to meeting the needs of the learners in a grade. The essential goal of guided reading is to teach learners reading strategies to help enhance their fluency, vocabulary, and comprehension skills. For guided reading to be successful, the classroom environment should be inviting and engaging, with differentiated and varied reading materials and activities to help build a community of readers (Roble, 2024).

However, teaching learners who struggle with reading is a very challenging task. Teaching learners who struggle with reading demands a significant investment of time, effort, and resources from the teachers, especially in addressing the various challenges they may face during the teaching process. Having struggling learners in reading can pose challenges to maintaining a structured and productive classroom environment (Griffin, 2019). These challenges can disrupt the learning environment and require additional classroom management strategies to create a supportive and structured atmosphere (Chandler-Olcott et al., 2020).

Like every other school in the Philippines, the researcher's school also has learners who struggle with reading. The researcher encountered various challenges when assisting struggling readers in the classroom. Some difficulties include addressing diverse needs in fluency, vocabulary, and comprehension. By being aware of these difficulties and implementing appropriate strategies, teachers can create inclusive learning environments that support the reading development of struggling learners. Given these factors, the researcher believes this topic is timely and warrants a thorough investigation. The study's findings will serve as the foundation for developing an action plan to address the challenges and obstacles teachers encounter when teaching struggling readers.

.Literature Review

Guided reading strategies are a vital method in the teaching and learning process. Guided reading enables teachers to support students who struggle with literacy, particularly in reading comprehension. The method also applies to activities such as reading aloud, independent reading, and shared reading. Teachers are important in guiding their students with systematic reading strategies as scaffolding measures in literacy learning. The strategies will actively improve students' understanding and help them develop their comprehension skills. Teachers must be attentive and value the systematic, guided reading strategies supporting their students' reading comprehension and discovering and recognizing the feasible reading strategies that emphasize such effort (Ramsa & Rawian, 2021).

According to Roble (2024), guided reading is a strategy that focuses on developing early reading skills, fluency, vocabulary, and comprehension. The learners are grouped based on their intellectual capability and needs. Then, the teacher must formulate reading activities that are differentiated and conducted in individualized or small group discussions, helping the learners acquire skills in reading.

Fluency development is a guided reading strategy for struggling learners. Fluency is the ability to read a text accurately and smoothly. When fluent readers read aloud, their expression, intonation, and pacing sound natural, much like speaking (Tánczikné, 2017). The term fluency is defined as the ability to use language quickly and confidently without too many hesitations or too many unnatural pauses to cause barriers in communication. Fluency is an expectation for anyone who wishes to be competent in a target language that they have spent time and effort acquiring. We should continue using repeated reading strategies that positively affect reading fluency with small groups or individuals (Wu & Gadke, 2017). Roble (2024) revealed that involving all learners in a group to participate in reading activities, where teachers act as guides and provide support to overcome difficulties in learning reading skills, made the integration effective. In this kind of teaching strategy, the teacher works with the learners and provides targeted support and feedback to help the learners develop their reading skills. Aside from that, the differentiated reading selections, activities, and learning materials motivate the learners to focus on the reading skills essential to learning other subjects.

Vocabulary development is a sub-skill that learners need to focus on to achieve comprehension. Teachers must be aware of vocabulary development's effect on an individual's overall communication skills, including conversation, presentation, and speaking engagements; without acquiring words, learners may find it difficult to express themselves effectively (Vinalon, 2023). Omar (2021) revealed that word games are critical in learning vocabulary. To learn and retain new words, learners should participate in different task-based activities in their classroom, and such activities also include vocabulary games, which mainly focus on helping students develop and use words in different contexts by making the lessons enjoyable. For greater improvement in the teaching of vocabulary, Mofareh (2015) mentioned some strategies and techniques teachers can apply, such as focusing on form and meaning, recalling short- and long-term memory, employing real objects, using cooperative learning strategies, incorporating a

wide variety of learner preferences, applying total physical response, introducing lexical sets within a defined cultural context, drilling, and spelling.

Furthermore, comprehension strategies involve complex interactions between the reader and the text, utilizing multiple skills (Ulker, 2017). Among the various known strategies, some are effective for certain students while others benefit different students; similarly, some strategies are more suitable for specific types of reading material than others. It is important to understand that to improve students' comprehension, teachers should consider students' skill level, group dynamic, age, gender, and cultural background, as well as the type of text they deal with, to determine the approach to take. No single approach or strategy can fit all levels of learners. Thus, according to Banditvilai (2020), students needed to be trained or guided in the use of different reading strategies so that they would know how to apply them for successful comprehension of academic materials. Teachers will require the skills to teach reading strategies that will assist students in understanding and applying the appropriate strategies to become skilled readers. Aritonang et al. (2018) revealed that students still had difficulty defining the main idea and content of the text even after being taught skimming and scanning techniques. On the contrary, Banditvilai (2020) revealed that skimming and scanning have helped students improve their reading comprehension. Likewise, Mokalu et al. (2021) concluded that using skimming-scanning techniques is efficacious in improving students' reading comprehension, and these two techniques are proper to be applied in the learning process.

Theoretical Underpinning

This study is anchored in the schema theory by Rumelhart (1980), which gives an overview of how information is shaped and stored in the reader's mind through reading. Schema theory emphasizes the importance of generic knowledge that aids mental representation formation. In the educational process, teachers' task would be to help learners develop new schemata and establish connections between them, ultimately improving their memory. Background information and prior knowledge are also vitally important. Schema theory is often used to assist in learning a second language. If we fail to create a sufficient number of schemata when reading a text, reading comprehension and mastering another language will become difficult.

The theory also explains that any text, spoken or written, does not carry meaning. This text explains how a reader should retrieve or construct meaning from previously acquired knowledge. Comprehending words, sentences, and the entire text requires relating the materials to one's stored knowledge. Compelling reading combines the non-visual information already stored or organized in the brain and the present visual information printed on the page.

As a link in the present study, schema theory will determine the capability of the learners to perform satisfactorily if given the opportunity. The teachers will use assessment and evaluation activities to examine reading comprehension skills and understand the discrepancies between the learners' current and desired reading proficiencies. Hence, the teacher may be able to

adjust his/her teaching methods for the learners and should not hesitate to make necessary changes.

Objectives

This study aimed to determine the guided reading strategies for struggling learners. Specifically, it determined 1) the level of guided reading strategies for struggling learners across three key areas: fluency development, vocabulary development, and comprehension strategies, and 2) whether there were significant differences in the level of guided reading strategies when grouped according to the demographic variables.

Methodology

This portion presents a discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedures for data analysis.

Research Design

This study employed the descriptive research design to determine the level of guided reading strategies for struggling learners. According to Creswell and Poth (2019), descriptive research is simply an attempt to determine, describe, or identify what something is and to establish why it is that way or how it came to be. Through data collection, descriptive research aims to shed light on current issues or problems, enabling a more comprehensive description of the situation than would be possible without this method. In its essence, it describes various aspects of the phenomenon. In its popular format, descriptive research describes the characteristics and behavior of the sample population.

Study Respondents

The study's respondents were the 154 key stage 2 learners from the total population 256, with the sample size determined using the Cochran formula (1977). A stratified random sampling technique was employed to ensure representativeness by dividing the population into subgroups and selecting a random sample from each stratum (Nickolas, 2021).

Instrument

This study utilized a researcher-made questionnaire. The researcher made a questionnaire in two parts. The first part comprises the personal profile of the parents in terms of age, sex, parents' highest educational attainment, and grade level. The second part of the questionnaire answers the level of guided reading strategies. The level of guided reading strategies is split into fluency development, vocabulary development, and comprehension strategies. It is composed of 10 items per area with 30 items. The respondents were asked to rate each item using the five-

point Likert scale, which contains the following scores: 5 –Always; 4 –Often; 3 –Sometimes; 2 –Rarely; and 1 –Almost Never. The research instrument was subjected to validity (4.74-excellent) and reliability (0.916-excellent).

Data Collection Procedure

To ensure the smooth conduct of the study, the researcher employed the following procedures: The researcher sent a letter of request for the study's conduct to the Office of Schools Division Superintendent of Negros Oriental. Following approval, the researcher also sent letters to school heads of all component schools, attaching an approved letter to the superintendent. Once the second request received approval, the school heads of each school electronically distributed the research instrument to their teachers who were struggling learners in reading. The researcher also asks permission and assistance from classroom advisers of struggling learners to distribute research instruments. A consent form was given to the parents to allow their children to be the subject of the study. The purpose of the study was adequately explained to the learners and the parents by the researcher. The learners' responses to the research questionnaire were anonymous, and the researcher preserved the confidentiality of the learners' data. The questionnaires were administered during the learners' free time to not hamper the schedule of classes. Upon the 100% retrieval of the data needed, it was tallied and presented in tabular form for the researcher to interpret and analyze it straightforwardly.
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Data Analysis and Statistical Treatment

Objective No. 1 used the descriptive analytical scheme and weighted mean to determine the level of guided reading strategies for struggling learners regarding fluency development, vocabulary development, and comprehension strategies. Objective No. 2 used the comparative analytical scheme, Mann-Whitney U-test, and Kruskal Wallis H-test to determine the significant difference in the level of guided reading strategies for struggling learners when grouped according to demographic profiles.

Ethical Considerations

To ensure ethical considerations of research, all participants were informed about the details of the study. Participation in the study was voluntary, and the respondents could withdraw without consequences. We informed them about the study's academic purpose. Only the researcher(s) had access to the data, ensuring confidentiality. Moreover, during the study, the researcher strictly observed the governing guidelines and policies of the Data Privacy Act of 2012 to ensure security measures are in place to protect personal and sensitive information. This commitment to ethical standards fostered trust among participants and enhanced the integrity of the research findings. We aimed to uphold professionalism in our research process by adhering to these guidelines. Moreover, parental consent and learners' assent forms were administered before administering the research questionnaire.

Results and Discussions

In this section, the data gathered were further treated, presented, analyzed, and interpreted to focus on the study's specific objectives.

Table 1

Level of Guided Reading Strategies for Struggling Learners According to Fluency Development

Items	Mean	Interpretation
My teacher…		
1. reads the text aloud with emphasis on expression and intentional pausing to remember the sound of words easily.	4.42	High Level
2. Play audio- and visually assisted reading while the pupils read the exact text aloud.	4.19	High Level
3. corrects whenever the pupil wrongly pronounces the word(s).	4.36	High Level
4. lets us read texts multiple times to improve fluency.	4.11	High Level
5. Let us read with pairs (fluent and less fluent readers).	3.75	High Level
6. conducts a choral or group reading of poems and songs.	3.77	High Level
7. conducts a radio/TV reading activity wherein the pupils are encouraged to write their news stories and read them aloud in the classroom.	3.94	High Level
8. employs a repeated reading strategy every week.	3.93	High Level
9. conducts a readers' theatre activity wherein the pupils are responsible for reading their parts of the script in front of the class.	4.10	High Level
10. regularly conducts reading fluency assessments and feedback.	4.08	High Level
Overall Mean	**4.07**	**High Level**

Table 1 presents the level of guided reading strategies for struggling learners in fluency development. The respondents obtained an overall mean score of 4.07, interpreted as a high level. This indicates that fluency development strategies were employed for struggling learners in reading.

Investigating further, respondents assessed a highest mean score of 4.42 on item No. 1, stating, my teacher reads the text aloud with emphasis on expression and intentional pausing for easy remembering of the sound of words and interpreted it as a high level. On the other hand, the lowest mean of 3.75 was on item No. 5, stating that my teacher lets us read in pairs (fluent and less fluent readers), which is interpreted as a high level.

The result implies that reading with pairs was seldom employed for struggling learners. Teachers seldom employ this strategy because there are only a few fluent readers in the classroom;

thus, most teachers prefer group or classroom oral reading guided by the teacher so that struggling learners can catch up without feeling ashamed for not being fluent in reading. Guidance and support from teachers are significant factors in overcoming literacy issues and developing fluency skills for struggling learners in reading. These supportive strategies foster a more inclusive learning environment and empower learners to take risks in reading. By creating a safe space for practice and growth, teachers can help learners find their voice and build the confidence necessary to strengthen their literacy skills. The finding is supported by Roble (2024), who revealed that involving all learners in a group to engage in reading activities where teachers serve as guides and support in unlocking difficulty in learning reading skills had made the integration effective. Further, in this teaching strategy, the teacher works with the learners and provides targeted support and feedback to help the learners develop their reading skills. Aside from that, the differentiated reading selections, activities, and learning materials motivate the learners to focus on learning the essential reading skills in learning other subjects.

Table 2
Level of Guided Reading Strategies for Struggling Learners According to Vocabulary Development

Items	Mean	Interpretation
My teacher…		
1. Repeatedly exposes the pupils to selected words to easily absorb their meaning.	4.42	High Level
2. often uses idioms that help with a better explanation of the meaning of the text.	4.38	High Level
3. allows the pupils to play crossword puzzles in the classroom to increase vocabulary.	3.73	High Level
4. uses synonyms, antonyms, and homophones to better understand the meaning of the words.	4.20	High Level
5. regularly conducts spelling tests.	3.93	High Level
6. allows the pupils to use a dictionary.	3.73	High Level
7. encourages the pupils to play word games such as Scrabble, scramble words, etc.	3.64	High Level
8. teaches us word-root activities to help us better understand the word's meaning.	4.27	High Level
9. uses visual aids, such as pictures and flashcards, that support understanding the word.	3.95	High Level
10. uses context clues to determine the meaning of unfamiliar words.	4.04	High Level
Overall Mean	**4.03**	**High Level**

Table 2 discloses the results of guided reading strategies for struggling learners in vocabulary development. Respondents assessed an overall mean score of 4.03 and interpreted it as high. The result suggests that the teachers implemented the vocabulary development strategies.

The respondents obtained the highest mean score of 4.42 on item No. 1, stating, "My teacher repeatedly exposed the pupils to selected words so they could easily absorb their meaning," which is interpreted as a high level. In contrast, the lowest mean score of 3.64 was on item No. 7: "My teacher encourages the pupils to play word games such as Scrabble, scramble words, etc.," which is interpreted as a high level."

The finding implies that teachers seldom played word games as part of their vocabulary development. This misconception is due to the belief held by some teachers that language games are a waste of time and resources, leading them to avoid their use in the classroom, as they may be perceived as merely a fun element. While some teachers may think vocabulary learning is easy, learning new vocabulary items has always been challenging for struggling learners. Learners acquire new vocabulary more quickly and retain it better when applied in a relaxed and comfortable environment, for instance, playing English word games such as crossword puzzles and Scrabble. These games make the learning process enjoyable and encourage collaboration among learners, fostering a sense of community. Teachers can create a dynamic atmosphere that enhances retention and motivation by integrating such activities into lesson plans. The finding is supported by Omar (2021), who reveals that word games play a vital role in learning vocabulary. To learn and retain new words, learners should participate in different task-based activities in their classroom, and such activities also include vocabulary games, which mainly focus on helping learners develop and use words in different contexts by making the lessons enjoyable.

Table 3
Level of Guided Reading Strategies for Struggling Learners According to Comprehension Strategies

Items	Mean	Interpretation
My teacher…		
1. Uses an inference-making strategy to link the word's meaning to existing related knowledge.	4.34	High Level
2. uses a predicting outcome strategy to help learners think about what may appear next for a better understanding of the text.	4.20	High Level
3. uses a cause-and-effect relationship strategy to help easily comprehend the words and sentences.	4.23	High Level
4. uses a paraphrasing strategy by restating the text in different words to enhance a basic understanding of the information in the sentences.	4.22	High Level
5. Regular monitoring and feedback on the learner's comprehension skills are conducted.	4.12	High Level
6. regularly conduct silent reading activities.	4.21	High Level
7. uses skimming and scanning strategies to increase learners' skills in finding the necessary information in the text without reading through the whole thing.	3.89	High Level

8. plays short films to develop our listening comprehension skills.		4.03	High Level			
9. employs storytelling activities to improve comprehension skills.		3.97	High Level			
10. encourages the learners to read various genres of reading materials.		4.14	High Level			
Overall Mean		**4.14**	**High Level**			

Table 3 divulges the data on the level of guided reading strategies for struggling learners in comprehension strategies. Respondents assessed an overall mean score of 4.14 and interpreted it as a high level. This indicates that various comprehension strategies were employed for struggling learners in reading.

Examining further, the respondents perceived a highest mean score of 4.34 on item No. 1, stating, My teacher uses an inference-making strategy to link the meaning of the word to existing related knowledge. It is interpreted as a high level, while the lowest mean of 3.89 was on item No. 7, stating, My teacher uses skimming and scanning strategies to increase learners' skills in finding the necessary information in the text without reading through the whole thing, and it is interpreted as a high level.

The finding implies that skimming and scanning strategies were seldom employed by teachers. This is because some teachers do not utilize this strategy for struggling learners, particularly in the lower grade levels, since they still have lower comprehension, vocabulary, and reading speed. Skimming and scanning have a drawback: they can be time-consuming without careful organization by teachers. Furthermore, if some learners have reading issues and teachers haven't prepared a solution, they will need time to consider options. The data indicates that without proper preparation and support, teachers may overlook effective reading strategies for students who need them most. Consequently, these issues can hinder the development of essential reading skills in struggling learners. The finding is supported by that of Aritonang et al. (2018), who revealed that the students still had difficulty defining the main idea and the content of the text after doing skimming and scanning technique teaching. On the contrary, Banditvilai (2020) has revealed that skimming and scanning have helped the students' reading comprehension. Likewise, Mokalu et al. (2021) concluded that the use of skimming-scanning techniques is effective in improving students' reading comprehension, and these two techniques are proper to be applied in the learning process.

Table 4
Difference in the Level of Guided Reading Strategies for Struggling Learners According to Fluency Development When Grouped According to Respondents' Profile

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	59	72.47	2506.00	0.270	0.05	Not Significant
	Female	95	80.62				
Sex	Male	62	80.42	2779.50	0.789		

Variable	Category	N	Mean Rank	Kruskal-Wallis H test	p-value	Sig. level	Interpretation
	Female	92	75.53				Not Significant
Parents' Highest Educational Attainment	Lower	39	95.14	1554.50	0.004		Significant
	Higher	115	71.52				
Variable	**Category**	**N**	**Mean Rank**	**Kruskal-Wallis H test**	**p-value**	**Sig. level**	**Interpretation**
Grade Level	Grade 4	51	64.77				
	Grade 5	52	96.33	14.54	0.001		Significant
	Grade 6	51	71.03				

Table 4 summarizes the comparative analysis of the level of guided reading strategies for struggling learners in the area of fluency development according to profile variables. The computed p-values of variable age and sex are 0.270 and 0.789, respectively, which are greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of guided reading strategies for struggling learners in the area of fluency development when grouped and compared according to age and sex is accepted.

However, for the variable's parents' highest educational attainment and grade level, the computed p-values are 0.040 and 0.001, respectively, which are less than the 0.05 level of significance and thus interpreted as significant. Therefore, the hypothesis that there is no significant difference in the level of guided reading strategies for struggling learners in the area of fluency development when grouped and compared according to parents' highest educational attainment and grade level is rejected.

The finding implies that the level of guided reading strategies for struggling learners, particularly in fluency development, varies when compared to parents' highest educational attainment and grade level. Respondents with parents having higher educational backgrounds may have better oral reading fluency compared to their counterparts, while learners on the higher grade levels may have had exposure to various fluency development drills and practices compared to those of lower grade levels. This finding suggests that targeted interventions in reading fluency should consider both the educational background of parents and the specific grade level of learners. By addressing these factors, educators can create more effective strategies to support struggling readers and enhance their overall literacy skills. The result is supported by that of Ramsa & Rawian (2021), wherein teachers need to be attentive and value the systematic, guided reading strategies that act as support for their students' reading comprehension. It is essential to discover and recognize the feasible reading strategies that emphasize such effort.

Table 5

Difference in the Level of Guided Reading Strategies for Struggling Learners According to Vocabulary Development When Grouped According to Respondents' Profile

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger Female	59 95	75.73 78.60	2506.00	0.270		Not Significant
Sex	Male Female	62 92	76.33 78.29	2779.50	0.789	0.05	Not Significant
Parents' Highest Educational Attainment	Lower Higher	39 115	93.01 72.24	1637.50	0.012		Significant

Variable	Category	N	Mean Rank	Kruskal-Wallis H test	p-value	*Sig. level*	Interpretation
Grade Level	Grade 4 Grade 5 Grade 6	51 52 51	68.97 91.47 71.78	7.840.00	0.020		Significant

Table 5 discloses a comparative analysis of the level of guided reading strategies for struggling learners in the area of vocabulary development according to profile variables.

The computed p-values of variable age and sex are 0.270 and 0.789, respectively, which are greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of guided reading strategies for struggling learners in the area of vocabulary development when grouped and compared according to age and sex is accepted.

However, for the variables of parents' highest educational attainment and grade level, the computed p-values are 0.012 and 0.020, respectively, which are less than the 0.05 level of significance and thus interpreted as significant. Therefore, the hypothesis that there is no significant difference in the level of guided reading strategies for struggling learners in the area of vocabulary development when grouped and compared according to parents' highest educational attainment and grade level is rejected.

The finding implies that the level of guided reading strategies for struggling learners in the area of vocabulary development differs when compared to parents' highest educational attainment and grade level. Respondents whose parents have higher educational backgrounds may possess better prior vocabulary knowledge compared to their peers. Similarly, learners in higher grades tend to have more advanced vocabulary skills than those in lower grades. This data suggests that targeted interventions in vocabulary instruction could be beneficial, particularly for students from less educated backgrounds or lower grades. By implementing tailored guided reading strategies, educators can help bridge the vocabulary gap and support struggling learners in achieving better outcomes. Vocabulary development is one of the sub-skills that learners need to focus on to achieve comprehension. Teachers must be aware of its effect on the totality of an individual in terms of conversation, presentation, and speaking engagements, and without the acquisition of words, learners would be able to find it difficult to express themselves in an efficient manner (Vinalon, 2023).

Table 6

Difference in the Level of Guided Reading Strategies for Struggling Learners According to Comprehension Strategies When Grouped According to Respondents' Profile

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	59	72.47	2698.00	0.697		Not Significant
	Female	95	80.62				
Sex	Male	62	83.68	2469.00	0.157		Not Significant
	Female	92	73.34			0.05	
Parents' Highest Educational Attainment	Lower	39	86.28	1600.00	0.014		Significant
	Higher	115	74.52				

Variable	Category	N	Mean Rank	Kruskal-Wallis H test	p-value	*Sig. level*	Interpretation
Grade Level	Grade 4	51	66.19	7.39	0.025		Significant
	Grade 5	52	89.91				
	Grade 6	51	76.16				

Table 6 exposes a comparative analysis of the level of guided reading strategies for struggling learners in the area of comprehension strategies according to profile variables.

The computed p-values of variable age, sex, and parents' highest educational attainment are 0.697 and 0.157, respectively, which are greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of guided reading strategies for struggling learners in the area of comprehension strategies when grouped and compared according to age and sex is accepted.

However, for the variables of parents' highest educational attainment and grade level, the computed p-values are 0.014 and 0.025, respectively, which are less than the 0.05 level of significance and thus interpreted as significant. Therefore, the hypothesis that there is no significant difference in the level of guided reading strategies for struggling learners in the area of comprehension strategies when grouped and compared according to parents' highest educational attainment and grade level is rejected.

The results imply that the level of guided reading strategies for struggling learners in the area of comprehension strategies varies when compared to parents' highest educational attainment and grade level. Respondents whose parents have higher educational backgrounds welcome all comprehension strategies their teachers employ compared to their counterparts. Similarly, learners in higher grades were more satisfied with the comprehension strategies employed by teachers than those in lower grades. This finding suggests that guided reading strategies' effectiveness may depend on both the learners' grade level and their parents' education. It highlights the importance of tailoring instructional approaches to meet the varying needs of students based on these factors. There is no single approach or strategy that can fit all levels of learners. Thus, according to Banditvilai (2020), students needed to be trained or guided in the use of different reading strategies so that they would know how to apply them for successful comprehension of academic materials. Teachers will require the skills to teach reading strategies that will assist students in understanding and applying the appropriate strategies to become skilled readers.

Conclusion

The demographic background of the learners provides evidence of what reading strategies best suit them. Overall, the guided reading strategies for struggling learners are at a high level. The high-level guided reading strategies for struggling learners were due to teachers' flexibility in the use of different reading strategies and applying the appropriate strategies that suit the reading needs and interests of the learners. Preferred guided reading strategies by struggling learners vary based on their parents' educational background and grade level. The report calls for school heads and reading teachers to work together to implement targeted guided reading strategies and interventions for struggling learners. Continuously monitor struggling learners, developp a reward system for learners who haveacquired excellent reading comprehensionn, and foster a safe environment that encourages struggling students to actively join in all reading activities.

Acknowledgment

assistance, patience, and support. The members of the oral defense panels, who provided the researcher with helpful criticisms, insights, suggestions, and recommendations that contributed to the refinement of this work; the learners for their cooperation and honest responses to the questionnaire; and lastly, the Almighty Father, who is the source of everything, who gives me the strength, wisdom, and power to conduct and finish my study, and who continues to make the impossible possible. His grace and love are sufficient.

Authorship Contribution Statement

Andaya: Concept and design, literature review, data collection, analysis, and interpretation. **Tepacia:** Editing, reviewing, supervision, material support.

Conflict of Interest

The researcher declares no conflict of interest related to the conduct, authorship, or publication of this study. All procedures were carried out with academic integrity and without any financial, personal, or professional influence that could have affected the outcomes or interpretations of the research.

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