



Factors Influencing the Reading Comprehension of Learners

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Abstract

Reading comprehension is a complex process that involves components, processes, and factors with the aim of finding better ways of improving it among learners. Thus, a deeper understanding of reading comprehension can help develop more effective teaching programs. This paper discusses factors influencing the reading comprehension of learners in a cluster of a district in a large-sized school division in the central Philippines for the school year 2024-2025. Descriptive research was conducted, and a 30-item survey questionnaire was used as a tool to gather data from fifty-eight (58) sixth-grade learners and find out the factors influencing their reading comprehension. The study revealed that the degree of factors influencing reading comprehension of learners in the areas of environmental and socio-economic background motivation, and interest is at a high degree. Moreover, a significant difference was found in the degree of factors influencing reading comprehension of learners in environmental factors when compared according to variable Family Income. It is recommended to make use of the proposed intervention plan formulated in order to improve the reading performance of the learners.

Keywords: Reading comprehension, learners, influencing factors, environmental, socio-economic background, motivation, and interest

Bio-Profile:

Jocelyn C. Kadusale is a dedicated and experienced educator currently serving as a Teacher III at a public elementary school in Concepcion, Manjuyod, Negros Oriental. At 29 years old, she brings enthusiasm and a strong commitment to the academic and personal development of her Grade 6 students. As a married professional, she balances her career and personal life with grace and responsibility.

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Introduction

Rationale

Reading is an essential aspect of language skills for students learning English. Sholihah (2017) defines reading as the process of obtaining messages through media, words, or written language. This definition implies that through reading, students can access a wealth of information from various sources, including textbooks and social media. In the reading process, comprehending a text is essential to help the students understand what it reads and connect the author's ideas to what they already know. However, because English is a second language in the Philippines, some elementary students still struggle to comprehend English when reading textbook texts.

Numerous influencing factors shape students' success in reading comprehension. These factors can originate from both internal and external sources within the students. Anisa and Arifimiboy (2021) asserted that certain factors, such as motivation and interest, stem from the students' surroundings, while others originate from within them. In contrast, the external factor comes from outside a person. This factor includes the surrounding environment, such as family. Reading under supportive parents and in an environment will make the learners concentrate more on their reading tasks. In other words, the external factor can also have a positive impact on students in achieving their reading goals (Taladngoen, 2020).

In school, reading is the important subject area to be learned by the pupils, for this is the utmost and vital thing in education. A study by Torppa et al. (2020) demonstrates that there are alarmingly high reports of challenged readers in the elementary grades, which indicates that reading comprehension among children has been poorer recently. This was also experienced by the researcher being, an elementary teacher; the development of reading comprehension among learners using modular learning settings during the pandemic period added to the problem of the poor reading comprehension of the learners.

Given that reading comprehension plays a crucial role in acquiring ideas and achieving significant victories in various learning domains, the complaints from external stakeholders have put reading teachers in Philippine schools in a challenging position. The researcher, who is also a reading teacher, was perplexed by this situation and determined to investigate the factors that influence the learners' reading comprehension. Therefore, by pinpointing the factors that contribute to the enhancement of learners' reading skills and comprehension, the findings will equip teachers with comprehensive insights into the development of intervention plans to tackle the deficiencies.

Literature Review



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Reading comprehension has consistently been a challenge in all schools. Reading is a complex process that involves sensation, perception, comprehension, application, and integration. It is the process of making and getting meaning from printed words and symbols. Reading, in its entirety, serves as a medium for conveying information and ideas. In other words, the purpose of reading is comprehension, and reading without comprehension is merely sounding out words. Reading and reading comprehension are interrelated skills. For students to be able to comprehend what they are reading, they have to develop comprehension skills in reading. Reading comprehension is a broad and complex concept in and of itself. Comprehension is the outcome of having read. It is the most important ongoing activity in the reading process. (Manaois, 2021).

Many factors may contribute to low reading comprehension among Filipinos, including environmental and socioeconomic background, motivation, and interest. As mentioned in Taladngoen (2020), reading in a supportive environment with enough light, mild temperature, and tranquility will make the learners concentrate more on their reading tasks. In other words, the external factor can also have a positive impact on students in achieving their reading goals. Vuzo (2022) noted that some rural schools have school libraries available. However, it is not used by teachers and students since it does not have authentic materials to encourage interest in reading. Whereas Mahwasane (2017) emphasizes that libraries that are not well equipped to satisfy the demands of various subjects lead to poor learning outcomes. Hence, it is important to widen the nature and type of reading materials in school libraries to facilitate learning extensive reading skills.

The socio-economic background of the family influences the reading comprehension of learners. Tuell (2021), who noted notable disadvantages tied to students living in a low socioeconomic background, such as little if any support at home as well as a lack of resources made available. Difficulties such as a lack of content to read, a lack of technology to assist them, or a lack of parental or adult support all act as disadvantages when it comes to student reading comprehension. In addition, economic factors such as limited disposable income or competing financial priorities impact parents' ability to purchase reading materials for their children. Anhao (2021) reported that the factors influencing reading comprehension in intermediate learners do differ with regard to their profile background. Cabalo's (2019) study also revealed that sex, age, and family income do not affect the reading ability of the pupils because the respondents of the study are from far-flung barangays and that this profile does not have any intervention, as reflected in the PHIL-IRI test results.

Further, motivation and interest influence reading comprehension. Casicas and Quirap (2023) assert that reading motivation serves as one of the most effective strategies for cultivating an intrinsic love of reading, rather than an extrinsic one. Even without explicit instructions, children can assign tasks, contributing to their long-lasting and uplifting reading progress. This effect is due to their perception of the assigned tasks as the most challenging work. Additionally, giving them the freedom to choose their favorite educational reading tools may prolong their interest in reading. Learners are strongly motivated to read by internal factors such as enjoyment, curiosity, personal interest, and a desire for knowledge. Nadeem and Moin (2023) stated that



intrinsically motivated students read and engage deeply with texts, resulting in greater enjoyment, increased effort, and a stronger ability to take charge of their learning.

On the other hand, learners are more likely to read for pleasure when their interest in reading is fostered on a regular basis by granting them access to texts that arouse their curiosity, value their experiences, and expand their world. To that end, the reading material in a classroom library should attract learners and ignite in them a thirst to do more reading during their relaxation periods. When reading for pleasure, they learn the meanings of new words, strengthen their vocabulary, and build background knowledge on a wide variety of topics (McVeigh, 2019). Reading for pleasure for learners is a form of entertainment and relaxation, a way of reducing stress and understanding their identity, and a means of making them more empathetic and insightful about different worldviews (Martin, 2018). Saggaf et al. (2020) found that the respondents unanimously agreed the most significant factor affecting reading comprehension is a lack of interest and motivation, which indicates a decrease in daily reading habits and a reduced willingness to read various materials such as novels, newspapers, stories, and essays.

Theoretical Underpinning

This study is anchored in the Schema Theory by Rummelhart (1980), which gives an overview of how information is shaped and stored in the reader's mind through reading. The Schema Theory is also supported by the Field Theory of Kurt Lewin, which advocates that to predict a behavior, the person and his environment have to be considered as one constellation of independent factors. The notion of field refers to (a) all aspects of an individual's relationship with his surroundings. and conditions, (b) the apparent influence on a particular behavior by the individual's needs and personality, and (c) the individual's motivating forces at a particular point in time.

The current study links to the schema theory, which elucidates the utilization of learners' knowledge to establish connections for enhanced reading comprehension. It highlights the significant influence of schema, or prior knowledge, on students' reading comprehension. The learners' mental knowledge is improved with the help of teachers, the availability of reading materials, a conducive reading environment, and the support of parents; hence, learners' interest in reading will be developed, and reading comprehension will be improved. Likewise, the teacher can improve her teaching methods by making use of this theory. She must consider how his teaching methods affect students and make changes as needed.

Objectives

This study discusses factors influencing the reading comprehension of learners in a cluster of a district in a large-sized school division in the Central Philippines for the school year 2024-2025. Specifically, it aimed to determine 1) the degree of factors influencing the reading comprehension of learners across three key areas: environmental, socio-economic background, and motivation and interest; 2) whether there were significant differences in the degree of factors



influencing the reading comprehension of learners 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 utilized a descriptive research design to identify the factors influencing learners' reading comprehension in a cluster of a District in large-sized schools Division in the central Philippines for the school year 2024-2025. Descriptive research is valuable in providing facts in which scientific judgment may be based on assessing the present study. Furthermore, a descriptive design is appropriate for studies that aim to find out what prevails in the present conditions, practices, held opinions and beliefs, processes and effects, and developing trends. This research design is a scientific method that involves observing and describing the behavior of a subject without influencing it in any way (Aggarwal & Ranganathan, 2019).

Respondents

The study's respondents were the 58 grade 6 learners who are officially enrolled during the school year 2024-2025. Purposive sampling was used. Ames et al. (2019) defines purposive sampling as a form of non-probability sampling in which researchers rely on their judgment when choosing population members to participate in the study. Researchers use purposive sampling to access a particular subset of people, as all survey participants are selected because they fit a particular profile.

Instrument

This study utilized a researcher-made questionnaire. The researcher made a questionnaire has two parts. The first part comprises the personal profile of the parents in terms of sex, Parents' Educational Attainment, Family Income, and number of siblings. The second part of the questionnaire answers the degree of factors influencing the reading comprehension of learners. The factors influencing reading comprehension are split into the areas of environmental, socio-economic background, motivation, and interest. It is composed of 10 items per area with a total of 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 (5.00-excellent) and reliability (0.876-good).

Data Collection Procedure



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To ensure the smooth conduct of the study, the researcher employed the following procedures: The researcher submitted a letter of request to the Schools Division Superintendent for study conduct approval. Following approval, the schools concerned also receive a separate letter. The researcher distributed the questionnaires to the target respondents with the assistance of class advisers. The researcher gave the parents a consent form to allow their children to be the subject of the study. The researcher clearly explained the purpose of the study to both the learners and the parents. The learners' responses to the research questionnaire were anonymous, and the researcher preserved the confidentiality of the learners' data. The researcher administered the questionnaires during the learners' free time to avoid disrupting the class schedule. Upon the 100% retrieval of the needed data, it was tallied and presented in tabular form for straightforward interpretation and analysis by the researcher out of the results.

Data Analysis and Statistical Treatment

Objective No. 1 used the descriptive analytical scheme and weighted mean to determine the degree of factors influencing learners' reading comprehension in the areas of environmental, socio-economic background, and motivation and interest. Objective No. 2 used the comparative analytical scheme, Mann-Whitney U-test, to determine the significant difference in the degree of factors influencing learners' reading comprehension when grouped according to demographic profiles.

Ethical Considerations

The researcher prioritized the respondents' voluntary participation, informed consent, risk of harm, confidentiality, and anonymity to prevent human rights violations during the research process. Participation in the study was voluntary, and the respondents could withdraw at any time without any consequences. We informed them about the study's academic purpose. Respondents' assent and parents' consent were established before collecting the data from the research respondents. Only the researcher(s) had access to the research 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. Adhering to these guidelines aimed to uphold the highest level of professionalism in our research process.

Results and Discussions

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

Table 1

Degree of Factors Influencing Reading Comprehension of Learners According to Environmental Items

	Mean	Interpretation
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1. The well-ventilated and lighted environment in our classroom contributes to my interest in reading.	4.41	High Degree
2. Our classrooms are peaceful and conducive to oral and silent reading exercises.	4.05	High Degree
3. Our school library is easy to use and has enough of reading resources for us to read.	2.97	Moderate Degree
4. Our classroom is equipped with a variety of technology to facilitate reading activities.	4.74	Very High Degree
5. Our school does organize reading activities and programs to help us improve our reading skills.	4.60	Very High Degree
6. Our school is free of distractions such as computer gaming shops, gambling, etc.	4.72	Very High Degree
7. Our classroom isn't overcrowded and ideal for reading.	4.45	High Degree
8. My teachers are easy to reach whenever I do not understand what I read.	4.64	Very High Degree
9. Community stakeholders actively support the school's reading activities.	3.69	High Degree
10. My teachers have patience in handling pupils with reading difficulties.	4.84	Very High Degree
Overall Mean	4.31	High Degree

Table 1 presents the degree of factors influencing the reading comprehension of learners in the environment. The respondents obtained an overall mean score of 4.31, interpreted as a high degree. This indicates that environmental factors, to some degree, may influence the learners' reading performance.

Investigating further, respondents assessed a highest mean score of 4.84 on item No. 10, stating, my teachers have patience in handling pupils with reading difficulties, and interpreted it as a very high degree. On the other hand, the lowest mean of 2.97 was on item No. 3, stating our school library is easy to use and has enough reading resources for us to read, and is interpreted as a moderate degree.

The result implies that respondents have limited access to reading resources at the school library. Most schools in rural areas only have improvised libraries and do not have authentic materials to encourage interest in reading, but old books, past papers, and subject-specific books. Hence, the non-availability of library resources in most cases often forces learners to read only what they were taught by teachers during class. Moreover, the results suggest that school libraries in the rural areas should be improved and built where necessary.

The result is supported by Vuzo (2022), who showed that school libraries are available in some rural schools. However, it is not used by teachers and students since it does not have authentic materials to encourage interest in reading. In addition, Mahwasane (2017) emphasizes that libraries that are not well equipped to satisfy the demands of various subjects lead to poor



learning outcomes. Hence, it is important to widen the nature and type of reading materials in school libraries to facilitate learning extensive reading skills.

Table 2

Degree of Factors Influencing Reading Comprehension of Learners According to Socio-Economic Background

Items	Mean	Interpretation
1. I love to read in front of my classmates and teachers, regardless of my family's social background.	4.28	High Degree
2. I feel I belong to any group, especially in choral reading, regardless of their social status.	4.17	High Degree
3. My classmates encouraged me to read with them regardless of my religion and cultural background.	4.28	High Degree
4. My parents do provide materials and gadgets, such as TVs, radios, etc., that could help improve our reading and listening comprehension.	3.78	High Degree
5. I share with my classmates the new words I correctly read, regardless of our language differences.	4.43	High Degree
6. Our home has a variety of reading materials.	3.43	Moderate Degree
7. My parents have a favorable educational background in reading.	3.71	High Degree
8. I joined various reading activities in school.	4.60	Very High Degree
9. My parents see to it that we have an area/space at home to read and study.	3.66	High Degree
10. My teachers treated all pupils fairly, regardless of their social background.	4.72	Very High Degree
Overall Mean	4.11	High Degree

Table 2 discloses the degree of factors influencing reading comprehension of learners in socio-economic backgrounds. The respondents obtained an overall mean score of 4.11, interpreted as a high degree. The result suggests that the socio-economic background of the learners may influence their reading performance to some degree.

Analyzing further, respondents obtained the highest mean score of 4.72 on item No. 10, stating, "My teachers treated all pupils fairly, regardless of their social background, and they interpreted it as a very high degree." On the other hand, the lowest mean of 2.97 was on item No. 3, stating our home has various reading materials and is interpreted as a moderate degree.

The result implies that most respondents do not have a variety of reading materials at home. This is because most parents are put in the position to prioritize their time depending on their more immediate needs, such as food and clothing. The respondents have little to no support at home, and a lack of supporting resources makes reading comprehension more challenging for them. This means that the parents of the respondents were likely to buy fewer reading materials due to various factors such as financial constraints.



The findings are supported by Tuell (2021), who noted notable disadvantages tied to students living in a low socioeconomic background, such as little, if any, support at home, as well as a lack of resources made available. Difficulties such as a lack of content to read, a lack of technology to assist them, or a lack of parental or adult support all act as disadvantages when it comes to student reading comprehension. In addition, economic factors such as limited disposable income or competing financial priorities impact parents' ability to purchase reading materials for their children.

Table 3

Degree of Factors Influencing Reading Comprehension of Learners According to Motivation and Interest

Items	Mean	Interpretation
1. I am motivated to read when I am complimented by classmates and teachers.	4.72	Very High Degree
2. I read to improve my grades.	4.71	Very High Degree
3. I feel that reading is interesting.	4.48	High Degree
4. My parents do encourage me to read every day.	3.78	High Degree
5. It is very important for me to be a good reader.	4.60	Very High Degree
6. Reading is my hobby and pastime.	3.21	Moderate Degree
7. My parents always praise me whenever I have a reading achievement.	3.55	High Degree
8. I enjoy reading more than playing with mobile phones.	3.47	Moderate Degree
9. My teachers do encourage us to actively join various reading activities in school and in the community.	4.62	Very High Degree
10. I enjoy reading more than playing with peers.	3.36	Moderate Degree
Overall Mean	4.05	High Degree

Table 3 divulges the degree of factors influencing reading comprehension of learners in motivation and interest. The respondents obtained an overall mean score of 4.05, interpreted as a high degree. This indicates that the motivation and interest of the learners towards reading may vary to a certain degree.

Examining the table further, respondents obtained the highest mean score of 4.72 on item No. 1, stating that they are motivated to read when they are complimented by classmates and teachers, and they interpreted it as a very high degree. On the other hand, the lowest mean of 2.97 was on item No. 3, stating reading is my hobby and pastime, and is interpreted as a moderate degree.

The result implies that most of the respondents are motivated to improve their reading comprehension; however, they found reading was not their favorite hobby or pastime, while some learners found reading a tedious task and did not take pleasure in it. They prefer other activities rather than reading because there are no accessible reading materials that interest them



at school or at home. Their behavior suggests a need for educators and parents to introduce more engaging and varied reading materials that align with the student's interests. Doing so may lead to a more positive attitude toward reading and enhance their overall comprehension skills.

The finding is supported by a study conducted by Saggaf et al. (2020), wherein the respondents unanimously agreed that the most significant factor affecting reading comprehension is a lack of interest and motivation, indicating a decrease in daily reading habits and a lack of motivation to read various materials such as novels, newspapers, stories, and essays.

Table 4
Comparative Analysis in the Degree of Factors Influencing Reading Comprehension of Learners According to Environmental When Grouped According to Profile Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Sex	Male	29	33.53	303.50	0.064	0.05	Not Significant
	Female	29	25.47				
Parents' Educational Attainment	Lower Educational Attainment	20	24.33	276.50	0.085	0.05	Not Significant
	Higher Educational Attainment	38	32.22				
Family Income	Lower Income	28	24.64	284.00	0.031	0.05	Significant
	Higher Income	30	34.03				
Number of Siblings	Few	18	31.06	344.00	0.785	0.05	Not Significant
	Many	40	28.80				

Table 4 summarizes the comparative analysis of the degree of factors influencing reading comprehension of learners in environmental according to profile variables. The computed p-values of variables sex, Parents' Educational Attainment, and number of siblings are 0.064, 0.085, and 0.785, 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 degree of factors influencing reading comprehension of learners in an environment when grouped and compared according to sex, Parents' Educational Attainment, and the number of siblings is accepted.

However, for the variable Family Income, the computed p-value is 0.031, which is less than the 0.05 level of significance and thus interpreted as significant. Therefore, the hypothesis that there is no significant difference in the degree of factors influencing reading comprehension of learners in an environment when grouped and compared according to Family Income is rejected.

The result implies that the environmental factors influencing learners' reading comprehension vary depending on their Family Income. This means that learners from different income brackets may experience distinct environmental influences that affect their reading comprehension. Consequently, understanding these variations can help in tailoring educational approaches to better support students' learning needs. The result is supported by Church (2018), wherein children who live at or below the poverty line have limited access to books at home and have little to no bookstores in their neighborhoods. This lack of access contributes to a significant gap in literacy and educational resources, hindering their overall development. Consequently, these children may struggle to achieve academic success compared to their more fortunate peers.

Table 5
Comparative Analysis in the Degree of Factors Influencing Reading Comprehension of Learners According to Socio-economic Background When Grouped According to Profile Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Sex	Male	29	30.52	391.00	0.644		Not Significant
	Female	29	28.48				
Parents' Educational Attainment	Lower Educational Attainment	20	29.90	372.00	0.895	0.05	Not Significant
	Higher Educational Attainment	38	29.29				
Family Income	Lower Income	28	31.70	358.50	0.335		Not Significant
	Higher Income	30	27.45				



Number of Siblings	Few	1	32.17	312.00	0.416	Not Significant
	Many	4	28.30			

Table 5 reviews the comparative analysis of the degree of factors influencing reading comprehension of learners in socio-economic backgrounds according to profile variables. The computed p-values of variables sex, Parents' Educational Attainment, Family Income, and number of siblings are 0.664, 0.895, 0.335, and 0.416, 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 degree of factors influencing reading comprehension of learners in socio-economic background when grouped and compared according to sex, Parents' Educational Attainment, Family Income, and the number of siblings is accepted.

The result implies that learners' reading comprehension is not influenced by factors related to their socio-economic background when compared according to their demographic profile. Most of the respondents observed and experienced the same social standing toward reading. This evidence indicates that despite varying socio-economic backgrounds, the learners share a common approach and attitude towards reading, leading to similar comprehension levels. Consequently, social status does not hinder or enhance their ability to understand reading materials.

The result is supported by Anhao (2021), wherein the factors influencing the reading comprehension of intermediate learners do differ regardless of their profile background. Cabela's (2019) study also revealed that sex, age, and family income do not affect the reading ability of the pupils because the respondents of the study are from far-flung barangays and that this profile does not have any intervention, as reflected in the PHIL-IRI test results.

Table 6
Comparative Analysis in the Degree of Factors Influencing Reading Comprehension of Learners According to Motivation and Interest When Grouped According to Profile Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Sex	Male	29	30.88	380.50	0.533	0.05	Not Significant
	Female	29	28.12				



Parents' Educational Attainment	Lower Educational Attainment	20	25.88	307.50	0.234	Not Significant
	Higher Educational Attainment	38	31.41			
Family Income	Lower Income	28	32.07	348.00	0.261	Not Significant
	Higher Income	30	27.10			
Number of Siblings	Few	18	31.06	332.00	0.637	Not Significant
	Many	40	28.80			

Table 6 discloses the comparative analysis of the degree of factors influencing reading comprehension of learners in motivation and interest according to profile variables. The computed p-values of variables sex, Parents' Educational Attainment, Family Income, and number of siblings are 0.533, 0.234, 0.261, and 0.637, 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 degree of factors influencing reading comprehension of learners in motivation and interest when grouped and compared according to sex, Parents' Educational Attainment, Family Income, and the number of siblings is accepted.

The result implies that the factors influencing learners' reading comprehension in terms of motivation and interest do not vary when compared according to their profile background. Most of the respondents shared the same attitude toward reading. This evidence suggests that regardless of their individual backgrounds, learners tend to exhibit a similar level of motivation and interest in reading. Consequently, these shared attitudes may play a significant role in shaping their overall reading comprehension abilities.

Contrary to the study of Saggaf et al. (2020), they found that the respondents unanimously agreed that the most significant factor affecting reading comprehension is a lack of interest and motivation, indicating a decrease in daily reading habits and a lack of motivation to read various materials, such as novels, newspapers, stories, and essays.

Conclusion

The high degree of factors influencing the reading comprehension of learners was due to a conducive school environment, supportive teachers and parents, and exposure to various reading activities. The evidence indicates that a positive and engaging atmosphere, along with



encouragement from educators and family, significantly enhances students' ability to understand what they read. Such support systems and experiences create a foundation for better literacy skills. Further, learners from different family income brackets may experience distinct environmental influences that affect reading comprehension. Understanding these differences is crucial for creating targeted interventions that promote reading skills across diverse backgrounds. The report calls for school heads, reading coordinators, and teachers to work together to establish a functional library, implement targeted reading interventions, and foster conducive reading environments to enhance learners, motivation and interest in reading.

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Authors' Contribution Statement

Kadulase: Research problem, literature review, theoretical framework, instrumentation, data collection, and data analysis. **Tepacia:** Guidance, supervision, research methodology, editing, and refining of the paper.

Conflict of Interest

We maintain that none of the authors of this paper have a financial obligation or personal relationship with any person(s) or organizations that could inappropriately influence/bias the content of the paper. We do not receive funding from any person(s) or organization to carry out this research. Given this, we specifically state that “No Competing interests are at stake and there are No Conflict of Interest” with any person(s) or organizations that could inappropriately influence/bias the content of the paper.

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