

# Learners' Reading Engagement, Attitudes, and Proficiency: A Quantitative Correlational Study in the DADASANTRI Districts

Rodelyn Yungod Lawis

Department of Education, Bohol Island State University

DOI: <https://doi.org/10.47772/IJRISS.2026.1026EDU0163>

Received: 15 March 2026; Accepted: 20 March 2026; Published: 03 April 2026

## THE PROBLEM AND ITS SCOPE

### Rationale

Learners' engagement, attitudes, and skills in reading are essential components of educational growth. In order to engage students and improve their comprehension and critical thinking, it is important to cultivate their interest and encourage active engagement in reading activities. A positive attitude toward reading promotes perseverance and enjoyment, both of which are essential for long-term learning and personal development. In the meantime, improving reading abilities includes vocabulary acquisition, comprehension techniques, and fluency, providing a strong basis for both lifetime learning and academic performance. When combined, these components offer a vibrant learning atmosphere that fosters a love of reading and gives learners the skills they need to successfully navigate a wide variety of books.

The Program for International Student Assessment (PISA) emphasize the stark differences in reading competence between nations, making the problem of reading literacy a critical worldwide issue. It measures the learning ability of a 15- year-old learners particularly in reading, mathematics, and science literacy. The exams look at learners' critical thinking, effective communication, and problem-solving skills. Philippines which routinely scores poorly in these evaluations, confronts particular difficulties in this regard. Deeper structural problems with the Philippine educational system, such as resource scarcity and educational inequality, are shown by this circumstance (Santos & Reyes, 2020).

Philippine Informal Reading Inventory (Phil-IRI) is an evaluation instrument used to measure a student's reading abilities. It is an informal test that can evaluate a student's comprehension, vocabulary, and word recognition abilities. It influences both the pupil's thought process and reading performance. The Department of Education (DepEd) has implemented various initiatives to enhance literacy and numeracy levels. As a result, learners' engagement, attitudes, and skills in the local context has been overlooked (DepEd Order No. 23, s. 2013). In consonance with the flagship project of the DepEd on "Bawat Bata Bumabasa", the Division of Bohol has its: Bawat Batang Bol-anon Bumabasa as part of the learning continuity plan innovations for reading. This implementation was twinned with "Project DAGATAN" (Dasigon ang Ginikanan, Aksyonan, Tudluan ang Anak Nila) as a teacher- parent partnership on reading program, with a lesson exemplar provided to learners as their reading materials.

This prompted the researcher to assess the learners' engagement, attitudes, and skills in reading of Dagohoy, Danao, San Miguel, and Trinidad (DADASANTRI) districts. Thus, educators can design strategies to enhance attitudes and skills which can cultivate a lifelong love for reading. Additionally, the study does not encompass the influence of electronic media or digital reading materials on out-of-school reading habits as it concentrates on traditional print materials.

## LITERATURE BACKGROUND

Integrating learning theories into the study of learners' engagement, attitudes, and proficiency in reading is essential for developing effective remediation strategies that cater to individual learning needs and promote positive educational outcomes.

Bandura's Social Cognitive Theory illuminates the role of social influences, particularly within family and peer contexts, in shaping reading attitudes and skills. Learning occurs through observation, imitation, and modeling. In the context of reading attitudes and skills, this theory emphasizes the role of social influences, such as parental involvement and peer interactions, in shaping individuals' behavior. This theory will be integrated into this study to explore how social factors, especially within the family and peer environments, influence learners' engagement attitudes and skills. Understanding the modeling of reading behavior within social contexts is crucial for designing effective interventions that leverage positive social influences to promote love for reading.

Rosenblatt's Transactional Theory underscores the dynamic interaction between individuals and texts, emphasizing the personal and socio-cultural dimensions of the reading experience. It views reading as a dynamic interaction between the reader and the text, emphasizing the importance of personal experiences, motivations, and socio-cultural contexts in the reading process. Integrating this theory allows for a nuanced exploration of learners' reading attitudes and skills, considering their unique interpretations of texts based on personal experiences and cultural backgrounds. This theory provides a framework to understand the transitional nature of reading, guiding the analysis of how learners engage with and derive meaning from diverse reading materials.

Deci and Ryan's Self-Determination Theory offers insights into the intrinsic motivation and autonomy driving learners' eagerness to read and their self-perceived competence. Additionally, it focuses on individuals' intrinsic motivation and autonomy in their learning pursuits. In the context of reading, this theory helps understand the role of learners' eagerness to read and their self-perceived competence in shaping their reading habits. By considering the psychological needs of autonomy, competence, and relatedness, the study can explore how fostering intrinsic motivation positively influences learners' engagement in reading.

Finally, Vygotsky's Zones of Proximal Development provides a lens for understanding the instructional scaffolding necessary for optimal learning outcomes. This multifaceted theoretical framework is designed to unravel the intricacies of literacy development in Bohol, offering a comprehensive perspective that goes beyond isolated elements and provides a foundation for context-specific interventions. This suggests that learning is most effective when it occurs within an individual's ZPD, the gap between what a learner can do independently and what they can achieve with guidance. In the context of reading skills, particularly oral reading fluency and comprehension, this theory guides the exploration of how targeted interventions and support within students' ZPD can enhance their reading proficiency. Understanding the instructional scaffolding required for optimal learning contributes to the design of effective reading programs.

Meanwhile, in the Philippines, the promotion of reading and literacy among children has been supported by various legal and educational policies, highlighting the significance of reading.

Republic Act No. 10533 (Enhanced Basic Education Act of 2013): This law established the K-12 basic education system, which includes kindergarten, six years of elementary education, and six years of secondary education. The Enhanced Basic Education Act aims to improve the quality of education, including reading and literacy skills, by providing a more comprehensive curriculum and additional resources.

The Department of Education (DepEd) Order No. 27, s. 2022, which sets forth the Guidelines for the Implementation of the Reading Enhancement Program, reflects the DepEd's dedication to fostering reading and literacy among all learners. This order is directly relevant to the study of extracurricular reading as it offers specific directives for executing reading programs. These programs are designed to motivate students to engage more in reading activities outside of their formal education.

Additionally, DepEd Memorandum No. 332, s. 2022, which introduces the "Basa Mo, Buhay Mo" (Your Reading, Your Life) program, places an emphasis on reading for pleasure and personal development. This approach to reading is crucial to the study of reading practices, as it positions reading as an enjoyable and enriching activity that can positively influence learners' lives.

DepEd Order No. 22, s. 2013, which establishes the "Sulong Palatbaca" (Reading Hub) program, is another significant initiative. This program aims to provide accessible reading materials and resources, especially to learners in underprivileged communities. Its relevance to the study of reading outside school time lies in its

acknowledgment that availability of books and other reading resources is a key factor in encouraging learners to read more in their personal time.

Everyone agrees that literacy is essential to both societal and personal growth. Every country in the world works to improve its educational institutions in order to produce proficient readers who are able to think critically and communicate effectively. However, the amount of time learners spent reading is an important component of literacy development that is sometimes disregarded. The obvious correlation between fostering a reading culture and academic accomplishment as well as lifetime learning highlights the significance of this endeavor on a national scale (National Center for Education Statistics, 2019). Even with worldwide and national initiatives, little is known about the ways in which learners' attitudes about reading and their general reading abilities are impacted by their extracurricular reading time (UNESCO, 2020).

Moreover, studies have continuously shown that reading improves performance at all grade levels. Independent readers are better at general knowledge, verbal fluency, and reading comprehension than non-readers. In comparison to their peers who do not read, they improve as readers, perform better on achievement assessments across the board, and have more content understanding (Auld, 2023).

Learners' engagement in reading is any reading that learners do even outside of the classroom, beyond school time for their own enjoyment or personal enrichment. Research has consistently shown that love for reading is positively associated with reading achievement (Guthrie, Wigfield, & Perencevich, 2020; Kim, 2020). Learners who are more engaged in reading tend to have better reading skills, vocabulary, and comprehension.

"High quality after school programs focus on the development of the whole child, integrating academic supports such as literacy skills into programming that also promotes children's social, emotional, and physical development," according to the National Institute on Out-of-School Time (Estopace et al., 2020).

Consequently, reading is essential in the classroom. It benefits learners to be knowledgeable and up to date. Reading really starts as soon as the learning or education process in our lives does, making it one of the most crucial learning activities. Reading is a crucial subject that is not only enjoyable but also essential—it is the foundational instrument of education (Khongtim & Meghalaya, 2021).

In literate societies, reading is critical to both life and academic success. Nevertheless, reading requires effort, therefore individuals must choose to read. Decoding proficiency, comprehension, and vocabulary quantity are all positively correlated with reading motivation (Bains et al., 2022).

Reading fosters critical thinking and enhances reading comprehension, two qualities that are advantageous in all academic areas for kids. But reading for enjoyment has advantages outside of the classroom as well. They noted that the educators surveyed for the study "unanimously agreed that pleasure reading was an essential component for academic and future success." Learners carry the skills they have developed through reading into adulthood and, in turn, into the workforce and society (Auld, 2023).

"Outside of education, reading for enjoyment is the single biggest factor in success later in life. Research has repeatedly demonstrated that kids who enjoy reading are the ones who are most likely to achieve their goals. Your child will succeed if they read (Bergen et al., 2022). Reading competency is also the foundation for knowledge. Reading in the present world is dependent on one's ability to completely and accurately perceive written or electronic pages (Ameyaw, & Anto, 2018).

It takes practice, patience, and time to read properly. Determining the objective of your reading is crucial because studying a textbook and following construction instructions for furniture are not the same thing. After determining your goal, you can concentrate on extended reading strategies that will enable you to interact with a text's meaning more deeply or on what are known as intensive reading strategies, which place more emphasis on vocabulary and speed (Rosier, 2023).

Learners' literacy abilities are greatly improved by these kinds of reading exercises. These exercises greatly increase vocabulary, understanding, and engagement with literature. They also help to create a positive attitude

toward reading and lifelong reading habits that are beneficial to one's academic and personal growth (Nguyen, 2022; Wilson, 2021). Academic accomplishment and reading outside of the classroom are positively correlated since reading comprehension is a prerequisite for learning a variety of disciplines (Barnes & Jones, 2018; Patel, 2019).

Reading attitudes refer to the way that learners feel about reading. These comprise the learners' enthusiasm for reading, their enjoyment of it, and their perception of their own reading proficiency. Positive reading attitudes have been linked to higher reading achievement, according to research (Guthrie, Wigfield, & Perencevich, 2012; Wigfield & Guthrie, 2020). Positive reading attitudes among learners increase the likelihood that they will read for enjoyment, which can enhance their reading abilities.

Studies have indicated a positive correlation between reading attitudes and the amount of reading done outside of school. Positive views about reading are more common among learners who read more outside of the classroom (Guthrie, Wigfield, & Perencevich, 2019; Wigfield & Guthrie, 2019). This is probably due to the fact that children who read more outside of the classroom have more chances to profit from and enjoy reading.

Learners require reading skills in order to read and comprehend written material. Reading comprehension and fluency in oral reading are among them. The capacity to accurately and fluidly read text aloud is known as oral reading fluency. Understanding the meaning of a book is known as reading comprehension. Reading comprehension and oral reading fluency are both necessary for success in the classroom and in life.

Academic achievement depends on the development of reading abilities including phonemic awareness, fluency, and comprehension. Research has shown that reading regularly outside of school greatly improves these skills (Cunningham, 2019; Stanovich, 2019). In nations such as the Philippines, where the reading gap is a serious issue, encouraging reading outside of the classroom is crucial. Learner's academic performance and reading abilities can be enhanced by giving them additional chances to read outside of the classroom (Reyes, 2019; Lopez, 2019). Additionally, it is critical to provide learners with access to a diverse range of reading resources in order to foster their interest and skill in reading, especially for younger learners (Allington, 2013, as quoted in McGill-Franzen, 2019).

The amount of reading that those learners do positively correlates with their reading proficiency. Reading comprehension and oral reading fluency are two areas where learners who read more outside of the classroom typically excel (Guthrie, Wigfield, & Perencevich, 2019; Kim, 2019). This is probably because learners who read more have more chances to hone and improve their reading abilities.

The literature on the connection between out-of-school and reading makes this point quite evident: reading outside of school improves reading skills and attitudes. According to Yu et al. (2019), learners who read more outside of school typically have stronger reading skills and more favorable attitudes regarding reading.

There are significant ramifications of this research for parents and educators. By giving learners access to books and other reading resources and by fostering a reading-friendly climate in the classroom, educators may encourage reading outside of the classroom. In addition, parents may encourage reading outside of the classroom by giving their kids the chance to read at home and by setting an example of how to be lifelong readers (Hirsch, 2018).

The involvement of parents and the community in reading is crucial in improving the reading abilities and attitudes of children. Learners can benefit from having opportunities to interact with literature outside of the classroom when their parents actively participate in reading activities and community-based reading programs. A lifelong love of reading can only be fostered by creating a strong reading culture in families and learning communities (Sénéchal, 2022; LeFevre, 2021).

Finland and Singapore, two nations that score highly on reading evaluations, provide insightful insights on the advancement of literacy. These nations have put in place extensive literacy-supporting frameworks, which include wide-ranging reading initiatives and easy access to a variety of reading resources. Reading habits and literacy levels are greatly influenced by cultural values and educational systems. Taking note of these high-

achieving nations' best practices could be essential to raising the reading literacy rates in the Philippines. Policy changes, more funding for literacy initiatives, and a change in societal norms to emphasize the significance of reading outside of the classroom could all be part of this (Lee, 2019; O'Connor, 2019).

The literature currently in publication on reading-related topics, learners demographic and reading, reading outside of school, reading attitudes, eagerness to read, enjoyment of reading, self-perceived reading competency, reading skills (including oral reading fluency and reading comprehension), and the correlation between the amount of reading outside of school and the degree of reading attitudes and skills offers insightful information about the dynamics of literacy development (Almasi, 2018).

However, a critical gap emerges in the integration of these themes within a specific context, such as the provincial setting of Bohol, Philippines. While studies globally and nationally contribute to the general understanding of literacy, there is a scarcity of research that investigates the unique interplay of these factors at the local level, particularly in Bohol. The educational nuances of Bohol may influence the reading habits, attitudes, and skills of learners in distinctive ways not fully captured by broader studies.

Along with, the research paradigm for the study at DADASANTRI districts is designed to comprehensively investigate the multifaceted dynamics of literacy development among learners. The first variable, the demographic profile of learners serves as a foundational component, seeking to understand the learners' engagement, attitudes, and skills in reading.

The second variable delves into the extent of learners' engagement in reading activities, examining the frequency, duration, and types of materials read. This variable aims to capture the quantitative aspects of learners' reading practices, providing insights into the patterns and preferences that contribute to their overall literacy development.

The third variable explores the level of reading attitudes among learners, encompassing indicators such as eagerness to read, enjoyment of reading, and self-perceived competence in reading. This variable recognizes the intricate interplay between affective and cognitive dimensions of reading attitudes, offering a holistic view of learners' emotional and psychological connections to reading.

The fourth variable assesses learners' reading skills, specifically focusing on oral reading fluency, and reading comprehension. These skills represent fundamental components of literacy and serve as key indicators of learners' proficiency in translating written text into spoken language and comprehending complex written materials.

The next variables explore the relationships between the extent of out-of-school reading and the level of reading attitudes, as well as the association between out-of-school reading and learners' reading skills. These variables seek to unravel the interconnections of learners' reading behaviors and their affective and cognitive responses, contributing to a nuanced understanding of the factors influencing literacy development.

Finally, the tenth variable focuses on identifying inputs or interventions that positively influence out-of-school reading habits and contribute to the improvement of reading attitudes and skills. This variable aims to provide actionable insights for educators, parents, and policymakers to enhance literacy outcomes by understanding the factors that facilitate positive changes in students' reading practices.

Therefore, the gap lies in the need for a localized and context-specific investigation that considers the demographic diversity, regional peculiarities, and educational challenges to provide targeted recommendations for literacy interventions. Additionally, limited research has explored the specific inputs and interventions that can effectively enhance out-of-school reading habits and improve reading attitudes and skills of the learners' context, indicating a crucial gap in understanding how tailored initiatives can address the unique needs of the local student population. Bridging this gap is essential for developing comprehensive and contextually relevant strategies to promote literacy and educational success in Bohol.

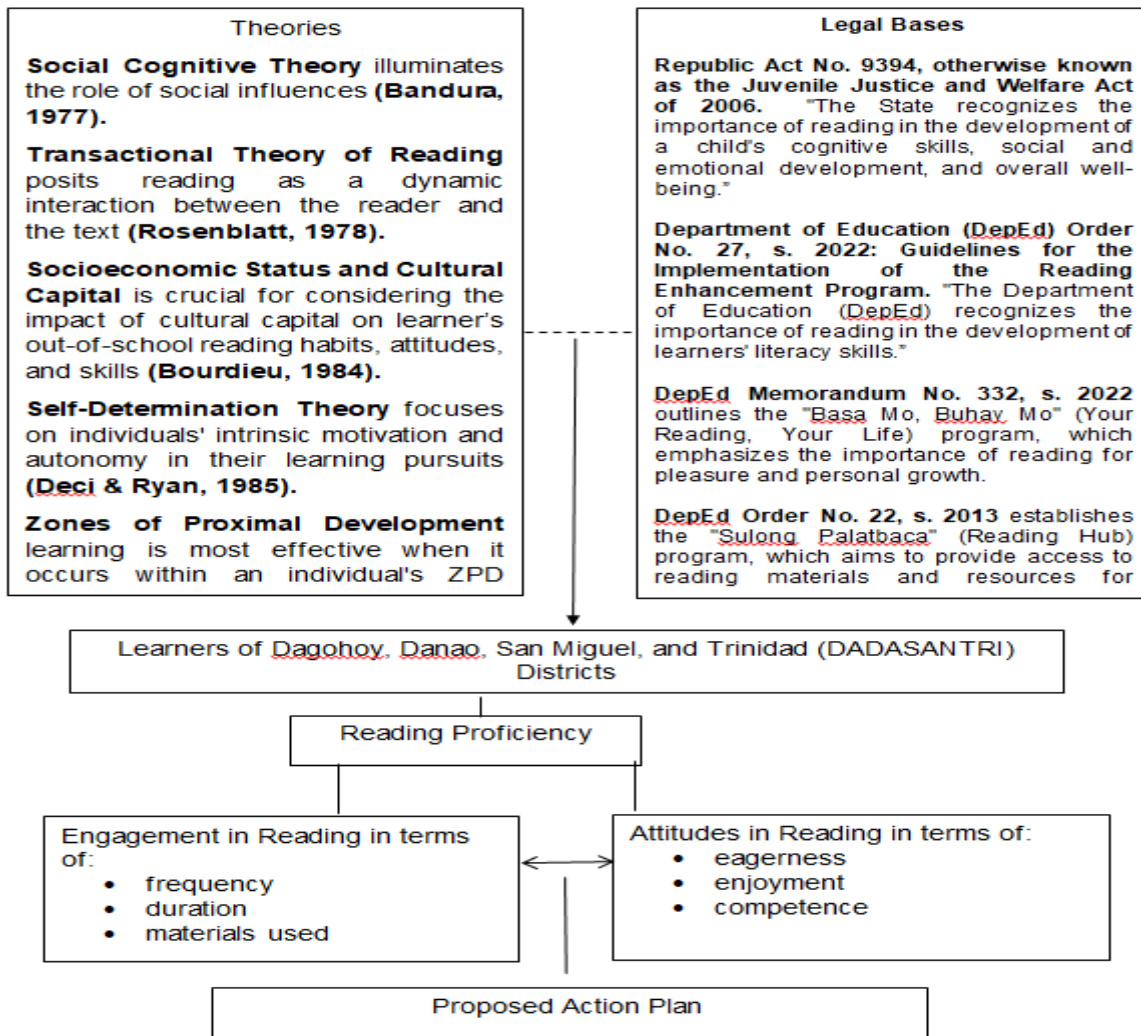


Figure 1. Theoretical and Conceptual Framework

## The Problem

### Statement of the Problem

The study aimed to evaluate the learners’ engagement, attitudes, and proficiency in reading in Dagohoy, Danao, San Miguel, and Trinidad (DADASANTRI) districts, Division of Bohol of the School Year 2024-2025. The findings served as bases in crafting a proposed action plan for remediation.

Specifically, it sought to answer the following questions.

1. What extent of engagement of the learners in reading activities as perceived by the teachers in terms of:
  - 1.1 frequency;
  - 1.2 duration; and
  - 1.3 types of materials read?
2. What is the extent of reading attitudes among learners as perceived by the teachers in terms of:
  - 2.1 eagerness to read; and
  - 2.2 enjoyment of reading?

3. What is the reading proficiency based on the Philippine Informal Reading Inventory (Phil. IRI) results?
4. Is there a significant relationship between the learners' level of engagement and the level of reading attitudes as perceived by the teachers?
5. What plan of action can be identified to positively influence reading and contribute to the improvement of reading engagement, attitudes, and reading skills among learners?

### Null Hypothesis

The study was geared towards accepting or rejecting the following null hypotheses.

1. There is no significant relationship between the learners' level of engagement and the level of reading attitudes as perceived by the teachers.

### Significance of the Study

The following may find this study beneficial:

**Department of Education (DepEd).** The Department of Education could utilize the study's results to enhance existing policies and frameworks related to literacy development. The findings will inform curriculum adjustments, teacher training programs, and resource allocation strategies aimed at addressing the specific needs identified in the study.

**School Principals/Heads.** School leaders could use the study's findings to tailor school-wide initiatives that promote a culture of reading. This knowledge could guide the development of programs and resources that support students in cultivating a lifelong love for reading.

**Teachers.** Educators could benefit from the study by gaining insights into the factors that contribute to students' reading attitudes and skills. The findings might inform the development of instructional approaches that complement and reinforce positive reading engagement and attitudes, ultimately improving overall literacy outcomes.

**Parents.** Parents play a crucial role in shaping a child's reading habits. The study's results could provide parents with valuable insights into the significance of reading and how their involvement could positively influence their child's attitudes and skills. This understanding could lead to more informed parental guidance and support.

**Learners.** Stand to gain the most from this research as it directly addresses their educational experiences. Understanding the impact of out-of-school reading on attitudes and skills could empower students to take ownership of their learning. The findings might lead to personalized strategies to enhance reading habits, making the learning process more engaging and effective.

**Policymakers.** Policymakers at both the local and national levels could benefit from the study's insights to shape educational policies that foster a holistic approach to literacy. The research findings might contribute to evidence-based policy recommendations for improving reading outcomes and promoting educational equity.

**Community.** The community, as a whole, stands to benefit from increased literacy levels among its members. The study's results could foster community engagement in literacy initiatives and encourage collaborative efforts between schools, parents, and local organizations to create a supportive environment for reading.

**Future Researchers.** Future researchers could build upon the study's findings, using them as a foundation for more in-depth investigations into specific aspects of literacy development. This study will inspire a broader research agenda focused on understanding and enhancing educational practices beyond the classroom setting.

## RESEARCH METHODOLOGY

### Design

This study employed a descriptive survey design, integrating quantitative correlational approach. The quantitative correlational approach facilitated the exploration of relationships between the extent of reading and the level of reading attitudes and proficiency. This approach ensured a comprehensive understanding of the factors influencing literacy development.

### Environment and Respondents

The study was conducted in the Second Sub-congressional District of Bohol namely Dagohoy, Danao, San Miguel, and Trinidad districts. The study included the eighty-seven (87) Grade V teachers and learners in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts as the research participants. Simple random sampling was applied selecting the research participants in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts. The map depicts the locale of the study.



Legend: ★ - Respondent District

Figure 2. Map of Bohol showing the study site

### Instrument

The tool used in this study was taken from the Philippine Informal Reading Inventory (PHIL-IRI) Tool. A descriptive survey questionnaire served as a comprehensive tool to delve into the intricacies of students' literacy development (Dolezal & Welch, 2019). It had been strategically designed to capture nuanced information pertaining to each aspect outlined in the statement of the problem.

The questionnaire that was used in the study's execution was a guided-response survey based on the study's objectives. The researcher employed a 4-point Likert scale to determine the level of learners' engagement and attitudes in reading as assessed by the teachers.

Additionally, the Likert Scale utilized numeric values of 4, 3, 2, and 1, which correspond to specific interpretations: a score between 3.50 and 4.00 indicates “Always,” a score from 2.50 to 3.49 signifies “Often,” a score ranging from 1.50 to 2.49 represents “Sometimes,” and a score between 1.00 and 1.49 denotes “Rarely.”

**Learners’ Engagement in Reading.** Questions within this section explored the frequency, duration, and types of materials learners engage with during reading activities (Krashen, 2004; Nagy, 2009). Teacher-participants responded on a Likert scale.

**Reading Attitudes.** This segment comprised Likert scale items assessing learners’ eagerness to read, enjoyment of reading, and competence in reading (Pajares, 2002; Wigfield & Guthrie, 1997). By employing carefully crafted statements, the questionnaire aims to gauge the affective dimensions of learners’ attitudes towards reading, providing valuable insights into their emotional and psychological connections with literature (Guthrie et al., 2004).

**Reading Proficiency.** Items in this section specifically targeted learners’ oral reading fluency and reading comprehension skills (Dolezal & Welch, 2019; Paris, et al., 2005). This was derived from the Phil-IRI Tool. Participants evaluated the learners’ oral fluency and reading comprehension rated as follows:

- 4- Independent Reader
- 3- Instructional Reader
- 2- Frustration Reader
- 1- Non-reader

To ensure its validity, the researcher-made and modified survey questionnaire had to undergo a validity test. It was piloted to the twenty-five (25) learners and five (5) teachers in Ubay III district who were not part of the study’s respondents though they possess the same profile. The Cronbach’s Alpha was employed in validating the modified tool.

### **Data Gathering Procedure**

The researcher followed the appropriate procedures to obtain approval from the Dean of the School of Advanced Studies and official permits from School Heads, District Supervisors of Danao, Dagohoy, San Miguel, and Trinidad districts, and the Schools Division Superintendent of the Department of Education during the 2024-2025 School Year.

The modified survey questionnaire had undergone a validity and reliability test. It was piloted to teachers and learners who were not part of the study’s respondents though they possess the same profile. Then, the questionnaires were personally distributed to the participants, and the importance of the study was thoroughly explained to them. Ample time was provided to the respondents to answer the questions, and after a two-week period, the questionnaires were collected. Once the data were gathered, these were compiled, organized, and analyzed using descriptive and inferential statistics to address the specific problems of the study.

### **Statistical Treatment**

The statistical treatment of data in this research study involved a multifaceted approach designed to address each specific objective outlined in the statement of the problem.

The weighted mean and standard deviation were calculated for the extent do learners engage in reading activities and the level of reading attitudes, offering a quantitative analysis of the extent and distribution of these aspects among learners as perceived by the teachers in the elementary schools of Dagohoy, Danao, San Miguel, and Trinidad Districts. This approach facilitated a nuanced understanding of participants’ responses, allowing for comparisons and identification of patterns within each dimension.

Percentage and Arithmetic mean were used in determining on how do learners perform their reading proficiency.

The Pearson Product Moment Correlation was employed to determine the relationship between the learners' engagement and the level of reading attitudes among learners as perceived by the teachers.

### Definition Of Terms

The following terms were operationally defined as it crucial to the present study.

**Duration.** It refers to the amount of time students spend actively participating in reading activities. This concept emphasizes that the duration of reading engagement is crucial for developing literacy skills and enhancing comprehension.

**Effects.** Observable changes or impacts resulting from an external influence, in this context, the influence of reading outside of school time on learners' reading attitudes and skills.

**Engagement.** It refers to the active involvement and emotional investment that students exhibit while reading. This concept encompasses several dimensions of engagement, including behavioral, cognitive, and emotional aspects.

**Frequency.** It refers to the extent to which students actively participate in reading activities, particularly how often they engage with reading materials. This concept encompasses several dimensions, including behavioral engagement, which involves the time spent reading and the frequency of reading activities. High engagement in reading is often linked to positive outcomes such as improved literacy skills and a deeper understanding of texts.

**Learner's Reading Attitude.** The cognitive and emotional dispositions learners have towards reading, encompassing their preferences, beliefs, and motivations related to reading activities.

**Philippine Informal Reading Inventory (Phil-IRI).** It is a standardized assessment tool designed to evaluate the reading proficiency of students in the Philippines. It consists of a series of graded passages that are administered to both individual students and entire classes, aiming to determine each learner's reading level. The Phil-IRI assesses various aspects of reading, including oral reading, silent reading, and listening comprehension, allowing educators to gauge students' independent, instructional, and frustration levels in reading.

**Proficiency.** The learned abilities and competencies that contribute to effective and efficient reading, including decoding, comprehension, vocabulary, and critical analysis.

### Presentation, Analysis And Interpretation Of Data

This chapter presents, analyzes, and interprets data regarding the learners' reading engagement, attitudes and proficiency. This analysis serves as a foundation for developing targeted remediation strategies aimed at enhancing reading proficiency. By examining these factors, the chapter aims to provide insights into how demographic variables influence learners' reading attitudes and engagement, ultimately guiding effective plan of action to support learners' literacy development.

**Table 1.1** presents the level of learner's engagement in reading according to frequency. The overall results indicate that item 3, "Once or twice a week, the learner dedicates time to reading activities," received the highest weighted mean of 3.17, which is interpreted as "Often Engaged." In contrast, item 9, "The learner feels a sense of accomplishment after participating in reading activities," had the lowest weighted mean of 3.09, also interpreted as "Often Engaged." The average weighted mean across all items was 3.13, which is also interpreted as "Often Engaged." This information may suggest that while learners are participating in reading activities with some regularity, their emotional or motivational response to these activities could benefit from further enhancement to strengthen learners' overall engagement.

Table 1.1 Level of Learner's Engagement in Reading as Perceived by the Teachers According to Frequency  
 N=87

Statements	WM	DI	Rank
	1. The learner consistently engages in reading activities on a daily basis.	3.16	OE
2. Reading is a regular practice for the learner, occurring 3-4 times a week.	3.13	OE	5.5
3. Once or twice a week, the learner dedicates time to reading activities.	3.17	OE	1
4. The learner immerses themselves in reading, approximately 1-2 times a month.	3.10	OE	8.5
5. The learner finds time for reading activities occasionally.	3.15	OE	3
6. The learner prefers other leisure activities and engages less time in reading.	3.14	OE	4
7. The learner actively seeks opportunities to engage in reading.	3.11	OE	7
8. The learner believes that reading enhances their overall well-being.	3.13	OE	5.5
9. The learner feels a sense of accomplishment after participating in reading activities.	3.09	OE	10
10. The learner considers reading an essential part of their daily routine.	3.10	OE	8.5
<b>Average Weighted Mean</b>	<b>3.13</b>	<b>Often Engaged</b>	

Legend:

**Rating Scale      Descriptive Interpretation (DI)**

3.25 – 4.00      Always Engaged (AE)

2.50 – 3.24      Often Engaged (OE)

1.75 – 2.49      Sometimes Engaged (SE)

1.00 – 1.74      Rarely Engaged (RE)

The findings coincide in the study of Khongtim and Meghalaya (2021) had emphasized that frequent reading is essential for behavioral engagement, as it encompasses both the time spent reading and the variety of materials encountered, leading to improved reading comprehension and stronger literacy skills through consistent practice.

**Table 1.2** shows the level of learner's engagement in reading according to duration. The overall findings revealed that item 3, "The learner usually spends 15 to 30 minutes on each reading session," had the highest weighted mean of 3.17, interpreted as "Oftentimes Engaged." In contrast, item 5, "The duration of the learner's reading sessions varies, depending on the material," received the lowest weighted mean of 3.03, also interpreted as "Oftentimes Engaged." The average weighted mean across all items was 3.11, which is also interpreted as "Oftentimes Engaged." This suggests that duration is indicative of sufficient time for learners to focus on the activity, which is essential for building literacy skills.

Table 1.2 Level of Learner's Engagement in Reading as Perceived by the Teachers According to Duration N=87

Statements	Learners N=87		
	WM	DI	Rank
1. The learner consistently dedicates more than an hour to each reading session.	3.10	OE	7
2. Reading sessions typically last between 30 minutes to 1 hour for the learner.	3.11	OE	6
3. The learner usually spends 15 to 30 minutes on each reading session.	3.17	OE	1
4. The learner prefers shorter reading sessions, typically lasting less than 15 minutes.	3.14	OE	4
5. The duration of the learner's reading sessions varies, depending on the material.	3.03	OE	10
6. The learner finds longer reading sessions more fulfilling.	3.07	OE	8
7. The learner believes that the duration of reading sessions impacts their comprehension.	3.04	OE	9
8. The learner feels motivated to extend their reading sessions when immersed in captivating material.	3.15	OE	3
9. The learner values both short and long reading sessions for different purposes.	3.12	OE	5
10. The learner feels a sense of relaxation during extended reading sessions.	3.16	OE	2
<b>Average Weighted Mean</b>	<b>3.11</b>	<b>Oftentimes</b>	

Legend:

**Rating Scale      Descriptive Interpretation (DI)**

3.25 – 4.00      Always Engaged (AE)

2.50 – 3.24      Often Engaged (OE)

1.75 – 2.49      Sometimes Engaged (SE)

1.00 – 1.74      Rarely Engaged (RE)

The findings are in consonance with what Bains et al. (2022) had asserted that longer reading durations are associated with improved comprehension skills. When students engage with texts for extended periods, they have more opportunities to process information, reflect on content, and develop a deeper understanding of the material. Duration of reading contributes to behavioral engagement, which includes the time spent reading and the frequency of reading activities. Increased time spent reading can lead to better literacy outcomes as it encourages consistent practice and exposure to diverse texts.

As harmonized by Ameyaw and Anto (2018), prolonged engagement in reading fosters cognitive development by allowing learners to apply metacognitive strategies, such as self-monitoring and questioning, which enhance critical thinking skills. Additionally, sustained reading can positively impact learners' attitudes towards reading, making them more motivated and resilient. Students who read for longer durations tend to achieve higher academic performance. This relationship underscores the importance of encouraging longer reading sessions to cultivate a habit that supports overall educational achievement.

**Table 1.3** arrays the level of learner's engagement in reading according to types of materials used. The overall findings reveal that item 10, which states "Poetry is a preferred genre in the learner's reading, offering a unique literary experience," received the highest weighted mean of 3.44, categorized as "Always Engaged." In contrast, item 7, which states "Academic texts are included in the learner's reading, stimulating intellectual curiosity and learning," received the lowest weighted mean of 2.96, interpreted as "Oftentimes Engaged." The average weighted mean across all items was 3.17, which falls under the "Oftentimes Engaged" category. This might reflect a balanced approach to reading, where learners interact with a variety of texts, but some, like poetry, seem to stand out more.

Table 1.3 Level of Learner's Engagement in Reading as Perceived by the Teachers according to Types of Materials Used N=87

Statements	Learners N=87		
	WM	DI	Rank
1. Fiction books are a favorite choice for the learner's reading, providing an escape into imaginative worlds.	3.28	AE	3
2. The learner avidly explores non-fiction books as part of their reading, seeking knowledge and insights.	3.26	AE	4
3. Online articles serve as a valuable resource for the learner's reading, offering diverse perspectives.	3.08	OE	6
4. Magazines contribute to the learner's reading, providing a mix of entertainment and information.	3.24	OE	5
5. Newspapers play a significant role in the learner's reading engagement, keeping them informed about current events.	2.98	OE	9
6. Graphic novels are a creative and visually engaging component of the learner's reading material.	3.03	OE	8
7. Academic texts are incorporated into the learner's reading, fostering intellectual curiosity and learning.	2.96	OE	10
8. The learner enjoys exploring various types of materials in their reading, including fiction and non-fiction.	3.06	OE	7
9. Short stories are a preferred format for the learner's reading, offering quick and engaging content.	3.33	AE	2
10. Poetry is a chosen genre for the learner's reading, providing a different literary experience.	3.44	AE	1
<b>Average Weighted Mean</b>	<b>3.17</b>	<b>Often Engaged</b>	

Legend:

**Rating Scale      Descriptive Interpretation (DI)**

3.25 – 4.00      Always Engaged (AE)

2.50 – 3.24      Often Engaged (OE)

1.75 – 2.49      Sometimes Engaged (SE)

1.00 – 1.74      Rarely Engaged (RE)

The findings were consistent with what Rosier (2023) had emphasized that different types of reading materials, such as books, magazines, newspapers, comics, and digital content, cater to diverse interests and learning styles. This variety can enhance engagement by providing learners with options that resonate with their preferences, making reading more enjoyable and relevant. Engaging with various materials promotes cognitive engagement, as different genres and formats encourage the use of distinct reading strategies. For instance, reading manuals or recipes can develop practical skills, while comics can enhance visual literacy and narrative understanding.

As eloquently stated by Wilson (2021), exposure to a range of reading materials can positively influence learners' attitudes towards reading. When students encounter texts that interest them—such as digital storybooks or interactive content—they are more likely to develop a love for reading and a desire to engage with texts regularly. Utilizing authentic materials like newspapers and brochures helps learners connect reading to real-world contexts. This relevance can increase motivation and facilitate discussions about current events or practical information, enhancing critical thinking skills.

**Table 2.1** presents the level of reading attitudes among learners in terms of eagerness to read. The overall findings reveal that item 10, "participating in book clubs or reading groups to improve reading experiences," received the highest weighted mean of 3.46, categorized as "Always Eager." In contrast, both item 5, "excited about reading," and item 7, "actively seeking recommendations for reading materials," had the lowest weighted mean of 2.98, which is interpreted as "Oftentimes Eager." The average weighted mean across all items was 3.18, which falls under the "Oftentimes Eager" category. The data suggests that learners were most eager to engage in reading when they participate in book clubs or reading groups. However, their enthusiasm for reading on a personal level, such as being excited about reading or actively seeking recommendations, is less consistent.

Table 2.1 Level of Reading Attitudes among Learners as Perceived by the Teachers in Terms of Eagerness to Read N=87

Statements			
	WM	DI	Rank
1. excited to pick up a book and read.	3.45	A	2
2. looking forward to reading sessions.	3.04	O	6
3. eager to engage in reading.	3.22	O	5
4. ready to read varieties of reading materials.	3.32	A	4
5. excited about reading.	2.98	O	9.5
6. eager to anticipate new releases for reading.	3.01	O	7.5
7. seeking recommendations for reading materials actively.	2.98	O	9.5
8. discussing reading experiences with others.	3.01	O	7.5
9. sharing favorite books with friends and family often.	3.36	A	3
10. engaging in book clubs or reading groups to enhance reading experiences.	3.46	A	1
<b>Average Weighted Mean</b>	<b>3.18</b>	<b>Oftentimes Eager</b>	

Legend:

**Rating Scale      Descriptive Interpretation (DI)**

- 3.25 – 4.00      Always Eager (AE)
- 2.50 – 3.24      Oftentimes Eager (OE)
- 1.75 – 2.49      Sometimes Eager (SE)
- 1.00 – 1.74      Rarely Eager (RE)

As harmonized by Wigfield and Guthrie (2020), positive reading attitudes foster a willingness to read, leading to increased frequency and duration of reading, which in turn enhances comprehension and literacy skills. Learners who enjoy reading and view it as an important part of their lives are more likely to pursue reading voluntarily, contributing to their academic success and personal growth.

**Table 2.2** displays the level of reading attitudes among learners in terms of enjoyment of reading. The overall results revealed that item 10, "including reading in leisure activities to maintain a constant source of enjoyment," received the highest weighted mean of 3.49, which is categorized as "Always." In contrast, item 6, "prioritizing reading materials that match personal interests," had the lowest weighted mean of 2.97, interpreted as "Oftentimes." The overall average weighted mean was 3.25, categorized as "Always." The findings suggest that learners most frequently incorporate reading into learners' leisure time, highlighting that reading is a regular and enjoyable part of their routine.

Table 2.2 Level of Reading Attitudes among Learners as Perceived by the Teachers in terms of Enjoyment of Reading N=87

Statements			
	WM	DI	Rank
1. finds great joy and pleasure in reading.	3.32	AE	6
2. believes reading is a source of entertainment.	3.46	AE	2
3. enjoys reading activities most of the time.	3.39	AE	5
4. fees about the enjoyment of reading.	3.40	AE	4
5. finds joy in reading.	3.00	OE	9
6. prioritizes reading materials that align with personal interests.	2.97	OE	10
7. explores new genres to enhance enjoyment of reading often.	3.02	OE	8
8. derives satisfaction from completing books.	3.04	OE	7
9. engages in activities that complement reading enjoyment, such as attending book events or festivals.	3.44	AE	3
10. incorporates reading into leisure activities, ensuring a continuous source of pleasure.	3.49	AE	1
<b>Average Weighted Mean</b>	<b>3.25</b>	<b>Always Enjoy</b>	

Legend:

**Rating Scale Descriptive Interpretation (DI)**

- 3.25 – 4.00 Always Enjoy (AE)
- 2.50 – 3.24 Oftentimes Enjoy (OE)
- 1.75 – 2.49 Sometimes Enjoy (SE)
- 1.00 – 1.74 Rarely Enjoy (RE)

The findings were in agreement with what Patel (2019) had accentuated that reading attitudes among learners in terms of enjoyment of reading is critical as it significantly influences their motivation, engagement, and overall literacy development. Positive attitudes towards reading enhance learners' enjoyment, leading to increased frequency and duration of reading activities, which are essential for improving comprehension and proficiency. Students who find pleasure in reading are more likely to engage with diverse texts and develop a lifelong reading habit, which correlates with higher academic achievement. Furthermore, a positive reading attitude can foster resilience and persistence in learners, encouraging them to tackle challenging materials. Additionally, enjoyment in reading is linked to better reading habits and a greater likelihood of pursuing reading as a lifelong activity. Encouraging a positive reading culture that emphasizes enjoyment can lead to improved literacy outcomes and a more profound appreciation for reading among students.

**Table 2.3** depicts the level of reading attitudes among learners in terms of competence in reading. The overall result shows that item 10 “Assess his/her reading progress and set personalized goals for continuous improvement” obtained the highest weighted mean of 3.52 interpreted as “Always Competent” while item 8 “Measure his/her competence by challenging himself with diverse reading materials.” gained the lowest weighted mean of 3.14 interpreted as “Oftentimes Competent”. The average weighted mean was 3.32 interpreted as “Always Competent”. This analysis highlights a positive trend in learners' self-directed efforts to improve their reading skills, with room for further growth in diversifying the materials they read to test their abilities.

Table 2.3 Level of Reading Attitudes among Learners as Perceived by the Teachers in terms of Competence in Reading N=87

Statements	WM	DI	Rank
	1. Feel very confident in one’s reading abilities.	3.38	AC
2. Believe he/she is a skilled reader.	3.42	AC	3
3. Feel confident when it comes to reading.	3.41	AC	4
4. Doubt his/her reading competence sometimes.	3.43	AC	2
5. Feel insecure about his/her reading skills.	3.19	OC	7
6. Seek opportunities to improve his/her reading skills actively.	3.17	OC	8
7. View reading as a means to enhance reading proficiency.	3.16	OC	9
8. Measure his/her competence by challenging himself with diverse reading materials.	3.14	OC	10
9. Participate in reading challenges and competitions to gauge and improve one’s reading skills	3.40	AC	5

10. Assess his/her reading progress and set personalized goals for continuous improvement.	3.52	AC	1
<b>Average Weighted Mean</b>	<b>3.32</b>	<b>Always Competence</b>	

Legend:

**Rating Scale      Descriptive Interpretation (DI)**

- 3.25 – 4.00      Always Competent (AC)
- 2.50 – 3.24      Oftentimes Competent (OC)
- 1.75 – 2.49      Sometimes Competent (SC)
- 1.00 – 1.74      Rarely Competent (RC)

Santos and Reyes (2020) had highlighted that those positive attitudes encourage learners to approach reading with enthusiasm, which enhances their willingness to practice and apply effective reading strategies. Conversely, negative attitudes can hinder engagement and create barriers to understanding, as students may avoid reading activities altogether.

**Table 3** illustrates the reading proficiency of the learners based on the Phil. IRI results as secondary data in Danao, Dagohoy, San Miguel, and Trinidad districts. The results showed that fifty-four (54) learners, representing 62.07%, were classified as “Independent” readers, while twenty-eight (28) learners, or 32.18%, were categorized as “Instructional” readers. Additionally, five (5) learners exhibited frustration in their reading skills. These findings indicate the varying levels of reading proficiency among learners based on their ability to comprehend a passage. The majority of learners (62.07%) were classified as "Independent" readers, suggesting they can read and understand texts without assistance. A fewer portion (32.18%) falls into the "Instructional" category, indicating they require some support to comprehend the material effectively. The presence of five learners with frustration in their reading proficiency highlights the need for targeted interventions to help these individuals improve their reading abilities and boost their confidence.

Table 3 Learner's Reading Proficiency Based on the Phil. IRI Results as Secondary Data N=87

Reading Proficiency	F	%	Rank
Independent	54	62.07	1
Instructional	28	32.18	2
Frustration	5	5.74	3
Non-Reader	0	0	

Auld (2023) had pinpointed that learners’ reading skills based on a given passage is multifaceted and essential for understanding their literacy development. Reading assessments, such as those measuring comprehension through specific passages, provide valuable insights into students’ reading abilities and progress. These assessments help educators identify the varying levels of proficiency among learners, categorizing them as “Independent,” “Instructional,” or exhibiting frustration in their reading skills. This classification allows teachers to tailor instruction to meet individual needs, ensuring that students receive appropriate support and interventions. Moreover, understanding learners’ reading skills informs curriculum decisions and instructional strategies, ultimately enhancing overall literacy outcomes.

**Table 4** displays an analysis of the significant relationship between learners' levels of engagement and their reading attitudes. The results show a significant correlation between these two variables, indicated by a computed correlation coefficient of  $r = 0.461$  and a p-value of 0.00, which was below the critical significance level of 0.05. Thus, this finding leads to the rejection of the null hypothesis. This suggests that there was a meaningful relationship between how engaged learners with reading and their attitudes towards it. The positive correlation coefficient indicates that higher levels of engagement were associated with more positive reading attitudes among learners. The rejection of the null hypothesis supports the idea that fostering greater engagement in reading can enhance learners' attitudes towards reading, which is important for promoting literacy development.

Table 4 Analysis on the Significant Relationship Between the Learners' Level of Engagement and the Level of Reading Attitudes among Learners N=87

Source of relationship	Comp r value	Comp value	p	Critical p value	Interpretation	Decision
Reading engagement	0.461	0.00	0.05		Significant relationship	Reject $H_0$
Reading attitudes						

The findings were consistent with what Almasi (2018) had reiterated that high levels of reading engagement are closely linked to positive reading attitudes, which in turn enhance literacy skills. Engaged learners are more likely to read frequently and enjoyably, leading to improved comprehension and fluency. Research indicates that students who have positive attitudes toward reading tend to engage more deeply with texts, which fosters better academic outcomes in literacy-related tasks. Positive reading attitudes contribute to intrinsic motivation, encouraging learners to persist in reading activities even when faced with challenges. This motivation is essential for developing a lifelong habit of reading, as students who enjoy reading are more likely to seek out books and other texts independently.

### Proposed Action Plan To Enhance Reading Engagement, Attitudes, And Skills

#### Rationale

“Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality and school heads’ leadership becomes of utmost importance for long term and sustainable nation building. “(paragraph 2, DepEd Order no. 42, s. 2017)

Reading is a fundamental skill that significantly impacts learners' academic success and lifelong learning. To foster a positive reading culture and improve engagement, attitudes, and skills among students, a comprehensive plan of action is essential. This plan aims to create an environment that encourages regular reading practices, enhances comprehension abilities, and cultivates a love for reading.

The need for this plan arises from the observed trends in learners' reading behaviors, which indicate that while students engage in reading activities, their participation may not be consistent or intense. Furthermore, many learners enjoy reading and feel competent but still require encouragement to engage more frequently with diverse reading materials. By addressing these gaps through targeted strategies, we can enhance students' reading experiences and outcomes.

After the conduct of the study, the findings indicate that learners engage in reading activities "Oftentimes," reflecting a moderate level of involvement in terms of frequency, duration, and types of materials read. Their reading attitudes show a similar pattern, with eagerness to read rated as "Oftentimes," while enjoyment and perceived competence in reading were rated as "Always." Additionally, an evaluation of learners' reading skills revealed that 62.07% (fifty-four learners) were classified as "Independent" readers, 32.18% (twenty-eight learners) as "Instructional" readers, and five learners demonstrated significant frustration with their reading abilities. Overall, these results highlight both positive aspects of learners' attitudes and areas for improvement in engagement and comprehension skills.

Additionally, the analysis revealed a strong and significant relationship between learners' levels of engagement and their reading attitudes, which also led to the rejection of the null hypothesis. Overall, these findings highlight important connections between reading performance and attitudes while suggesting that demographic factors may not significantly influence engagement.

Based on these findings, the researcher believes that an action plan should be developed to close the gap in the areas that need improvement.

### **Program Description**

This action plan will assist teachers and school heads to positively enhance reading and contribute to the improvement of reading engagement, attitudes, and reading skills among learners.

This proposal will compose the following stages for optimum results.

- 1. Planning Stage.** The researcher, in collaboration with peers and the school principal, will assemble for discussions aimed at improving the execution of LAC sessions and in-person seminar workshops. Regular meetings and forums will be arranged to prioritize, enhance, and adjust the findings and recommendations based on the results of evaluations and reviews. It is essential to guarantee that every region receives attention and is not overlooked, highlighting the importance of thorough consideration and inclusivity.
- 2. Implementation Stage.** At this point, the parties involved are anticipated to have established the structure for their implementation plans. Nonetheless, it is crucial to remain receptive to modifications, corrections, and potential unforeseen circumstances that may emerge. Flexibility and adaptability are vital to incorporate any required adjustments and manage unexpected situations that might arise during the implementation phase.
- 3. Evaluation Stage.** The evaluation phase marks the concluding step in assessing the effectiveness and efficiency of the implemented plans. It is during this stage that the progress of the action plan is evaluated and determined.
- 4. Monitoring Stage.** The monitoring phase is crucial in ensuring the sustained success of the implemented plans. During this stage, the effectiveness of the programs is evaluated and assessed for their long-term impact.

### **Program Objectives**

The action plan aims to:

1. enhance learners' engagement in reading activities;
2. improve learners' reading attitude; and
3. enhance learners' reading proficiency

### **Mechanics of Implementation**

Upon approval from the members of the examining tribunal, the researcher will arrange a presentation to the Public Schools District Supervisor in Trinidad district, to discuss the purpose and operational details of the action plan. This meeting aims to foster further collaboration and encourage the active participation of all individuals involved. The researcher is open to accepting their valuable suggestions and recommendations to ensure the meaningful and timely implementation of the program.

### **Schedule of Implementation**

The action plan is designed as a recurring cycle that spans throughout the year. It is scheduled to commence in January 2025 and conclude in April 2025, encompassing a range of activities outlined in different categories.

After each implementation phase, a thorough assessment and review will be conducted. The purpose of this evaluation is to utilize the monitoring findings as a roadmap for enhancing any areas that require improvement. By actively addressing these areas, the program can continuously evolve and strive for greater effectiveness.

### Monitoring and Evaluation System

A monitoring and evaluation tool will be created and devised to measure the outcomes of the proposed enhancement program. This tool will serve as a means to assess the program's progress and identify areas for refinement, as deemed necessary. Regular assessments will be conducted to gauge the effectiveness of the program and ensure its continual improvement.

### Proposed Action Plan Matrix

**Time Frame : School Year 2024-2025**

**Proposed Budget : Php 30, 000.00**

Areas of Concern	Objectives	Activities/ Strategies	Persons Involved	Time Frame	Success Indicators	Source of Funds
1.Learners' Reading Engagement	To increase student engagement in reading by providing opportunities for choice, collaboration, and friendly competition.	Implementing a Reading Challenge Activity that incorporates elements of choice, competition, and social interaction. This strategy encourages students to take an active role in their reading journey while fostering a sense of community.	PSDS  School Heads Teachers Learners	January 2025	Increased student engagement in reading by providing opportunities for choice, collaboration, and friendly competition.	School MOOE  PTA Funds  SEF/LGU
2.Reading Attitude of the Learners	To enhance learners' attitudes toward reading by promoting collaboration, choice, and discussion around literature.	Implementing a Literature Circles Activity. This strategy encourages collaborative learning and allows students to engage deeply with texts, fostering a positive attitude toward reading.	PSDS  School Heads Teachers Learners	February 2025	Enhanced learners' attitudes toward reading by promoting collaboration, choice, and discussion around literature.	School MOOE  PTA Funds  SEF/LGU
3.Learners' Reading Proficiency	To improve learners' reading proficiency through targeted instruction, practice, and feedback in small group settings.	Implementing a Guided Reading Workshop can be an effective strategy. This approach focuses on differentiated instruction tailored to individual reading levels, fostering skill development in a supportive environment.	PSDS  School Heads Teachers Learners	March 2025	Improved learners' reading proficiency through targeted instruction, practice, and feedback in small group settings.	School MOOE  PTA Funds  SEF/LGU

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the findings analyzed by the researcher, conclusions drawn from the study's results, and recommendations concerning the learner engagement, attitudes, and skills in reading as the basis for remediation. These recommendations serve as a foundation for the proposed action plan.

### Summary Findings

The following findings were drawn from the analysis of the data:

1. The level of learner's engagement in reading according to frequency, duration, and types of materials read was perceived as "Often Engaged".
2. The learners' reading attitudes regarding eagerness to read were rated as "Oftentimes Eager," while their enjoyment and perceived competence in reading were rated as "Always Competent."
3. The learners' reading proficiency were evaluated using a specific passage followed by comprehension questions. The results indicated that fifty-four (54) learners, or 62.07%, were identified as "Independent" readers, while twenty-eight (28) learners, accounting for 32.18%, were classified as "Instructional" readers. Furthermore, five (5) learners demonstrated frustration in their reading abilities.
4. The analysis revealed a strong and significant relationship between learners' levels of engagement and their reading attitudes. Hence, the null hypothesis is rejected.

### CONCLUSIONS

Based on the findings of the study, the researcher draws these conclusions.

Learners engage in reading activities regularly, but their participation may not be consistent or intense, indicating that there are opportunities to enhance their involvement further. While there is a positive aspect to learners' attitudes toward reading—they enjoy it and feel competent—there is still room for improvement in fostering a stronger desire to engage with reading materials more frequently. Many learners can read and comprehend texts independently, while a few struggles significantly with comprehension and find reading challenging. Fostering higher levels of engagement in reading is essential, as it can lead to more positive attitudes among learners, which is crucial for their literacy development and overall academic success.

### RECOMMENDATIONS

Derived from the findings and conclusions, the researcher proposes the following recommendations:

1. The key Officials in Department of Education may intensify the implementation of policies that prioritize reading engagement initiatives within the curriculum. They may also encourage schools to allocate time for independent reading and provide resources that support diverse reading materials.
2. School Principals/Heads may consider the fostering of a school culture that promotes reading by organizing reading events, such as book fairs and reading challenges. They may also ensure that classroom libraries are well-stocked with a variety of genres and levels to cater to all students' interests.
3. Teachers should continue creating an engaging classroom environment by incorporating free choice reading and allowing students to select their reading materials. They should also utilize strategies like project-based learning and gamification to make reading more interactive and enjoyable. Moreover, they may regularly assess students' reading attitudes and adjust teaching methods accordingly.
4. Learners should consider taking an active role in their reading journey by exploring different genres and setting personal reading goals. They should also engage with peers to discuss books and share recommendations, fostering a community of readers.

5. Parents should continue encouraging reading at home by providing access to books and creating a designated reading time. They should also discuss books with children to enhance comprehension and enjoyment, and model positive reading behaviors.
6. Future Researchers may investigate further into the factors influencing reading engagement beyond demographic profiles. They may also explore innovative teaching methods and technologies that can enhance students' motivation and attitudes toward reading.

## REFERENCES

1. Allington, R. L. (2019). *What really matters for struggling readers: Designing research-based programs*. Guilford Publications.
2. Allington, R. L., & McGill-Franzen, A. (2019). *Summer reading: Closing the rich-poor achievement gap*. Teachers College Press.
3. Anderson, R. C., & Kim, S. (2019). The PISA 2015 assessment and framework: Key findings and implications. OECD Education Working Papers, No. 174.
4. Anderson, R. C., Wilson, P. T., & Fielding, L. G. (1988). *Becoming a nation of readers: The report of the Commission on Reading*. National Institute of Education.
5. Bandura, A. (1977). *Social Learning Theory*. Prentice-Hall.
6. Barnes, C., & Jones, B. D. (2018). Out-of-school reading and its impact on academic achievement. *Reading Research Quarterly*, 53(3), 270-293.
7. Baron, N. S. (2018). *Always on: Language in an online and mobile world*. Oxford University Press.
8. Biancarosa, G., & Snow, C. E. (2020). *Reading next: A vision for action and research in reading education*. RAND Corporation.
9. Bourdieu, P. (1984). *Distinction: A Social Critique of the Judgment of Taste*. Harvard University Press.
10. Celano, D. (2020). Building a bridge: Closing the gap in children's access to books. *The Reading Teacher*, 74(1), 28-36.
11. Clark, C. (2020). *Fostering a love of reading: Engaging children in literature*. Routledge.
12. Clark, C. M., & Rucinski, C. G. (2019). The effects of access to books on the reading achievement of elementary school students. *Reading Research Quarterly*, 18(3), 315-321.
13. Cruz, L., & Patel, N. (2018). Literacy assessment in the Philippines: A review of the Phil-IRI and its implications for policy and practice. *Journal of Educational Research and Evaluation*, 24(1), 1-24.
14. Cunningham, P. M. (2019). *Phonics they use: Words for reading and writing*. Allyn & Bacon.
15. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Plenum Press.
16. Dickinson, D. K., & Neuman, S. B. (2019). *Handbook of early literacy research*. Guilford Press.
17. Downey, D. B. (2019). The effect of socioeconomic status on reading achievement: A meta-analysis. *Review of Educational Research*, 76(4), 645-683.
18. Garcia, J., & Patel, N. (2018). Addressing the reading gap in the Philippines: A call for action. *Philippine Journal of Education*, 63(2), 1-12.
19. Guthrie, J. T., Wigfield, A., & Perencevich, K. K. (2020). *Motivating students to read: Supporting self-determination theory in the classroom*. Pearson.
20. Johnson, N. S., & Thompson, R. A. (2019). The effects of screen reading vs. print reading on comprehension and retention. *Computers & Education*, 101, 67-80.
21. Kim, J. (2019). The influence of cultural factors on reading literacy: A comparative study of Korea and the United States. *The Reading Teacher*, 66(7), 534-544.
22. Kim, Y. S. (2020). The relationship between out-of-school reading and reading achievement in the elementary grades. *Reading Research Quarterly*, 39(2), 156-173.
23. Kim, Y., & Park, S. (2019). Integrating digital reading into the curriculum: A case study of Korean elementary schools. *Educational Technology & Society*, 18(2), 77-88.
24. Krashen, S. D. (2020). *The power of reading: Why reading for pleasure is the best way to learn*. International Reading Association.
25. Lee, J. (2019). The impact of digital reading on reading comprehension: A review of the literature. *Journal of Educational Technology & Society*, 17(4), 239-250.

26. Lee, J. (2019). A comparative study of reading literacy in South Korea and Finland: Implications for the Philippines. *International Journal of Educational Development*, 47, 156-165.
27. LeFevre, P. (2021). The role of parental involvement in children's literacy development. *The Reading Teacher*, 74(4), 378-386.
28. Lopez, C., & Garcia, J. (2019). The impact of out-of-school reading on the reading achievement of Filipino students. *International Journal of Education and Development using Information and Communication Technology*, 15(2), 11-22.
29. McGill-Franzen, A. (2019). *Raising a reader: Helping kids love to read*. Stenhouse Publishers.
30. Neuman, S. B. (2019). Reading aloud to children: The evidence for its importance. *The Reading Teacher*, 73(1), 13-21.
31. Neuman, S. B. (2021). Book availability and reading opportunities: Bridging the gap for students from low-income backgrounds. *The Reading Teacher*, 74(7), 853-862.
32. Nguyen, T. N. (2022). The effects of out-of-school reading on Vietnamese students' reading comprehension. *International Journal of Language and Linguistics*, 8(2), 121-130.
33. O'Connor, C. (2019). Learning from high-performing systems: What can the Philippines learn from Singapore's approach to reading literacy? *International Journal of Educational Development*, 41, 173-181.
34. Patel, N. (2019). The correlation between out-of-school reading and academic achievement in Filipino students. *Philippine Journal of Education*, 62(1), 1-14.
35. Reyes, C. (2019). Addressing the reading gap in the Philippines: Strategies for promoting out-of-school reading. *Asia-Pacific Journal of Education*, 34(1), 87-100.
36. Rosenblatt, L. M. (2019). *The Reader, the Text, the Poem: The Transactional Theory of the Literary Work*. Southern Illinois University Press.
37. Rumbold, K. (2019). *Fostering a lifelong love of reading: Engaging children in literature*. Routledge.
38. Santos, M., & Reyes, C. (2020). The impact of socio-economic status on reading achievement in the Philippines: A case study. *International Journal of Educational Development*, 70, 101-110.
39. Sénéchal, M. (2022). The importance of parent involvement in children's literacy development. *The Reading Teacher*, 75(6), 714-722.
40. Stanovich, K. E. (2019). Matthew effects in reading: Some consequences for individual differences and instructional design. *Reading Research Quarterly*, 50(2), 186-207.
41. Stanovich, K. E., & Cunningham, A. E. (2019). Language acquisition and emergent literacy. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 7-30). Erlbaum.
42. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
43. Wigfield, A., & Guthrie, J. T. (2019). Motivating adolescents to read. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 403-434). International Reading Association.
44. Wilson, J. (2021). *How to teach reading: Differentiated instruction for all learners*. Guilford Publications.

## APPENDICES

### Appendix A

#### Research Instrument

#### Questionnaire

Dear Respondent,

The undersigned would like to embark on a study on “LEARNERS’ READING ENGAGEMENT, ATTITUDES AND PROFICIENCY” in partial fulfillment for the degree of Master of Arts in Education.

In line with this endeavor, I would like to ask your permission that you will answer my questionnaire and participate in the study. Your thoughtful and honest responses will help generate a genuine data which are needed in the accomplishment of the study. Your responses will be treated with utmost confidentiality.

Thank you for your cooperation and assistance.

**(Sgd) RODELYN Y. LAWIS**

Researcher

#### I. Level of Learner’s Engagement in Reading as Assessed by the Teachers

**Please check all the boxes that best represents your learner’s engagement in reading.**

- 4 - Always Engaged
- 3 - Oftentimes Engaged
- 2 - Sometimes Engaged
- 1 - Rarely Engaged

#### 2.1 According to Frequency

ITEMS	4	3	2	1
1. The learner consistently engages in reading activities on a daily basis.				
2. Reading is a regular practice for the learner, occurring 3-4 times a week.				
3. Once or twice a week, the learner dedicates time to reading activities.				
4. The learner immerses themselves in reading, approximately 1-2 times a month.				
5. The learner finds time for reading activities occasionally.				
6. The learner prefers other leisure activities and engages less time in reading.				
7. The learner actively seeks opportunities to engage in reading.				
8. The learner believes that reading enhances their overall well-being.				
9. The learner feels a sense of accomplishment after participating in reading activities.				
10. The learner considers reading an essential part of their daily routine.				

## 2.2 According to Duration

ITEMS	4	3	2	1
1. The learner consistently dedicates more than an hour to each reading session.				
2. Reading sessions typically last between 30 minutes to 1 hour for the learner.				
3. The learner usually spends 15 to 30 minutes on each reading session.				
4. The learner prefers shorter reading sessions, typically lasting less than 15 minutes.				
5. The duration of the learner's reading sessions varies, depending on the material.				
6. The learner finds longer reading sessions more fulfilling.				
7. The learner believes that the duration of reading sessions impacts their comprehension.				
8. The learner feels motivated to extend their reading sessions when immersed in captivating material.				
9. The learner values both short and long reading sessions for different purposes.				
10. The learner feels a sense of relaxation during extended reading sessions.				

## 2.3 According to Types of Materials Used

ITEMS	4	3	2	1
1. Fiction books are a favorite choice for the learner's reading, providing an escape into imaginative worlds.				
2. The learner avidly explores non-fiction books as part of their reading, seeking knowledge and insights.				
3. Online articles serve as a valuable resource for the learner's reading, offering diverse perspectives.				
4. Magazines contribute to the learner's reading, providing a mix of entertainment and information.				
5. Newspapers play a significant role in the learner's reading engagement, keeping them informed about current events.				
6. Graphic novels are a creative and visually engaging component of the learner's reading material.				
7. Academic texts are incorporated into the learner's reading, fostering intellectual curiosity and learning.				
8. The learner enjoys exploring various types of materials in their reading, including fiction and non-fiction.				
9. Short stories are a preferred format for the learner's reading, offering quick and engaging content.				
10. Poetry is a chosen genre for the learner's reading, providing a different literary experience.				

### III. Level of reading attitudes among learners as assessed by the teachers

- 4 - Always Eager
- 3 - Oftentimes Eager
- 2 - Sometimes Eager
- 1 - Rarely Eager

#### A. EAGERNESS TO READ

The learner is...

ITEMS	4	3	2	1
1. excited to pick up a book and read.				
2. looking forward to reading sessions.				
3. eager to engage in reading.				
4. ready to read varieties of reading materials.				
5. excited about reading.				
6. eager to anticipate new releases for reading.				
7. seeking recommendations for reading materials actively.				
8. discussing reading experiences with others.				
9. sharing favorite books with friends and family often.				
10. engaging in book clubs or reading groups to enhance reading experiences.				

#### B. ENJOYMENT OF READING

- 4 - Always Enjoy
- 3 - Oftentimes Enjoy
- 2 - Sometimes Enjoy
- 1 - Rarely Enjoy

The learner...

ITEMS	4	3	2	1
1. finds great joy and pleasure in reading.				
2. believes reading is a source of entertainment.				
3. enjoys reading activities most of the time.				

4. fees about the enjoyment of reading.				
5. finds joy in reading.				
6. prioritizes reading materials that align with personal interests.				
7. explores new genres to enhance enjoyment of reading often.				
8. derives satisfaction from completing books.				
9. engages in activities that complement reading enjoyment, such as attending book events or festivals.				
10. incorporates reading into leisure activities, ensuring a continuous source of pleasure.				

**C. COMPETENCE IN READING**

- 4 - Always Competent
- 3 - Oftentimes Competent
- 2 - Sometimes Competent
- 1 - Rarely Competent

ITEMS	4	3	2	1
1. Feel very confident in one’s reading abilities.				
2. Believe he/she is a skilled reader.				
3. Feel confident when it comes to reading.				
4. Doubt his/her reading competence sometimes.				
5. Feel insecure about his/her reading skills.				
6. Seek opportunities to improve his/her reading skills actively.				
7. View reading as a means to enhance reading proficiency.				
8. Measure his/her competence by challenging himself with diverse reading materials.				
9. Participate in reading challenges and competitions to gauge and improve one’s reading skills				
10. Assess his/her reading progress and set personalized goals for continuous improvement.				

**IV. Reading Proficiency of the Learners, a Secondary Data Based on Phil. IRI Results**

Directions: Please write inside the box the reading proficiency of the randomly selected learner.

## Appendix B

### Transmittal Letters

August 01, 2024

**CASIANA P. CABERTE PhD, CESO V**

Schools Division Superintendent

Division of Bohol

Tagbilaran City

Madam:

Greetings!

The undersigned SADS student of Bohol Island State University-Bilar Campus, Zamora, Bilar, Bohol will be conducting research entitled “LEARNERS’ READING ENGAGEMENT, ATTITUDES AND PROFICIENCY”.

To obtain data needed for the attainment of the research objectives, the undersigned here forth requests your kind permission to conduct her study among the learners as assessed by the teachers in Dagohoy, Danao, San Miguel, and Trinidad Districts within the current school year. The undersigned assumes full responsibility in the safe and ethical administration of the survey questionnaires and in treating the acquired data with due confidentiality.

Your permission and assistance regarding this matter would greatly contribute to the success of the study.

Thank you very much.

Respectfully yours,

**(Sgd) RODELYN Y. LAWIS, LPT**

Masterand

Noted by:

**(Sgd) ADORACION P. QUITORAS, EdD**

Thesis Adviser

Recommending Approval:

**(Sgd) MANOLITO C. MACALOLOT, EdD**

Dean, BISU-Bilar

School of Advanced Studies

**(Sgd) PROCESO M. CASTIL, EdD**

Campus Director, BISU-Bilar Campus

Approved:

**(Sgd) CASIANA P. CABERTE, PhD, CESO VI**

Schools Division Superintendent

August 01, 2024

**AMELIA D. CREDO PhD**

Public Schools District Supervisor

Trinidad 2 District

Hinlayagan, Trinidad, Bohol

Madam:

Greetings!

The undersigned CADS student of Bohol Island State University-Bilar Campus, Zamora, Bilar, Bohol will be conducting research entitled “LEARNERS’ READING ENGAGEMENT, ATTITUDES AND PROFICIENCY”.

To obtain data needed for the attainment of the research objectives, the undersigned here forth requests your kind permission to conduct her study among the learners as assessed by the teachers in Dagohoy, Danao, San Miguel, and Trinidad Districts within the current school year. The undersigned assumes full responsibility in the safe and ethical administration of the survey questionnaires and in treating the acquired data with due confidentiality.

Your permission and assistance regarding this matter would greatly contribute to the success of the study.

Thank you very much.

Respectfully yours,

**(Sgd) RODELYN Y. LAWIS, LPT**

Masterand

Noted by:

**(Sgd) ADORACION P. QUITORAS, EdD**

Thesis Adviser

Recommending Approval:

**(Sgd) MANOLITO C. MACALOLOT, EdD**

Dean, BISU-Bilar

School of Advanced Studies

**(Sgd) PROCESO M. CASTIL, EdD**

Campus Director, BISU-Bilar Campus

Approved:

**(Sgd) AMELIA C. CREDO PhD**

PSDS, Trinidad 2

**Appendix C**

**Analysis/Sample Computation**

Table 2 Learners engagement in reading activities

Category	WMS	Descriptive Interpretation
Frequency	3.103	
Duration	3.159	
Type Material Used	3.190	

Table 3 Level of reading attitudes among learners

Category	WMS	Descriptive Interpretation
eagerness to read	3.155	
enjoyment to read	3.205	
competence reading	3.297	

Analysis on the significant relationship between the learners' level of engagement and the level of reading attitudes among learners

Source of relationship	Comp r value	Comp. pvalue	Critical pvalue	Interpretation
Reading engagement	0.461	0.00	0.05	Significant relationship
Reading attitudes				

**CURRICULUM VITAE**



**RODELYN Y. LAWIS, LPT**

Purok 5, Guinobatan, Trinidad, Bohol

0963-487-7347

[rodelyn.lawis@deped.gov.ph](mailto:rodelyn.lawis@deped.gov.ph)

**PERSONAL DATA:**

Date of Birth : April 8, 1982  
Civil Status : Married  
Mother : Susana R. Yungod  
Father : Rodrigo T. Yungod  
Husband : Aldrin T. Lawis

**EDUCATIONAL BACKGROUND**

Elementary :Maranatha Christian School  
(Batch 1996)  
San Jose, Talibon, Bohol  
Secondary : Maranatha Christian School  
(Batch 2000)  
Poblacion, San Miguel, Bohol  
With Honors  
College :Bachelor in Elementary Education  
(Batch 2016)  
Trinidad, Municipal College  
Poblacion,Trinidad, Bohol  
Master’s Degree :Master of arts in Education Major in  
Educational Management  
Bohol Island State University  
Bilar Campus  
Bilar, Bohol

**CAREER BACKGROUND**

Employer : Department of Education-  
Guinobatan Elementary School  
Address : Guinobatan, Trinidad, Bohol  
Position : Elementary School Teacher III  
Inclusive date : October 30, 2018, - present

### **LATEST TRAINING ATTENDED**

“5-Day INSET Performance Review and Evaluation and In-Service Training” on November 25-29 2024 at Trinidad Central Elementary School, Trinidad, Bohol

“Science Investigatory Project Phase 1 – Theme: Stem Up To Step Up: Upskilling on Science Investigatory Project” on December 6 and 7, 2024 at Trinidad I Central Conference Room, Trinidad, Bohol

“2024 International Training and Seminar for All Teacher Applicants, Teachers and School Heads with the Theme – Matatag na Edukasyon: Effective Educational Management, Instructional Supervision and Classroom Strategies for a Better Learning Environment ” on March 15-17, 2024 at Trinidad Central Elementary , Bohol

“5-Day Mid-Year INSET” on January 26-30, 2024 at Trinidad, Bohol

“DISTRICT RE-ECHO ON LEARNING AND DEVELOPMENT WORKSHOP ON THE CONDUCT OF THE REVISED PHYSICAL FITNESS TEST” on April 22, 2021 at Tagum Sur National High School, Tagum Sur, Trinidad, Bohol

“IN-SERVICE VIRTUAL TRAINING” on March 15-19, 2021 via MS Teams Live Events, Schools Division Office-Bohol, Tagbilaran City

“SDO Bohol-Contextualized Webinars - Session: Basics of using OBS in Teaching and Learning” on July 01-24, 2020 via YouTube live streaming at the Schools Division Office - Bohol, Tagbilaran City