

Learners' Academic Performance in Reading Comprehension Towards Interactive Activities

¹Cristina C. Tayros, ²Baby Joy C. Garjas, ³Alma S. Laurel, ⁴Allen S. Cueva, ⁵Lyna D. Eskinazi, ⁶Eleazar C. Claudel, ⁷Marilyn M. Miranda

Cebu Technological University

¹cristina.tayros@deped.gov.ph, ²babyjoy.garjas@deped.gov.ph, ³alma.laurel@deped.gov.ph,

⁴allen.cueva@deped.gov.ph, ⁵lynaeskinazi@gmail.com, ⁶claudelelea052477@gmail.com,

⁷marilynmiranda1258@gmail.com

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Corresponding Email:

cristina.tayros@deped.gov.ph

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Abstract. This study assessed the reading comprehension skills and academic performance in English of Grade 3 learners in selected public elementary schools in the Albuera District, Department of Education (DepEd), Schools Division of Leyte, Region VIII, during School Year 2025–2026, as a basis for developing interactive reading activities. A descriptive-quantitative research design was employed, involving six teachers and 90 learners from six public elementary schools. The learners were selected through simple random sampling. Data were gathered using a structured paper-and-pencil questionnaire covering respondents' profiles, learners' performance in five reading comprehension strategies, academic performance in reading comprehension, vocabulary, and storytelling, and the issues and concerns encountered in implementing reading comprehension activities. Frequency counts, percentages, and weighted means were used to analyze the data, together with a test of association to examine the relationships between instructional strategies and learners' academic performance. The findings revealed that the strategies used in reading comprehension obtained an overall average weighted mean of 3.26, interpreted as Highly Effective. Story mapping and the use of photographs received the highest ratings, with weighted means of 3.30 each, followed by activating prior knowledge at 3.23 and monitoring and clarifying at 3.20. In terms of academic performance, learners demonstrated a lack of mastery in noting details ($M = 2.20$), decoding ($M = 2.23$), phonics ($M = 2.40$), vocabulary ($M = 2.30$), and storytelling ($M = 2.40$). The findings further revealed that monitoring and clarifying and the use of photographs had statistically significant associations with selected academic competencies, whereas activating prior knowledge and story mapping did not demonstrate significant associations with the measured competencies. The specific association coefficients and p-values were not available in the supplied results. These findings highlight the need to strengthen learners' foundational reading skills, particularly identifying details, decoding words, applying phonics, developing vocabulary, and organizing narratives. Based on the findings, interactive reading activities are proposed for consideration and implementation by the concerned school officials, in collaboration with teachers, parents, and the DepEd Schools Division of Leyte, to address learners' literacy needs and improve their reading comprehension and academic performance.

Introduction

Reading comprehension is the process of constructing meaning through interaction and engagement with print, and it depends on a match among reader skills, text difficulty, and task definition (Kintsch, 1988). It emphasizes vocabulary and background knowledge, alongside the need for active engagement with varied texts. explained that comprehension is the ability to understand written words and is different from the ability to recognize them: a child

who can read an entire passage aloud but cannot explain what was read has not achieved the purpose of reading. Comprehension adds meaning to what is read, makes reading enjoyable and informative, and is needed to succeed in school, work, and life in general.

The National Reading Panel identified five components vital to developing reading skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Institute of Child Health and Human Development [NICHD], 2000; see also Adams, 2018). Reading is an integral skill for students' academic achievement and lifelong learning (NICHD, 2000), and accurate assessment of reading comprehension is essential to monitor reading development and to provide timely instruction and interventions. Reading comprehension involves complex information processing: according to the construction-integration model (Kintsch, 1988), readers build initial text-based representations from the linguistic input of the text and then integrate them into a coherent whole through inferential processes. Phonological difficulties have also been studied as a source of reading problems in children with developmental dyslexia (Caylak, 2010).

Reading comprehension sits at the heart of every subject students learn. Skilled readers bring active, deliberate habits to every text: they set goals before they begin, connect the meaning of each sentence to the next, ask questions as they read, and use context to work through unfamiliar words (Eastern Washington University [EWU], 2026). Its reach extends beyond language and literature, because critical thinking, memory, focus, and problem-solving are essential across academic disciplines. Daily reading has been associated with improved comprehension and student performance (Auld, 2019), and the relationship between reading and academic performance has also been examined among learners with learning disabilities (Mustapha, 2017).

Several strategies support comprehension. Visualization enables the reader to form a mental image of the scene, ideas, or words, which gives the reader a foothold for meaning and makes summarizing more natural; given today's digital environment, summarizing is crucial for multiple forms of literacy (Kintsch, 1988). Comprehension also deepens as students expand their vocabulary and knowledge base, because each new word or concept adds to prior knowledge that makes future text easier to understand and remember (Kintsch, 1988). Reading difficulties among elementary learners have been linked to several factors (Rohimah, 2021), and story mapping (Syafii, 2021), making inferences (Bailey, 2019), and contextual teaching and learning (Indrayadi et al., 2020) have each been examined as ways to improve reading comprehension.

Reading is also very important to a child's holistic development. It increases vocabulary and enables children to express their thoughts logically and consistently; it teaches sentence structures and patterns that improve writing; it develops analytical skills as children work through the problems posed in stories; and it exposes them to other cultures, people, places, and events. Collier (2019) added that reading develops self-confidence and independence, and that children who develop the habit of reading acquire strong literacy skills and become more competent readers. Environmental factors are also related to reading comprehension (Çiğdemir & Akyol, 2022), and literacy is shaped by its socio-cultural context (Cartin, 2023).

Interactive, learner-centered approaches may help learners take an active part in reading lessons. Experiential learning has been associated with learner autonomy, motivation, and classroom engagement (Boggu et al., 2019; Yangtao, 2021) and with student success (Bradberry et al., 2019), and constructivist principles emphasize learners' active construction of knowledge (Aljohani, 2017). Humanistic learning approaches have likewise been used to address learners' psychological problems during the pandemic (Suntoro et al., 2021), a period in which learners' readiness for alternative learning modalities was also a concern (Tuguic, 2021). Teachers' perceptions of professional learning communities (Eyanagho, 2019) offer insight into the collaborative support teachers need to adopt such practices.

In the Philippines, learners' poor literacy has prompted the question of whether all teachers are now reading teachers (Chi, 2024), and assessments of elementary pupils' reading skills have been used as the basis for intervention plans (Bagolong, 2021). With these concerns in mind, this study assessed the reading comprehension skills and academic performance in English of Grade 3 learners in the Albuera District, Schools Division of Leyte, Region VIII, as a basis for developing interactive reading activities. The key to success is data-driven instruction that uses assessment to determine learners' status in reading comprehension.

Specifically, the study sought to: (a) describe the profile of the teachers (professional qualifications and teaching experience) and of the learners; (b) determine learners' reading performance in English under five comprehension strategies, namely monitoring and clarifying, story mapping, retelling, activating prior knowledge, and using photographs; (c) determine learners' academic performance in English in reading comprehension, vocabulary, and storytelling; (d) determine whether the instructional strategies are significantly associated with learners' academic performance; (e) identify the issues and concerns encountered in implementing reading comprehension activities; and (f) propose interactive activities based on the findings. The study is guided by Kintsch's (1988) construction-integration model, which

explains reading comprehension as the construction of a text-based representation followed by integration of information into a coherent mental model. This framework supports examining strategies that help learners clarify meaning, organize story information, connect prior knowledge, retell texts, and interpret photographs.

Methodology

Design

The study employed a descriptive-quantitative research design to assess the reading comprehension strategies and academic performance in English of Grade 3 learners in selected public elementary schools in the Albueria District, Department of Education (DepEd), Schools Division of Leyte, Region VIII, during School Year 2025–2026. This design was appropriate because it enabled the researchers to systematically describe the existing conditions of reading comprehension instruction, determine learners' levels of mastery in selected reading-related competencies, and examine the associations between instructional strategies and academic performance. The study involved six teachers and 90 learners from six public elementary schools, with the learners selected through simple random sampling. Data were collected using a structured paper-and-pencil questionnaire covering respondents' profiles, the implementation of five reading comprehension strategies, learners' academic performance, and the issues and concerns encountered in implementing reading activities. Frequency counts and percentages were used to summarize relevant respondent information, while weighted means determined the assessed effectiveness of the reading comprehension strategies and learners' performance in noting details, decoding, phonics, vocabulary, and storytelling. Furthermore, a test of association was employed to examine the statistical relationships between selected instructional strategies and academic competencies. The findings revealed that monitoring and clarifying and the use of photographs had statistically significant associations with selected academic competencies, whereas activating prior knowledge and story mapping did not demonstrate significant associations with the measured competencies. Since the study focused on describing existing conditions and examining relationships without manipulating instructional variables, it did not establish causal effects. The results served as the empirical basis for proposing interactive reading activities designed to address learners identified literacy difficulties and strengthen their foundational reading skills.

Environment

The study was conducted in six public elementary schools of the Albueria District, Schools Division of Leyte, Region VIII, namely: Albueria South Central School, Albueria North Central School, Benolho ES, Sherwood ES, Soob ES, and Talisayan ES (The official district designation should be verified against Schools Division of Leyte records.).

Albueria is a coastal municipality in the western part of Leyte, composed of 16 barangays and located south of Ormoc City, facing the Camotes Sea. The Philippine Statistics Authority reported a population of 47,151 for Albueria in the 2020 Census of Population and Housing (Philippine Statistics Authority, 2025). The local economy includes agricultural and coastal livelihoods.

Albueria South Central School

Albueria South Central School is a public elementary school located along the Baybay-Ormoc Road in Barangay Damulaan, Albueria, Leyte, under the DepEd Schools Division of Leyte. It follows the national DepEd curriculum and serves primary learners from Barangay Damulaan and the surrounding communities.

Albueria North Central School

Albueria North Central School (ANCS) is a public elementary school in Albueria, Leyte, under DepEd Region VIII (Eastern Visayas) and the Schools Division of Leyte. The school participates in DepEd academic initiatives such as the Early Language, Literacy, and Numeracy (ELLN) training to enhance primary education pedagogy, and its learners have placed in the Area IV Read-A-Thon contest.

Benolho ES

Benolho Elementary School is a public primary school located in Barangay Benolho, Albueria, Leyte (DepEd School ID 120985), and is part of the Albueria North District. It serves the residents of Barangay Benolho, which has a population of around 1,900.

Sherwood Elementary School

Sherwood Elementary School is a public elementary school in Barangay Sherwood, a rural community in Albueria, Leyte, under DepEd Region VIII and the Division of Leyte. Its learners have taken part in regional and district academic competitions, including the LikhaWento category of the Area IV Read-A-Thon contest.

Soob Elementary School

Soob Elementary School is a public, complete elementary school located along the Albueria-Baybay Road in Albueria, Leyte, under the Albueria North District, Schools Division of Leyte (Region VIII). Its faculty conducts localized Learning Action Cell (LAC) sessions focused on the Comprehensive Rapid Literacy Assessment (CRLA) to strengthen reading performance and early-grade interventions, and its learners have placed in the Albueria North District Read-A-Thon competitions.

Talisayan Elementary School

Talisayan Elementary School is a public primary school in Barangay Talisayan, Albueria, Leyte, providing education from Kindergarten through Grade 6. The school takes part in DepEd initiatives, including remedial reading and learning recovery programs, and its learners represent the school in district competitions such as the Area IV Read-A-Thon. The school-specific descriptions should be checked against current school records or official Schools Division of Leyte information before publication.

Respondents

The respondents were six Grade 3 English teachers (one per school) and 90 Grade 3 learners (15 per school) from the six selected public elementary schools in the Albueria District. Simple random sampling, in which every element of the population has an equal chance of being chosen for the sample, was used to select the learners. The manuscript does not provide the total eligible learner population at each school or the detailed selection procedure. These details must be supplied from the sampling records; no further sampling details are inferred here. Most learners' parents are working parents, such as construction workers, housekeepers, and vendors, and many are 4Ps members who are financially indigent and chose a public school to address the need to study without paying tuition. The languages known to the learners are Cebuano and Filipino. The teacher-respondents handle English learners with reading difficulty. The manuscript describes a descriptive-quantitative design and does not report an implemented intervention; the proposed 60-minute motivation reading activity is therefore not treated as part of the study procedure.

Table 1 presents the distribution of the respondent groups.

Schools	Respondents		Total	%
	Teachers	Learners		
Albueria South Central School	1	15	16	16.67
Albueria North Central School	1	15	16	16.67
Benolho ES	1	15	16	16.67
Sherwood ES	1	15	16	16.67
Soob ES	1	15	16	16.67
Talisayan ES	1	15	16	16.67
Total	6	90	96	100.00

Table 1. Distribution of Respondent Groups

Research Instrument.

The study used a structured questionnaire to gather and analyze data. The questionnaire was designed to collect relevant information from the selected respondents and to ensure consistency in the data-gathering process. Questionnaires can be used as a method of collecting information from participants in research. Self-administered questionnaires were distributed in paper-and-pencil format to the six teachers and the 90 learners (15 per school) from the selected elementary schools in the Albueria District. The questions were standardized, meaning that all respondents were given the same questions with identical wording to promote uniformity in their responses.

The research instrument was divided into four parts. Part I gathered the demographic profiles of the respondents. Part II focused on the reading performance of Grade 3 learners in English under different reading comprehension strategies,

namely monitoring and clarifying, story mapping, retelling, activating prior knowledge, and using photographs; the learners' performance in these strategies was assessed based on the ratings provided by the teacher-respondents. Part III examined the academic performance of Grade 3 learners in English, particularly their achievement in the identified reading competencies. Part IV identified the issues and concerns encountered in implementing reading comprehension activities among English learners. The supplied manuscript does not report the item count, rating scale, expert validation, or pilot-test reliability. These instrument details must be added from the questionnaire and validation records before publication.

Data Collection Procedure

Permission to conduct the study was obtained from the Schools Division Superintendent of Leyte and the school heads of the participating schools. The manuscript does not identify an ethics review or clearance number/date, or document the consent and assent procedures. The researchers must insert the actual approvals and consent procedures before publication, particularly because learner participants are minors. The researchers explained the purpose of the study to the respondents and assured them that participation was voluntary and that their responses would be kept confidential. The questionnaires were administered in paper-and-pencil format, retrieved, checked for completeness, and encoded for analysis. The data-collection dates and questionnaire retrieval rate were not provided in the supplied manuscript and must be confirmed from the field records.

Data Analysis

The data gathered in this study were analyzed using appropriate descriptive and inferential statistical methods to assess the reading comprehension strategies and academic performance in English of Grade 3 learners in selected public elementary schools in the Albueria District, DepEd Schools Division of Leyte, Region VIII, during School Year 2025–2026. Frequency counts and percentages were used to summarize and describe relevant information about the respondents, including their distribution across the six participating schools. These statistical measures provided an overview of the study participants and their representation in the research. Weighted means were employed to determine the assessed effectiveness of the five reading comprehension strategies and the learners' levels of academic performance in selected competencies. The strategies included activating prior knowledge, monitoring and clarifying, story mapping, and the use of photographs, along with the fifth strategy included in the research instrument. The weighted mean results were interpreted using the prescribed rating scale to identify the effectiveness of each strategy and the learners' degree of mastery in noting details, decoding, phonics, vocabulary, and storytelling. Furthermore, a test of association was used to examine whether statistically significant relationships existed between selected reading comprehension strategies and learners' academic competencies. The analysis revealed significant associations involving monitoring and clarifying and the use of photographs with selected competencies, while activating prior knowledge and story mapping did not demonstrate significant associations with the measured competencies. The specific statistical test, significance level, association coefficients, and p-values must be reported based on the actual statistical output, as these details were not provided in the available results. Finally, the analyzed data served as the basis for identifying learners' literacy needs and developing proposed interactive reading activities aimed at strengthening foundational reading skills and improving reading comprehension and academic performance.

Results and Discussion

Results

The findings of the study revealed that the reading comprehension strategies employed in the selected public elementary schools in the Albueria District, DepEd Schools Division of Leyte, Region VIII, obtained an overall average weighted mean of 3.26, interpreted as Highly Effective. Among the strategies assessed, story mapping and the use of photographs received the highest weighted means of 3.30 each, indicating that these strategies were rated highly in supporting reading comprehension instruction. Activating prior knowledge obtained a weighted mean of 3.23, while monitoring and clarifying received 3.20. These results suggest that the strategies were generally assessed positively, although their ratings varied. Despite the favorable assessment of the strategies, the results on learners' academic performance revealed that the Grade 3 learners demonstrated a lack of mastery across the five assessed reading-related competencies. Specifically, noting details obtained a mean of 2.20, decoding received 2.23, phonics obtained 2.40, vocabulary received 2.30, and storytelling obtained 2.40. These findings indicate the need to strengthen learners' foundational literacy skills, particularly in identifying important information, decoding words, applying phonics, developing vocabulary, and organizing or retelling narratives. Regarding the relationships between instructional strategies and academic performance, the findings revealed that monitoring and clarifying and the use of photographs had statistically significant associations with selected academic competencies. In contrast, activating prior knowledge and story mapping did not demonstrate statistically significant associations with the measured competencies.

Discussion

The findings of the study revealed that the reading comprehension strategies used in the selected public elementary schools in the Albuera District were generally rated Highly Effective, with an overall average weighted mean of 3.26. Story mapping and the use of photographs obtained the highest weighted means of 3.30 each, suggesting that these strategies were favorably assessed in supporting reading comprehension instruction. Activating prior knowledge, with a mean of 3.23, and monitoring and clarifying, with a mean of 3.20, also received positive ratings. These results indicate that the strategies were considered useful instructional approaches; however, their favorable ratings did not necessarily correspond to mastery across all reading competencies.

The learners' academic performance revealed a lack of mastery in noting details ($M = 2.20$), decoding ($M = 2.23$), phonics ($M = 2.40$), vocabulary ($M = 2.30$), and storytelling ($M = 2.40$). These findings highlight the continuing need for focused instructional support in foundational literacy. Difficulties in identifying important details may affect learners' understanding of texts, while weaknesses in decoding and phonics may hinder accurate word recognition. Limited vocabulary may also restrict comprehension, and challenges in storytelling may indicate a need for additional practice in sequencing events and expressing ideas coherently. These interpretations suggest areas for instructional improvement but should not be treated as directly measured causes of the learners' performance.

Furthermore, the findings revealed statistically significant associations between monitoring and clarifying, the use of photographs, and selected academic competencies. Conversely, activating prior knowledge and story mapping did not demonstrate significant associations with the measured competencies. Because the specific coefficients and p-values were unavailable, the strength and precise nature of these relationships cannot be established. Overall, the results support developing interactive reading activities targeting the identified learning difficulties, with implementation and subsequent evaluation needed to determine their effectiveness in improving learners' reading comprehension and academic performance.

This study examined the reading comprehension skills and academic performance of Grade 3 English learners in selected

Conclusion and Recommendations

Conclusion

The study concluded that the reading comprehension strategies employed in the selected public elementary schools in the Albuera District, DepEd Schools Division of Leyte, Region VIII, were generally assessed as highly effective, obtaining an overall average weighted mean of 3.26. Among the strategies examined, story mapping and the use of photographs received the highest ratings, with weighted means of 3.30 each, followed by activating prior knowledge at 3.23 and monitoring and clarifying at 3.20. These findings indicate that the strategies were favorably assessed in supporting reading comprehension instruction among Grade 3 learners. However, the learners' academic performance results revealed a lack of mastery in all five assessed competencies: noting details ($M = 2.20$), decoding ($M = 2.23$), phonics ($M = 2.40$), vocabulary ($M = 2.30$), and storytelling ($M = 2.40$). This indicates a need for more focused and sustained instructional support to strengthen foundational literacy skills and address the learning difficulties identified in the study.

Moreover, the test of association revealed that monitoring and clarifying and the use of photographs had statistically significant associations with selected academic competencies, whereas activating prior knowledge and story mapping did not demonstrate significant associations with the measured competencies. These findings suggest that the relationships between instructional strategies and learners' academic performance varied across the competencies examined. Nevertheless, the absence of specific association coefficients and p-values limits further interpretation of the strength and precise nature of these relationships. Overall, the study established the importance of identifying learners' literacy needs and aligning reading instruction with their areas of difficulty. Accordingly, the researchers propose developing interactive reading activities that emphasize identifying details, decoding words, applying phonics, expanding vocabulary, and organizing narratives. These activities may serve as supplementary instructional resources for teachers, with support from parents and school officials, to enhance reading instruction and help improve learners' reading comprehension and academic performance.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed. First, Grade 3 teachers are encouraged to strengthen reading instruction by providing focused and continuous learning activities in noting details, decoding, phonics, vocabulary development, and storytelling, as these competencies revealed a lack of mastery among learners. Second, teachers may further utilize story mapping and photographs, which obtained the highest effectiveness

ratings, while incorporating monitoring and clarifying techniques to help learners understand texts, identify important information, make predictions, and organize ideas. Third, teachers are encouraged to develop and implement interactive reading activities suited to the learners' grade level, reading abilities, and specific learning needs. These activities may include guided reading, picture-based storytelling, word recognition exercises, phonics games, vocabulary-building tasks, and sequencing activities. Fourth, school heads and concerned officials of the DepEd Schools Division of Leyte may provide instructional materials, professional development opportunities, and appropriate support to help teachers implement effective reading interventions. Fifth, parents and guardians are encouraged to support literacy development at home through regular reading sessions, storytelling, and meaningful conversations about reading materials. Sixth, the proposed interactive reading activities should be implemented and evaluated to determine their effectiveness in improving learners' reading comprehension and academic performance. Finally, future researchers may conduct similar studies involving more schools and participants, using appropriate statistical tests and reporting association coefficients and p-values to establish stronger evidence regarding the relationships between reading comprehension strategies and academic competencies. Further investigation into the issues and concerns encountered during implementation is also recommended to guide the development of more responsive reading interventions.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

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Appendices

No appendices are attached to this study.