



HOME AND SCHOOL-BASED FACTORS AFFECTING THE READING PERFORMANCE OF FRUSTRATION-LEVEL READERS

JOHN ARNOLD BELLO ESTUYA

ORCID No. 0009-0009-4517-5545

jaestuya@gmail.com

Department of Education
Olongapo City, Philippines

Abstract: Among PISA-participating nations, the Philippines' reading proficiency rankings were the lowest; in other words, eighty percent of Filipino students lacked necessary reading proficiency. Students' poor performance in science, math, and English can be attributed to lack of basic reading and comprehension skills. This study looked at the home and school-based factors influencing the reading performance of 47 frustration-level readers at Tapinac Senior High School in Olongapo City, Philippines, during the 2023-2024 school year. The respondents were identified using purposive sampling method based on the result of Project SHARP. An exploratory sequential mixed methods design that included surveys and interviews. Using Pearson's r and modified stevick-colaizzi-keen, it was found that students had difficulty in both environments. Homes frequently needed adequate reading resources, calm reading areas, and consistent reading practices. Schools may need to provide engaging materials or appropriate individual support. Students needed help with comprehension, decoding, and staying interested. They nevertheless display a drive to learn and use coping techniques. Moreover, the home and school-based factors have a moderately significant correlation with the respondents' reading performance. Parents can establish a consistent reading routine and give a print-rich atmosphere. Schools can provide a variety of reading materials. Overall, teamwork between parents, instructors, and students is critical for the success of frustrated readers.

Keywords: Reading Performance, Frustrated Readers, Mixed-method, Olongapo City, Philippines

INTRODUCTION

Reading is extracting meaning from a collection of written symbols through examination. When reading, the eyes interpret textual symbols such as letters, punctuation, and spaces, and the brain translates those symbols into words, phrases, and paragraphs that provide meaning. Reading is helpful in this way as well since it allows people to share and receive information (Essberger, 2023). Reading enables humanity! The ability to read is fundamental for identity and communication. Indeed, humans are the only animals on the planet able to read and write. At the core of all human advancement is a human capacity. Humanity would cease to exist today if we could not read, from science and history to religion and philosophy. Without reading, there could be no knowledge, progress, or direction (Victoria, 2023). Globally, on average, twenty to thirty percent of students in the early grades have difficulty with reading on average. The exact percentages differ significantly based on the unique attributes of each student and the caliber of education provided in each school (IRIS Center, 2023). Because reading literacy impacts people's opportunities for employment and other aspects of their life's economic outcomes, governments and global organizations are keen to encourage reading (Miranda, 2021). Reading difficulties in various regions worldwide may represent progress in the comprehension of reading in English (Barras, 2023). Prior studies have identified parental participation, personal variables, and school and home-related factors as factors influencing reading success. However, researchers cannot determine which of these connected characteristics has the most significant influence on reading performance.

To improve reading comprehension, educators must give early and consistent education in knowledge, vocabulary, inference production, and comprehension monitoring (Elleman, 2019). Countries must invest in providing their citizens with practical reading, writing, and numeracy skills to reduce poverty (Aoyagi, 2023). Among PISA-participating nations, the Philippines' reading proficiency rankings for boys and girls were the lowest (San Juan, 2019). This report translates that only 10% of Filipino children reached the minimal reading level necessary after elementary school. In other words, most



Filipino students lacked the necessary reading proficiency. The kids' low proficiency in reading and understanding is the reason behind the poor results in science, math, and English (Tomas et al., 2021). In response, the Department of Education (DepEd) issued DepEd Memorandum No. 173, s. 2019 or the Hamon: Bawat Bata Bumabasa (3Bs Initiatives). The 3Bs Initiative was launched in order to enhance reading and to pledge dedication to improve reading proficiency. The 3Bs program, based on several studies, is centered on the learners' requirements, and will design effective interventions to help students improve their reading abilities. Further, to address the low reading levels revealed by Project SHARP (Senior High School Advancement of Reading Proficiency), Tapinac Senior High School established Project PRAISE (Program in Reading Advocacy Intended for Students' Enrichment), which targets students who require more assistance by giving one-on-one tutoring using specially prepared materials during the Catch-Up Friday of the Department of Education. These materials are conveniently saved in a Learning Management System, enabling flexible learning. Project PRAISE also uses computer-based evaluations to measure student development and ensure that the program effectively meets their reading comprehension needs.

This research could raise the overall reading proficiency of every learner. By identifying factors contributing to reading difficulties, researchers could create more effective interventions for struggling readers and reduce the achievement gap between them and their classmates. Reading is a fundamental ability for success in school and life, making it even more significant. By supporting frustrated readers, academics could significantly impact the lives of these readers and society. This research has significant consequences for practice and has the potential to advance education. The development of successful interventions to support those students has been hampered by the need for more research on the factors at home and school that influence the competence of frustration-level readers in the Philippines following the pandemic. It was imperative to close this research gap to improve reading outcomes for Filipinos and guide policy and practice.

FRAMEWORK

This study was based on Lev Vygotsky's Social Development Theory or the Sociocultural Theory. It posited that learning is a social process through interaction with others. This theory was especially applicable to reading because it stressed the role of social contact and cultural instruments in the process of learning. A teacher could scaffold a struggling reader by asking questions, providing hints, and modeling how to read tricky words. In addition, a teacher could also use cooperative learning to help students learn new vocabulary words by having them work together in small groups to create flashcards or word puzzles (Acosta, 2023). The Social Development Theory was valuable for understanding how reading developed effective instruction. By understanding the theory, teachers could create learning environments that support students' social and cognitive development and help them to become successful readers.

OBJECTIVES OF THE STUDY

This study aims to identify and analyze the factors influencing the reading performance of frustration-level readers at Tapinac Senior High School during the 2023-2024 school year. Data will be collected to describe the home environment and school environment surrounding these students. Additionally, the study will explore the students' experiences in reading class and their coping mechanisms for reading difficulties. The core objective is to statistically determine if a relationship exists between these home and school factors and the students' reading performance. Finally, by



analyzing the collected data, the study will propose an intervention program specifically designed to address the identified challenges faced by frustration-level readers.

METHODOLOGY

Research Design

The researcher used a mixed-method design in this study - specifically, exploratory sequential design. Mixed methodologies research incorporates qualitative and quantitative components to address the research issue. Mixed methods research offers a broader perspective than a separate qualitative or quantitative study since it combines the benefits of the two methodologies (Dawadi & Giri, 2021). Mixed-methods design has gained popularity due to the combination of quantitative and qualitative data in a study and yields more robust inferences than using either methodology alone (Wasti et al., 2022). Triangulation, the systematic comparison of two or more independent estimates of essential variables, is a fundamental component of mixed methods and is used to increase validity (Bamberger, 2022).

Moreover, according to Harvard Catalyst (2024), exploratory sequential design starts with the collection and interpretation of qualitative data, then moves on to the collection and assessment of quantitative data, and finally ends with interpretations.

Further, the outcomes of the quantitative and qualitative data were then combined to offer a more thorough comprehension of the phenomena. This approach helped create and evaluate new instruments (Alele & Malau-Aduli, 2023).

Research Site

Established in 2016, Tapinac Senior High School (TSHS) is a relatively new school in Olongapo City. However, thanks to its dedication to giving students a well-rounded education and its high academic standards, it has swiftly emerged as the school of choice in the city. The school was established in response to the rising need for senior high school education in Olongapo City as a result of the K-12 education program. It is situated at Donor Street, East Tapinac, Olongapo City. Since few senior high schools were in the city then, many students had to travel far to attend classes. TSHS was founded to give East and West Tapinac students a more convenient and economical option. There were only a few teachers and students when the school opened, but that has changed. At TSHS, over fifty (50) teachers and administrators work with over 1,000 children in all grade levels.

Participants

The participants in this study were forty-six (46) frustrated readers, twenty-eight (28) males, and eighteen (18) females from Tapinac Senior High School during the school year 2023-2024. "Frustrated Level" readers are students who can read words without the motivation and skills to understand them (Gedik & Akyol, 2022). Participants were identified using Project SHARP, conducted during the academic year. According to Llego (2018), Project SHARP is an assessment tool used in the classroom that measures and evaluates senior high school students' reading abilities in English and Filipino. This assessment aims to identify the student's reading level, namely independent (9-10), instructional (4-7), frustration level (1-3), and non-reader (0). The most detrimental state is frustration, wherein the student fails to comprehend and quits from reading activities. (Abril et al., 2022).

The researcher used a purposive sampling method in this study. Purposive sampling refers to a set of randomly selected procedures in which elements are picked according to the features required



for the sample. Put differently, purposive sampling involves "on purpose" unit selection (Nikolopoulou, 2023).

Instrumentation

The study used a questionnaire to investigate the home and school-based factors affecting the reading performance of frustrated readers. It was adapted and modified from the study of Gilroy (2013), entitled "A The importance of a supportive school culture is highlighted in research by Buly & Valencia (2002), which discusses how emotional and social factors contribute to students' reading achievements. Their findings reveal that students who receive encouragement from teachers and peers demonstrate greater motivation and engagement in reading tasks. This suggests that fostering a positive social environment is critical to enhancing reading performance, particularly for those who are at risk of falling behind academically." The questions from the different research studies were modified to fit the current study's objective and ensured that the respondents correctly understood the words.

Before the questionnaires were administered, the researchers submitted the questionnaire to three (3) HUMSS Language Teachers who specialized in English language teaching and to the reading coordinator of Tapinac Senior High School for face validity assessment. The same experts assessing the face validity of the questionnaire also assessed its content validity. Once the experts validated the questionnaire, it was tested with a small sample of students similar to the study's target population—the pilot test aimed to identify areas where the questionnaire needs further revision. Based on the recommendations from the experts and the pilot test participants, the researchers made minor revisions to the instrument. The goal was to ensure that the instrument was as clear, concise, and accurate as possible. Once the questionnaire was finalized, it was administered to the respondents.

The respondents' participation in this study was entirely optional. There was no use of compulsion or behavior resembling coercion to force someone to take part in this study without getting their informed consent. The respondents were told they could withdraw at any time and that doing so would not result in fines or other repercussions. Participants were requested to leave the study without giving a reason if they felt threatened or uneasy. The researcher received consent from the parents of the student respondents through their subject teachers and class advisers because the respondents are minors. Students who agreed to participate in the poll were also informed about the confidentiality of their identities.

Data Collection

The researchers first secured permission from the school head, stating that the researcher could conduct the study in the school and collect student data. Once the letter from the principal had been secured, the researcher worked with the teachers to identify the frustrated readers using Project SHARP. Once the frustrated readers had been placed, the researcher obtained the students' consent to participate. The researcher distributed consent forms to the students and asked them to sign and return them.

The researcher then distributed the research instrument to the participants. The research instrument that was used is a survey questionnaire. The researcher ensured that the respondents understood the instructions and answered the questions comfortably. The researcher collected and checked the data for completeness and accuracy. If any questionnaires need to be completed or accurate, the researcher asked the respondents to meet them again.

Finally, the researcher analyzed the data to identify the home- and school-based factors that affect the reading performance of frustrated readers. The researcher used percentage, weighted mean,



Pearson's r , and Modified Stevick-Collaizzi-Keen method of qualitative data analysis to process the data and to draw conclusions. The researcher also used qualitative methods to analyze the data for the interview part. The researcher then wrote the conclusion and recommendations.

RESULTS AND DISCUSSION

1. Home-Based Factors Affecting the Reading Performance of Frustrated Readers.

The weighted mean (WX) of each item describing the home-based factors affecting the reading performance of frustrated readers was described using the interval of 1.00 to 1.74, which means never, 1.75 to 2.49 is rarely, 2.50 to 3.24 is often, and 3.25 to 4.00 means always.

Table 2

Home-Based Factors Affecting the Reading Performance of Frustrated Readers

Home-Based Factors Affecting the Reading Performance of Frustrated Readers	WX	SD	Description
I read at home for approximately 15 minutes or more every day.	2.35	0.97	Rarely
I have access to a large selection of books at home.	2.11	0.88	Rarely
I read at home for pleasure.	2.37	0.88	Rarely
I have magazines, dictionaries, books, and encyclopedias at home.	1.61	0.54	Never
My parents encourage me to read during my leisure time.	2.11	0.80	Rarely
Me and my parents discuss books.	1.74	0.57	Never
I have a quiet place in my home where you can read.	2.41	1.05	Rarely
My parents read to me when I was a child.	2.15	0.99	Rarely
My parents have a positive attitude toward reading.	2.61	0.80	Often
I feel books make good presents.	3.07	0.88	Often



Overall	2.25	0.84	Rarely
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Based on Table 2, respondents often feel books make good presents, as denoted by a weighted mean of 3.07 and a standard deviation of 0.88. Likewise, they often have parents with a positive attitude toward reading (WX = 2.61, SD = 0.80). Furthermore, they rarely have a quiet place in their home where they can read (WX = 2.41, SD = 1.05), rarely read at home for pleasure (WX = 2.37, SD = 0.88), and rarely read at home for approximately 15 minutes or more every day as implied by a weighted mean of 2.35 and standard deviation of 0.97. In addition, the respondents never discussed books with parents (WX = 1.74, SD = 0.57) and never had magazines at home (WX = 1.61, SD = 0.54). Because reading has so many educational advantages for children, books are the ideal present for children. Stories, no matter how lengthy or short, benefit children in ways beyond their cognitive development. They broaden their perspective on the world and pique their imaginations (Kabook, 2023).

On the other hand, Parents want their children to know how to read as early as possible because they value literacy. However, as these children become teenagers, they try to imitate their adult role models closely. They are attempting to behave like a grownup entail disregarding books, as adults do not read them (Shapiro, 2014). In addition, according to Lantern Theater Company (2023), print magazines and newspapers have declined for years. Many people now view print content as less critical than it once was (Mullan, 2020), and advertisers have responded by shifting their budgets from print to digital advertising. There is also a demographic issue: As of 2017, retirees were the only age group in which over 50% of people subscribed to magazines. At only 33%, millennials had the lowest percentage.

2. School-Based Factors Affecting the Reading Performance of Frustrated Readers.

Table 3 describes school-based factors affecting the reading performance of frustrated readers. The weighted mean was interpreted using the interval of 1.00 to 1.74, which means strongly disagree, 1.75 to 2.49 means disagree, 2.50 to 3.24 means agree, and 3.25 to 4.00 means strongly agree.

Table 3

School-Based Factors Affecting the Reading Performance of Frustrated Readers.

School-Based Factors Affecting the Reading Performance of Frustrated Readers	WX	SD	Description
There are mixed-ability learners combined in one class.	3.09	0.91	Agree
More time is allocated to teaching reading.	2.67	0.76	Agree
There is time set apart for remedial teaching for students with learning difficulties.	2.65	0.92	Agree
In every session, students are given attention during teaching and learning.	3.07	0.80	Agree
There is adequate time to teach reading.	2.61	0.74	Agree



Students have adequate preparation in previous grade levels.	2.61	0.54	Agree
The school has adequate teaching and learning resources in reading.	3.00	0.82	Agree
The school has a fair environment.	2.70	0.94	Agree
The school has adequate teachers teaching reading.	2.87	0.93	Agree
There is enough number of students in a class.	2.83	0.85	Agree
Overall	2.81	0.82	Agree

Table 3 illustrates that respondents agree there are mixed-ability learners combined in one class (WX = 3.09, SD = 0.91), and in every session, students are given attention during teaching and learning (WX = 3.07, SD = 0.80). Likewise, a weighted mean of 3.00 and 2.87 indicates that respondents agree that the school has adequate teaching and learning resources in reading (SD = 0.82) and that the school has adequate teachers teaching reading (SD = 0.93).

Moreover, they agree that there are enough students in a class (WX = 2.83, SD = 0.85), and the school has a fair environment (WX = 2.70, SD = 0.94). A weighted mean of 2.67 and 2.65 implies that more time is allocated to teaching reading (WX = 2.67, SD = 0.76) and that there is time set apart for remedial teaching for students with learning difficulties (WX = 2.65, SD = 0.92). Lastly, respondents agree that students have adequate preparation in previous grade levels (WX = 2.61, SD = 0.54) and adequate time to teach reading, as denoted by a weighted mean of 2.61 and standard deviation of 0.74. According to Saaris (2019), the goal of encouraging more equity among students gave rise to the mixed-ability classroom. Mixed-ability classrooms are justified by providing equal access to excellent instruction and resources for kids with different backgrounds and skill levels. Every student is expected to perform at a high level and is encouraged to share knowledge. While higher-achieving students are challenged to explain their understanding to their peers, struggling students gain from the modeling of their peers. In addition, any student benefits from numerous class participation intervals, leading to a smaller attention drop than lecture alone.

Moreover, one of the most significant and satisfying changes in classroom instruction is to dedicate the first ten minutes of the lesson to reading. Students typically finish their books in two weeks or fewer instead of skimming them at the last minute. We must prioritize in-class reading time during the school day if we want our pupils to read and possibly even come to love it. Even though teachers are under tremendous pressure to achieve academic requirements, incorporating in-class reading time can have a profound and long-lasting impact on students' reading and writing skills. It is no longer a waste of time (Gonser, 2021).

3. Respondents' Difficult Experiences in a Reading Class

Theme 1: Decoding and Comprehension Issue

The study's participants provided an in-depth description of their difficulties with reading. Not only did they have trouble pronouncing new words correctly, but they also needed help with reading them. This implied difficulties beyond straightforward pronunciation, such as problems interpreting letters and sounds. In addition, new terminology created obstacles that drove learners to pause and comprehend the meaning. The reading flow was broken, and this frequent pause hampers comprehension. To accentuate the situation, the participants perceived the sentences as too complex.



Although long, complex sentences could be challenging for any reader to understand, they posed a significant barrier to understanding the text's overall content for these readers.

What many parents were unable to comprehend was where and why the reading process broke down. Although issues could develop in any area, including decoding, comprehension, or retention, many experts believed that decoding was at the foundation of the majority of reading problems. According to Rogers (2017), pronunciation is crucial to increase reading comprehension. They mentally say the words "out loud" when they read.

Theme 2: Lack of Interest and Motivation

The participants' struggle with reading stems from a perceived mismatch between the material and themselves. Firstly, they must find the complexity or topic suitable for their reading level. Long sentences, advanced vocabulary, or uninteresting subject matter could create a hurdle. Secondly, a lack of connection between the text and their experiences or interests disrupts engagement. They need help to see the relevance and become less motivated. Finally, the absence of a clear objective for the reading left them feeling lost and questioning the purpose of the exercise altogether.

Choosing common reading resources that fit the learner's interests was an intelligent strategy. To increase the learner's engagement with the content, the materials must be pertinent to them. It is also critical to consider the learner's age and choose resources that are either age-appropriate or age-adaptable (Decoda, 2022). According to Barber and Klauda (2020), Effective comprehension of texts requires sophisticated thinking skills and, as a result, a drive to extract information from the material.

Theme 3: Self-Consciousness and Anxiety

Reading was stressful for the participants because of their fears about it. Reading aloud was avoided out of fear of making word mistakes and making mockery. They got more stressed and found it difficult to concentrate on the material due to the pressure to read fluently. In the end, a vicious cycle of anxiety was sparked by unpleasant prior experiences, which increased the difficulty of upcoming reading circumstances. Reading has a significant disadvantage because these fears can cause one to detest reading.

According to recent research, reading stress could be a psychological disease most directly related to reading difficulties. (McArthur, 2023). Reading stress is a legitimate anxiousness and a significant negative emotional response to reading that produces a major detrimental impact on one's capability to understand and function in other spheres of life. Many times, a child who struggles with reading anxiety is perfectly capable of reading, but they worry that they will not be able to. These unfavorable feelings affect the child's reading mindset, which feeds a vicious cycle of elevated anxiety and diminished reading proficiency. The brain becomes so fixated on these intensely negative feelings when reading anxiety occurs that it becomes challenging to integrate new information, which hinders learning (McCarthy, 2021).

4. Respondent's Response in Addressing Difficult Experiences in a Reading Class

Theme 1: Building Comprehension and Engagement

According to the participants, they deliberately used when they were having trouble reading to address their reading difficulties. This indicated that learners intentionally connected what they knew from their experiences and the new material they read. They strengthened the framework for comprehension by bridging the gap between the familiar and the unknown through these linkages.

According to Alpitche-Bunda and Pineda (2023), readers connect previously known information to new information presented in a text to better understand the subject. Reading requires



readers to engage their prior knowledge and apply it to understand better what they are reading (Texas Education Agency, 2023).

Theme 2: Fostering Supportive Environment

The participants asked for help in areas that they found difficult to read. They stated that they ask for help from their friends and teachers. They actively sought clarification when encountering complex parts, demonstrating their interest in the learning process. Rather than running from challenges, they pinpointed the exact places that give them trouble. They did, however, note that occasionally, they were still unable to understand the meaning of the phrase, even in the presence of friends or teachers.

Learners must learn how to ask for assistance when they need it. In addition to encouraging problem-solving skills, this also helps to develop autonomy and self-advocacy. Students who articulate their needs are better equipped to negotiate challenging circumstances and overcome challenges (Everyday Speech, 2024). Asking inquiries regarding the material read can help improve the understanding of the text by drawing further into the story. It may additionally assist in better understanding what is read by looking into concepts, patterns, and other elements in the text that would not have seen otherwise.

Theme 3: Building Resilience and Self-Regulation

The participants knew that reading can be difficult, but they were determined to overcome those obstacles. They understand that challenging sections could be frustrating, but they were committed to persevere and "bounce back" from setbacks. They also understood the significance of taking breaks when the text gets too tricky to prevent overwhelming. Their dedication to self-regulation when reading was evident in these tactics, which center on both overcoming frustration and controlling their reading pace.

The value of taking pauses was widely recognized. Breaks improve productivity, energy, and focus – not to mention mental health and well-being (Perry, 2022). Likewise, Arnold (2021) demonstrated that frequent breaks improve focus and performance. When emotional buttons are pushed, a break allows pause before responding. Rest periods are essential for maintaining the brain's health and developing cognitive skills like reading comprehension and divergent thinking.

5. Relationship between the Home and School-Based Factors in the reading performance of the respondents.

The composite means of the respondents underwent a normality test using Shapiro–Wilk since there were only forty-six (46) respondents in the study, and the test was at 0.05 level of significance. An SW value of 0.938 and 0.951 indicated that the composite weighted mean of the respondents' responses on the home and school-based factors in the reading performance of the respondents was not significant, as implied by p values greater than 0.05. It implied that the composite weighted means of respondents' responses on the home and school-based factors in reading performance were normally distributed. Thus, a Pearson r product moment of correlation was utilized to test the study's null hypothesis.

Table 4

Relationship between the Home and School-Based Factors in the reading performance of the respondents.



School-Based Factors Affecting the Reading Performance of Frustrated Readers						
		r	p	Decision		
Home-Based Factors Affecting the Reading Performance of Frustrated Readers		0.51	$p < 0.05$	Ho	Reject	Significant, Moderate

Based on Table 4, an r value with p less than 0.05 indicated that the study's null hypothesis was rejected. This means that home and school-based factors in reading performance were significantly correlated. Moreover, an r -value of 0.51 indicated a positive relationship between the home and school-based factors in reading performance. Likewise, the result implied a moderately significant correlation between home and school-based factors in reading performance. According to Komlavathi and Maizura (2022), students found it easier to concentrate on their academics in the comfortable setting of their homes. According to study data, a parent's parenting style, home amenities, family involvement, and economic standing significantly impact a child's academic achievement. In terms of parental financial situation, wealthier parents are better able to meet their children's educational needs—such as purchasing textbooks, computers, and other educational supplies—and can afford to pay for their kids' education. Students are, therefore, more driven to learn and achieve better academically. In addition, Children's interactions with family members at home are an excellent source of growth. It gives kids a source for their intellectual and social growth. It also raises children's self-esteem (Khan et al., 2019).

6. Proposed Intervention Program.

RATIONALE

A national reading program is desperately needed, as seen by the Philippines' low PISA reading ratings. The reliance on rote learning, a lack of resources, and socioeconomic inequality all act as obstacles to literacy. These problems can be resolved by a program that builds on fundamental abilities, makes things more accessible, trains educators, encourages reading for pleasure and offers focused assistance. In order to give Filipino students the literacy skills they need to succeed in the twenty-first century, educational institutions must invest in a national reading program.

OBJECTIVES

The initiative seeks to:

1. Significantly increase student understanding of text meaning and word decoding skills through individualized online Project PRAISE training;
2. Enhance learning motivation and student engagement with interactive classes and quizzes, and
3. Assess students' proficiency and track their development using a data-driven strategy that ensures that students who need more help keep getting focused treatments.

DESCRIPTION



This innovative reading program personalizes learning for each student through self-paced online tutorials delivered via Project PRAISE, an online platform offering lessons and quizzes. Project PRAISE allowed parents to stay involved by tracking their child's progress at home, while students enjoy the flexibility of learning from anywhere with an internet connection. The program concluded with a post-test on Project SHARP to assess student mastery. This test determines whether students "graduate" from the program or continue receiving support, ensuring focused attention on individual needs. In addition, this intervention program would focus on the top 3 competencies where students had difficulty.

CONCLUSION

This study explored how home and school factors affect the reading performance of frustrated readers, delving into the complex world of frustrated readers. There was a disconnect between parental views and behaviors around reading, even though parents typically had positive attitudes toward reading and thought books were lovely gifts. Students hardly ever read for pleasure hardly talked about books with their parents, and their homes lacked designated spaces for reading. This information implied a chance was lost to foster a love of reading inside the family. More vital reading abilities might have been developed through exposure to reading for pleasure, frequent book conversations, and a setting rich in print.

On the other hand, schools appeared to place more emphasis on quantity than quality despite needing more resources, including teachers and materials. Students complained about not receiving individualized attention, which may have assisted them in addressing particular comprehension or decoding issues.

The engagement could have been improved to decipher complex sentences and foreign vocabulary in texts that did not interest them. Students became discouraged due to their difficulty deriving meaning from the text due to the mismatch between the reading materials and their experiences. The students themselves were constantly confronted with an overwhelming number of obstacles. This was brought on by problems with decoding and understanding, where they found it challenging to pronounce unfamiliar words or comprehend the meaning of a text. These pronunciation errors most likely hindered reading fluency, which is necessary for a smooth reading flow. Adding to the issue was a lack of need for more. There needed to be moderation in textbooks full of difficult words and subjects unrelated to their life to keep going. This lack of interest increased a sense of detachment from the text, making it challenging to understand. An additional layer of difficulty was added by anxiety about reading aloud, which was made worse by a fear of making mistakes or drawing mockery from classmates. However, the students also showed incredible resiliency. They aggressively sought guidance from teachers or friends when encountering difficulties, exhibiting a willingness to learn, and overcome obstacles. This implies a certain level of self-awareness and a desire to get better at reading. They also used self-control techniques to deal with frustration. They were taking breaks when they felt overwhelmed. Lastly, they used their past knowledge to increase their comprehension by drawing connections between what they already knew and the new information they were learning from the text. This tactic indicates a proactive attitude toward education and a readiness to interact with the subject matter. The study's findings, which demonstrate the correlation between home and school settings in impacting reading performance, are noteworthy. They showed a moderate positive correlation. Rich print environments, regular book discussions, and chances for leisure reading contribute to supportive home situations that enhance the positive effects of well-equipped schools that offer compelling materials, varied instruction, and focused support for struggling readers.



On the other hand, even in schools with ample resources, a deficiency of these elements at home can pose extra difficulties for students. The interaction between the home and school contexts implies that addressing the difficulties frustrated readers face requires a more comprehensive strategy. Together, parents, educators, and students can build a robust support system that encourages reading and gives them the resources they need to be successful.

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