



READING BEHAVIORS AND STRATEGIES OF STRUGGLING READERS IN PUBLIC SECONDARY SCHOOLS IN A DISTRICT TOWARDS A PROPOSED READING INTERVENTION PLAN

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Abstract: The study aimed to identify and unveil the reading behaviors and strategies of struggling readers in public secondary schools in a District towards a proposed reading intervention program. This study employed a descriptive research method. Respondents of the survey included 70 struggling readers. The study's results revealed that most respondents are aged 12-13 years old. The majority of the respondents were male and had a family income of Php 6,000 up to Php 11,999. Furthermore, students' reading behavior in terms of reading activity and enjoyment, reading anxiety and difficulty, and reading modality had a rating of agree. Meanwhile, the reading strategies of students had a descriptive rating of agree. Additionally, students' reading strategies have a very weak correlation with reading behaviors. On the other hand, there are significant variations in the reading behaviors in terms of reading anxiety and difficulty, and reading modality when grouped according to the sex of the participants. It is recommended to design and implement a structured intervention program specifically targeting the needs of struggling readers. A comprehensive intervention program should address various aspects of reading and consider providing intervention in small groups or on a one-on-one basis to allow for more personalized support and targeted instruction. In addition, regular assessment and progress monitoring are essential to evaluate the effectiveness of the intervention program and make necessary adjustments. This process also provides professional development opportunities for teachers to enhance their knowledge and skills in supporting struggling readers, while encouraging involvement from families and the broader community in helping these students. Finally, future research should address the limitations of the present project and explore the robustness of the findings by incorporating a larger sample of different schools.

Keywords: Reading Behaviors and Strategies, Reading Intervention Plan, Mixed Method Research Design, Pilar/Bataan, Philippines.

INTRODUCTION

The framework of this study explains the behavioral theories and concepts that significantly impact the proceedings of the study based on the responses of the respondents towards the topic. Research by Kuwar & Acharya (2024) illustrates the importance of integrated curricula that align with constructivist philosophies. The teachers' priority should be the students' experiences and how these experiences connect to their conceptual growth. This process will create two important factors in forming an individual's knowledge—accommodation and assimilation. Assimilating causes a person to integrate a new outlook and rethink what was once misunderstood, and evaluation is important. The present study is supported by Piaget's Constructivist theory, which posits that the components of creating new knowledge are assimilation and accommodation. Moreover, a recent study by Sari (2017) concluded that reading is essential and helpful to us, not just in English class, but also in other subjects, such as Mathematics. We also need literacy skills to enhance our understanding of the materials we've learned. As indicated by (Goddard et al., 2000), teacher leaders can positively impact student engagement by modeling effective teaching strategies and fostering collaborative learning environments. Hence, Al-Jarf (2021) asserted that reading is a multifaceted cognitive process of comprehending words written in a textual form that allows readers to enhance their knowledge for personal growth and academic success. Additionally, a study conducted by Mule (2014) indicates that inadequate English reading materials, improper teaching methodologies, and insufficient English language development are causes of reading difficulties. This assertion is supported by research conducted by Hassan et al. (2021), which demonstrates a strong correlation between students' reading habits and their achievement levels in literacy assessments. Their findings highlight the notion that



reading not only supports language acquisition but is also fundamental for overall academic success. The paradigm of the study showed the IPO. The Input presents the variables, which are classified into three (3): students' profiles, reading behavior, and strategies. The students' profile includes age, sex, and family income. Moreover, students' behaviors towards reading will be described in terms of reading activity and enjoyment, reading anxiety and difficulty, and reading modality, as well as students' reading strategies. The process involves gathering data through the administration of a survey questionnaire, observation, and in-depth interviews with respondents. Moreover, the data gathering and data analysis will be used to establish the target output of this study. The following terms and variables are defined operationally: Reading Intervention Program. This refers to activities, strategies, and approaches that help struggling readers improve their reading skills. A proposed intervention program will be developed based on the study's findings. Reading Behaviors. The Reading Behaviors are divided into three (3) Indicators. The first indicator is Reading Activity and Enjoyment. The second is Reading Anxiety and Difficulty, and the third is Reading Modality. Reading Activity and Enjoyment. These behaviors refer to the following indicators: (a.) Reading as a favorite activity; (b.) Have time to enjoy reading; (c.) Get a lot of enjoyment when reading; (d.) Spend a lot of spare time in reading; (e.) Read a lot when at home; (f.) Want to have more books of his own. Reading Anxiety and Difficulty. These are behaviors refer to the following indicators (a.) Forget what have read; (b.) Try hard but just can't read very well; (c.) Get upset when thinking of having to read; (d.) Encounter unfamiliar words; (e.) Often feel anxious when have a lot of reading to do; (f.) Needs a lot of help when reading. Reading Modality. These behaviors refer to the following indicators: (a) Reading as the best way to learn things, and (b) There are better ways to learn new things than by reading a book. Reading Strategies. It is a term that is used to describe and present the strategized plan of activities that help readers translate print to meaning. The study aims to determine the reading strategies of struggling readers and identify any significant factors that differentiate the respondents' profiles. Age. This refers to the age of the struggling readers who are respondents in the study, which comprises ages 11-17 years old. Sex. It refers to the gender, male or female, of the struggling readers who are respondents in the study. Family Income. This refers to the total monthly income of the family of struggling readers. Struggling Readers. It refers to individuals who experience challenges, difficulties, or problems in reading skills, such as word recognition, word decoding, fluency in speaking, vocabulary development, reading comprehension, and slow reading, and show frustration and lack of motivation in reading activities. They are the student-respondents in this study. Reading Problems. These are the conflicts and challenges faced by struggling readers during reading activities and sessions. Reading Experiences. Refers to the feelings, thinking, and actions of the struggling readers as they read in school or at home.

OBJECTIVES OF THE STUDY

The primary objective of this study is to enhance reading skills and overall literacy levels among targeted struggling readers through the implementation of an effective intervention program and engaging reading activities. Many learners face difficulties in reading, which impede their academic progress and hinder their overall literacy development. A reading intervention program aims to provide focused support and specialized instruction to address these struggles and challenges, thereby helping learners overcome barriers and attain reading proficiency. This plan offers personalized assistance that is tailored to the specific needs of each learner, enabling them to bridge gaps in their reading abilities and overcome challenges. By providing individualized instruction, the program can effectively address weaknesses, build upon strengths, and meet learners at their current level of ability. The resulting improvement in reading literacy not only leads to better academic performance but also fosters a lifelong love for reading.



METHODOLOGY

Research Design

The mixed method- exploratory sequential design was employed to unlock the main problem and the sub-problems in this research. The research process and procedure began with the qualitative phase, where the researcher collected qualitative data to explore the research topic in a more profound sense. It involved methods such as interviews, observations, or document analysis. The aim was to gather rich, descriptive data and gain insights into the phenomenon under investigation. The collected qualitative data were then analyzed using qualitative data analysis techniques, such as content analysis. The research proceeded to the quantitative phase after the initial qualitative phase. The researcher collected quantitative data to quantify and validate the qualitative findings. The quantitative data can be collected through surveys and questionnaires. The data collected was then analyzed using statistical techniques, such as descriptive statistics, inferential statistics, or regression analysis. The final stage of the mixed-method exploratory sequential design involved methods such as interviews, observations, or document analysis. This integration involved comparing and contrasting the results from both phases to identify patterns, relationships, or discrepancies in the data. By combining the qualitative and quantitative data, the researcher obtained a more comprehensive and nuanced understanding of the research topic.

Research Site

There are two public schools in the Division of Bataan.

Participants

Two public secondary schools in the Division of Bataan have struggling readers: Pablo Roman National High School, with 45 students, and Dr. Victoria Roman Memorial High School, with 25 students. Together, they have a total of 70 struggling readers.

Instrumentation

In constructing the survey questionnaire, the researcher consulted various sources, including books, magazines, journals, published and unpublished research papers, theses, and dissertations, all of which deal with research competencies. Other foundations of the questionnaire were taken from the informal interview, observations, and actual experiences of the researcher. To obtain the necessary data that would unlock the problems of this study, researcher-made, validated, and reliable questionnaires were used. Further insights from Aziz et al. (2011) emphasize that metacognitive awareness is crucial for students to navigate complex academic texts effectively. The research indicates that students who employ metacognitive strategies exhibit greater control over their reading processes, leading to enhanced comprehension and better academic performance. The survey questionnaire for the participants was composed of four (4) parts: (I) the profile of the students; (II) the reading behaviors; (III) the reading strategies of students; and (IV) the reading problems and experiences. Part I aimed to measure the demographic status profile of the students in terms of age, sex, and family income. Meanwhile, Part II aimed to identify the students' behaviors towards reading, which comprised three components: reading activity and enjoyment, reading anxiety and difficulty, and reading modality, with 15 indicators. The following scale was used to obtain quantitative data from the statistical information on the reading behaviors of students. Meanwhile, Part III aimed to classify and identify students' reading strategies. The survey of Reading Strategies (SORS) by Mokhtari and Reichard., meanwhile, aimed to identify students' reading strategies and measure their awareness of these strategies. The Scale of Reading Strategies (SORS) comprised 30 indicator items that measured three



categories: problem-solving categories, global reading strategies, and support strategies. This section successfully addressed the second and third specific problems presented in the Statement of the Problem. Lastly, Part IV aimed to depict the students' reading difficulties and their experiences through observation and in-depth interviews. To obtain quantitative data on the reading strategies employed by the students, the following scale was utilized. The researcher created the questionnaire used to gather demographic information from student-respondents. Before constructing the questionnaire, the researcher extensively reviewed books, journals, published theses, and dissertations. Additionally, standardized questionnaires on reading behaviors and strategies were adapted by the researcher to address the issues addressed in this study. However, the interview questions were developed by the researcher. To ensure reliability, the researcher piloted the questions by administering them to other students. The questionnaire on Reading Behaviors has ample reliability evidence. According to Aspura and Samsuddin (2021), the questionnaire found test-retest average reliability of $r=0.80$ for all reading behavior indicators. Furthermore, the survey of Reading Strategies (SORS) by Mokhtari and Reichard SORS found the reliability to be between $r=0.64$ and $r=0.89$ ($N=4$), with each coefficient statistically significant at the $p<0.001$ level. In addition, after confirmatory factor analysis, Cronbach's alpha coefficients were between 0.58 and 0.80, and the total coefficient of the test was 0.75.

Data Collection

To acquire data from school heads and teacher respondents, permission to conduct the study was obtained. The researcher first secured a letter requesting permission from the Schools Division Superintendent to conduct a research study under their jurisdiction. Once the highest authority in the DepEd Schools Division approved the request, the researcher promptly wrote a letter of request to the principals of the study locations, seeking their cooperation in administering the questionnaire. Each questionnaire was administered to all target respondents during their class or office breaks in their respective places. The researcher employed research assistants to collect all survey responses within two weeks. Before administering the research instruments, the respondents were provided with an orientation on the purpose of the study. They were guided accordingly, and any queries or concerns they had regarding the questionnaire content were promptly addressed. The confidentiality of their responses was also ensured. Ample time was given to each respondent to complete the research instrument. On average, the questionnaire took at least 30 minutes to complete. However, due to the extensive nature of the instrument, some respondents requested additional time to complete it. The research assistants accommodated these requests by leaving the questionnaires with the respondents, collecting them at their convenience. The survey returns were collected within seven (7) days. The researcher reviewed the survey returns to ensure the comprehensiveness of the required data. The responses of the respondents were tallied and coded using Microsoft Excel. To analyze the data appropriately, the researcher utilized the Statistical Package for the Social Sciences (SPSS) version 21.0. A statistician was employed to ensure accurate statistical treatment of the data and guide the researcher in interpreting and analyzing the results. The collected data were processed using the most suitable statistical tool to address the issues presented in this thesis.

RESULTS AND DISCUSSION

6. Student's reading strategies

Table 7

Students' reading strategies

Reading Strategies	WX	DR
1. I have a purpose in mind when I read.	2.11	Disagree



2. I take notes while reading to help me understand what I read.	1.89	Disagree
3. I think about what I know to help me understand what I read	2.32	Disagree
4. I take an overall view of the text to see what it is about before reading it.	2.32	Disagree
5. When text becomes difficult, I read aloud to help me understand what I read.	2.39	Disagree
6. I think about whether the content of the text fits my reading purpose.	2.51	Agree
7. I read slowly and carefully to make sure I understand what I am reading.	2.38	Disagree
8. I review the text first by noting its characteristics, like length and organization.	2.61	Agree
9. I try to get back on track when I lose concentration.	2.49	Disagree
10. I underline or circle information in the text to help me remember it.	2.48	Disagree
11. I adjust my reading speed according to what I am reading.	2.55	Agree
12. When reading, I decide what to read closely and what to ignore.	2.58	Agree
13. I use reference materials (e.g., a dictionary) to help me understand what I read.	2.66	Agree
14. When text becomes difficult, I pay closer attention to what I am reading.	2.62	Agree
15. I use tables, figures, and pictures in text to increase my understanding.	2.56	Agree
16. I stop from time to time and think about what I am reading.	2.58	Agree
17. I use context clues to help me better understand what I am reading.	2.62	Agree
18. I paraphrase (restate ideas in my own words) to better understand what I read.	2.63	Agree
19. I try to picture or visualize information to help remember what I read.	2.69	Agree
20. I use typographical features like bold face and italics to identify key information.	2.46	Disagree
21. I critically analyze and evaluate the information presented in the text.	2.65	Agree
22. I go back and forth in the text to find relationships among ideas in it.	2.63	Agree
23. I check my understanding when I come across new information.	2.79	Agree
24. I try to guess what the content of the text is about when I read.	2.79	Agree



25. When text becomes difficult, I re-read it to increase my understanding.	2.75	Agree
26. I ask myself questions I like to have answered in the text.	2.82	Agree
27. I check to see if my guesses about the text are right or wrong.	2.61	Agree
28. When I read, I guess the meaning of unknown words or phrases.	2.86	Agree
29. When reading, I translate from English into my native language.	2.68	Agree
30. When reading, I think about information in both English and my mother tongue.	2.59	Agree
	2.55	Agree
5-strongly agree (very high), 4-agree (high), 3-uncertain (moderate), 2-disagree (low), 1-strongly disagree (very low)		

The table above shows the student's reading strategies. "When I read, I guess the meaning of unknown words or phrases" got the highest mean of 2.86, followed by "I ask myself questions I like to have answered in the text" with a computed mean of 2.82. Both had a descriptive rating of agree.

Meanwhile, "I take notes while reading to help me understand what I read" got the lowest mean of 1.89, followed by "I have a purpose in mind when I read" with a computed mean of 2.11. Both reading strategies have a descriptive rating of disagree. Overall, the reading strategies of students had a calculated mean of 2.55 with a descriptive rating of agree.

Rosyidah (2023) explained that reading strategies encompass a diverse array of techniques and approaches, from skimming and scanning for information to in-depth comprehension, inferencing, and analysis. The significance of reading strategies lies in their capacity to empower readers, enabling them to navigate the complex world of written information effectively.

7. Correlation between students' reading behaviors and strategies

Table 8

Pearson r results for the correlation between students' reading behaviors and strategies

Correlation of Reading Strategies with	r-value	p- value	Interpretation	Decision at 5% alpha
Reading Activity and Enjoyment	-0.032	0.790	Negative Very Weak	Accept Ho (Not Sig)
Reading Anxiety and Difficulty	-0.119	0.325	Negative Very Weak	Accept Ho (Not Sig)



Reading Modality	0.054	0.659	Negative Very Weak	Accept Ho (Not Sig)
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Table 8 reveals that students' reading strategies have a very weak correlation with reading behaviors. The computed r-values of -0.032, -0.119, and 0.054, respectively, are not significant at 5% level. The null hypothesis is accepted.

By fostering positive reading behaviors and providing explicit instruction in effective reading strategies, teachers can empower students to become more proficient readers and achieve academic success. Additionally, ongoing assessment and feedback can help students develop metacognitive awareness and enhance their ability to monitor and regulate their reading processes effectively.

8. Significant difference in the reading behaviors when grouped according to profile variables

Table 9

ANOVA and t-test results for the significant difference in the reading behaviors when grouped according to profile variables

Grouping Variable	Reading Behaviors	F-value/ t- value	p-value	Decision at 5% alpha
Sex	Reading Activity and Enjoyment	t = 0.012	0.990	Accept Ho (Not Significant)
	Reading Anxiety and Difficulty	t = 4.091	0.000	Reject Ho (Significant)
	Reading Modality	t = 2.355	0.021	Reject Ho (Significant)
Age	Reading Activity and Enjoyment	F = 0.223	0.639	Accept Ho (Not Significant)
	Reading Anxiety and Difficulty	F = 0.092	0.762	Accept Ho (Not Significant)
	Reading Modality	F = 1.505	0.224	Accept Ho (Not Significant)
Family Income	Reading Activity and Enjoyment	F = 2.134	0.087	Accept Ho (Not Significant)
	Reading Anxiety and Difficulty	F = 1.814	0.137	Accept Ho (Not Significant)
	Reading Modality	F = 1.838	0.132	Accept Ho (Not Significant)

Table 9 shows significant variations in reading behaviors, including reading anxiety, difficulty, and modality, when grouped by participant sex. The computed t-values of 4.091 and 2.355 are both significant at 5% alpha. The null hypothesis is rejected.

On the other hand, when grouped by age and family income, there are no significant variations in the reading behaviors in terms of reading activity and enjoyment, reading anxiety and difficulty, and reading modality. The null hypothesis is accepted.

These differences in reading behaviors based on age, sex, and family income underscore the importance of considering individual backgrounds and needs when designing literacy interventions and educational programs. Efforts to cultivate a love of reading and lifelong learning should prioritize

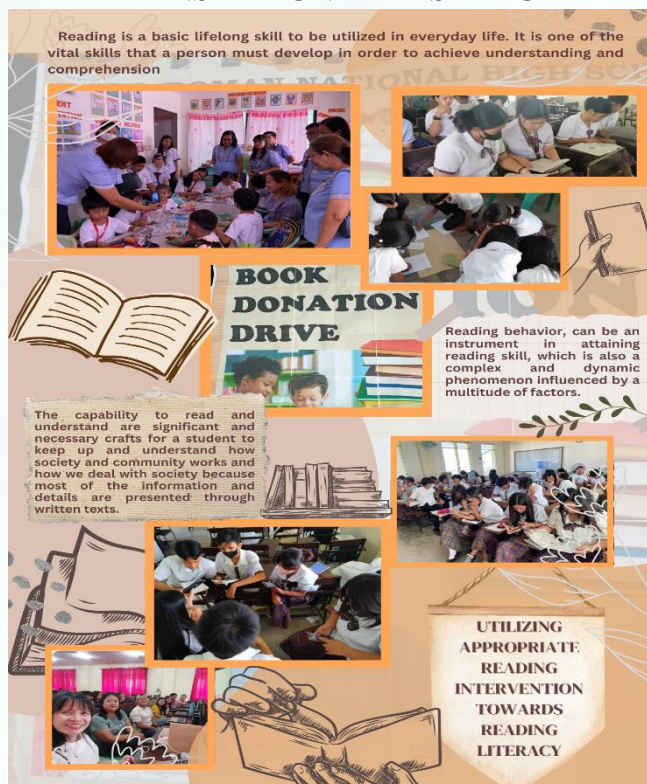
inclusivity and diversity, recognizing and celebrating the unique perspectives and experiences that each individual brings to the reading process.

CONCLUSION

Most of the respondents are aged 12-13 years old, and the majority of them are male with a family income ranging from Php 6,000 to Php 11,999. Furthermore, the students' reading behavior, including reading activity and enjoyment, reading anxiety and difficulty, and reading modality, received a generally positive rating. Meanwhile, the students' reading strategies were also rated as agreeable. Additionally, there is a very weak correlation between the students' reading strategies and their reading behaviors. Thus, there is no significant relationship between the reading strategies and the reading behavior of the students.

On the other hand, significant variations in reading behaviors, specifically reading anxiety and difficulty, and reading modality, were observed when the participants were grouped according to their sex. Furthermore, students may encounter several challenges in reading that can hinder their comprehension, engagement, and overall reading proficiency. Some common problems faced by students in reading include difficulty with decoding, limited vocabulary, weak comprehension skills, lack of motivation, and reading anxiety.

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