



PREDICTOR VARIABLES OF COMPREHENSION OUTCOMES AMONG GRADE 10 STUDENTS IN RURAL PUBLIC INTEGRATED SCHOOLS

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ABSTRACT

Proficient reading comprehension is fundamental to academic achievement and lifelong learning, particularly among learners in Geographically Isolated and Disadvantaged Areas (GIDAs) where educational resources and support systems often constrain literacy development. This study examined the combined influence of reading habits, teacher reading strategies, parental support, and digital navigation skills on comprehension outcomes among secondary learners in geographically isolated public integrated schools within the Philippine context. Using a descriptive-correlational design, the study involved 112 Grade 10 students during the school year 2025 – 2026, who were selected through partial enumeration. Data were collected using validated and adapted questionnaires and analyzed through descriptive statistics, Pearson's r , and multiple regression analysis. Findings revealed that students had moderate reading habits, parental support, and digital navigation skills, while teacher reading strategies received a high assessment. Students demonstrated proficient comprehension, particularly in textual understanding; however, difficulties in applying and critically evaluating information indicated limitations in higher-order comprehension skills. Reading habits, parental support, and digital navigation skills were significantly related to comprehension outcomes, with reading habits emerging as the strongest predictor. Teacher reading strategies were not significantly associated with comprehension outcomes. Regression analysis further confirmed that reading habits were the only significant predictor of comprehension outcomes. The study suggested strengthening reading engagement and digital literacy initiatives to improve reading comprehension among struggling learners, contributing to the attainment of SDG 4 on quality education. Thus, future studies may investigate additional cognitive, linguistic, and socioeconomic factors influencing comprehension outcomes to provide a more comprehensive understanding of reading development among learners in GIDAS.

Keywords: *Reading comprehension; Reading habits; Teacher reading strategies; Parental support; Digital navigation skills*

INTRODUCTION

Reading comprehension is widely regarded as a foundational competency that supports learners' academic achievement and intellectual development across educational levels. It enables students to derive meaning from texts, engage in critical analysis, and apply acquired knowledge to diverse learning contexts. As a higher-order cognitive process, reading comprehension contributes to the development of critical thinking and problem-solving skills (Ather, 2019). Likewise, evidence suggests that proficiency in reading comprehension is closely associated with long-term educational success and lifelong learning outcomes (Calvo, 2024). As literacy is a key component of quality education, improving students' reading comprehension is essential to achieving this global educational agenda (UNESCO, 2025). Nevertheless, despite its recognized importance, reading comprehension continues to pose significant challenges for learners globally and within local educational settings.

Globally, concerns regarding students' reading proficiency have persisted despite substantial investments in literacy programs and educational reforms. Many countries continue to report learning gaps in reading, particularly among students from disadvantaged backgrounds. In the Philippines, reading comprehension remains a major challenge in basic education. Although the Department of Education has implemented various reading and literacy initiatives to improve learners' comprehension skills, many Filipino students continue to struggle with understanding and interpreting texts (Nouwens, 2020). These challenges are reflected in international large-scale assessments, particularly the Programme for International Student Assessment (PISA), where Filipino learners have consistently performed below the global average in reading literacy (Morris, 2022). The continuing difficulties experienced by Filipino learners highlight the need for sustained, evidence-based interventions that can improve reading comprehension and advance the country's commitment to SDG 4 on Quality Education.

The problem may be more pronounced in rural schools, where students often face educational disadvantages arising from limited resources, inadequate access to learning materials, and shortages of qualified teachers. Rural public integrated schools, in particular, may not have the same instructional and technological resources available to urban schools, which can adversely affect students' literacy development and academic achievement (Usop, 2024).

Several factors have been identified as influencing students' reading comprehension, including reading habits, teachers' reading strategies, parental support, and digital navigation skills. Studies consistently show that learners who engage in regular reading exhibit higher levels of reading comprehension, while effective instructional strategies enhance students' motivation, engagement, and understanding of texts. Likewise, parental involvement and a supportive home literacy environment foster positive reading

attitudes and improved reading outcomes. In the digital age, students' ability to navigate, evaluate, and critically use online information has also become an important component of literacy and reading comprehension. Collectively, these findings suggest that reading comprehension is shaped by a complex interplay of learner-, teacher-, family-, and technology-related factors (Duke & Cartwright, 2021; Ho & Lau, 2018; OECD, 2021).

Despite the growing body of literature, two important gaps remain. First, existing studies have largely examined factors associated with reading comprehension independently, focusing on students' reading habits, teachers' instructional strategies, parental support, or digital literacy as separate predictors. Consequently, there is limited empirical evidence regarding the combined influence of these variables on students' reading comprehension outcomes (Duke & Cartwright, 2021; Snow & the Reading for Understanding Network, 2021). Second, most investigations have been conducted in urban or well-resourced settings, leaving rural public integrated schools in the Philippines relatively underexplored. This contextual gap is significant because rural schools often experience disparities in educational resources, access to learning materials, and instructional opportunities, all of which may affect literacy development and educational achievement (UNESCO, 2024; World Bank, 2024). Addressing these gaps is imperative not only to improve students' reading outcomes but also to contribute to the attainment of Sustainable Development Goal 4 (SDG 4), which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (United Nations, 2025).

Given these global and local realities, this study investigates the influence of students' reading habits, teachers' reading strategies, parental support, and digital navigation skills on the reading comprehension outcomes of Grade 10 students in rural public integrated schools in the Philippines. The findings are expected to provide empirical evidence that can guide educators, school administrators, parents, and policymakers in designing contextually relevant interventions and policies aimed at improving literacy and advancing inclusive and equitable quality education envisioned under SDG 4.

Research Questions

This study aimed to examine how Grade 10 students' comprehension outcomes in rural public integrated schools are influenced by their reading habits, teacher reading strategies, parental support, and digital navigation skills. Given the important role of reading comprehension towards academic success, this research intended to identify how these independent variables contribute to students' ability to understand and analyze written texts. Specifically, this study sought to answer the following questions:

1. What is the participant's assessment of their reading habits?
2. What is the participant's assessment of their teachers' reading strategies?
3. What is the participant's assessment of their parents' parental support?
4. What is the participant's assessment of their digital navigation skills?
5. What is the participants' level of comprehension outcomes in terms of:
5.1 Textual Understanding;

5.2 Applying Information; and
5.3 Critical Evaluation?

6. Are the participants' reading habits, teachers' reading strategies, parental support, and digital navigation skills significantly associated with their comprehension outcomes?
7. Do the participants' reading habits, teachers' reading strategies, parental support, and digital navigation skills significantly influence their reading comprehension outcomes?

METHODOLOGY

A descriptive correlational research study was utilized to determine the relationships between two or more variables and to determine whether there is any significant relationship between students' reading habits, teacher reading strategies, parental support, digital navigation skills, and reading comprehension outcomes. The study employed partial enumeration sampling, wherein 112 out of 125 grade 10 students enrolled in rural public integrated schools in one district of Misamis Oriental were considered for participation based on the established inclusion criteria – the participants had to be officially enrolled Grade 10 students during the conduct of the study, and present during the scheduled data collection period. They were chosen as they move to a more critical stage of secondary school, and their dependencies upon knowledge from reading comprehension skills to succeed in their education. Throughout the conduct of this research study, the ethical principles of respect for persons, beneficence, and justice as discussed in the Belmont Report were observed (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). The questionnaire had two main sections. The first section measured reading comprehension outcomes within three different domains of comprehension - textual understanding, applying information, and critical evaluation (Afflerbach et al., 2020). Each of these three comprehension domains contained ten items, each of which was composed of multiple-choice questions that underwent content expert validation.

The second section of the questionnaire measured the various predictors of reading comprehension. Each of these questions utilized Likert scales to determine the comprehension of the students of the questions. An adapted research survey questionnaire on Students' Reading Habits (I Gusti Ayu, 2020), Teacher Reading Strategies (De Ocampo et al., 2024), Parental Support (Pada, 2024), and Digital Navigation Skills (Kryukova et al., 2022). Descriptive statistics, such as mean and standard deviation, were used to measure the level of the reading comprehension outcomes of the students as well as to assess the students' opinions regarding each of the identified reading predictors. Pearson's product-moment correlation coefficient (Pearson's r) was employed to determine the relationship between each of the reading predictor variables and the outcome variable of reading comprehension outcomes of the students. Multiple regression analysis was utilized to determine the influence of the reading predictor variables on the outcome variable of the reading comprehension outcomes.

RESULTS AND DISCUSSION

Research Question 1: What is the participants' assessment of their reading habits?

Table 1 presents the result of the frequency distribution and descriptive statistics of students' reading habits. The table reveals that the mean of the sample of students regarding their reading habits is 3.27 on a scale of 1 to 5 for Moderate reading habits; thus, the students tend to have occasional reading habits but do not have established reading habits. Furthermore, the standard deviation of the data indicates that the majority of the students have similar reading habits to one another. Thus, while reading is a part of the students' habits, it is not an automatic habit of most students. These findings, therefore, indicate a potential lack of reading habits among rural public school students, possibly due to the environmental factors that are common to those geographically disadvantaged schools and their students.

The frequency distribution further strengthens this interpretation. Nearly half of the participants have reading habits in the moderate category. Furthermore, 32.14% of the students have reading habits in the high category.

Table 1
Frequency, Distribution, and Descriptive Statistics of Students' Reading Habits

Score Range	Description	Interpretation	Frequency	Percentage
4.51 – 5.00	Always	Very High	3	2.68
3.51 – 4.50	Often	High	36	32.14
2.51 – 3.50	Sometimes	Moderate	55	49.11
1.51 – 2.50	Rarely	Low	17	15.18
1.00 – 1.50	Never	Very Low	1	0.89
Total			112	100.00
Mean				3.27
SD				0.67
Interpretation				Moderate

However, only 2.68% of the participants have reading habits in the very high category indicating that very few students have developed such habits. Additionally, 15.18% of the students have low reading habits, while 0.89% of the participants have reading habits in the very low category, indicating that only a few students have developed such habits. Thus, overall, the students have participated in reading, but they have not yet developed reading habits.

The analysis of each of these reading habit indicators also revealed that most of the items received means that were interpreted as "Sometimes," indicating the moderate nature of their reading habits. The indicator that received the highest mean was "reading is fun" with a mean of 3.93 ($SD = 1.05$). The relatively higher standard deviation for this reading habit indicates that students have varied opinions as to whether reading is an enjoyable

activity or not. However, the finding of the high mean suggests that, in general, students enjoy reading. On the other hand, the indicator that received the lowest mean was “I have read texts for a long time” with a mean of 2.90 ($SD = 0.93$), which was still interpreted as “Sometimes.” Furthermore, the relatively moderate standard deviation indicates that the students generally experience trouble in continually reading texts for long periods of time. Additionally, most of the other indicators that measured the automatic nature of reading, such as “reading without hesitation” or “reading without conscious effort,” also received moderate mean scores. These findings suggest that reading has not yet become an automatic habit for the students. Such findings are suggestive of the lack of reading habits among students, which is a common challenge for students in rural areas of the country.

Therefore, these findings indicate that students have moderate reading habits with positive attitudes towards reading but have not yet developed automatic reading habits. Furthermore, since most of the standard deviations are low, it indicates that such findings are commonly experienced by these participants. Hence, although students may enjoy reading, according to the results, interventions should still be undertaken to develop habitual reading practices among these students in order to improve their comprehension skills.

Related literature regarding the importance of reading habits can assist in understanding these findings. For instance, Haspe et al. (2025) explained that among students, reading habits remain a significant factor in their literacy and learning engagement. Similarly, Hasan (2023) also noted that reading habits can lead to better reading comprehension and learning skills among students. Furthermore, Villanueva and Cuenca (2025) also discussed how today’s students interact with technology and how this influences their reading habits. These types of studies help to explain the findings that students have developed moderate reading habits.

Research Question 2: What is the participants’ assessment of their teachers’ reading strategies?

Table 2 presents the participants’ assessment of the second reading predictor, teachers’ reading strategies. The findings reveal an overall mean of 3.87 with a standard deviation of 0.56, interpreted as *High*. This indicates that the participants generally perceive their teachers as frequently implementing reading strategies that support comprehension, engagement, and active learning during reading instruction. This high overall mean further signifies that teachers consistently employ instructional practices that guide students in understanding and processing texts effectively.

Table 2
Frequency Distribution and Descriptive Statistics for Teachers' Reading Strategies

Score Range	Description	Interpretation	Frequency	Percentage
4.51 – 5.00	Always	Very High	11	9.82
3.51 – 4.50	Often	High	70	62.50
2.51 – 3.50	Sometimes	Moderate	30	26.79

Score Range	Description	Interpretation	Frequency	Percentage
1.51 – 2.50	Rarely	Low	1	0.89
1.00 – 1.50	Never	Very Low	0	0.00
Total			112	100.00
Mean				3.87
SD				0.56
Interpretation				High

Most of the participants (62.50%) provided a high rating for their teacher's use of reading strategies. The percentage of participants who selected the "moderate" rating was 26.79%, and the percentage of students who selected the "very high" mark for the use of reading strategies by their teachers was 9.82%. Only 0.89% of the participants selected the "low" category for the strategies used by their teachers, and there were no answers in the "very low" category.

The indicator that received the highest mean score was "asks us to generate our own questions about a text" with a mean score of 4.06, which represents the interpretation of "Often." This indicates that the teachers often encouraged the students to generate their questions regarding the texts they were reading. Similarly, two other strategies that received high mean scores were "focus on text while reading" with a mean score of 4.03 and "making inferences based on text" with a mean score of 4.02.

The strategy that scored the lowest mean score was "creates visual representations of text to help understand the passages" with a mean score of 3.52, which is still considered "Often." This implies that teachers used visual representations of the text less than other reading strategies. However, all the strategies received high mean scores, which show that teachers frequently use these strategies within the classroom to increase the reading engagement of their students.

Overall, the findings of this study indicate that teachers implement various reading strategies that enhance the reading experience of their students. The high mean scores for strategies that encourage students to think critically and deeply engage with texts show that teachers encourage these practices in the classroom. The lower mean scores for strategies that require students to relate to texts or their experiences indicate that teachers can increase the use of these strategies with their students.

It is evident from the findings of this study that the teachers in the schools where these students are enrolled use a variety of reading strategies that promote the engagement of their students in the reading process. These findings are consistent with research that highlights the importance of employing reading strategies to improve student engagement and reading comprehension. According to Pressley (2024), effective reading instruction involves the use of various comprehension strategies that encourage students to interact with the texts that they are reading. Furthermore, Bautista (2026) also explains that employing reading strategies that encourage student participation in the reading process increases the engagement level of students with reading. In addition, Mohammed et al. (2025) discovered that employing reading strategies that encourage comprehension and

processing of the content of the texts increases the reading comprehension level of students. These studies help to shed light on the high levels of reading strategies that are utilized by teachers of the students in this study.

Research Question 3: What is the participants' assessment of their parents' parental support?

Table 3 presents the participants' assessment of their parental support. The findings reveal an overall mean of 3.13 with a standard deviation of 0.72, interpreted as *Moderate*. This indicates that the participants experienced parental support at an average level, suggesting that parents help and encourage them for learning and reading activities, although such support may not always be consistently intensive or comprehensive. The standard deviation of 0.72 indicates a relatively moderate variation in responses, suggesting that the participants generally shared similar perceptions regarding the level of parental support they received, although some differences in experiences were still observed among the students.

The frequency distribution table also supports these interpretations regarding the level of parental support. More than half of the students answered that they received parental support in the moderate category (51.79%). Furthermore, 30.36% of the students indicated that they experienced high levels of parental support. However, only 1.79% of the students indicated that they experienced very high levels of parental support. Additionally, 14.29% of the students indicated that they experienced low levels of parental support from their parents, and 1.79% experienced very low levels of such support from their parents. Overall, these findings indicate that while students generally experience some level of parental support, the majority of the students do not experience high levels of such support from their parents.

Table 3
Frequency Distribution and Descriptive Statistics for Parents' Parental Support

Score Range	Description	Interpretation	Frequency	Percentage
4.51 – 5.00	Always	Very High	2	1.79
3.51 – 4.50	Often	High	34	30.36
2.51 – 3.50	Sometimes	Moderate	58	51.79
1.51 – 2.50	Rarely	Low	16	14.29
1.00 – 1.50	Never	Very Low	2	1.79
Total			112	100.00
Mean				3.13
SD				0.72
Interpretation				Moderate

Furthermore, at the indicator level, the majority of the data also indicated that the students experience parental support at a moderate level. Most of the indicators answered that they receive support from their parents in "Sometimes" responses. The indicator that received the highest mean level of response was "Maintain a safe, clean, and orderly

study room free from distraction” with a mean score of 3.54 with a standard deviation of 1.06, which indicates that parents are often involved in providing a conducive studying environment for their children at home. The following two indicators with the highest means were “Show interest in guiding me to do my homework, projects, and help my reading ability” with a mean score of 3.46 with a standard deviation of 1.13, and “Instill good study habits in me, such as a love of reading” with a mean score of 3.46 with a standard deviation of 0.99. These findings indicate that parents are often involved in encouraging their children to perform their homework and develop a love for reading. These findings indicate that, overall, parents are involved in the basic learning requirements and support of their students.

The indicators with the lowest means indicate other areas of limited involvement from parents. For instance, the indicator that received the lowest mean level of support was “Visit my teachers to monitor my progress in school” with a mean score of 2.73 with a standard deviation of 1.09. Additionally, the following indicator with the second lowest mean score is “Establish a reading time and set rules at home that are to be strictly followed” with a mean score of 2.74 with a standard deviation of 1.18. Furthermore, the indicator “Have conversations before, during, and after reading together” received a mean score of 2.96 with a standard deviation of 0.99. These findings indicate that parents may not be involved in the other aspects of the students’ education, such as monitoring their school progress with teachers or establishing a reading routine for themselves at home.

Thus, these findings indicate that while the parents of these students are involved in providing the student with the foundation and environment necessary to succeed in their education, they are not actively involved in their education at home.

These findings are reflective of the literature related to parental involvement. For instance, Epstein (1995) stated that parental involvement includes a variety of activities of the parents in the education of their children, from providing the basic learning needs to actively becoming involved in their education. Additionally, Canoy et al. (2024) found that parental engagement in a child’s education is a critical factor in the students’ learning experiences. Furthermore, Abdulrahman (2024) also noted that establishing a learning environment at home is a critical component of parental involvement in a student’s education. Thus, these findings are reflective of the literature regarding the importance of parental involvement in the education of their children.

Research Question 4: What is the participants’ assessment of their digital navigation skills?

Table 4 presents the participants’ assessment of the fourth reading predictor, digital navigation skills. The findings reveal an overall mean of 3.50 with a standard deviation of 0.69, interpreted as *Moderate*. This indicates that the participants generally possess adequate digital navigation skills in accessing and using online information and digital tools. However, the moderate level indicates that these skills are not yet consistently advanced across all aspects of digital literacy. The standard deviation of 0.69 indicates a moderate level of variability in the responses, suggesting that the participants generally

shared similar perceptions regarding their digital navigation skills. However, slight differences in skill levels among the participants were still evident.

The frequency distribution further supports such an interpretation. Fifty percent of the participants indicated that they have high digital skills, while 35.71% indicated that they have moderate digital skills. Moreover, 10.71% of the participants indicated that they have low digital skills, while only 3.57% of the participants indicated that they have very high digital skills. None of the participants indicated that they have very low digital skills. These findings indicate that students have confidence in their digital skills, yet also indicated a lack of skills in more advanced digital literacy tasks.

Table 4 presents the means, standard deviations, and interpretations of each of the indicators of digital skills. The indicator “I am able to search for information that I need on the Internet” received the highest mean score of 4.15 ($SD = 0.86$), indicating that the students feel that they are often able to search for information on the Internet. Furthermore, the indicator “I am able to search for and access information in digital environments” received a relatively high mean score of 4.03 ($SD = 1.00$), indicating that the students feel that they are generally capable of searching for and accessing digital information. Additionally, the indicator “I have apps that keep me up to date with news” received a mean score of 3.86 ($SD = 0.94$), indicating that the students generally have applications that provide them with digital updates and information. These findings indicate that the students are generally comfortable using digital devices to access information and communicate with others on a digital platform.

Table 4
Frequency, Distribution and Descriptive Statistics of Digital Navigation Skills

Score Range	Description	Interpretation	Frequency	Percentage
4.51 – 5.00	Always	Very High	4	3.57
3.51 – 4.50	Often	High	56	50.00
2.51 – 3.50	Sometimes	Moderate	40	35.71
1.51 – 2.50	Rarely	Low	12	10.71
1.00 – 1.50	Never	Very Low	0	0.00
Total			112	100.00
Mean				3.50
SD				0.69
Interpretation				Moderate

The indicators that received the lowest mean scores indicate that students may have deficiencies in these more advanced digital literacy skills. For instance, the indicator that received the lowest mean score was “I am able to use digital means to detect plagiarism in content that I created,” which received a mean score of 2.82 ($SD = 1.04$), or “Sometimes.” Thus, students may not be very familiar with digital means of detecting plagiarism. Furthermore, the indicator “I can create and edit digital content with higher standards according to the requirements of work or study” received a mean score of 3.11 ($SD = 1.05$), indicating that students may struggle with producing digital content that

meets high standards of work. Additionally, the indicator “I can complete digital content that meets the minimum requirements of learning tasks” received a mean score of 3.12 ($SD = 1.01$), indicating that students may struggle with completing digital tasks to meet minimum requirements for learning tasks. Thus, students may have deficiencies in the more advanced aspects of digital literacy skills.

Overall, students have developed digital navigation skills to access the information that they require for digital tasks. However, they appear to have deficiencies in more developed and advanced digital literacy skills. Implying, then, that students may benefit from incorporating more digital skills tasks into the classroom, specifically those that relate to developing these more detailed and sophisticated skills.

The findings of this study are reflective of those described within the existing literature regarding digital literacy skills. For instance, Gilster (2025) has stated that digital literacy is the ability of individuals to understand, evaluate, and use digital information effectively. Furthermore, Hobbs (2022) has stated that digital literacy also involves the ability of individuals to participate in digital spaces in an ethical manner, to critically think about the information that they encounter within those spaces, and to create digital content appropriately according to the digital environment in which it is to be published. Thus, these two explanations for digital literacy provide context for the findings of this study regarding the digital skills of students and indicate why students may have developed skills in searching for information yet have deficiencies in creating digital content and detecting plagiarism.

Research Question 5: What is the level of comprehension outcomes of Grade 10 students in terms of:

- 5.1 Textual Understanding;**
- 5.2 Applying Information; and**
- 5.3 Critical Evaluation?**

Table 5 presents a summary of the outcome of each of the reading comprehension skills of the participants. For all participants as a whole, the learners obtained an overall mean score of 20.75 with a standard deviation of 6.79, which was classified as Proficient Comprehension. Each of the comprehension dimensions for the students indicated that Textual Understanding received the highest mean score (Textual Understanding: $M = 7.43$, $SD = 2.44$: Proficient Comprehension), followed by Applying Information (Applying Information: $M = 6.82$, $SD = 2.42$: Proficient Comprehension), with the Critical Evaluation scores the lowest yet still within the range of Proficient Comprehension (Critical Evaluation: $M = 6.50$, $SD = 2.33$: Proficient Comprehension). Thus, results from this study suggest that students are more capable of understanding the texts that are assigned to them and questioning their ideas than they are of analyzing the texts for deeper understanding of the ideas contained within those texts. Therefore, while students may possess foundational comprehension skills, higher-order comprehension skills can be further developed within them through continued study and deeper reading tasks.

The findings further demonstrate that 88.89% of the learners fall within the Advanced and Proficient categories, indicating that the majority of learners exhibit satisfactory reading comprehension performance. These findings demonstrate that the practices and experiences provided to the learners have generally helped to develop their competency in the area of reading comprehension. The findings support the principles of Constructivist Learning Theory, as proposed by Jerome Bruner, who believed that learners develop the best understanding of a particular concept when they are exposed to a variety of learning experiences relating to that concept.

The findings are in accordance with recent research studies regarding reading comprehension. Research studies have demonstrated that learners who are provided with reading comprehension activities in their curriculum tend to exhibit better performance in the area of reading comprehension. For instance, a study by the Organization for Economic Co-operation and Development (2023) demonstrated that learners who actively engage in reading activities that focus upon the development of reading comprehension exhibit higher levels of proficiency in reading and reading comprehension.

Table 5
Summary Table of the Participants' Level of Comprehension Outcomes

Comprehension Outcomes	M	SD	Interpretation
Textual Understanding	7.43	2.44	Proficient Comprehension
Applying Information	6.82	2.42	Proficient Comprehension
Critical Evaluation	6.50	2.33	Proficient Comprehension
Overall Comprehension Outcomes	20.75	6.79	Proficient Comprehension

Furthermore, it is noteworthy that no learners were classified as having low or very low levels of reading comprehension. These findings indicate that the implementation of the current curriculum and the provision of support to learners has been generally effective in minimizing learning gaps in the area of reading comprehension for the learners in the classroom. According to Popham (2023), the finding that no learners exhibited low reading comprehension skills indicates that the classroom and its teaching practices have been effectively supporting all learners to attain the minimum competency in reading comprehension.

The standard deviation of the reading comprehension scores for the learners is 6.79, indicating that there is some variation in the learners' reading comprehension skill. However, the relatively low standard deviation indicates that the differences in reading comprehension skills among the learners is relatively moderate.

To further improve the reading comprehension skills of the learners, teachers can introduce additional reading comprehension activities that are developed to challenge the

learners' reading comprehension skills. Activities could involve deeper reading of texts by the learners, or activities that encourage learners to develop critical thinking and analytical thinking skills regarding the content of the texts assigned to them for completion within the classroom.

Research Question 6: Are the participants' reading habits, teachers' reading strategies, parental support, and digital navigation skills significantly associated with their comprehension outcomes?

Ho₁: The participants' reading habits, teachers' reading strategies, parental support, and digital navigation skills are not significantly associated with their comprehension outcomes.

Table 6 presents the correlation analysis between Students' Reading Habits, Teachers' Reading Strategies, Parental Support, Digital Navigation Skills, and Comprehension Outcomes. The results reveal that Students' Reading Habits had a statistically significant moderate positive relationship with Comprehension Outcomes, since it denotes a correlation coefficient of 0.510 with a *p* -value less than .001. Therefore, the null hypothesis is rejected. This indicates that students who regularly engage in reading activities tend to develop stronger comprehension skills.

Table 6
Correlation Between Reading Habits, Reading Strategies, Parental Support, Digital Navigation Skills, and Comprehension Outcomes

Variables	Comprehension Outcomes	
	r(110)	P
Students' Reading Habits	0.510*	<.001
Teacher's Reading Strategies	0.170	0.074
Parental Support	0.207*	0.028
Digital Navigation Skills	0.256**	0.006

*Note. r = Pearson's correlation coefficient, p = probability value. *Significant at 0.05 level **Significant at 0.01 level*

The researcher believes that exposure to reading materials significantly allows students to increase their vocabulary, improve their reading comprehension, and enhance their ability to comprehend the texts that they encounter during the reading process. Furthermore, the researcher believes that regular exposure to reading significantly increases students' familiarity with text structures and ideas, allowing them to decode texts more efficiently and enhance their reading comprehension performance. These findings are consistent with the findings of Resta et al. (2023), who also discovered a significant positive relationship between reading habits and reading comprehension

achievement by students. Furthermore, the findings of Meliton et al. (2024) also substantiate these findings and demonstrate the relationship between frequent reading and improved reading comprehension skills by students.

Parental Support exhibits a statistically significant positive relationship with the reading comprehension outcomes of students, as demonstrated by the value of the correlation coefficient (r) for this variable being 0.207, with a p -value of 0.028. Hence, the researcher rejects the null hypothesis. The researcher finds this relationship to be weak in strength, but still significant in implication for student outcomes. This implies that students who are supported in their education by their parents exhibit better outcomes in reading comprehension than students who are not supported by their parents in the classroom or at the completion of school assignments. The researcher believes that parental support contributes to student outcomes due to the impact that support has upon the students' motivation to learn and complete their assignments. Furthermore, this finding is consistent with the findings of Geske and Ozola (2020), who found that students whose parents actively participated in their reading outcomes exhibited better reading achievement than students whose parents were not involved in their education. Similar findings were reported by Utami (2022) and Betonio and Lomarda (2025).

Digital Navigation Skills exhibited a statistically significant (although weak) positive correlation with students' reading comprehension skills, as evidenced by the correlation coefficient (r) for this variable being 0.256, with a p -value of 0.006. Thus, the researcher rejects the null hypothesis for this study variable. Students who exhibited better digital navigation skills within the school or research environments exhibited better outcomes in reading comprehension tasks. The researcher believes that these skills allow for students to access learning resources efficiently and to enhance their reading comprehension outcomes. This finding is consistent with the findings of Embajadora et al. (2025), who discovered a positive relationship between digital literacy skills and reading comprehension outcomes. Furthermore, Altamura et al. (2023) reported similar findings regarding the correlation between digital reading and reading comprehension skills among high school students.

However, no statistically significant relationship exists between teachers' implementation of reading strategies and students' reading comprehension outcomes, as demonstrated by the correlation coefficient (r) for this variable being 0.170, with a p -value of 0.074. Therefore, the researcher fails to reject the null hypothesis for this study variable. The researcher believes that the reading strategies were not significantly related to the outcomes in reading comprehension of the students. This finding is consistent with the findings of Villarente and Moral (2024) and Ocangas and Gawahan (2025), who also discovered no significant relationship between teachers' reading strategies and students' reading comprehension outcomes. These researchers also found that various learner and home-based variables were more significantly related to student outcomes in reading comprehension skills.

Research Question 7: Do the participants' reading habits, teachers' reading strategies, parental support, and digital navigation skills significantly influence their comprehension outcomes?

Ho₂: The participants' reading habits, teachers' reading strategies, parental support, and digital navigation skills do not significantly influence their comprehension outcomes.

Ho₃: The participants' teachers' reading strategies do not significantly influence their comprehension outcomes.

Ho₄: The participants' parental support does not significantly influence their comprehension outcomes.

Ho₅: The participants' digital navigation skills do not significantly influence their comprehension outcomes.

Table 7 presents the results of the multiple regression analysis that determines the influence of students' reading habits, teachers' reading strategies, parental support, and digital navigation skills on students' comprehension outcomes in the targeted reading comprehension course. The results of the study indicate that the overall regression model is statistically significant ($F(4,107) = 10.30, p < .001$), leading to the rejection of the null hypothesis (Ho₂). Furthermore, the model has an R value of 0.527, which indicates the existence of a moderate relationship between the variables in the model and the comprehension outcomes of the students. More specifically, the model accounts for 27.8% of the variance in comprehension outcomes ($R^2 = 0.278$), but the adjusted R-squared value of 0.251 indicates that 25.1% of the variance in comprehension outcomes is explained by the influence of each of the four variables considered in the model.

Consequently, 74.9% of the variability in students' comprehension outcomes is explained by other factors outside of the variables included in the model. Such factors may include variables like students' vocabulary knowledge, reading motivation, language proficiency, cognitive ability, prior academic achievement, socioeconomic status, and learner engagement. The possible influence of these factors on comprehension outcomes is supported by existing literature in the area. For instance, Roma and Erellana (2025) have published research in which they determined that students' knowledge of vocabulary words and their overall language proficiency are critical components of effectively reading and comprehending reading passages. Additionally, Torreon (2025) discovered that students' motivation to read and their level of engagement in the reading process are two variables that positively impact their achievement in reading comprehension. Furthermore, the Handbook of Reading Research determined that students' cognitive abilities, their background and knowledge in specific subjects, and their previous academic achievements impact their reading comprehension outcomes. Finally, OECD (2021) discovered that students' socioeconomic status and their access to educational resources at home and elsewhere can impact their outcomes in reading and comprehension of reading passages.

Among the predictors of comprehension outcomes are students' reading habits. The results demonstrate that students' reading habits are the only statistically significant predictor of comprehension outcomes, with a model estimate (B) of 5.43, a beta statistic of 0.534, and a significance value (p) of less than .001. Thus, the null hypothesis that students' reading habits have no significant influence on comprehension outcomes is rejected. The results indicate that for every one-unit increase in students' reading habits, comprehension outcomes increase by 5.43 units. Furthermore, the positive beta weight indicates that students with good reading habits have higher comprehension outcomes than those with poor reading habits. The researcher believes that students who regularly read develop better vocabularies, comprehension strategies, concentration, and an understanding of texts.

Table 7
Regression Analysis of Reading Habits, Reading Strategies, Parental Support, and Digital Navigation Skills on Comprehension Outcomes

Predictor	Unstandardized Coefficients		B	95% CI		T	P
	B	SE		Lower	Upper		
Constant	3.37	4.22		-4.99	11.73	0.799	0.462
Students' Reading Habits	5.43**	1.00	0.534	3.44	7.42	5.411	<.001
Teachers' Reading Strategies	-0.47	1.27	-0.039	-2.99	2.04	-0.373	0.710
Parental Support	-0.97	1.02	-0.103	-3.00	1.05	-0.952	0.343
Digital Navigation Skills	1.28	0.95	0.130	-0.60	3.16	1.352	0.179

Model Summary

R = 0.527 R² = 0.278 Adj R² = 0.251 F(4,107) = 10.3* p<.001

*Note. B = unstandardized beta coefficient, SE = standard error, β = standardized beta coefficient, 95% CI = 95% confidence interval, t = t statistic, p = probability value. *Significant at 0.05 two-tailed alpha level.*

Model Equation: CO = 5.43RH

Legend: CO = Comprehension Outcomes, RH = Student's Reading Habits

In support of these findings, Haspe et al. (2025) discovered that reading interest and motivation are two of the strongest predictors of comprehension outcomes. Additionally, Wani and Ismail (2024) found that students who exhibited weak reading habits had weaker reading comprehension skills than students with stronger reading habits. However, teachers' reading strategies did not significantly impact comprehension outcomes, as the B value for this predictor was -0.47, the beta statistic for this predictor was -0.039, and the significance value for this predictor was 0.710. Thus, the null hypothesis that teachers' strategies have no significant influence on reading

comprehension outcomes cannot be rejected. While teachers may employ a variety of reading strategies within the classroom, the results demonstrate that these strategies did not significantly influence students' comprehension outcomes. The researcher believes that teachers' use of various strategies only has an impact on comprehension if students' abilities and strengths in this area are considered. Furthermore, students' reading habits may have a more significant influence on reading comprehension than teachers' strategies.

Related to this finding is the study of Moral and Villarente (2024), who discovered that there is no significant relationship between teaching strategies and students' reading comprehension outcomes. Additionally, Peng et al. (2023) discovered that teaching reading comprehension strategies has no significant impact on the reading comprehension skills of students, particularly among students in higher grade levels.

Similarly, parental support is not a significant predictor of reading comprehension outcomes. The B value for parental support is -0.97, the beta statistic is -0.103, and the significance value for parental support is 0.343. Thus, the null hypothesis that parental support has no significant influence on reading comprehension outcomes is not rejected. Although there is a relationship between parental support and reading comprehension outcomes, as determined from correlational analysis, parental support is not a significant predictor of reading comprehension outcomes. The researcher believes that parental support may have an influence on reading comprehension outcomes for students through other factors related to the students. For example, parental support may influence a student's motivation, disciplinary nature towards schoolwork, development of study habits, and emotional support for the student in their schooling efforts. Furthermore, as students advance in their education to higher grade levels, they may exhibit more independence from their parents in their schooling.

Related to this finding is the study by Clapis and Bautista (2025), who discovered that factors related to the student exhibit a stronger relationship with the student's academic success in relation to factors like parental support. Additionally, Tinapay et al. (2021) discovered that while parental involvement is positively related to reading proficiency skills, the influence of parents on reading proficiency is a weak predictor of reading comprehension outcomes.

While it is true that parental support exhibited a significant relationship with reading comprehension outcomes in the correlation analysis, it is not significant in the regression analysis of reading outcomes. Thus, these two variables share some of the same influences on reading comprehension outcomes from the students, yet other factors have a more significant influence on reading comprehension outcomes. These variables are multicollinear with one another.

Furthermore, digital navigation skills were not significantly predictive of reading comprehension outcomes. Digital navigation skills have a model estimate (B) of 1.28, a beta statistic of 0.130, and a significance value (p) of 0.179. Thus, the null hypothesis that digital navigation skills have no significant influence on reading comprehension outcomes

is not rejected. The researcher determines that digital navigation skills alone are not sufficient to significantly impact students' reading comprehension outcomes. Villaseñor (2024) and Habók et al. (2024) studied the impact that digital navigation skills have on reading comprehension outcomes of students. Both of these authors discovered that while students may be able to effectively navigate digital texts and locate information, students may not inherently possess the digital literacy skills necessary to effectively read and comprehend those digital texts. Ocangas and Gawahan (2025) noted that digital navigation skills are only beneficial for students who already exhibit strong reading comprehension skills.

Related to these findings is the study of Naumann et al. (2025), who discovered that digital navigation skills are beneficially impactful only for students who already exhibit strong reading comprehension skills. Furthermore, Domingo and Casanova (2022) discovered that digital navigation skills have a significant impact upon reading comprehension outcomes only for students who already exhibit strong reading comprehension skills. Thus, these skills have no impact upon students who struggle to comprehend texts. Furthermore, Embajadora et al. (2025) discovered that digital literacy and reading comprehension skills are significantly associated with one another. Thus, students who have digital literacy skills exhibit better outcomes in their ability to comprehend English texts. Hence, Habók et al. (2024) determined that navigating digital texts is more beneficial and helpful for students when using specific and effective reading strategies.

While these students exhibited developing outcomes in their reading comprehension skills, researchers have noted potential challenges in the full development of the students' reading comprehension outcomes. For instance, Palahang (2025) discovered that while high school students in rural areas have developing reading comprehension skills, there are various challenges that prevent the further development of their reading comprehension performance. These challenges include limited access to educational resources, weak reading skills at the home level, socioeconomic status, and rural school challenges. Thus, based upon these challenges, it becomes necessary to implement various reading programs for these students to overcome such challenges.

Conclusions

The findings of this study underscore the multifaceted nature of reading comprehension among Grade 10 students in rural public integrated schools. They suggest that reading comprehension is shaped by an interplay of learner factors such as family, school, and technology-related factors, highlighting the need for holistic and context-sensitive interventions. Consequently, efforts to improve students' reading outcomes should extend beyond classroom instruction and include initiatives that strengthen reading habits, foster supportive home literacy environments, and enhance students' digital literacy skills. These findings also emphasize the importance of designing reading programs that are responsive to the unique challenges and resource limitations experienced by rural schools.

Moreover, the results provide empirical support for Bronfenbrenner's Ecological Systems Theory, which posits that human development is influenced by the dynamic interaction of multiple environmental systems. The study demonstrates that students' reading comprehension is not solely an individual cognitive outcome but is shaped by experiences and supports derived from their homes, schools, and broader sociocultural and technological environments. At the same time, the findings affirm the relevance of Reader Response Theory and Schema Theory, which emphasize the role of learners' experiences, prior knowledge, and active engagement with texts in the construction of meaning. Taken together, these theoretical perspectives provide a comprehensive explanation of reading comprehension in the twenty-first century, where literacy development is influenced by both traditional educational experiences and emerging digital contexts.

Recommendations

Based on the conclusions, the following recommendations are proposed:

1. School administrators may strengthen school literacy programs to encourage students to read regularly and to develop their ability to understand the texts they read. Given that reading habits were the strongest predictor of comprehension outcomes, schools could implement various literacy programs to encourage students to develop a reading habit.
2. Reading teachers may employ various classroom activities and strategies to help the students develop their reading comprehension and textual understanding skills. For instance, teachers could implement activities that specifically target these comprehension skills, such as guided reading, think-aloud strategies, comprehension questions, summarization, inference, and vocabulary development. Furthermore, higher-order comprehension skills could also be targeted within the classroom.
3. Other teachers may focus on critical digital literacy skills, such as evaluating the accuracy, objectivity, and completeness of website content.
4. Parents consider implementing a 15-minute routine each night to read with their child, and engage in a vocabulary-building challenge.
5. Students can encourage themselves to develop positive reading habits by reading different types of literature and digital texts and by reflecting on their reading by summarizing texts, posing questions, or expressing their opinions. Furthermore, they may use a guided digital reading strategy, participate in a digital vocabulary development program, or take digital quizzes to improve their reading comprehension skills.
6. Future researchers may expand the study by:
 - 6.1 Examining other variables that may influence comprehension outcomes, such as reading motivation, socioeconomic status, language exposure, and metacognitive reading strategies.
 - 6.2 Involving larger populations and varied educational contexts that may provide a deeper understanding of the factors influencing the development of reading comprehension among learners.

Compliance with ethical standards

Throughout the conduct of the study, ethical principles outlined in the Belmont Report were strictly observed, particularly the principles of respect for persons, beneficence, and justice (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). The principle of respect for persons was observed by securing informed assent and consent from participants and ensuring their voluntary participation. Beneficence was applied by protecting participants from harm and maintaining the confidentiality and anonymity of responses. The principle of justice was upheld by ensuring fair and equitable selection of participants without discrimination. Equally important to observe strict compliance with the Data Privacy Act of 2012, all collected data were securely stored and made accessible only to the researcher and authorized authorities when necessary. The responses were treated with utmost integrity and interpreted impartially, without bias and discrimination. Importantly, a full disclosure of artificial intelligence tools is presented when used to ensure transparency, academic integrity, and maintain research credibility.

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