



HOME AND SCHOOL READING ENVIRONMENTS AS PREDICTORS OF READING COMPREHENSION: BASIS FOR A READING ENHANCEMENT PROGRAM

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ABSTRACT

This study, completed in May 2026, examined the home and school reading environments as predictors of reading comprehension among Grade 7–10 students at Basay National High School and served as the basis for a proposed Reading Enhancement Program. Using a quantitative descriptive-correlational design, the study involved 292 junior high school learners selected through stratified random sampling from a population of 1,088 students to ensure representation across grade levels. Data were collected using standardized survey instruments measuring the home reading environment in terms of book availability, family reading support, and frequency of home literacy practices, and the school reading environment in terms of library access and utilization, teacher encouragement of independent reading, and integration of reading activities across subjects. Reading comprehension was assessed using a 42-item standardized test. Data were analyzed using descriptive statistics, independent-samples t-tests, one-way analysis of variance (ANOVA), and Pearson product-moment correlation. The t-tests and ANOVA were used to determine significant differences in reading environment and reading comprehension scores across student profile variables, while Pearson's r was used to determine the strength and direction of relationships between the home and school reading environments and reading comprehension. Results showed that students generally experienced moderate home and school reading environments, while reading comprehension was at a low proficiency level. Significant differences were found in home reading environment by sex, with female students showing higher engagement in home literacy practices. Significant positive relationships were also found between both home and school reading environments and reading comprehension. The findings support a context-responsive Reading Enhancement Program.

Keywords: *Home Reading Environment, School Reading Environment, Reading Comprehension, Literacy Environment, Junior High School Students, Reading Enhancement Program*

INTRODUCTION

Reading comprehension is widely recognized as one of the most fundamental literacy skills that learners must develop that includes the ability to decode words and encompasses constructing meaning, making inferences, integrating prior knowledge, evaluating information, and applying ideas across various contexts (Pham and Snow, 2020).

The Programme for International Student Assessment (PISA) 2022 Results emphasized that students who receive strong support both at home and in school generally demonstrate higher academic performance and greater resilience in learning.

In the Philippine context, reading comprehension continues to be one of the country's most pressing educational challenges. The Philippines ranked among the lowest-performing countries in reading literacy in the PISA 2022 assessment, indicating that many Filipino learners struggle to locate information, interpret texts, and evaluate ideas critically.

Pada (2024) found that parental involvement significantly contributes to the reading proficiency of Grade 7 students in public secondary schools in Negros Oriental, emphasizing that learners who receive consistent reading support at home demonstrate higher reading performance. Similarly, Namol and Bacang (2024) reported that students' reading interest is significantly associated with their reading proficiency, suggesting that developing positive reading habits is essential for improving comprehension. These studies suggested that literacy development is influenced by both family support and school-based reading opportunities.

Basay National High School has continued to experience challenges in improving students' reading comprehension. Based on the school's recent PHIL-IRI assessment results, approximately 75% of Grade 7–10 students were classified under the Frustration Reading Level, indicating that most learners encountered considerable difficulty in understanding grade-level texts independently. Although the school has implemented reading interventions aligned with DepEd's literacy programs, the persistently high percentage of frustration-level readers suggests that existing interventions may not sufficiently address the broader environmental factors influencing students' reading development (Learning Action Cell, 2024).

Guided by this gap, the present study examined the relationship between the home reading environment, school reading environment, and the reading comprehension of Grade 7–10 students at Basay National High School. Specifically, it investigated how home literacy experiences and school-based reading practices are associated with

learners' reading comprehension levels which resulted to a more targeted reading enhancement program.

Research Questions

This study aimed to examine the levels of the home reading environment and the school reading environment and their relationship to the reading comprehension performance of Junior High School students. Specifically, the study sought to address the following research questions:

1. What is the socio-demographic profile of the learners in terms of:
 - a) Age,
 - b) Sex,
 - c) Grade level, and
 - d) Economic status?
2. What is the level of the home reading environment of Grade 7–10 students, as indicated by:
 - a) Availability of books at home,
 - b) Reading support from family members, and
 - c) Frequency of home literacy practices?
3. What is the level of the school reading environment of Grade 7–10 students, as indicated by:
 - a) Access to and utilization of the school library,
 - b) Teacher encouragement of independent reading, and
 - c) Integration of reading activities across subjects?
4. What is the significant relationship of home reading environment and school reading environment?
5. What is the level of reading comprehension of Grade 7–10 students in Basay National High School as classified into:
 - a) Very low,
 - b) Low,
 - c) Moderate,
 - d) High, and
 - e) Very high?
6. Is there a significant difference in the level of the home reading environment when grouped according to students' profile?
7. Is there a significant difference in the level of the school reading environment when grouped according to students' profile?
8. Is there a significant difference in the level of reading comprehension when grouped according to students' profile?
9. Is there a significant relationship between the home reading environment and students' reading comprehension levels?
10. Is there a significant relationship between the school reading environment and students' reading comprehension levels?
11. What specific reading enhancement program can be formulated at Basay National High School?

METHODOLOGY

This study used a quantitative descriptive-correlational design, which was appropriate for describing variables, identifying patterns, and examining relationships and differences without manipulating any conditions. The descriptive part helped profile the students' socio-demographic characteristics and determine their levels of home reading environment, school reading environment, and reading comprehension.

Basay National High School was selected as the study site because it represented a typical yet diverse junior high population within the DepEd Bayawan City Division. The study employed stratified random sampling of 292 to ensure that each grade level in the total population of 1,088 junior high learners enrolled in 2025-2026 school year was proportionally represented. The respondents within each grade were selected by simple random draw, thus maintaining representativeness and minimizing sampling bias.

Table 1. Distributed Number of Students for each Grade Level

Grade Level	Number of Learners (N)	Number of Respondents (n)
Grade 7	261	70
Grade 8	258	69
Grade 9	285	77
Grade 10	284	76
Total	1, 088	292

This study employed a standardized survey instrument grounded in validated frameworks to assess the home and school reading environments of Grade 7–10 students. The items under the Home Reading Environment were adapted from the seminal work of Griffin and Morrison (2021), and for the School Reading Environment, the study adopted items from the PIRLS 2021 Assessment Frameworks developed by Mullis et al. (2021). Furthermore, to measure reading comprehension, this study utilized practice sets aligned with the TOEFL iBT reading comprehension framework (ETS, 2023).

The research instrument was divided into four parts: Part I (Socio-Demographic Profile) consisted of four multiple-choice items on age, sex, grade level, and monthly family income, which students answered by checking the box that best describes their situation; Part II (Home Reading Environment) contains 15 statements grouped under three subscales such as Availability of Books, Reading Support from Family, and Frequency of Literacy Practices each rated on a 5-point Likert scale (1 = Never to 5 = Always) to quantify how often students experience each home reading condition. Part III (School Reading Environment) mirrors this format with 15 items across Access to the Library, Teacher Encouragement, and Integration of Reading Activities, also using the same 5-point scale. While Part IV was the reading comprehension component of the TOEFL Junior® Standard test consists of 42 multiple-choice questions.

Since this questionnaire adopted established measures, formal validity testing was

not required; nevertheless, it underwent an expert review to ensure each item remains clear and relevant. Three literacy specialists a Division Reading Coordinator, a Senior High School Reading Specialist, and an Educational Program Supervisor systematically examined all items.

Table 2. Content Validity Ratio (CVR) Results for the Survey Questionnaire and Reading Comprehension Test Items as Evaluated by Expert Panelists

Item	Essential (n_e)	CVR	Interpretation
1	7	0.75	Acceptable
2	7	0.75	Acceptable
3	8	1	Acceptable
4	7	0.75	Acceptable
Part II-A1	8	1	Acceptable
Part II-A2	8	1	Acceptable
Part II-A3	8	1	Acceptable
Part II-A4	7	0.75	Acceptable
Part II-A5	6	0.5	Acceptable
Part II-B1	8	1	Acceptable
Part II-B2	8	1	Acceptable
Part II-B3	7	0.75	Acceptable
Part II-B4	7	0.75	Acceptable
Part II-B5	7	0.75	Acceptable
Part II-C1	8	1	Acceptable
Part II-C2	7	0.75	Acceptable
Part II-C3	8	1	Acceptable
Part II-C4	7	0.75	Acceptable
Part II-C5	7	0.75	Acceptable
Part III-A1	8	1	Acceptable
Part III-A2	8	1	Acceptable
Part III-A3	7	0.75	Acceptable
Part III-A4	8	1	Acceptable
Part III-A5	8	1	Acceptable
Part III-B1	7	0.75	Acceptable
Part III-B2	7	0.75	Acceptable
Part III-B3	7	0.75	Acceptable
Part III-B4	7	0.75	Acceptable
Part III-B5	8	1	Acceptable
Part III-C1	8	1	Acceptable
Part III-C2	8	1	Acceptable
Part III-C3	8	1	Acceptable
Part III-C4	8	1	Acceptable
Part III-C5	8	1	Acceptable

Prior to the full administration of the research instrument, the researcher established its reliability through a test–retest procedure. To assess the internal consistency of the questionnaire, Cronbach's alpha was computed for the Likert-scale items measuring the Home and School Reading Environment. A Cronbach's alpha coefficient of at least .70 is generally considered acceptable, while coefficients of .80 and above indicate good internal consistency. For the Reading Comprehension Test, which consisted of dichotomously scored items (correct or incorrect), the Kuder–Richardson Formula 21 (KR-21) was applied to determine the reliability of the test. A KR-21 coefficient of .75 or higher was considered acceptable, indicating that the instrument consistently measured the intended construct.

Table 3. Reliability Test-Retest Result computed using Cronbach's Alpha

Construct	Items	Alpha	Interpretation
Availability of Books at Home	5	0.804	Good
Reading Support from Family Members	5	0.814	Good
Frequency of Home Literacy Practices	5	0.822	Good
Accessibility and Utilization of Library	5	0.805	Good
Teacher Encouragement of Independent Reading	5	0.765	Acceptable
Integration of Reading activities across subjects	5	0.759	Acceptable

The data gathering process was carried out systematically to ensure that the study complied with institutional requirements, ethical standards, and standardized research procedures. The researcher secured all necessary institutional approvals, ethical clearances, and parental consents.

The study used descriptive statistics such as frequency, percentage, mean, and standard deviation to analyze the learners' profiles, reading environments, and comprehension levels. Inferential statistics including t-test, ANOVA, and Pearson correlation will be employed to determine significant differences and relationships among the variables.

RESULTS

This section presents the data gathered from respondents, their analysis, and interpretation. It includes tabulating all the data gathered as related to the problems and objectives.

The Socio-Demographic Profile of the Students

The age distribution of the respondents indicated that the majority of students were between 12 and 14 years old, with 12-year-olds comprising the largest group (29.80%), followed by 13-year-olds (24.40%) and 14-year-olds (23.70%). In terms of sex, the sample consisted of slightly more female students (53.60%) than male students (46.40%). The respondents were relatively evenly distributed across grade levels, with Grade 7 students comprising 30.20%, Grade 10 students 25.80%, Grade 9 students 22.70%, and Grade 8 students 21.40%. Moreover, the economic profile of the students revealed that most respondents (59.00%) came from households earning below ₱10,000 per month.

Table 4.0 The demographic profile of the students.

Profile	Frequency	Percentage
Age		
12	88	29.80%
13	72	24.40%
14	70	23.70%
15	51	17.30%
16 or above	14	4.70%
Sex		
Male	137	46.40%
Female	158	53.60%
Grade Level		
Grade 7	89	30.20%
Grade 8	63	21.40%
Grade 9	67	22.70%
Grade 10	76	25.80%
Economic Status (Monthly Family Income)		
Below ₱10,000	174	59.00%
₱10,001 – ₱20,000	47	15.90%
₱20,001 – ₱30,000	22	7.50%
₱30,001 – ₱50,000	33	11.20%
Above ₱50,000	19	6.40%

The Level of the Home Reading Environment of Grade 7–10 Students

The findings presented in Table 5.0 indicated that the availability of books at home among Grade 7–10 students was at a moderate level ($M = 2.64$, $SD = 1.32$). Item 3, "We have magazines, newspapers, or comic books," received the lowest mean ($M = 2.20$, $SD = 1.21$), interpreted as Low. Likewise, Item 1, "We have storybooks or novels at home,"

also obtained a Low rating ($M = 2.40$, $SD = 1.22$). A closer examination of individual items revealed variability in the types of reading materials available. The presence of storybooks or novels ($M = 2.40$, $SD = 1.22$) and magazines, newspapers, or comic books ($M = 2.20$, $SD = 1.21$) was rated as low. In contrast, textbooks and reference materials ($M = 2.80$, $SD = 1.30$) and the ease of finding reading materials at home ($M = 3.15$, $SD = 1.34$) were at a moderate level. Additionally, the availability of a dedicated reading space ($M = 2.62$, $SD = 1.33$) was also moderate.

Table 5.0 The level of the home reading environment of Grade 7–10 students in terms of Availability of books at home

Items	Mean	SD	Int.
1. We have storybooks or novels at home.	2.40	1.22	Low
2. We have textbooks and reference materials at home.	2.80	1.30	Moderate
3. We have magazines, newspapers, or comic books.	2.20	1.21	Low
4. I can easily find reading materials in our house.	3.15	1.34	Moderate
5. There is a dedicated space for reading in our home.	2.62	1.33	Moderate
Overall	2.64	1.32	Moderate

The Level of the Home Reading Environment of Grade 7–10 Students in Terms of Reading Support from Family Members

The findings revealed that family reading support for Grade 7–10 students was at a moderate level overall ($M = 2.96$, $SD = 1.42$). A closer analysis of individual items showed variability in support behaviors. The highest-rated item was parental encouragement to read ($M = 3.72$, $SD = 1.33$), which fell into the high category. However, other forms of support such as helping with comprehension ($M = 3.33$, $SD = 1.39$), shared reading activities ($M = 2.47$, $SD = 1.30$), praise after finishing a book ($M = 2.67$, $SD = 1.36$), and family discussions about books ($M = 2.62$, $SD = 1.29$) were rated as moderate.

Table 5.1 The level of the home reading environment of Grade 7–10 students in terms of reading support from family members

Items	Mean	SD	Interpretation
1. My parents or guardians encourage me to read.	3.72	1.33	High
2. Someone at home helps me understand what I read.	3.33	1.39	Moderate
3. Family members read with me or to me.	2.47	1.30	Moderate
4. I receive praise when I finish reading a book.	2.67	1.36	Moderate
5. My family members talk about books or reading.	2.62	1.29	Moderate
Overall	2.96	1.42	Moderate

The Level of the Home Reading Environment of Grade 7–10 Students in Terms of Frequency of Home Literacy Practices

The findings revealed that secondary students demonstrate moderate engagement in home literacy practices overall ($M = 2.82$, $SD = 1.23$), with no single reading activity reaching high frequency levels. The most common practice was reading aloud or silently as part of daily routines ($M = 3.17$), though this still fell within the moderate range, suggesting reading is somewhat habitual but not deeply ingrained. Other activities like completing reading-related assignments ($M = 2.92$), general book reading ($M = 2.85$), and weekend reading ($M = 2.64$) showed similar moderate frequencies. Particularly, digital reading of e-books or blogs registered the lowest mean ($M = 2.49$), challenging assumptions about tech-savvy youth preferring screen-based reading.

Table 5.2 The level of the home reading environment of Grade 7–10 students in terms of Frequency of home literacy practices

Items	Mean	SD	Interpretation
1. I read books or materials at home regularly.	2.85	1.08	Moderate
2. I do reading-related tasks like summaries or reports.	2.92	1.16	Moderate
3. I spend time reading during weekends.	2.64	1.12	Moderate
4. I browse digital reading materials (e-books, blogs).	2.49	1.25	Moderate
5. I read aloud or silently as part of my daily routine.	3.17	1.41	Moderate
Overall	2.82	1.23	Moderate

The Level of the School Reading Environment of Grade 7–10 Students

The assessment of school library accessibility and utilization among secondary students revealed a moderately supportive environment overall ($M = 2.80$, $SD = 1.54$), though with significant variations across different aspects. While students reported high accessibility of the physical library space ($M = 4.03$), their actual engagement with library resources remains limited, as evidenced by low frequencies of library visits ($M = 2.14$) and book borrowing ($M = 1.67$).

Table 6.0 The level of the school reading environment of Grade 7–10 students in terms of Accessibility and utilization of the school library

Items	Mean	SD	Interpretation
1. I regularly visit the school library.	2.14	1.15	Low
2. The library is open and accessible to students.	4.03	1.35	High
3. I borrow books from the library.	1.67	1.09	Low
4. The school library has enough reading materials.	3.36	1.45	Moderate
5. Library time is scheduled or encouraged during class.	2.79	1.37	Moderate
Overall	2.80	1.54	Moderate

The Level of the School Reading Environment of Grade 7–10 Students in Terms of Teacher Encouragement of Independent Reading

The result revealed strong teacher support for independent reading among secondary students, with an overall high level of encouragement ($M = 3.51$, $SD = 1.43$). Teachers appeared most proactive in structuring reading opportunities within the classroom environment, as evidenced by the high frequency of silent reading time during class ($M = 3.99$) and regular reading assignments ($M = 3.75$).

Table 6.1 The level of the school reading environment of Grade 7–10 students in terms of Teacher encouragement of independent reading

Items	Mean	SD	Interpretation
1. My teachers encourage us to read outside of class.	2.57	1.57	Moderate
2. Reading assignments are given regularly.	3.75	1.20	High
3. Teachers recommend books we can read at home.	3.45	1.33	High
4. We are given time to read silently in class.	3.99	1.21	High
5. Teachers check or follow up on our reading progress.	3.81	1.36	High
Overall	3.51	1.43	High

The Level of the School Reading Environment of Grade 7–10 Students in Terms of Integration of Reading Activities Across Subjects

The results demonstrated powerful integration of reading activities across subject areas, with an overall high implementation level ($M = 3.96$, $SD = 1.20$). Schools appeared particularly effective at incorporating reading into project-based learning ($M = 4.08$) and connecting texts to real-world applications ($M = 4.04$). The frequent use of reading tasks in content areas like Science and Araling Panlipunan ($M = 3.81$) and the regular requirement for student reflection on readings ($M = 3.92$) indicated a school-wide commitment to disciplinary literacy.

Table 6.2 The level of the school reading environment of Grade 7–10 students in terms of Integration of reading activities across subjects

Items	Mean	SD	Interpretation
1. Reading is used in subjects other than English.	3.97	1.36	High
2. We read stories or texts in Science or Araling Panlipunan.	3.81	1.20	High
3. Teachers connect reading activities to real-life topics.	4.04	1.10	High
4. We are asked to explain or reflect on what we read.	3.92	1.16	High
5. Reading is part of group or project-based tasks.	4.08	1.17	High
Overall	3.96	1.20	High

The Significant Relationship between Home Reading Environment and School Reading Environment

Among the home reading environment variables, the frequency of home literacy

practices exhibited the strongest and most consistent relationships with all dimensions of the school reading environment, particularly with teacher encouragement of independent reading ($\rho = .371$, $p < .01$), followed by the integration of reading activities across subjects ($\rho = .305$, $p < .01$) and accessibility and utilization of the school library ($\rho = .297$, $p < .01$). Similarly, reading support from family members demonstrated significant positive correlations with all three school reading environment components, with the strongest association observed for school library accessibility and utilization ($\rho = .311$, $p < .01$).

Meanwhile, the availability of books at home showed significant but relatively weak correlations with school library accessibility ($\rho = .203$, $p < .01$) and integration of reading activities across subjects ($\rho = .114$, $p < .05$), but it was not significantly related to teacher encouragement of independent reading.

Table 7.0 Spearman's Correlation between the Home Reading Environment and School Reading Environment

		Accessibility and utilization of the school library	Teacher encouragement of independent reading	Integration of reading activities across subjects
Availability of books at home	Rho	.203**	0.083	.114*
	p-value	0	0.156	0.05
Reading support from family members	Rho	.311**	.266**	.149*
	p-value	0	0	0.01
Frequency of home literacy practices	Rho	.297**	.371**	.305**
	p-value	0	0	0

** Correlation is significant at the 0.01 level (2-tailed).

** Correlation is significant at the 0.05 level (2-tailed).

The Level of Reading Comprehension of Grade 7–10 Students in Basay National High School

The result in Table 8.0 revealed that Grade 7–10 students at Basay National High School demonstrated an average reading comprehension level falling within the *low proficiency* range ($M = 19.99$, $SD = 8.06$), as measured by a 42-point assessment. This placed the majority of students (scoring between 11–21 points) at a level where they can grasp some gist of texts but frequently miss significant details.

Table 8.0 The level of reading comprehension of Grade 7–10 students in Basay National High School

Grade Level	N	Mean	Standard Deviation
Grade 7	89	16.00	6.88

Grade 8	63	22.98	8.24
Grade 9	67	20.34	9.69
Grade 10	76	21.86	5.46
Total	295	19.99	8.06

Legend: 0 - 10 (Very Low), 11 – 21 (Low), 22 – 31 (Moderate), 32 – 38 (High), 39 – 5.42 (Very High)

The Significant Difference in the Level of the Home Reading Environment when Grouped according to Students' Profile

The Kruskal-Wallis tests revealed no statistically significant differences in home reading environment components across age groups: availability of books ($H(4) = 6.34$, $p = .175$), reading support from family ($H(4) = 1.18$, $p = .881$), and frequency of home literacy practices ($H(4) = 3.16$, $p = .532$). Descriptive statistics indicated moderate overall levels for all variables ($M = 2.64$ - 2.96 on a 5-point scale), with mean ranks suggesting slight but nonsignificant differences by age.

Table 9.0 The Kruskal-Wallis Test Results for Home Reading Environment Components by Age Group

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	<i>H (4)</i>	<i>P</i>
Availability of books	295	2.64	0.86	6.34	0.175
12 years (Mean Rank)	88	147.56			
13 years (Mean Rank)	72	147.71			
14 years (Mean Rank)	70	163.85			
15 years (Mean Rank)	51	138.74			
16+ years (Mean Rank)	14	106.75			
Reading support	295	2.96	0.91	1.18	0.881
12 years (Mean Rank)	88	151.8			
13 years (Mean Rank)	72	145.97			
14 years (Mean Rank)	70	143.52			
15 years (Mean Rank)	51	154.69			
16+ years (Mean Rank)	14	132.61			
Home literacy practices	295	2.82	0.86	3.16	0.532
12 years (Mean Rank)	88	156.53			
13 years (Mean Rank)	72	152.03			
14 years (Mean Rank)	70	142.36			
15 years (Mean Rank)	51	143.35			
16+ years (Mean Rank)	14	118.79			

The Mann-Whitney U Test Results for Home Reading Environment Components by Sex

The Mann-Whitney U tests revealed significant sex differences in all components of the home reading environment ($ps < .001$). Females demonstrated consistently higher engagement than males, with the largest difference occurring in frequency of home

literacy practices ($U = 6047.5$, $Z = -6.55$). The pattern was similar for availability of books ($U = 7169$, $Z = -5.02$) and reading support from family ($U = 7221$, $Z = -4.94$), with female students showing substantially higher mean ranks across all measures (range = 170.80–178.22) compared to males (range = 113.14–121.71).

Table 9.1 The Mann-Whitney U Test Results for Home Reading Environment Components by Sex

Variable	Male (n=137)	Female (n=158)	Test Statistics		
	Mean Rank	Mean Rank	U	Z	p
Availability of books at home	121.33	171.13	7169	-5.02	<.001
Reading support from family	121.71	170.80	7221	-4.94	<.001
Frequency of home literacy	113.14	178.22	6047.5	-6.55	<.001

The Kruskal-Wallis Test Results for Home Reading Environment Components by Grade Level

Table 9.2 discussed the Kruskal-Wallis analysis, which revealed significant differences in book availability across grade levels ($H(3) = 15.92$, $p = .001$), with Grade 9 students demonstrating the highest engagement (Mean Rank = 180.49) and Grade 10 students the lowest (Mean Rank = 126.89). No significant differences emerged for family reading support ($H(3) = 1.22$, $p = .748$) or literacy practice frequency ($H(3) = 5.06$, $p = .167$), though Grade 9 students maintained the highest mean ranks across all measures.

Table 9.2 The Kruskal-Wallis Test Results for Home Reading Environment Components by Grade Level

Variable	N	M	SD	H (3)	p
Availability of books	295	2.64	0.86	15.92	0.001
Grade 7 (Mean Rank)	89	150.48			
Grade 8 (Mean Rank)	63	135.41			
Grade 9 (Mean Rank)	67	180.49			
Grade 10 (Mean Rank)	76	126.89			
Reading support	295	2.96	0.91	1.221	0.748
Grade 7 (Mean Rank)	89	152.98			
Grade 8 (Mean Rank)	63	144.55			
Grade 9 (Mean Rank)	67	153.04			
Grade 10 (Mean Rank)	76	140.59			
Home literacy practices	295	2.82	0.86	5.062	0.167
Grade 7 (Mean Rank)	89	150.15			
Grade 8 (Mean Rank)	63	152.67			
Grade 9 (Mean Rank)	67	160.83			
Grade 10 (Mean Rank)	76	130.3			

The Kruskal-Wallis Test Results for Home Reading Environment Components by Monthly Income

Table 9.3 revealed that the Kruskal-Wallis analysis revealed significant income-based differences in book availability ($H(4) = 13.73$, $p = .008$), with households earning ₱20,001-₱30,000 monthly showing the highest mean rank (178.98) and those earning below ₱10,000 the lowest (133.27). No significant differences were found for family reading support ($H(4) = 7.82$, $p = .099$) or literacy practice frequency ($H(4) = 7.51$, $p = .111$), though middle-income groups (₱10,001-₱30,000) consistently demonstrated higher engagement across all measures.

Table 9.3 The Kruskal-Wallis Test Results for Home Reading Environment Components by Monthly Income

Variable	N	M	SD	H (4)	p
Availability of books	295	2.64	0.86	13.73	0.008
Below ₱10,000 (Mean Rank)	174	133.27			
₱10,001 – ₱20,000 (Mean Rank)	47	170.34			
₱20,001 – ₱30,000 (Mean Rank)	22	178.98			
₱30,001 – ₱50,000 (Mean Rank)	33	170.33			
Above ₱50,000 (Mean Rank)	19	153			
Reading support	295	2.96	0.91	7.815	0.099
Below ₱10,000 (Mean Rank)	174	148.56			
₱10,001 – ₱20,000 (Mean Rank)	47	156.33			
₱20,001 – ₱30,000 (Mean Rank)	22	171.57			
₱30,001 – ₱50,000 (Mean Rank)	33	144.08			
Above ₱50,000 (Mean Rank)	19	101.82			
Home literacy practices	295	2.82	0.86	7.511	0.111
Below ₱10,000 (Mean Rank)	174	138.59			
₱10,001 – ₱20,000 (Mean Rank)	47	173.17			
₱20,001 – ₱30,000 (Mean Rank)	22	161.52			
₱30,001 – ₱50,000 (Mean Rank)	33	158.21			
Above ₱50,000 (Mean Rank)	19	138.53			

The Significant Difference in the Level of the School Reading Environment when Grouped According to Students' Profiles.

The analysis revealed significant age-related differences in two key aspects of the school reading environment. Teacher encouragement of independent reading ($H(4) = 20.93$, $p < .001$) and integration of reading across subjects ($H(4) = 21.32$, $p < .001$) both showed strong variation by age group, while library accessibility remained consistent ($H(4) = 5.82$, $p = .213$). Thirteen-year-olds demonstrated the highest engagement, with mean ranks of 180.86 for teacher encouragement and 175.73 for cross-curricular reading integration. In contrast, students aged 16+ showed the lowest engagement in these measures (mean ranks = 92.50 and 97.18, respectively). Interestingly, 12-year-olds had

the highest mean rank for library accessibility (161.59), suggesting younger students may utilize library resources more frequently.

Table 10.0 The Kruskal-Wallis Test Results for School Reading Environment Components by Age Group

Variable	N	M	SD	H (4)	P
Accessibility and utilization of the school library	295	2.80	0.80	5.82	0.213
12 years (Mean Rank)	88	161.59			
13 years (Mean Rank)	72	132.85			
14 years (Mean Rank)	70	142.71			
15 years (Mean Rank)	51	146.94			
16+ years (Mean Rank)	14	170.82			
Teacher encouragement of independent reading	295	3.51	0.86	20.93	<0.001
12 years (Mean Rank)	88	129.5			
13 years (Mean Rank)	72	180.86			
14 years (Mean Rank)	70	146.59			
15 years (Mean Rank)	51	150.71			
16+ years (Mean Rank)	14	92.5			
Integration of reading activities across subjects	295	3.96	0.88	21.32	<0.001
12 years (Mean Rank)	88	123.07			
13 years (Mean Rank)	72	175.73			
14 years (Mean Rank)	70	155.08			
15 years (Mean Rank)	51	156.1			
16+ years (Mean Rank)	14	97.18			

The Mann-Whitney U Test Results for School Reading Environment Components by Sex

In Table 10.1, significant sex differences were found in two of three school reading environment components. Females reported greater accessibility and utilization of the school library ($U = 8095.00$, $Z = -3.75$, $p < .001$) and stronger teacher encouragement of independent reading ($U = 9175.50$, $Z = -2.26$, $p = .024$) compared to males. However, no significant difference emerged for integration of reading across subjects ($U = 9644.00$, $Z = -1.63$, $p = .104$).

Table 10.1 The Mann-Whitney U Test Results for School Reading Environment Components by Sex

Variable	Male (n=137)	Female (n=158)	Test Statistics		
	Mean Rank	Mean Rank	U	Z	P
Accessibility and utilization of the school library	128.09	165.27	8095.00	-3.746	<.001

Teacher encouragement of independent reading	135.97	158.43	9175.50	-2.261	0.024
Integration of reading activities across subjects	139.39	155.46	9644.00	-1.625	0.104

The Kruskal-Wallis Test Results for School Reading Environment Components by Grade Level

The Kruskal-Wallis tests revealed significant grade-level differences across all school reading environment components. Library accessibility showed significant variation ($H(3) = 14.22$, $p = .003$), with Grade 7 students demonstrating the highest utilization (Mean Rank = 168.53) and Grade 8 the lowest (Mean Rank = 115.89). Teacher encouragement of independent reading ($H(3) = 25.82$, $p < .001$) and cross-curricular reading integration ($H(3) = 29.39$, $p < .001$) also differed significantly, with Grade 8 students reporting the strongest encouragement (Mean Rank = 193.25) and integration (Mean Rank = 187.67), while Grade 7 students showed the lowest engagement in these measures (Mean Ranks = 124.71 and 113.25, respectively).

Table 10.2 The Kruskal-Wallis Test Results for School Reading Environment Components by Grade Level

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	<i>H (3)</i>	<i>P</i>
Accessibility and utilization of the school library	295	2.80	0.80	14.22	0.003
Grade 7 (Mean Rank)	89	168.53			
Grade 8 (Mean Rank)	63	115.89			
Grade 9 (Mean Rank)	67	148.79			
Grade 10 (Mean Rank)	76	149.88			
Teacher encouragement of independent reading	295	3.51	0.86	25.82	<0.001
Grade 7 (Mean Rank)	89	124.71			
Grade 8 (Mean Rank)	63	193.25			
Grade 9 (Mean Rank)	67	136.03			
Grade 10 (Mean Rank)	76	148.31			
Integration of reading activities across subjects	295	3.96	0.88	29.39	<0.001
Grade 7 (Mean Rank)	89	113.25			
Grade 8 (Mean Rank)	63	187.67			
Grade 9 (Mean Rank)	67	155.95			
Grade 10 (Mean Rank)	76	148.8			

The Kruskal-Wallis Test Results for School Reading Environment Components by Monthly Income

The Kruskal-Wallis tests revealed no statistically significant differences in school reading environment components across income groups. Library accessibility showed no significant variation ($H(4) = 4.85$, $p = .303$), with mean ranks ranging from 140.96 (below

₱10,000) to 176.61 (₱20,001-₱30,000). Similarly, teacher encouragement ($H(4) = 9.38$, $p = .052$) and reading integration across subjects ($H(4) = 8.42$, $p = .077$) approached but did not reach significance. While higher-income groups (above ₱50,000) showed moderately higher engagement in library use (Mean Rank = 168.32) and reading integration (Mean Rank = 158.71), the ₱10,001-₱20,000 group demonstrated the strongest teacher encouragement (Mean Rank = 159.60).

Table 10.3 The Kruskal-Wallis Test Results for School Reading Environment Components by Monthly Income

Variable	N	M	SD	H (4)	P
Accessibility and utilization of the school library	295	2.80	0.80	4.85	0.303
Below ₱10,000 (Mean Rank)	174	140.96			
₱10,001 – ₱20,000 (Mean Rank)	47	150.99			
₱20,001 – ₱30,000 (Mean Rank)	22	176.61			
₱30,001 – ₱50,000 (Mean Rank)	33	150.08			
Above ₱50,000 (Mean Rank)	19	168.32			
Teacher encouragement of independent reading	295	3.51	0.86	9.38	0.052
Below ₱10,000 (Mean Rank)	174	153.36			
₱10,001 – ₱20,000 (Mean Rank)	47	159.6			
₱20,001 – ₱30,000 (Mean Rank)	22	124.68			
₱30,001 – ₱50,000 (Mean Rank)	33	112.26			
Above ₱50,000 (Mean Rank)	19	159.34			
Integration of reading activities across subjects	295	3.96	0.88	8.42	0.077
Below ₱10,000 (Mean Rank)	174	146.81			
₱10,001 – ₱20,000 (Mean Rank)	47	172.82			
₱20,001 – ₱30,000 (Mean Rank)	22	137.91			
₱30,001 – ₱50,000 (Mean Rank)	33	119.5			
Above ₱50,000 (Mean Rank)	19	158.71			

The Significant Difference in The Level of Reading Comprehension When Grouped According to Students' Profiles

The analysis revealed significant age-related differences in reading comprehension scores ($H(4) = 19.75$, $p < .001$). Thirteen-year-old students demonstrated the highest performance (Mean Rank = 171.81), followed by 15-year-olds (Mean Rank = 166.38), while 12-year-olds showed the lowest comprehension levels (Mean Rank = 117.03).

Table 11.0 The Kruskal-Wallis Test Results for Reading Comprehension Scores by Age Group

Variable	N	M	SD	H (4)	P
Reading Comprehension Score	295	19.98	8.05	19.75	<0.001

12 years (Mean Rank)	88	117.03			
13 years (Mean Rank)	72	171.81			
14 years (Mean Rank)	70	150.38			
15 years (Mean Rank)	51	166.38			
16+ years (Mean Rank)	14	141.32			

The Mann-Whitney U Test Results for Reading Comprehension Scores by Sex

The Mann-Whitney U test revealed a statistically significant sex difference in reading comprehension scores ($U = 7264.5$, $Z = -4.87$, $p < .001$). Female students demonstrated substantially higher performance (Mean Rank = 170.52) compared to male students (Mean Rank = 122.03).

Table 11.1 The Mann-Whitney U Test Results for Reading Comprehension Scores by Sex

Variable	Male (n=137)	Female (n=158)	Test Statistics		
	Mean Rank	Mean Rank	U	Z	p
Reading Comprehension Score	122.03	170.52	7264.5	-4.874	<.001

The Kruskal-Wallis Test Results for Reading Comprehension Score by Grade Level

The analysis revealed significant differences in reading comprehension across grade levels ($H(3) = 36.74$, $p < .001$). Grade 8 students demonstrated the highest performance (Mean Rank = 179.25), followed closely by Grade 10 (Mean Rank = 171.82), while Grade 7 students showed the lowest scores (Mean Rank = 105.30).

Table 11.2 The Kruskal-Wallis Test Results for Reading Comprehension Score by Grade Level

Variable	N	M	SD	H (3)	P
Reading Comprehension Score	295	19.99	8.05	36.74	<0.001
Grade 7 (Mean Rank)	89	105.3			
Grade 8 (Mean Rank)	63	179.25			
Grade 9 (Mean Rank)	67	148.32			
Grade 10 (Mean Rank)	76	171.82			

The Kruskal-Wallis Test Results for Reading Comprehension Score by Monthly Income

The Kruskal-Wallis test found no statistically significant differences in reading comprehension scores across income groups ($H(4) = 5.47$, $p = .242$). While students from higher-income households (above ₱50,000) showed the highest mean rank (174.11) and those earning ₱10,001–₱20,000 demonstrated moderately strong performance (165.71),

these differences were not significant.

Table 11.3 The Kruskal-Wallis Test Results for Reading Comprehension Score by Monthly Income

Variable	N	M	SD	H (4)	P
Reading Comprehension Score	295	19.99	8.05	5.47	0.242
Below ₱10,000 (Mean Rank)	174	140.26			
₱10,001 – ₱20,000 (Mean Rank)	47	165.71			
₱20,001 – ₱30,000 (Mean Rank)	22	141.66			
₱30,001 – ₱50,000 (Mean Rank)	33	152.79			
Above ₱50,000 (Mean Rank)	19	174.11			

The Significant Relationship Between the Home Reading Environment and Students' Reading Comprehension Levels

The findings revealed that the availability of books at home and the frequency of home literacy practices are significantly and positively related to students' reading comprehension, while reading support from family members shows no statistically significant relationship. Specifically, the availability of books at home demonstrated a weak but significant positive correlation with reading comprehension ($\rho = .226$, $p < .001$). More notably, the frequency of home literacy practices showed a moderate and significant positive correlation with reading comprehension ($\rho = .307$, $p < .001$). In contrast, reading support from family members was not significantly related to reading comprehension ($\rho = .107$, $p = .065$).

Table 12 Spearman's Correlation between the home reading environment and students' reading comprehension levels

		Reading Comprehension Score
Availability of books at home	Rho	.226**
	p-value	<0.001
Reading support from family members	Rho	0.107
	p-value	0.065
Frequency of home literacy practices	Rho	.307**
	p-value	<0.001

** Correlation is significant at the 0.01 level (2-tailed).

** Correlation is significant at the 0.05 level (2-tailed).

The Significant Relationship Between the School Reading Environment and Students' Reading Comprehension Levels

The findings revealed that all three elements of the school reading environment were significantly and positively associated with reading comprehension. Specifically, accessibility and utilization of the school library demonstrated a weak but statistically significant positive correlation with reading comprehension ($\rho = .173$, $p = .003$). Similarly, teacher encouragement of independent reading showed a weak yet significant positive

relationship with reading comprehension ($\rho = .183$, $p = .002$). Most notably, the integration of reading activities across subjects exhibited a moderate, statistically significant positive correlation with reading comprehension ($\rho = .331$, $p < .001$), making it the strongest predictor among the school reading environment components.

Table 13. The Spearman's Correlation between the School reading environment and students' reading comprehension levels

		Reading Comprehension Score
Accessibility and utilization of the school library	Rho	.173**
	p-value	0.003
Teacher encouragement of independent reading	Rho	.183**
	p-value	0.002
Integration of reading activities across subjects	Rho	.331**
	p-value	<0.001

** Correlation is significant at the 0.01 level (2-tailed).

** Correlation is significant at the 0.05 level (2-tailed).

Reading Enhancement Program for Basay National High School

Table 14 revealed the proposed READ+ (Reading Engagement and Academic Development Plus): A Reading Enhancement Program for Basay National High School including Classroom Reading Across Curriculum (CRAC) and Library Literacy and Reading Program (LLRP).

Table 14. Reading Enhancement Program for Basay National High School

READ+ (Reading Engagement and Academic Development Plus): A Reading Enhancement Program for Basay National High School			
Programs	Rationale	Activities	Expected Outcomes
Classroom Reading Across the Curriculum (CRAC)	Reading comprehension improves when students regularly engage with subject-specific texts. Integrating reading activities across all learning areas strengthens literacy skills and supports academic achievement.	Teachers in all subjects incorporate short reading tasks such as articles, textbook passages, word problems, primary sources, scientific texts, and reflective questions, followed by comprehension and discussion activities.	Improved reading comprehension, increased use of reading strategies across subjects, enhanced critical thinking, and better academic performance.
Library Literacy and	Regular use of the school	Schedule weekly library	Increased library

Reading Program (LLRP)	library provides students with access to diverse reading materials, promotes independent reading, and cultivates a lifelong appreciation for reading.	visits, conduct book borrowing and reading sessions, organize book talks and reading challenges, and provide library orientation and research activities.	utilization, improved reading habits and comprehension, expanded vocabulary, and greater student interest in reading independently.
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DISCUSSION

The Socio-Demographic Profile of the Students

The demographic profile aligned with the expected age range of junior high school students. It suggested that most participants were in early adolescence, a critical developmental stage for literacy growth and cognitive skill development. In terms of sex, the balanced distribution allowed for meaningful analysis of sex-based differences in reading environments and literacy outcomes in subsequent sections of the study. Likewise, the balanced representation across junior high school levels suggested that the findings reflect literacy experiences across multiple stages of secondary education rather than being concentrated in a single grade. Lastly, the economic profile indicated that most students belong to low-income families. Only a small proportion of students reported household incomes above ₱50,000 (6.40%).

The Level of the Home Reading Environment of Grade 7–10 Students

The result suggested that while students generally have access to some reading materials at home, the availability is not consistent or extensive enough to provide a literacy-rich home environment that fully supports regular reading engagement. The findings underscored the need to strengthen home literacy environments by increasing students' access to a wider range of reading materials and encouraging families to support regular reading activities. Recent studies supported the present findings by emphasizing the critical role of home access to reading materials in shaping students' literacy outcomes. A large-scale study by Kim and Quinn (2021) found that adolescents with greater access to books at home demonstrated significantly higher reading achievement and stronger reading motivation than their peers with limited home resources. The authors emphasized that the diversity of available materials, particularly leisure reading texts, plays a key role in sustaining voluntary reading habits.

The Level of the Home Reading Environment of Grade 7–10 Students in Terms of Reading Support from Family Members

The result suggested that while some familial encouragement exists, it is not consistently strong across all aspects of reading engagement. These findings implied that verbal encouragement alone may not be sufficient to cultivate strong reading habits unless it is complemented by meaningful parental involvement in literacy activities. From the perspective of Bronfenbrenner's Ecological Systems Theory, the family, as part of the child's immediate microsystem, plays a crucial role in shaping literacy behaviors through regular interactions and shared learning experiences. Ho and Lau (2020) found that parental encouragement positively influences adolescents' reading motivation; however, the strongest effects on comprehension were observed when encouragement was paired with active involvement, such as discussing texts and monitoring reading progress. This aligns with the present finding that encouragement is high, while interactive practices remain moderate.

The Level of the Home Reading Environment of Grade 7–10 Students in Terms of Frequency of Home Literacy Practices

The pattern of results painted a picture of adolescents who read when required or as occasional leisure, but who lack strong, self-driven reading habits. The absence of any high-frequency reading practices is particularly concerning given the well-established relationship between regular reading and academic achievement. These findings suggested that while students are not completely disengaged from reading, they may need more structured support and motivation to develop robust independent reading habits. This result supported the present findings on moderate and inconsistent home literacy practices among adolescents. Merga (2021) found that while many secondary students report occasional reading at home, few engage in regular, self-initiated reading, particularly in contexts where reading is not explicitly valued or modeled. The study emphasized that habitual reading is strongly associated with structured support from both schools and families.

The Level of School Reading Environment of Grade 7-10 Students

The discrepancy in the result suggested that despite having an available and adequately stocked library, most students were not actively utilizing these resources. The moderate rating for scheduled library time indicated that while some teachers may incorporate library visits into class activities, such practices were not consistently implemented across the curriculum. These patterns painted a concerning picture of underutilized resources, where physical access did not necessarily translate to student engagement. The findings pointed to potential barriers beyond mere availability, possibly including lack of student motivation, insufficient promotion of library resources, or competing priorities in the school schedule. Similarly, this result was supported by Loh and Sun (2020), who reported that students are more likely to borrow books and visit the library when library use is embedded within curricular tasks rather than offered solely as an optional activity. This finding aligns with the moderate rating for scheduled library time

observed in the present study.

The Level of the School Reading Environment of Grade 7–10 Students in Terms of Teacher Encouragement of Independent Reading

The practice of following up on students' reading progress and recommending books for home reading further demonstrated a systematic approach to fostering reading habits. However, the relatively lower score for general encouragement to read outside of class suggested that while teachers effectively implemented structured reading activities, they may be less consistent in promoting voluntary, self-directed reading beyond required assignments. This pattern indicated that reading is strongly supported when framed as part of schoolwork, but students may receive less guidance on developing personal reading routines. Guthrie and Klauda (2020) found that teacher practices such as providing time for independent reading and monitoring students' progress are strongly associated with increased reading motivation and comprehension.

The Level of the School Reading Environment of Grade 7–10 Students in Terms of Integration of Reading Activities Across Subjects

Notably, the consistently high scores across all measures revealed that reading is not treated as an isolated skill confined to language classes, but rather as a fundamental learning tool embedded throughout the curriculum. Shanahan (2020) emphasized that disciplinary literacy practices enable students to develop subject-specific reading skills, which are essential for understanding complex texts in secondary education. Their framework supported the high level of reading integration observed in this study.

The Significant Relationship between Home Reading Environment and School Reading Environment

The correlation analysis indicated that students who regularly engage in reading activities at home are more responsive to school-based literacy initiatives and are more likely to participate actively in reading opportunities provided by teachers and the school. This supported the study of Torppa et al. (2022), which found that home literacy practices, including shared reading and literacy instruction at home, positively predict vocabulary development, reading motivation, reading fluency, and reading comprehension over time. On the other hand, the result suggested that simply having books available at home may not be sufficient to influence students' interactions with teachers unless these resources are accompanied by active literacy engagement. This finding aligned with Claes et al. (2024), who reported that the home literacy environment influences reading comprehension not only through access to reading materials but also through students' reading attitudes and engagement, highlighting that meaningful literacy interactions are more influential than the mere presence of books.

The Level of Reading Comprehension of Grade 7–10 Students in Basay National High School

The relatively large standard deviation suggested considerable variability in comprehension abilities across the student population, with some individuals likely scoring in the *very low* or *moderate* ranges. Many of the students appeared to have difficulty demonstrating advanced reading comprehension skills, such as making inferences, analyzing ideas, synthesizing information, and evaluating texts critically. As a result, their limited comprehension may negatively influence learning in other subject areas, where reading is essential for acquiring and applying knowledge. OECD (2021) reported that a substantial proportion of secondary students worldwide perform below minimum proficiency levels in reading, struggling to locate information and make meaning beyond explicit content. These findings paralleled the low comprehension levels observed in the present study.

The Significant Difference in the Level of the Home Reading Environment when Grouped according to Students' Profile

The absence of significant age-based differences implied that age alone is not a critical determinant of the home reading environment among Grade 7–10 students. This finding suggested that interventions aimed at improving home literacy conditions should not be age-specific but rather family- and household-centered. Programs designed to enhance access to books, promote parental involvement, and encourage regular reading practices may benefit learners across all adolescent age groups. The study results corroborated the finding that age is not a strong predictor of variations in home reading environments during adolescence. Kim and Quinn (2021) found that access to books at home is more strongly associated with socio-economic factors than with students' age. Their study emphasized that adolescents of different ages within the same household typically share similar reading resources, which supported the non-significant differences observed in the present study.

The Mann-Whitney U Test Results for Home Reading Environment Components by Sex

The results suggested that sex plays a significant role in shaping home reading experiences, with female students benefiting from more supportive literacy environments overall. The findings highlighted the need for targeted interventions to address these disparities, particularly in promoting reading engagement among male students. These results supported the idea that in a large-scale international analysis, OECD (2021) reported that girls outperform boys in reading literacy across most participating countries, with differences partly explained by variations in reading engagement and home support. The report highlighted that boys are less likely to read for enjoyment and often receive less encouragement to do so at home.

The Kruskal-Wallis Test Results for Home Reading Environment Components by Grade Level

The significant variation in book availability across grade levels suggested that students' access to reading materials at home may differ as they progress through junior high school. The higher mean rank among Grade 9 students may indicate greater access to books or stronger encouragement to acquire reading materials during this stage, whereas the lower mean rank for Grade 10 students may reflect changing academic priorities, reduced availability of leisure reading resources, or increased reliance on digital materials.

In contrast, the absence of significant differences in family reading support and literacy practice frequency implied that parental encouragement and home literacy routines remain relatively consistent across grade levels despite differences in access to books. This supported the longitudinal study, Schaffner et al. (2021) observed that adolescents' home literacy practices show relatively slight variation across grade levels unless influenced by targeted interventions. This reinforced the finding that the frequency of home literacy practices did not significantly differ among Grade 7–10 students

The Kruskal-Wallis Test Results for Home Reading Environment Components by Monthly Income

The findings emphasized economic status as a critical determinant of access to reading materials, but not necessarily of parental involvement or reading-related behaviors. This distinction has important implications for literacy interventions. While families from lower-income backgrounds may provide encouragement and support, limited access to books can constrain students' opportunities to practice and enjoy reading independently. Ng and Graham (2018) emphasized that equitable literacy development requires systemic support beyond the household. They argued that schools play a crucial role in reducing socio-economic disparities by providing structured reading opportunities and access to high-quality reading materials for all students.

The Significant Difference in the Level of the School Reading Environment when Grouped According to Students' Profiles.

The findings indicated that students' perceptions of literacy support within the school environment may vary across developmental stages. Younger adolescents may be more receptive to teacher guidance and structured reading activities, whereas older students may rely more on independent learning or encounter increased academic demands that reduce their engagement with school-based reading initiatives. The absence of significant age differences in library accessibility suggests that physical access to reading resources is relatively equitable across age groups; however, differences lie in how students engage with teacher-led literacy practices and cross-curricular reading experiences. This was supported by Merga (2021) observed that secondary teachers tend to emphasize reading instruction more heavily in lower grades, if older students have already mastered essential literacy skills. However, the study

cautioned that such assumptions may disadvantage learners who continue to require reading support.

The Mann-Whitney U Test Results for School Reading Environment Components by Sex

The findings indicated that female students tend to make greater use of literacy-supportive resources and perceive stronger encouragement from teachers to engage in independent reading than male students. This difference may be attributed to variations in reading motivation, self-confidence, and interest in reading, which influence how students participate in literacy-related activities within the school. However, the absence of a significant difference in the integration of reading across subjects suggested that teachers provide comparable reading opportunities to both male and female learners, reflecting equitable instructional practices. This result aligned with Ng and Graham (2018), who emphasized that teacher encouragement alone may not be sufficient to engage male students unless paired with autonomy-supportive practices and relevant reading materials. The authors argued that gender-responsive approaches are essential for closing engagement gaps in adolescent reading.

The Kruskal-Wallis Test Results for School Reading Environment Components by Grade Level

The significant grade-level differences observed across all components suggested that the school reading environment is not experienced uniformly throughout junior high school. The strong instructional support and reading integration observed in Grade 8 highlight this level as a critical point for literacy development. However, the comparatively lower support experienced by Grade 7 students is concerning, as this stage represents a crucial transition period where foundational reading habits and academic literacy skills should be strengthened. This was supported by Hinchman and Moore (2018) emphasized that adolescent literacy development requires continuous instructional reinforcement rather than episodic support. The authors argued that variability in school reading environments across grade levels can contribute to uneven literacy outcomes, reinforcing the need for coherent, school-wide literacy frameworks.

The Kruskal-Wallis Test Results for School Reading Environment Components by Monthly Income

The non-significant trends suggested that income level may have a limited influence on school-based reading environments, though the patterns warranted further investigation with larger subgroup samples. The absence of significant income-based differences across all school reading environment components highlighted the equalizing role of the school in supporting students' literacy development. Merga (2021) found that while students from low-income households reported limited access to books at home, their engagement with school libraries and classroom reading activities did not significantly differ from that of higher-income peers when schools maintained inclusive literacy practices.

The Significant Difference in The Level of Reading Comprehension When Grouped According to Students' Profiles

The non-linear pattern suggested reading ability develops unevenly during adolescence, with growth occurring between ages 12 and 13. The findings indicated that middle secondary students (ages 13-15) may benefit most from comprehension-focused instruction, while early adolescents (age 12) likely required additional foundational support. The significant age-related differences in reading comprehension underscored the need for developmentally responsive literacy instruction across junior high school. The study of Christ et al. (2020) found that early adolescents frequently demonstrate surface-level understanding of texts and require explicit instruction to develop deeper comprehension processes. Their study highlighted that comprehension gains often accelerate around early adolescence, consistent with the higher performance observed among 13-year-old students in the present study.

The Mann-Whitney U Test Results for Reading Comprehension Scores by Sex

This large and significant disparity suggested that sex plays an important role in reading comprehension outcomes, with females outperforming males in this assessment. The findings highlighted a need for targeted interventions to address the reading comprehension gap between male and female students. The result, as supported by Ng and Graham (2022), emphasized that effective interventions for male readers must move beyond skill-based remediation and address reading identity, relevance, and engagement. Their findings reinforced the need for targeted, gender-responsive strategies to improve reading comprehension outcomes.

The Kruskal-Wallis Test Results for Reading Comprehension Score by Grade Level

The significant grade-level differences in reading comprehension highlighted critical transition points in secondary education that require targeted literacy support. The notably low performance of Grade 7 students underscored the importance of strengthening reading instruction during the transition from elementary to secondary school. Early interventions focusing on vocabulary development, comprehension strategies, and academic reading skills may help prevent persistent literacy difficulties. This was supported by Christ et al. (2020), who found that reading comprehension growth is most pronounced during early adolescence but may plateau or decline when instructional support is insufficient. Their findings aligned with the observed peak in Grade 8 and subsequent dip in Grade 9.

The Kruskal-Wallis Test Results for Reading Comprehension Score by Monthly Income

The findings highlighted the school's equalizing function in supporting reading comprehension across socioeconomic groups. Despite differences in access to materials at home, students appear to receive comparable opportunities to develop reading

comprehension skills through school-based instruction, teacher support, and integrated reading activities across subjects. Results reported by Tria and Bernardo (2022) supported the idea that school-based reading interventions can effectively offset limitations in home literacy resources, resulting in minimal income-based differences in reading comprehension.

The Significant Relationship Between the Home Reading Environment and Students' Reading Comprehension Levels

The findings underscored the importance of print exposure and active reading engagement in supporting students' reading comprehension development. While access to books provided the necessary foundation, it was the regular practice of reading at home that appeared most influential in enhancing comprehension skills. Consequently, interventions aimed at improving reading comprehension should prioritize strategies that promote consistent and meaningful reading practices outside the classroom. In a large-scale analysis, Schaffner, et al. (2021) found that students' engagement in home literacy practices mediated the relationship between home resources and reading achievement. Their findings aligned with the moderate correlation observed between literacy practices and comprehension in the present study.

The Significant Relationship Between the School Reading Environment and Students' Reading Comprehension Levels

The result implied that the significant relationships observed between school reading environment components and reading comprehension highlighted the central role of schools in promoting literacy development, particularly in contexts where home reading environments may be limited. The findings suggested that strengthening school-based reading structures can directly enhance students' comprehension skills. Lupo, et al. (2019) demonstrated that students exposed to reading tasks across content areas showed significantly higher comprehension gains than those whose reading instruction was confined to language subjects. Their findings emphasized that repeated exposure to texts in varied disciplinary contexts enhances students' ability to process, analyze, and synthesize information.

Reading Enhancement Program for Basay National High School

The results suggested that improving school-based literacy practices, particularly through classroom instruction and effective use of library resources, can provide students with meaningful opportunities to strengthen their reading comprehension. Consequently, the READ+ program focused on two complementary interventions: Classroom Reading Across the Curriculum (CRAC) and the Library Literacy and Reading Program (LLRP). The report of the United Nations Educational, Scientific and Cultural Organization (2023) highlighted that literacy instruction should extend across the curriculum to help learners interpret and analyze diverse forms of text encountered in different disciplines. Moreover, International Federation of Library Associations and Institutions (2023) emphasized that well-utilized school libraries contribute significantly to reading engagement by providing

equitable access to varied reading materials and promoting independent reading habits.

Conclusions

This study examined the home and school reading environments of Grade 7–10 students and their relationship to reading comprehension. The findings were presented in accordance with the specific statements of the problem.

The respondents were predominantly early adolescents aged 12 to 14 years, with females slightly outnumbering males. Most participants were from Grades 7 to 10, with the highest representation from Grade 7. The majority belonged to low-income households with monthly incomes below ₱10,000.

The students' home reading environment was rated moderate in terms of availability of books, family reading support, and frequency of home literacy practices. Textbooks and reference materials were more commonly available than storybooks, novels, and periodicals, while family involvement and literacy activities were practiced at a moderate level.

The school reading environment was rated high in terms of teacher encouragement of independent reading and integration of reading activities across subjects. However, accessibility and utilization of the school library were rated moderate.

The home reading environment was significantly and positively related to the school reading environment. Among the home reading environment variables, the frequency of home literacy practices showed the strongest relationships with teacher encouragement of independent reading, integration of reading activities across subjects, and library accessibility and utilization.

The students' overall reading comprehension level was classified as low proficiency. Most learners demonstrated difficulty in identifying specific details, making inferences, and interpreting complex texts.

No significant differences were found in the home reading environment when respondents were grouped according to age. Significant differences were observed by sex, with females reporting higher levels of book availability, family reading support, and literacy practices. By grade level, significant differences were found only in book availability, with Grade 9 students showing higher ratings. By monthly income, significant differences were observed in book availability, while no significant differences were found in family reading support and literacy practices.

Significant differences were observed in teacher encouragement and reading integration across subjects by age, with younger adolescents reporting higher levels. Females reported higher library utilization and teacher encouragement than males. Significant grade-level differences were found across all school reading environment components, with Grade 8 students having the highest ratings. No significant differences

were found based on monthly income.

Reading comprehension significantly differed according to age, sex, and grade level, with older students, females, and Grade 8 and Grade 10 students demonstrating higher performance. No significant difference was found based on monthly income. The availability of books at home and the frequency of home literacy practices were significantly and positively related to reading comprehension, while family reading support showed no significant relationship.

All components of the school reading environment were significantly related to reading comprehension, with reading integration across subjects showing the strongest relationship, followed by teacher encouragement and library utilization.

Based on the findings, the proposed READ+ (Reading Engagement and Academic Development Plus) Program has two components: Classroom Reading Across the Curriculum (CRAC), which integrates reading activities across subject areas, and Library Literacy and Reading Program (LLRP), which promotes library utilization and independent reading habits.

Recommendations

In view of the generally low reading comprehension levels and the moderate to low mean scores observed in key components of the home and school reading environments, the following recommendations were proposed to address identified gaps and strengthen students' literacy development:

Strengthen Structured Home Reading Practices. Schools should implement guided home reading programs, such as daily reading logs, parent–student reading contracts, or structured take-home reading tasks, to increase the frequency and consistency of home literacy practices, which are strongly related to reading comprehension.

Improve Access to and Utilization of Reading Materials for Low-Resource Households. School administrators should strengthen partnerships with stakeholders, parents, and community organizations to establish sustainable book-lending programs, mobile libraries, and take-home reading packages to increase students' access to age-appropriate reading materials. Schools should also provide reading kits containing storybooks, informational texts, and comprehension activities that students can use at home. In addition, parental orientation programs may be conducted to encourage families to support regular reading routines and maximize available resources.

Enhance Utilization of the School Library. Through the Library Literacy and Reading Program (LLRP), teachers and librarians should collaboratively design scheduled, purposeful library-based activities, including guided reading sessions, research tasks, and reading challenges, to address low utilization of library resources despite their physical accessibility.

Intensify Reading Support for Male and Lower-Grade Learners. Targeted, gender-responsive, and grade-sensitive reading interventions such as interest-based reading materials, peer reading groups, and scaffolded comprehension instruction should be provided to male students and Grade 7 learners who demonstrated lower reading comprehension and weaker reading engagement.

Sustain and Expand Cross-Curricular Reading Integration. While integration of reading across subjects yielded high ratings, continuous professional development should be provided to ensure consistent implementation across all grade levels, with emphasis on explicit comprehension strategies to help students move beyond surface-level understanding of texts.

Reading Enhancement Program for Basay National High School

READ+ (Reading Engagement and Academic Development Plus): A Reading Enhancement Program for Basay National High School			
Programs	Rationale	Activities	Expected Outcomes
Classroom Reading Across the Curriculum (CRAC)	Reading comprehension improves when students regularly engage with subject-specific texts. Integrating reading activities across all learning areas strengthens literacy skills and supports academic achievement.	Teachers in all subjects incorporate short reading tasks such as articles, textbook passages, word problems, primary sources, scientific texts, and reflective questions, followed by comprehension and discussion activities.	Improved reading comprehension, increased use of reading strategies across subjects, enhanced critical thinking, and better academic performance.
Library Literacy and Reading Program (LLRP)	Regular use of the school library provides students with access to diverse reading materials, promotes independent reading, and cultivates a lifelong appreciation for reading.	Schedule weekly library visits, conduct book borrowing and reading sessions, organize book talks and reading challenges, and provide library orientation and research activities.	Increased library utilization, improved reading habits and comprehension, expanded vocabulary, and greater student interest in reading independently.

Compliance with Ethical Standards

In conducting this study, the researcher adhered to ethical guidelines and ensured full compliance with the principles of informed consent. All participants were fully informed about the nature of the study, the objectives, and the procedures involved. They were made aware of their right to withdraw from the study at any time without penalty or loss of benefits. Anonymity was guaranteed to all respondents, and personal information was kept confidential throughout the study. The well-being of the participants was prioritized, ensuring that their participation did not cause any harm or discomfort. Furthermore, no conflict of interest existed in the conduct of this study, as the researcher had no personal or financial stakes in the outcomes. Plagiarism was strictly avoided, and all sources were appropriately cited. The interpretation of the findings was carried out impartially and without bias. Finally, the results of the study were used solely for research purposes, with the aim of contributing to the reading enhancement program and reading comprehension skills of the learners.

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