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# Informational Texts, Students' Reading Level and Academic Performance: Basis for Localized Intervention Plan

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*Abstract*— The rising prevalence of students with reading proficiency difficulties in understanding informational texts has become a critical concern in contemporary education, especially in public schools. This study assessed whether the level of understanding of informational texts influenced students' reading level and academic performance. The findings revealed that students had difficulty in understanding informational text, but their individual opinions about the content showed wide variation. The high standard deviation across indicators suggested diverse student perceptions, indicating that improvements should focus on consistency and depth of content. Furthermore, reading proficiency was the most significant determinant of a learner's performance in English. The students who had difficulties in word reading and comprehension were the ones most affected, even if they were able to follow the information in the text. It is essential to enhance reading abilities first, as they have a direct and clear positive impact on the students' performance in school. Even though understanding information in texts is one of the aspects of literacy, it does not contribute much to English grades if the reading skills are poor. This demonstrates that reading

is an essential skill – students cannot get the full advantage of other literacy activities without good reading ability. Among the variables, this study concluded that socioeconomic constraints had a significant impact on the interlinked problems of Grade 10 students. This pointed to the need for equitable policies and practices that will promote literacy development through the involvement of schools, teachers, parents, and communities; remedial and enrichment programs; and diversified teaching. Besides increasing students' academic performance and reading proficiency, these problems must be addressed because they develop lifelong learning, critical thinking, and functional literacy needed for national development.

***Keywords:*** *informational texts, reading proficiency, academic performance, PHIL-IRI, language teaching*

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## I. INTRODUCTION

The level of understanding of informational texts and how it influenced the reading level and academic performance of Grade 10 students in Lipata National High School. It also provided an extensive overview of related literature and key concepts that explained the influence of informational texts in enhancing reading proficiency. Furthermore, this chapter identified possible instructional strategies and interventions as a basis for the crafting of a localized intervention plan.

Reading comprehension has long been regarded as the silent crisis of modern education, an issue so pervasive that it continues to hinder millions of learners worldwide despite years of reforms and initiatives. As students progress through grade levels, their ability to understand, evaluate, and apply information should strengthen, yet evidence shows the opposite: learners increasingly struggle when faced with informational texts that demand higher-order thinking, critical analysis, and content-area understanding. The growing complexity of academic materials across subjects highlights the urgency of strengthening comprehension skills, particularly those

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involving informational texts, which now dominate curricular expectations in secondary education.

Reading comprehension was one of the most essential skills a student should have been equipped with. Getting the main idea, noting details, predicting outcomes, among many others, were some of the skills which a student should have mastered. In their early education years, students encountered stories and literature in their day-to-day English classes. However, as their education progressed, texts became more in-depth and content-rich, so informational text was regularly encountered.

### **Literature Review**

This research provided a systematic literature review of studies in the level of understanding of informational texts and the level of influence on the reading comprehension of Grade 10 students of Lipata National High School, Minglanilla, Division of Cebu Province, during the School Year 2025-2026.

Informational texts referred to non-fiction writing designed to inform or explain something to the reader. It is a type of text designed to convey information to the reader. Examples include reports, interviews, essays, media coverage, concept writing, and dialogic writing (Yalçın, 2018). The ability to read and write informational texts critically is a fundamental skill in the information age. Literacy in informational texts is essential for success in various social contexts. One of the main goals of education is to equip individuals with the ability to read, understand, interpret, and produce informational texts. Unlike other text types, informative texts aim primarily to provide information clearly and effectively. Their style is typically straightforward and easy to understand. Despite their importance in many aspects of life, students often find informational texts more challenging to comprehend and write compared to narrative texts (Müldür, et al., 2019). These texts included formats, such as news articles, scientific journals, instructional manuals, biographies, and newspaper reports. Their primary goal was to educate and provide readers with deeper understanding of a specific topic (Schmidling, 2024). The use of informational texts was

characterized by the following nature: factual content, objective tone, specialized features, organization, and specific vocabulary.

Informational texts built foundational knowledge for more complex subjects which meant students could navigate informative reading as a universal academic skill that prepared students for college or trade programs. It was a key component in every ELA (English Language Acquisition) standards. In addition, informational texts did not include the writer's personal feelings or opinion (Schmidling, 2024). Having strong content knowledge greatly supported reading comprehension, often outweighing factors like the specific language in which the content was presented. In other words, the more background knowledge a reader had about a topic, the easier it became for them to understand, connect ideas, and make sense of the text.

Informational text also used an objective tone which sounded authoritative or official just like a textbook. It followed the conventions of formal writing and used third person point of view. Moreover, readers had to keep in mind that it followed a neutral and impartial writing style that focused on facts, data, and logical reasoning, rather than the writer's personal feelings, opinions, or biases. Objective tone has also not been just a stylistic choice; it has been a fundamental element of effective informational writing. By prioritizing neutrality, clarity, and evidence, writers have been able to communicate complex ideas in a way that were both accessible and authoritative. Whether in academia, journalism, or technical writing, the objective tone remained essential for fostering informed and rational discourse

Overall, the reviewed studies and legal bases collectively affirmed that effective use of informational text greatly influenced and in turn enhanced students' reading comprehension, analytical skills, and overall academic performance. Across international and local studies, a common finding emerged that students often struggle with informational texts due to limited exposure, insufficient instructional support, and gaps in prior knowledge.

## II. METHODOLOGY

### Research Design

This study used a quantitative, descriptive-correlational design. It determined the relationship between the use of informational texts and the extent to which they influenced students' reading proficiency and academic performance. This design was chosen because it enabled the measurement and analysis of naturally occurring relationships without intervening or aligning with the study's aim to observe the association between the variables.

According to Barooah (2025), a descriptive-correlational design showed the relationship between variables without changing them. It observed variables in their usual settings and examined how they move together, not whether one caused the other. This design was particularly useful for identifying patterns, trends, and associations that can inform further research or practical interventions.

### Sample of the Study

In this study, the population size (N) was 416 Grade 10 students for Lipata National High School.

The respondents in the study were selected using stratified random sampling.

Table 1 presented the distribution of the respondent groups.

**TABLE 1**  
**DISTRIBUTION OF THE RESPONDENTS**

<b>Respondents</b>	<b>N</b>	<b><i>f</i></b>	<b>%</b>
Students	416	200	100.00
<b>Total</b>	<b>416</b>	<b>200</b>	<b>100.00</b>

As reflected in Table 1, the study's respondents comprised 200 students from Lipata National High School, who were asked to complete the survey questionnaires.

## Measures

The study gathered data using a modified questionnaire developed specifically for this study, drawing on various references with ensure its relevance and alignment with the research objectives. The questionnaire was validated by a panel of experts at Northwest Samar State University, and revisions were made based on their feedback to enhance clarity, accuracy, and appropriateness of the items. The finalized instrument was then administered face-to-face by the researcher to gather responses from the participants.

There were two (2) parts in the questionnaire. Part I asked information on the profile of the student respondent groups as to the following: age, sex, parents' highest educational attainment, parents' occupation, parents' combined monthly income, first quarter English grade, and second quarter English grade. Part II asked information about the respondents' level of understanding of informational text, as to the following characteristics; factual content, objective content, specialized features, organization, and specific vocabulary.

To determine the response of student respondents in part II as to the level of understanding of informational texts, the following data scoring, scale and descriptive categories were adopted: (1) always, (2) often, (3) sometimes, (4) seldom, and (5) never. This allowed the researcher to quantify the frequency with which students demonstrated comprehension of specific informational text characteristics, such as identifying factual content, understanding objective tone, recognizing specialized features, analyzing organization, and interpreting specific vocabulary.

Content validation was conducted by a panel of experts at Northwest Samar State University, with the instrument underwent revisions based on their feedback. This process ensured that the final instrument was both valid and reliable for measuring the students' level of understanding of informational texts, reading level, and academic performance.

## Procedures

Before data collection began, the researcher obtained the required approval from the Graduate School of Northwest Samar State University to ensure that the study met all institutional and ethical standards.

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Upon approval, a letter requesting to conduct the research was forwarded to the Public Schools District Supervisor of Minglanilla, District 2, for further endorsement to the Office of the Schools Division Superintendent. Subsequently, coordination was made with the principal and school head of the participating school to arrange schedules that accommodated the administration of the research instrument.

Once all approvals were sought, the actual data collection process was carried out. First, the researcher conducted an orientation session with the participating student respondents face-to-face. The session explained the study's goals, why participation mattered, the steps involved, and how confidentiality and anonymity were protected. During the orientation, students gave their informed consent. Afterward, questionnaires were handed out in person with clear instructions. Students filled out their questionnaires during a scheduled period that did not interfere with their classes. Once finished, the researchers collected the questionnaires and carefully checked them for completeness and accuracy. If any answers were missing or unclear, the researchers immediately asked the respondents to clarify, ensuring no data was lost. Therefore, the researcher concluded from the results and recommended a localized intervention plan focused on informational texts for the Grade 10 students at Lipata National High School, Minglanilla, District 2, Cebu Province, during School Year 2025-2026

### **Data Processing**

Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were employed to summarize the respondents' profiles and the influence of informational texts as to their level of understanding, reading level, and academic performance. The weighted mean was used to determine the overall influence of informational texts on the students' level of understanding, reading proficiency, and academic performance. To examine whether a significant relationship existed between the use of informational texts and their influence on level of understanding, reading level, and academic achievement, the study utilized the Multiple Regression Approach with the significance level of 0.05.

## **Ethical Considerations**

Ethical considerations in research were the guides that directed and determined the methodological and design aspects of research. The entire process of the research was under the strict observance of ethically acknowledged and recognized principles. The researchers guaranteed that the research did not put the confidentiality, privacy, and welfare of the participants at risk.

In this context, the research was conducted in accordance with established ethical norms governing educational research. Informed consent was obtained from the student respondents. Participation was entirely voluntary, and all respondents were informed of their right to withdraw from the study at any time without penalty. The data that were collected were treated with the highest level of confidentiality and used solely for academic purposes. The dataset contained no personal identifiers, such as respondents' names, thereby ensuring complete anonymity.

Additionally, the researcher took steps to minimize any potential risks or discomfort to the participants. All questionnaires and data collection tools were carefully designed to respect the privacy and dignity of the respondents. The study also maintained transparency by clearly explaining the purpose, procedures, and expected outcomes to all participants. Any questions or concerns raised by the respondents were addressed promptly and respectfully.

Finally, the researcher ensured that the study was conducted with the highest level of competence and integrity, adhering to ethical and professional standards throughout the process. This involved the implementation of established ethical protocols and procedures in compliance with the Data Privacy Act, institutional policies, and the proper disposal of all collected raw data.

## **III. RESULTS AND DISCUSSION**

This offered a comprehensive understanding of the informational texts, students' reading level, and academic performance to the grade 10 students of Lipata National High School in Linao-Lipata, Minglanilla District II, Division of Cebu Province. This showed the result in comparison with the existing literature.

This section provided, evaluated, and interpreted the information gleaned from the study participants' questionnaires. Together with related statistical analysis and interpretation, the data were given in tabular and graphical formats. The conversation focused on the informational texts, students' reading level, and academic performance.

**Profile of respondents.** This subsection provided the demographic profile of the respondents, which was used in obtaining data on the level of understanding informational texts, students' reading level, and academic performance to the grade 10 students of Lipata National High School in Linao-Lipata, Minglanilla District II, Division of Cebu Province, during School Year 2025-2026.

## Students

**Age.** Based on the data gathered the majority of grade 10 students were 15-year olds (69.50%), suggesting that grade 10 students attended school were aligned with the standard educational progression prescribed by the Department of Education. Age-appropriate students were likely to possess the developmental abilities expected for that grade level, which in turn, supported age-appropriate learning outcomes.

According to Demetriou, et al. (2022), developmental competence or cognitive development unfolded across multiple cycles, and it was the processes of a cycle that changed between different cycles, revealing differences in developmental priorities for each cycle. This meant that no matter the cycle changes or not, age-appropriate students could adapt because their developmental abilities were congruence of their age and level.

On the other hand, the smaller proportion of students in the 14, year-olds (0.50%), showed that fewer younger grade 10 students were enrolled. While younger students brought energy and fresh ideas, this could have led to challenges for their maturity and developmental abilities. Watson (2018), in his study on the relative age effects, younger students obtained significantly lower mean scores in cognitive and motor tests, had higher repetition rate and had less capacity of socialization

which suggested that students starting at an older age performed better than those starting at an earlier age.

**Sex.** Based on the data gathered, out of 200 participants, the higher proportion of male students (53.50%) suggested that grade 10 students are dominated by male respondents. In psychology, female's brain matured earlier than male's. Despite this claim, Quijano (2023) in his study on English proficiency and academic performance revealed that although females were better in language compared to males, males excelled in reading comprehension, correct usage, and identifying errors more than females. Angwaomaodoko (2023) further explained that gender had bearing on the academic performance of students emphasizing that male students had slightly higher cumulative grade point average compared to female students.

**Parents' Highest Educational Attainment.** Based on the results gathered (Table 5) from the 200 student respondents, **it showed** that 50 or 25.00% **were** high school **graduates**, **23.00%** **were** college **graduates**, and **21.50%** **were** college level, **followed closely** by the rest. This meant that the predominance of parents with high educational attainment reflected personal stability, higher job opportunities and greater likelihood of children achieving academic success and maturity, which were often associated with effective leadership and decision-making.

Roo parenting (2025) supported this claim and postulated that parental education was associated with good parenting practices and high academic performance of children. Parents who were more educated typically know better, had greater resources and possessed more skills to help their children learn and progress. They were also likely to have a more intellectually stimulating home, communicated more often with their children and had higher expectations of the child's academic success. On the other hand, a small number of student respondents' parents were elementary graduates constituting 4.50% or 9 which implied that fewer parents were not given the opportunity to finish their studies. Children with the lowest-engaging parents encountered multidimensional disadvantages in family characteristics, practices, and values that were associated with their academic performance. (UNICEF, 2020).

The findings suggested that majority of the students' parents have higher educational attainment allowing them to provide more support to the students' academic success. However, it

also raised considerations about the need for support systems to help parents, regardless of their educational attainment, managed the demands of education effectively.

**Parents' Occupation.** Based on the data gathered, majority of the respondents, 40.50% or 81 student respondents' parents, are laborers. This suggested that the most parents work in blue collar jobs. Bellibaş (2016) also exposed that students whose parents work in professional occupations generally outperform other students, while students whose parents are low-income earners tend to achieve less compared to their peers. The profile as to parents' occupation of grade 10 student respondents at Lipata National High School, Linao-Lipata, Minglanilla District II, Minglanilla, Cebu.

However, the 5.00% relatively smaller proportion of student respondents' parents are farmers which implied limited influx and was considerable as the municipality where the school belongs is non-agricultural. Overall, the data implied that most parents were in the working class which could be an indicator of support in providing the needs of the student respondents.

**Family Combined Monthly Income.** The majority of the student respondents' family combined monthly income (54.50%) were below 10,000.00. According to Davis-Kean et al., (2020) in his study on The Role of Parent Educational Attainment in Parenting and Children's Development, Family SES measured through family monthly income was a robust predictor for children's development. Variations in this brought about large academic inequalities for children between different social classes. Children whose families were better off financially enjoyed more exposure to information and experiences that were cognitively stimulating. In the Philippine context, UNICEF (2020) highlighted that the household SES is significantly correlated with the probability of facilitating quality parental involvement. Children from lower-SES families were less likely to have parental support in homework, talked to parents about learning and schoolwork, and be encouraged by parents to succeed in school, compared to peers from higher-SES families. Moreover, children who have less academically engaging parents also faced disadvantages in various aspects of family characteristics, practices, and values that may have affected their academic performance.

Family Combined Monthly Income	f	%
Below 10,000	109	54.50
10,000 – 15,000	31	15.50
15,000 – 20,000	25	12.50
20,000 – 25,000	15	7.50
25,000 – 30,000	8	4.00
Above 30,000	12	6.00
Total	200	100.00

Table 7. This table presented the profile as to the family combined monthly income of grade 10 student respondents at Lipata National High School, Linao-Lipata, Minglanilla District II, Minglanilla, Cebu.

However, a smaller proportion of 4.00% or 8 student respondents' family had a family combined monthly income of 25,000-30,000. This distribution implied that only a number of families could support their student's financial needs regardless of its quantity. Their family income was most likely come from those who work professional jobs or white-collar jobs.

Overall, the data indicated that family income shaped the educational opportunities available to students, directly impacting their reading development and academic success. Addressing these disparities required both school-based support and broader social policies.

## Summary of Findings

This contained a concise summary of the results taken from the survey questionnaires in connection to the level of understanding of informational texts and its influence to the reading level and academic performance of grad 10 students. This summarized a brief upshots and insights obtained and used it with notable trends and patterns perceived.

**1. Demographic Profile of the Respondent Groups.** The respondent groups were within the age range expected of grade 10 students (15 – 16 years old). This showed that these students had met the standard educational progression prescribed by the Department of Education. Though there was only a slight difference, male students dominated the number of respondents which meant that a number of male students had been excelling in English compared to the previous years. Despite their educational background, most of the student respondents' parents were laborers or manual wage workers. The data showed that most students belong to lower socioeconomic backgrounds, while only a small number come from families who own businesses or work in professional fields. The educational environment required specific responses because students from different social backgrounds needed financial support through scholarships and remedial programs and parental involvement programs to succeed academically. The research

demonstrated that educators should employ teaching methods which acknowledged the different family backgrounds of their students. Because of their occupation, most of them were also low-income earners. The way teachers delivered their lessons needed to be matched with approaches that help students from low-income families overcome financial barriers to achieve their academic best.

**2. Level of Understanding of Informational Texts.** The evaluation of student respondents toward their understanding of informational text resulted in a total grand mean score of 1.67 with a standard deviation of 1.07 which falls into the Never category. Students had established a moderate level of acceptance toward informational text but their individual opinions about the content showed wide variation. The highest average rating (1.94) for Objective Tone showed students frequently perceived the content as free from bias but they had difficulty recognizing neutrality on a regular basis demonstrating inconsistency in their critical reading skills.

The combination of multimedia elements with interactive tools and specialized features leads to better student engagement and learning outcomes according to Mayer's Cognitive Theory of Multimedia Learning along with FoRe-Squares and other recent models which demonstrate how instructional features activate deeper cognitive processes (Eitel et al., 2025). The process of organizing content and selecting vocabulary needs to follow an objective approach because research indicates that content organization together with vocabulary teaching methods enables students to better understand and achieve academic success when used with learning activities that relate to their environment (Moody et al., 2018). The application of these evidence-based practices would allow educators to produce materials which meet accuracy standards while being engaging and accessible to enhance learning outcomes.

**3. Reading Level of Grade 10 Students.** The finding indicated serious reading challenges. Only 21% demonstrated independent reading skills, while 36.5% were at the instructional level, needing teacher assistance. Alarming, 42.5% were at the frustration level, struggling with decoding and comprehension. Overall, 80% of students require reading support, posing significant risks to academic success.

Studies confirm that strong reading skills correlate with better performance across subjects (Villegas, 2024). Poor reading proficiency affects English and content-heavy subjects like science and social studies, and long-term functional literacy impacts future job prospects and lifelong learning.

**4. Academic Performance of Students based on their First and Second Quarter English grades.** Generally, students' academic performance in English were continuous in both quarters although mastery dropped in the second quarter, it did not affect their academic performance. These results imply that individualized teaching approaches is need as this will create sufficient challenges for advanced learners. These findings concur with Briones (2023) which emphasized that teaching methods which perform best create better student results so teachers need to change their methods for keeping up their high standards. Raganit (2021) also reported Teachers need to change their teaching methods and resource allocation after evaluating quarterly test results to help students at every achievement level succeed. The majority of Grade 10 students met their expected targets but schools should establish particular programs to support gifted students while providing extra help for students who scored below 80 to create an improved learning environment for every student.

**5. Test of significant relationship on the profile of respondents and their level of understanding of the informational texts.** The results of the correlation analysis indicated that the respondents' profile is significantly related to the level of understanding of informational texts. The positive correlation suggests that as these profile factors increase (e.g., income, educational attainment, academic performance), the level of understanding of informational texts would also tend to increase. Moreover, among all the variables, family average monthly income created the strongest positive relationship which meant students who belong to wealthier families tend to receive more support. Academic performance as measured by English grades demonstrated strong relationships. On the other hand, the statistical analysis showed significant results but the correlation coefficients between .145 and .214 revealed weak to moderate relationships which meant that although correlations existed, they were not strong. The differences in this factor created major educational gaps between children who belonged to various social class groups. Children

from families with higher financial status receive better opportunities to access stimulating information and experiences that promote cognitive development.

#### **6. Test of significant relationship on the profile of respondents and their reading level.**

The findings revealed that there is a significant relationship between the profile of the respondents and their reading level. This showed that the correlation existed in an uneven distribution pattern because it mainly benefitted students who achieve academically at higher levels and came from wealthier social backgrounds. The educational gap between students from low-income families and students with lower grades will probably increase because of this situation. Schools together with organizations need to establish fair support systems which help underprivileged students and provide academic assistance to students who struggle with English grades. Schools and organizations need to create programs which help families with limited education through parental involvement.

**7. Test of significant relationship on the profile of respondents and their academic performance in English.** The finding revealed that all variables showed positive correlations which implied that there is no uniformity in the organizational support. The program seemed to benefit students who achieved higher academic results and belonged to particular demographic groups. The system created educational disparities because students who came from low-income backgrounds and those who struggle academically received insufficient assistance. The strongest correlation was that of gender and second quarter English grades which were slightly influential compared to other factors.

**8. Test of significant relationship between the respondents' level of understanding of the informational text, reading level and their academic performance in English.** The findings revealed that the reading level is the key driver of a student's academic performance in English. Students who struggled with decoding and comprehension were more likely to perform poorly in English, regardless of how well they understood informational texts. Improving reading proficiency should be the top priority for interventions, as it has a direct and measurable impact on academic success. While understanding informational texts is important for overall literacy, it alone does not significantly affect English grades when reading ability is weak. This finding

reinforced that reading proficiency is a gateway skill—without it, students cannot fully benefit from other literacy activities.

#### IV. CONCLUSIONS

This research study discovered that the school, teachers and students included, and parents should both exhibit support and motivation to the students to continuously improve their reading performance. The research showed that Grade 10 students experience multiple linked difficulties which affect their demographic characteristics, their reading abilities and their understanding of informational materials and their school achievements. The majority of students belong to families with restricted financial resources which created obstacles for them to access necessary learning materials and digital tools that damaged their educational development. The students achieved low results when reading informational texts because they struggle with extracting factual information and understanding specialized features and their reading ability remains their most significant challenge since 80% of them need help at frustration level. The academic performance in English maintains its current level but students demonstrate decreasing proficiency which requires customized teaching methods. These results show that students' academic performance depends on their social position and their ability to read and write. Students will fail to develop essential functional literacy skills when they do not receive proper support because functional literacy plays a vital role in their career advancement and lifelong learning process. Schools need to apply differentiated teaching methods and remedial and enrichment programs and enhance their educational resources by using verified sources and multimedia elements. The policies need to focus on equity through financial support systems and programs that engage parents and reading initiatives that involve entire schools. The solution of these problems enables students to succeed academically while building abilities for national growth through their development of critical thinking and problem-solving skills and social engagement abilities.

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