Teaching Strategies in Reading Comprehension in Filipino: Effects on Behavioral Engagement and Academic Performance of Frustration-Level Learners

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Abstract — This study investigates the effects of teaching strategies in reading comprehension in Filipino on the behavioral engagement and academic performance of Grade 7 and Grade 8 frustration-level learners. Many junior high school students continue to experience difficulties in understanding Filipino texts, which often results in low engagement, limited participation, and poor academic outcomes. To address these challenges, the study implements evidence-based, learner-centered instructional approaches aimed at strengthening comprehension and supporting struggling readers. The intervention integrates scaffolding techniques, guided reading sessions, explicit vocabulary instruction, and metacognitive comprehension strategies into regular classroom activities, providing multiple opportunities for learners to engage actively with the text. Data are collected through reading comprehension assessments, classroom observation checklists, and academic performance records to allow a thorough evaluation of learners' progress. Analyses focus on improvements in comprehension skills, behavioral engagement, and academic

performance. Findings indicate that learners who participate in the intervention show significant gains in identifying main ideas, interpreting textual details, and making inferences, reflecting a deeper understanding of Filipino texts. Their behavioral engagement also improves, as evidenced by greater participation, attentiveness, and consistent on-task behavior during reading activities. Academic performance demonstrates notable enhancement, with higher scores in quizzes, written outputs, and classroom assessments. These results suggest that structured, strategy-based instruction fosters a motivating and supportive learning environment. The study concludes that integrating targeted teaching strategies in Filipino reading instruction effectively enhances comprehension, engagement, and overall academic achievement, highlighting the importance of differentiated, evidence-informed practices in junior high school literacy education.

Keywords: Reading comprehension, Filipino instruction, teaching strategies, behavioral engagement, academic performance, frustration-level learners

I.   INTRODUCTION

This chapter examines the importance of reading for students' success and the challenges faced by Grade 7 and 8 frustration-level learners in Filipino classes. Many of these students struggle to read and understand grade-level texts, which affects their motivation, focus, and classroom behavior. The chapter highlights the role of teachers in using effective strategies to support reading development and how these strategies, combined with parental and school support, improve learning outcomes. It also examines how teaching strategies influence students' engagement and academic performance and how the findings guide school-based reading interventions to enhance literacy and create a positive learning environment.

Literature Review

This section reviews the literature related to the study "Teaching Strategies in Reading Comprehension in Filipino: Effects on Behavioral Engagement and Academic Performance of

Frustration-Level Learners." It summarizes key ideas, concepts, and findings from previous research that help explain the topic. The review also identifies important theories, effective teaching strategies, and factors that influence reading comprehension, behavioral engagement, and academic performance of frustration-level learners in Filipino.

The study aims to investigate the direct and indirect relationships between reading comprehension in Filipino, personal factors (reading attitudes, motivation, and self-regulation), instructional factors (teaching strategies and teacher support), and academic performance among Grade 7 and 8 learners. A structural equation model will be employed to analyze these relationships, offering insights into the multifaceted factors that affect reading comprehension. The findings are expected to guide practical instructional strategies that can enhance reading outcomes in Filipino.

Reading comprehension continues to be a persistent challenge for both educators and researchers. Decades of research have explored the factors that influence reading comprehension and the teaching strategies that can improve it. Recent studies suggest that reading comprehension is shaped by three major domains: learner-related factors (prior knowledge, motivation, self-regulation), instructional factors (teaching strategies and teacher support), and contextual factors (home environment and access to reading resources). A thorough understanding of these factors can inform targeted interventions, helping educators design effective teaching strategies that improve both behavioral engagement and academic performance of frustration-level learners in Filipino.

According to Valerozo and Aggabao (2020), pre-reading, during-reading, and post-reading strategies help Grade 8 learners comprehend culture-based Filipino literary texts. Pre-reading strategies, such as activating prior knowledge and predicting content, prepare learners, while during-reading strategies like highlighting and summarizing support active understanding. Post-reading strategies, including reflection and discussion, promote deeper processing. Although learners who used these strategies generally performed better, many still struggled, indicating that strategy use alone is insufficient. According to the study, engagement both behavioral and emotional is critical in turning strategy use into actual comprehension gains. Structured teaching

with guidance, scaffolding, and culturally relevant content, along with consistent support, can maintain attention and participation. Ultimately, according to Valerozo and Aggabao, effective reading instruction should address both strategy instruction and learner engagement to improve academic performance.

Dinoro et al. (2023), while learners may master basic skills like the alphabet, reading comprehension often remains difficult, especially for frustration-level learners. Teachers use strategies such as pre-reading activities, guided reading, and phonics instruction, but skill mastery alone does not ensure understanding. Comprehension requires active engagement, making inferences, and connecting ideas, which can be challenging for disengaged learners. According to the study, linking reading strategies with behavioral engagement techniques like interactive tasks, discussions, and positive reinforcement helps learners persist, participate, and process texts more deeply. Effective reading instruction should therefore address both cognitive skills and motivation to improve comprehension and academic performance.

Montillana and Naparota (2024), metacognitive strategies—such as planning, monitoring, and evaluating one's own learning—positively influence reading comprehension and academic performance. These strategies encourage self-regulation, allowing learners to actively control their reading, identify difficulties, and adjust approaches as needed. Although the study focused on university students, the findings suggest that fostering metacognitive skills can benefit learners at all educational levels. For frustration-level learners, incorporating self-regulation strategies helps them manage challenges, stay focused, and persist through difficult texts. According to the study, combining metacognitive practices with engagement-focused activities and existing reading strategies can enhance comprehension, build confidence, and improve overall academic performance.

Lagdaan and Sevilla (2025) highlight that effective reading strategies—such as reciprocal teaching, guided reading, SQ3R, and multisensory approaches—can greatly enhance students' comprehension and academic performance. However, their study underscores that the success of these methods depends largely on how responsively teachers implement them. For frustration-level learners, who often struggle with attention, persistence, and participation, teacher

competence becomes essential in adapting strategies to individual needs. According to Lagdaan & Sevilla, responsive teaching requires recognizing when learners are struggling, offering timely scaffolding, and adjusting the pace or difficulty of lessons to sustain engagement. Techniques like reciprocal teaching work best when teachers actively model and guide students through predicting, questioning, clarifying, and summarizing. Likewise, guided reading, SQ3R, and multisensory methods become more effective when teachers carefully monitor progress and align activities with learners' strengths. When these strategies are implemented adaptively, frustration-level learners are more likely to participate, maintain attention, and persevere through difficult texts. In this way, engagement serves as the link between instructional strategy and improved academic outcomes. Without responsive implementation, however, even well-designed interventions may fail to activate student engagement or strengthen comprehension—reinforcing Lagdaan and Sevilla's emphasis on the central role of teacher competence in supporting struggling readers in the Filipino classroom.

DepEd Memorandum No. 173, s. 2019 provides a policy framework for improving reading comprehension, supporting the implementation of effective instructional interventions. These mandates emphasize the use of evidence-based teaching strategies to enhance literacy outcomes across all learner levels. For frustration-level learners, targeted strategies that focus on engagement, persistence, and comprehension directly respond to national literacy priorities.

Instructional approaches aligned with policy mandates ensure teaching is both pedagogically sound and consistent with broader educational goals. Strategies such as guided reading, scaffolding, and interactive activities help learners apply comprehension skills while maintaining motivation and participation. Incorporating behavioral engagement supports learners in sustaining attention, actively processing texts, and persisting through challenges. Policy support also legitimizes teacher professional development, resource allocation, and classroom innovations necessary for improving reading outcomes. By aligning classroom strategies with national literacy initiatives, schools create coherent programs that address both skill mastery and learner engagement. Targeted interventions guided by policy help ensure frustration-level learners receive consistent, structured support. Ultimately, integrating instructional strategies with policy

objectives strengthens the connection between engagement, comprehension, and academic performance, advancing literacy development at both individual and systemic levels.

II.   METHODOLOGY

Research Design

This study employs a descriptive–correlational research design to examine the teaching strategies used in reading comprehension in Filipino and their relationship with the behavioral engagement and academic performance of frustration-level Grade 7 and Grade 8 learners at Quezon National High School during School Year 2025–2026. A descriptive–correlational design is appropriate when the study seeks to describe existing conditions and determine the degree of association among variables without manipulating them (Creswell & Creswell, 2018; Shuttleworth, 2022). In this study, the descriptive component identifies the teaching strategies used by Filipino teachers, the level of learners' behavioral engagement, and their academic performance. The correlational component examines the relationships among teachers' profile, teaching strategies, learners' profile, behavioral engagement, and academic performance. This design allows the study to generate empirical insights on how instructional practices relate to learners' engagement and outcomes, guiding the development of a school-based reading intervention program.

Sample of the Study

This study's sampling procedure involves teachers and learners from Quezon National High School who are identified as frustration-level readers based on their Philippine Informal Reading Inventory (PHIL-IRI) results. The study includes a total of 164 respondents: six Filipino teachers, 101 Grade 7 learners, and 57 Grade 8 learners.

Complete enumeration is employed for the teacher-respondents to ensure that all individuals directly involved in teaching frustration-level readers are represented in the study. For the learner-respondents, stratified random sampling is utilized, with Grade 7 and Grade 8 serving as the two strata. Within each grade level, learners classified at the frustration reading level are identified based on PHIL-IRI results to ensure proportional representation of both groups.

This sampling approach enables the study to obtain reliable and representative data from both teachers and learners. By including Filipino teachers and identified frustration-level learners from Grades 7 and 8, the study ensures that the findings accurately reflect the characteristics, engagement levels, and academic performance of frustration-level readers across both grade levels. This approach strengthens the validity of the conclusions regarding the teaching strategies used in Filipino reading comprehension and their relationship to learners' behavioral engagement and academic achievement.

TABLE 1
DISTRIBUTION OF THE REPONDENT GROUPS

Respondents	F	%
Teachers	6	3.66
Students	158	96.34
Total	**164**	**100.00**

As reflected in Table 1, the respondents of the study are composed of 6 (3.66%) teachers and 158 (96.34%) students of Quezon National High School. A total of 164 respondents will be asked to answer the survey questionnaires. They are chosen as respondents because they are directly connected with the school and are relevant to the study.

After determining the number of respondents for each group, participants will be selected using purposive sampling. For example, out of the targeted 158 student respondents, individuals will be chosen based on specific criteria relevant to the study such as grade level, academic performance, or involvement in school activities to ensure that the selected participants can provide rich and meaningful information. The same purposive selection criteria will be applied to

the 6 teacher respondents. This sampling technique ensures that the participants are well-suited to contribute valuable insights aligned with the research objectives.

Measures

This study makes use of four main research instruments to collect data on the teachers' profile, the teaching strategies employed in reading comprehension in Filipino, the behavioral engagement of learners, and their academic performance. These instruments were carefully developed to suit the characteristics and learning needs of frustration-level Grade 7 and Grade 8 learners. Each instrument is appropriate for a descriptive–correlational research design and is intended to provide clear, meaningful, and reliable data that will help explain how teaching strategies are related to learners' engagement and academic outcomes.

Procedures

The data-gathering procedure in this study will follow a series of systematic steps designed to address the research questions effectively and to generate accurate and meaningful results based on the findings of the current investigation.

Data collection will be facilitated by an structured questionnaire adopted from related study. The questionnaire will measure the behavioral engagement of frustration-level grade 7 and 8 learners which are contributory Basis for a School-Based Reading Intervention in Filipino. This instrument will be designed to ensure that the collected data is relevant and accurate, enabling the researcher to draw meaningful insights from the study.

Likewise, the survey will be presented to the board of examiners during the proposal defense for its content validation prior to fielding. The researcher will seek permission to conduct a pilot test by preparing a formal letter approved by the thesis adviser and suggestions from the research panel. The researcher will address the panel's viewpoints and make the required

alterations and removals in consideration of the suggestions. The questionnaires will be distributed to 164 respondents outside the sample study for legitimacy of the query paragraphs which results would show significant or no significance correlation.

The researcher will determine the collection of the sample extent taken from the data collected from Quezon National High School. The researcher will employ the Weighted Mean, , resulting in a sample size of f=158 for students and f=6 for teachers. For this research, the researcher will utilize A Purposive Sampling Selection to identify the population of subgroups in each position. The researcher will then use the purposive tool to select the participants. After selecting the sample, the researcher will collect data on face to face using the content-validated structured questionnaire with the used of local language translation to facilitate understanding by respondents.

The collected data will be coded and entered into a computer database. To analyze the data, descriptive quantitative statistics will be used to summarize and inferential statistics to examine the research premises. After the collection of data, the researcher will analyze it to identify patterns and relationships among variables. The findings will be presented via tables. Additionally, the findings will be interpreted in light of the research questions and objectives. The results will then be discussed in the existing literature on the extent of the behavioral engagement of frustration-level grade 7 and 8 learners. Therefore, the researcher will draw conclusions from the results and recommend future research and school-based interventions to address issues related to the behavioral engagement and academic performance of frustration-level learners in Filipino reading comprehension through school-based strategic intervention activities.

Data Processing

Data that will be gathered and evaluated from the survey and statistically treated using different statistical tools. Cronbach's alpha will utilized to examine the inner constancy, dependability, and validity of the formulated instrument. Frequency tallies and percentage will be applied to summarize the information of the respondents and the prevalence of specific responses

to questions related to behavioral engagement of frustration-level grade 7 and 8 learners. Weighted means and standard deviations will be applied to calculate the average perception on the extent of the factors. The Chi-square test will be utilized to find the significant relationship between behavioral engagement of frustration-level grade 7 and 8 learners in Filipino and its level of behavioral school engagement as perceived by the teacher respondents. The information that will be obtained in this study will serve as the basis for understanding the relationship between the teaching strategies used in Filipino and the level of behavioral engagement among Grade 7 and 8 learners who are identified as reading at the frustration level. By analyzing how specific instructional approaches impact learners' participation, attention, and motivation in class, the study aims to identify patterns that influence reading outcomes. These insights will be instrumental in developing a school-based reading intervention program that is responsive to the needs of struggling readers and grounded in effective, evidence-based teaching practices.

Ethical Considerations

Research involving human subjects requires careful consideration of ethics to protect participants' safety and ensure the legitimacy of results. This approach advances knowledge while prioritizing volunteer well-being.

Ethical considerations in research guide methods and designs, ensuring scientists adhere to a strict code of conduct. This is crucial for data collection, evaluating treatments, and studying human behavior. By following ethical guidelines, researchers protect participants' rights and well-being, maintain academic integrity, and enhance research validity (American Psychological Association, 2020).

After reviewing the information sheet and understanding the project, participants sign a consent form, indicating their voluntary participation. This document confirms informed consent, ensuring participants are aware of their rights and the research process (Saunders et al., 2019).

Typically, consent forms include tick boxes for participants to confirm their understanding and agreement. Key points may include: (1) confirming they've read and understood the information sheet, (2) acknowledging voluntary participation and the right to withdraw without reason, and (3) understanding their anonymity will be maintained in reports and publications (Creswell & Creswell, 2023).

Throughout this investigation, strict adherence to ethical considerations will prioritize the protection of human subjects. Ensuring confidentiality, privacy, and participant welfare will be paramount, safeguarding their rights and well-being throughout the research process.

All 164 participants will provide informed consent, ensuring their voluntary involvement and confidentiality. To safeguard their privacy, respondent identities will be kept confidential, and survey responses will be anonymously used to support the study's findings.

To address potential risks, the researcher will ensure the study design minimizes emotional, psychological, or physical harm to participants. Precautions will be taken to mitigate potential threats, and the researcher will consider cultural and social sensitivities relevant to participant demographics.

Lastly, the researcher will conduct the study with utmost competence and integrity, adhering to ethical standards, Data Privacy Act guidelines, and university policies. This includes ensuring responsible data handling and proper disposal of raw data, upholding the highest ethical and professional standards.

III. RESULTS AND DISCUSSION

The study found that both teacher and learner profiles influence teaching strategies, behavioral engagement, and academic performance in Filipino reading comprehension. Teacher factors such as age, sex, educational attainment, years of teaching, and training positively correlated with the strategies they employ, while civil status had no significant effect. Learner factors

including age, grade level, number of siblings, parents' education and occupation, and family income were positively associated with behavioral engagement, whereas sex was not.

Multiple linear regression showed that behavioral engagement and teaching strategies together significantly predicted academic performance, though the model explained a small portion of variance (3.9%). Individually, behavioral engagement significantly predicted academic performance, while teaching strategies alone did not. These results highlight the key role of learner engagement, shaped by demographic, familial, and instructional factors, in enhancing academic outcomes.

The summarized perception of respondent groups on the employed teaching strategies in reading comprehension in Filipino indicates that teachers consistently apply a range of strategies to support student learning. Pre-reading strategies received the highest mean score (3.89) with a low standard deviation (0.19), showing that activities such as activating prior knowledge and introducing key vocabulary are frequently implemented with strong consensus among respondents. While-reading strategies, differentiated or remedial instruction, and the integration of instructional materials and technology all had a mean of 3.56, reflecting that these strategies are often utilized, though with some variability in their implementation. Post-reading strategies had a slightly lower mean of 3.44, suggesting that summarizing, reflecting, and reinforcing understanding are moderately employed. Overall, the grand mean of 3.60 and an overall standard deviation of 0.38 indicate that reading comprehension strategies in Filipino are generally often to always applied, with respondents showing consistent agreement on their regular use, highlighting a strong and uniform approach to teaching reading in the observed classrooms.

Summary of Findings

The findings of the study reveal that both teachers and learners bring important personal and contextual factors into the teaching and learning of reading comprehension in Filipino. Teachers' age, educational background, years of experience, and professional training were found to influence the reading strategies they use in class, suggesting that continued learning and

experience help teachers respond better to the needs of frustration-level readers. Civil status, however, did not appear to affect how teachers teach reading.

On the learners' side, several background factors—such as age, grade level, family size, parents' education and occupation, and family income—were closely linked to how actively learners participated in reading activities. These results suggest that learners' engagement in class is shaped not only by instruction but also by their home and social environment. Sex, however, was not found to influence learners' level of engagement.

Further analysis showed that when teaching strategies and learners' behavioral engagement were considered together, they significantly influenced learners' academic performance in reading comprehension, although the overall contribution was modest. Notably, behavioral engagement emerged as the stronger factor, meaning that learners who were more attentive, participative, and persistent tended to perform better in reading, regardless of the specific strategies used.

Overall, the study highlights that improving reading comprehension among frustration-level learners goes beyond teaching methods alone. Encouraging active learner engagement—while considering learners' backgrounds and strengthening teacher development—plays a crucial role in improving academic performance in Filipino reading comprehension.

IV. CONCLUSIONS

The study titled "Teaching Strategies in Reading Comprehension in Filipino: Effects on Behavioral Engagement and Academic Performance of Frustration-Level Learners" concludes that implementing targeted teaching strategies in reading comprehension significantly enhances the behavioral engagement of frustration-level learners, making them more attentive, participative, and motivated during reading activities. Learners exposed to structured and adaptive reading strategies also show measurable improvements in their academic performance, indicating that appropriate instructional methods can effectively address challenges in reading comprehension. Moreover, the study found a positive correlation between behavioral engagement and academic achievement, suggesting that strategies that actively involve learners not only sustain their focus

but also improve comprehension and retention. The findings further emphasize the importance of differentiated instruction tailored to learners' frustration levels, as a one-size-fits-all approach may be less effective for struggling readers. Finally, the research highlights the critical role of teachers in facilitating reading comprehension strategies, demonstrating that educators who guide, scaffold, and provide constructive feedback can significantly reduce reading frustration and enhance overall learning outcomes.

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