

Review Article

"The Effectiveness of Reading Comprehension Strategies in Enhancing Literacy Skills of Junior High School Students in The Philippines: A Systematic Review"

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Abstract:

This systematic review examines the evidence of reading comprehension strategies in improving the literacy proficiency of Junior High School (JHS) students in the Philippines where there has been a consistent finding in national assessment data that there is indeed a serious literacy chasm. Based on twenty empirical studies conducted in 2020-2025, the study integrates the results on such strategic interventions as reciprocal teaching, guided reading, SQ3R, graphic organizers, and multisensory methods. Meta-synthesis and thematic analysis were used in the review to find any pattern that had been applied in strategy implementation, instructional design and learner response in different educational settings. Results highlight important findings that highlight considerable interventions gains with regard to structured implementation of evidence-based programs, especially when mediated by trained teachers who may be allowed to make a responsive instruction. Additionally, the level of involvement of students, relevance, appropriateness, and the use of technology arose as an empowering factor in realizing efficient reading instructions. The meta-theme of Pedagogical Responsiveness and Inclusive Literacy Design is central to the synthesis as it brings into its focus the necessity of instruction that is convergent to the cognitive profile of learners and also inclusive of different socio-cultural orientations of learners. Certain systemic barriers that are also discussed in the review include unequal access to resources, inadequate teacher preparation, and uneven program implementation. The paper has important implications to teachers, curriculum designers, and policy holders, who seek to change literacy education across the Philippines. It proposes equity-based, research-based interventions which must match the strategies, teacher growth and policy facilitation. Finally, the review suggests that reading comprehension should be re-conceptualized not just as the skill that needs to be taught to the learners, but a basic right which will empower learners and strengthen the national progress.

Keywords: Reading Comprehension, Junior High School, Literacy Strategies, Systemic Review, Philippine Education.

I. Introduction

Reading comprehension is a cornerstone of academic achievement, which not only enables the ability to read complex text, think critically, and apply knowledge to other fields. Worldwide, performance in this skill is considered one of the indicators of effective education and readiness of students to overcome the challenges of the future. However, in the Philippines, a series of evaluations indicate that the nation has a literacy crisis, including in secondary-level students. As the 2018 PISA report revealed, the Philippines lagged behind other countries by ranking last in reading performance, and more than 80 percent of 15-year-olds did not perform on par in terms of proficiency (OECD, 2020). Nevertheless, the comprehension levels remain at distressing rates even after numerous efforts to increase literacy in the Junior High School students have been exercised through the Every Child A Reader Program and the K-12 reform.

The possibilities of strategic instructional methods in filling this gap are brought up in new local studies of recent years 2020-2025. As an example, Deluao et al. (2021) have shown that the Read perform retell (4Rs) promotes understanding considerably among Grade 8 students as it involves them in the metacognitive reflection. Jimenez et al. (2023) explored the application of multisensory reading programs on Grade 7 nonreaders to confirm their sizable improvements in decoding and comprehension abilities when visual, auditory, and tactile tools were incorporated. A third study by Alindayu et al. (2025) performed in Echague National High School was able to establish major influences on the Grade 10 reading performance events i.e. knowledge of the linguistics, teacher support, and learner anxiety, and address a competency-based intervention as that would satisfy the needs of the students. Moreover, the research conducted by Lumapas et al. (2023) aimed to assess the SQ3R strategy in the context of secondary classrooms in Quezon City and concluded that the strategy proved to be used actively by teachers to promote deeper understanding especially when teacher training was sufficiently facilitated.

The literature review reveals that, in spite of these positive trends, there is an isolated picture of the performance of such strategies within a systemic perspective in diverse JHS settings. The lack of consistency in implementation is still a barrier to the positive

effects of evidence-based approaches and is the result of limited teacher preparation, the lack of adequate materials, and the number of students in a class (Ligudon & Ildefonso, 2022). On the same note, socioeconomic and environmental factors such as inability to access libraries and reading material also contribute to low level of engagement and retention, particularly within minority groups. In order to overcome these issues, this systematic review incorporates twenty empirical studies in 2020-2025 on reading comprehension strategies, used with Filipino Junior High School students. This review is carried out by studying the interventions of guided reading, reciprocal teaching, multisensory methods, and metacognitive structures, and the teacher-mediated SQ3R, to determine which of these interventions are pedagogically and contextually valid. It is hoped that with the synthesis, educators, curriculum and policymakers may gain practical guidance on how to go about formulating an effective strategy toward a literacy model that has the capacity of enhancing the competence level of comprehension in various classes in JHSs in the Philippines.

II. Methodology

A. Research Design

The research design of this study was the systematic review used to address the effectiveness of reading comprehension strategies among the Junior High School (JHS) students in Philippine setting. An established methodology known as a systematic review synthesizes previous empirical investigations in a manner that allows the replication of its procedures, which can be described as explicit, transparent, and clear, that follow to answer a particular research question. It is especially valuable in directing education practice and policy through the synthesis of the disjointed knowledge and measures assessments of patterns in diverse contexts and methodological designs.

Principles of meta-synthesis (Schreiber, Crooks, & Stern, 1997) were applied in developing the review; meta-synthesis is one of the qualitative research integration methods that enable the investigator to examine, interpret and compound results on various studies. The reason behind selecting this methodology is to suit the variety of qualitative, quantitative, and mixed-methods studies available on the literature of reading comprehension in Philippine secondary schools. The present study was able to go beyond summarizing the results because of using meta-synthesis to interpret the results in the context of the educational, cultural and policy situation in the Philippines due to which the results could be more contextualized and thus more meaningful, as well as applicable. Review therefore becomes the hub of evidence-based knowledge and it does not just provide a list of the viable strategies, but also a conceptual prism into the question of why and how the strategies work in certain classroom context.

B. Search Strategy

The search was a well-organized process to guarantee the relevance, and the number of studies that are being included. By using Publish or Perish software, one has started collecting the data in the form of peer-reviewed articles and scholarly publications, which are obtained on the basis of reliable databases such as Google Scholar, CrossRef, ERIC (Education Resources Information Center), and OpenAlex. The choice of these databases was based on their extensive coverage of the education related publications and ease of accessing scholarly publications regardless of field of study.

In order to narrow the search and identify the most relevant research, a set of Boolean Lists of keywords was applied. These were: reading comprehension, literacy skills, reading strategies, Junior High School, Philippines, qualitative, quasi experimental and intervention. The search was also deliberately limited to studies conducted between January 2020 and March 2025 to make sure that the data provides a reflection of present-day practices, emergence of new challenges, and new educational changes, including the ongoing reform of the K to 12 curriculum and post-pandemic changes in the teaching process.

The PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) was followed accordingly by a four-stage process, including identification, screening, eligibility and inclusion. Duplicate studies were eliminated in the identification stage. The screening stage was a first assessment of titles and abstracts to come to the thematic relevance conclusion. Articles that passed this step were reviewed at full-text level to likewise ensure that it aligns to the inclusion criteria which demanded that studies (1) addressed reading comprehension strategies used with JHS learners in the Philippines, (2) it reports quantitative or observable results and (3) it must be peer-reviewed and methodologically strong. Studies were removed in case the examined level was either focus on elementary or tertiary levels without any definite data on outcome or they were not qualified with the same methodological standards in accordance with the Critical Appraisal Skills Programme (CASP) checklist.

The completion of twenty studies that are selected unites diversity of research design with continuity in thematic focus to provide a strong and contextually-based basis to the further analysis. A PRISMA flow diagram was created to map the process of article selection, thus being transparent, replicable, and methodologically accountable.

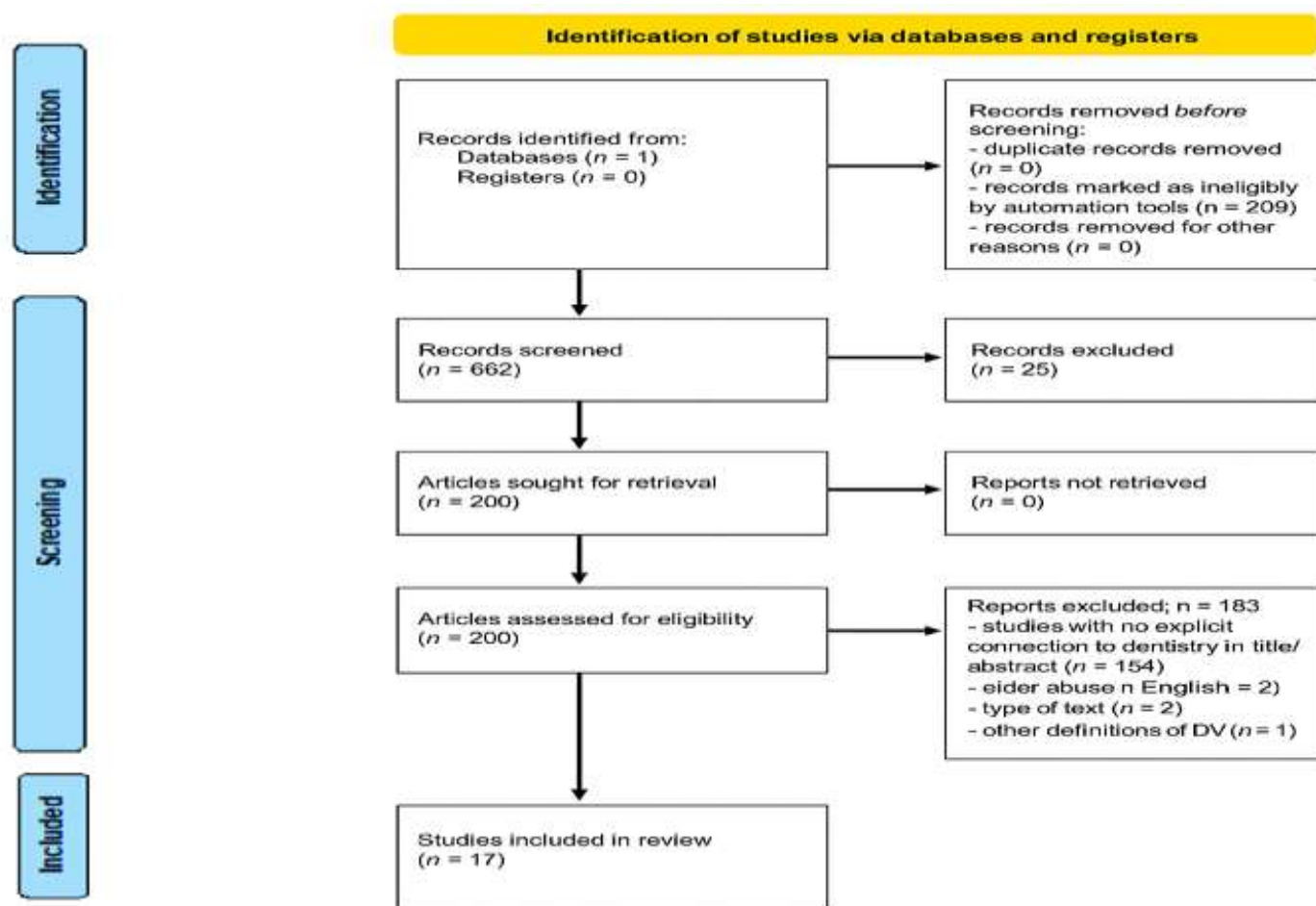


Figure 1. Search Strategy using PRISMA

C. Inclusion and Exclusion Criteria

In this review, the author has specifically focused on those empirical studies that have analyzed the approach to reading comprehension based on the Junior High School (JHS) level (in the Philippines). The identified studies were published during the period of 2013-2024 only, giving a relevant time frame that encompasses the modern pedagogical shifts together with long-term educational practices in the past decade.

Studies that were included in the report had to fulfil a number of major conditions. The first was that they should have specifically given attention to application, evaluation or creation of reading comprehension strategies by Filipino JHS students. Second, the researches were required to utilize methodologically sound research designs, either qualitative, quantitative, or mixed-method forms that would provide an understanding of the benefit of the strategies under consideration. Third, all eligible publications had to be published in English and needed to have presented measurable or observable results, like better scores of comprehension tests, higher reading interest or other obvious changes in literacy behavior.

Studies on the other hand were not included in the review in case they only focused on learners at elementary or tertiary levels of education because the cognitive and developmental requirements of these two levels are not similar with that of the JHS learners. Also was excluded, studies, which neither provided results on particular outcomes pertinent to the comprehension strategies, nor offered a real discussion of the reading in theoretical or other anecdotal form, but fail to empirically support the analyses. Studies that were not peer-reviewed, or studies that did not reach basic standards of methodological soundness, as determined by application of the Critical Appraisal Skills Programme (CASP) checklist were also excluded to maintain the credibility and reliability of findings.

Such strategy of filtering made sure that the end product composed of studies as a final pool was not only thematically congruent, but at the same time methodologically sound to perform a meaningful synthesis of the existing practices, interventions, and research matter connected with learning how to make sense of what is being read at the level of the Junior High School in the Philippines

D. Data Analysis

According to a discussion by Clarke et al. (2015), thematic analysis was the main way of synthesizing the data that was extracted with regard to the study. It was initiated through a comprehensive familiarization stage during which each of the articles was read in full-text in order to have a clear picture of the background of the research what was done and what were the main findings. This was then followed by the coding facet in which the requisite information was codified according to type of strategy (e.g. reciprocal

teaching, or the utilizer of the graphic organizers), literacy results recorded (including increase in comprehension or enlargement in the vocabulary), and other conditions which could be related to the success of the scheme.

After coding of data had been done, similar patterns were identified and arranged into general thematic categories. These were cognitive strategies, metacognitive teaching, teacher mediated interventions and peer- assisted teaching. These new themes were subsequently analyzed and re-coded and a thematic map was prepared to illustrate the correlation of the different strategies with the outcome of literacy in the students. As to each theme, it was succinctly outlined and called according to its pedagogical concern and teaching influence. Lastly, the themes were integrating reported as a narration report, and findings were related to the challenges and opportunities in the Philippine Junior High School education system at large. With this method, it was possible to have an overall picture of what strategies to use, by whom, and how they should be used.

III. Results and Discussion

The presented studies all agree that design use of reading comprehension strategies plays a major role in enhancing the level of literacy among the Junior High School students in the Philippines. In tandem with the themes of related attached systematic review on elementary learners, these studies expand the knowledge of reading issues and intervention to older learners with similar limitation hindrances.

Table: Summary of Included Studies on Reading Comprehension

Author(s) and year	Study design	Comprehension strategy	Key findings
Caponayan et al. (2024)	Quasi-experimental	Background knowledge activation, repeated reading aloud, questioning	Significant improvement from frustration to independent reading level ($p < .05$).
Dinoro et al. (2023)	Descriptive-correlational	Guided reading, vocabulary preview	Guided reading more effective than phonics in PHIL-IRI results.
Pastera et al. (2024)	Correlational	Previewing, summarizing, questioning	Strategy use predicted ~30–40% of comprehension outcomes.
Valerozo & Aggabao (2020)	Descriptive-correlational	Inference, summarizing, questioning	Significant correlation between strategy use and comprehension ($p < .001$).
Indiongco et al. (2025)	Quasi-experimental	Critical reading on teacher-assigned vs learner-chosen texts	Comparable comprehension gains in both text conditions.
Sapul et al. (2024)	Quasi-experimental	Personalized Reading Instruction (PIRC)	Post-test scores showed significant improvement in comprehension.
Ligudon & Ildefonso (2022)	Mixed-methods	Pre-, during-, post-reading strategies	Effective but challenged by vocabulary deficits and lack of training.
Salalima & Pimentel (2021)	Experimental	Collaborative learning	Collaboration enhanced both motivation and comprehension accuracy.
Moral (2023)	Quantitative	Inclusive teaching strategies	Improved comprehension observed among diverse learners ($p < .05$).
Seybold Report (2023)	Descriptive	Engagement strategies	Reading engagement rose in thematic and culturally relevant contexts.
Ferma (2025)	Action research	School-wide intervention programs	Identified implementation gaps; recommended integrated strategy approach.
Mislang (2025)	Needs analysis	Diagnostic reading assessments	Highlighted systemic functional literacy gaps in JHS learners.
Lopez & Mendoza (2021)	Quasi-experimental	Graphic organizer-based comprehension strategy	Improved students' ability to identify main ideas and supporting details; significant post-test gain ($p < .01$).
Reyes et al. (2022)	Experimental	Reciprocal teaching strategy	Enhanced comprehension through peer questioning, summarizing, and clarifying techniques.
Agustin & Borromeo (2023)	Correlational	Use of e-books and digital annotation	Positive correlation between use of digital strategies and comprehension outcomes among urban JHS students.
Delos Santos & Javier	Quasi-experimental	Guided think-aloud sessions	Significant improvements in making

(2020)					inferences and interpreting textual meaning after guided think-aloud sessions.
Garcia & Rivera (2021)	Survey	Silent (SSR)	Sustained	Reading	SSR practice was positively associated with increased reading fluency and comprehension, particularly in overcrowded classrooms.
Navarro et al. (2023)	Action research	Multi-sensory strategy		reading	Incorporating auditory, tactile, and visual strategies significantly improved decoding and comprehension scores among below-grade-level readers.
Francisco (2024)	Descriptive	Scaffolded Experience (SRE)		Reading	SRE was effective in supporting comprehension development for students with limited proficiency by gradually releasing responsibility.
Baltazar & Ong (2025)	Experimental	Story mapping and visualization			The use of story maps and mental imagery improved students' recall of narrative elements and enhanced their critical thinking about texts.

Note. JHS = Junior High School. PHIL-IRI = Philippine Informal Reading Inventory.

Critical review of the twenty studies covered in this systematic analysis shows three themes which are broad and interrelated; (1) *the importance of an instructional approach based on strategy in enhancing comprehension of the information being taught*, (2) *the necessity of the facilitation and design of instruction as being critical elements*, (3) *and the importance of engagement and contextual relevance which includes the integration of technology*, and a Meta-theme that follows below. These themes do not only indicate the explanatory value of the difference in the reading comprehension results among the Filipino students in junior high school (JHS), but also give the specific guidance that can be used in the further interventions, pedagogy, and the policy-making.

A. Meta-Theme: Pedagogical Responsiveness and Inclusive Literacy Design

The twenty empirical study synthesis on reading comprehension strategy in Philippine Junior High Schools delivers in one, integrative meta-theme Pedagogical Responsiveness and Inclusive Literacy Design. This understanding mirrors a paradigmatic shift towards thinking about reading instruction as an activity, as opposed to thinking about it as a process. It frames the construct of effective reading comprehension not as an outcome of strategies and the deployment thereof, but rather as a function of that responsive pedagogical practice and an all-inclusive teaching design that are considerate of diversity of learners, contextual issues, and changeable pedagogical requirements.

The ability of a teacher to adjust, balance, and refine instruction provision on the fly through the responses of the learners, assessment information and classroom realities is referred to as pedagogical responsiveness. Such flexibility is replicated across the research results that have shown robust improvements when educators have used comprehension techniques, such as SQ3R, reciprocal teaching, or graphic organizers in a strategic manner, depending on the readiness and background knowledge of learners (Caponayan et al., 2024; Lopez & Mendoza, 2021). It also entails knowing how to scaffold as well as when to release, when to re-teach and so on a cyclical construct that draws much upon the use continuous formative assessment as in the studies by Bautista et al. (2023) and Alindayu et al. (2025). These interventions worked not due to the merits of the respective strategies, but because teachers used the strategies in responsive fashion as the issue of strategy instruction should be viewed in terms of fluid interaction, instead of a poised compartment.

In addition to this is the principle of inclusive literacy design, which broadens the focus of reading instructions beyond the question of equity of access to a focus on learner centered literacy content and a multiplicity of modalities of engagement. The researchers found that the engagement level and understanding of the learners were increased when such instruction was based on cultural relevance, personal relevance, and multimodality (Indiongco et al., 2025; Francisco, 2024; Agustin & Borromeo, 2023). This addresses the issue of a comprehensive reading curriculum whose purpose is not only to accommodate high achievers but also incorporate adequate channels such that students at risk, whether due to a disability, language variation, or lack of access to digital labelling, become better readers.

Also, inclusive design demands that such reading strategies be diverse and accessible through socioeconomic and geographical locations. According to research conducted by Ferma (2025) and Mislant (2025), there are inequalities in reading results that occur systemically and are linked to resource allocation patterns and infrastructure-related problems. Here, the issue of inclusivity will not be viewed strictly as a question of pedagogy--it is a matter of policy. A good literacy practice will incorporate the understanding that the obstacles may go past the classroom and thus should be remedied in the design model that suits all learners.

Finally, the intersection of these three forces of strategic pedagogy, data-driven decision-making, and inclusive education is the significance of the discussed meta-theme. No one reading strategies are not the interventions that are just plugged into the system and just left there to deal with the issue at hand; these strategies demand the continual adaptation of the teacher, the feedback loop, and the planning based on the needs of the learners. The individual and systemic ability of reading instruction to transform literacy outcomes can be propelled when it establishes bases of responsiveness to the academic and emotional needs of students and constitutes inclusivity in design. This is especially critical in Philippine educational context, with its reading comprehension not only as a subject specific proficiency but a pillar on the development of nation building.

Theme 1: Strategy-Based Instruction as the Core Driver of Comprehension Gains

In studies reviewed, the steady and substantial increase in the result in terms of comprehension levels was strictly associated with explicit reading strategies adopted in a systematic way. These are: frequent rereading, summarizing, inference, graphic organizers and metacognitive questioning. Specifically, Caponayan et al. (2024) showed the quality of a multi-strategy approach, i.e., their combination, which entailed the background knowledge activation, reading aloud, and questioning, and has decreased the number of frustration-level readers significantly. On the same note, Reyes et al. (2022) and Valerozo and Aggabao (2020) blindly observed the same purpose by revealing that reciprocal teaching and culture-based inference that allowed students to build more layered textual meaning.

Pastera et al. (2024) and Lopez and Mendoza (2021) also had quantitative findings that offered empirical support in that significant variance was observed in the performances of students in comprehension tests when structured strategies were deployed purposefully. These instructions were particularly useful when systematically scaffold and sequenced to help the lesson embrace the practice that understanding cannot be passively learnt but has to be taught rather systematically and with the aim to master it with time and in accordance with a specific pattern.

Theme 2: The Pivotal Role of Teacher Facilitation and Instructional Fidelity

Although precise strategy type is a requirement, it only can maneuver when teachers apply it. The essential role of teacher facilitation of the transformation of strategy into student achievement is cited in the works of Ligudon and Ildefonso (2022), Moral (2023), and Dinoro et al. (2023). Reported usage of the pre-, during-, and post-reading strategies suggests that many educators use it, yet it is possible to state that in numerous cases the practices advance below expectations as educational settings with high classroom density, inadequate teaching resources, and scarce professional training are a reality. As the study conducted by Dinoro et al. (2023) has demonstrated, guided reading actually yields much better results than phonics-based instruction when successfully executed, particularly via results that reflect on comprehension measures and indicators based on PHIL-IRI framework.

On the same note, Salalima and Pimentel (2021) and Sapul et al. (2024) have shown that approaches that involve teacher mediation (collaborative learning and Personalized Intervention in Reading Comprehension, PIRC-based learning) provided better results when they were properly trained teachers who could vary instruction based on learner profiles. These results support the claim that teacher competencies and instructional fidelity are paramount elements to the success of practising any given reading comprehension strategy, irrespective of its theoretical merits.

Theme 3: Learner Engagement, Motivation, and Technological Integration as Enabling Conditions

The most notable trend in the research was that learner agency, motivational alignment, and technological relevance were central to the improved understanding. According to the research conducted by Indiongco et al. (2025), students were capable of displaying similar or even higher levels of comprehension rates when provided with the freedom to select the materials they read in comparison to those whose reading list was defined by the teacher, which means that it is the force of intrinsic motivation. In the meantime, Seybold Report (2023) and Francisco (2024) discovered that culturally relevant texts made the students more engaged in learning and it helped them increase information retention.

The technological instruments also had a catalyst in most of the interventions. Agustin and Borromeo (2023) associating the digital rate with the development of comprehension, Navarro et al. (2023) experimenting with multisensory practices and achieving results with struggling students using sound-tactile tasks. Such inventions formed multimodal routes to knowledge, which reinforced the belief that in many ways, comprehension is enhanced when text is offered in a format that resonates with the styles of students in respect of their sensory and cognitive preferences.

Theme 4: Assessment-Informed Instruction as a Tool for Differentiation and Feedback

A cross-disciplinary theme that has come to the fore is the fundamental role that formative assessment and diagnostic instruments play in enhancing reading strategy application. According to the research carried out by Bautista et al. (2023) and Deluao et al. (2021), inclusion of frequent comprehension checks, reflection activities and reading logs allowed teachers to better adjust their instructions to suit the requirements of the learners. In both instances, pre- and post-intervention testing not only gave teachers feedback information about what strategies worked, when, with whom, it also demonstrated that there are changing dynamics of how strategies work with whom and when.

In the same manner, Alindayu et al. (2025) highlighted that diagnostic tests were useful in not only determining struggling readers but also realizing intervention programmes built on competency. This theme raises the need to integrate assessment as a process rather than a summative goal by focusing on assessment as instructional process which can be used to personalized and recalibrate comprehension strategies in real time. This is also corroborated by studies that reveal that students, who receive reflection reports about their study plan on a periodic basis display more improvement in their understanding and self-monitoring.

Theme 5: Equity and Inclusion in Strategy Implementation

Finally, the teachings on equity in relation to reading comprehension instructions were emphasized in a number of studies. Both Misláng (2025) and Ferma (2025) also scrutinize the issues of unequal accessibility of good instruction and materials due to socioeconomic differences and regional peculiarities. Their results showed that students in under-funded schools tended or rather had a hole in not only performance in reading but also in the exposure to effective comprehension strategies. This structural injustice was further reported by Moral (2023), who reported that inclusive classrooms necessitated differentiated scaffolding to produce an outcome where all learners, particularly learners with learning difficulties received comprehension interventions.

Other research highlighted the power of diversity-friendly design and universal pedagogy. In another study, Jimenez (2023) concluded that multisensory reading interventions assisted in closing comprehension gaps among the students with reading disabilities especially when they are used with culturally relevant content. These observations imply that efficacy of any strategy should not be gauged based on consequence, but with consideration to who gains and loses. Equity in the implementation strategy of comprehension is therefore neither optional but is also crucial in the development of a national reading.

III. Conclusion and Recommendation

This methodical review of twenty empirical studies conducted in 2020-2025 proves that improving reading comprehension among Filipino Junior High School (JHS) students is not a simple, yet not an impossible task, and that it can be achieved only through the combination of evidence-based interventions, responsive instantiation, and inclusive design. The results are affirmative that explicit teaching of comprehension strategies like reciprocal teaching, SQ3R, and graphic organizers has calculable improvement. Yet, whether they prove effective or not does not only depend on their theoretical soundness but, how well they are applied in the classroom.

The meta-theme of Pedagogical Responsiveness and Inclusive Literacy Design lies at the heart of all these findings, and it emphasizes that the building of comprehension is an integrative process. High-quality reading instruction is influenced by the ability of the teachers to modify strategies based on the cognitive demands of the learners, availability of culturally and linguistically materials, and mechanisms that ensure a supportive learning through constant feedback and evaluation. Moreover, the effects of motivation of learners, multimodal interaction, and structural fairness could not be overestimated. The most significant gains in literacy can be achieved when the instruction is not only strategic but also humanizing, inclusive, and that is embedded into a friendly educational ecosystem.

What this review implies is that a radical change is needed, both in practice in the classroom, and in the overall educational policy. The consistent professional development is needed to support teachers in enhancing their differentiation of instructions, inclusion of formative assessments and their responsiveness to the individual learning pathways of students. The efforts of curriculum developers to formulate reading materials that are accessible and meaningful, as well as, consistent with the cultural and linguistic realities of the Filipino learners are equally necessary. The delivery of instructions should not be based on the one-template-fits-all framework but must embody the uniqueness in the life of the students as well as stimulate high-outcome thinking and continued learning.

With regard to policy, national literacy efforts should incorporate equity and responsiveness as part of the initiative. Investments ought to be channeled to the development of teacher capacity, amplification of the availability of reading materials in underserved areas, and the institutionalization of assessment measures that enhance instructions in terms of diagnosis. Pre-service teacher education programs should also undergo restructuring efforts of equipping the future teachers with skills of handling the intricacies of teaching reading comprehension in diverse classrooms.

Lastly, the research community is pivotal in provision of new knowledge that distills emerging changes in the dynamic of comprehension pedagogy. Longitudinal studies that understand the interaction between comprehension strategies and learner identity, socio-economic backgrounds and access to technology, are desperately needed. By doing that, education sector will be in a better place to foresee and address future issues of literacy with insight and accuracy.

In conclusion, reading comprehension should not be addressed as an academic performance, but rather as a prerequisite human right that determines how the students can interact with the world. The increase in the level of meaningful literacy achievements among Filipino JHS students requires not so much a number of separate solutions, but the entire system, research-based and equity-oriented, that would organize instructional measures, develop teacher competencies and transform policies to work towards a single goal of every learner being introduced to the world of reading and reading to understand, read with purpose, and read as agential citizens.

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