

Factors Affecting Reading Comprehension and Learners' Performance in Select Districts of Malaybalay City

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ABSTRACT: Reading comprehension is the ability to read, process and understand the meaning of written text. This study aimed to investigate the factors affecting reading comprehension and English performance among learners in select districts of Malaybalay City during school year 2024-2025. Particularly, this attempted to find the respondents' assessment of the level of the factors affecting reading comprehension based on cognitive practices and school environment; determine the level of learners' performance in English for the first quarter and second quarters; and determine the significant relationship between the factors affecting reading comprehension and learners' academic performance in English. The study employed a descriptive correlational method of research, simple random sampling technique, patterned and modified questionnaire. Descriptive statistics such as mean and standard deviation were used and for the inferential statistics, Pearson Product Moment of Correlation was employed. The respondents of the study were the one hundred seventy (170) Grade 6 learners from select districts of Malaybalay City Division. The findings reveal that the factors affecting reading comprehension were assessed as high both in Cognitive and school environment. For the learner's performance in English, the first and second quarters obtained very satisfactory rating. There was a significant relationship between the factors of reading comprehension and learners' performance. Hence, the study concludes that the higher are the cognitive practices of learners they are expected to have high performance in English. Although, school environment does not fully reflect or support all learners' diverse backgrounds and experiences, which can make it harder for students to connect with the reading materials and feel fully included. The strengthening of vocabulary, reading fluency and fostering positive school environment are essential. They would enhance the comprehension level of the learners. It is recommended that schools should conduct reading interventions programs and utilize inclusive educational strategies to improve the reading comprehension skills and English performance of the learners.

KEYWORDS: reading comprehension, performance in English

I. INTRODUCTION

Education is a fundamental building block for the development of individuals and societies, with literacy skills forming a critical foundation for learning. In the Division of Malaybalay City, reading comprehension is recognized as a vital skill that affects students' academic performance and overall educational experience. The ability to read and understand texts is not only essential for academic success but also crucial for personal growth and lifelong learning. However, reading comprehension remains a challenge for many students, which, in turn, impacts their performance across various subjects.

Based on the Phil-IRI (Philippine Informal Reading Inventory) results from two districts, a significant number of learners were identified as belonging to the non-readers and frustration-level readers categories. Approximately 21.31% of the total population are non-readers and 47.17% experience frustration. These results indicate that many students struggle to decode words, comprehend texts, and apply critical thinking skills during reading activities. This alarming trend underscores the need for targeted literacy interventions and highlights the gaps in foundational reading skills that significantly affect learners' overall academic achievement.

Delivering quality education in some rural areas of Malaybalay City can be challenging due to limited resources, such as books and learning materials, as well as difficulties in accessing professional development for teachers. Schools in these areas may struggle to provide adequate resources, which makes it harder for students to develop essential reading skills. Elementary teachers, in particular, are tasked with addressing these issues while ensuring that students build strong foundations in reading comprehension.

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Furthermore, several factors influence reading comprehension, from the quality of teaching to the school environment and parental support. Elementary teachers play a central role in this process, as their competence in reading instruction directly impacts students' ability to comprehend and retain information. Teachers who are well-equipped with effective teaching strategies can significantly enhance students' reading skills, leading to better academic performance across all subjects.

School resources are another key factor in supporting reading comprehension. Access to libraries, textbooks, and technology can enrich students' learning experiences and provide them with more opportunities to practice reading. Unfortunately, many schools in Malaybalay City may lack these resources, creating a gap that can limit students' ability to improve their reading and comprehension skills.

Consequently, this study aims to investigate the various factors affecting reading comprehension and academic performance in the Division of Malaybalay City, focusing on the role of elementary teachers. It would explore the specific challenges teachers face in developing students' comprehension skills and how these challenges could impact student performance. By examining the factors that influence reading skills, this research hopes to provide valuable insights into improving educational practices in the area.

This study is anchored on Jean Piaget's Cognitive Development Theory (1952), which posits that children acquire knowledge by actively interacting with their environment and constructing understanding over time. According to Piaget, learners do not merely absorb information passively; they make sense of the world through meaningful, real-life experiences. This theoretical framework aligns with the present study's objective of examining how learners' cognitive processes and the school environment influence reading comprehension and academic performance in English.

Similarly, Piaget identified specific stages of cognitive development, with elementary-aged learners typically situated in the Concrete Operational Stage. At this stage, children begin to think logically and benefit significantly from learning experiences connected to tangible, everyday situations (McLeod, 2025). This connection underscores the significance of vocabulary knowledge, background knowledge, and reading fluency. When learners can relate new information to their existing knowledge base, they can comprehend and retain what they read more.

The theory also emphasizes the importance of active engagement in learning. In the context of reading, this involves providing opportunities for learners to interact with relevant and meaningful texts, ask questions, and link content with personal experiences. This principle is reflected in the present study, which investigates the influence of learners' background knowledge and vocabulary on their reading comprehension skills (Cherry, 2024).

Furthermore, Piaget's framework highlights the role of environmental factors in supporting cognitive development. A nurturing school culture and opportunities for meaningful social interactions can foster positive attitudes toward reading and school in general (Lefa, 2014). When learners feel safe, valued, and included, they are more likely to be motivated to read and to perform better academically. This insight reinforces the study's inclusion of environmental factors, such as culture and social activities, as key variables affecting learners' performance in English.

Piaget also maintained that learning must be developmentally appropriate, tailored to the learner's current thinking stage (McLeod, 2025). Teachers play a crucial role in scaffolding instruction using strategies that align with learners' cognitive levels. The performance of learners in English across the first and second grading periods, as examined in this study, provides insight into how effectively these developmental needs are being addressed in the classroom.

By grounding the research in Piaget's theory, the study recognizes the importance of nurturing cognitive abilities within a meaningful and supportive educational environment. A deeper understanding of how thinking and learning evolve enables educators to create more effective strategies for enhancing reading comprehension and promoting academic success among learners.

This study is also anchored on the researcher's assumption that the reading comprehension and academic performance in English of the learners are shaped by a combination of cognitive abilities and the learning environment factors provided by the school. Cognitive factors refer to the mental skills that students use when reading, including background knowledge, vocabulary knowledge, and reading fluency. In this study, the researcher assumes that learners when equipped with sufficient background knowledge, they can better connect new information to what they already know, allowing for a deeper understanding of the text. Also, vocabulary knowledge helps learners recognize and understand words more easily, while reading fluency contributes to smooth and efficient reading.

In addition to that, the researcher believes that the school environment, which includes the school's culture and its social activities also plays an essential role in the learners' performance in school. The researcher believes that a learning environment that encourages reading, values literacy, and supports social interaction helps develop positive attitudes and active engagement among learners.

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Consequently, the researcher presumes that other factors such as age, parents' highest educational attainment, parents' occupation, and cultural background are highly influential in terms of positive academic performance. These are assumed to provide context to the learners' situations and may influence how cognitive and environmental factors affect academic performance.

Finally, this framework presents the researcher's belief that the learners' success in reading and academics is not solely dependent on their personal backgrounds, but more on how they are taught and supported in school. Thus, strengthening cognitive skills and building a positive, inclusive, and literacy-rich school environment could help in developing the learners holistically in schools.

II. METHODOLOGY

This study employed a descriptive correlational method of research design, focusing on examining the relationship between factors affecting reading comprehension and learners' performance among Grades 6 pupils in select district of Malaybalay City, Bukidnon. A quantitative approach was used, with a structured survey questionnaire to collect data from student-participants. The questionnaire consists of closed-ended questions that measure specific cognitive factors like background knowledge, vocabulary, reading fluency, and making inferences, as well as school environment factors such as culture and social activities. The data were statistically analyzed to determine if a correlation exists between these factors and students' reading comprehension and learners performance.

The study used the mean and standard deviation to answer Problem 1, which looked into how respondents assess the cognitive practices affecting reading comprehension, such as background knowledge, vocabulary knowledge, and reading fluency. These tools helped summarize the average responses and show how consistent the perceptions were among the learners.

Meanwhile, mean and standard deviation were also employed to address Problem 2, which focuses on environmental factors such as school culture and social activities. These statistics provided a clearer view of how learners experienced and assessed their school environment about reading.

To answer Problem 3, which concerns the learners' performance in English during the first and second quarters, the mean and standard deviation were used to describe their academic achievement. This allowed the researcher to determine both the general level of performance and the variability among learners.

Moreover, the Pearson Product Moment Correlation Coefficient was applied for Problem 4, which examined the relationship between cognitive practices and English performance. This test helped identify whether the assessed cognitive practices significantly influenced the learners' academic results.

Lastly, the Pearson correlation was also used to respond to Problem 5, which investigated the relationship between environmental factors and learners' performance. This analysis revealed how school culture and social activities may have affected students' English achievement in both grading periods.

III. RESULTS AND DISCUSSION

Table 1: Respondents' Assessment of the Factors Affecting Reading Comprehension Based on Cognitive Practices

Variable	Mean	SD	Description/Interpretation
Background Knowledge	2.80	0.52	Often
Vocabulary Knowledge	2.81	0.52	Often
Reading Fluency	2.74	0.51	Often
Overall	2.78	0.51	Often
<i>Legend: 3.26 – 4.00 Always 2.51 – 3.25 Often 1.76 – 2.50 Sometimes 1.00 – 1.74 Never</i>			

Table 1 presents the summary of respondents' assessment of the factors affecting reading comprehension based on cognitive practices, including background knowledge, vocabulary knowledge and reading fluency. The overall mean score for all variables was 2.78 (SD = 0.51), interpreted as "Often." This denotes that learners frequently engage in these cognitive strategies during reading. It implies that students in the Division of Malaybalay City recognize the value of applying mental strategies that support comprehension. When these cognitive tools are regularly used, learners are better positioned to understand and analyze texts, supporting their academic growth.

Among the three variables, vocabulary knowledge recorded the highest mean score of 2.81 (SD = 0.52), interpreted as Often. This indicates that students frequently engage in activities to build and apply word knowledge. It suggests a strong familiarity and engagement with vocabulary-enhancing practices in the classroom. As observed by the researcher, students demonstrate enthusiasm during tasks involving word associations, picture-word matching, and word games, which likely reinforce

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this skill. According to Mendez (2023), vocabulary knowledge significantly enhances reading comprehension across all academic levels by enabling learners to decode unfamiliar words and comprehend complex content. Similarly, Garden (2022) also emphasized that students with a richer vocabulary perform better in academic tasks due to their improved understanding of general and content-specific texts. These studies affirm the importance of vocabulary knowledge as a cornerstone of reading comprehension.

In contrast, reading fluency received the lowest mean score of 2.74 (SD = 0.51), though still interpreted as Often. This means that fluency-building activities are less emphasized than other cognitive practices. It implies that such efforts may be less consistent or structured while learners develop fluency. As noticed by the researcher, some students read the text in a slow, word-by-word manner without proper intonation or expression, affecting their ability to grasp the meaning effectively. This observation is supported by Tomas et al. (2021) as well as Lapuhapu and Oco (2024), who highlighted the challenges Filipino learners face in achieving reading fluency. Their study explains that fluency is a bridge between word recognition and comprehension and that limited fluency can hinder students from fully understanding what they read. This reinforces the need for intentional fluency instruction in the classroom.

Given these insights, the researcher recommends emphasizing fluency-building strategies in the classroom. It is advised that educators integrate daily fluency drills, peer reading sessions, and performance-based activities such as reader's theater and storytelling. These approaches enhance students' reading pace and expression and foster confidence and sustained interest in reading. Strengthening fluency, alongside already strong vocabulary and background knowledge practices, can lead to a more balanced and effective development of reading comprehension skills in learners.

Table 2: Respondents' Assessment of the Factors Affecting Reading Comprehension Based on School Environment Factors

Variable	Mean	SD	Description/Interpretation
Culture	2.96	0.56	Often
Social Activities	2.91	0.55	Often
Overall	2.93	0.55	Often

Legend: 3.26 – 4.00 Always 2.51 – 3.25 Often 1.76 – 2.50 Sometimes 1.00 – 1.74 Never

Table 2 summarizes the respondents' assessment of the factors affecting reading comprehension based on the school environment, particularly focusing on culture and social activities. The school environment is widely acknowledged as a significant contextual factor in shaping literacy outcomes. The data reveals that the overall mean score is 2.93 with a standard deviation of 0.55, interpreted as Often. This indicates that school environment factors are frequently present and positively influence learners' reading comprehension. It implies that the reading culture and socially interactive practices within the Division of Malaybalay City schools generally foster a supportive literacy environment.

Regarding specific variables, culture obtained a slightly higher mean of 2.96 (SD = 0.56) compared to social activities with a mean of 2.91 (SD = 0.55), both interpreted as Often. This means that the culture within these schools, highlighted by initiatives such as reading corners, book fairs, literacy month activities, and professional development for reading instruction is more consistently perceived by learners. It connotes those cultural practices in the educational setting enhance students' attitudes toward reading and comprehension.

Furthermore, as perceived, school-wide efforts such as "Drop Everything And Read" (DEAR) sessions and reading buddy systems transform reading from a solitary task into a meaningful and shared experience. These activities cultivate an atmosphere where reading is valued and encouraged. The results are aligned with the study of Çiğdemir and Akyol (2022) which emphasized that social interactions like peer discussions and cooperative reading groups help develop comprehension by enabling learners to verbalize thoughts, clarify meanings, and reflect critically. Similarly, Bhandari (2023) affirmed that the quality of the reading environment, such as the presence of quiet, well-lit reading spaces, enhances learners' focus and understanding. Schools in Malaybalay City Division that have set up classroom libraries and reading nooks reflect this principle.

Moreover, studies by Çalışkan and Ulas (2022) noted the influence of adult role models, particularly teachers, in reinforcing reading habits. Teachers who actively engage in reading and facilitate meaningful conversations about texts help learners build deeper connections with reading material. Additionally, Hawthorne (2021) and Çiğdemir and Akyol (2022) advocated for community involvement in literacy promotion through book drives and storytelling events. Such initiatives show students that reading is an academic task and a social and cultural practice.

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Table 3: Learners Level of Academic Performance in English During the First and Second Quarters

Quarter	Mean	SD	Description/Interpretation
First Quarter	86.07	4.97	Very Satisfactory
Second Quarter	86.82	4.27	Very Satisfactory
Overall	86.44	4.62	Very Satisfactory

Legend: 90%- 100% Outstanding 85%-89% Very Satisfactory 80%- 84% Satisfactory
75%-79% Fairly Satisfactory Below 75% Did not Meet Expectation

Table 3 presents the learners' English academic performance for the first and second quarters. The overall performance falls under the *Very Satisfactory* category, with an overall mean score of 86.44 and a standard deviation of 4.62. Specifically, the learners attained a mean score of 86.07 (SD = 4.97) in the first quarter and slightly improved in the second quarter with a mean of 86.82 (SD = 4.27). This consistent academic standing suggests that learners are demonstrating a solid grasp of English language skills and meeting grade-level expectations set by the Department of Education.

This result implies that the learners perform within expected academic standards, showing signs of academic growth and greater consistency. The slight increase in mean scores from the first to the second quarter and the narrowing of standard deviation reflect improved equity in performance across learners. Moreover, it indicates that the instructional strategies and classroom interventions implemented during the second quarter may have contributed to more effective learning.

This positive trend can be attributed to increased familiarity with the subject content, better instructional delivery, and more refined teaching approaches as the school year progresses. Additionally, it is noted that the consistent "Very Satisfactory" ratings in both grading periods highlight the presence of a learning environment that fosters steady academic development.

Supporting this, Fasco et al. (2024) emphasized that improved learning outcomes often stem from deeper exposure to subject content, effective pedagogical strategies, and greater student engagement. Likewise, Kelty and Wakabayashi (2024) underscored the importance of collaborative efforts among educators, school heads, and parents in sustaining learner achievement. Furthermore, Pocaan et al. (2022) noted that integrating diverse instructional materials and cultivating a language-rich classroom environment contribute significantly to developing English proficiency.

In light of these findings, it is suggested that schools continue to provide differentiated instruction to address diverse learner needs. Targeted interventions should be sustained for those at risk of underperformance, while enrichment activities must be offered to learners with advanced capabilities. Additionally, collaboration among stakeholders should be strengthened to reinforce learning at school and home. Consistent use of engaging instructional resources is also vital in motivating and engaging learners. Lastly, regular professional development must be provided to teachers, especially in aligning instructional assignments with their field of specialization, ensuring optimal teaching effectiveness.

Table 4: Test on Relationship Between the Respondents Assessment of the Factor Affecting Reading Comprehension on Cognitive Practices and Learners Performance in English

Cognitive Practices	Performance First Quarter	In English Second Quarter	Overall
	r- value p-value	r- value p- value	r- value p-value
Background Knowledge	0.519 0.039* S	0.555 0.024* S	0.432 0.016* S
Vocabulary Knowledge	0.587 0.000* S	0.574 0.000* S	0.537 0.000* S
Reading Fluency	0.560 0.024* S	0.594 0.018* S	0.505 0.013* S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

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Table 4 present the test result of the relationship between cognitive practices, specifically background knowledge, vocabulary knowledge, and reading fluency, and learners' performance in English during the first and second quarters. The results show that all the three cognitive practices exhibit a significant and positive relationship with learners' English performance. This result confirms that strong cognitive foundations contribute directly to enhanced reading comprehension and overall academic success. This implies that learners who demonstrate higher cognitive competencies tend to achieve better grades in English. The consistent significance of all cognitive factors, each with p-values less than 0.05, indicates that cognitive processes such as recalling prior knowledge, understanding vocabulary, and reading fluently play a pivotal role in academic performance. Notably, vocabulary knowledge posted the highest correlation values across quarters ($r = 0.587$, $p = 0.000$ in Q1; $r = 0.574$, $p = 0.000$ in Q2; $r = 0.537$, $p = 0.000$ overall), which suggests that learners with a broader vocabulary base perform better in comprehension and written assessments. Similarly, background knowledge and reading fluency also show moderate yet meaningful correlations, supporting the theory that comprehension improves when learners can relate new ideas to prior learning experiences and process text fluently.

In addition, classroom observations show that students benefit from connecting new content to familiar experiences. For instance, background knowledge ($r = 0.519$, $p = 0.039$ in Q1; $r = 0.555$, $p = 0.024$ in Q2) enhances learners' understanding of reading materials when instructional activities activate their prior schema. Likewise, it is noted that vocabulary knowledge fosters confidence and deeper engagement in reading tasks, while reading fluency, although slightly lower in correlation ($r = 0.560$, $p = 0.024$ in Q1; $r = 0.594$, $p = 0.018$ in Q2), remains crucial, especially for comprehension. As observed by the teacher researcher, many learners still read word for word and struggle with rhythm and expression, which interferes with meaning-making and enjoyment.

Supporting this interpretation, McCarthy et al. (2023) emphasized that background knowledge is a cognitive bridge for understanding new content. Similarly, the significance of vocabulary development is echoed in the studies of Mendez (2023) and Garden (2022), who emphasized that word knowledge enriches reading fluency and comprehension. On the other hand, Tomas et al. (2021) likewise argued that reading fluency supports confidence and clarity in comprehension, especially when practiced consistently. In addition, Main (2021) and Rafik (2023) further support the cognitive dimension of reading, highlighting the importance of working memory and metacognitive regulation during textual engagement.

In line with the significant relationship established in this study, it is suggested that teachers enhance their instructional approaches by deliberately integrating activities that develop background knowledge, such as thematic discussions, concept mapping, and pre-reading schema activation. Educators should incorporate varied and engaging strategies like context clue exercises, word mapping, and interactive vocabulary games for vocabulary knowledge. Daily practice through guided oral reading, echo reading, and expressive reading sessions is strongly advised to improve reading fluency. These targeted interventions are necessary to support learners' reading comprehension, thus addressing the identified factors that significantly impact their academic performance in English.

Table 5: Test on Relationship Between the Respondents Assessment of the Factors Affecting Reading Comprehension on School Environment and Learners' Performance in English

	Performance First Quarter r-value p-value	In English Second Quarter r-value p-value	Overall r-value p-value
<i>School Environment</i>			
<i>Culture</i>	0.547 0.037* S	0.529 0.036* S	0.566 0.019* S
<i>Social Activities</i>	0.510 0.012* S	0.593 0.019* S	0.476 0.028* S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 5 presents the relationship between school environment factors, specifically culture and social activities, and learners' performance in English during the first and second quarters. The findings reveal that both factors show significant and positive correlations with learners' academic performance, with all p-values below the 0.05 level. This means that the learning environment, including cultural recognition and opportunities for social interaction, is important in fostering reading comprehension and supporting academic success. The significant relationship of culture ($r = 0.566$, $p = 0.019$ overall; $r = 0.547$, $p = 0.037$ in Q1; $r = 0.529$, $p = 0.036$ in Q2) and social activities ($r = 0.476$, $p = 0.028$ overall; $r = 0.510$, $p = 0.012$ in Q1; $r = 0.593$, $p = 0.019$ in Q2) suggests that these factors play a crucial role in enhancing learners' reading comprehension and overall academic performance.

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= 0.037 in Q1; $r = 0.529$, $p = 0.036$ in Q2) implies that when learners' cultural values, language, traditions, and lived experiences are reflected in classroom instruction, their engagement and understanding improve. Cultural inclusivity promotes a sense of belonging, strengthening motivation and academic confidence. Likewise, the consistent significance of social activities ($r = 0.476$, $p = 0.028$ overall; $r = 0.510$, $p = 0.012$ in Q1; $r = 0.593$, $p = 0.019$ in Q2) indicates that learners benefit from peer interaction, which provides them with opportunities to construct meaning together and develop comprehension through communication and collaboration.

In the classroom, learners show more enthusiasm and participation when reading materials reflect familiar themes or real-life situations. For example, it is noted that stories featuring local settings or relatable characters help learners connect with the text more deeply. Regarding culture, the teacher-researcher observed that learners responded positively to culturally relevant content, such as folk tales or community-based stories, making reading more engaging and meaningful. As perceived, integrating students' backgrounds into instruction encouraged a stronger emotional and intellectual connection to texts.

In the case of social activities, as observed by the teacher-researcher, learners exhibited increased interest and comprehension during activities like reading circles, storytelling in groups, or collaborative reading discussions. These shared learning moments created a relaxed, enjoyable environment where students felt free to express ideas and ask questions, contributing to deeper understanding. Such experiences demonstrate that social interactions in the classroom can reinforce individual learning and promote shared meaning-making. These findings are supported by Çiğdemir and Akyol (2022), who highlighted the value of cultural inclusivity in improving students' reading comprehension. Similarly, Çalışkan and Ulas (2022) emphasized the importance of interaction-rich environments in facilitating meaningful learning and student engagement.

In light of the results, it is suggested that teachers and school leaders intentionally create culturally responsive and socially interactive learning environments. To support culture, educators should select texts representing their students' backgrounds and realities and include activities inviting learners to share personal experiences or cultural insights. For social activities, teachers are encouraged to integrate regular peer-based strategies such as paired reading, small group discussions, reading clubs, or cooperative projects. These approaches will not only enhance comprehension but also support the holistic development of learners in terms of identity, communication, and collaboration skills. Fostering a culturally respectful and socially supportive classroom environment will promote academic excellence in reading and beyond.

IV. CONCLUSIONS

The following conclusions are hereby drawn for the study:

This study revealed that vocabulary knowledge and school culture had the lowest scores among the factors reading comprehension, pointing to areas that need extra focus. Vocabulary is a key part of understanding and making sense of texts, yet learners are not getting enough opportunities to build and practice this skill regularly. This could mean that many students struggle with tricky words or grasping the meaning behind what they read, which can slow down their progress in reading. Because of this, it is important to find ways to make vocabulary learning more engaging and consistent so students can feel more confident and capable in their reading.

On the other hand, though generally viewed positively, school culture was the lowest among the environmental factors affecting comprehension. This concludes that the higher are the cognitive practices of learners they are expected to have high performance in English although, school environment does not fully reflect or support all learners' diverse backgrounds and experiences, which can make it harder for students to connect with the reading materials and feel fully included. Creating a more welcoming and culturally responsive classroom where students' identities are recognized and valued can help boost their interest and motivation to read. Educators can build a stronger foundation for students' reading success and overall learning experience by improving vocabulary skills and fostering a richer school culture.

V. RECOMMENDATIONS

On the basis of the study, the following recommendations are hereby offered:

1. School administrators are encouraged to consider supporting programs that enhance reading fluency and encourage student participation in literacy-related social activities. Initiatives such as reading corners, fluency workshops or peer reading clubs can help build a stronger reading culture.
2. Schools are encouraged to create opportunities for learners to practice reading fluency regularly by organizing engaging activities like oral reading sessions, storytelling events, or reading buddy systems that make reading both fun and purposeful.
3. Teachers are encouraged to integrate simple, enjoyable fluency-building strategies, such as choral reading, paired reading, or rhythm-based text practice, in their daily instruction. These can boost students' confidence and interest in reading.

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4. Parents are encouraged to support reading fluency at home by encouraging their children to read aloud, listening patiently, and offering praise. Shared reading moments can also strengthen family bonds while promoting learning.

5. Teachers are encouraged to plan classroom routines that promote social interaction around reading, like group story reflections or book-based games, to create a more connected and motivating environment for learners

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