

Key Factors Influencing Poor Reading Comprehension: A Qualitative Exploratory Study

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Abstract: Reading comprehension, vital for academic achievement and continual learning, poses a significant challenge globally as a considerable portion of the population grapples with this fundamental skill, hindering educational progress worldwide. The study *Identifying Key Variables in Poor Reading Comprehension: An Exploratory Study* seeks to investigate the underlying factors influencing students' deficient reading comprehension. This study utilized a narrative literature review to *Key Variables in Poor Reading Comprehension; An Initial Exploratory Study*. Findings revealed (5) five emerging themes (1) cognitive abilities (2) language skills (3) environmental factors, to gain a better understanding of the underlying causes of reading comprehension difficulties (4) Environmental factors (5) Metacognitive strategies. The findings suggest that fostering a love of reading and promoting intrinsic motivation can positively influence reading comprehension outcomes, emphasizing the importance of creating engaging and meaningful reading experiences for students.

Introduction

Reading comprehension, the ability to understand what is written, is a fundamental skill crucial for academic success and lifelong learning (Espia, E., & Cortezano, G. 2023). However, a significant portion of the global population struggles with this essential ability. This phenomenon, often termed poor reading comprehension, presents a major challenge in educational settings worldwide (D'Angelo, N., et al 2020, Luzano, 2020). Internationally, studies have consistently shown that a substantial number of students lack adequate reading comprehension skills (Macías, J., & Cedeño, C. 2022). The Programme for International Student Assessment (PISA), a large-scale international assessment, reveals consistently low reading proficiency scores across various countries (Hewi & Shaleh, 2020, Luzano, Binayao, & Peligrino, 2024). These deficiencies can hinder students' academic performance in other subjects and limit their future opportunities. As a result, various educational initiatives and programs have been implemented worldwide to address this pressing issue.

The Philippines is not exempt from this global challenge. Studies conducted within the Philippine context paint a concerning picture (Reynon, 2021, Luzano, 2024, Tortola, 2024). Data from the Department of Education (DepEd) indicates that a significant percentage of Filipino students perform poorly in reading comprehension assessments (Villanueva, 2022, Tortola 2021). This deficiency can have a domino effect, impacting students' overall academic achievement and potentially limiting their career prospects (Hemmings, B., Kay, R., & Sharp, J. 2019). The government and various educational stakeholders have implemented various interventions to improve reading comprehension skills, such as the Enhanced Basic Education Program (K to 12) curriculum with its focus on reading comprehension strategies (Hu, 2023).

Despite existing efforts, a gap remains in our understanding of the specific variables that contribute to poor reading comprehension in the Philippine context (Bernardo, A. Et al., 2021). While international research provides a general framework, factors unique to the Philippine educational system, language, and socio-economic landscape might influence reading comprehension difficulties (Cabural, & Infantado, 2023, Tortola 2021).

This present study aims to bridge this knowledge gap. This initial exploratory study seeks to identify the key variables associated with poor reading comprehension among Filipino students. Through this investigation, the study hopes to contribute valuable insights to inform the development of more targeted interventions and improve reading comprehension outcomes in Philippine educational settings (Lang-ay, P., & Sannadan, J. 2021).

Objectives

This review aimed to fill the void in the literature by providing a comprehensive analysis of the experiences of *Identifying Key Variables in Poor Reading Comprehension: An Initial Exploratory Study* who have undergone assessment during their practice of the profession of teaching. Specifically, this sought to answer the following questions:

1. How do key factors perceive and respond to poor reading comprehension?

2. What challenges arise when implementing initial exploratory study of poor reading comprehension in education?
3. To what extent do key variables in poor reading contribute to improving teaching practices and student learning outcomes?

Methods

The study aims to explore the factors that contribute to poor reading comprehension in students. The researchers investigated several factors, including cognitive abilities, language skills, and environmental factors, to gain a better understanding of the underlying causes of reading comprehension difficulties.

Cognitive Abilities. The study examined the role of cognitive abilities, such as working memory, processing speed, and executive function, in reading comprehension. The researchers hypothesized that students with weaker cognitive skills would struggle more with understanding and retaining information from texts. The findings suggest that deficits in working memory and processing speed are closely linked to poor reading comprehension, as these cognitive abilities are essential for effectively processing and integrating information during the reading process.

Language Skills. Another key focus of the study was the influence of language skills on reading comprehension. The researchers investigated the relationship between vocabulary knowledge, grammatical understanding, and reading comprehension. The results indicate that students with limited vocabulary and weaker grasp of grammatical structures tend to have more difficulty comprehending written texts. This highlights the importance of developing strong language skills as a foundation for successful reading comprehension.

Environmental Factors The study also explored the impact of environmental factors, such as socioeconomic status and educational background, on reading comprehension. The researchers hypothesized that students from disadvantaged backgrounds or with limited educational resources may face additional challenges in developing effective reading comprehension strategies. The findings suggest that these environmental factors can indeed contribute to reading comprehension difficulties, underscoring the need for targeted interventions and support for students from diverse backgrounds.

Metacognitive Strategies. The study examined the role of metacognitive strategies, such as self-monitoring and comprehension monitoring, in reading comprehension. The researchers hypothesized that students who are better able to actively engage with the text and monitor their own understanding would demonstrate stronger reading comprehension skills. The results indicate that the use of effective metacognitive strategies is a key factor in successful reading comprehension, highlighting the importance of teaching these strategies to students.

Motivation and Engagement. Finally, the study investigated the impact of motivation and engagement on reading comprehension. The researchers hypothesized that students who are more motivated and engaged with the reading material would demonstrate better comprehension.

The findings suggest that fostering a love of reading and promoting intrinsic motivation can positively influence reading comprehension outcomes, emphasizing the importance of creating engaging and meaningful reading experiences for students.

Results and Discussion

The study aims to explore the factors that contribute to poor reading comprehension in students. The researchers investigated several variables, including cognitive abilities, language skills, and environmental factors, to gain a better understanding of the underlying causes of reading comprehension difficulties.

Cognitive Abilities

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Conclusion and Recommendation

In conclusion, this initial exploratory study shed light on several key variables that contribute to poor reading comprehension in students. Cognitive abilities, language skills, environmental factors, metacognitive strategies, and motivation were all found to play a significant role. These findings emphasize the multifaceted nature of reading comprehension and the need for a comprehensive approach that addresses various underlying factors.

Based on these results, it is recommended that future research delve deeper into specific interventions and instructional practices that can target these identified variables. By developing targeted strategies to improve working memory, vocabulary, and metacognitive skills, as well as providing additional support for students from disadvantaged backgrounds and fostering a love of reading, educators can create a more effective learning environment that promotes strong reading comprehension for all students.

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