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Appraising the PHIL-IRI Implementation for Grade 10 Reading Comprehension: Context-Based Intervention Activities

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Abstract: *This research aimed to evaluate the implementation of the Philippine Informal Reading Inventory (Phil-IRI) in enhancing reading comprehension among Grade 10 learners at Cabancalan National High School, Schools Division of Mandaue City, for the school year 2025–2026. The research focused on determining the effectiveness of Phil-IRI in improving reading comprehension and on designing appropriate intervention activities based on identified learner needs. The research explored the demographic profiles of both teachers and learners, the level of Phil-IRI implementation in terms of frequency and accuracy of administration, instructional use of results, teacher preparedness, material availability, and monitoring practices. It also examined learners' reading comprehension across literal, inferential, and critical/applied levels. A descriptive-correlational method was used to analyze the relationship between the Phil-IRI implementation and reading comprehension outcomes. Findings revealed that 50% of the teachers were between 31–40 years old, female, had bachelor's degrees, and limited Phil-IRI-related training. Students were mostly aged 15–16, with more females than males. Teachers agreed that Phil-IRI was generally well implemented, particularly in terms of frequency, instruction, and teacher readiness, although materials and monitoring required improvement. Learners demonstrated satisfactory reading comprehension, with the highest performance in critical and applied interpretation. A significant positive relationship was established between the level of Phil-IRI implementation and learners' comprehension outcomes. The study concludes that Phil-IRI is an effective tool for improving reading comprehension when implemented consistently. It recommends enhancing teacher training, ensuring sufficient resources, and developing context-based reading interventions to support learners' literacy development.*

Key words: *Administration and Supervision, PHIL-IRI, context -based, reading comprehension intervention activities, Descriptive Method, Mandaue City, Cebu, Philippines.*

CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

In today's interconnected world, the ability to read and write remains a vital component of lifelong learning and active citizenship. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2023) emphasizes that reading literacy encompasses not only the ability to read but also the capacity to understand, interpret, and engage with written texts in various contexts. Reading assessments and other interventions have helped find and fix problems with student performance in many countries. As the world moves toward 21st-century skills, being able to critically understand texts from different fields has become an important learning goal. Literacy, particularly among secondary students, is currently regarded as a crucial indicator of success in both academic, personal,

and economic development (OECD, 2021). These global imperatives underscore the need to enhance practical reading assessments and interventions in educational institutions.

National literacy benchmarks in the Philippines have consistently revealed concerning trends, particularly among students in public schools. The Department of Education (DepEd) has recognized the diminishing reading proficiency of Filipino students, as evidenced by the Program for International Student Assessment (PISA) results in 2018 and subsequent studies in 2022, which indicated that Filipino learners ranked among the lowest in reading comprehension (DepEd, 2022). To address this issue, the Philippine Informal Reading Inventory (Phil-IRI), developed by the Bureau of Learning Delivery, remains the primary method for assessing students' reading abilities. However, although it is widely used in lower grades, it has not been studied or utilized as extensively in higher grades, such as Grade 10. There is an urgent necessity to investigate the implementation of this tool among secondary learners whose academic requirements necessitate advanced reading skills.

Central Visayas is part of Region VII, which has also experienced significant challenges with students' reading skills. The 2023 Regional Monitoring and Evaluation Reports (DepEd Region VII, 2023) say that many schools in the region have not been sending in Phil-IRI data on time, have not been able to help teachers learn how to use and understand the tool at the high school level, and have not been able to build their capacity. Although regional guidelines emphasize the importance of reading remediation and enrichment programs, most of these initiatives have been targeted at younger students, leaving a gap in programs for older students. The region aims to be a center for academic excellence in the Visayas, so it is crucial to investigate how Phil-IRI is being utilized in secondary schools and its impact on literacy development.

The Basic Education Learning Recovery and Continuity Plan (BELRCP 2022–2025) for Mandaue City still prioritizes literacy. The division has begun implementing reading programs, such as "Project Basahon Ko, Basahon Mo," and "Tara, Basa Ta!" to help students of all grades develop reading habits. There is, however, not much data showing that these programs work well with the standardized Phil-IRI tool at the secondary level, especially in Grade 10. The division reports (DepEd Mandaue, 2023) indicate that, despite the Phil-IRI being provided, follow-up in junior high school is not always consistent. This is often because teachers have too much work to do, and there are no effective strategies that work for all adolescent readers.

In the school setting, the application of Phil-IRI among Grade 10 students has been limited and inconsistent despite the apparent difficulties students face in reading across subjects such as English, Science, and Araling Panlipunan. Data from schools indicate that, despite testing, the interpretation of results and subsequent actions are often general and not tailored to the specific grade level. Additionally, teachers have not received any new training on how to incorporate Phil-IRI results into their lessons. This indicates a gap between assessment and planning for instruction, particularly in the upper grades, where reading to learn is more crucial than in the lower grades. The absence of a systematic, data-driven reading intervention program for Grade 10 students exacerbates their ongoing difficulties in academic achievement and self-directed learning.

To address this deficiency, the study aims to assess the implementation and application of Phil-IRI for Grade 10 in a designated public secondary school in Mandaue City. The goal is to examine how the tool is presented, understood, and utilized to support teaching and learning. The study aims to propose strategies for augmenting teacher capacity, contextualizing reading interventions, and institutionalizing a data-driven reading program specifically designed to meet the needs of adolescent learners. The research aims to enhance literacy outcomes at the secondary level and foster a culture of reading that transcends foundational education.

Theoretical/ Conceptual Background

This study is grounded in several well-established theories of learning and literacy. These theories support the assessment and improvement of students' reading comprehension. First, Vygotsky's sociocultural theory emphasizes the importance of social interaction and scaffolding in learning, particularly in the development of literacy. This theory supports the use of informal assessments, such as Phil-IRI, because it suggests that teachers should help students read within their Zone of Proximal

Development (ZPD), ensuring that the assistance is tailored to the student's reading level and gradually withdrawn as they become more independent (Smagorinsky, 2020).

Vygotsky's sociocultural theory posits that social interaction plays a crucial role in the cognitive development of individuals. This theory suggests that people learn more effectively when they have access to tools, language, and guidance from individuals who possess more knowledge than they do (Moll, 2020). This theory's main idea is the Zone of Proximal Development (ZPD). The best way to learn is to receive help with a task that is too challenging for the learner to accomplish on their own. In the realm of literacy, this theory underscores that

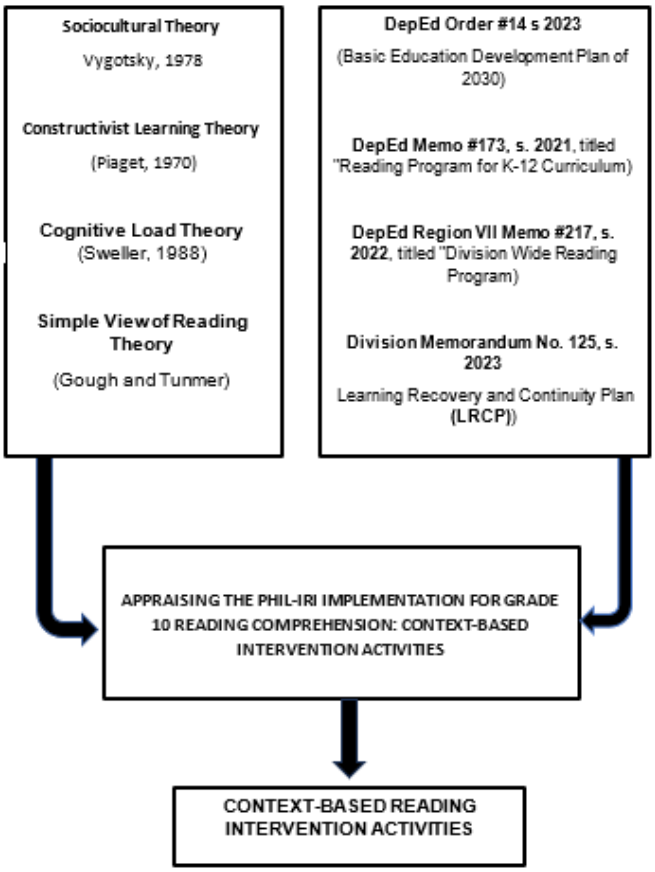

Figure 1. Theoretical Framework of the Study

reading development is not merely internal cognitive process; instead, it is socially constructed and supported through strategic scaffolding by educators and peers.

The ZPD framework supports the necessity for personalized and directed reading interventions tailored to students' existing performance levels in the context of Phil-IRI. Teachers can use Phil-IRI data to place students within their ZPDs and provide them with the necessary support to enhance their reading fluency and comprehension. This means that the assessment tool is more than just a means to collect data; it is also a way to teach that is informed by social and cultural factors. Using Vygotsky's theory highlights the importance of having trained teachers and peer-assisted learning activities for Grade 10 students who struggle with reading. This is because people tend to focus on earlier grade levels and miss these students' problems.

Second, Piaget's Constructivist Learning Theory supports the idea that students make sense of new information based on what they already know and have done. When used correctly, the Phil-IRI helps teachers determine a student's reading level and provides materials that are appropriate for their current cognitive level, which in turn helps them build a new understanding of texts (Schunk, 2020).

Constructivist theory, primarily formulated by Jean Piaget and subsequently developed by educational psychologists, posits that learners actively construct their knowledge through experience, reflection, and interaction with their environment (Schunk, 2020). This theory posits that learning involves constructing mental models to comprehend the world rather than merely absorbing

information passively. In literacy, this means that students understand what they read when they connect it to their existing knowledge, culture, and personal experiences.

The Phil-IRI helps teachers teach constructively by determining the students' reading level and then providing them with texts that are relevant, appropriate, and related to their own experiences. In Grade 10, students read more difficult texts in all their classes. A constructivist approach makes sure that interventions help them engage with and understand the material. Teachers can use Phil-IRI data to choose reading passages and follow-up tasks that build on what students already know. This helps students develop higher-order literacy skills, such as inference, synthesis, and critique.

Third, Sweller's Cognitive Load Theory (2021) states that students' brains can only handle a limited amount of information at once, especially when reading complex texts. This underscores the necessity for diagnostic assessments, such as the Phil-IRI, to detect reading difficulties and modify instructional materials accordingly to prevent cognitive overload in students.

Cognitive Load Theory (CLT), formulated by Sweller and refined in recent studies, posits that learners can process only a finite quantity of information simultaneously within their working memory (Sweller, 2021). Consequently, instruction should reduce extraneous cognitive load and concentrate on augmenting germane cognitive load, thereby promoting learning and schema development. For reading tasks, especially in higher grades, complicated sentence structures, unfamiliar words, and a large amount of information can make it difficult to remember key points, which in turn hinders comprehension.

The use of CLT in Phil-IRI is based on the idea that reading materials should be made to fit the learner's processing speed. Students in grade 10 may appear to read aloud fluently, but they may still struggle to understand what they read because their brains are working too hard to process the information. Phil-IRI provides teachers with information they can use to determine the difficulty level of texts and create scaffolds that facilitate easier reading, such as vocabulary previews, pre-reading discussions, and graphic organizers. This theory ensures that interventions based on Phil-IRI tests are easy to understand and maximize learning outcomes.

Lastly, the Simple View of Reading theory, developed by Gough and Tunmer and further explored in recent research, posits that understanding what you read is the result of decoding and comprehending language (Hoover & Tunmer, 2020). Phil-IRI evaluates both oral reading fluency and comprehension, thereby aligning with this model. These theories collectively emphasize the significance of differentiated instruction, formative assessment, and teacher-mediated support—elements that this study aims to investigate within the implementation of Phil-IRI in secondary education.

The Simple View of Reading (SVR), first proposed by Gough and Tunmer and subsequently elaborated upon, defines reading comprehension as the outcome of two elements: decoding and language comprehension (Hoover & Tunmer, 2020). A lack of either part can result in poor reading outcomes. Numerous real-world studies support this model, and it is widely used to develop tools for assessing reading skills. The Phil-IRI has two parts, just like this model: oral reading (decoding) and comprehension questions (language understanding).

SVR is essential for secondary students, whose reading problems often involve more complicated grammatical and semantic structures. Some students in Grade 10 may be able to read fluently but not understand abstract or inferential meanings. Phil-IRI tests help teachers figure out if a student's problem is with fluency, comprehension, or both. Interventions can then be customized, thereby aligning classroom instruction with evidence-based methodologies that address the fundamental causes of reading challenges.

Phil-IRI is also based on current educational policies that aim to improve literacy at various levels. First, DepEd Order No. 014, s. 2023 establishes the national policy for the Basic Education Development Plan 2030, which emphasizes foundational learning, including reading skills, in high school. This plan states that tools like Phil-IRI, which are based on data, must be used to plan and monitor school-level literacy interventions.

Schema Theory, first proposed by Bartlett and later developed by Rumelhart, posits that understanding is an active process in which readers utilize their existing knowledge (schemas) to make sense of new information. Recent studies have shown that this theory remains useful in literacy interventions. They demonstrate that helping students apply what they already know makes it easier for them to connect with and understand texts. Jalongo (2021) states that a learner's ability to connect new information to what they already know is crucial for adequate reading comprehension. Schema-based instruction helps students logically organize information, making it easier for them to remember and understand what they read.

Schema Theory-based intervention activities often employ pre-reading strategies, such as brainstorming, concept mapping, and anticipation guides, to encourage students to apply their prior knowledge. Students are encouraged to make predictions and inferences while reading, and after reading, they discuss what they have read and reflect on it to strengthen their schema connections. Ahmad and Iqbal (2022) suggest that these strategies not only engage kids more but also help them understand what they read better, particularly for children who struggle with reading. These methods emphasize the importance of the teacher in assisting students to build on what they already know and learn new things from texts. This helps students develop deeper reading skills.

Vygotsky's Sociocultural Theory, particularly the concept of the Zone of Proximal Development (ZPD), serves as the foundation for a practical intervention framework for struggling learners. The ZPD suggests that learners should be provided with scaffolded support that is just beyond their current level of competence. Kim and Lee (2021) indicate that structured intervention activities within a learner's ZPD help close the gap between what a student can do independently and what they can accomplish with assistance. This theory supports the use of tiered interventions, such as the Response to Intervention (RTI) model, which provides students with increasingly targeted help based on their needs and academic progress.

Modern research also demonstrates that evidence-based, differentiated instruction is a crucial component of effective intervention frameworks. Differentiated instruction acknowledges that each student learns uniquely and emphasizes the importance of employing strategies that cater to each student's strengths, interests, and academic needs. Johnson and Dole (2022) suggest that the most effective way to support struggling learners is through intervention frameworks that incorporate regular progress checks, targeted small-group instruction, and timely feedback. These frameworks are not only designed to prevent problems from occurring, but they also help resolve them, ensuring that no student misses out on learning critical literacy and learning skills.

The BEDP 2030 is the Philippines' plan for improving basic education. It emphasizes reforms that prioritize the learner at the center to address fundamental literacy issues, particularly after the pandemic exacerbated learning losses (DepEd, 2023). The policy states that all key stages must utilize data-driven assessment tools, such as Phil-IRI, to support instruction and remediation. It does not view reading proficiency as a separate goal; instead, it considers it a fundamental skill that supports all areas of learning and development.

This study aligns with BEDP's call for a systematic approach to improving literacy. By focusing on Grade 10 students, the research expands the literacy discourse to secondary education, an area that is frequently overlooked in national assessments. The study's results will help fill one of BEDP's most significant gaps: there are no structured programs for upper-grade students who still struggle with reading. This research supports the BEDP goal of providing fair, open, and high-quality education by examining how Phil-IRI is utilized and implemented in practice.

Second, DepEd Memo No. 173, s. The 2021 Reading Program for the K to 12 Curriculum states that school heads and teachers must ensure that reading tests, such as Phil-IRI, are administered regularly to all students, not just those in the primary years. This memo reiterates the importance of having a reading program that spans all grade levels. It states that schools must incorporate regular reading tests into their daily lessons and utilize the results in their instruction (DepEd, 2021). Phil-IRI is a key tool for tracking student progress, and schools are required to use its data to develop plans for supporting students who are struggling. The memo also discusses how reading coordinators and learning support aides contribute to the operation of reading programs.

The study will assess the implementation of this memo at the school level, specifically in junior high. Many secondary schools follow the memo's assessment part, but they often fail to provide targeted remediation, especially in the upper grades. The study will evaluate policy compliance and suggest enhancements to bridge the gap between assessment and instruction by examining the interpretation and application of Phil-IRI results in Grade 10, thereby ensuring significant literacy advancements for all students.

Third, DepEd Region VII Memorandum No. 217, s. The 2022 guidelines state that all schools in Central Visayas must establish reading programs that cover the entire division and utilize Phil-IRI data as a starting point. This memo states that to improve literacy in the region, intervention planning should be based on evidence and encompass all key stages, including Grade 10.

This regional directive requires all schools in Central Visayas to utilize Phil-IRI results to establish literacy interventions, ensuring that these interventions align with the Essential Learning Competencies (ELCs). It encourages teachers to engage in various reading activities and helps them enhance their skills in analyzing assessments and planning lessons (DepEd Region VII, 2022). The memo also encourages the use of reading skills in all subject areas to improve overall academic performance.

The study's emphasis on Region VII offers a contextual examination of the policy's impact on educational practices. It will investigate whether high schools, particularly in cities like Mandaue, have modified their programs to comply with the regional directive. The research results will provide information on how effectively the memo was implemented and where it fell short. This will inform future decisions about how to allocate resources, train teachers, and implement literacy campaigns in the area.

Republic Act No. 9165, commonly referred to as the Comprehensive Dangerous Drugs Act of 2002, is frequently misinterpreted in academic discourse. Based on your context—"RA 916650 Educ Inclusion"—it appears you are referencing Republic Act No. 11650, which establishes a policy of inclusion and services for learners with disabilities to support inclusive education. This legislation requires all public and private educational institutions to establish an inclusive, secure, and supportive environment for learners with disabilities (LWDs), ensuring their full engagement and access to quality education. It affirms the rights of LWDs to obtain suitable and adaptive education tailored to their distinct learning requirements and abilities.

The enactment of RA 11650 has considerable consequences for reading comprehension in students with disabilities. By advocating for inclusive education, schools are increasingly responsible for delivering differentiated instruction, individualized education plans (IEPs), and accessible learning resources tailored to diverse cognitive and linguistic capabilities. These strategies help students, particularly those with reading challenges such as dyslexia or processing disorders, improve their access to texts, vocabulary acquisition, and comprehension skills. Educators are encouraged to employ multisensory methodologies and assistive technologies to enhance the efficacy and inclusivity of reading instruction.

The influence of RA 11650 on reading comprehension is profound. It transitions from a uniform model to a learner-centered approach, accommodating diverse educational needs and bridging the reading proficiency gap. Individuals previously marginalized because of disabilities are now afforded equal opportunities to cultivate critical reading skills, comprehend intricate texts, and participate meaningfully in academic discourse. The legislation not only promotes educational equity but also enables students to excel in inclusive environments, advancing literacy for everyone.

Fourth, the Schools Division of Mandaue City sent out Division Memorandum No. 125, s. 2023, which says that schools must include Phil-IRI results in their Learning Recovery and Continuity Plans (LRCP). It requires reading coordinators at schools to submit quarterly reports on the reading progress of their students. These orders transform the Phil-IRI into more than just a means to test students; it becomes a key component of the division's strategic literacy framework.

The use of these memos makes sure that this study is timely, helpful, and based on real educational requirements. It focuses on the gap between policy and practice, particularly how little Phil-IRI data is utilized to help Grade 10 students learn to read and access support. The study also aligns with

national and regional goals for learning recovery. It proposes a model that utilizes existing tools to enhance literacy practices, grounded in both theoretical and policy frameworks.

This memo from the Mandaue City Division adds Phil-IRI to school-level LRCPs to help students catch up on learning that was lost during the pandemic. It requires regular diagnostic tests and mandates that schools monitor and report reading gains every three months (DepEd Mandaue, 2023). The LRCP's goal is to strengthen basic skills through intensive remediation, especially for students who Phil-IRI says are non-readers or instructional-level readers.

The study examines how the Grade 10 Phil-IRI results influence the school's LRCP implementation. It aims to determine whether intervention plans are grounded in actual data and whether strategies are adjusted by students' reading progress. Understanding how this memo is implemented will reveal real-world challenges with data interpretation, teacher readiness, and program sustainability—issues that are crucial for secondary school students to develop their literacy skills.

THE PROBLEM

Statement of the Problem

This research determined the implementation of the Philippine Informal Reading Inventory (Phil-IRI) in improving reading comprehension among Grade 10 learners of Cabancalan National High School, Schools Division of Mandaue City for the school year 2025–2026, as basis for enhancing context-based reading intervention activities.

This study specifically sought to answer the following questions:

1. What is the demographic profile of the respondent groups in terms of:

1.1 Teachers'

1.1.1 Age and gender,

1.1.2 Highest Educational attainment,

1.1.3 Length of teaching experience, and

1.1.4 Training or seminars attended on Phil-IRI or reading assessment;

1.2 Learners' age and gender?

2. What is the level of implementation of Phil-IRI in Grade 10 as perceived by teachers in terms of:

2.1 Frequency and accuracy of administration,

2.2 Use of results for instruction,

2.3 Teacher preparedness and training,

2.4 Availability of materials and support, and

2.5 Monitoring and documentation?

3. What is the level of reading comprehension of Grade 10 learners based on Phil-IRI results in terms of:

3.1 Literal understanding,

3.2 Inferential comprehension, and

3.3 Critical and applied interpretation?

4. Is there a significant relationship between the level of Phil-IRI implementation and the level of reading comprehension of Grade 10 learners?

5. What are the best practices applied by teachers in implementing Phil-IRI among Grade 10 learners?

6. Based on the findings, what context-based reading comprehension intervention activities can be expedited?

Null Hypothesis

H_o: There is no significant relationship between the level of Phil-IRI implementation and the reading comprehension levels of Grade 10 learners?

Significance of Study

This study aims to evaluate the impact of the Philippine Informal Reading Inventory (Phil-IRI) on enhancing the reading comprehension of Grade 10 students at Cabancalan National High School. The results could help improve reading programs, strategies for supporting students who are struggling, and instructional methods.

This study is beneficial to the following:

Department of Education. The results could help policymakers and program developers make decisions about reading tests and help, especially at the high school level. It helps achieve the goal of improving literacy, as outlined in national and regional plans.

Education Policy Makers. This study is significant for education policymakers as it provides valuable data on the effectiveness of the Phil-IRI in identifying students' reading levels and guiding targeted interventions. The findings can inform policies that strengthen early literacy programs, enhance teacher training, and ensure the consistent and effective implementation of reading assessments nationwide. By using the results to guide decision-making, policymakers can better allocate resources and support programs that address reading gaps, ultimately improving literacy outcomes across schools.

Administrators. This study will help school leaders develop more effective reading programs, utilize resources more efficiently, and enhance their monitoring systems to improve reading outcomes for Grade 10 students.

Teachers. Teachers will gain insights on how to use Phil-IRI data to plan reading interventions from the study. It can help them better meet the diverse reading needs of their students by using evidence-based teaching methods.

Parents/Guardians. The study emphasizes the importance of parents helping their children improve their reading skills at home. Parents can become active partners in helping their children learn again if they get the right help from Phil-IRI results.

Students. This study is primarily intended for Grade 10 students. By using Phil-IRI more effectively, they can receive help tailored to their specific needs, improving their comprehension skills, which are essential for academic success in all subjects.

Community. The research highlights the importance of reading for students' growth. It encourages people in the community to support school-based literacy programs and partnerships that make learning easier.

Researcher. This study helps the researcher understand reading difficulties in secondary schools and provides actionable solutions for implementation or enhancement in future programs.

New researchers. The study can serve as a guide for individuals seeking to learn more about literacy testing, reading interventions, or utilizing Phil-IRI in junior high school.

RESEARCH METHODOLOGY

This section presents the research method, design, locale, population and sampling, research instruments, data gathering procedure, statistical treatment of data, and scoring procedures used in the study on the implementation of the Philippine Informal Reading Inventory (Phil-IRI) for Grade 10 learners at Cabancalan National High School, Mandaue City.

Design

This research used a descriptive-correlational research design. The descriptive aspect aimed to determine the current implementation status of Phil-IRI and the reading comprehension level of Grade 10 learners, while the correlational part assessed the relationship between the level of Phil-IRI implementation and learners' reading performance. This method is suitable for identifying prevailing practices, perceptions, and performance without manipulating any variables (Creswell & Creswell, 2018).

The study combined quantitative and qualitative approaches through survey questionnaires and interviews. It gathered factual, observable, and self-reported data to describe the existing conditions

at Cabancalan National High School regarding Phil-IRI utilization, while also examining its instructional relevance and effectiveness in addressing reading difficulties.

The respondents of the study were composed of two groups: Grade 10 teachers involved in English and reading instruction, including subject teachers who facilitate literacy enrichment programs. Grade 10 learners who had undergone the Phil-IRI assessment during the School Year 2025–2026.

Purposive sampling was used to select teachers who directly administer and utilize Phil-IRI results. Meanwhile, stratified random sampling was employed among the learners to ensure representation based on reading proficiency levels (independent, instructional, frustration).

Flow of the Study

The research adhered to a systematic approach encompassing input, processing, and output. The input comprised data from the respondents' profiles, including demographic information such as the teachers' demographic profile of the respondent groups in terms of Age and gender, Educational attainment, Length of teaching experience, and Training or seminars attended on Phil-IRI or reading assessment; Learners' Age and gender, Reading interest and habits; the level of implementation of Phil-IRI in Grade 10 as perceived by teachers in terms of Frequency

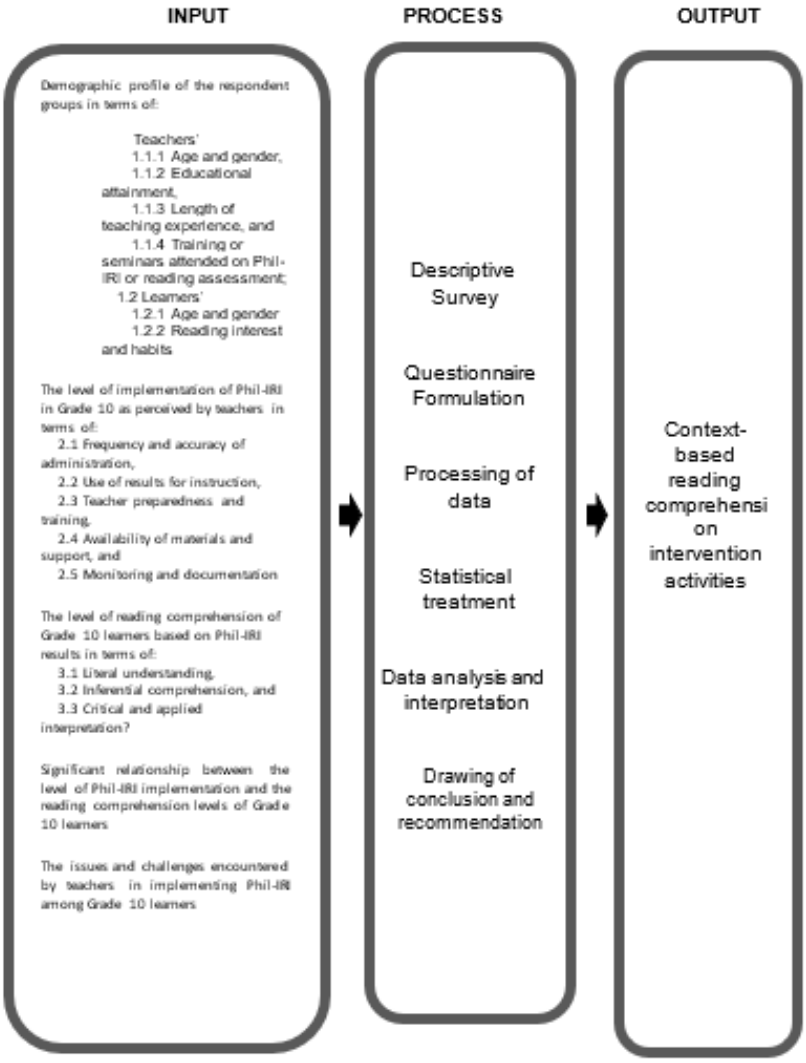

Figure 2. Flow of the Study

and accuracy of administration, Use of results for instruction, Teacher preparedness and training, Availability of materials and support, and Monitoring and documentation; the level of reading comprehension of Grade 10 learners based on Phil-IRI results in terms of Literal understanding, Inferential comprehension, and Critical and applied interpretation. It also addresses the significant relationship between the level of Phil-IRI implementation, and the reading comprehension levels of

Grade 10 learners and the issues and challenges encountered by teachers in implementing Phil-IRI among Grade 10 learners.

Survey questionnaires were disseminated to the participants. Following collection, responses were aggregated, computed, and organized. The data was analyzed and treated with suitable statistical methods.

The research aimed to deliver interactive learning activities in English. Based on the data collection and analysis of results and findings, these will be developed.

Environment

Cabancalan National High School is located along the highway of M.L. Quezon St., Barangay Cabancalan, Mandaue City. It shares its site with Cabancalan II Elementary School and is close to Cabancalan I Elementary School. The school's central location makes it easily accessible to nearby educational institutions, such as Little Angels Montessori, Maguikay National High School, and Banilad High School, creating a well-connected educational network in the area. The school is situated in a peaceful

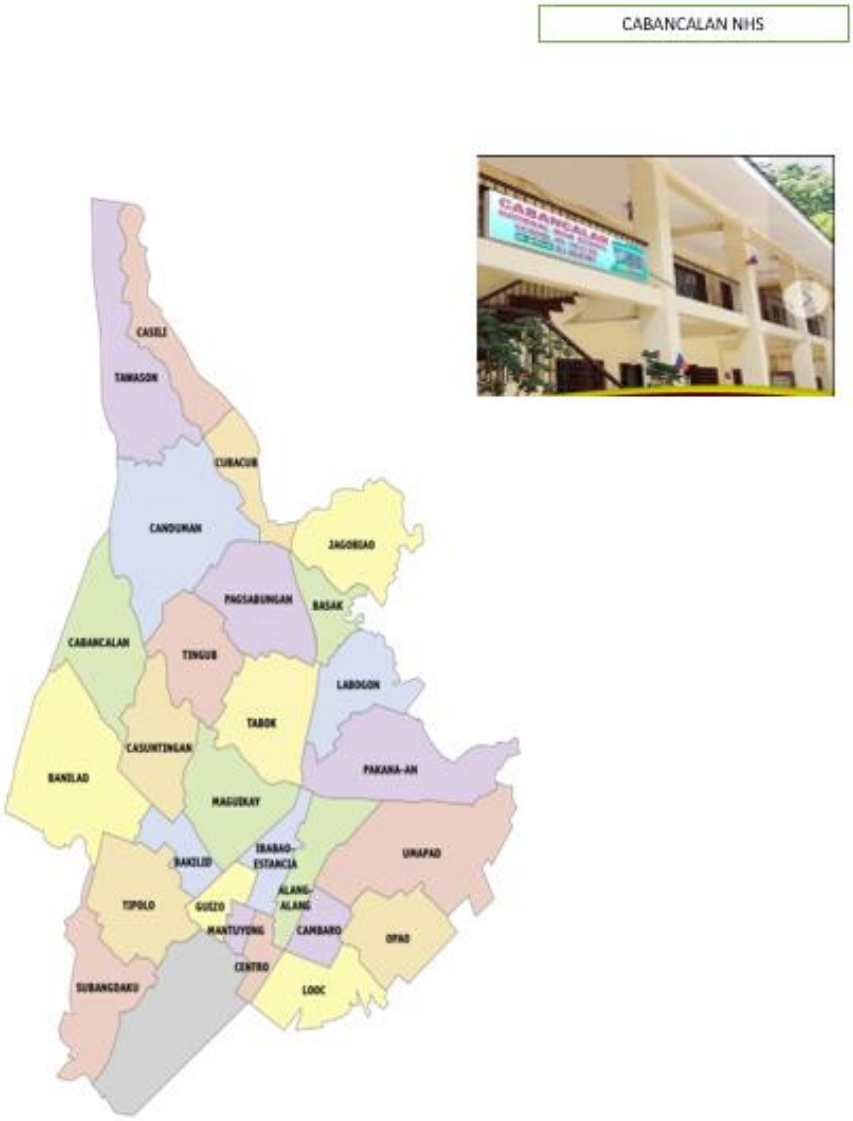

Figure 3 -Research Environment

condition of Barangay Cabancalan has paved the way for strong partnerships between the school and the community. Through collaborative efforts, Cabancalan

National High School has developed linkages with local stakeholders, creating opportunities for resources, support, and shared goals. These partnerships enrich the learning experience and help the

school provide learners with a well-rounded education that values both academic and personal growth. Cabancalan National High School takes pride in its mission to create a positive, inclusive, and motivating learning environment. By working closely with parents, community leaders, and local organizations, the school continues to inspire learners to excel in their studies, embrace their potential, and become responsible members of society. The school remains committed to guiding its learners toward success, equipping them with the knowledge, skills, and values needed to navigate the challenges of the modern world.

Cabancalan National High School envisions learners becoming responsible and globally competitive individuals equipped with the appropriate skills, values, and knowledge to lead productive and meaningful lives. The school aims to create a learning environment that nurtures diversity, promotes personal growth, and fosters in learners their full potential. Cabancalan National High School addresses individual differences and learning styles to help its community become self-reliant, responsible, and cooperative, ready to serve and make meaningful contributions to society. The school is dedicated to delivering the highest quality education founded on core values and supported by a safe, positive, and inspiring environment. Collaborative efforts between the school and its stakeholders drive the shared mission of cultivating lifelong learners. Teachers play a pivotal role in motivating and guiding learners, nurturing their interests and aspirations. Administrators and staff serve as torchbearers, leading learners out of ignorance and into the light of wisdom, ensuring that education becomes a pathway to happiness, success, and holistic development.

Respondents

The research was conducted at Cabancalan National High School, located in Mandaue City, under the Schools Division of Mandaue, Region VII. The school serves diverse junior high school learners, including those identified as needing reading intervention support. It was chosen as the research site due to its active implementation of the Phil-IRI, making it an appropriate context for examining its role in secondary-level reading development. The distribution of respondents is shown in Table 1.

Table 1. Distribution of Respondents

Respondents	Frequency	Percentage
Teachers	12	**19.35**
Students	50	**80.65**
Total	**62**	**100**

Instrument

The research utilized three primary research instruments. The first was a **Teacher Questionnaire**, which was adapted and modified from the tool developed by Oniñgon (2021), titled *"Assessment of Teachers' Utilization of Phil-IRI and Its Impact on Remedial Reading Programs."* This questionnaire was designed to assess the extent of Phil-IRI implementation based on five key areas: frequency of use, purpose, result utilization, challenges, and teacher readiness. The second instrument was the **Student Reading Comprehension Profile**, which was based on the official Phil-IRI Form 1 (Silent Reading Comprehension Test) and Form 2 (Oral Reading Test) developed by the Bureau of Learning Delivery – Teaching and Learning Division (DepEd, 2018; 2023 updates). These standardized tools were used to evaluate students' literal, inferential, and critical comprehension levels.

The third instrument was a semi-structured Interview Guide, developed by the researcher and validated by reading specialists from the Schools Division of Mandaue City. It was designed to gather deeper insights into the teachers' experiences, strategies, and challenges in implementing the Phil-IRI program. All instruments underwent content validation by three experts in reading and education and were pilot-tested in a neighboring public secondary school within Mandaue City to ensure clarity and reliability. The finalized tools were approved by the school principal and division reading supervisor before being used for data collection.

Data Gathering Procedure

Prior to data collection, formal approval was obtained from the school principal of Cabancalan National High School, and the concerned teachers and learners. For minor participants, informed parental consent was also secured to ensure ethical compliance and voluntary participation.

The data gathering process began with the administration of teacher questionnaires during an in-service training session. Phil-IRI reading results of Grade 10 learners were then collected from English teachers and were cross-verified with the students' individual reading profiles and folders. In addition, one-on-one interviews were conducted with selected teachers using the validated interview guide to gather deeper insights into their experiences and challenges in implementing Phil-IRI. Student data were subsequently organized and categorized according to their comprehension levels as indicated by their Phil-IRI scores.

All information collected was treated with strict confidentiality and used solely for academic purposes in accordance with research ethics standards.

A final draft has been submitted for review and corrections.

Treatment of Data

To analyze the collected data, the following statistical tools will be use:

Frequency and percentage – to describe the demographic profile of teacher and student respondents.

Weighted mean – to determine the level of implementation of Phil-IRI and reading comprehension levels.

Pearson Product-Moment Correlation Coefficient (r) – to examine the relationship between Phil-IRI implementation and learners' reading comprehension.

Thematic analysis – to categorize and summarize qualitative responses from the interview.

Scoring Procedures

The Phil-IRI scoring followed DepEd's official guidelines (DepEd, 2023). Reading comprehension was classified into:

Independent Level: 80% and above comprehension score

Instructional Level: 59–79% score

Frustration Level: below 59% score

Survey responses will use a 5-point Likert scale, interpreted as follows:

Range	Interpretation	Transmuted Rating
4.21-5.00	Strongly Agree	Highly Ready
3.41-4.20	Agree	Ready
2.61-3.40	Neutral	Moderately Ready
1.81-2.60	Disagree	Slightly Ready
1.00-1.80	Strongly Disagree	Not Ready

DEFINITION OF TERMS

To ensure clarity, the following key terms are defined:

Context-based reading intervention activities refer to reading tasks and strategies designed to match learners' real-life experiences, local culture, and interests. These activities aim to make reading more meaningful and relatable, helping students better understand and apply what they read.

Demographic profiles refer to the characteristics used to describe and analyze groups of respondents, often in research studies.

Descriptive-correlational research: A method used to describe data characteristics and analyze relationships between variables without manipulation.

Implementation Level: Refers to how consistently and effectively Phil-IRI is administered, interpreted, and applied in instruction.

Instructional Reading Level: The level at which a learner can read with teacher assistance.

Issues and Concerns This involves the challenges faced by teachers, which may include a lack of technical knowledge, time constraints, limited access to digital resources, or difficulties in aligning interactive activities with curriculum goals.

Learner's Profile Learners' ages and their identified genders, often used to analyze trends and variations in educational research.

Level of implementation of PHIL- IRI. The level of implementation of Phil-IRI in Grade 10 refers to how effectively the Philippine Informal Reading Inventory is carried out to assess students' reading fluency and comprehension. A well-implemented program ensures accurate data collection, proper administration, and timely use of results to guide instruction and intervention.

Availability of Materials and Support – Refers to the accessibility of Phil-IRI tools, reading resources, and administrative or peer support for effective implementation.

Frequency and Accuracy of Administration – Refers to how often and how correctly Phil-IRI is conducted by teachers based on DepEd guidelines.

Monitoring and Documentation – Refers to how the administration of Phil-IRI is tracked, recorded, and reported for school and division-level evaluation.

Teacher Preparedness and Training – Refers to the teachers' readiness and the training they have received to properly administer and interpret Phil-IRI.

Use of Results for Instruction – Indicates how teachers utilize Phil-IRI data to plan reading activities, groupings, and interventions.

Level of reading comprehension of Grade 10 learners based on Phil-IRI results .The level of reading comprehension of Grade 10 learners based on Phil-IRI results indicates how well students understand texts at their grade level. It is typically categorized into Independent, Instructional, and Frustration levels. These reflect whether learners can comprehend texts on their own, with guidance, or struggle significantly, respectively. Results help identify students who need enrichment or intervention in comprehension skills.

Critical and Applied Interpretation – The learner's ability to evaluate the text, express opinions, and apply information to real-life contexts.

Inferential Comprehension – The learner's ability to read between the lines and draw logical conclusions from the text.

Literal Understanding – The learner's ability to recall directly stated information from the text.

Phil-IRI: The Philippine Informal Reading Inventory, a standardized reading assessment tool developed by DepEd to determine learners' reading levels.

Reading Comprehension: The ability of students to understand, interpret, and evaluate what they read, measured through literal, inferential, and critical levels.

CHAPTER 2

PRESENTATION, DATA ANALYSIS, AND INTERPRETATION

This chapter elucidates, examines, and interprets the data collected from the respondents about the research problem. It offers responses to the particular inquiries presented in the research. The chapter is structured into six (6) principal sections according to the problem statement.

The initial section delineates the demographic characteristics of the respondents. The data encompasses teachers' age and gender, highest educational qualifications, years of teaching experience, and pertinent training or seminars attended concerning the Phil-IRI or reading assessment. It also encompasses the age and gender of the learners.

The second section addresses the extent of implementation of the Philippine Informal Reading Inventory (Phil-IRI) as perceived by educators. It encompasses the frequency and precision of administration, utilization of results for instruction, teacher readiness and training, availability of resources and logistical support, as well as the school's monitoring and documentation practices.

The third section examines the reading comprehension proficiency of Grade 10 students as indicated by the Phil-IRI results. Comprehension levels are classified into literal understanding, inferential comprehension, and critical and applied interpretation.

The fourth section examines the correlation between the extent of Phil-IRI implementation and the reading comprehension abilities of Grade 10 students. Statistical measures are utilized to ascertain whether a significant relationship exists between the two variables.

The fifth section highlights the optimal strategies employed by educators in implementing Phil-IRI with Grade 10 students. These practices offer insights into effective strategies within the educational context.

RELATED INFORMATION OF THE RESPONDENT GROUPS

This section delineates the demographic characteristics of the respondent groups. It is categorized into two groups: teacher respondents and learner respondents. The teacher profile encompasses age and gender, highest educational qualification, years of teaching experience, and pertinent training or seminars attended concerning the Phil-IRI or reading assessments. These variables elucidate the teachers' qualifications and readiness to execute the reading assessment program.

The profile of the learner-respondents emphasizes their age and gender. The fundamental demographic characteristics are crucial for comprehending learner diversity and for accurately interpreting their reading comprehension levels. These data collectively enhance the contextual comprehension of the respondents' backgrounds and their potential impact on the implementation and outcomes of the Phil-IRI in Grade 10.

Age

Teachers' age is one of the most important demographic factors, and it has a big impact on how mature and experienced they have become over time. Because it represents the depth of their professional experience and ongoing personal growth, educators' ages have an impact on the viewpoints and methods they apply in the classroom. Table 2 shows the age profile of the respondents.

Table 2. Age Profile

Age	Frequency	Percentage
51 – 60 years of age	1	8.33
41 – 50 years of age	3	25.00
31 – 40 years of age	6	50.00
21 – 30 years of age	2	16.67
Total	**12**	**100.00**
SD	**7.89**	
Average	**46.42**	

Table 2 illustrates the age distribution of the twelve teacher respondents. The data indicate that the predominant age group is individuals aged 31–40 years, comprising 50.00% of the total respondents. This signifies that fifty percent of the teaching faculty are in their mid-career phase, typically a fruitful interval in a teacher's professional journey marked by enhanced proficiency, stability, and maturity in pedagogical practice. The subsequent age group is 41–50 years, accounting for 41.67% of the sample, indicating a significant presence of seasoned educators who likely provide valuable insights and consistent practices in the execution of programs like Phil-IRI. Only one respondent, representing 8.33%, is in the 51–60 years age bracket, indicating that a limited number of teachers are nearing retirement age. The cohort aged 21–30 comprises only 16.67%, indicating a minimal representation of early-career or newly appointed educators in the sample.

The mean age of the teacher-respondents is 46.42 years, with a standard deviation of 7.89, signifying a moderately varied age distribution. This age profile indicates a teaching workforce characterized by a mature and experienced core, which can positively impact the consistency and quality of reading assessment implementation. Santiago and Medina (2021) assert that mid-to-late career educators exhibit greater confidence in utilizing assessment tools and possess superior skills in interpreting results to inform instruction, attributable to their professional experience. The limited presence of younger teachers may indicate a potential deficiency in succession or innovation, as these educators typically introduce novel strategies and digital competencies to improve reading interventions. An equitable age distribution is advantageous, as it promotes the dependability of seasoned educators and the innovation of their younger counterparts, thereby ensuring a dynamic and adaptable educational setting.

Gender

Gender, which distinguishes the respondents' sexes based on whether they identify as male or female, is another essential demographic feature. Table 3 shows the gender profile of the respondents.

Table 3. Gender Profile

Gender	Frequency	Percentage
Male	2	16.67
Female	10	83.33
Total	**12**	**100**

Table 3 shows the number of male and female teachers who responded. The data show that there is a clear gender imbalance: 83.33% (10 out of 12) of the teachers are women, and only 16.67% (2 out of 12) are men. This is a common trend in the Philippines' basic education sector, where most teachers are women, especially in reading and language-related subjects. Studies show that women teachers often bring a caring attitude, patience, and a strong focus on literacy and communication skills to the classroom (Reyes & Tolentino, 2021). This may impact the learning environment.

The high number of female teachers can be good for reading programs like the Phil-IRI, especially when it comes to creating supportive reading environments. However, gender diversity remains an important aspect of how students learn. There are not many male teachers, which could make it harder for male students to find male role models in reading activities. This could affect their interest and motivation to read (Delos Reyes, 2020). So, even though the gender mix does not directly prevent Phil-IRI from being used, encouraging a more balanced mix could make the classroom more engaging and help students pay closer attention to what they are being taught.

Highest Educational Attainment

Another crucial factor to consider is the greatest educational attainment, which reveals the degree of academic achievement among teachers. Table 4 shows the respondents' highest educational attainment.

Table 4. Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
w/ units in Doctorate Degree	2	6.06
w/ Master’s Degree	3	9.09
w/ units in Master’s Degree	7	69.70
Total	**12**	**100.00**

The 12 teachers who responded to the survey had the highest level of education, as shown in Table 4. The data show that a large majority of teachers—7 out of 10, or 69.70%—have earned units toward a Master's Degree. This means that most of them are currently working on their graduate studies. This demonstrates a strong commitment to professional growth and ongoing learning, which is essential for the effective use of specialized programs like the Philippine Informal Reading Inventory (Phil-IRI). Teachers in graduate school are more likely to stay up to date on the latest teaching methods

and assessment techniques, which can help them teach more effectively in the classroom and better understand reading assessment data.

Only three teachers, or 9.09%, hold a Master's Degree, and two teachers, or 6.06%, are working toward a Doctoral Degree. The fact that only a small percentage of teachers hold advanced degrees may be due to issues such as time constraints, financial constraints, or excessive workload. Still, the fact that most of the people who answered are still pursuing higher education is a good sign. Gonzales and Rivera (2021) suggest that teachers pursuing master's degrees are more likely to employ research-based and reflective teaching methods, particularly in literacy development. Their advanced academic training enables them to implement the program more effectively and helps students learn more effectively.

Length of Teaching Experience

Another consideration was the number of years of service. It served as the foundation for their devotion to the workplace with which they are currently affiliated. The number of years of service is shown in Table 5.

Table 5. Length of Teaching Experience

Indicators	Frequency	Percentage
21-30 years	1	8.33
11-20 years	3	25.00
1-10 years	6	50.00
Less than a year	2	16.67
Total	**12**	**100**
SD	**8.24**	
Average	**9.45**	

Table 5 lists the teaching experience of the 12 respondents. The data show that 50.00% (6 teachers) have been teaching for 1–10 years, which is the most common group. This means that half of the teachers who answered are in the early to middle stages of their careers. At the same time, 25.00% (3 teachers) have been teaching for 11–20 years, and only one teacher (8.33%) has been in the service for 21–30 years, making them the most experienced group. It is interesting to note that two teachers (16.67%) have only been teaching for less than a year, which suggests that there are new or inexperienced teachers on staff.

The average number of years of teaching experience is 9.45, with a standard deviation of 8.24. This means that the people who answered had a wide range of teaching experience. This changeability can be either an opportunity or a challenge. A workforce with teachers of varying experience levels can help one another learn new and traditional approaches to their work. However, it could also make it harder to consistently carry out programs like the Phil-IRI, since newer teachers might not have the experience or confidence to administer and understand reading tests. Hernandez and Lopez (2020) suggest that having more teaching experience is associated with a higher quality of instruction and the ability to implement school-based literacy interventions effectively. So, even though having younger teachers brings new energy, more experienced teachers need to continue supporting and mentoring them, ensuring that reading programs are consistently carried out in the same manner.

Number Of Appropriate Training/Seminars And Workshops Attended

Attendance in seminars, training sessions, and workshops by teachers is another essential demographic factor to evaluate. The improvement of teachers' abilities and expertise is mainly dependent on this professional development

Table 6. Number of appropriate seminars/training/workshops attended

Number of appropriate seminars/trainings/workshops attended	Frequency	Percentage
30-39 hours	5	41.67
20-29 hours	1	8.33

less than 20 hours	6	50.00
Total	**12**	**100.00**

Table 6 shows the number of teachers who have attended seminars, training sessions, or workshops specifically focused on reading or Phil-IRI implementation. The data show that most of the people who answered (50.00%) have had less than 20 hours of appropriate training. This means that they have not had much formal exposure to intensive professional development on reading assessment. On the other hand, 41.67% (5 teachers) have had 30–39 hours of relevant training, which means that a smaller group is better prepared. Only one teacher (8.33%) reported having attended 20–29 hours of training. This trend reveals a significant disparity in the amount of professional learning teachers are receiving, with many not receiving any at all.

Most teachers have received less than 20 hours of training, which may result in gaps in their knowledge and consistency when using Phil-IRI, particularly when administering tests and interpreting results. Tolentino and Magpantay (2021) suggest that teachers who receive more training in literacy assessment are more effective at utilizing tools like Phil-IRI to plan and implement reading interventions based on data. Making it easier for teachers to access targeted, high-quality professional development is crucial for enhancing the reliability and validity of reading tests in schools. Ensuring that all teachers receive sufficient training hours can help ensure consistency in approach and improve students' reading skills.

Learners' Profile

This section pertains to the relevant information on the learners regarding age and gender.

Age

Understanding learners' ages is crucial to education and instructional design because it enables teachers to adapt their teaching methods, content, and strategies to meet students' developmental needs and abilities at different stages of their lives. Age can influence factors like cognitive development, attention span, social-emotional maturity, and learning preferences, all of which can impact the effectiveness of teaching and learning experiences. Table 7 shows the age of the learners.

Table 7. Age Profile

Indicators	Total	%
17 years old and above	9	18.00
15-16 years old	36	72.00
13-14 years old	5	10.00
Total	**50**	**100.00**

Table 7 illustrates the age distribution of the 50 Grade 10 learner respondents. The data indicate that the majority of learners, 36 or 72.00%, fall within the anticipated age range of 15 to 16 years, which is suitable for Grade 10 in the Philippine K–12 curriculum. A minority of 9 learners, constituting 18.00%, are aged 17 years and older, suggesting potential delays in their education attributable to factors such as academic challenges, late enrollment, or other personal circumstances. Currently, five learners, constituting 10.00%, are aged 13 to 14 years, indicating that they may have commenced their education earlier than the typical age or have undergone academic acceleration. This age profile indicates that although the majority of learners are appropriately aligned with their age-grade, a segment of the class comprises both overaged and underaged students, which may affect instructional strategies and classroom dynamics, particularly in terms of reading comprehension levels.

The age of learners can markedly affect their academic performance, particularly in reading comprehension. Students within the suitable age bracket for their grade level (15–16 years for Grade 10) are more inclined to exhibit age-appropriate cognitive, emotional, and social development, thereby enhancing their capacity to engage with grade-level reading assignments. Adult learners (17 years and older) may encounter obstacles such as diminished motivation, stigma, or prior educational deficiencies that impact their reading skills and overall academic self-assurance. Conversely, adolescent learners (ages 13–14) may encounter difficulties with comprehension or maturity-related

challenges due to insufficient exposure or developmental readiness, despite their academic proficiency. The variation in learners' ages underscores the need for differentiated instruction and customized reading interventions to cater to diverse learning needs in the classroom.

Gender

Gender is a complex construct encompassing a range of identities, roles, and expressions beyond the binary categories of male and female. In educational settings, learners' gender can influence various aspects of their experiences, interactions, and outcomes. Within the term "learners' gender," individuals are

Table 8. Gender Profile

Indicators	Total	%
Males	20	40
Females	30	60
Total	**50**	**100.00**

Table 8 illustrates the gender distribution of the 50 Grade 10 learner respondents. The data indicate that the majority of respondents are female, comprising 30 learners, or 60% of the total population, whereas 20 learners, or 40%, are male. This signifies a gender disparity in the class, with females exceeding males by 20%. This distribution is not unusual and may indicate wider enrollment patterns in the school or community, where female students typically exhibit greater retention and participation rates in secondary education.

The gender composition of the class can influence instructional planning and learning outcomes. Research indicates that female students frequently demonstrate superior reading and language abilities during early to middle school years, potentially resulting in enhanced reading comprehension performance. Male learners may necessitate additional support and engagement strategies to maintain interest and enhance literacy skills. The increased number of female students may also affect classroom dynamics, participation patterns, and peer support systems. Comprehending these gender-related disparities enables educators to execute more inclusive and gender-responsive reading interventions that address the diverse needs and learning preferences of both male and female students.

LEVEL OF IMPLEMENTATION OF PHIL-IRI

The implementation level of the Philippine Informal Reading Inventory (Phil-IRI) refers to the degree to which the reading assessment program is executed in schools, specifically regarding its intended objectives and guidelines. It encompasses the frequency and accuracy of Phil-IRI administration, the efficacy of result utilization for instructional guidance, the extent of teacher preparedness and training related to the tool, the accessibility of requisite materials and logistical support, and the consistency of monitoring and documentation practices. Evaluating the degree of implementation offers insights into the program's integration within the school's reading practices and its impact on enhancing learners' reading performance.

Frequency and Accuracy of Administration

The frequency and accuracy of administration pertain to the regularity and precision with which the Philippine Informal Reading Inventory (Phil-IRI) is implemented among learners. Frequency refers to the regularity or timing of assessment administration, which occurs at the beginning, middle, or end of the academic year as stipulated. Accuracy, conversely, refers to the degree to which the tool is executed correctly and consistently according to established procedures and guidelines. Consistent and precise administration is crucial for producing reliable data that informs instructional decisions and effectively supports learners' reading development. Table 9 shows the Frequency and Accuracy of Administration.

Table 9. Frequency and Accuracy of Administration

Indicators	WM	SD	Interpretation
I administer the Phil-IRI in both silent and oral formats as scheduled by the school.	4.21	0.34	Agree
I follow the DepEd guidelines strictly when administering the Phil-IRI.	4.00	0.38	Agree
I complete the administration of Phil-IRI for all my students within the required timeframe.	3.15	0.42	Agree
I ensure the test items are delivered consistently to avoid variations in administration.	4.02	0.23	Agree
Average Weighted Mean	3.85	0.34	Agree

Legend:

4.21-5.00	Strongly Agree	1.81- 2.60	Disagree
3.41- 4.20	Agree	1.00-1.80	Strongly Disagree
2.61 -3.40	Neutral		

The indicator with the highest weighted mean (WM) is 4.21, about the statement, "I administer the Phil-IRI in both silent and oral formats as scheduled by the school." This indicates that the majority of teachers consistently adhere to the scheduled administration formats, reflecting a robust sense of routine and procedural conformity. The substantial consensus suggests that educators recognize the significance of both silent and oral reading assessments in assessing students' decoding and comprehension skills. Nuqui and Marcelo (2022) assert that compliance with structured reading assessments facilitates the recognition of specific reading challenges, thereby enabling prompt and focused interventions. The elevated frequency and precision of administration guarantee that learners are evaluated equitably and consistently, thereby contributing to dependable data for instructional planning.

The minimum mean score, 3.15, pertains to the assertion "I administer the Phil-IRI to all my students within the stipulated timeframe." Despite being categorized as "Agree," this comparatively lower rating underscores a difficulty in finalizing the assessment for all learners within the allotted timeframe. This may be attributed to time constraints, large class sizes, or inadequate support. Dela Cruz and Reyes (2021) indicate that time constraints and administrative burdens frequently impede teachers from effectively utilizing assessment tools, resulting in deficiencies in student data and lost chances for intervention. The implication is the necessity for more efficient scheduling or support during Phil-IRI administration to guarantee that no learner remains unassessed.

The overall average weighted mean is 3.85, with a standard deviation of 0.34, categorizing it within the "Agree" range. This signifies a predominantly favorable view regarding the frequency and precision of Phil-IRI administration among educators. Nonetheless, it indicates an opportunity for enhancement, particularly in domains that received lower scores, such as punctual completion. A consistent but moderately robust implementation indicates that although procedures are predominantly adhered to, some variability persists. Santos and Valenzuela (2020) assert that enhancing consistency in assessment practices yields more valid and reliable results, thereby facilitating the creation of effective, data-driven reading programs. Enhancing administrative support and providing time-saving tools could further improve the average implementation level.

Use of Results for Instruction

The utilization of results for instruction pertains to how educators implement the insights derived from the Philippine Informal Reading Inventory (Phil-IRI) to inform and direct their pedagogical approaches. The process involves examining learners' reading performance data to identify their strengths and weaknesses, and then using this information to formulate suitable interventions, groupings, and educational activities tailored to their needs. This process

Table 10. Use of Results for Instruction

Indicators	WM	SD	Interpretation
I use Phil-IRI results to group students based on reading level.	4.52	0.65	Strongly Agree
I adjust my instructional strategies based on learners' Phil-IRI outcomes.	4.05	0.43	Agree
I develop targeted reading materials aligned with students' needs identified in Phil-IRI.	4.22	0.45	Strongly Agree
I regularly refer to Phil-IRI data in my remedial reading planning.	4.34	0.55	Strongly Agree
Average Weighted Mean	**4.28**	**0.52**	**Strongly Agree**

guarantees that instruction is tailored to the specific needs of learners, fosters targeted reading development, and improves overall reading comprehension. The effective utilization of Phil-IRI results integrates assessment with instruction, rendering teaching more data-driven and student-centered. Table 10 presents the use of results for instructions.

The maximum weighted mean (WM) in Table 10 is 4.52, associated with the statement "I use Phil-IRI results to group students based on reading level," categorized under the "Strongly Agree" interpretation. This signifies that educators utilize assessment data to establish reading groups, facilitating differentiated instruction tailored to students' comprehension skills. Ability-based grouping is a well-established pedagogical approach that facilitates focused instruction and enhances student engagement. Ramirez and Torres (2021) assert that strategic grouping informed by assessment data improves reading fluency and comprehension by tailoring instruction to align with learners' existing skill levels. This approach ensures that struggling readers receive essential support without being overlooked during whole-class instruction.

The minimum WM is 4.05, relating to "I modify my instructional strategies based on learners' Phil-IRI outcomes," yet remains within the "Agree" category. Although the majority of educators recognize the significance of utilizing assessment outcomes to inform their pedagogy, the marginally lower score indicates that some may face difficulties in effectively converting data into instructional modifications. This may result from insufficient training in data interpretation or a lack of time for lesson redesign. Alonzo and Francisco (2020) identify a barrier to effective data utilization in instruction as the disparity between assessment results and teachers' ability to implement responsive instructional modifications. Mitigating this issue through coaching or professional development can enhance the connection between assessment and instruction, thereby improving the overall effectiveness of the educational process.

The average weighted mean for this set of indicators is 4.28, interpreted as "Strongly Agree," indicating that teachers exhibit a high degree of engagement in utilizing Phil-IRI results to guide their instructional decisions. This affirmative response indicates a data-informed pedagogical environment, wherein educators utilize students' reading profiles to devise suitable materials and interventions. The consistent use of assessment data for remedial planning, as evidenced by the elevated scores in the Phil-IRI for targeted reading development, indicates a deliberate and adaptive instructional strategy. Medina and De Vera (2022) observed that when educators consistently incorporate assessment data into classroom planning, student outcomes—especially in reading comprehension—are markedly enhanced.

Teacher Preparedness and Training (as perceived by students)

Teacher preparedness and training, as perceived by students, pertains to learners' assessment of their teachers' readiness and competence in effectively administering the Philippine Informal Reading Inventory (Phil-IRI). This encompasses students' perceptions of their teachers' confidence, instructional clarity, capacity to elucidate reading tasks, and responsiveness to their reading challenges. This also indicates learners' views on whether their instructors have received sufficient training or possess the requisite knowledge and skills to evaluate and facilitate reading development. Favorable student perceptions in this domain often suggest that educators are proficient in utilizing

assessment instruments, such as the Phil-IRI, to improve learning outcomes. Table 11 shows teacher preparedness and training.

Table 11. Teacher Preparedness and Training (as perceived by students)

Indicators	WM	SD	Interpretation
I have attended orientation or training related to Phil-IRI administration.	4.02	0.23	Agree
I feel confident in interpreting the results of Phil-IRI.	4.53	0.45	Strongly Agree
I was well-prepared to use Phil-IRI before administering it this school year.	4.5	0.68	Strongly Agree
I still need further training to improve my implementation of Phil-IRI. *(Reverse scored)*	4.65	0.66	Strongly Agree
Average Weighted Mean	**4.43**	**0.51**	**Strongly Agree**

The highest weighted mean is 4.65, associated with the reverse-scored item "I still need further training to improve my implementation of Phil-IRI," interpreted as "Strongly Agree." Although this item is phrased in reverse, the elevated score suggests that students view their instructors as well-trained and not requiring additional support, indicating a significant degree of teacher preparedness. This perception suggests that teachers demonstrate proficiency and confidence while administering the Phil-IRI, thereby creating a constructive and organized assessment experience for students. Villanueva and Ramos (2022) assert that learners exhibit greater engagement and responsiveness when they perceive their teachers as knowledgeable and proficient in the effective utilization of assessment tools.

The minimum weighted mean is 4.02, as identified in the statement "I have attended orientation or training related to Phil-IRI administration," yet it is still classified as "Agree." This suggests that although students typically perceive their teachers as trained, the acknowledgment of formal orientation or specialized training is less emphatically supported. This may indicate a disparity between informal learning or experiential application and formal, structured training programs. Lopez and Gatchalian (2021) indicate that while many educators acquire practical skills through experience, they still benefit from formal training to ensure standardized implementation and adherence to national guidelines.

The average weighted mean for this set of indicators is 4.43, indicating a response of "Strongly Agree." This elevated rating indicates that students regard their teachers as exceptionally prepared and assured in both administering and interpreting the Phil-IRI results. These perceptions are significant, as they indicate students' confidence in the assessment process and imply that educators are successfully fostering an environment that promotes learning and literacy development. According to Santiago and Dela Peña (2020), elevated levels of teacher preparedness, particularly as perceived by students, positively influence learner engagement, motivation, and the efficacy of intervention programs, such as the Phil-IRI.

Availability of Materials and Support

The availability of materials and support denotes the presence and accessibility of essential resources and assistance necessary for the effective execution of the Philippine Informal Reading Inventory (Phil-IRI). This encompasses printed assessment instruments, educational materials, instructional guides, and additional pedagogical resources that support reading assessment and intervention. It also includes administrative and logistical support offered by school leaders, such as scheduling, technical assistance, and professional development opportunities. Sufficient materials and support guarantee the seamless administration of the Phil-IRI, the precise acquisition of results, and the provision of suitable instructional follow-up to facilitate learners' reading advancement. Table 12 presents the Availability of Materials and Support.

Table 12. Availability of Materials and Support

Indicators	WM	SD	Interpretation
The school provides sufficient Phil-IRI manuals and test materials.	4.23	0.34	Strongly Agree
I have access to printed or digital copies of the Phil-IRI tools.	4.02	0.32	Agree
I receive support from school heads or master teachers when implementing Phil-IRI.	4.78	0.67	Strongly Agree
Reading materials for remediation are readily available for different reading levels.	4.00	0.55	Agree
Average Weighted Mean	**4.26**	**0.47**	**Strongly Agree**

The maximum weighted mean is 4.78, noted for the statement "I receive support from school heads or master teachers when implementing Phil-IRI," with a standard deviation of 0.67, indicating a response of "Strongly Agree." This indicates that educators perceive substantial support from their school leaders and instructional supervisors in implementing Phil-IRI. Robust leadership support is essential for effective program implementation, as it fosters accountability, provides mentorship, and cultivates a collaborative environment. Jimenez and Francisco (2022) assert that the presence of school leadership support markedly enhances teacher motivation and fidelity of implementation in assessment-based interventions.

The minimum weighted mean is 4.00, derived from the statement "Reading materials for remediation are readily available for different reading levels," yet still classified as "Agree." This suggests that although materials are relatively accessible, there may be deficiencies in the availability or suitability of resources for differentiated reading remediation. Insufficient resources for specific reading levels may hinder targeted interventions and impede the progress of learners, particularly those at risk. Bautista and Cruz (2021) highlighted that inadequate remediation resources hinder the sustainability of reading recovery programs, thereby complicating teachers' ability to address the varied needs of students effectively.

The average weighted mean is 4.26, interpreted as "Strongly Agree," signifying a predominantly positive perception among educators concerning the accessibility of Phil-IRI materials and institutional support. This indicates that schools have predominantly provided teachers with the resources and support essential for successful program execution. The integration of access to manuals, assessment instruments, and leadership support enhances the efficiency and organization of reading assessment and intervention delivery. De Jesus and Morales (2020) assert that access to comprehensive materials and reliable institutional support is essential for teacher preparedness, accurate student assessment, and effective reading outcomes.

Monitoring and Documentation (as experienced by students)

Monitoring and documentation, as experienced by students, pertain to learners' perceptions of the consistency and implementation of reading assessments and interventions associated with the Philippine Informal Reading Inventory (Phil-IRI). This encompasses their understanding of the monitoring of their reading advancement, the frequency of assessments, and the provision of feedback or assistance contingent upon their performance. It also encompasses how students monitor the documentation and application of their results to enhance them. When students acknowledge that their reading progress is

Table 13. Monitoring and Documentation (as experienced by students)

Indicators	WM	SD	Interpretation
I submit Phil-IRI reports on time to the school or division office.	4.78	0.56	Strongly Agree
There is a system in place for monitoring learners' reading progress using Phil-IRI.	3.32	0.23	Agree
I keep records of student reading profiles based on Phil-IRI results.	4.56	0.43	Strongly Agree

The school ensures that Phil-IRI data is regularly reviewed and acted upon.	3.89	0.32	Agree
Average Weighted Mean	**4.14**	**0.39**	**Agree**

systematically monitored and recorded, it typically indicates a structured and learner-centered execution of the program. Table 13 shows the results on Monitoring and Documentation (as experienced by students).

The highest weighted mean (WM) is 4.78 for the statement "I submit Phil-IRI reports on time to the school or division office," with a standard deviation of 0.56, interpreted as "Strongly Agree." This indicates that teachers consistently submit the necessary documentation and reports about Phil-IRI, demonstrating their accountability and dedication to the program's administrative procedures. The prompt submission of reports is essential for data integration and analysis at both the school and division levels. Santos and Lagrada (2022) assert that prompt reporting enhances the education system's ability to monitor trends and modify reading programs using real-time data, rendering timely documentation an essential element of efficient literacy management.

The minimum weighted mean is 3.32, associated with the assertion "There is a system in place for monitoring learners' reading progress using Phil-IRI." It has a standard deviation of 0.23, interpreted as "Agree." While educators typically acknowledge the presence of a monitoring system, the comparatively lower score indicates that students perceive inconsistencies or ambiguities in the tracking of their reading progress. This may indicate either inconsistent updates in learner records or insufficient communication with students regarding their progress. Reyes and Domingo (2021) assert that continuous monitoring is crucial in reading interventions, and inadequate tracking systems can result in lost opportunities for prompt assistance and focused remediation.

The average weighted mean of 4.14 signifies a consensus among students that the monitoring and documentation practices associated with Phil-IRI are effectively implemented and operational. This predominantly favorable feedback underscores that educators are diligently maintaining precise records, submitting necessary data, and evaluating outcomes. The disparity among indicators highlights areas necessitating enhancement, particularly in the systematic monitoring of individual reading progress. By the findings of Alvarez and Bautista (2020), a meticulously maintained documentation and monitoring system improves instructional responsiveness, facilitates personalized learning pathways, and more effectively addresses reading disparities over time.

Summary of Results

Table 14 shows the summary of results for the Level of implementation of Phil-IRI.

Table 14. Summary of Results

Indicators	WM	SD	Interpretation
Frequency and accuracy of administration,	3.85	0.34	Agree
Use of results for instruction,	4.28	0.52	Strongly Agree
Teacher preparedness and training,	4.43	0.51	Strongly Agree
Availability of materials and support, and	4.26	0.47	Strongly Agree
Monitoring and documentation	4.14	0.39	Agree
Average Weighted Mean	**4.19**	**0.49**	**Agree**

The maximum weighted mean (WM) is 4.43 for the indicator "Teacher preparedness and training," interpreted as "Strongly Agree." This suggests that the respondents, especially the learners, regard their teachers as exceptionally skilled and adequately equipped to execute the Phil-IRI. Educators are perceived as knowledgeable, self-assured, and proficient in conducting reading assessments and analyzing outcomes. Villanueva and Ramos (2022) assert that elevated teacher preparedness enhances the effective execution of literacy programs, guaranteeing that assessments are conducted with fidelity and that follow-through remains consistent. This also bolsters learners' confidence in the process, facilitating more precise and adaptive reading interventions.

The minimum WM is 3.85 in the category of "Frequency and accuracy of administration," interpreted as "Agree." Although still favorable, this score indicates potential discrepancies in the frequency and accuracy of Phil-IRI implementation across classrooms. Potential factors encompass time limitations, substantial class sizes, or challenges in adhering to stringent protocols. Dela Cruz and Reyes (2021) emphasize that these challenges may compromise the reliability of assessment data and postpone necessary reading interventions. This outcome highlights the need for enhanced support systems, flexible scheduling, and ongoing oversight to ensure the consistent and accurate implementation of the Phil-IRI.

The overall average weighted mean is 4.19, indicating "Agree." Overall, the implementation of Phil-IRI is regarded as sufficient and effectively executed among Grade 10 educators. Significantly, the majority of sub-indicators attained a rating of "Strongly Agree," highlighting strengths in areas such as training, application of results for instruction, and availability of support. Nevertheless, the two domains categorized merely as "Agree"—frequency and accuracy of administration, as well as monitoring and documentation—indicate opportunities for enhancement. Medina and De Vera (2022) assert that even a well-established program, such as Phil-IRI, necessitates ongoing evaluation of its implementation fidelity to ensure sustainability and long-term efficacy. Enhancing consistency and documentation processes can augment the program's overall efficacy in advancing reading comprehension among students.

LEVEL OF READING COMPREHENSION OF GRADE 10 LEARNERS

The level of reading comprehension of Grade 10 students is the level at which they can understand, interpret, and respond to written texts based on the three main areas of comprehension: literal understanding, inferential comprehension, and critical and applied interpretation. This test shows how well students understand basic facts (literal), draw logical conclusions or read between the lines (inferential), and use information from the text to real-life situations (critical/applied). The reading comprehension level shows how well students can think and how ready they are for school. It is typically measured using standardized tests, such as the Philippine Informal Reading Inventory (Phil-IRI), which helps teachers identify students' strengths and areas where they need assistance to enhance their overall literacy and learning performance.

Literal Understanding

Literal understanding is the ability of a reader to understand the information in a text that is clearly stated or directly stated. This includes knowing the facts, remembering details, understanding the main idea, recalling the sequence of events, and recognizing basic vocabulary.

Table 15. Literal Understanding

Indicators	WM	SD	Interpretation
Most learners can recall details explicitly stated in the text.	3.56	0.23	Agree
Learners can easily identify the main idea after reading a passage.	4.05	0.45	Agree
Students can answer who, what, where, and when questions based on the reading selection.	4.67	0.34	Strongly Agree
Learners accurately retell stories or information read during the Phil-IRI test.	4.20	0.55	Agree
Average Weighted Mean	**4.12**	**0.39**	**Agree**

Legend:

4.21-5.00 Strongly Agree 1.81- 2.60 Disagree

3.41- 4.20 Agree 1.00-1.80 Strongly Disagree

2.61 -3.40 Neutral

The indicator with the highest score in Table 15 is "Students can answer who, what, where, and when questions based on the reading selection." It had a weighted mean (WM) of 4.67 and a standard deviation (SD) of 0.34, indicating a response of "Strongly Agree." This means that most tenth graders can easily locate basic factual information in texts, which is an essential component of literal

comprehension. This result suggests that the students have acquired basic reading skills, enabling them to identify specific information, which is beneficial for their overall reading ability. Rivera and Santos (2022) suggest that being able to answer factual questions correctly is linked to reading fluency and vocabulary knowledge, both of which are essential for progressing to higher levels of understanding.

On the other hand, the indicator "Most learners can recall details explicitly stated in the text" has the lowest WM (3.56) and the lowest SD (0.23). This still falls into the "Agree" category, but it indicates that learners are not always consistent in this area. The fact that you have trouble remembering specific details means that you have trouble paying attention, remembering things for a short time, or keeping them in your mind while you read. Hernandez and Dela Cruz (2020) emphasize that even when a learner understands something literally, their ability to recall details is influenced by how long they can read and what they already know. This result indicates that students require more structured review strategies and guided reading activities to retain specific information effectively.

The average weighted mean for all four indicators is 4.12, which means that the overall response is "Agree." This means that most of the time, Grade 10 students have a good understanding of what they read literally, which enables them to comprehend and gather information that is directly stated in texts. The average is moderately high, indicating that current reading instruction methods are effective, particularly in developing the fundamental skills students need to comprehend what they read. The range of weighted means, which spans from 3.56 to 4.67, indicates a slight inconsistency in certain aspects of literal understanding, such as the distinction between remembering information and identifying it. The standard deviation of 0.39 backs up this difference. This means that, although most students perform well, some are still developing their confidence in this area.

The main point is that the respondents appear to have a good understanding of the text's literal meaning; however, targeted interventions that focus on detailed recall and retelling of the text can help learners perform even better. Bautista and Molina (2021) suggest that incorporating questioning techniques and story-mapping strategies into reading lessons enhances students' comprehension by facilitating better organization and memory of the material. To ensure that all students master the literal level, teachers may use differentiated instruction and scaffolded reading tasks. This will provide students with a strong foundation for more complex comprehension tasks, such as inference and critical analysis. People often consider this the most basic level of reading comprehension because it does not require any interpretation or inference beyond what is clearly stated. When it comes to Phil-IRI, a literal understanding helps determine if students can accurately grasp the surface-level meaning of passages. This is a fundamental skill for more complex comprehension tasks. Santos and Del Mundo (2021) suggest that having a strong understanding of the literal meaning of texts is crucial for gaining confidence in reading and progressing to more complex cognitive reading tasks.

Inferential Comprehension

Inferential comprehension is the ability of a reader to go beyond the literal meaning of the text and use evidence and clues to make logical guesses, assumptions, or conclusions. This includes determining what the author is trying to convey, understanding how ideas are connected, predicting what will happen next, and discerning the author's tone or purpose. Literal comprehension looks at what is said directly. In contrast, inferential comprehension asks the reader to "read between the lines" and use logic to connect information that may not be directly given. Torres and Villanueva (2022) say that having strong inferential comprehension skills is very important for doing well in school because they show that you are thinking at a higher level and are more interested in what you are reading.

Table 16. Inferential Comprehension

Indicators	WM	SD	Interpretation
Learners can make logical guesses about what happens next in the story.	4.21	0.67	Strongly Agree
Students can infer meanings of unfamiliar words through context clues.	4.02	0.70	Agree

Learners can identify the emotions or motives of characters in a text.	4.21	0.43	Strongly Agree
Most learners show understanding beyond the literal level when answering questions.	4.21	0.24	Strongly Agree
Average Weighted Mean	**4.15**	**0.51**	**Agree**

Table 16 illustrates the students' ability to make inferences based on four different indicators. Three indicators show a weighted mean of 4.21, indicating "Strongly Agree": "Learners can make logical guesses about what happens next in the story." "Students can figure out how characters feel or what they want," and "Most students show understanding beyond the literal level when they answer questions." These results suggest that many Grade 10 students possess strong higher-order thinking skills, particularly when it comes to predicting outcomes, discerning character motivations, and responding to ideas that are not directly stated in texts. Mercado and Santos (2022) argue that these skills are crucial for academic success because they demonstrate how effectively students can connect their prior knowledge with textual evidence and comprehend meaning beyond the obvious.

The lowest weighted mean is 4.02, corresponding to the indicator "Students can infer meanings of unfamiliar words through context clues." This is still seen as "Agree." This result shows that students are generally good at using inference skills, but they are less confident or consistent about determining the meaning of words in context. This gap may be due to the person not having encountered sufficient vocabulary or not having practiced reading strategies in context sufficiently. Torres and Villanueva (2021) argue that teaching students how to identify context clues and patterns in the sentences they encounter is crucial for helping them read independently and comprehend what they read. This result indicates that students require more explicit instructions on how to learn vocabulary in context to facilitate deeper inferences.

The average weighted mean is 4.15, indicating an "Agree" response. This indicates that students are generally adept at understanding what they read. This means that most 10th graders can read and understand what they read in a meaningful way. Their ability to think critically about characters, predict what will happen next, and answer questions that are not directly asked demonstrates that they are ready to read challenging texts that require critical thinking. Although the indicators reveal some minor differences, the narrow standard deviations—especially 0.24 for the item on understanding beyond the literal level—suggest that most learners consistently possess this skill.

This result indicates that the reading strategies already in use are effective and that teaching has been successful in helping students learn to read analytically and interpretively. However, targeted vocabulary instruction and scaffolded questioning techniques could help students understand what they read even better. Bautista and Cruz (2021) suggest that combining graphic organizers, think-aloud strategies, and guided reading discussions can help students make more accurate inferences and better understand texts. Reinforcing these methods makes sure that students not only understand what they read but also think about it and respond to it in a more thoughtful and meaningful way.

Critical and Applied Interpretation

When a reader can evaluate, judge, and use information from a text based on their own experiences, logical reasoning, or moral standpoint, they are using critical and applied interpretation. This level of understanding extends beyond mere comprehension and inference. It also involves determining what the text is trying to convey, assessing its accuracy, drawing conclusions, and applying it to real-life situations.

Table 17. Critical and Applied Interpretation

Indicators	WM	SD	Interpretation
Learners can express opinions about the text and support them with reasons.	4.15	0.23	Agree
Students can evaluate the truth or relevance of ideas presented in the material.	4.25	0.34	Strongly Agree

Learners can connect what they read to real-life situations or current events.	4.50	0.25	Strongly Agree
Most learners are able to judge the author's purpose and writing style.	4.12	0.33	Agree
Average Weighted Mean	**4.26**	**0.29**	**Strongly Agree**

Table 17 illustrates how effectively students can critically and practically interpret texts, which is a measure of their ability to judge, connect, and evaluate information. The indicator "Learners can connect what they read to real-life situations or current events" has the highest weighted mean (WM) of 4.50, which means "Strongly Agree." This result indicates that students excel at applying what they read in real-life and practical situations. This is a crucial skill for developing into a responsible and thoughtful reader. De Jesus and Ramos (2022) say that students are more likely to remember and understand what they read if they can connect it to their daily lives. This discovery reveals that students not only read and understand texts, but also make sense of them in ways that are important to them and society.

The lowest WM, on the other hand, is 4.12, which falls under "Most learners can judge the author's purpose and writing style," but it is still considered "Agree." This result shows that learners have improved at reading critically, but identifying aspects such as tone, bias, or style remains challenging. To be able to do these things well, you need to be able to analyze texts more deeply and know a lot about different genres and writing styles. Alonzo and Bañez (2021) suggest that secondary students often struggle to critically evaluate an author's intent due to their limited exposure to diverse types of texts and insufficient practice with analytical frameworks. This area might benefit from more structured questioning and guided instruction in literary analysis to help students learn these higher-level skills.

The average weighted mean is 4.26, indicating a response of "Strongly Agree." This indicates that the students excel in critical and applied interpretation. This result shows that, in general, students can not only understand and figure out what things mean, but they can also judge ideas, make logical decisions, and use what they learn outside of the text. The standard deviation of 0.29 is low, indicating that learners performed well on these advanced comprehension tasks. This level of understanding demonstrates that teaching methods that focus on real-life applications, ask critical questions, and facilitate open-ended discussions are practical. These methods help students transition from merely reading to thinking about and interacting with texts more independently.

The results indicate that students are making good progress toward becoming critical thinkers, a key goal of 21st-century literacy. However, teachers are encouraged to incorporate texts that present diverse perspectives and employ instructional methods that prompt students to think critically, evaluate, and reflect, thereby further enhancing these skills. As Perez and Tolentino (2020) point out, incorporating project-based learning and argument-based reading tasks helps students better understand what they read by encouraging them to think more deeply about the text and their thoughts. Therefore, performing well in this area indicates that students are prepared for more challenging academic texts and helps them prepare for college and civic participation. Students who can do this can critique the author's point of view, identify bias, and make informed choices based on what they have read. De Guzman and Alvarez (2022) argue that critical reading is crucial for enabling students to become responsible decision-makers and reflective thinkers in both academic and real-world contexts.

Summary of Results

Table 18 shows the results of the Level of reading comprehension of Grade 10 learners based on Phil-IRI results.

Phil-IRI measured the overall performance of Grade 10 students in the three areas of reading comprehension: literal understanding, inferential comprehension, and critical and applied interpretation. Table 18 shows the results. The highest weighted mean (WM) is 4.26, which is

"Strongly Agree" under "Critical and applied interpretation." This result indicates that most students can read and

Table 18. Summary of Results

Indicators	WM	SD	Interpretation
Literal understanding	4.12	0.39	Agree
Inferential comprehension	4.16	0.51	Agree
Critical and applied interpretation	4.26	0.29	Strongly Agree
Average Weighted Mean	**4.18**	**0.40**	**Agree**

think critically about texts, make informed decisions, and apply ideas in real-life situations, demonstrating their cognitive advancement. De Guzman and Robles (2021) suggest that students who excel in critical comprehension are more likely to retain and apply their knowledge in various situations, which is crucial for academic success and life outcomes.

On the other hand, the lowest WM is 4.12 in "Literal understanding," which is still seen as "Agree." This means that students can obtain specific information from texts, but their performance is slightly worse than when they use higher-order comprehension skills. This result suggests that basic reading skills, such as building vocabulary and recalling facts, may need to be strengthened, as these are essential for comprehending higher-level texts. Santos and Dela Peña (2022) suggest that even a small gap in literal understanding can hinder deeper reading skills if it is not addressed regularly.

The average weighted mean for all comprehension areas is 4.18, which means "Agree." This indicates that most 10th graders excel at understanding what they read and perform well in all three areas. The standard deviation of 0.40 supports this idea further by indicating that the respondents had a stable and fairly consistent reading ability. The results show that the school's reading instruction methods and Phil-IRI implementation are helping students grow at all levels of comprehension. The data also show, though, that there is still room for improvement, especially when it comes to strengthening literal understanding through specific strategies, such as reading the exact text repeatedly, writing notes in the text, and teaching students how to ask questions based on the text.

Additionally, the fact that students performed well on inferential and critical comprehension tests indicates that they can engage with texts on a deeper level, which is beneficial for academic tasks that require analysis, synthesis, and application. Alvarado and Clemente (2020) emphasize the importance of strengthening both basic and higher-order comprehension skills to help students become independent, confident readers who can effectively handle challenging texts. These results demonstrate that balanced reading instruction, which encompasses all levels of understanding, is crucial for overall literacy growth.

SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF PHIL-IRI IMPLEMENTATION AND THE READING COMPREHENSION LEVELS OF GRADE 10 LEARNERS

This section presents whether there is a significant relationship between the level of Phil-IRI implementation and the reading comprehension levels of Grade 10 learners. Table 19 shows the significant relationship between the level of Phil-IRI implementation and the reading comprehension levels of Grade 10 learners.

Table 19. Significant Relationship Between The Level Of Phil-IRI Implementation And The Reading Comprehension Levels Of Grade 10 Learners

Variables	df	T-statistics	Computed r value	Critical p-value	Decision	Interpretation
The level of Phil-IRI implementation and the reading comprehension levels of Grade 10 learners	10	2.4609	0.40426	0.0196	Reject H_0	Significant

@ 0.05 level of significance

Table 19 illustrates the impact of Phil-IRI implementation on the reading comprehension levels of 10th graders. With 10 degrees of freedom, the analysis yielded a t-statistic of 2.4609 and an r-value of 0.40426, along with a p-value of 0.0196, which is less than the 0.05 level of significance. We can reject the null hypothesis (H_0), which states that there is no significant relationship between the two variables, based on this result. This means that there is a strong positive correlation between the effectiveness of Phil-IRI and students' understanding of what they read. In other words, students perform better on comprehension tests when Phil-IRI is implemented effectively, such as by administering the correct tests, utilizing the results accurately, training teachers, and supporting them.

This finding highlights the importance of conducting reading assessments accurately to enhance students' literacy outcomes. Mendoza and Rivera (2021) suggest that there is a strong correlation between the quality of interventions and students' academic performance. This means that diagnostic tools like the Phil-IRI work best when used in a planned manner and with sufficient support from teachers. Ongoing training for teachers, ensuring that lessons are taught correctly, and using test results to plan lessons are all important ways to help students improve their reading skills in all areas of comprehension.

BEST PRACTICES

Best practices are research-based strategies and methods that teachers employ regularly to enhance student performance and learning outcomes. Best practices for reading and testing may include differentiated instruction, data-driven remediation, formative feedback, peer reading sessions, and utilizing Phil-IRI results to inform planning. Experience, observation, and proof of success in helping students understand what they read are all ways to find these practices. Cruz and Mariano (2021) argue that implementing best practices ensures that teaching remains focused on the student, targeted, and responsive to the diverse literacy needs of each student. Table 20 shows the best practices applied by most of the teachers.

Teachers employed the best practices outlined in Table 20 when using Phil-IRI. "Conducting Pre-Test and Post-Test Diligently" was the most common answer, with all 12 respondents giving it the highest score. This indicates that teachers regularly assess students before and after the reading intervention to

Table 20. BEST PRACTICES

INDICATORS	Frequency	Rank
Conducting Pre-Test and Post-Test Diligently	12	1
Creating a Conducive Reading Environment	11	2.5
Using the Correct Phil-IRI Assessment Materials	11	2.5
Recording Accurate and Objective Results	10	4.5
Analyzing Data for Instructional Planning	10	4.5
Grouping Learners for Remedial Reading Sessions	9	6
Providing Immediate Feedback and Support	8	7
Engaging Parents and Guardians	7	8
Incorporating Reading Strategies in Daily Lessons	5	9.5
Continuous Monitoring and Follow-Up	5	9.5

monitor their progress and inform their decisions. Eleven teachers each received recognition for "Creating a Conducive Reading Environment" and "Using the Correct Phil-IRI Assessment Materials," which tied for second place. These practices demonstrate a commitment to accuracy, consistency, and spaces that are user-friendly for learners. All of these things help students improve their reading skills. Castillo and Domingo (2022) state that using standardized assessment tools and creating a positive learning environment directly affect how motivated and engaged students are in reading, which in turn helps them perform better on comprehension tasks.

"Recording Accurate and Objective Results" and "Analyzing Data for Instructional Planning" are two middle-ranked practices that 10 teachers reported using. These are the most important steps to ensure that Phil-IRI results are both accurate and helpful. Teachers can create remediation plans tailored to

each student's specific needs by accurately recording and interpreting results. "Grouping Learners for Remedial Reading Sessions" (9 responses) is less common, but it supports differentiated instruction, which is especially helpful for students who are at risk of falling behind. Fernandez and Lopez (2021) suggest that grouping students based on their reading profiles enables teachers to provide targeted support that helps each student grow and closes performance gaps. These mid-level practices are an important link between assessment and instruction, as they ensure that data from the Phil-IRI can be used to inform effective classroom strategies.

The strategies that were used the least often were "Engaging Parents and Guardians" (7 responses), "Incorporating Reading Strategies in Daily Lessons," and "Continuous Monitoring and Follow-Up" (5 responses each). These important practices are not used enough. Getting parents involved and using reading strategies every day helps interventions last longer than just during testing times and reinforces good reading habits. Additionally, ongoing monitoring ensures that progress continues and that assistance is provided when needed. Torres and Medina (2020) suggest that ongoing monitoring and parental involvement are associated with greater reading gains, particularly for children who are struggling with learning. The fact that these practices do not occur very often suggests that schools could enhance their reading programs by encouraging families to collaborate and incorporating reading development into regular daily lessons.

CHAPTER 3

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Chapter 3 gives the summary, findings, conclusions, and recommendations.

Summary

The goal of this study was to see if the Philippine Informal Reading Inventory (Phil-IRI) could help Grade 10 students at Cabancalan National High School, Schools Division of Mandaue City, improve their reading comprehension during the 2025–2026 school year. The primary goal was to assess the effectiveness of the Phil-IRI program in improving students' reading skills. The study's results were used to create reading intervention activities tailored to the students' specific reading needs.

The study only examined specific aspects, including the age and gender of the respondents (teachers), their highest level of education, the duration of their teaching experience, and any training or seminars they had attended related to Phil-IRI or reading assessment. It also looked at the age and gender of the learners. It also examined how well Phil-IRI was being utilized, including the frequency and accuracy of its administration, the training and preparation of teachers, the ease of obtaining materials and assistance, and the effectiveness of its monitoring and documentation. The study also examined how well students understood what they read by assessing their literal understanding, inferential understanding, and critical and applied interpretation.

Finally, the study aimed to determine if there is a strong correlation between students' comprehension of what they read and teachers' effectiveness in using the Phil-IRI program. It also aimed to determine the most effective ways for teachers to utilize the program. This study employed a descriptive-correlational method to investigate both the effectiveness of the implementation and the relationships between the variables.

FINDINGS

The following are the essential findings of the study:

Most of the teachers were between 31 and 40 years old, held bachelor's degrees, and had been teaching for varying amounts of time, with the majority having less than 10 years of experience. There was not much training specifically for Phil-IRI; most teachers attended for less than 20 hours. Most of the students were 15 to 16 years old, and there were more girls than boys.

The results of the Phil-IRI implementation showed that teachers mostly agreed that the current methods were effective, especially in terms of frequency of use, utilization of results for instruction, and teacher preparedness. Some areas, such as the availability of materials and regular monitoring, received slightly lower scores, indicating that improvement is needed. Students did well in all areas

of reading comprehension, with the highest scores in critical and applied interpretation, followed by inferential and literal comprehension.

A strong positive link was found between the use of Phil-IRI and students' reading comprehension levels, as indicated by statistical analysis. This demonstrates the importance of delivering programs effectively for students to achieve success. The study also identified the most effective methods, including teachers administering pre- and post-tests, utilizing appropriate materials, and creating a comfortable reading environment. However, aspects such as getting parents involved and constantly monitoring the situation were not as crucial.

Overall, the research supports the continued use and strengthening of Phil-IRI. It also suggests that learners' literacy development should be fully supported by targeted training, better access to resources, and better practices.

CONCLUSION

Based on the study's findings, it is concluded that the implementation of the Philippine Informal Reading Inventory (Phil-IRI) among Grade 10 learners at Cabancalan National High School was Generally Well Implemented, as perceived by the teachers. The learners' reading comprehension levels—in terms of literal understanding, inferential comprehension, and critical and applied interpretation—were Satisfactorily Demonstrated, with the highest performance in critical and applied interpretation. A significant relationship was found between the level of Phil-IRI implementation and the learners' reading comprehension levels, indicating that improved and consistent application of Phil-IRI positively influences students' literacy performance. This emphasizes the importance of enhancing the implementation of Phil-IRI through training, resources, and best practices to achieve better learning outcomes.

RECOMMENDATIONS

Considering the findings and conclusion, it is recommended that Cabancalan National High School continue and further strengthen the implementation of the Philippine Informal Reading Inventory (Phil-IRI) by providing regular training and capacity-building activities for teachers to enhance their assessment and intervention skills. The school should also ensure the availability of updated and complete Phil-IRI materials, allocate sufficient time for administration and remediation, and integrate reading strategies into daily instruction. Greater emphasis should be placed on continuous monitoring, documentation, and the involvement of parents to reinforce reading habits at home. Lastly, the development and application of context-based reading intervention activities tailored to the learners' actual needs should be prioritized to improve overall reading comprehension levels.

CHAPTER 4

OUTPUT OF THE STUDY

This chapter presents a proposed context-based reading intervention activity designed to support the school-based reading improvement efforts for Grade 10 learners at Cabancalan National High School. The activities are grounded in the study's findings on the implementation of the Philippine Informal Reading Inventory (Phil-IRI) and aim to enhance learners' reading comprehension by addressing their specific literacy needs through targeted and data-driven strategies.

RATIONALE

Reading comprehension remains a fundamental skill essential for academic success across all subjects. The results of the Phil-IRI test administered to 10th graders at Cabancalan National High School revealed that the students performed well in inferential and critical reading. However, there was a significant gap in their literal understanding. This suggests that students struggle to find information that is clearly stated in texts, a skill essential for more complex comprehension tasks. Additionally, certain aspects of Phil-IRI implementation, such as regular monitoring, utilizing results for instruction, and having materials on hand, were identified as requiring further support.

Based on these results, it is clear that we need a set of reading intervention activities tailored to the context and addressing the specific literacy needs of the students. These kinds of interventions will

directly meet students' reading needs by focusing on improving their literal understanding and their higher-order reading skills. Additionally, the interventions are designed to align with the school's resources, the students' reading levels, and the teachers' abilities, ensuring they are feasible and sustainable. Using data-driven remediation strategies and daily reading routines together will help connect assessment and instruction, making sure that Phil-IRI results are used in meaningful ways in the classroom.

The proposed activities also aim to promote a reading culture by engaging students, involving parents, and collaborating among teachers. By using the actual classroom context and Phil-IRI results as a basis for these strategies, the interventions will not only address immediate skill gaps but also establish a structured and responsive approach to teaching reading. Ultimately, this plan enables the school to achieve its broader objective of enhancing students' reading abilities and equipping them with the skills necessary to comprehend information throughout their lives.

OBJECTIVES

The following are the objectives of the study:

1. To design context-based reading intervention activities that address the specific reading comprehension needs of Grade 10 learners based on the results of the Phil-IRI, particularly in the areas of literal, inferential, and critical understanding.
2. To strengthen the implementation of the Phil-IRI by integrating data-driven strategies into regular instructional practices, thereby improving the accuracy, instructional use, and monitoring of assessment outcomes.
3. To enhance learner engagement and reading performance by providing targeted, structured, and sustainable intervention activities that promote a reading culture within the school community.

SCHEME OF IMPLEMENTATION

The suggested context-based reading intervention activities will take place during the 2025–2026 school year and will be integrated into Grade 10's regular English and reading classes. The first step in putting the plan into action will be to administer the Phil-IRI pre-test to determine how well each student understands what they have read. Then, the students will be grouped based on their needs. Then, teachers will give targeted intervention sessions that focus on literal, inferential, and critical comprehension through differentiated instruction, guided reading, vocabulary building, and comprehension tasks. We will check progress every month and give formative assessments. After the interventions, we will administer post-tests to assess their effectiveness. The program will involve English teachers, reading coordinators, and the school's learning support team working together. To ensure its longevity and alignment with DepEd reading initiatives, ongoing documentation, stakeholder involvement, and training will be implemented at the school.

SCHEME OF IMPLEMENTATION

Area of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishments	Remarks
Reading Comprehension Profiling	To assess learners' initial reading levels using Phil-IRI	Conduct Phil-IRI pre-test	English Teachers, Reading Coordinators	Php 10,000	School MOOE	July 2025	Baseline data on learners' reading levels obtained		To be accomplished
Intervention Planning and Grouping	To design tailored reading intervention plans	Analyze Phil-IRI data, group learners by needs	English Teachers, LAC Team	Php 3,000	N/A	July–August 2025	Reading groups organized and intervention plans developed		In progress
Implementation of Reading Interventions	To deliver context-based reading activities aligned with identified needs	Conduct weekly guided reading, comprehension drills, and vocabulary sessions	English Teachers	Php 25,000	School MOOE/Donations	August 2025–March 2026	Improved performance in literal, inferential, and critical reading		Ongoing
Monitoring and Documentation	To track progress and adjust instruction based on results	Monthly formative assessments, journaling, learner profiles	Teachers, Reading Coordinators, School Head	Php 5,000	N/A	Monthly (Aug–March)	Learner improvement monitored and documented		For review
Post-Assessment and Evaluation	To evaluate the effectiveness	Conduct Phil-IRI post-test, compare with	Teachers, LAC, School Head	Php 5,000	School MOOE	March–April 2026	Data on learner gains and program		To be completed

	of the reading interventions	baseline, reflect on best practices					effectiveness collected		after intervention
Stakeholder Involvement and Advocacy	To sustain the reading culture and ensure continuous support	Conduct parent meetings, reading showcases, and community reading support activities	Parents, Teachers, Barangay Officials	Php 10,000	Donations/Partners	Quarterly	Strengthened reading culture and increased stakeholder engagement		Needs enhancement

CONTEXT-BASED READING COMPREHENSION INTERVENTION ACTIVITY

RATIONALE

Reading comprehension is a crucial skill vital for academic achievement in all disciplines. The outcomes of the Phil-IRI assessment conducted among 10th graders at Cabancalan National High School indicated that the students excelled in inferential and critical reading skills. Nonetheless, a considerable disparity existed in their literal comprehension. This suggests that students struggle to locate information that is explicitly presented in texts, a skill essential for more advanced comprehension tasks. Moreover, specific elements of Phil-IRI implementation, including consistent monitoring, leveraging results for instruction, and ensuring the availability of materials, were recognized as necessitating additional support.

The results indicate a need for a series of reading intervention activities tailored to the context and targeting the specific literacy needs of the students. Such interventions will directly address students' reading needs by focusing on enhancing their literal comprehension and advanced reading skills. The interventions are tailored to correspond with the school's resources, the students' reading proficiency, and the teachers' competencies, guaranteeing their feasibility and sustainability. Employing data-driven remediation strategies alongside daily reading routines will facilitate the integration of assessment and instruction, ensuring that Phil-IRI results are utilized effectively in the classroom.

The proposed activities seek to foster a reading culture by engaging students, involving parents, and facilitating collaboration among teachers. Utilizing the current classroom context and Phil-IRI results as a foundation for these strategies, the interventions will not only rectify immediate skill deficiencies but also create a systematic and adaptive methodology for reading instruction. This plan enables the school to achieve its overarching goal of enhancing students' reading skills and equipping them with the competencies necessary for lifelong comprehension of information.

OBJECTIVES

The subsequent objectives of the study are as follows:

1. To develop context-specific reading intervention activities that cater to the distinct reading comprehension requirements of Grade 10 students, informed by the outcomes of the Phil-IRI, especially in the domains of literal, inferential, and critical understanding.

2. To enhance the execution of the Phil-IRI by incorporating data-driven methodologies into standard instructional practices, thus augmenting the precision, pedagogical application, and oversight of assessment results.

3. To improve learner engagement and reading proficiency through the implementation of targeted, structured, and sustainable intervention activities that foster a reading culture within the school community.

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