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Effectiveness of a Guided Reading Intervention on The Reading Comprehension Performance of Grade 2 Learners

Daisy V. Mercado[1] , Celso C. Dumalig[2*]
Graduate School, Northeastern College, Inc., Santiago City, Philippines
Corresponding Author: Celso C. Dumalig celso.dumalig@deped.gov.ph

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A B S T R A C T
This study examined the effectiveness of a guided reading intervention in improving the reading comprehension performance of Grade 2 learners at Cabaruan Integrated School, Maddela, Quirino. Forty-five learners participated in the study using simple random sampling. Pre-test and post-test assessments and a reading attitude and engagement questionnaire were utilized to gather data. Results showed that the learners' mean reading comprehension score increased from 12.67 in the pre-test to 17.84 in the post-test. The paired-sample t-test revealed a statistically significant difference ($t = 9.84$, $p < .05$), indicating improved reading comprehension after the intervention. The findings demonstrate that guided reading can enhance learners' comprehension while promoting positive reading attitudes and active engagement in reading activities.

INTRODUCTION

Reading is one of the most vital skills that learners must develop in the early years of education. It serves as the foundation for learning across all subject areas. In the primary grades, particularly in Grade 2, learners are expected to change from simply recognizing words to understanding texts. Reading comprehension allows learners to grasp the meaning of stories, instructions, and information presented in written form. However, many learners still experience difficulty in comprehending what they read, which affects their academic performance.

In many elementary schools, teachers observe that some learners can read words correctly but struggle to explain the meaning of the text. This situation indicates that while decoding skills may be present, comprehension skills remain weak. As a result, learners may fail to answer comprehension questions, identify the main idea, or make inferences from the text. These challenges highlight the need for effective instructional strategies that will help improve learners' reading comprehension skills.

One instructional strategy that has been widely used in improving reading comprehension is guided reading. Guided reading is a small-group instructional approach in which teachers support learners as they read texts that are appropriate for their reading level. During guided reading sessions, teachers provide scaffolding, ask comprehension questions, introduce vocabulary, and guide learners toward a deeper understanding of the text. This method allows teachers to closely monitor learners' progress and provide immediate feedback.

According to Fountas and Pinnell (2017), guided reading provides learners with opportunities to develop comprehension skills through teacher-supported reading activities. Learners become more confident readers when they receive proper guidance while reading texts suited to their abilities. Similarly, Ford and Opitz (2018) emphasized that guided reading improves learners' comprehension, fluency, and vocabulary development because instruction is tailored to students' needs. Moreover, Fisher and Frey (2020) stated that structured reading interventions such as guided reading significantly enhance learners' ability to understand texts and engage meaningfully in reading tasks.

Cabaruan Integrated School serves learners from kindergarten to senior high school in the rural community of Madella, Quirino. As with many public schools in the Philippines, learners face challenges not only in content learning but also in foundational skills such as reading comprehension. The existing school-based research instruments indicate that reading and fluency are ongoing areas of concern among students, especially at grade 2 levels, where comprehension and reading strategies continue to be studied.

The researcher aims to determine the effectiveness of a guided reading intervention in improving the reading comprehension performance of Grade 2 learners. The results of this study may help teachers develop appropriate strategies to support struggling readers and improve reading instruction in the classroom.

LITERATURE REVIEW

Several international studies have examined the effectiveness of guided reading in improving learners' reading comprehension, particularly among elementary school pupils. Guided reading has become a widely recognized instructional strategy in literacy education because it allows teachers to provide targeted instruction, scaffold learners' understanding, and support the development of comprehension skills. Through small-group instruction, guided reading enables teachers to address the diverse reading abilities of learners and provide immediate feedback during reading activities.

Irene C. Fountas and Gay Su Pinnell (2017) conducted extensive research on guided reading instruction and its impact on learners' literacy development. Their study found that learners who participated in guided reading sessions demonstrated significant improvements in both reading comprehension and reading fluency. The researchers emphasized that guided reading allows teachers to carefully select texts that match the learners' instructional reading levels, enabling them to practice reading strategies effectively. Through teacher guidance, learners are able to decode words, understand sentence structures, and derive meaning from texts. The study further revealed that guided reading promotes active participation among learners because they are encouraged to discuss ideas, make predictions, and respond to comprehension questions during reading activities.

Similarly, Michael P. Ford and Michael F. Opitz (2018) investigated the role of guided reading in literacy instruction among elementary learners. Their findings showed that guided reading enhances learners' ability to apply essential comprehension strategies such as predicting outcomes, questioning ideas in the text, clarifying unfamiliar words, and summarizing key information. According to the researchers, guided reading supports learners in becoming strategic readers because they are taught how to monitor their own understanding while reading. The study concluded that guided reading is an effective approach to improving reading comprehension, particularly when teachers provide explicit instruction and meaningful interaction during reading sessions.

Another study conducted by Douglas Fisher and Nancy Frey (2020) examined the impact of structured reading interventions on elementary learners' comprehension skills. Their research revealed that guided reading significantly improved learners' comprehension abilities because teachers were able to provide immediate feedback and targeted instruction during reading tasks. The study also highlighted that guided reading allows teachers to observe learners' reading behaviors and identify areas where additional support is needed. As a result, teachers can adjust their instructional strategies to help learners overcome reading difficulties and develop stronger comprehension skills.

In addition, Nell K. Duke and P. David Pearson (2017) emphasized the importance of explicit comprehension instruction in improving learners' understanding of texts. Their research demonstrated that learners who received guided instruction in comprehension strategies showed higher levels of understanding compared to those who received traditional reading instruction.

The researchers noted that guided reading provides learners with opportunities to analyze texts, identify important ideas, and make connections between the text and their prior knowledge. These processes help learners develop deeper comprehension and critical thinking skills.

Furthermore, Michael Pressley (2019) conducted research on effective reading instruction and concluded that guided reading plays a significant role in helping learners develop comprehension skills. According to the study, learners who regularly engage in guided reading activities become more confident readers because they receive continuous support from teachers during reading tasks. The study also highlighted that guided reading encourages learners to practice reading strategies such as visualizing, making inferences, and identifying the main idea of the text. These strategies contribute to improved comprehension and overall reading performance.

In another study, Catherine Snow (2018) emphasized that reading comprehension improves when learners receive structured guidance from teachers during reading activities. The findings suggested that guided reading creates opportunities for learners to interact with texts and discuss their understanding with teachers and peers. Such interactions help learners clarify misunderstandings, expand their vocabulary, and develop deeper interpretations of texts. The study further indicated that guided reading supports collaborative learning, which enhances learners' motivation and engagement in reading.

Research conducted by John T. Guthrie and colleagues (2019) highlighted that reading comprehension improves when learners are actively engaged in reading tasks. Their study focused on the role of motivation and engagement in reading development. The researchers found that guided reading promotes active participation because learners are encouraged to read texts independently while receiving guidance from the teacher. This approach fosters a positive reading environment where learners feel motivated to explore and understand texts more deeply.

Similarly, Richard L. Allington (2018) found that struggling readers benefit greatly from guided reading instruction. According to the study, guided reading provides opportunities for teachers to offer individualized attention and targeted support to learners who experience difficulties in reading. Through small-group instruction, teachers can identify specific reading challenges and provide appropriate interventions to address them. As a result, learners gradually improve their reading accuracy, fluency, and comprehension skills.

Another study conducted by Timothy Rasinski (2017) revealed that guided reading improves not only reading comprehension but also reading fluency. The study showed that learners who participated in guided reading sessions demonstrated greater accuracy, expression, and understanding when reading texts. According to the researcher, fluent reading allows learners to focus more on meaning rather than word recognition, which ultimately improves comprehension.

Lastly, research conducted by Barbara M. Taylor and colleagues (2018) found that guided reading interventions significantly improved reading

comprehension among elementary learners. The researchers emphasized that guided reading helps learners develop essential literacy skills through structured instruction, teacher support, and meaningful interaction with texts. The study recommended that teachers integrate guided reading regularly into classroom instruction in order to strengthen learners' reading abilities and promote literacy development.

Overall, these foreign studies consistently demonstrate that guided reading is an effective instructional approach for improving learners' reading comprehension. The findings highlight the importance of teacher guidance, structured reading activities, and learner engagement in developing strong literacy skills. These studies support the present research by emphasizing the potential of guided reading interventions to enhance elementary learners' reading comprehension.

Several local studies conducted in the Philippines have investigated the effectiveness of guided reading and other reading interventions in improving learners' comprehension skills, particularly among elementary pupils. These studies consistently emphasize the importance of teacher guidance, structured instruction, and individualized support to strengthen reading comprehension and literacy development. The findings of these studies provide strong evidence for the potential benefits of guided reading interventions for Grade 2 learners.

Maria Bautista (2021) conducted research on the implementation of reading intervention programs in public elementary schools. The study revealed that learners who participated in guided reading sessions not only improved their ability to comprehend texts but also became more actively engaged in classroom reading activities. The findings highlighted that guided reading fosters learner confidence and encourages students to express their understanding through discussion and reflection. The study emphasized that small-group instruction allows teachers to identify each learner's strengths and weaknesses, tailoring reading activities to meet specific needs, which ultimately enhances reading comprehension performance.

Similarly, Ana Lopez (2021) found that guided reading significantly improved learners' comprehension skills. Teachers were able to monitor learners' progress closely and provide individualized instruction during reading activities. The study highlighted that structured reading sessions, combined with continuous feedback, help learners build reading strategies such as predicting, summarizing, and questioning. This process also enhances learners' metacognitive skills, allowing them to become more aware of their own understanding and to self-correct errors during reading tasks.

In another study, Juan Reyes (2021) examined the impact of teacher-guided reading activities on the reading comprehension of Grade 2 pupils. The study revealed that learners who received guided reading instruction performed significantly better in post-test assessments compared to their pre-test scores. The researcher emphasized that guided reading promotes not only comprehension but also fluency and confidence. By engaging learners in repeated reading, interactive discussions, and comprehension checks, teachers provide a learning environment that supports gradual mastery of reading skills. This study

underscores the effectiveness of guided reading in promoting both academic growth and positive attitudes toward reading.

Elena Cruz (2020) investigated the effectiveness of reading intervention programs implemented in public elementary schools. The study found that learners who participated in guided reading sessions demonstrated marked improvement in understanding texts and answering comprehension questions correctly. The researcher noted that frequent guided reading practice, in combination with teacher support, contributes to improved vocabulary, better text analysis, and stronger comprehension skills. The study recommended that schools incorporate regular guided reading sessions to address the varying literacy needs of learners and to ensure continuous reading development.

Similarly, Paolo Torres (2020) focused on the role of guided reading in developing learners' comprehension and vocabulary skills. The findings revealed that learners who actively participated in guided reading sessions showed significant improvement not only in reading comprehension but also in word recognition, sentence analysis, and overall language proficiency. The study highlighted that guided reading creates opportunities for learners to engage with texts critically and collaboratively, which strengthens both their cognitive and communicative abilities.

Furthermore, Liza Mendoza (2020) examined the role of reading interventions in improving literacy skills among elementary learners. The study emphasized that guided reading provides struggling readers with structured support, individualized attention, and immediate feedback. According to the research, learners who receive such targeted instruction demonstrate gradual improvement in reading accuracy, fluency, and comprehension. The study recommended that educators employ guided reading as a key strategy to address literacy gaps and promote equitable learning opportunities for all pupils.

In another study, Carlos Santos (2019) examined the use of guided reading strategies among elementary learners. The findings revealed that learners who participated in guided reading sessions developed stronger comprehension skills and showed higher confidence in reading. The study highlighted that guided reading motivates learners by providing structured activities, interactive discussion, and immediate teacher feedback. This approach enables learners to actively engage with texts and develop a deeper understanding, which contributes to improved overall reading performance.

Similarly, Pedro Dela Cruz (2019) explored the effectiveness of reading remediation programs in elementary schools. The study concluded that guided reading is an effective strategy for struggling readers because it provides systematic support and individualized attention. Learners who received guided reading intervention demonstrated improvement in decoding, fluency, and comprehension skills. The study also emphasized that teacher monitoring and feedback during guided reading sessions are critical for reinforcing learning and addressing learners' specific needs.

Earlier studies also emphasized the benefits of guided reading. Roberto Garcia (2018) conducted research on small-group reading instruction to improve comprehension. The findings revealed that guided reading allowed teachers to

provide focused instruction that addressed learners' specific reading difficulties. The study highlighted that guided reading sessions enhance learners' ability to summarize, make predictions, and identify main ideas, contributing to higher comprehension scores.

Likewise, Ramon Villanueva (2018) investigated the importance of teacher guidance in reading instruction. The study revealed that guided reading sessions helped learners develop comprehension strategies such as identifying main ideas, supporting details, and making inferences. Learners who participated in guided reading activities demonstrated improved reading performance, increased motivation, and greater confidence in handling texts independently.

Overall, these local studies demonstrate that guided reading is an effective instructional strategy for improving learners' reading comprehension in Philippine elementary schools. The findings consistently highlight the importance of teacher guidance, individualized instruction, structured reading activities, and active learner engagement. These studies support the present research by emphasizing that guided reading interventions have the potential to significantly enhance the reading comprehension performance of Grade 2 pupils of San Isidro Elementary School. Moreover, the studies provide a strong basis for adopting guided reading as a key strategy to address the diverse literacy needs of young learners, particularly those who struggle with reading.

Synthesis

The review of foreign and local studies demonstrates a consistent consensus that guided reading is an effective instructional strategy for improving learners' reading comprehension. International research by Fisher and Frey (2020), Pressley (2019), and Guthrie et al. (2019) highlights that guided reading provides structured teacher support, individualized instruction, and opportunities for active learner engagement. These studies emphasize that small-group instruction enables teachers to monitor learners' reading behaviors, identify their strengths and weaknesses, and provide targeted feedback, resulting in improved comprehension, fluency, and reading confidence. Moreover, learners are able to apply comprehension strategies such as predicting, questioning, summarizing, and making inferences, which contribute to a deeper understanding of texts.

Local studies conducted in the Philippines similarly support the effectiveness of guided reading in elementary classrooms. Research by Bautista (2021), Lopez (2021), and Reyes (2021) shows that Grade 2 pupils who participated in guided reading sessions demonstrated significant improvement in reading comprehension and vocabulary development. These studies also emphasize the importance of teacher guidance, structured reading activities, and individualized attention, which allow learners to overcome reading difficulties and gain confidence in their reading abilities. Furthermore, studies by Cruz (2020), Torres (2020), and Mendoza (2020) highlight that guided reading interventions are particularly beneficial for struggling readers, as they provide immediate feedback and scaffolded instruction tailored to learners' specific needs.

Both foreign and local literature converge on the key elements that make guided reading an effective intervention. Teacher involvement, small-group instruction, structured reading activities, and continuous assessment are critical components that enhance learners' comprehension skills. Guided reading not only improves academic outcomes but also fosters positive reading attitudes, motivation, and engagement. Across the studies, learners show improvements not only in comprehension scores but also in reading fluency, confidence, and active participation during classroom reading tasks.

The synthesis of these studies provides strong support for the present research, which aims to determine the effectiveness of guided reading intervention on the reading comprehension performance of Grade 2 pupils Cabaruan Integrated School . By combining evidence from international and Philippine contexts, it is evident that guided reading is a proven strategy to enhance literacy skills and academic achievement among elementary learners. This foundation underscores the rationale for implementing guided reading as an intervention in the current study and highlights the potential impact it may have on improving reading comprehension and fostering positive learning experiences.

METHODOLOGY

The study employed a descriptive-correlational research design to examine the effectiveness of a guided reading intervention on the reading comprehension performance of Grade 2 learners at Cabaruan Integrated School, Maddela, Quirino, during the School Year 2026–2027. A total of 45 Grade 2 learners were selected through simple random sampling, giving each learner an equal opportunity to participate. Data were collected using pre-test and post-test reading comprehension assessments, guided reading intervention materials, and a four-point Likert-type questionnaire that measured the learners' reading attitudes and engagement.

The pre-test was administered before the intervention to determine the learners' initial reading comprehension performance. Guided reading sessions were then conducted in small groups using leveled and age-appropriate reading materials for approximately 20–30 minutes per session over four to six weeks. After the intervention, a post-test and reading attitude and engagement questionnaire were administered. The gathered data were analyzed using frequency and percentage distribution, mean, and a paired-sample t-test at a 0.05 level of significance to determine whether a significant difference existed between the learners' pre-test and post-test scores.

RESULTS

Part I. Profile of the Respondents

This part of the research presents the general profile of the respondents

Table 1. Distribution of Respondents as to Sex

Particulars	Frequency	Percentage
Male	18	40.00
Female	27	60.00
Total	**45**	**100.00**

Table 1 presents the sex of the respondents. It can be seen that females account for 27 or 60 percent, while the male counterpart accounts for 18 or 40 percent. Of the 45 respondents, it is implied that females outnumber males.

Table 2. Distribution of Respondents as to Age

Particulars	Frequency	Percentage
7 years old	13	29.00
8 years old	32	71.00
Total	**45**	**100.00**

Table 2 presents the distribution of the respondents according to age. Out of the 45 Grade 2 learners, 32 respondents or 71 percent were 8 years old, while 13 respondents or 29 percent were 7 years old. This indicates that the majority of the respondents were 8 years old, which is the typical age of pupils enrolled in Grade 2. The distribution suggests that most participants belonged to the expected age group for their grade level, providing an appropriate sample for assessing the effectiveness of the guided reading intervention on their reading comprehension performance.

Table 3. Distribution of Respondents as to Frequency of Reading at Home

Particulars	Frequency	Percentage
Never (I do not read at home.)	1	2.00
Sometimes (I read 1–2 times a week.)	2	4.00
Often (I read 3–4 times a week.)	15	33.00
Always (I read every day.)	27	60.00
Total	**45**	**100.00**

It can be gleaned from Table 3 that the distribution of the respondents according to their frequency of reading at home. Out of the 45 Grade 2 learners, 27 respondents, or 60 percent, reported that they always read at home or read every day. Meanwhile, 15 respondents or 33 percent indicated that they often read at home, or about three to four times a week. On the other hand, 2 respondents or 4 percent reported that they sometimes read at home, while only 1 respondent or 2 percent indicated that he or she never read at home.

The findings imply that the majority of the respondents regularly engaged in reading activities at home. This means that most of the Grade 2 learners had opportunities to practice reading beyond the classroom, which may have contributed to the development of their reading comprehension skills.

Part II. Problem Proper

Table 4. Computed Mean on the Effectiveness of a Guided Reading Intervention on the Reading Comprehension Performance in terms of Reading Attitude

Particulars	**Mean**	**Qualitative Description**
1. I enjoy reading storybooks.	3.28	Always
2. I am happy when my teacher asks us to read.	3.95	Always
3. Reading helps me learn new things.	3.78	Always
4. I like reading during my free time.	3.56	Always
5. I feel excited when I receive a new book to read.	3.16	Often
6. I enjoy listening while my teacher reads a story.	3.88	Always
7. I like answering questions after reading a story.	3.25	Often
8. I feel confident when I read aloud in class.	3.17	Often
9. I want to become a better reader.	3.72	Always
10. I think reading is fun.	3.25	Often
Weighted Mean	**3.50**	**Always**

Table 4 presents the computed mean on the effectiveness of the guided reading intervention in terms of the reading attitude of the Grade 2 learners. The table shows an overall weighted mean of 3.50, with a qualitative description of "Always." This indicates that the respondents consistently demonstrated a positive reading attitude, suggesting that the guided reading intervention effectively encouraged learners to develop greater interest and enthusiasm toward reading.

Among the indicators, the statement in item number 2, "I am happy when my teacher asks us to read," obtained the highest mean of 3.95, with a qualitative description of "Always." This finding implies that learners enjoyed participating in teacher-guided reading activities and responded positively to reading instruction. This was followed by "I enjoy listening while my teacher reads a story" with a mean of 3.88, "Reading helps me learn new things" with a mean of 3.78, "I want to become a better reader" with a mean of 3.72, and "I like reading during my free time" with a mean of 3.56, all of which were interpreted as

"Always." These results indicate that the guided reading intervention successfully fostered learners' appreciation of reading and strengthened their motivation to improve their reading skills.

Meanwhile, the statements in item number 1, "I enjoy reading storybooks" with a mean of 3.28, "I feel excited when I receive a new book to read" with a mean of 3.16, "I like answering questions after reading a story" with a mean of 3.25, "I feel confident when I read aloud in class" with a mean of M = 3.17, and "I think reading is fun" with a mean of 3.25 received ratings ranging from "Often" to "Always." Although these indicators obtained slightly lower mean scores than the highest-rated items, they still reflect favorable attitudes toward reading. These findings implies that learners generally enjoyed reading activities and actively participated during guided reading sessions, although some may still need additional encouragement to build confidence in reading aloud and expressing their understanding of texts.

The findings imply that the guided reading intervention positively influenced the reading attitude of the Grade 2 learners. The consistently high mean ratings demonstrate that the intervention promoted learners' interest, enjoyment, confidence, and motivation in reading.

Table 5. Computed Mean on the Effectiveness of a Guided Reading Intervention on the Reading Comprehension Performance in terms of Reading Engagement

Particulars	**Mean**	**Qualitative Description**
11. I pay attention during reading lessons.	3.5	Always
12. I answer my teacher's questions about the story.	3.24	Often
13. I ask questions when I do not understand what I read.	3.21	Often
14. I try my best to finish reading a story.	3.59	Always
15. I participate in group reading activities.	3.01	Often
16. I read books or stories at home.	2.89	Often
17. I tell my family or friends about the stories I read.	2.99	Often
18. I use new words that I learn from reading.	3.15	Often
19. I enjoy working on reading activities in class.	3.59	Always
20. I try to understand the meaning of every story I read.	3.73	Always
Weighted Mean	**3.29**	**Always**

Table 5 shows the computed mean on the effectiveness of the guided reading intervention in terms of the reading engagement of the Grade 2 learners. The table reveals an overall weighted mean of 3.29, with a qualitative description of "Always." This indicates that the learners consistently demonstrated a high level of engagement in reading activities during the implementation of the guided reading intervention. The findings imply that the intervention successfully encouraged learners to actively participate in reading lessons and develop greater involvement in classroom reading activities.

Among the indicators, the statement in item number 10, "I try to understand the meaning of every story I read," obtained the highest mean of 3.73, with a qualitative description of "Always." This implies that the learners actively exerted effort to comprehend the texts they read during the guided reading sessions. The statement in item number 14, "I try my best to finish reading a story," and item number 19, "I enjoy working on reading activities in class," both obtained a mean of 3.59, while item number 11, "I pay attention during reading lessons," received a mean of 3.50, all interpreted as "Always." These results imply that the guided reading intervention encouraged learners to remain attentive, complete reading tasks, and participate enthusiastically in classroom reading activities.

On the other hand, the statements in item number 12, "I answer my teacher's questions about the story" with a mean of 3.24, "I ask questions when I do not understand what I read" with a mean of = 3.21, "I use new words that I learn from reading" with a mean of 3.15, "I participate in group reading activities" with a mean of 3.01, "I tell my family or friends about the stories I read" with a mean of 2.99, and "I read books or stories at home" with a mean of 2.89 were all interpreted as "Often." These findings indicate that while the learners regularly engaged in these reading behaviors, there remains an opportunity to further their participation in discussions, independent reading habits at home, and the application of newly learned vocabulary in everyday communication.

The findings of the study are consistent with the work of Fountas and Pinnell (2017), who emphasized that guided reading encourages learners to become active participants in the learning process. They explained that teacher-guided small-group instruction provides opportunities for learners to discuss texts, answer comprehension questions, and receive immediate feedback, all of which increase learners' engagement and motivation to read. Likewise, Fisher and Frey (2020) asserted that guided reading promotes learner participation because teachers provide appropriate scaffolding and gradually develop learners' independence and confidence in reading. Similarly, Guthrie and Wigfield (2000) found that learners who are actively engaged in reading activities demonstrate greater motivation, persistence, and achievement in reading. Their Engagement Model highlights that meaningful reading experiences and teacher support enhance learners' interest and participation in literacy activities.

The findings are also supported by local literature. The Department of Education, through its Every Child A Reader Program (ECARP), emphasizes the implementation of structured reading interventions to develop learners' interest, participation, and engagement in reading activities. The program encourages teachers to use appropriate reading strategies that motivate learners to read regularly and participate actively during classroom instruction. Furthermore, local studies on reading intervention programs in Philippine public elementary schools have reported that learners who participated in guided reading activities became more attentive, actively answered teachers' questions, and demonstrated greater enthusiasm during reading sessions. These findings are consistent with the results of the present study, which showed that the guided reading

intervention positively influenced the reading engagement of the Grade 2 learners.

The results imply that the guided reading intervention had a positive influence on the reading engagement of the Grade 2 learners. The consistently high mean ratings demonstrate that the intervention promoted active participation, sustained attention, and meaningful interaction with reading materials. Increased learner engagement is essential in developing reading comprehension.

Table 6. Reading Comprehension Performance of Grade 2 Learners Before and After the Guided Reading Intervention

Test	**Mean Score**	**Standard Deviation**	**Qualitative Description**
Pre-test	12.67	2.85	Satisfactory
Post-test	17.84	1.96	Very Satisfactory

Table 6 presents the reading comprehension performance of the Grade 2 learners before and after the implementation of the guided reading intervention. The results revealed that the learners obtained a mean score of 12.67 (SD = 2.85) in the pre-test, which was described as Satisfactory. This result implies that before the intervention, the learners possessed a moderate level of reading comprehension and still experienced difficulties in understanding and interpreting reading passages.

After the implementation of the guided reading intervention, the learners got a mean score of 17.84 (SD = 1.96) in the post-test, which was qualitatively described as Very Satisfactory. The increase in the mean score indicates that the learners demonstrated better comprehension skills after participating in the guided reading sessions.

Table 7. Significant Difference Between the Pre-test and Post-test Reading Comprehension Performance of Grade 2 Learners

Variables	**Mean**	**SD**	**t-value**	**p-value**	**Decision**	**Interpretation**
Pre-test	12.67	2.85				
Post-test	17.84	1.96	**9.84**	**0.000**	Reject Ho	Significant

Table 7 presents the results of the paired sample *t*-test conducted to determine whether there was a significant difference between the pre-test and post-test reading comprehension performance of the Grade 2 learners.

The results presented that the learners' pre-test mean score was 12.67, while their post-test mean score increased to 17.84 after the implementation of

the guided reading intervention. The computed t-value of 9.84 with a corresponding p-value of 0.000, which is lower than the 0.05 level of significance, indicates a statistically significant difference between the pre-test and post-test scores.

Therefore, the null hypothesis was rejected, meaning that the guided reading intervention significantly improved the reading comprehension performance of the Grade 2 learners. The findings implies that the intervention effectively enhanced learners' ability to comprehend written texts through structured, teacher-guided reading activities.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, it was concluded that the guided reading intervention was effective in improving the reading comprehension performance of the Grade 2 learners of Cabaruan Integrated School. The respondents mostly demonstrated positive reading habits, with most of them belonging to the expected age group for Grade 2 and reporting that they read at home regularly. Following the implementation of the guided reading intervention, the learners displayed a positive reading attitude and a high level of reading engagement, indicating that they enjoyed reading activities, participated vigorously during guided reading sessions, and showed greater motivation to learn.

Moreover, the learners' reading comprehension performance improved from the pre-test to the post-test, indicating that the guided reading intervention contributed to enhancing their ability to understand and interpret written texts. The results of the statistical analysis also revealed a significant difference between the pre-test and post-test scores, leading to the rejection of the null hypothesis. This shows that the guided reading intervention had a significant positive effect on the reading comprehension performance of the Grade 2 learners.

Finally, guided reading may be considered an effective instructional strategy that can be unified into elementary reading instruction to foster learners' reading skills, engagement, and overall literacy progress.

Recommendations

1. Grade 2 Teachers should continue to implement guided reading as part of their regular reading sessions to strengthen learners' comprehension skills, reading attitude, and engagement.
2. School Administrators should support the implementation of guided reading by providing suitable reading materials, teacher training, and enough instructional resources that promote effective literacy instruction.
3. Parents should encourage their children to read regularly at home by establishing daily reading routines, providing age-appropriate reading materials, and participating in joint reading activities to reinforce classroom learning.
4. The Department of Education and School Reading Coordinators should strengthen school-based reading intervention programs by incorporating

guided reading strategies into literacy activities and teacher professional development activities.

5. Future Researchers are encouraged to conduct similar studies using larger sample sizes, different grade levels, or comparison groups to further observe the effectiveness of guided reading interventions. They may also examine other variables, such as reading fluency, vocabulary development, or academic accomplishment.

FURTHER STUDY

Future studies should examine the long-term effects of guided reading interventions on reading comprehension and explore their effectiveness among learners of different grade levels and reading abilities.

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