



## Assessing the Level of Reading Comprehension and Reading Strategies Among Criminology Students

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### Abstract

**Background and Aim:** Reading comprehension is essential as it significantly impacts a student's life and serves as the foundation for learning. In Criminology, strong reading skills enable students to understand legal frameworks, engage with theoretical concepts, evaluate research, analyze policies, communicate effectively, and think critically about complex issues related to crime and justice. This study examines the levels of reading comprehension and the reading strategies used by Criminology students at a private college in Pagadian City during the 2024-2025 academic year.

**Materials and Methods:** This study employs a descriptive quantitative research design involving 113 Criminology students from a higher education institution in Pagadian City during the 2024-2025 academic year. The first tool used is the Reading Comprehension Test developed by Yan (2011), consisting of 20 multiple-choice questions based on four passages. The second tool is the Reading Strategies Checklist, also created by Yan (2011), which helps participants in reading and answering questions, ranging from 1 to 30 items.

**Results:** The researchers used the Pearson correlation coefficient to evaluate the relationship between reading strategies and reading comprehension among BS Criminology students. The results indicated that participants had poor reading comprehension, with an average score of 35.58%. In contrast, their reading strategies score was 1.77, categorized as "Good." Despite this, the analysis revealed no significant relationship between reading strategies and comprehension, as evidenced by a p-value of 0.903, which exceeds the conventional significance threshold of 0.05. Consequently, it can be concluded that reading strategies do not significantly impact reading comprehension in this group of students.

**Conclusion:** Remedial and enrichment activities in English language literacy and incredibly dedicated reading time on Fridays are crucial for enhancing students' comprehension and preparing them for law enforcement careers. Teachers can support this by providing relevant reading materials and assigning reporting tasks. Future research should focus on qualitative studies that explore the experiences of Bachelor of Science in Criminology students. In-depth interviews can reveal the connections between their academic journeys and personal development, offering valuable insights into their lived experiences in the field.

**Keywords:** Criminology Students, Reading Comprehension, Reading Strategies

### Introduction

Reading comprehension is a fundamental skill significantly influencing a student's academic success and overall cognitive development. It involves decoding text and understanding, analyzing, and critically engaging with the material. This skill is vital in criminology, where professionals must navigate complex legal texts, research studies, and case analyses. Al-Tatari (2016) emphasizes that reading should facilitate comprehension and help learners overcome challenges, fostering critical thinking skills. This is essential in criminology, where the ability to assess information critically can impact decision-making and policy formulation.

Reading comprehension is a fundamental skill that significantly influences students' academic performance and overall cognitive development. It is essential for understanding complex texts, engaging with





diverse materials, and applying knowledge across various subjects. Al-Tatari (2016) emphasizes that comprehension must come first in the reading process, as it lays the groundwork for effective problem-solving and critical analysis. This foundational skill enables students to navigate academic challenges and enhances their ability to think critically about the information they encounter.

Mastering these skills requires the simultaneous application of multiple competencies. In criminology education, these reading skills are crucial for engaging with diverse texts, such as legal documents, research articles, and case studies. Proficient reading enables students to analyze materials critically, extract relevant information, and synthesize findings related to criminal behavior and justice systems. Hollowell (2021) emphasizes that students should acquire basic reading skills separately before integrating them, allowing for a solid foundation in reading that is essential for tackling complex criminology texts. As students master each skill, they can achieve autonomous reading competency, vital for effective learning and professional practice (Tirol, 2022).

Reading habits and motivation are critical factors in students' academic success, particularly those who struggle with reading. Increased exposure to reading materials and consistent practice are essential for these students to overcome challenges. Research indicates that providing encouragement and support significantly aids in their development (Tinapay & Tirol, 2021). These strategies enhance reading skills and foster a love for literature, which can lead to greater engagement in other academic areas. By creating a supportive environment and incorporating diverse reading materials, educators can help cultivate a lifelong appreciation for reading among their students.

Developing advanced reading skills is essential for academic success, particularly in law enforcement, where critical analysis and comprehension of complex texts are vital. Mastery of various reading abilities must co-occur to achieve proficiency (Tirol, 2021). However, this process can be challenging. Hollowell (2021) suggests that learners should first develop foundational skills in isolation. They can gradually integrate these skills as they gain proficiency in each area, ultimately achieving independent reading ability and a comprehensive understanding of the material (Tirol, 2022).

Some of the elements of a reading strategy checklist are using prior knowledge, asking questions, determining the author's intention, identifying the main idea, identifying and drawing logical conclusions, forecasting results, summarizing information, distinguishing between facts and opinions, finding relevant facts and details, identifying instances of comparison and contrast, connecting ideas, using visualization techniques, rereading, and adjusting one's reading speed as needed (Junkie, 2021).

A comprehensive analysis of a text requires the absorption of material, critical reflection, and personal development. Tirol (2023) emphasizes that educators should encourage inquiries that delve into students' more profound understanding of literary works, moving beyond superficial questions such as character descriptions. This approach fosters critical thinking and analytical skills, particularly vital in criminology.

Research suggests that children who engage in prolonged silent reading are more likely to develop lifelong reading habits. Sustained Silent Reading (SSR) involves setting aside a specific time, usually between 10 and 30 minutes, during which individuals read quietly and independently for enjoyment. Many educators incorporate this approach into their teaching methods, and some school administrators have initiated school-wide SSR programs (Miller, 2020). Since reading is primarily a personal activity, it is natural for individuals to engage in it silently. When teachers or parents provide dedicated time for sustained silent reading, it leads to positive outcomes for children (LoBello, 2021).

The effect of quiet reading on vocabulary learning is among its many noteworthy advantages. Hansen (2019) asserts that silent reading enables people to acquire new word meanings in a contextual environment. Children can naturally and engagingly learn word meanings without direct teaching. This vocabulary learning method appeals more to children than traditional formal vocabulary education. As they encounter new words in context, they develop the skills to decode unfamiliar terms independently. Learning vocabulary through reading is more effective than rote memorization from a dictionary, as it enables learners to understand words within their contexts. The semantic connections formed between words and their contextual information enhance vocabulary retention for future recall (Street, 2020).

Strong reading habits help aspiring writers learn important lessons from the literature they encounter. Through the "reading to write" approach, students can explore innovative writing methods, efficient word choice, and syntactic control, all of which improve writing skills (Master Class, 2021). Students can apply these strategies to their writing by analyzing the narratives of well-known authors, which enhances their literacy abilities overall.

Strong reading habits are frequently exhibited by those who are exceptionally talented writers. A suitable method to improve writing is to make reading a habit. One of the most effective ways to improve writing skills is by reading, as is commonly acknowledged. People can come across fresh concepts and writing styles by reading





various texts. By reading about different topics, one can increase their knowledge and incorporate it into their writing (Shewan, 2022).

Hollowell (2023) claims that reading is a complex activity that involves more than just identifying printed words on a page. Phonics, phonemic awareness, vocabulary, fluency, and comprehension are the five primary areas into which it incorporates the simultaneous application of several skills. All of these elements are combined in an effective reading program, which also describes the teaching strategies employed in the classroom.

According to Jones (2018), vocabulary includes knowing terms and their definitions. Helping pupils understand and use language to communicate meaning is the goal of effective vocabulary instruction. Building a strong vocabulary enables students to interact with texts on a deeper level, which makes vocabulary development essential for reading comprehension.

Through exercises like echo and chorus reading, which let children practice superior reading abilities by imitating the teacher, who acts as a model, reading fluency is promoted. Nieporent (2021) highlights the importance of reading frequently in order to increase fluency, which allows kids to read incredibly accurately and quickly.

The ultimate aim of reading is comprehension, which is the mental capacity to decipher and analyze the meanings expressed in written material. Son et al. (2022) assert that mastery of the other four reading components leads to understanding. Students must be able to understand a text's underlying concepts and meanings in addition to decoding words.

Effective reading techniques prepare pupils to become self-sufficient readers who can understand the information their teacher supplies. According to Banditvilai (2020), teachers must improve their reading techniques and talents to help their pupils develop good reading skills. A supportive learning environment requires a reciprocal relationship between student outcomes and instructor proficiency.

Research by Ventic and Eslit (2018) categorizes students' reading comprehension skills into four levels: "good" at the literal level, "fair" at the interpretive level, "poor" at the evaluative level, and "fair" at the application level. Their findings indicate that many students are "slow readers" with inadequate comprehension skills, particularly in critical reading.

Multiple-choice questions (MCQs) have been shown to improve pupils' performance on later writing assessments. This finding implies that by promoting active engagement with the content, the multiple-choice question (MCQ) style may reinforce learning in addition to acting as an assessment tool. According to Nair and Feroze (2022), adding multiple-choice questions (MCQs) after a typical lecture is a successful teaching and learning method. With this method, students can apply what they have learned in an organized way and solidify their understanding.

Since reading establishes the groundwork for academic achievement in a variety of subjects, it is an essential ability that should be fostered early in the learning process. Kolness (2018) carried out an action study to look at effective teaching methods and find out if teaching intermediate students in small groups may improve their reading abilities. Every student in the same grade level completed a pretest for this study, and those who performed below grade level were chosen to take part in the intervention. The suggested approach was put into practice over a few weeks, and progress was tracked through a number of evaluations.

Many colleges and universities throughout the world employ the multiple-choice question (MCQ) format for a variety of assessments, making it the most popular assessment method in education. For reading evaluations, multiple-choice questions (MCQs) are especially popular due to their accuracy and speed of scoring. Compared to previous testing formats, they provide a number of benefits, such as the ability to accommodate a large number of questions while preserving high content validity and enhancing score reliability in large groups (Polat, 2020). Multiple-choice questions (MCQs) are commonly used in standardized exams, including the TOEFL and other language competency assessments, to evaluate reading comprehension and knowledge retention.

Reading is a fundamental ability that needs to be learned early in the learning process, according to the study, in addition to multiple-choice questions. Kolness (2018) looked into the possibility of improving intermediate learners' reading abilities through small-group instruction. All students in the same grade level took a pretest as part of this study, and those who did not meet the grade level were chosen to receive the intervention. The results demonstrated the value of individualized teaching methods by showing that students' reading skills were considerably enhanced by targeted small-group reading instruction.

Reading is a complicated activity that includes processing text and deciphering meaning in addition to identifying letters and symbols (Deluao et al., 2022). This intricacy emphasizes how important it is to provide reading training that goes beyond simple comprehension, especially in subjects that call for text analysis.

Reading comprehension has long been recognized as a crucial part of the learning process, but it is still a significant issue for Philippine schools. Reading gives readers fresh abilities and access to a wealth of





information that will help them in their academic endeavors. All learning areas require reading as a prerequisite (Tomas et al., 2021).

Most knowledge is obtained from reading; reading is essential for everyone's mental and cultural development. People read for 80% of the tasks they complete each day. Because of this, reading is regarded as one of the most crucial activities in school and daily life (Requiso-Jimenez & Bascos-Ocampo, 2022). Students who excel at learning languages often pick up English lessons from their peers who may not be as skilled. Reading comprehension strategies that utilize extensive reading techniques. Furthermore, providing students with opportunities for independent reading and metacognitive reading techniques can further improve their reading comprehension (Kung & Aziz, 2020).

In order to construct the meaning of what they are reading, readers need to be able to process vocabulary units quickly, such as letter-sound correspondences into understandable vocabulary, automatically make connections between words, process information quickly, and think about the passage as they read. Reading fluently and quickly helps readers with word identification and decoding and frees up more cognitive resources for meaning construction (Almutairi, 2018; Manlapaz et al., 2022).

We define historical criminology as the study of crime and related issues through the lens of historical scholarship. Our approach involves a comprehensive reevaluation of what we mean by "historical" and "historical inquiry." We move away from traditional views that emphasize the past or rely heavily on archival research methods—perspectives that, either explicitly or implicitly, shape the studies mentioned previously. Instead, we associate the concept of "historical" with historical time and frame historical criminology as criminological research conducted in the context of historical time. We propose that historical time has distinct characteristics, defined by five key aspects (Churchill et al. 2022).

The real challenge lies in offering a personalized curriculum connected to learning activities without creating a gap between each student's abilities. Suppose differentiation is mistakenly understood as implying that a teacher should have lower expectations for weaker students and always give them more manageable learning tasks. In that case, the students will only fall further and further behind. The challenge is providing personalized support to individual students during activities to help them engage in consistent learning activities and keep up with their peers (Graham et al., 2015).

The ability to make inferences predicts reading comprehension and can be improved through instruction. A study analyzing different inference intervention programs found that teaching inference techniques enhanced overall comprehension and improved inferential and literal comprehension skills (Elleman, 2017). Interestingly, most interventions involved less than 10 hours of instruction, suggesting that teaching inference strategies is effective and extended practice may not be necessary (Willingham, 2017). Compelling inference instructional methods include teaching students to use their background knowledge, integrating it with the information in the text, creating self-generated elaborations, using graphic organizers to connect concepts, and paying attention to text clues (Kendeou et al., 2016).

Many states use different systems to measure text complexity to ensure students are exposed to more challenging texts as they progress. However, there needs to be more information about how increasing text complexity impacts comprehension or the effect of using different measurement systems. While some methods can identify increases in text complexity based on features like sentence length and word frequency, teachers need help identifying topically relevant and cohesive sets. To address this, text complexity measurement systems that assist teachers in selecting challenging texts and provide information about overlapping concepts among texts would be beneficial in helping students engage with complex texts to support efficient and practical knowledge and vocabulary acquisition (Compton et al., 2014).

Once students have mastered these foundational skills, they can then focus on comprehending written texts (Tinapay & Tirol, 2021). To fully understand a text, students must use comprehension skills before, during, and after reading. Teachers need to carefully observe and document the strategies used by students, and those that are not employed, to effectively support the development of their reading abilities (Tinapay et al., 2023). The use of reading assessment checklists is an ideal tool for evaluating children's progress and tracking the development of their reading skills.

Inadequate reading comprehension significantly affects understanding the context and is a common issue for both students and teachers in basic education. Comprehension when reading is essential for future learning in all subjects. Without this foundation, students may struggle academically, especially in reading, writing, English, math, science, and social studies (Requiso-Jimenez & Bascos-Ocampo, 2022).

Reading plays a significant role in a child's learning process, as it is the most important language skill and one of the fundamental skills needed in the classroom (Sadiku, 2015). According to Helarde (2021), it is the mother of all study skills. However, despite reading comprehension being recognized as a crucial part of the learning process, it remains a major issue for Philippine schools. Reading provides readers with a fresh set of







abilities and access to a wealth of information that will help them in their academic endeavors. All learning areas require reading as a prerequisite (Tomas et al., 2021).

In today's world, reading is considered essential for fully enjoying life. It is believed that a significant amount of knowledge is acquired through reading, making it crucial for mental and cultural development. People spend about 80% of their time reading in order to complete daily tasks. As a result, reading is seen as one of the most important activities in both educational and everyday settings (Requiso-Jimenez & Bascos-Ocampo, 2022).

Students who excel at learning languages can help those who are struggling with English. However, it's important to use effective teaching strategies (Manlapaz et al., 2022). Anjulo (2017) studied reading comprehension teaching methods and emphasized the effectiveness of extensive reading. While students often default to intensive reading, comprehensive reading techniques significantly improve their understanding and retention of words and phrases. Implementing metacognitive reading strategies also enhances students' reading comprehension as they have more opportunities to read independently (Kung & Aziz, 2020).

One common issue that affects reading comprehension in people with learning impairments is a lack of reading fluency. Reading fluency is the ability of readers to accurately, automatically, quickly, and expressively read a written passage. In order to understand what they are reading, readers need to be able to process vocabulary units quickly, such as matching letters to sounds to form understandable words, automatically making connections between words, processing information rapidly, and thinking about the passage as they read. Reading fluently and quickly helps readers with identifying words and decoding, which in turn allows them to use more cognitive resources to understand the meaning of the text (Almutairi, 2018; Manlapaz et al., 2022).

One challenge that can affect the reading comprehension of children with learning difficulties is their unfamiliarity with basic words and text structures. Text structures refer to how an author organizes written material to communicate a message to a reader. Understanding text structures is crucial in helping students connect information in a text and distinguish important ideas from less important ones. Additionally, it assists students in learning from the text by prompting them to ask relevant questions as they read (Deluao et al., 2022).

Reading comprehension is essential for language instructors to employ effective techniques to enhance students' understanding and critical thinking skills. However, it involves a combination of cognitive, linguistic, and socio-cultural factors, which can make it challenging for instructors to create effective reading strategies (Alenizi, 2019; Ismail & Tawalbeh, 2015).

The effectiveness of reading strategies is widely accepted, but language instructors should also understand the importance of engaging students in reading. Engagement is not simply a result of reading strategies; it is a combination of strategies that include mental dispositions known as 'Habits of Mind' (HoM). These habits include factors such as managing impulsivity, empathic listening, rational and flexible thinking, and persistence. These factors are considered significant in developing students with effective problem-solving skills by enabling their ability to ask the right questions, reflect on available information, and think constructively (Abdelhalim, 2017).

The integration of reading comprehension with the "hoMESchool of Magic" (HoM) promotes interaction between students and reading material. This reinvigorates reading objectives in language courses and helps develop students' HoM skills. Language instructors emphasize collaborative reading practices to provide an effective way for students to engage with their social environment while enhancing their comprehension skills. Creating a conducive social environment that can improve reading comprehension includes activities such as literature circles, group discussions, reading apprenticeship, book clubs, and author analyses. These activities stimulate interpretive discussions among students and encourage critical reflection while reading and engaging with texts (Abdelhalim, 2017).

The National Center for Education Statistics found that 43% of adults with low literacy and reading comprehension scores were impoverished. Additionally, the study shows that those with average or high reading levels have more options for full-time employment, which can aid in ending the poverty cycle (Bales, 2018). Social influence is one of the reasons why people with low literacy and reading comprehension levels find it difficult to succeed. They frequently feel afraid, helpless, and have low self-esteem. These elements may impair their productivity at work or in the classroom. Inadequate communication abilities also put obstacles in their way, isolating them from the outside world (Gunn, 2018). In more than 96% of the cases, students from more than 60 educational systems outperformed the low international norm in the 2016 Progress in International Reading Literacy Study (PIRLS). The International Association for the Evaluation of Educational Achievement (IEA), located at the UNESCO Headquarters in Paris, supplied this data.

UNESCO and IEA have released a booklet titled "Measuring SDG 4: How PIRLS Can Help" to show how large-scale assessments like PIRLS can help achieve the education goal of the United Nations Sustainable Development Agenda. PIRLS conducts the Progress in International Reading Literacy Study, which provides data and trends on the reading achievement of fourth graders from over 60 education systems. In 2016, PIRLS was expanded to include ePIRLS, an assessment of online reading. The ePIRLS assessment revealed that





proficient readers have an advantage in digital literacy skills, with 50% of students identified as good to excellent readers reaching the high international benchmark in PIRLS. (UNESCO, 2017)

The Philippines received the lowest score out of 79 nations and economies in the 2018 Program for International Student Assessment (PISA), which showed alarming trends in reading comprehension among participating nations. PISA, which is administered by the Organization for Economic Co-operation and Development (OECD), assesses pupils' proficiency in science, math, and reading. The results highlight how crucial reading ability is for many daily tasks, such as adhering to directions, comprehending event specifics, and effectively communicating for certain goals (PISA, 2018).

The PISA 2018 results also highlighted that many Filipino students who performed poorly in reading comprehension came from low-income families and attended schools where growth mindsets were not actively promoted. This analysis was supported by a machine learning study conducted by Dr. Andrew L. Tan at De La Salle University's Data Science Institute (DLSU) (PISA, 2018).

According to recent studies, there is a great deal of variation in pupils' morphological awareness—the comprehension of word structure and morpheme manipulation skills. Students' skills in detecting morphemes, adding suffixes, and dealing with compound morphemes were found to be inconsistent by Villarin and Patlunag (2023). Additionally, the students' reading comprehension skills varied; they had trouble extracting precise information from texts, but they were better at forming conclusions. A moderately good association between morphological awareness and reading comprehension was shown by statistical research, indicating that improving pupils' comprehension abilities may result from helping them comprehend word structures.

The connection between basic and advanced literacy abilities and their effects on academic achievement and early college success has been the subject of recent research. A reading and study techniques course designed to get students ready for discipline-specific classes was the subject of research by Lampi et al. (2023). Both basic reading abilities and advanced literacy proficiencies were evaluated for this course. The results demonstrated how important fundamental literacy skills are to the development of higher-level comprehension skills, indicating that academic success in more complex coursework requires a solid reading foundation.

## Objectives

Statement of the problem

The study described the level of reading comprehension and reading strategies of Criminology students in a private college in Pagadian City during the school year 2024-2025.

Specifically, it answered the following questions;

1. What is the level of reading comprehension of the Criminology students?
2. What is the level of the reading strategies of BS Criminology students?

3. Is there a significant relationship between the reading strategies and the reading comprehension of BS Criminology students?

4. Based on the findings, what intervention plan can be devised?

## Literature review

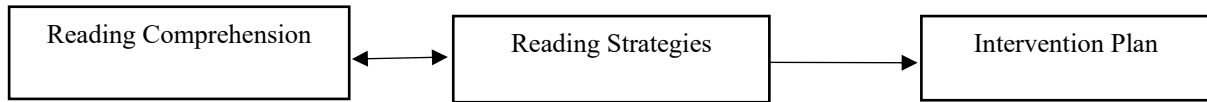
The passage emphasizes that reading comprehension is essential to a student's academic career and general growth. Students can overcome obstacles and succeed academically with the support of pleasant learning environments, engaging reading experiences, and effective reading instruction. To improve pupils' reading abilities, it also highlights how crucial it is to encourage reading at a young age and involve the community in literacy initiatives. Strong reading comprehension is essential in criminology, where practitioners must comprehend and evaluate intricate legal documents, research studies, and case analyses. The reference to Al-Tatari (2016) underscores the necessity of these skills for success in criminology and related fields. Overall, the passage advocates for a comprehensive approach to improving reading skills, which is essential for academic achievement and professional competence in disciplines like criminology.

Strong reading comprehension abilities are crucial for criminology students since they improve their capacity to comprehend materials. Students' general comprehension declines if they have trouble understanding a sentence. This study also looks at several variables, including students' reading volume and past reading achievement, that may be more accurate indicators of reading comprehension. To fully comprehend what they read, students should work on reading aloud, identifying the main idea, and identifying supporting details. In the broad and complex discipline of criminology, these skills are crucial. Pupils with strong reading comprehension skills can extract important concepts from texts more quickly and thoroughly. Using past information, asking questions, figuring out the author's aim, recognizing the primary concept, coming to logical conclusions, and projecting results are some components of a reading strategy checklist., summarizing information, distinguishing between facts and opinions, finding relevant facts and details, recognizing comparisons and contrasts, connecting ideas, using visualization techniques, rereading, and adjusting reading speed as needed (Junkie, 2021).



## Conceptual Framework

This response examines the relationship between reading comprehension, reading strategies, and intervention plans. We will create a conceptual framework that incorporates these elements, analyzing how they interact and contribute to effective reading development. This framework aims to identify key components that can lead to successful outcomes in this area.



**Figure 1** : *Schematic Diagram of the Study*

Figure 1 presents a schematic diagram of the study. Reading comprehension plays a crucial role in academic achievement, as it influences how well students learn and retain knowledge. The reading strategies employed depend on a reader's prior knowledge, specifically how their vocabulary aids in understanding words, grasping the main ideas of the stories they read, and summarizing those ideas effectively.

## Methodology

### *Research Design*

This study used a quantitative research design, which is frequently used in disciplines like psychology, sociology, and education. An entail gathering and analyzing data using mathematical and statistical techniques (Hassan, 2024). In particular, a descriptive quantitative research approach was used to collect data via surveys, experiments, and observations in order to understand behavior trends within populations. This method seeks to measure criminology students' reading comprehension and methods in order to make it easier to create assessment instruments that are specifically suited to their requirements. However, a stronger link between the research techniques and the goals of enhancing reading comprehension in the context of criminology would be advantageous for the study.

### *Research Environment*

This study is conducted at a leading higher education institution in Pagadian City, known for its academic excellence and character formation. The institution has a strong reputation for producing globally competitive graduates. The Bachelor of Science in Criminology program, established in 2020, currently enrolls 221 students for the 2024-2025 school year. This criminology program focuses on the causes, patterns, and consequences of crime, preparing students for careers in law enforcement and enhancing their understanding of the criminal justice system. While this program allows for modern teaching methods, it also highlights the need for a solid foundation in reading comprehension and critical thinking skills. The institution's diverse educational environment fosters student engagement and collaboration, motivating criminology students to excel academically and professionally while emphasizing ethical considerations in the field.

### *Research Participants*

The participants in this study are baccalaureate students from the College of Criminology at a leading higher education institution in Pagadian City, specifically from the second-year, third-year, and fourth-year levels. This method makes it possible to fully comprehend students' academic requirements and difficulties at all phases of their criminology education, which eventually helps prepare them for future employment in law enforcement and associated professions.

**Table 1.** This study focuses on baccalaureate students from the College of Criminology at a leading institution in Pagadian City, explicitly targeting second, third, and fourth-year students. First-year students are excluded due to their limited exposure to the curriculum.

### *The Research Participants*

<i>Research Participants</i>	Population (N)	Sample Size (n)
Crim 2	54	39
Crim 3	52	37
Crim 4	52	37
Total	158	113

Slovin's formula is utilized to calculate the minimum sample size required to estimate a statistic based on an acceptable margin of error. The second-year students' population is 54; otherwise, the third-year students'



population is 52, and the fourth-year students' population is 52, with the total population that will conduct the survey being 158 students.

#### Sampling Techniques

Stratified sampling is a random sampling technique that divides the population into distinct groups, or strata, to ensure adequate representation in the sample. In this research, the primary strata are based on the year levels of criminology students (39 second-year, 37 third-year, and 37 fourth-year). Additional strata variables could include academic performance, gender, and extracurricular involvement to enhance representativeness further.

Stratified sampling is a random sampling technique in which the entire population is divided into smaller groups known as strata (Thomas, 2023). These strata are formed based on fundamental variables, such as environmental factors, resistance, and load impact. This method is also referred to as proportional random sampling (Rubinstein & Kroese, 2016).

#### Research Instruments

The Reading Comprehension Test is a 20-item assessment designed to evaluate reading comprehension skills through four sections of multiple-choice questions. Validated by Yan (2011), it accurately measures reading abilities. While specific reliability statistics are not provided, it is assumed to be standardized for consistent results and was likely piloted on a small group, but the format cannot be altered.

The Reading Strategies Test is a checklist that assists participants in reading passages and answering comprehension questions, consisting of 1 to 30 items. Also validated by Yan (2011), it effectively measures reading strategies and is expected to have undergone standardization, though specific statistics are not detailed. This checklist was piloted for clarity and relevance, but, like the other test, cannot be modified.

Both tools are validated instruments developed by Yan (2011) to assess reading comprehension and strategies.

#### Data Gathering Techniques

The researcher needs approval from the Dean of the College of Criminology to ensure that the research complies with the school's survey regulations. The study will focus on all second, third-, and fourth-year criminology students, categorized by their year level. After receiving permission from the Dean, the researcher will also need to get consent from the instructors of the surveyed classes. This will allow the researcher to administer the evaluation during the one-hour class times. The researcher must consider the class schedule and ensure all students attend the evaluation to obtain accurate research data. The article highlights how crucial it is to get the required authorizations and make the right plans in order to guarantee that the research is carried out efficiently.

The data was collected through a pen-and-paper test that the students completed during a time when they were able to attend class. The researcher independently checked the answer sheets and recorded the results from the assessment examination. The responses from the assessment were validated using the original tools adapted from Yan (2011).

#### Statistical Treatment

The Pearson correlation coefficient ( $r$ ) ranges from -1 to 1 for straightforward interpretation. It is a commonly used metric that evaluates the direction and strength of a linear relationship between two continuous variables. Although it is a valuable tool for detecting correlations, other analyses, including scatter plots, regression analysis, descriptive statistics, and alternative measures like Spearman's rank correlation, can offer a more thorough understanding of the data by exposing patterns and possible non-linear relationships. By combining these approaches, one can better understand the connections between variables. (Turney, 2024).

#### Ethical Considerations in Research

The following ethical principles are considered in the conduct of this study.

*Respect.* By conducting this research on our colleagues' course degree with fairness to everybody, even if the results of this research are.

*Confidentiality.* This research ensured that all the published articles included in it were used to recognize the author.

*Integrity.* In this progression of research, we are keeping the promise to all the criminology student participants, advisers, and the people involved in this research, gathered with heartedness and, thankfully, for the help you have provided in this research.

*Attribution and credit.* This is essential for respecting intellectual property. This involves citing sources in academic work and acknowledging original artists in creative projects.

*Integrity and honesty.* Ensuring that all published work is truthful and accurate, avoiding fabrication, falsification, and plagiarism. Researchers and authors have a duty to present their findings honestly.

*Respect and Dignity.* Treating all individuals with respect and recognizing their inherent dignity, regardless of their differences.





## Results

1. What is the level of reading comprehension of the Criminology students?

The reading comprehension of Criminology is 35.58%, interpreted as Did not meet expectations.

2. What is the level of the reading strategies of BS Criminology students?

The reading strategy score for BS Criminology students was 1.77, indicating a "Good" interpretation of their reading strategies.

3. Is there a significant relationship between the reading strategies and the reading comprehension of BS Criminology students?

The p-value of the relationship between the reading strategies and reading comprehension of BS Criminology students is 0.903, which is far higher than the traditional significance criterion of 0.05. Therefore, there is no significant relationship between the reading strategies and reading comprehension of BS Criminology students.

4. Based on the findings, what intervention plan can be devised?

It is essential to regularly track progress through quizzes, reading logs, and comprehension exercises, allowing for adjustments to interventions as needed. Initial assessments should be conducted to identify specific areas of weakness in reading comprehension. Teaching skills such as summarizing, predicting, questioning, and clarifying will be beneficial. Additionally, a range of texts related to criminology—including case studies, research articles, and reports—should be introduced to enrich the students' learning experience.

## Discussion

Level of Reading Comprehension of the Criminology Students

**Table 2** *Reading Comprehension*

	Mean	Percentage %	SD	Interpretation
2 <sup>nd</sup> Year Students	8.49	42.45	2.64	Did Not Meet Expectations
3 <sup>rd</sup> Year Students	7.81	39.05	2.55	Did Not Meet Expectations
4 <sup>th</sup> Year Students	4.97	24.85	1.67	Did Not Meet Expectations
Overall Grades	7.11	35.58	2.77	Did Not Meet Expectations

*Grading Scale: 90.00% – 100.00% – Outstanding; 85% – 89% – Very Satisfactory; 80% – 84% – Satisfactory; 75% – 79% – Fairly Satisfactory; Below 75% – Did Not Meet Expectations*

The explanation details how raw scores from a reading comprehension assessment are converted into percentages and interpreted using a grading scale. Each student group's average raw score is calculated and divided by the total possible score (assumed to be 20) to obtain percentages: 2nd-year students scored 42.45%, 3rd-year students scored 39.05%, and 4th-year students scored 24.85%. All scores fall below the 75% threshold, classified as "Did Not Meet Expectations," indicating poor reading comprehension among 113 participants in the BS Criminology program. Specifically, the second-year students' average score is considered poor. In contrast, the third-year students' performance is categorized as inadequate, and the fourth-year students' score is also deemed poor, resulting in an overall average of 35.58%.

UNESCO and IEA have released a booklet titled “Measuring SDG 4: How PIRLS Can Help” to show how large-scale assessments like PIRLS can help achieve the education goal of the United Nations Sustainable Development Agenda. PIRLS conducts the Progress in International Reading Literacy Study, which provides data and trends on the reading achievement of fourth graders from over 60 education systems. In 2016, PIRLS was expanded to include ePIRLS, an assessment of online reading. The ePIRLS assessment revealed that proficient readers have an advantage in digital literacy skills, with 50% of students identified as good to excellent readers reaching the high international benchmark in PIRLS. (UNESCO, 2017)

One challenge that can affect the reading comprehension of children with learning difficulties is their unfamiliarity with basic words and text structures. Text structures refer to how an author organizes written material to communicate a message to a reader. Understanding text structures is crucial in helping students connect information in a text and distinguish important ideas from less important ones. Additionally, it assists students in learning from the text by prompting them to ask relevant questions as they read (Deluao et al., 2022).

Level of the Reading Strategies of BS Criminology Students.

**Table 3:** *Reading Strategies*



*Hypothetical mean range: 0.00 – 0.75 – Poor; 0.76 – 1.50 – Fair; 1.51 – 2.25 – Good; 2.26 – 3.00 – Excellent*

Statements	Mean	SD	Interpretation
2 <sup>nd</sup> Year Students	1.69	0.97	Good
3 <sup>rd</sup> Year Students	1.79	0.95	Good
4 <sup>th</sup> Year Students	1.84	0.84	Good
Total	1.77	0.93	Good

Table 3 analyzes 113 BS Criminology students' reading strategies, revealing that they have a solid understanding of these strategies. Second-year students achieved a hypothetical mean score of 1.69, third-year students scored 1.79, and fourth-year students had a mean of 1.84, all categorized as "Good." The overall average reading strategy score for the group was 1.77, reflecting a "Good" interpretation. The hypothetical mean range for interpretation is 0.00 – 0.75 (Poor), 0.76 – 1.50 (Fair), 1.51 – 2.25 (Good), and 2.26 – 3.00 (Excellent), indicating that all student groups demonstrate commendable proficiency in reading strategies.

Effective reading techniques prepare pupils to become self-sufficient readers who can understand the information their teacher supplies. According to Banditvilai (2020), teachers must improve their reading techniques and talents to help their pupils develop good reading skills. A supportive learning environment requires a reciprocal relationship between student outcomes and instructor proficiency.

The effectiveness of reading strategies is widely accepted, but language instructors should also understand the importance of engaging students in reading. Engagement is not simply a result of reading strategies; it is a combination of strategies that include mental dispositions known as 'Habits of Mind' (HoM). These habits include factors such as managing impulsivity, empathic listening, rational and flexible thinking, and persistence. These factors are considered significant in developing students with effective problem-solving skills by enabling their ability to ask the right questions, reflect on available information, and think constructively (Abdelhalim, 2017).

Significant Relationship between the reading strategies and reading comprehension of BS Criminology students

**Table 4:** *Test for the Significant Relationship between Reading Comprehension and Reading Strategies*

Variables	Pearson "r"	Interpretation	p-value	Interpretation
Reading Comprehension and Reading Strategies	-0.012	Negligible to Low	0.903	No significant relationship

*Correlation is significant at the 0.05 level (2-tailed). \*N = 113 Pearson "r" Scale: 0.00 – 0.20 = Negligible to Low; 0.20 – 0.40 = Low; 0.40 – 0.60 = Moderate; 0.60 – 0.80 = High; 0.80 – 1.00 = Very High*

There appears to be no significant association between reading comprehension and reading techniques, as indicated by the r-value of -0.012 obtained from the Pearson correlation coefficient study. The p-value of 0.903 indicates that this association is not statistically significant, as it is significantly higher than the traditional significance level of 0.05. This lack of significance raises the possibility that the observed correlation is the product of chance rather than a genuine connection. Consequently, the findings show that reading strategies had no appreciable effect on the sample's reading comprehension outcomes, highlighting the need to look into other factors that may affect reading comprehension.

An intervention plan

A comprehensive intervention plan can be developed to address the low reading comprehension levels among BS Criminology students. This plan should incorporate a variety of strategies specifically designed to enhance reading comprehension skills, while also meeting the unique needs of criminology students. By integrating diverse methods that promote engagement, provide necessary support, and continuously monitor progress, the aim is to foster a more proficient and confident group of readers who will excel in their understanding of criminological materials and concepts.

## Knowledge Contribution

This study provides valuable insights for administrators seeking to make informed decisions about the reading comprehension of criminology students and aids in guiding their professional development alongside instructors' recommendations. The findings highlight the motivational factors influencing students' reading processes, enabling them to become more effective and progressive learners. Furthermore, criminology instructors can leverage these results to enhance their teaching strategies, leading to improved student understanding and success. This study also serves as a useful reference for future researchers exploring similar topics in the field.

#### Motivational Drivers and Reading Comprehension in Criminology

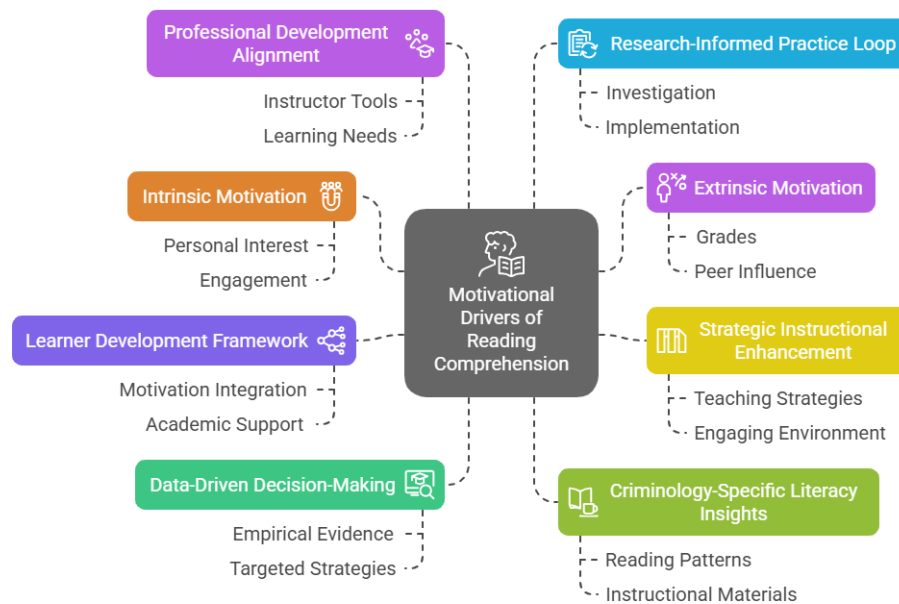


Figure 1: Motivational Drivers of Reading Comprehension in Criminology Education

The study presents a number of important ideas that help criminology students comprehend and enhance their reading comprehension. It demonstrates how teachers can strategically modify their teaching strategies to promote more effective learning and stresses the influence of motivational elements in forming students' reading habits. These observations lend credence to a paradigm for learner development that promotes academic advancement and self-regulated learning. The results can be used by administrators to make data-driven, well-informed decisions that match the literacy demands of their students with their teaching methods. A cycle of ongoing improvement in educational practice is also established by the study's criminology-specific literacy insights, which aid in educators' professional development and serve as a useful resource for upcoming studies in the field.

#### Recommendation

1. Teachers may provide additional reading materials relevant to their subjects and assign reporting tasks to help deepen their understanding of what they read and present.
2. Teachers may provide students need more activities that can enhance their reading skills.
3. To the next researcher, this suggests conducting a qualitative study by exploring the experiences of Bachelor of Science in Criminology students as they reflect on their personal lives and the relevance of their academic journey. Through in-depth interviews and focus groups, we aim to gather narratives highlighting the connection between their studies and personal development, offering insights into their lived experiences in the field.

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