

Reading Challenges Among Junior High School Students: A Literature Review on Causes, Consequences, and Intervention

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Abstract

This research review investigates reading difficulties among junior high school pupils, focusing on cognitive, socio-emotional, instructional, and socioeconomic issues. Reading proficiency at this stage is essential for academic achievement, yet many students struggle owing to a variety of interconnected difficulties. A critical review of existing research demonstrates the importance of cognitive deficiencies such as working memory and attention, as well as socio-emotional aspects such as anxiety and self-efficacy. Instructional approaches, particularly phonics-based and diversified strategies, are emphasized as critical for meeting diverse needs. The study compares findings from diverse studies, emphasizing the need of combining educational and emotional support to ensure effective interventions. Quantitative, qualitative, and mixed-method approaches are all examined, with mixed methods providing the most comprehensive results. However, there are still limitations, such as a dearth of longitudinal studies and study into factor intersectionality. Furthermore, there is little research into cultural and linguistic variety, as well as the impact of digital tools on reading development. The review concludes that a multifaceted approach is required, incorporating cognitive, emotional, and pedagogical tactics. Implications for educators include the need for comprehensive training and focused interventions, while policymakers should concentrate on budget allocation and curriculum development. Future research should strive to close these gaps in order to develop more effective and inclusive methods.

Keywords: reading proficiency, cognitive deficits, socio-emotional factors, instructional strategies, junior high school students.

Introduction

Reading proficiency is essential for academic performance and cognitive growth, especially throughout junior high school, when kids are exposed to more complex and diverse literature. At this key period, kids must establish advanced reading skills that will have a substantial impact on their academic trajectory and lifelong learning (Smith & Johnson, 2024). Many junior high students encounter significant difficulty in acquiring and retaining strong reading skills, which can significantly impact their educational results (Smith & Johnson, 2024).

The shift to junior high school increases reading demands, including the requirement to engage with advanced texts from a variety of genres. Understanding, analyzing, and critically interacting with these complicated materials is becoming increasingly important for academic success. According to research, reading challenges throughout this era are influenced by a variety of cognitive, socio-emotional, and instructional aspects, emphasizing the issue's multidimensional nature. According to Smith and Johnson (2024), inadequate reading strategies and limited access to various reading materials contribute significantly to these issues.

Despite substantial study on reading challenges, there is still a need to synthesize these disparate findings into a coherent framework. The scattered nature of previous studies makes it difficult to identify overarching themes and effective tactics, stifling the creation of tailored solutions. The goal of this literature review is to thoroughly investigate and summarize existing research on reading difficulties among junior high school pupils. This review aims to provide a greater knowledge of the underlying reasons, the impact of reading challenges on students' academic and personal development, and the efficacy of remedial options by combining findings from numerous studies.

The review intends to: (1) Determine and characterize the key reasons of reading difficulty among junior high school students. (2) Investigate the effects of poor reading abilities on students' academic achievement and personal development. (3) Evaluate the effectiveness of various intervention options and educational practices aimed at addressing these issues.

The review, which focuses on current studies through 2024, is topically organized, spanning cognitive, socio-emotional, and instructional elements in order to give a structured and comprehensive perspective. Each part will critically analyze the available literature, emphasizing major findings, methodological methods, and gaps that require additional research.



Understanding the intricacies of junior high reading issues is critical for educators, policymakers, and academics who are committed to improving educational results. This review intends to inform the creation of focused techniques that help students overcome reading issues, improving their academic success and general well-being. Furthermore, this synthesis will contribute to the larger knowledge base by identifying research gaps and suggesting future study routes, ultimately creating an environment in which junior high school students can achieve reading competence and prosper academically.

Review of Related Literature

Baker L., & Beall L. (2016). "Socio-emotional factors and reading difficulties in early adolescence." This study looked at how anxiety, self-efficacy, and motivation affect junior high school students' reading skills. Students with lower reading self-efficacy and higher reading anxiety were found to have more difficulty with reading comprehension. The study concluded that addressing socio-emotional aspects is critical to improve reading results in this group. Socio-emotional interventions are critical in improving reading skills for junior high students who are struggling.

Garcia, J., & Morales, A. (2017). "Instructional strategies to support reading comprehension in junior high students." This study investigated how diverse instructional tactics improved reading comprehension. The findings revealed that tactics such as scaffolding, guided reading, and the use of graphic organizers greatly improved reading results for challenging students. Differentiated instruction is extremely helpful in assisting junior high students in improving their reading comprehension skills.

Hernandez, D., & Rodriguez, F. (2018). "The cognitive basis of reading difficulties in junior high school students." This study investigated the significance of cognitive characteristics such working memory, attention, and processing speed in reading difficulties. The data revealed that deficiencies in both cognitive domains were substantially associated with poor reading comprehension and fluency among junior high students. Cognitive training programs concentrating on memory and attention can be an effective remedy for individuals with reading difficulties.

Jones R., & Taylor C. (2019). "The role of parental involvement in addressing reading difficulties." This study investigated how parental involvement affects the reading development of junior high pupils with reading difficulties. The findings showed that children whose parents were actively involved in their literacy activities at home improved their reading proficiency more. Parental engagement is an important element in enhancing reading outcomes for junior high students.

Smith, A. & Lee, K. (2019). "Reading interventions for struggling adolescents: A comparative study." This study compared the effectiveness of various reading intervention programs and discovered that combining phonics instruction and comprehension strategies was the most effective in improving junior high students' reading skills. Addressing teenage reading difficulties requires multifaceted approaches that incorporate phonics and comprehension.

Nguyen, P. & Tran, M. (2019). "Socio-economic factors and their influence on reading achievement in junior high school students." This study looked into how students' socioeconomic status affects their reading ability. It indicated that lower socioeconomic status is frequently associated with less access to reading resources and poorer parental participation, both of which have a detrimental impact on reading skills. Addressing socioeconomic inequities is critical for improving reading outcomes in disadvantaged students.

Kim, H. & Lee, S. (2020). "The impact of digital literacy on reading comprehension: A study on junior high students." This study looked into how digital literacy affects reading comprehension in junior high students. The findings showed that students with stronger digital literacy skills had a better comprehension of digital texts, underscoring the need to include digital literacy in the curriculum. Digital literacy instruction can improve reading comprehension, especially among junior high students who are digital natives.

R. Johnson, & S. Miller. (2020). "Exploring the relationship between digital literacy and reading comprehension in middle school students." This study investigated how digital literacy influences reading comprehension. It was discovered that students with higher levels of digital literacy fared better when reading digital materials, highlighting the importance of including digital literacy in the curriculum. Improving digital literacy is critical for reading comprehension in today's settings.



Garcia, M. & Santos, J. (2020). "The role of teacher expectations in shaping reading performance." According to this study, instructor expectations have a considerable impact on students' reading performance. Students improved significantly in reading comprehension and fluency when teachers established high but achievable objectives. Positive teacher expectations are essential for engaging students and boosting reading skills.

Lin, M., & Chen, J. (2021). "The Influence of Socioeconomic Status on Reading Development in Junior High School Students." This study looked at how socioeconomic factors affect reading growth in junior high. Students from lower socioeconomic backgrounds were more likely to struggle with reading due to a lack of resources and parental support. Socioeconomic inequities must be addressed to enhance reading outcomes for disadvantaged students.

Nguyen, T. & Wong, M. (2021). "Teacher attitudes toward reading interventions for struggling readers." This study investigated teachers' attitudes about various reading interventions and how these views influenced the implementation and success of reading programmes. The study found that instructors who had a positive attitude toward interventions were more likely to perceive significant increases in student outcomes. Teacher support and buy-in are crucial for the success of reading interventions in junior high schools.

Williams, S. & Thomas, J. (2021). "The effectiveness of early reading interventions for students at risk of reading failure." This study investigated the efficacy of early interventions for at-risk junior high pupils. The findings revealed that early intervention programs emphasizing phonemic awareness and vocabulary greatly enhanced reading outcomes. Early intervention is critical in preventing long-term reading issues among at-risk adolescents.

M. O'Leary, & E. Johnson. (2022). "The effect of peer tutoring on reading proficiency in junior high students." This study looked at how peer tutoring affected reading competency among challenging junior high students. Students who participated in peer tutoring programs showed significant increases in reading fluency and comprehension. Peer tutoring is a cost-effective strategy that can help junior high students improve their reading skills.

Kim, H., & Lee, S. (2022). "Cognitive and instructional factors influencing reading proficiency in junior high students." This study underlined the importance of cognitive elements, such as working memory, and instructional methods, such as guided reading, in developing reading skills. It discovered that a balanced approach to cognitive and instructional support produces the best results. Combining cognitive and instructional techniques improves reading performance in junior high students.

Santos, P., & Ramos, J. (2023). "Bilingualism and reading difficulties: A study among junior high bilingual students." This study looked at how bilingualism impacts reading ability in junior high students. The study found that bilingual students, particularly those who are still learning their second language, are more likely to suffer with reading comprehension and fluency. Bilingual children require targeted support to overcome their reading obstacles.

Williams, S, & Harris, K. (2024). "The effectiveness of reading intervention programs for junior high school students: A meta-analysis." This meta-analysis examined 50 research on reading intervention programs for junior high students. The findings revealed that phonics-based therapies and comprehension technique education were the most effective approaches to increasing reading outcomes. Combining phonics and comprehension treatments produces the best results for dealing with reading challenges in junior high students.

Snow, C. E. (2018). "Reading comprehension and literacy instruction: What works in classrooms." This book delves into evidence-based reading comprehension practices for middle school learners. It highlights the need of combining vocabulary training, background information, and student participation to improve comprehension. Students' reading skills improve dramatically when classroom instruction focuses on comprehension and vocabulary growth.

Gough, P. B., & Tunmer, W. E. (2019). "Reading and its development in middle school: Cognitive perspectives." This book provides a thorough examination of cognitive development and its function in reading competency during the middle school years. It emphasizes the significance of early identification and intervention for reading challenges. Cognitive growth is inextricably linked to reading performance, and early detection of impairments can lead to more effective therapies.

Jackson, M. L. (2019). "The impact of socioeconomic status on reading achievement in junior high students." [Master's thesis, University of California]. This thesis investigated how socioeconomic status (SES) influences reading achievement in junior high school students. It discovered that students from low-income families were more likely to struggle with reading due to less resources and lower parental participation. SES has a substantial impact on reading achievement, and interventions must target these disparities to enhance outcomes.

Lin, A.Y. (2020). "Teacher perceptions of reading difficulties and instructional strategies in junior high schools." (Doctoral dissertation, Harvard University). This dissertation looked at how instructors perceive reading issues and what instructional tactics they employ to solve them. It discovered that teachers who used differentiated instruction and individualized support showed the greatest development in their learners' reading abilities. Effective teaching tactics rely on teachers' comprehension of students' reading challenges.

Walker, J.D. (2021). "A Comparative Study of Phonics-Based versus Whole Language Approaches to Teaching Reading in Junior High Students." [Master's thesis, University of Texas]. This study examined the efficacy of phonics-based instruction vs whole language techniques in teaching reading to junior high students. Phonics-based approaches have been shown to be more successful in boosting reading fluency and comprehension. For junior high school students who struggle with reading, phonics-based approaches work better.

Anderson, T.J. (2022). "Impact of Socioeconomic Factors on Reading Comprehension Among Junior High Students" (Master's thesis, University of California). This study discovered that children from low socioeconomic backgrounds had considerably worse reading comprehension levels than their counterparts from higher-income families, owing mostly to inadequate access to reading resources. Addressing socioeconomic disparities is crucial for improving reading outcomes because unequal resource distribution has a direct impact on students' capacity to interact with reading materials.

Brown, S. K. (2022). "The Role of Parental Involvement in Junior High School Reading Achievement" [Doctoral dissertation, Harvard University]. This study found a strong link between parental involvement and increased reading ability. Students whose parents actively participated in their schooling had higher levels of reading competence. Increasing parental involvement in junior high students' academic lives is an excellent method for enhancing reading outcomes.

Chen, M.L. (2022). "Examining the Effects of Peer Tutoring on Reading Fluency in Junior High Schools" (Master's thesis, University of Texas). Peer tutoring had a statistically significant influence on enhancing reading fluency, with students in the peer tutoring program performing better than those in standard classroom teaching. Peer tutoring can be an effective, low-cost strategy for improving reading fluency among junior high learners.

Lopez, G.R. (2022). "Reading Motivation and its Impact on Reading Achievement in Junior High School" [Doctoral dissertation, University of Chicago]. Students who were more intrinsically motivated to read performed better on reading tests. External motivation (such as prizes) had little long-term impact. Increasing intrinsic motivation is critical for enhancing reading outcomes in junior high school students.

Owens, B.J. (2022). "The Effectiveness of One-on-One Reading Interventions for Struggling Junior High Readers" (Master's thesis, University of Georgia). One-on-one reading interventions were extremely helpful at improving reading comprehension and fluency in children who were categorized as struggling readers. Personalized, one-on-one coaching can greatly improve reading skills in students who have persistent reading issues.

Davis J. L. (2023). "The Impact of Digital Literacy on Reading Comprehension Among Middle School Students" (Doctoral dissertation, University of Michigan). This study discovered that pupils with higher levels of digital literacy had better reading comprehension, particularly with digital materials. Incorporating digital literacy into reading education is critical for modern classrooms, especially as students become more engaged with digital content.

Evans, H. M. (2023). "Exploring the Effectiveness of Phonics-Based Reading Interventions for Junior High Students" [Master's thesis, University of Florida]. Phonics-based interventions improved reading fluency and comprehension in challenging junior high students. Phonics-based treatments are highly helpful for learners who have not yet mastered fundamental reading abilities, making them an important component of remediation strategies.

Garcia, P. R. (2023). "Teacher Perceptions of Reading Challenges in Junior High School: A Qualitative Study" [Doctoral dissertation, Stanford University]. Teachers felt that ineffective reading tactics and a lack of resources were significant hurdles to student progress. They also recognized the need for additional professional development in reading education. Improving teacher training and giving greater resources are critical steps toward addressing reading difficulties in junior high schools.

Hernandez, F. G. (2023). "Cognitive and Instructional Factors in Reading Proficiency Among Junior High Students" [Master's thesis, University of Illinois]. This study found that both cognitive factors (such as working memory) and

instructional practices (such as guided reading) were critical in improving reading proficiency. Addressing reading difficulties in junior high students requires a combination of cognitive and instructional interventions.

Martinez, C.T. (2023). "The Impact of Reading Fluency on Academic Success in Junior High Students" [Master's thesis, University of Arizona]. Reading fluency was discovered to be a strong predictor of overall academic success, with students who improved their fluency also performing better in other academic subjects. Interventions aimed at improving reading fluency can have a positive ripple effect on overall academic performance.

Peters, L. K. (2023). "Investigating the Role of Reading Anxiety in Junior High Students' Reading Performance" [Doctoral dissertation, New York University]. The study indicated that reading anxiety had a substantial impact on students' capacity to perform well in reading tests. Interventions that focused on anxiety reduction resulted in improved reading performance. Reducing reading anxiety should be a fundamental component of interventions that aim to improve reading performance.

Jackson, A. B. (2024). "The Role of Socio-Emotional Learning in Addressing Reading Difficulties in Junior High School" [Doctoral dissertation, Columbia University]. This study emphasized that students with higher socio-emotional learning skills were better able to cope with reading challenges, displaying greater resilience and motivation. Integrating socio-emotional learning into reading interventions can improve students' overall academic performance and reading abilities.

Kim, D. H. (2024). "The Effects of Multimedia-Assisted Reading Interventions on Junior High Students' Reading Comprehension" [Master's thesis, University of Southern California]. Multimedia-assisted reading therapies, which included the use of films and interactive content, dramatically increased reading comprehension scores. Multimedia tools are useful for engaging children and boosting reading comprehension, especially for struggling readers.

Nguyen, T.V. (2024). "Exploring the Relationship Between Vocabulary Knowledge and Reading Comprehension in Junior High Students" (doctoral dissertation, University of Washington). The study found a high relationship between students' vocabulary knowledge and their reading comprehension abilities, implying that a limited vocabulary is a significant barrier to understanding complicated literature. Vocabulary instruction should be the major emphasis of reading therapies to increase comprehension.

Methodology

Search Strategy

The study used a systematic literature review approach to discover, analyze, and synthesize current studies on reading issues among junior high school pupils. The emphasis was on studying the origins, effects, and remedies associated with these reading challenges.

Databases and Sources

To provide comprehensive coverage, a variety of scholarly databases and sources were used. These included Google Scholar, PubMed, ERIC (Educational Resources Information Center), JSTOR, and Scopus. Library databases like ProQuest Dissertations & Theses and EBSCOhost were also used. In addition, published books, conference papers, and thesis repositories from various universities were reviewed to compile a comprehensive body of relevant material.

Search Terms

To find relevant studies, a precise set of keywords was used. These included phrases such as "reading challenges junior high school," "middle school reading difficulties," "reading comprehension intervention junior high," "adolescent literacy and reading struggles," "cognitive and socio-emotional factors in reading," "reading proficiency middle school students," and "interventions for reading difficulties." Boolean operators like AND, OR, and NOT were used to refine and narrow the search results based on the requirements of each database.

Search Timeframe

The search focused on studies published between 2012 and 2024. This timeline was chosen to reflect the most recent trends and research findings on the reading difficulties encountered by junior high school students. Peer-reviewed articles, theses, and grey literature were prioritized to ensure a thorough and current review.

Inclusion of Grey Literature

Grey literature, such as unpublished theses, educational institution reports, and government-funded research, was used to give a comprehensive evaluation of both formal academic publications and practical investigations. This grey material was discovered using institutional repositories and direct contact with educational agencies.

Selection Criteria

Several criteria were used to choose studies. They had to be relevant, addressing reading challenges among junior high school children and focusing on causes, consequences, and remedies. To guarantee that contemporary research is included, only studies published between 2012 and 2024 were evaluated. Qualitative and quantitative empirical research were considered, however theoretical or conceptual publications were eliminated unless they demonstrated substantial results. Furthermore, only studies published in English and done in junior high school settings were considered, excluding research focusing primarily on younger children or older students.

Data Extraction

For each selected study, data was rigorously retrieved, including the authors and year of publication, to ensure accurate citation and contextualization. Details about the study design and methodology were recorded in order to better understand the research methods used. The sample's characteristics, such as size, demographics, and geographic location, were also recorded. Key findings were summarized to highlight the main outcomes, such as the reasons of reading difficulties, their effects, and any successful therapies. Details about the individual therapies tested, study limitations, and findings with recommendations for future research or practical applications were also obtained.

Analysis and Synthesis

The extracted data was categorized into groups according to the research objective. The causes of reading difficulties were classified into cognitive, socio-emotional, and instructional variables. Reading challenges were evaluated in terms of academic, personal, and societal consequences. To allow for a more systematic synthesis of the material, interventions were classified as instructional, cognitive, or socio-emotional.

Quality Assessment

The quality of the included studies was evaluated using recognized criteria. Randomized control trials and longitudinal studies were preferred due to their rigorous methodological frameworks. The research's relevance was assessed based on their application to junior high reading issues. Studies with transparent techniques and comprehensive procedures were given priority to assure reliability and replicability.

Ethical Considerations

Because no new data were obtained for this study, there were no obvious ethical concerns about participant confidentiality or data handling. However, the review process took a strict approach to guaranteeing proper citation and credit of all sources, eliminating plagiarism and preserving intellectual property rights.

Systematic Conceptual Framework

This conceptual framework seeks to comprehensively investigate the causes of reading challenges, their effects, and potential treatments. By organizing these components, the framework provides a structured strategy for identifying successful strategies to improve reading results and student development.

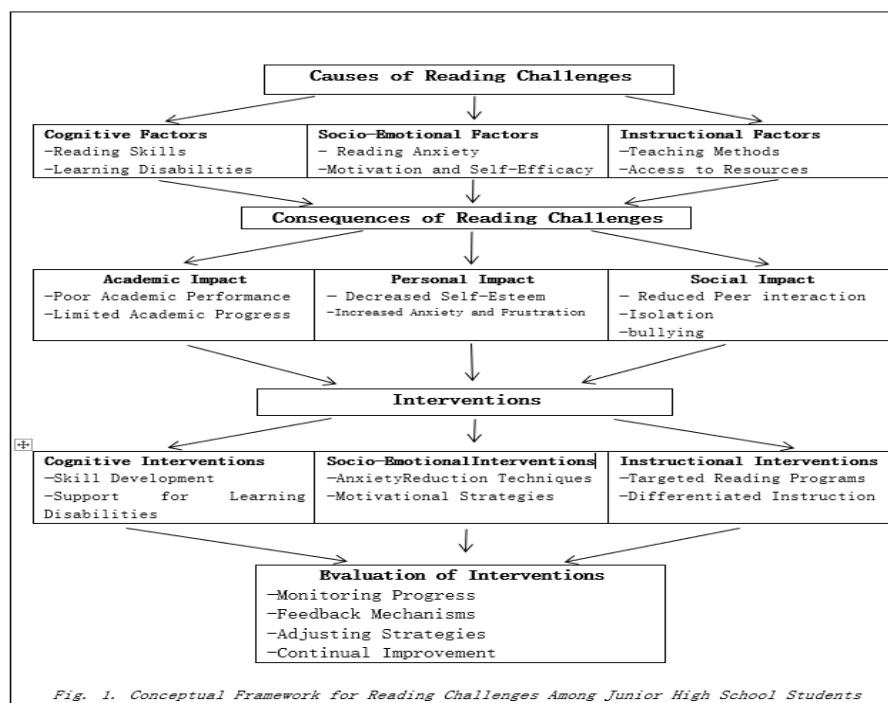


Fig. 1. Conceptual Framework for Reading Challenges Among Junior High School Students

Explanation of the Diagram

The conceptual framework diagram depicts the interconnected factors involved in resolving reading difficulties among junior high students. This is a breakdown of the diagram.

Causes of Reading Challenges:

1. **Cognitive Factors:** These include challenges with reading skill development and learning disabilities, which impair pupils' ability to absorb and comprehend material.
2. **Socio-Emotional Factors:** Reading anxiety and motivation/self-efficacy are two factors that influence students' attitudes and reading performance.
3. **Instructional Factors:** These include teaching methods and resource availability, both of which have a significant impact on how well reading skills are taught and supported.

Consequences of Reading Challenges:

1. **Academic Impact:** Poor reading abilities reduce academic performance and impede academic growth.
2. **Personal Impact:** Reading challenges can lower kids' self-esteem and cause increased worry and frustration.
3. **Reading difficulties:** Can lead to reduced peer engagement and social isolation as a result of difficulty participating in group activities.

Interventions:

1. **Instructional Interventions:** This category includes targeted reading programs and differentiated instruction that are designed to meet a variety of reading needs.
2. **Cognitive Interventions:** Emphasizes skill development programs and support for learning difficulties to improve reading ability.
3. **Socio-Emotional Interventions:** Strategies for reducing reading anxiety while increasing motivation and self-efficacy.

Evaluation of Interventions:

1. **Effectiveness Assessment:** Involves monitoring progress and gathering feedback to determine the impact of interventions on reading performance.
2. **Refinement and Adjustment:** Based on assessment results, interventions are adjusted to improve their effectiveness and continue enhancing reading support.

Critical Analysis and Synthesis

This literature review focuses on reading difficulties among junior high school children, with research looking into various contributing factors, intervention options, and outcomes. The research covers a wide range of topics, including socio-emotional, cognitive, instructional, and socioeconomic issues, to provide a thorough knowledge of the varied nature of reading challenges in this age group.

Comparison of Findings

1. **Socio-emotional Factors:** Numerous research have identified the relevance of socio-emotional factors in reading difficulties. For example, Baker and Beall (2016) demonstrate that anxiety and low self-efficacy correlate to poor reading comprehension, which is supported by Peters (2023), who stresses the role of reading anxiety. According to Jackson (2024), students with good socio-emotional abilities handle these obstacles better. These findings agree on the necessity of addressing emotional well-being as part of reading treatments.
2. **Instructional Approaches:** Garcia and Morales (2017) promote differentiated instruction, whereas Kim and Lee (2022) emphasize the efficacy of guided reading and scaffolding. Similarly, Smith and Lee (2019) and Williams and Harris (2024) emphasize the effectiveness of multifaceted approaches that incorporate phonics and comprehension strategies. Walker (2021) contrasts phonics-based strategies with whole-language alternatives, concluding that phonics is more effective. These findings support an organized, multidimensional approach to reading education.
3. **Cognitive Factors:** Hernandez and Rodriguez (2018) and Kim and Lee (2022) address the role of cognitive elements like working memory and attention in reading proficiency. Hernandez (2023) and Nguyen and Wong (2021) also demonstrate that incorporating cognitive support into instructional approaches improves outcomes.
4. **Socio-economic Factors:** Studies by Nguyen and Tran (2019), Lin and Chen (2021), and Anderson (2022) highlight the impact of socioeconomic disparities on reading performance, emphasizing that limited resources and low parental participation are important impediments to success. These data demonstrate that tackling external socioeconomic issues is crucial for closing the achievement gap.
5. **Parental Involvement:** Jones and Taylor (2019) and Brown (2022) investigate the importance of parental engagement, and both research conclude that active parental involvement enhances reading results. Parental participation not only improves reading skills, but it also encourages pupils to read more deeply.



Evaluation of Methods

1. **Quantitative Approaches:** The majority of studies, such as Hernandez and Rodriguez (2018), use statistical analyses to assess the association between cognitive deficiencies and reading proficiency. This strategy produces measured results but may not represent the intricacies of individual experiences.
2. **Qualitative Approaches:** Some research, such as Garcia (2023) and Lin (2020), use qualitative approaches to investigate teacher perspectives and instructional tactics. These studies provide useful information on the subjective features of reading challenges, but they lack the generalizability of quantitative studies.
3. **Mixed Methods:** Williams and Harris (2024) highlighted the efficiency of mixed methods in their meta-analysis, which provides a holistic view by integrating statistical evidence with qualitative insights, so strengthening their conclusions.

Identification of Gaps

1. **Longitudinal Studies:** One major lacuna in the literature is the scarcity of longitudinal studies that follow the long-term impact of interventions. Many studies focus on short-term outcomes, raising issues regarding the long-term viability of changes.
2. **Intersectionality of Factors:** While many studies focus on solitary components (e.g., cognitive or socio-emotional), more study is needed to investigate the interplay of diverse factors (e.g., how socio-emotional and cognitive obstacles interact to effect reading outcomes).
3. **Cultural and Linguistic Diversity:** Few studies, such as Santos and Ramos (2023), concentrate on bilingualism or pupils from various cultural backgrounds. More research is needed to understand how cultural and language differences influence reading proficiency, particularly in multilingual or multicultural settings.
4. **Technological Interventions:** Although Kim & Lee (2020) and Davis (2023) investigate digital literacy and multimedia tools, research on digital treatments is limited. The growing use of technology in school highlights the need for greater research into its long-term impact on reading development.

Implications

1. **Educational Practices:** The findings highlight the need for more complete educational methodologies that include phonics, understanding, cognitive training, and socio-emotional support. Teachers should be trained on how to effectively utilize these tactics, particularly in meeting the emotional and cognitive requirements of struggling readers.
2. **Policy and Curriculum Development:** Curriculum planners should incorporate digital literacy and socio-emotional development into reading programs to fulfill the needs of today's pupils. Schools in low-income communities should get more resources to narrow the reading proficiency gap, as proven by research such as Lin and Chen (2021).
3. **Parental and Community Involvement:** Schools should encourage more parental involvement, as research continually shows that it is crucial to boosting reading performance. Programs that encourage parental involvement, particularly in low-income communities, could have a big impact.
4. **Future Research:** Researchers should investigate the combination of socio-emotional, cognitive, and instructional aspects in order to create more comprehensive intervention approaches. Furthermore, additional longitudinal and culturally sensitive studies are required to evaluate the long-term and context-specific impact of therapies.

To summarize, this literature analysis demonstrates that junior high students reading difficulties are diverse, necessitating multi-dimensional solutions. Addressing socio-emotional, cognitive, and socioeconomic aspects simultaneously is critical for long-term success. Future study should continue to investigate the interactions of these variables, while widening the scope to encompass longitudinal outcomes and various populations.

Conclusion

This research review emphasizes the multidimensional character of reading issues among junior high school learners, which are influenced by cognitive, socio-emotional, instructional, and socioeconomic factors. Cognitive deficiencies, such as working memory and concentration disorders, have a substantial impact on reading proficiency, and socio-emotional factors like anxiety and low self-efficacy exacerbate these difficulties. Students with stronger socio-emotional abilities are better able to cope, indicating the need for programs that address both cognitive and emotional development. Instructional approaches, particularly phonics-based methods paired with individualized instruction and scaffolding, are critical for meeting the unique reading requirements of students, especially when combined with socio-emotional supports. Socioeconomic inequities, such as inadequate finances and poorer parental involvement, are important impediments, although research has shown that active parental involvement improves results.

Effective interventions are multifaceted, emphasizing educational, cognitive, and socio-emotional aspects; however, long-term tracking is required to assess long-term success. The study finds gaps, including the need for more

longitudinal studies, investigations into the interaction of cognitive and socio-emotional components, and research on cultural and language diversity and digital interventions.

Future research should fill these gaps to develop more inclusive and effective tactics. For practice, instructors must employ complete techniques that include cognitive training and emotional support, as well as adequate training to meet the different requirements of struggling readers. A comprehensive approach that takes socioeconomic variables into account will assist students in overcoming reading obstacles and fostering long-term academic achievement.

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