

Effective Teaching Practices and Reading Performance of Public Elementary School Learners

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ABSTRACT

This research investigated the effects of targeted reading interventions on students' literacy growth using PHIL-IRI and CRLA measurement tools. Pretest scores showed differing levels of competence, with Grade 6 students consistently outperforming others in PHIL-IRI, with Grade 5 having lower achievement and higher variability. In CRLA, lower grades exhibited progressive improvement but were still below projected proficiency levels, with high variability indicating a need for differentiated instruction. Posttest scores showed improvement at all grade levels after intervention, especially the application of Individual Reading Instruction (IRI) in PHIL-IRI and special techniques in CRLA. Statistical validation confirmed the efficacy of the intervention, reinforcing existing research attesting to the value of responsive and special literacy techniques in improving Reading among diverse student populations.

Keywords: educational **administration**, reading intervention program, PHIL-IRI, CRLA, posttest, pretest, experimental research, Philippines

INTRODUCTION

The Problem and Its Background

The problem of teaching practices and reading performance has become an issue in the Philippines and other parts of the world. Teaching strategy is among the most important factors affecting student progress in all educational settings. Numerous studies provide empirical evidence for the impact of teaching practice on students' reading performance. Both effective teaching practice and student reading performance have been independently linked to improved academic achievement (Olaya and González, 2020). Educational literature emphasizes the importance of effective teaching practices in improving student outcomes (Wentzel, 2018). Moreover, a study by Tomaszewski et. al (2022) in Australia, he demonstrated that effective teaching practice has a direct effect on students' reading performance and an indirect effect via improved positive behavior, attendance and homework behavior. Expectations for success, in contrast, have a largely indirect effect, affecting students' academic Performance through improved positive behavior, attendance and homework behavior. Further, a study of Villarente and Moral (2024) indicated that effective teaching practices positively impact the reading comprehension of students at the junior high secondary level. The study has important implications for teachers, students, curriculum planners, policymakers in the field of education, and school heads. Cannata et. Al (2019) have stated that while effective teaching practices involve a cohesive and complex system of aligned actions, accumulating

research evidence particularly underlines the importance of two key elements that cut across these practices: academic press and academic support.

In the Philippines, literacy improvement is one of the priorities of the Department of Education. DepEd Order No. 45, s. 2002 entitled "Reading Literacy Program in the Elementary Schools" gave birth to the DepEd's Policy of Every Child a Reader Program (ECARP) which is now extended to all learners in all grade levels and even to all educational leaders in the department. Subsequently, the Department of Education (DepEd) continued its commitment to fostering learners through inclusive education. Cardino and Ortega-Dela Cruz (2020) in their research article they said that effective teaching practice requires flexibility, creativity, and responsibility in order to provide an instructional environment able to respond to the learner's reading performance. Nowadays, one of the challenges in teaching-learning process is knowing the most effective teaching approach and strategies that align with the students' learning styles. in the school where the researcher is teaching, she observed that most of the pupils do not go to the library to study during their free time; instead, they prefer to roam around the school campus and hang around with their friends. When asked about their reading performance, some students also said they seldom read books. With the literature presented, the researcher feels there is a need to look more closely assessing the impact of effective teaching practices and reading Performance of public elementary school pupils in Sanong Lim IP School. Although there are already existing literatures on teaching practice and reading performance, those studies dealt only with qualitative nature. This study determines the effective teaching practices and reading performance which make this unique compared to other research. This is the reason why the researcher decided to conduct the study.

Review of Related Literature and Studies

This chapter deals with the review of related literature and studies. Books, journals, published theses and dissertation and the use of internet are included. The discussion is organized according to theme and subsections.

Effective teaching practices. Teachers' role is pivotal in providing effective teaching practices, creating knowledge, facilitate technological advancement and enriching the national culture. In order to attain these goals, the teacher should not only be a committed and devoted but also competent and creative and for that matter they should be provided a better quality of work life (Aviguetero, 2021). Many factors influence the teaching-learning process, which is hoped to be reflected in the level of students, including classroom teaching practices in the classroom environment. Teaching quality is one of the most important factors affecting student progress in all educational settings (Hattie & Zierer, 2020). For an education environment to gain a successful milestone, it needs a sound quality teaching staff. Thus, the educational institution's primary requirement is to retain and attract sound quality teachers. Moreover, high quality of teachers will not only have satisfaction in their work but indeed they provide assurance of productive outcomes to the students (Singh, 2021).

In addition, Morris and Hiebert (2021) argue that good teaching is associated with specific goals and that the better students achieve those goals, the more effective the teaching. The National Research Council (NRC) has indicated that effective teaching practices must address multiple approaches to mathematics instruction, such as conceptual understanding, fluency, problem-solving, logical thinking, and productive desire.

Reading Intervention Implementation. A reading intervention program refers to a pedagogical approach aimed at enhancing the fluency and comprehension skills of those who experience difficulties

in Reading. The instructional approach encompasses strategies to enhance word reading abilities, develop fluency, expand vocabulary, and improve comprehension. Additionally, peer discourse is utilized to foster reading engagement and enhance comprehension for individuals facing difficulties in Reading (Tolentin, 2023).

The study conducted by William et al., (2025) found out that the impact of reading interventions and programs on literacy rates in Philippine elementary schools. Over the past decade, the Philippine education system has faced significant challenges in improving literacy, with many students struggling to achieve basic reading proficiency. The findings suggest that well-structured and culturally relevant reading interventions can substantially enhance literacy rates. However, the effectiveness of these programs is also influenced by factors such as teacher training, resources, and community involvement. Proctor et al. (2020) reported practically meaningful effects of reading intervention on standardized measures of both academic language and reading comprehension, with implications for theory, research, and classroom practice. In addition, Neitzel et al. (2022) found that substantial impacts can be obtained for struggling readers, with interventions aligned within a response to an intervention network.

Reading intervention programs have shown considerable effectiveness in enhancing literacy skills, but their success is often impeded by logistical. The implementation of these programs relies heavily on teacher dedication and a collaborative atmosphere that fosters professional development. Teachers utilize individualization instruction methods and ongoing monitoring to create a supportive learning environment, maximizing the impact of their efforts. However, various challenges complicate these initiatives. Resource limitations, tight scheduling, and inconsistent parental involvement can hinder the optimal delivery of reading interventions, indicating a pressing need for systemic improvements. To tackle these challenges, a proposed intervention program aims to establish a supportive framework for educators and students in multigrade classrooms (Hacutina, 2025).

In analyzing the effectiveness of teaching, Darling Hammond (2006) highlighted three factors: (a) the ability of instructors to convey content; (b) teaching subject information; and (c) teachers' teaching diaries. Because teachers may encounter ambiguous situations such as pupils asking several wrong questions that lead to confusing conclusions, adequate learning is a key element in educational domains (Shulman et al. 2021). Furthermore, teachers must be able to see the connections between and practical applicability of concepts from several disciplines. Teachers with a basic understanding of discipline are the cornerstone of pedagogical material knowledge that makes ideas or concepts meaningful for learners. The subject matter not only comprises specific material within the teacher's areas of activity, but it also encompasses the learners' presumption and certainty and their usage as a tool to assist students in achieving complexity and exploiting real-world inconsistencies. Teachers must explain how one definition relates to another, dispel students' misconceptions, and prepare them to form useful cognitive atlases by teaching rigorous and subordinate material by national and international standards. (Shulman et al. 2021). Interestingly, Rice (2023) emphasized the need for teachers to have in-depth topic knowledge since it is impossible for them to study a subject poorly, which results in a lack of student engagement, respect for the teacher, and teacher confidence.

Instructional planning and strategies. The teaching profession is a unique occupation and it is believed that the quality of the services of the teaching profession directly influences the future of the Nation and its citizens. Harris (2020) observed that within any single subject areas, teachers' perception will influence a range of teaching skills, styles, models and approaches that comprise a teaching repertoire and this will provide a clear frame work for describing the teaching activities. Mandla (2020) saw teaching as a social

service career and no career is of more value to society than teaching therefore teachers should see the career as the one that offers a worker greater opportunity to benefit others hence their right frame of mind and better perception about the profession are very essential ingredient for students' Performance. In addition, the primary obligation of teaching profession is to guide children, youth and adults in the pursuit of knowledge and skill to develop healthy attitudes that enable them live in harmony with all other students and rightful perception of teachers will help the students to be more happy, useful and responsible to the society since the ultimate strength of the Nation lies in the social responsibility, economic competency and moral strength of the individual (Olayiwola, 2022). Effective teaching is challenging for teachers since it is needed to help students in understanding the material, solving their problems, and achieving their goals or target learning. Effective teaching is related to quality management of the class. It is because classroom management is complicated and it has a complex process since the teachers should deal with the unexpected conditions and the changing of teaching and learning environment (Nguyen, et al., 2022). Therefore, the teachers should have competency in managing the class to make their classroom effective and make the students maximize in achieving their target learning. Teacher will get decision to choose the appropriate teaching approaches and methods to make their teaching effective to achieve the goal of the learning process improvement based on the proper curricula and syllabi. Since the students' learning style will be different from each other, the teaching activities will be different as well, for instance peer sharing, drama/simulations, and teamwork (Campbell, Heller, & Pulse, 2020).

Repeated Reading and oral practice. By improving automatic word recognition and prosody, repeated Reading and oral practice have been found to dramatically raise reading fluency. Aldhanhani and Abu-Ayyash (2020) underlined that consistent text exposure increases decoding efficiency, thereby enhancing fluency and understanding. Oral reading practice with instantaneous feedback, according to Rupley et al. (2020), helps struggling readers create more expressive and smoother reading patterns. Particularly for those with learning difficulties, Mize and Bryant (2020) have discovered that assistive technology mixed with frequent Reading greatly increases pupils' spoken reading fluency. These results highlight how important controlled reading practice is to fluency development.

Repeated Reading's benefits on cognitive processing and reading endurance help to explain its effectiveness. Paige (2020) discovered that pupils who regularly read demonstrate faster reading speed without compromising accuracy which is absolutely essential for fluency. According to Calet et al. (2019), regular oral Reading improves prosody, which helps reading to be more natural and expressive and therefore benefits comprehension. Young et al. (2019) also observed that repeated reading fluency treatments help students recall textual material, hence encouraging greater interaction with reading resources. These studies emphasize how often Reading helps with behavior and cognition.

Beyond conventional classroom spaces, repeated reading techniques have shown success in many kinds of learning environments. By lowering reading anxiety and raising confidence, Gedik and Akyol (2022) showed how often reading interventions help struggling readers. Foster (2020) maintained that by strengthening pronunciation and intonation patterns, oral fluency exercise helps second-language learners. Clemens et al. (2019) also discovered that repeated readings in fluency-building exercises significantly increase reading comprehension. These findings taken together point to oral practice and consistent Reading as essential elements of literacy education, therefore helping children in many different learning environments.

Phil-iri Implementation in School. One of these programs is the Philippine Informal Reading Inventory (Phil-IRI) with DepEd mandate for implementation in all public schools of the country to address the

issues concerning literacy improvement. The program consists of graded passages to identify the Performance of learners in silent Reading, oral Reading and reading comprehension. These reading assessments or the conduct of reading inventory programs are used to determine the reading proficiency of learners in school which will then serve as basis for conducting enrichment reading programs. With the above considerations, the researcher became interested in this study to know the academic Performance of the pupils and finds its significance in PHIL-IRI results because it is believed that reading literacy is therefore a crucial element of learners in order to pave the way for success in their academic performances. Casasa, & Tantiado, 2023)

The implementation of the Philippine Informal Reading Inventory (Phil-IRI) program is mandated by the Department of Education (DepEd) for implementation in schools as an assessment tool in determining the Performance of learners in reading proficiency. The results of the inventory serve as the basis for teachers in creating appropriate reading intervention initiatives to improve the Performance of struggling readers. Challenges were revealed along the Phil-IRI implementation which drew setbacks on literacy improvement, writing and Reading proficiency of the learners. In the implementation process, some teachers were not adherent nor consistent to program interventions since they are already bombarded with workloads in their teaching tasks and so many paper-works for submission, apart from the time-consuming reading interventions. It was difficult to carry out the appropriate reading remediation in view of teaching time constraints and too many assigned works coupled with the insufficient instructional reading materials, limited or no technological facility and limited library resources. Indeed, developing the reading ability of learners with reading difficulties has never been an easy feat for the reading teachers (Abril et al., 2022).

Further, Pelagio (2025) explained that Reading is a foundational skill that underpins all areas of learning, enabling students to access knowledge and develop critical skills for active societal participation. Globally, the mastery of Reading is recognized as a key driver of educational success, influencing not only academic Performance but also lifelong learning and engagement with broader societal goals. However, challenges such as unequal access to resources, teacher preparedness, and systemic barriers often hinder the development of effective reading programs, particularly in under-resourced areas. Moreover, reading literacy is a worldwide problem that affects both developed and developing countries. It is one of the most important subjects taught in school. Long before entering school, children learn letters and numbers in their everyday lives. Often, such education takes place outside of the classroom and in the children's homes. When children begin learning their letters, parents or other adult caregivers encourage them to learn to read. Some children can recognize words and phrases even before they speak. Some children learn to read before they start school, while some are not (Fakhruzy, 2021).

Reading Performance among Learners. Reading is an action that involves responding to a text by comprehending the meaning of the sentences that make up the text. Reading, while considered a receptive talent, requires the readers' brain activity in the process of comprehending a text. Reading is a multi-faceted, complex activity that requires a combination of lexical and text-progressing skills and is usually acknowledged as interactive (Johnson (2018). Literacy practices in elementary schools encompass a range of activities, from curriculum development to fostering a culture of reading within the school community. DuFour and Marzano (2021) stress the need for principals to articulate a clear vision for literacy education, aligning it with school goals. Effective instructional leadership involves not only setting expectations but also providing the necessary support and resources to achieve them (Tschannen-Moran, 2014).

Building a culture of reading within the school community is another aspect of principals' literacy practices. This involves not only providing access to diverse reading materials but also promoting a positive attitude toward Reading. Research by Reinking (2021) suggests that principals who actively cultivate a culture of Reading report higher levels of student engagement and achievement in literacy. Creating a reading-friendly environment within the school extends beyond the classroom, involving parents and the wider community in supporting literacy development. Despite the valuable insights provided by existing research, there are notable gaps that warrant further investigation. The majority of studies focus on general leadership practices, with limited attention given to the specific nuances of literacy leadership in elementary schools (Vestal, et al., 2023). Additionally, there is a need for longitudinal studies that examine the sustained impact of principals' literacy practices on student achievement over time.

Reading motivation. From the selected literature search, it was found that large scale surveys especially in English speaking countries like United States and United Kingdom became popular instruments that were utilized to gauge reading motivation via reading attitudes of young children to young adults. These instruments typically gauged both how much and how positive attitudes were towards Reading in the understanding that they were strong indicators of reading motivation levels (Clark & Foster, 2005; McKenna, 2021; Wigfield & Guthrie, 1997b).

One striking difference is that the research field of motivation in general and reading motivation in particular has seen significant progress in the West. This is possibly because historically, the education systems in both US and UK are in principle, monolingual even if in practice, increasingly bigger groups of school students are English as Second, Other and Additional language users. This largely monolingual context allows and encourages a close scrutiny of literacy practice of school children that are assumed to be learning and using a shared language which happens to be an historically and internationally dominant one. In contrast, there is far less concerted research and advocacy effort in the eastern, often third world context not least made complicated by the presence of mother tongue language, national language and English as a second language usually caught within a literacy framework that is borrowed from the west, and therefore is ill-fitting with multilingual contexts (Chong, 2021).

UNESCO has admitted to "...insufficient attention to mother tongue-based literacy in programme design as one of the factors behind literacy's neglect within the broader international education and development agenda, helping explain why...it has been 'a weak link in the EFA (Education For All) movement'" (UNESCO Institute for Lifelong Learning, 2016, p. 7). As such, research instruments for measuring and testing reading motivation and ability are necessarily more challenging to design in a multilingual context. This reiterates the importance of understanding reading as going beyond language boundaries.

Access to multimodality. According to Kress (2020) the term 'mode' in the simple meaning-making sense refers to the actual resource with which the reader makes meaning. In other words, an individual could apprehend writing on a signboard in order to understand instructions. Thus, some common examples of modes are writing, image, facial expressions and sounds. However, Kress goes further to differentiate the way 'mode' is understood through the linguistic, pragmatist and social semiotic turns.

Moreover, drawing on the social semiotic turn that a social semiotically-informed perspective allows for considerations which not only account for the reader's context but also how her motivations play a part in her meaning-making. The social semiotic turn paradoxically examines the function of mode by striving to suspend the examination of mode. This means that a useful examination of how a reader makes meaning requires an analysis that looks beyond the mode. "It does not deal with the resources used, the modes"

(Kress, 2020). Simply put, the survival of a mode depends on how it has been socially-determined and how it continues to be socially-practised. Mode is the resource through which meaning tied with culture, history and context can be made. By extension, multimodality refers to the reader's experience in negotiating with various modes or resources. Through the social semiotic turn, multimodality also takes into account the reader's interest and agency when negotiating a modes potentials and limitations. Multimodality also has implications towards reading in digital forms (Rowse, 2012). This is because the concept of multimodality accommodates a broad range of material and types of resource upon which symbolic forms can be presented and meaning can be made. Most common platforms of digital Reading is through the use of computers (laptops, tablets) and mobile phones where Reading can be done through non-printed materials.

Reading Strategies used by the teachers. Reading strategies are the comprehension processes that readers use in order to make sense of what they read. Moreover, reading strategies indicate how readers conceive of a task, how they make sense of what they read, and what they do when they do not understand. Even though, the definitions of reading strategies have been defined in different ways, it can be concluded that reading strategies are an actions that reader applied in order to comprehend the text (Jarrah & Ismail, 2018). Li (2016) defines reading strategies as the one of the important factors that help readers improve reading comprehension and overcome reading difficulties. Rebecca (1990: 94) also explains that reading strategies are very essential to assist learners to overcome reading difficulties such inferring the underlying messages in the text, dealing with unknown terms and unfamiliar cultural load. Reading strategies helps the readers manage to interact with written texts, they show how readers comprehend a task, what textual cues readers use, how readers make sense of what they read and how they react when they do not understand. Phonics is a tool needed by all readers and writers of alphabetically written language such as English. Teaching and learning by using phonics actually need learners to identify words quickly and accurately. Brand (2004) says that phonics is one of the instructions that can help students to understand the sound of the letter in Reading and spelling. This approach focuses on how the readers' understanding about the letters and how to pronounce them correctly in reading activities. Furthermore, Bald (2007), states that Phonics is the systematic teaching of the sounds conveyed by letters and groups of letters, and includes teaching children to combine and blend these to read or write words. This approach encourages learners to decode written letters by sound based on the grapheme. In addition, phonics approach gives some advantages to the learners, especially for children learning to read in the early age. It will allow students to learn the regular pattern of words including the rules of letters pronunciation, it is allowing for easier Reading. Moreover, phonics has been supported for the Reading classroom for the past 50 years or more (Henbest & Apel, 2017). According to Henbest and Apel (2017), there are two types of phonics: synthetic and analytic phonics were developed to support the word-level Reading of young struggling readers (i.e., early elementary grades), or those who are at risk for reading failure" (p. 1). Ample research has been conducted as to whether or not phonics is a viable method of instruction. The general consensus is that phonics and the ability to "manipulate morphemes, the smallest units of meaning in language, is a powerful contributor to an individual's success with word reading" (Apel & Henbest, 2017).

Repeated Readings. The study conducted by Zavala and Cuevas (2019) revealed that study involving 12 first-grade students to determine the effects of repeated reading practice or rhyming poetry instruction on improving reading abilities. The students were grouped based on ability to ensure the two groups had similar reading levels. Each group consisted of six students, and they received either repeated Reading or rhyming poetry instruction. At the conclusion of the study, overall results suggest that both methods may

be beneficial to students' Reading but that rhyming poetry instruction may have greater potential for students at this level. Notably, students in the rhyming poetry group showed slightly more improvement in their attitude towards reading as well. The importance of the repeated reading intervention as an instructional strategy to improve reading fluency was also explored by researchers Lee and Yoon Yoon (2017). In their study, Lee and Yoon Yoon (2017) observed students with reading disabilities for 24 years while collecting their research on the effects of repeated reading strategies. The students involved in the study were all identified as having a reading disability in grades K-12. Similar to the study of Guerin and Murphy (2015), repeated Reading was implemented to study the effects of improving fluency and words correct per minute (WCPM) read. Notably, Lee and Yoon Yoon (2017) findings indicated the positive effects of repeated Reading on gains in reading fluency for students with reading disabilities, especially at the elementary grade level. The study conducted by Lee and Yoon Yoon (2017) also identified a future area of research as a combination of repeated readings and a listening passage preview would be the most effective method for students with reading disabilities. Furthermore, reading aloud can be characterized as a reading activity by voicing it out loud. Reading aloud is reading activity involves the act of vocalizing the text, whereby students articulate the words accurately to gather additional information and enhance their vocabulary (Sofyan et al., 2021). This approach contributes to a positive classroom environment, imbuing teaching and learning activities with an element of enjoyment for students. This strategy serves as a means for students to glean information from the text. Sajid et al., (2019) stated that reading aloud is a crucial instructional approach that holds the potential to enhance students' reading comprehension skills, playing a notable role in assisting them in navigating challenges posed by the learning materials.

According to Dwiningtiyas et al., (2020) that the process of reading aloud encompasses three distinct phases: the 18 pre-reading stage, the while-reading stage, and the post-reading stage. The prereading stage assists students in activating prior knowledge about a topic and making predictions about the upcoming content. The while reading stage involves activities that guide students in directing their attention to various aspects of the text to facilitate enhanced comprehension. Lastly, the post-reading stage assists students in delving deeper into the text, involving critical analysis of what they have read.

Modeling, Scaffolding, and Repetition With Connected Text. Modeling, scaffolding, and repetition with connected text is another reading strategy that Kuhn, Rasinski, and Zimmerman (2014) researched to improve reading fluency. This study consisted of FORI (Fluency Oriented Reading Instruction), Wide Reading FORI, and FDL (Fluency Development Lesson). FORI is based on a five-day cycle with the teacher providing full support on Day one and lessening the support each day with the students on their own by Day five. A new text is introduced on Day one, with the teacher giving some background information about the new text involving activities. The teacher then reads the text aloud while the students follow along in their own texts. This also allows the teacher to model how fluently the text should sound. Following reading the book will be a discussion about the book involving comprehension focus. Day Two consists of echo reading the book. Following the Reading will be activities to expand on the meaning of the text. On the second day the student will be taking the book home to read. Day Three consists of choral reading the book. Day Four, the students read the book with a partner. They act as coaches for one another.

Related studies. There have been several studies on reading interventions to improve students' reading proficiency, yet most of these interventions are undertaken with the assumption that students' reading challenges are obvious and generic in nature. Teachers require specialized knowledge in second-language acquisition and specific learning strategies to support students' learning disabilities. According to

Sarisahin (2020), reading comprehension skills are the foundational skills that students with Learning Disabilities (LD) who are Emergent Bilingual (EB) most often need to improve. The interventions do not take into consideration the diversity in students' reading backgrounds and the specific nature of the challenges.

Moreover, Asmilawati (2020) underscored that the students' scores of reading comprehension were low, because the students have difficulties in understanding the content of material and the students do not have good reading comprehension. The lack of vocabulary and knowledge of structure makes the students cannot read well. There upon, literacy improvement is one of the priorities of the Department of Education (DepEd) which is anchored on the flagship program: "Every Child A Reader Program," which aims to make every Filipino child a reader and a writer at his/her grade level (DepEd, 2018). Subsequently, the Department of Education (DepEd) together with the United Nations Educational, Scientific and Cultural Organization (UNESCO) continued its commitment to fostering learners through inclusive education. Since the Philippines hosted the 2020 Global Education Monitoring (GEM), it aims to achieve Sustainable Development Goal 4 (SDG 4) and its targets with the theme "Inclusion and education: All means All," a call to action was also established highlighting the report's messages and recommendations (DepED, 2020). However, readers vary in skill, and several sources of individual differences can influence comprehension. For example, Galiza (2021) examined the reading competency and academic Performance of 185 first year college students. The respondents with competent level of reading competency earned a considerably higher-Grade Weighted Average (GWA) than the respondents with beginning, developing, and approaching proficiency levels. The results imply a reading and comprehension competitions must be introduced in the campus to increase the reading skill of the respondents and the campus library should serve as an ideal setting where students can do volunteer reading activity. On the other hand, the study by Crivilare (2019) found a gender gap in reading enjoyment favoring female students; a decline in academic Reading, but an increase in recreational Reading, across grades nine through twelve; and that students have an unclear vision of what Reading in college entails. Some studies have also shown that parent involvement is related to children's academic success. Çalışkana and Ulaş (2022) examined the effect of parent- involved reading activities on elementary fourth graders' reading comprehension. The findings showed that there were significant differences between the experimental group and the control group, meaning that the parent-involved reading activities developed by the researchers had a positive effect on the students' reading comprehension, reading motivation, and attitudes toward Reading. Consequently, the study of Igweike (2020) showed that while parental level of involvement had a significant impact on the reading skills development of school pupils, parental level of education had no significant impact on reading skills development. In this situation, Purwandari et al. (2023) concluded that parental involvement in learning at home is how parents provide support, decisions, and togetherness in making plans as well as assistance and encouragement to children when they are at home in the learning process.

As stated by Bendanillo (2021), the extent of parental involvement to respondents' reading performance in terms of parent involvement capabilities had a moderate parental involvement and resulting in high percentage of frustrated readers. This indicates that the school must determine appropriate strategies to decrease the number of struggling readers and design interventions to help respondents improve their reading performance. A significant difference was noted in the investigation of Sumugat and Caraballe (2021) which shows that the reading efficiency of the students when grouped and compared according to the type of reading materials read and average family monthly income but not significant when grouped according to sex. Statistics results of the investigation on the academic Performance of the students

disclosed a significant correlation between reading efficiency and academic Performance. The findings suggest that reading efficiency influenced significantly the academic Performance and therefore, an enhancement program must be formulated.

Heydarnejad et al. (2021) gauged the impacts of performance-based assessment (PBA) on reading comprehension achievement (RCA), academic motivation (AM), foreign language anxiety (FLA), and students' self-efficacy (S-E). The results highlighted the significant contributions of PBA in fostering RCA, AM, FLA, and S-E beliefs. The implications of this study may redound to the benefits of language learners, teachers, curriculum designers, and policymakers in providing opportunities for further practice of PBA.

In addition, the findings of Gabejan and Quirino (2021) revealed that the latter differed in terms of sex, parents' highest educational attainment, parents' occupation, and the number of days of attendance in school, but similar along with age, nutritional status, and attitude toward Reading. Students showed a favorable academic performance in Reading as depicted in the positive coefficient result, suggesting a direct proportional linear relationship indicating that students with higher RPL manifested higher AP than those whose reading performance was on the average only. The study by Tankersley and Cuevas (2019) implemented Collaborative Strategic Reading (CSR) and the Jigsaw method. After controlling for initial attitudes, motivation, and global reading comprehension, the results indicated that neither of these methods led to greater gains in these areas than the other. However, when controlling for prior knowledge on the four specific topics, the CSR group made significant gains on all four posttests while the Jigsaw group only made significant gains on the first two tests.

Furthermore, several studies show significant bearing on the current investigation on the utilization of cooperative learning based on literature here and abroad. The study of Menakaya et al., (2022), revealed that students exposed to cooperative learning method had higher interest in English reading comprehension than those taught using the lecture method. Also, gender has no significant influence on students' interest in reading comprehension.

The results of the study by Pochana (2021) showed that the Cooperative Learning method could lead to gains in reading comprehension among Thai secondary school students. Likewise, Deluao et al. (2022) combined reading approaches to cater to the essential factors necessary for compelling Reading which is composed of the 4Rs (Read, Retell, React, Reflect). The findings revealed significant differences between students' pre-test and post-test reading comprehension levels using the 4Rs strategy. The study concludes that adopting the 4Rs strategy improves the Grade 8 learners' reading comprehension.

Namazianos et al., (2020) investigated the impact of using two cooperative learning strategies on the development of oral English language fluency among Iranian intermediate EFL learners. A comparison of mean oral fluency score gains between the two treatment and control groups suggested that both cooperative learning approaches were valuable in supporting learners' spoken English fluency, with treatment group members significantly outperforming those in the control group.

Ceyhan and Mustafa (2020) examine the effect of interactive Reading aloud (IRA) lessons on students' reading comprehension levels, reading motivation, and reading fluency skills. The findings of the study revealed that reading comprehension, reading motivation, and reading fluency levels of the students in the experimental groups were higher than those of the students in the class, where lessons were taught based on the current Turkish lesson curriculum.

The landscape for inclusive education does not only challenge basic education institutions, but it also demands more from teachers at the forefront of an inclusive educational system. This context inspired the

author to explore the reading comprehension performance of junior high school students through a descriptive inferential study. Notably, there are limited studies and works of literature on inclusive education specifically on college teachers' experiences in higher education institutions in the Philippines. From a global perspective, research has focused mainly on the implementation of inclusive education in the junior high school sectors, typically using qualitative research methods.

The above related literature has enlightened the researcher specifically on the significance of the present study as linked with the previous researches and has given the opportunity to appreciate its significance on its authentic application. Most importantly, it has encouraged the researcher to formulate concepts and correspondingly explore on valuable perspective anchored on the effective teaching practices and reading performance. Furthermore, it enhances in creating new ideas being apprised of various theories and methodologies related to the present study.

Theoretical Framework

This study was anchored to the theory of constructivism by Jerome Bruner as cited in the University at Buffalo (2023). Constructivism is the theory that says learners construct knowledge rather than just passively take in information. Jerome Bruner's theory of constructivism emphasizes that learning is an active process where learners construct new ideas or concepts based upon their current and past knowledge. Applying Bruner's constructivist theory in the classroom can create a dynamic and engaging learning environment that foster deeper understanding and long-term retention of knowledge.

Constructivist theory can significantly influence reading performance by encouraging active engagement with texts, scaffolding comprehension, and promoting a deeper understanding of content. Applying Bruner's constructivist principles to reading instruction can lead to more engaged, thoughtful, and independent readers. By fostering an active, supportive, and exploration reading environment, pupils can develop stronger reading skills and greater love for literacy.

In a reading comprehension process, constructivists stress on teachers' supportive roles to encourage the building of concepts, and values, activate schemata, and encourage students' active participation in high cognitive level activities. Therefore, the constructivist regarded readers as autonomous individuals integrating schemata and new information from the text in producing meaning, where they actively select, create, and refine.

Based on the educational theory of learning into the current teaching methods and course materials in reading performance, the researcher believed that it would help students stay more engaged and achieve greater success in an inclusive classroom setting. Thus, it makes a positive difference in students' lives while challenging themselves to elevate their academic Performance in English.

Statement of the Problem

The main purpose of the study was to determine the effective teaching practices and reading Performance of elementary learners during the school year 2025-2026 at Sanong Lim Elementary School. Specifically, the study was conducted to deal with the following questions:

1. What is the reading skill achievement of learners during the pretest of:
 - 1.1 PHIL-IRI
 - 1.2 CRLA
2. What is the reading skill achievement of learners during the posttest of:
 - 2.1 PHIL-IRI

2.2 CRLA

3. Is there a significant difference in reading skill achievement before and after the intervention in:

3.1 PHIL-IRI

3.2 CRLA

Null hypotheses

This study was tested at .05 level of significance.

HO1: There is no significant difference in the reading performance of elementary pupils as to pre-test and post-test.

HO2: There is no significant relationship between the post-test reading comprehension performance result and the extent of utilization of teaching practices to enhance reading comprehension of elementary pupils.

Scope and Delimitation of the Study

This study was delimited on the effective teaching practices and reading Performance of public elementary school pupils in Sanong Lim Ip School, La Paz District, La Paz, Agusan del Sur, during the school year 2025-2026. Forty-five Sanong Lim Elementary School pupils served as the study's respondents. The instrument used in gathering the data was through the used of questionnaires. Mean, standard deviation, and Pearson product-moment correlation are utilized as the data treatment.

Significance of the Study

Previous studies provide a solid ground for the present investigation that such effective teaching practices skills impact reading Performance such as English. Moreover, studies consistently revealed that students' inability to read comprehensively is a major stumbling block which frustrates them to perform well in all disciplines especially in Mathematics and Science. The researcher believes that this study will be beneficial to the Department of Education, Teachers, and Future Researchers.

Learners. As the center of every teaching-learning process, the result of this study will contribute to teachers effective teaching practices and students reading Performance.

Teachers. This is also relevant to the teachers for it will enlightened the minds of their school heads to send them to trainings and to render their commitment and enthusiasm in delivering quality education and to devote extra time to teaching duties. The data gathered in this study may serve as a basis in understanding effective teaching practices, optimistic about the future, and being prepared to try out new ideas.

Parents. As the guardians of the students, the results of this study will give them more knowledge on how to enhance their parental involvement and parenting styles to their children and to apply it effectively.

School Administrators. School administrators could benefit from the study if they would use the results in the development and design of the course curriculum to build up and strengthen the teachers' integrity and character as practitioners of a noble profession.

Department of Education. This is significant for DepEd officials to be guided new strategies that they can implement and propose trainings appropriate for teachers.

Future researchers. Moreover, the findings will contribute the awareness for future researchers that they may become creative to dig on some unexplored variables not included in this study that they may investigate into. They may undergo deeper and wider research on this study.

METHOD

Presented in this chapter are the methods and procedures used in this study which include the research design, research subject, research instrument, data gathering procedure, statistical treatment of the data and other sources of information and data treatment.

Research Design

This study employed quantitative research design specifically quasi-experimental quantitative research design utilizing descriptive correlational technique. Specifically, the pretest-posttest nonequivalent control group design. The posttest scores were used to evaluate the significant relationship between the post-test reading performance result and the extent of utilization of teaching practices. Quasi-experimental research involves the use of intact-groups of subject in an experiment, rather than assigning subjects at random to experimental treatments. The descriptive research method was utilized in the assessment of the respondents towards the teaching practices. Hence the quasi-experimental methods of research will be the most appropriate to utilize.

Research Locale

This study was conducted in the Municipality of La Paz, Agusan del Sur, Caraga Region XIII. La Paz is the largest municipality in the Philippines by land area and is home to a population of 30,969 (2020 census), including various indigenous groups from nearby communities. The study focused on public elementary schools within the La Paz District, which consists of 31 schools. The findings are specific to this local context and may have limited generalizability due to the study's scope and sample

Research Respondents

The sampling technique that the researcher used in this study is universal sampling. Universal sampling, also known as complete enumeration, involves collecting data from every member of the population. It ensures that the entire population is studied, eliminating sampling error and providing comprehensive insights.

The universal sampling technique was used where all the members of the pupils in Sanong Lim IP school groups will be taken as the respondents. The researcher preferred to use the universal sampling technique to select respondents because they were the ones who were able to provide the useful information. The 45 samples are sufficient in order to statistically compute the data that will be gathered in preparation for answering the questions and problems raised in this study.

Grade	Actual no. of Pupils	Respondents
Grade-I	6	6
Grade -II	7	7
Grade-III	11	11
Grade-IV	8	8

Grade-V	8	8
Grade -VI	5	5
Total	45	45

Research Instrument

The instrument in this study was taken in the Philippine Informal Reading Inventory (Phil-IRI) and the Comprehensive Rapid Literacy Assessment (CRLA) Assessment Tool. Phil-IRI is used as a classroom-based assessment tool to measure and describe students' reading performance. CRLA is used to classify learners' reading levels and identify those needing additional support. It involves rapid, standardized assessments of learners in grades 1-3 to evaluate their mother tongue, Filipino, and English skills. The instrument was modified to cater to the data's need and measure the effectiveness of the reading intervention developed by the researcher.

Research Procedures

In collecting the data through survey questionnaire, the following steps was undertaken. In asking permission to conduct the study, the adviser noted a letter and will be properly attached with an endorsement letter signed by the dean of the graduate school. The letter will be forwarded and addressed to the Schools Division Superintendents asking permission to conduct the study. Directions on how to answer the effective teaching practices and pupils reading Performance will be carefully read and explained to the respondent with examples. The research questionnaire is designed in such a way that it can be administered in less than 30 minutes time duration. The researcher anticipated the respondent to answer during their vacant period from 7:30 in the morning to 4:30 in the afternoon. Questionnaires with answers will be gathered right after they accomplished them.

Statistical Treatment of Data

To analyze the data obtained from the pretest and posttest scores of experimental group, several statistical tools were employed:

Mean. The mean was calculated to determine the average Performance of students in the pretest and posttest. This measure provided an overall view of students' reading performance levels.

t-test. A paired sample t-test was conducted to identify any significant difference between the pretest and posttest scores.

All statistical computations were performed using a 0.05 level of significance to ensure the accuracy and validity of the results.

Ethical Considerations

This study adhered to strict ethical standards to ensure the protection, dignity, and rights of all participants. Ethical considerations was based on the guidelines set by the Department of Science and Technology-Philippine Health Research Ethics Board (DOST-PHREB), which emphasized professional accountability, voluntary participation, confidentiality, and responsible data handling. The

study ensured that respondents experience no harm and that their rights as participants are respected throughout the research process.

The study's **social value** lies in its potential contribution to educational leadership and organizational management. The results would provide meaningful insights into the effective practices and reading Performance of public elementary school learners in La Paz District elementary schools. The results might serve as a basis for leadership development programs, policy recommendations, and interventions that enhance teacher engagement, leadership effectiveness, and school management. The research might also inform school administrators, educational policymakers, and institutions on best practices for fostering leadership excellence and

increasing organizational commitment among educators.

Informed consent was strictly implemented to ensure that all respondents voluntarily agree to participate in the study. Before data collection, respondents were provided with a clear explanation of the study's purpose, objectives, methodology, and potential implications. They were informed that participation was entirely voluntary and that they could withdraw at any time without any consequences. Respondents were also assured that their responses would be kept confidential and used solely for academic purposes. The estimated duration of the survey was communicated, and participants had the option to complete it at their convenience. They were encouraged to seek clarification on any aspect of the study before signing the consent form, which would indicate their willingness to participate.

The study would not pose any physical, psychological, or social risks to the respondents. However, to minimize any inconvenience, the researcher administered the questionnaire on allotted time to avoid disrupting school activities. To acknowledge their participation and time, respondents will receive a small token of appreciation. The study is expected to be beneficial to the respondents, as its findings may contribute to improving leadership strategies that support better work environments, professional growth, and overall school effectiveness.

Privacy and confidentiality was strictly maintained throughout the research process. No personal identifying information was collected, ensuring that respondents remain anonymous. Data were securely stored and password-protected to prevent unauthorized access. In compliance with the Data Privacy Act of 2012 (Republic Act No. 10173), all research data will be handled responsibly and ethically. After the completion of the study, all collected data were permanently deleted to protect respondent confidentiality and ensure compliance with ethical research standards.

Justice and fairness were observed in the selection of research participants. All eligible learners in La Paz District elementary schools had an equal opportunity to participate. Since the study employed purposive sampling, respondents were selected based on specific criteria relevant to the research focus, ensuring that the study remains fair and representative. The contributions of the respondents were duly acknowledged, as their participation played a significant role in the completion of this study.

Transparency and research integrity was maintained throughout the study. The researcher will ensure that data collection, analysis, and reporting are conducted with accuracy and impartiality. Any potential conflicts of interest will be disclosed, although none are anticipated since the research is conducted for academic purposes only. If the findings are disseminated through conferences, research forums, or journal publications, the researcher will ensure that the results are accurately presented and open for academic scrutiny.

The researcher is qualified to conduct this study, having undergone extensive training in research methodologies and ethical considerations. As a graduate student specializing in educational leadership,

the researcher will uphold the highest standards of academic integrity and professionalism. Ethical compliance will be strictly observed, ensuring that the study is conducted responsibly and contributes meaningfully to leadership development in education.

RESULTS

Reading skill achievement of learners during the Pretest

a. PHIL-IRI

Table 1.a
Pretest (Mean Percentage Result)

Reading skill Achievement	Mean (%)	Standard Deviation
Grade 4	84.60	7.501
Grade 5	80.66	7.958
Grade 6	91.66	5.773
Overall	85.64	7.077

The table 1.a shows the pretest reading skill achievement of Grades 4, 5, and 6 in PHIL-IRI . The finding revealed that Grade 6 learners showed the highest mean percentage score of 91.66%, accompanied by the lowest standard deviation of 5.773, denoting not only better achievement but also uniformity among students. The Grade 4 next had a respectable mean of 84.60% and a moderate standard deviation of 7.501, indicating generally good Performance with some variation. Grade 5, however, had the lowest mean of 80.66% and the largest standard deviation of 7.958, indicating both lower achievement and a larger distribution of scores among students. Overall, the data combined yielded an average score of 85.64% which indicates a high degree of reading skill development instruction, although the range of score highlights areas where targeted intervention could be useful.

b.CRLA

Table 2.b
Pretest (Mean Percentage Result)

Reading skill Achievement	Mean (%)	Standard Deviation
Grade 1	21.86	8.591
Grade 2	42.50	17.68
Grade 3	51.50	28.91
Overall	38.62	18.39

The table 2.b shows the pretest reading skill achievement of Grades 1 and 3 in CRLA. The data revealed that increase in the literacy abilities of students, as indicated by increasing mean scores from 21.86% in

Grade 1 to 51.50% in Grade 3. The rising trend demonstrates the effect of ongoing teaching and growth development; the progressively large standard deviations from 8.591 to 28.91, however, show the increasing difference between individual performance levels. The grand mean of 38.62% indicates that, although there is progress, a large segment of students continue to lag behind proficiency levels. The high variability indicates the need for differentiated teaching approaches and focused intervention to serve different learning needs and to provide more balanced results in reading proficiency.

Reading skill achievement of learners during the Posttest

a.PHIL-IRI

Table 2.a
Posttest (Mean Percentage Result)

Reading skill Achievement	Mean (%)	Standard Deviation
Grade 4	92.60	5.082
Grade 5	90.77	5.832
Grade 6	96.63	2.885
Overall	93.33%	4.60

The table 2.a shows the reading skills achievement of learners during the posttest results in PHil-IRI in Grades 4 through 6 . The data shows a generally strong performance, with Grade 6 standing out in both mean score and regularity. Grade 6 students scored a mean of 96.63% with a low standard deviation of 2.885, reflecting extremely consistent proficiency in Reading. Conversely, Grade 5 posted the lowest mean score at 90.77% and the greatest variation with a standard deviation of 5.832, indicating greater difference in Performance and the possibility of needing instructional reinforcement. Grade 4 exhibited strong achievement with a mean of 92.60% and moderate variation. In all, both the collective mean of 93.33% and overall standard deviation of 4.60 indicate satisfactory reading results, although Grade 5's Performance indicates a chance to reduce learning gaps and inform differentiated approaches. This means that the used of Individual Reading Instructions as one of the intervention used by the teacher in addressing the problem was successfully gained improvement in the reading achievement of the learners.

b.CRLA

Table 2.b
Posttest (Mean Percentage Result)

Reading skill Achievement	Mean (%)	Standard Deviation
Grade 1	34.29	15.01
Grade 2	52.50	13.44

Grade 3 53.83 29.00

Overall 46.87 19.15

Table 2.b shows the reading skill achievement of learners during the Posttest in CRLA. The finding revealed that Grade 1 to 3 reading achievement data indicate a progressing but irregular pattern of literacy development. Grade 1 pupils had an average of 34.29%, which would imply limited proficiency in initial reading skills, with a fairly high standard deviation of 15.01 showing great variation in student performance. This might be an indication of varying amounts of experience in early literacy activities or differing teaching methods. In Grade 2, the average score improves to 52.50%, reflecting improvement, although a standard deviation of 13.44 indicates that there are still disparities in academic achievement. Grade 3 records the highest average attainment of 53.83%, indicating further educational improvement; however, the peak in standard deviation to 29.00 indicates that there is a wide gap between high-achieving and low-achieving students. The general mean overall across these grades is 46.87%, and the mean variability is 19.15, indicating moderate success but also that specific interventions to assist poor readers are necessary to ensure more equitable Performance.

Difference in Reading Skill Achievement Before and After the intervention

A.PHIL-IRI

Table 3.a

Mean percentage score (%)		T -Value	Mean difference	P-Value	Conclusion
Pretest	85.64				
Posttest	93.33	-8.585	18	< .001	Significant

Table 3.a shows significant difference in Reading Skills Achievement before and after the intervention in PHIL-IRI. Based on the information presented, the results of reading skill achievement demonstrate a strong story of progress and influence. The students started with an impressively high mean pretest score of 85.64%, indicating a strong baseline knowledge of reading competencies before the intervention. Yet, the observed mean difference of 18 percentage points between the posttest and pretest indicates a tremendous improvement that is further supported by a t-statistic value of -8.585 and a p-value of less than .001. It indicates that the result of PHIL-IRI is significantly higher than the post test mean score of the Pretest as indicated by the value of < .001. This suggests that the use of Individual Reading Instruction (IRI) program has greatly increased the reading skill achievement of the pupils.

b.CRLA

Table 3.b

Mean percentage score (%)		T -Value	Mean difference	P-Value	Conclusion
Pretest	38.62%				
Posttest	46.87	-4.055	14	0.001	Significant

Table 3.b shows significant difference in Reading Skills Achievement before and after the intervention in CRLA. According to the data presented, a pretest mean percentage score of 38.62% indicates that the students' initial performance level was comparatively low. Still, after an intervention or instruction change, a significant improvement was noted, as expressed through a 14-point increase in the mean score. Statistical testing confirms this gained with a t-value of -4.055 and p-value of 0.001, which shows that the difference observed is statistically significant and not likely due to chance. The findings proved that the intervention did make a significant difference in students' reading skills achievement, justifying its effectiveness in enhancing learning outcomes.

Chapter IV

DISCUSSIONS AND CONCLUSION

This chapter presents the discussions, conclusion and recommendations of the study that investigated the effective teaching practices and reading Performance of public elementary school learners.

Discussions

This chapter presents the discussions, conclusions and recommendations.

Reading skill achievement of learners during the Pretest of PHIL-IRI. The finding revealed that Grade 6 learners showed the highest mean percentage score accompanied by the lowest standard deviation denoting not only better achievement but also uniformity among students. Moreover, the Grade 4 pupils had a respectable mean and a moderate standard deviation. This indicates that good Performance with some variation. However, grade 5 learners got the lowest mean and the largest standard deviation. This indicates that both lower achievement and a larger distribution of scores among students. The overall, the data combined output which indicates a high degree of reading skill development instruction, although the range of score highlights areas where targeted intervention could be useful. This supports the idea of DuFour and Marzano (2021) that literacy practices in elementary schools encompass a range of activities, from curriculum development to fostering a culture of reading within the school community.

Reading skill achievement of learners during the Pretest of CRLA. The data revealed that increase in the literacy abilities of students, as indicated by increasing mean scores in Grade 1 to Grade 3. The total mean indicates that a large segment of students continue to lag behind proficiency levels. The high variability indicates the need for differentiated teaching approaches and focused intervention to serve different learning needs and to provide more balanced results in reading proficiency. This is opposed to the study of Sarisahin (2020) that reading interventions help to improve students' reading proficiency, yet most of these interventions are undertaken with the assumption that students' reading challenges are obvious and generic in nature. Teachers require specialized knowledge in specific learning strategies to support students' learning disabilities in Reading.

Reading skill achievement of learners during the Posttest in PHIL_IRI. The reading skills achievement of learners during the posttest results in PHIL-IRI. The finding showed that Grade 6 standing out in both mean score and regularity but low standard deviation which means reflecting extremely consistent proficiency in Reading. Conversely, Grade 5 got the lowest mean and the greatest variation with a standard deviation. This indicates that greater difference in Performance and the possibility of needing instructional reinforcement. Moreover, Grade 4 exhibited strong achievement with a mean and moderate variation. In all, both the collective mean and overall standard deviation indicate satisfactory reading results. This means

that the used of Individual Reading Instructions as one of the intervention used by the teacher in addressing the problem was successfully gained improvement in the reading achievement of the learners.

Reading skill achievement of learners during the Posttest in CRLA. The finding revealed that Grade 1 to 3 reading skills achievement data indicate a progressing but irregular pattern of literacy development. The Grade 1 pupils had limited proficiency in initial reading skills, with a fairly high standard deviation. This shows great variation in student performance. This might be an indication of varying amounts of experience in early literacy activities or differing teaching methods. Meanwhile, in Grade 2, the average score improves reflecting improvement, although a standard deviation indicates that there are still disparities in academic achievement. Further, Grade 3 got the highest average attainment. This indicates further educational improvement; however, the peak in standard deviation indicates that there is a wide gap between high-achieving and low-achieving students. The general mean overall across these grades and the mean variability.

Difference in Reading Skill Achievement Before and After the intervention in PHIL-IRI. The results of reading skill achievement demonstrate a strong story of progress and influence. The students started with an impressively high mean pretest score. This indicates a strong baseline knowledge of reading competencies before the intervention. The mean difference percentage points between the posttest and pretest. This implies that a tremendous improvement is further supported. It shows that the result of PHIL-IRI is significantly higher than the post test mean score of the Pretest as indicated. This suggests that the used of Individual Reading Instruction (IRI) program has greatly increased the reading skill achievement of the pupils. This was the support of the study conducted by Ceyhan and Mustafa (2020) that examine the effect of interactive Reading aloud (IRA) lessons on students' reading comprehension levels, reading motivation, and reading fluency skills.

Difference in Reading Skill Achievement Before and After the intervention in CRLA. The results revealed that pretest mean percentage score indicates that the students' initial performance level was comparatively low. Still, after an intervention or instruction change, a significant improvement was noted, as expressed through increase in the mean score. Statistical testing confirms this gained that the difference observed is statistically significant and not likely due to chance. The findings proved that the intervention did make a significant difference in students' reading skills achievement, justifying its effectiveness in enhancing learning outcomes.

Conclusion

The findings of the study indicate significant gain in learners' reading ability after the application of focused interventions like Individual Reading Instruction (IRI). Grade 6 was consistently high-performing with minimal variability during the PHIL-IRI tests, indicating both high achievement and stability. Grade 4 had strong, consistent improvement, whereas Grade 5 continued to be a problem because it had lower mean scores and higher score variance. Concurrently, the CRLA data indicated a steady but irregular development in early literacy in Grades 1 to 3, with Grade 3 registering the largest gains yet highest variability. These results indicate that although interventions contributed to statistically significant gains in reading competence as a whole, these also point to the necessity of differentiated and special teaching approaches to cater to individual learner differences. The data confirms the success of the applied programs and reiterates the need for ongoing fine-tuning in teaching methods to promote fair literacy development among all students.

Recommendations

Based on the conclusions derived from the results of the study, the following recommendations are hereby presented:

1. To cater to diverse reading requirements, it is advisable to enhance differentiated instruction, especially in Grade 5 (PHIL-IRI) and Grade 1 (CRLA), where inconsistency of Performance was most pronounced.
2. Enhancing early exposure to literacy is necessary for younger students by means of enriched settings, interactive reading activities, and varied literacy materials.
3. Continuing the application of Individual Reading Instruction (IRI) at all grade levels can continue to ensure the positive effects already seen, underpinning ongoing reading development progress.
4. Teachers must be provided with continued professional development in specialized reading techniques that address varied learning difficulties and assist students with reading disabilities.
5. Habitual progress monitoring systems will enable teachers to recognize struggling readers in the early stages and implement timely intervention, avoiding continued gaps.
6. Encouraging a reading culture across the school—through library time, book clubs, and peer reading—can encourage interest and lifetime literacy habits.
7. Offering additional support to low-performing subgroups, particularly those with high variability of scores, is required to close achievement gaps and provide equal learning opportunities.

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