

READING INTERVENTION STRATEGIES AND BEGINNING READING SKILLS OF PRIMARY GRADE LEARNERS: TOWARDS AN ENHANCED EMERGENT LITERACY DEVELOPMENT PROGRAM

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ABSTRACT

Beginning reading skills of primary grade learners in Cabangan and San Felipe Districts were enhanced through systematic instructional interventions and literacy support. This study determined the reading intervention strategies and beginning reading skills of primary grade learners in Cabangan and San Felipe Districts, Schools Division of Zambales, during the School Year 2025–2026, towards an enhanced emergent literacy development program. The study employed quantitative-descriptive and correlational research methods involving 118 primary grade teachers and 30 public elementary school heads, using total population sampling. Data were collected through a validated researcher-designed questionnaire with reliability values of $\alpha = .98$, $.99$, $.97$, and $.98$. Results revealed that primary grade teachers perceived their reading intervention strategies as moderately executed across instructional approaches, learning materials, monitoring progress, and parental involvement, and public elementary school heads reported similar observations. Beginning reading skills of learners were described as moderately skilled in phonological awareness, word recognition, reading fluency, and reading comprehension by both teachers and school heads. A positive strong significant correlation existed between the reading intervention strategies of primary grade teachers and beginning reading skills of learners as perceived by both teachers and school heads. Based on the findings, an enhanced emergent literacy development program was developed to improve reading intervention strategies and beginning reading skills of primary grade learners. This study provides a foundation for designing effective emergent literacy development programs that improve reading intervention strategies and beginning reading skills of primary grade learners.

Keywords: Reading Intervention Strategies, Beginning Reading Skills, Primary Grade Learners, Public Elementary School Heads, Emergent Literacy Development Program

1. INTRODUCTION

Reading had been widely recognized as a fundamental skill that shaped learners' academic success and lifelong learning, yet many primary grade learners continued to struggle with basic reading abilities such as word recognition, fluency, and comprehension. International and local studies had consistently shown that early literacy difficulties, when left unaddressed, often resulted in persistent learning gaps across grade levels (Igarashi & Suryadarma, 2022; Albert et al., 2023; Canonizado, 2025). In the Philippine context, low reading literacy among young learners remained a pressing concern, influenced by limited instructional resources, inconsistent teaching practices, and varying levels of parental involvement (Librea et al., 2023; Valido, 2025; Navarro, 2025).

With the increasing emphasis on national reading initiatives and school-based intervention programs, there had been a growing need to strengthen reading instruction at the primary level. These realities highlighted the urgency of examining reading intervention strategies as a response to current challenges in early literacy development.

This study focused on reading intervention strategies and beginning reading skills of primary grade learners, particularly in relation to phonological awareness, word recognition, reading fluency, and comprehension. Previous research had established that structured reading interventions could significantly improve learners' reading performance (Pelatero, 2023; Mercado, 2024; Guerrero, 2025), yet findings also revealed variations in effectiveness depending on instructional approaches, learning materials, and implementation contexts (Bernarte & Digo, 2024; Visuyan, 2024; Dumlao, 2024). While many studies had explored isolated reading skills or single intervention programs, fewer investigations had examined the combined influence of multiple reading strategies on emergent literacy development. Moreover, limited studies had contextualized these variables within public elementary schools in rural Philippine districts. Thus, this research examined what reading intervention strategies had been implemented and how these strategies related to the beginning reading skills of primary grade learners in Cabangan and San Felipe Districts, Schools Division of Zambales.

The need for the study was anchored on theoretical, practical, and societal considerations. Theoretically, emergent literacy theory emphasized that early reading skills developed through meaningful interaction among instruction, environment, and support systems (Siregar et al., 2023; Nkurunziza, 2024; Serrano, 2025). Practically, teachers had reported challenges in aligning curriculum, instruction, and assessment in reading, which often resulted in inconsistent intervention practices (Abejuela et al., 2023; De Ocampo et al., 2024). Societally, inadequate reading skills limited learners' academic participation and long-term educational opportunities, particularly among those from resource-constrained communities (Maimad et al., 2023; Caparas et al., 2025; Ferareza, 2025). Addressing these issues through systematic and evidence-based reading interventions had the potential to improve instructional quality, learner outcomes, and home-school collaboration in literacy development.

Despite the growing body of literature on reading instruction, several research gaps remained evident. Few studies had comprehensively examined the integration of phonological awareness, word recognition, fluency, and comprehension within a single emergent literacy framework for primary grade learners (Batinga, 2024; Bermudez, 2025; Eduvala, 2025; Aguillon, 2024). Inconsistencies were also noted in prior findings regarding the effectiveness of learning materials, monitoring tools, and parental involvement across different school settings (Abrasaldo, 2024; Linao & Alestre, 2024; Lim, 2024). Additionally, limited empirical evidence existed on how standardized intervention strategies were implemented at the district level and how these influenced early reading skills over time. These gaps prompted the present study to investigate the reading intervention strategies employed and the level of beginning reading skills of learners as bases for program enhancement.

Guided by emergent literacy theory and learner-centered instructional perspectives, this study aimed to develop an enhanced emergent literacy development program grounded in empirical findings. The study sought to generate practical contributions by informing teachers, school heads, and reading coordinators on effective and sustainable reading intervention strategies (Hermoso & Valle, 2023; Joaquin & Imbat, 2024; Canonizado, 2025). Specifically, it aimed to strengthen instructional practices, diversify learning materials, improve progress monitoring, and

encourage parental involvement in reading development. Ultimately, the study intended to contribute to improved beginning reading skills among primary grade learners and to support continuous literacy growth through a contextually responsive and data-driven literacy development program.

2. STATEMENT OF THE PROBLEM

This study determined the reading intervention strategies and beginning reading skills of primary grade learners in Cabangan and San Felipe Districts, Schools Division of Zambales, during the School Year 2025-2026, towards an enhanced emergent literacy development program.

Specifically, it sought answers to these questions:

1. As perceived by primary grade teachers, how may their reading intervention strategies be described in terms of:
 - 1.1. instructional approaches;
 - 1.2. learning materials;
 - 1.3. monitoring progress; and
 - 1.4. parental involvement?
2. As perceived by public elementary school heads, how may the reading intervention strategies of primary grade teachers be described in terms of:
 - 2.1. instructional approaches;
 - 2.2. learning materials;
 - 2.3. monitoring progress; and
 - 2.4. parental involvement?
3. As perceived by primary grade teachers, how may the beginning reading skills of their learners be described in terms of:
 - 3.1. phonological awareness;
 - 3.2. word recognition;
 - 3.3. reading fluency; and
 - 3.4. reading comprehension?
4. As perceived by public elementary school heads, how may the beginning reading skills of primary grade learners be described in terms of:
 - 4.1. phonological awareness;
 - 4.2. word recognition;
 - 4.3. reading fluency; and
 - 4.4. reading comprehension?
5. As perceived by primary grade teachers, is there a significant correlation between the reading intervention strategies of primary grade teachers and beginning reading skills of their learners?
6. As perceived by public elementary school heads, is there a significant correlation between the reading intervention strategies of primary grade teachers and beginning reading skills of learners?
7. What enhanced emergent literacy development program can be developed to improve the reading intervention strategies and beginning reading skills of primary grade learners?

3. METHODS AND MATERIALS

This study determined the reading intervention strategies and beginning reading skills of primary grade learners in Cabangan and San Felipe Districts, Schools Division of Zambales, during the School Year 2025-2026, towards an enhanced emergent literacy development program. Employing a quantitative-descriptive and correlational research methods, data were collected, classified, summarized, and analyzed using means. The study's respondents comprised 118 primary grade teachers and 30 elementary school heads, selected through total population sampling of the districts to provide opportunities to everyone to be part of the study. A researcher-designed questionnaire served as the primary data collection instrument, focusing on the reading intervention strategies and beginning reading skills of primary grade learners. Internal consistency was established using Cronbach's alpha, which showed excellent reliability of the instrument. Reading intervention strategies of primary grade teachers as perceived by themselves and their school heads was very highly reliable ($\alpha = 0.98, 0.99$). Similarly, the beginning reading skills of primary grade learners as perceived by their teachers and school heads demonstrated excellent reliability ($\alpha = 0.97, 0.98$). Hypotheses were tested using the Spearman's Rho Correlation Coefficient.

4. RESULTS

4.1. Reading Intervention Strategies of Primary Grade Teachers as Perceived by Themselves

4.1.1. Instructional Approaches

Table 1 presents the mean ratings of the reading intervention strategies of primary grade teachers. It showed the level of execution of instructional approaches as perceived by themselves.

Table 1

Mean Rating and Interpretations of the Reading Intervention Strategies of Primary Grade Teachers as Perceived by Themselves in terms of Instructional Approaches

Item	Indicators	Mean Rating	Interpretation
1	I implement phonics-based lessons for beginning reading learners.	3.26	Highly Executed
2	I conduct guided reading sessions daily for my learners.	3.28	Highly Executed
3	I integrate storytelling to develop comprehension skills effectively.	3.23	Moderately Executed
4	I use repetition to reinforce letter-sound recognition accurately.	3.21	Moderately Executed
5	I apply interactive reading activities for learner engagement consistently.	3.22	Moderately Executed
6	I provide individualized instruction to support struggling readers regularly.	3.29	Highly Executed
7	I model fluent reading during classroom reading sessions daily.	3.21	Moderately Executed
8	I incorporate sight words in lessons to improve recognition.	3.23	Moderately Executed

9	I adapt teaching methods to learners' diverse reading needs.	3.22	Moderately Executed
10	I plan lessons using multiple approaches to teach reading.	3.21	Moderately Executed
General Mean Rating		3.24	Moderately Executed

Legend: Scores of 3.25 to 4.00 indicate "Highly Executed"; scores of 2.50 to 3.24 indicate "Moderately Executed"; scores of 1.75 to 2.49 indicate "Slightly Executed"; and scores of 1.00 to 1.74 indicate "Not Executed."

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included implementing phonics-based lessons ($\bar{x} = 3.26$), conducting guided reading sessions ($\bar{x} = 3.28$), and providing individualized instruction ($\bar{x} = 3.29$), all interpreted as highly executed. These items reflected instructional approaches that teachers consistently applied at a high level. Their meanings denoted strong teacher implementation of key reading strategies. This demonstrates the teachers' commitment to enhancing learners' reading skills through varied and evidence-based methods. It also suggests that learners likely benefited from targeted support that addressed their specific reading needs.

The general mean rating of $\bar{x} = 3.24$ was interpreted as moderately executed. This indicated that while some strategies were highly practiced, the overall execution of instructional approaches fell within a moderate range. The finding meant that teachers applied these approaches regularly but with room for stronger consistency. This implies that certain strategies may need additional reinforcement or professional development to achieve uniform effectiveness. Moreover, it highlights opportunities for school administrators to provide support or resources to enhance overall instructional quality.

The results aligned with the findings of De Ocampo et al. (2024), who reported variability in teachers' application of reading strategies. Similar to their study, this research showed that some strategies were strongly executed while others required further enhancement.

4.1.2. Learning Materials

Table 2 presents the mean ratings of the reading intervention strategies of primary grade teachers. It showed the level of execution of learning materials as perceived by themselves.

Table 2

Mean Rating and Interpretations of the Reading Intervention Strategies of Primary Grade Teachers as Perceived by Themselves in terms of Learning Materials

Item	Indicators	Mean Rating	Interpretation
1	I prepare flashcards to reinforce letter-sound correspondence effectively.	3.21	Moderately Executed
2	I use illustrated storybooks to enhance reading comprehension daily.	3.25	Highly Executed
3	I provide worksheets to practice word recognition consistently.	3.23	Moderately Executed

4	I distribute phonics games to make learning enjoyable.	3.21	Moderately Executed
5	I utilize charts showing alphabet and sounds for learners.	3.24	Moderately Executed
6	I select age-appropriate reading materials for beginner readers.	3.29	Highly executed
7	I incorporate digital resources to supplement traditional reading materials.	3.21	Moderately Executed
8	I provide manipulatives to teach letters and words creatively.	3.27	Highly Executed
9	I organize classroom libraries to encourage independent reading habits.	3.23	Moderately Executed
10	I develop activity sheets to strengthen phonological awareness skills.	3.21	Moderately Executed
General Mean Rating		3.24	Moderately Executed

Legend: Scores of 3.25 to 4.00 indicate “Highly Executed”; scores of 2.50 to 3.24 indicate “Moderately Executed”; scores of 1.75 to 2.49 indicate “Slightly Executed”; and scores of 1.00 to 1.74 indicate “Not Executed.”

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included using illustrated storybooks ($\bar{x} = 3.25$), selecting age-appropriate reading materials ($\bar{x} = 3.29$), and providing manipulatives for teaching letters and words ($\bar{x} = 3.27$), all interpreted as highly executed. These items showed that teachers strongly applied specific learning materials to support reading instruction. The values denoted that these materials were consistently utilized at a high level. This suggests that teachers were intentional in choosing resources that enhance learners’ engagement and comprehension. It also implies that learners had access to diverse materials that catered to different learning styles.

The general mean rating of $\bar{x} = 3.24$ was interpreted as moderately executed. This meant that while some learning materials were highly used, the overall implementation across all indicators remained moderate. The finding indicated that teachers incorporated learning materials regularly but not at the highest possible level. This highlights the need for continuous support to ensure all recommended materials are fully integrated into lessons. Additionally, it points to opportunities for further professional development in the effective use of teaching aids.

These results aligned with the findings of Pecson and Sarmiento (2024), who also noted uneven use of instructional materials among teachers. Similar to their study, the present results showed that some learning resources were strongly implemented while others demanded further strengthening.

4.1.3. Monitoring Progress

Table 3 presents the mean ratings of the reading intervention strategies of primary grade teachers. It showed the level of execution in monitoring progress as perceived by themselves.

Table 3

Mean Rating and Interpretations of the Reading Intervention Strategies of Primary Grade Teachers as Perceived by Themselves in terms of Monitoring Progress

Item	Indicators	Mean Rating	Interpretation
1	I assess learners' reading fluency weekly using short passages.	3.24	Moderately Executed
2	I track learners' word recognition progress regularly in notebooks.	3.21	Moderately Executed
3	I observe learners' phonics mastery during reading activities daily.	3.23	Moderately Executed
4	I record comprehension scores for stories read in class.	3.24	Moderately Executed
5	I provide feedback on learners' errors during reading lessons.	3.21	Moderately Executed
6	I identify struggling readers through frequent monitoring activities consistently.	3.31	Highly Executed
7	I adjust instruction based on learners' assessment results effectively.	3.29	Highly executed
8	I note learners' improvement in phonological awareness each week.	3.22	Moderately Executed
9	I maintain progress charts to track reading skill development.	3.26	Highly Executed
10	I use quizzes to evaluate learners' understanding of texts.	3.21	Moderately Executed
General Mean Rating		3.24	Moderately Executed

Legend: Scores of 3.25 to 4.00 indicate "Highly Executed"; scores of 2.50 to 3.24 indicate "Moderately Executed"; scores of 1.75 to 2.49 indicate "Slightly Executed"; and scores of 1.00 to 1.74 indicate "Not Executed."

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included identifying struggling readers ($\bar{x} = 3.31$), adjusting instruction based on assessment results ($\bar{x} = 3.29$), and maintaining progress charts ($\bar{x} = 3.26$), all interpreted as highly executed. These items reflected teachers' strong implementation of strategies to monitor learners' progress. The values denoted that these practices were consistently applied at a high level. This demonstrates that teachers were proactive in addressing individual learning needs. It also suggests that learners received timely support, helping them improve their reading skills effectively.

The general mean rating of $\bar{x} = 3.24$ was interpreted as moderately executed. This meant that while some monitoring practices were highly applied, overall execution across all indicators remained moderate. The finding indicated that teachers regularly monitored progress but with varying levels of consistency. This implies that some monitoring activities may need reinforcement or additional resources to ensure uniform effectiveness. Moreover, it highlights opportunities for further training to enhance teachers' ability to track and respond to learners' needs consistently.

The results aligned with the findings of Gamboa (2023), who also reported variability in teachers' monitoring practices. Similar to their study, the present findings showed that some strategies were strongly executed while others needed improvement.

4.1.4. Parental Involvement

Table 4 presents the mean ratings of the reading intervention strategies of primary grade teachers. It showed the level of execution in parental involvement as perceived by themselves.

Table 4

Mean Rating and Interpretations of the Reading Intervention Strategies of Primary Grade Teachers as Perceived by Themselves in terms of Parental Involvement

Item	Indicators	Mean Rating	Interpretation
1	I encourage parents to read aloud with their children daily.	3.21	Moderately Executed
2	I provide parents with reading tips to practice at home.	3.24	Moderately Executed
3	I involve parents in monitoring learners' reading homework consistently.	3.27	Highly Executed
4	I send activity sheets for parents to review at home.	3.21	Moderately Executed
5	I communicate learners' reading progress to parents regularly.	3.23	Moderately Executed
6	I organize parent-teacher meetings to discuss reading strategies often.	3.28	Highly Executed
7	I motivate parents to participate in reading activities at home.	3.21	Moderately Executed
8	I suggest reading materials that parents can use with learners.	3.24	Moderately Executed
9	I provide guidance to parents on supporting struggling readers.	3.29	Highly Executed
10	I collaborate with parents to enhance learners' reading habits.	3.21	Moderately Executed
General Mean Rating		3.24	Moderately Executed

Legend: Scores of 3.25 to 4.00 indicate "Highly Executed"; scores of 2.50 to 3.24 indicate "Moderately Executed"; scores of 1.75 to 2.49 indicate "Slightly Executed"; and scores of 1.00 to 1.74 indicate "Not Executed."

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included involving parents in monitoring homework ($\bar{x} = 3.27$), organizing parent-teacher meetings ($\bar{x} = 3.28$), and providing guidance to parents on supporting struggling readers ($\bar{x} = 3.29$), all interpreted as highly executed. These items reflected strong teacher efforts to actively involve parents in learners' reading. The values denoted that these parental involvement practices were consistently applied at a high level.

This indicates that teachers recognize the important role of parents in reinforcing reading skills at home. It also suggests that learners benefited from a collaborative effort between school and family, enhancing their overall learning experience.

The general mean rating of $\bar{x} = 3.24$ was interpreted as moderately executed. This meant that while some parental involvement strategies were highly applied, the overall execution across all indicators remained moderate. The finding indicated that teachers encouraged parent participation regularly but with varying degrees of consistency. This highlights the need for ongoing initiatives to strengthen parent engagement in all aspects of learners' reading development. Additionally, it points to opportunities for providing more structured guidance to ensure parents can effectively support their children at home.

These results aligned with the findings of Gabutero et al. (2025), who also reported differences in teachers' parental involvement practices. Similar to their study, the present findings showed that some strategies were strongly executed while others needed improvement.

4.2. Reading Intervention Strategies of Primary Grade Teachers as Perceived by Their Public Elementary School Heads

4.2.1. Instructional Approaches

Table 5 presents the mean ratings of the reading intervention strategies of primary grade teachers. It showed the level of execution of instructional approaches as perceived by their public elementary school head.

Table 5

Mean Rating and Interpretations of the Reading Intervention Strategies of Primary Grade Teachers as Perceived by Their Public Elementary School Head in terms of Instructional Approaches

Item	Indicators	Mean Rating	Interpretation
1	The teachers implement phonics-based lessons for beginning reading learners.	3.17	Moderately Executed
2	The teachers conduct guided reading sessions daily for learners.	3.20	Moderately Executed
3	The teachers integrate storytelling to develop comprehension skills effectively.	3.23	Moderately Executed
4	The teachers use repetition to reinforce letter-sound recognition accurately.	3.33	Highly executed
5	The teachers apply interactive reading activities for learner engagement consistently.	3.20	Moderately Executed
6	The teachers provide individualized instruction to support struggling readers regularly.	3.27	Highly Executed
7	The teachers model fluent reading during classroom reading sessions daily.	3.17	Moderately Executed
8	The teachers incorporate sight words in lessons to improve recognition.	3.23	Moderately Executed

9	The teachers adapt teaching methods to learners' diverse reading needs.	3.30	Highly Executed
10	The teachers plan lessons using multiple approaches to teach reading.	3.17	Moderately Executed
General Mean Rating		3.23	Moderately Executed

Legend: Scores of 3.25 to 4.00 indicate "Highly Executed"; scores of 2.50 to 3.24 indicate "Moderately Executed"; scores of 1.75 to 2.49 indicate "Slightly Executed"; and scores of 1.00 to 1.74 indicate "Not Executed."

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included using repetition to reinforce letter-sound recognition ($\bar{x} = 3.33$), providing individualized instruction to support struggling readers ($\bar{x} = 3.27$), and adapting teaching methods to learners' diverse reading needs ($\bar{x} = 3.30$), all interpreted as highly executed. These items reflected strong implementation of instructional approaches. The values denoted that these strategies were applied consistently and effectively by the teachers. This demonstrates that teachers were attentive to the unique learning requirements of each learner. It also suggests that such targeted strategies likely contributed to improved reading outcomes among learners.

The general mean rating of $\bar{x} = 3.23$ was interpreted as moderately executed. This meant that while some instructional strategies were highly applied, overall execution across all indicators remained moderate. The finding indicated that teachers implemented instructional approaches regularly but with some variability. This indicates areas where instructional practices could be strengthened to ensure uniform effectiveness. Moreover, it points to the potential benefit of additional professional development to enhance teachers' consistency in applying these strategies.

These results aligned with the findings of Botor (2025), who also reported variations in teachers' application of reading strategies. Similar to their study, the present findings showed that some strategies were strongly executed while others needed improvement.

4.2.2. Learning Materials

Table 6 presents the mean ratings of the reading intervention strategies of primary grade teachers. It showed the level of execution in learning materials as perceived by their public elementary school heads.

Table 6

Mean Rating and Interpretations of the Reading Intervention Strategies of Primary Grade Teachers as Perceived by Their Public Elementary School Heads in terms of Learning Materials

Item	Indicators	Mean Rating	Interpretation
1	The teachers prepare flashcards to reinforce letter-sound correspondence effectively.	3.23	Moderately Executed
2	The teachers use illustrated storybooks to enhance reading comprehension daily.	3.17	Moderately Executed

3	The teachers provide worksheets to practice word recognition consistently.	3.37	Highly Executed
4	The teachers distribute phonics games to make learning enjoyable.	3.33	Highly Executed
5	The teachers utilize charts showing alphabet and sounds for learners.	3.17	Moderately Executed
6	The teachers select age-appropriate reading materials for beginner readers.	3.20	Moderately Executed
7	The teachers incorporate digital resources to supplement traditional reading materials.	3.20	Moderately Executed
8	The teachers provide manipulatives to teach letters and words creatively.	3.17	Moderately Executed
9	The teachers organize classroom libraries to encourage independent reading habits.	3.30	Highly executed
10	The teachers develop activity sheets to strengthen phonological awareness skills.	3.20	Moderately Executed
General Mean Rating		3.23	Moderately Executed

Legend: Scores of 3.25 to 4.00 indicate “Highly Executed”; scores of 2.50 to 3.24 indicate “Moderately Executed”; scores of 1.75 to 2.49 indicate “Slightly Executed”; and scores of 1.00 to 1.74 indicate “Not Executed.”

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included providing worksheets to practice word recognition ($\bar{x} = 3.37$), distributing phonics games ($\bar{x} = 3.33$), and organizing classroom libraries ($\bar{x} = 3.30$), all interpreted as highly executed. These items reflected strong teacher implementation of learning materials. The values denoted that these strategies were consistently applied to support learners’ reading development. This suggests that teachers actively created opportunities for hands-on and engaging learning experiences. It also indicates that learners had access to diverse resources that reinforced their reading skills in multiple ways.

The general mean rating of $\bar{x} = 3.23$ was interpreted as moderately executed. This meant that while some learning materials were highly applied, the overall execution across all indicators remained moderate. The finding indicated that teachers used learning materials regularly but with some variability in implementation. This points to areas where the consistent use of learning materials could be further strengthened. Additionally, it highlights the potential for providing more structured guidance or resources to enhance the effectiveness of these materials.

These results aligned with the findings of Escanda (2025), who also reported variations in teachers’ use of instructional materials. Similar to their study, the present results showed that some strategies were strongly executed while others needed improvement.

4.2.3. Monitoring Progress

Table 7 presents the mean ratings of the reading intervention strategies of primary grade teachers. It showed the level of execution in monitoring progress as perceived by their public elementary school heads.

Table 7

Mean Rating and Interpretations of the Reading Intervention Strategies of Primary Grade Teachers as Perceived by Their Public Elementary School Heads in terms of Monitoring Progress

Item	Indicators	Mean Rating	Interpretation
1	The teachers assess learners' reading fluency weekly using short passages.	3.23	Moderately Executed
2	The teachers track learners' word recognition progress regularly in notebooks.	3.20	Moderately Executed
3	The teachers observe learners' phonics mastery during reading activities daily.	3.17	Moderately Executed
4	The teachers record comprehension scores for stories read in class.	3.20	Moderately Executed
5	The teachers provide feedback on learners' errors during reading lessons.	3.17	Moderately Executed
6	The teachers identify struggling readers through frequent monitoring activities consistently.	3.40	Highly Executed
7	The teachers adjust instruction based on learners' assessment results effectively.	3.36	Highly Executed
8	The teachers note learners' improvement in phonological awareness each week.	3.17	Moderately Executed
9	The teachers maintain progress charts to track reading skill development.	3.33	Highly Executed
10	The teachers use quizzes to evaluate learners' understanding of texts.	3.17	Moderately Executed
General Mean Rating		3.24	Moderately Executed

Legend: Scores of 3.25 to 4.00 indicate "Highly Executed"; scores of 2.50 to 3.24 indicate "Moderately Executed"; scores of 1.75 to 2.49 indicate "Slightly Executed"; and scores of 1.00 to 1.74 indicate "Not Executed."

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included identifying struggling readers ($\bar{x} = 3.40$), adjusting instruction based on assessment results ($\bar{x} = 3.36$), and maintaining progress charts ($\bar{x} = 3.33$), all interpreted as highly executed. These items reflected teachers' strong implementation of monitoring practices. The values denoted that these strategies were consistently applied to track learners' reading progress effectively. This demonstrates that teachers were proactive in identifying and addressing learners' individual learning needs. It also suggests that learners received timely interventions that likely improved their reading performance.

The general mean rating of $\bar{x} = 3.24$ was interpreted as moderately executed. This meant that while some monitoring strategies were highly applied, the overall execution across all indicators remained moderate. The finding indicated that teachers monitored learners' progress regularly but with some variability in consistency. This points to areas where additional support

or training could help standardize monitoring practices. Moreover, it highlights the opportunity to strengthen data-driven decision-making in instruction to better support all learners.

These results aligned with the findings of Pamintuan (2024), who also reported variability in teachers' monitoring practices. Similar to their study, the present results showed that some strategies were strongly executed while others needed improvement.

4.2.4. Parental Involvement

Table 8 presents the mean ratings of the reading intervention strategies of primary grade teachers. It showed the level of execution in parental involvement as perceived by their public elementary school heads.

Table 8

Mean Rating and Interpretations of the Reading Intervention Strategies of Primary Grade Teachers as Perceived by Their Public Elementary School Heads in terms of Parental Involvement

Item	Indicators	Mean Rating	Interpretation
1	The teachers encourage parents to read aloud with their children daily.	3.20	Moderately Executed
2	The teachers provide parents with reading tips to practice at home.	3.17	Moderately Executed
3	The teachers involve parents in monitoring learners' reading homework consistently.	3.23	Moderately Executed
4	The teachers send activity sheets for parents to review at home.	3.17	Moderately Executed
5	The teachers communicate learners' reading progress to parents regularly.	3.27	Highly Executed
6	The teachers organize parent-teacher meetings to discuss reading strategies often.	3.20	Moderately Executed
7	The teachers motivate parents to participate in reading activities at home.	3.33	Highly Executed
8	The teachers suggest reading materials that parents can use with learners.	3.17	Moderately Executed
9	The teachers provide guidance to parents on supporting struggling readers.	3.30	Highly executed
10	The teachers collaborate with parents to enhance learners' reading habits.	3.20	Moderately Executed
General Mean Rating		3.22	Moderately Executed

Legend: Scores of 3.25 to 4.00 indicate "Highly Executed"; scores of 2.50 to 3.24 indicate "Moderately Executed"; scores of 1.75 to 2.49 indicate "Slightly Executed"; and scores of 1.00 to 1.74 indicate "Not Executed."

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included communicating learners' reading progress to parents ($\bar{x} = 3.27$), motivating parents to participate in reading activities ($\bar{x} = 3.33$), and providing guidance to parents on supporting struggling readers ($\bar{x} = 3.30$), all interpreted as highly executed. These items reflected strong teacher efforts to engage parents in learners' reading. The values denoted that these strategies were consistently applied to enhance parental involvement. This demonstrates that teachers recognized the critical role of parents in reinforcing reading skills at home. It also suggests that learners benefited from a supportive home environment that complemented classroom instruction.

The general mean rating of $\bar{x} = 3.22$ was interpreted as moderately executed. This meant that while some parental involvement strategies were highly applied, the overall execution across all indicators remained moderate. The finding indicated that teachers encouraged parents' participation regularly but with some variation in consistency. This highlights opportunities to further strengthen parent engagement through structured programs or workshops. Additionally, it points to the potential benefit of consistent communication strategies to ensure all parents are actively involved in their children's reading development.

These results aligned with the findings of Garcia et al. (2025), who also reported variability in teachers' parental involvement practices. Similar to their study, the present results showed that some strategies were strongly executed while others needed improvement.

4.3. Beginning Reading Skills of Primary Grade Teachers as Perceived by Their Teachers

4.3.1. Phonological Awareness

Table 9 presents the mean ratings of the beginning reading skills of primary grade learners. It showed the level of phonological awareness as perceived by their teachers.

Table 9

Mean Rating and Interpretations of the Beginning Reading Skills of Primary Grade Learners as Perceived by Their Teachers in terms of Phonological Awareness

Item	Indicators	Mean Rating	Interpretation
1	The learners recognize beginning sounds in simple English words correctly.	3.23	Moderately Skilled
2	The learners blend letters to form basic words confidently.	3.22	Moderately Skilled
3	The learners segment words into individual sounds accurately.	3.21	Moderately Skilled
4	The learners identify rhyming words in stories and poems correctly.	3.25	Highly Skilled
5	The learners manipulate sounds to create new words successfully.	3.23	Moderately Skilled
6	The learners distinguish long and short vowel sounds effectively.	3.24	Moderately Skilled
7	The learners detect initial, medial, and final sounds in words.	3.26	Highly Skilled

8	The learners clap syllables in words during reading activities.	3.21	Moderately Skilled
9	The learners recognize word patterns to improve reading skills.	3.27	Highly Skilled
10	The learners play phonics games to strengthen sound awareness consistently.	3.22	Moderately Skilled
General Mean Rating		3.23	Moderately Skilled

Legend: Scores of 3.25 to 4.00 indicate “Highly Skilled”; scores of 2.50 to 3.24 indicate “Moderately Skilled”; scores of 1.75 to 2.49 indicate “Slightly Skilled”; and scores of 1.00 to 1.74 indicate “Not Skilled.”

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included identifying rhyming words ($\bar{x} = 3.25$), detecting initial, medial, and final sounds ($\bar{x} = 3.26$), and recognizing word patterns ($\bar{x} = 3.27$), all interpreted as highly skilled. These items reflected learners’ strong phonological awareness in specific reading tasks. The values denoted that learners consistently demonstrated these skills at a high level. This suggests that learners were able to effectively manipulate sounds in words, an important foundation for reading fluency. It also indicates that classroom instruction likely reinforced these skills through targeted activities and practice.

The general mean rating of $\bar{x} = 3.23$ was interpreted as moderately skilled. This meant that while some learners demonstrated high phonological awareness, the overall skills across all indicators were moderate. The finding indicated that learners applied phonological awareness regularly but with varying levels of proficiency. This highlights the need for additional practice or support to help all learners reach a high level of phonological awareness. Moreover, it points to opportunities for teachers to use differentiated instruction to address gaps in learners’ skills.

These results aligned with the findings of Eclarinal (2025), who also reported variability in learners’ early reading skills. Similar to their study, the present findings showed that some skills were highly developed while others needed further reinforcement.

4.3.2. Word Recognition

Table 10 presents the mean ratings of the beginning reading skills of primary grade learners. It showed the level of word recognition as perceived by their teachers.

Table 10

Mean Rating and Interpretations of the Beginning Reading Skills of Primary Grade Learners as Perceived by Their Teachers in terms of Word Recognition

Item	Indicators	Mean Rating	Interpretation
1	The learners read familiar sight words quickly and accurately.	3.21	Moderately Skilled
2	The learners identify common high-frequency words in texts successfully.	3.22	Moderately Skilled
3	The learners recognize words in sentences without guessing incorrectly.	3.28	Highly Skilled

4	The learners match written words to corresponding pictures correctly.	3.22	Moderately Skilled
5	The learners decode unfamiliar words using phonics strategies effectively.	3.21	Moderately Skilled
6	The learners read word lists fluently during classroom exercises.	3.27	Highly Skilled
7	The learners recall previously learned words from memory accurately.	3.25	Highly Skilled
8	The learners pronounce words correctly during oral reading activities.	3.24	Moderately Skilled
9	The learners spell words after reading them aloud correctly.	3.21	Moderately Skilled
10	The learners identify words in reading passages independently and correctly.	3.22	Moderately Skilled
General Mean Rating		3.23	Moderately Skilled

Legend: Scores of 3.25 to 4.00 indicate “Highly Skilled”; scores of 2.50 to 3.24 indicate “Moderately Skilled”; scores of 1.75 to 2.49 indicate “Slightly Skilled”; and scores of 1.00 to 1.74 indicate “Not Skilled.”

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included recognizing words in sentences without guessing incorrectly ($\bar{x} = 3.28$), reading word lists fluently ($\bar{x} = 3.27$), and recalling previously learned words from memory ($\bar{x} = 3.25$), all interpreted as highly skilled. These items reflected learners’ strong word recognition abilities. The values denoted that learners consistently demonstrated these skills at a high level. This indicates that learners had developed a solid foundation in decoding and word identification, which is essential for reading fluency. It also suggests that regular practice and teacher support contributed to the consistent demonstration of these skills.

The general mean rating of $\bar{x} = 3.23$ was interpreted as moderately skilled. This meant that while some learners exhibited high word recognition skills, the overall proficiency across all indicators remained moderate. The finding indicated that learners applied word recognition strategies regularly but with varying levels of accuracy. This highlights the need for targeted interventions to improve consistency and accuracy in word recognition. Moreover, it points to the benefit of incorporating more guided reading and practice activities to strengthen learners’ fluency and retention.

These results aligned with the findings of Esteban et al. (2024), who also reported variability in learners’ early reading skills. Similar to their study, the present findings showed that some skills were highly developed while others needed further reinforcement.

4.3.3. Reading Fluency

Table 11 presents the mean ratings of the beginning reading skills of primary grade learners. It showed the level of reading fluency as perceived by their teachers.

Table 11

Mean Rating and Interpretations of the Beginning Reading Skills of Primary Grade Learners as Perceived by Their Teachers in terms of Reading Fluency

Item	Indicators	Mean Rating	Interpretation
1	The learners read aloud smoothly without frequent pauses or errors.	3.21	Moderately Skilled
2	The learners maintain appropriate reading speed while understanding content.	3.26	Highly Skilled
3	The learners use proper expression and intonation during oral reading.	3.21	Moderately Skilled
4	The learners recognize punctuation marks and pause accordingly while reading.	3.27	Highly Skilled
5	The learners reread texts to improve speed and accuracy consistently.	3.23	Moderately Skilled
6	The learners read sentences fluently during classroom reading exercises.	3.22	Moderately Skilled
7	The learners practice repeated reading to strengthen fluency regularly.	3.21	Moderately Skilled
8	The learners read paragraphs with minimal hesitation or mistakes effectively.	3.24	Moderately Skilled
9	The learners self-correct errors while reading aloud independently.	3.25	Highly Skilled
10	The learners monitor their own reading pace for comprehension successfully.	3.22	Moderately Skilled
General Mean Rating		3.23	Moderately Skilled

Legend: Scores of 3.25 to 4.00 indicate “Highly Skilled”; scores of 2.50 to 3.24 indicate “Moderately Skilled”; scores of 1.75 to 2.49 indicate “Slightly Skilled”; and scores of 1.00 to 1.74 indicate “Not Skilled.”

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included maintaining appropriate reading speed ($\bar{x} = 3.26$), recognizing punctuation marks and pausing accordingly ($\bar{x} = 3.27$), and self-correcting errors while reading aloud ($\bar{x} = 3.25$), all interpreted as highly skilled. These items reflected learners’ strong reading fluency in specific tasks. The values denoted that learners consistently applied these skills during oral reading activities. This suggests that learners were able to read smoothly and with proper expression, which supports comprehension. It also indicates that repeated practice and teacher guidance likely strengthened their fluency skills.

The general mean rating of $\bar{x} = 3.23$ was interpreted as moderately skilled. This meant that while some learners demonstrated high reading fluency, the overall performance across all indicators remained moderate. The finding indicated that learners read fluently in some areas but needed improvement in consistency and accuracy. This highlights the need for additional fluency exercises and guided reading opportunities. Moreover, it points to the importance of targeted feedback to help learners self-monitor and correct errors effectively.

These results aligned with the findings of Canuto et al. (2024), who also reported variability in learners' oral reading skills. Similar to their study, the present findings showed that some learners performed highly while others needed further development.

4.3.4. Reading Comprehension

Table 12 presents the mean ratings of the beginning reading skills of primary grade learners. It showed the level of reading comprehension as perceived by their teachers.

Table 12

Mean Rating and Interpretations of the Beginning Reading Skills of Primary Grade Learners as Perceived by Their Teachers in terms of Reading Comprehension

Item	Indicators	Mean Rating	Interpretation
1	The learners identify main ideas from simple reading passages accurately.	3.21	Moderately Skilled
2	The learners answer questions about details in texts correctly.	3.28	Highly Skilled
3	The learners sequence events from stories in correct order consistently.	3.25	Highly Skilled
4	The learners make predictions about stories based on context clues.	3.30	Highly Skilled
5	The learners retell stories using their own understandable words clearly.	3.21	Moderately Skilled
6	The learners connect text information to personal experiences effectively.	3.23	Moderately Skilled
7	The learners infer meanings of unfamiliar words from reading passages.	3.22	Moderately Skilled
8	The learners summarize paragraphs using key points successfully.	3.24	Moderately Skilled
9	The learners answer comprehension questions with reasoning beyond the text.	3.21	Moderately Skilled
10	The learners evaluate story endings and suggest improvements logically.	3.24	Moderately Skilled
General Mean Rating		3.23	Moderately Skilled

Legend: Scores of 3.25 to 4.00 indicate "Highly Skilled"; scores of 2.50 to 3.24 indicate "Moderately Skilled"; scores of 1.75 to 2.49 indicate "Slightly Skilled"; and scores of 1.00 to 1.74 indicate "Not Skilled."

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included answering questions about details in texts ($\bar{x} = 3.28$), sequencing events from stories correctly ($\bar{x} = 3.25$), and making predictions about stories based on context clues ($\bar{x} = 3.30$), all interpreted as highly skilled. These items reflected learners' strong ability to understand and process text information. The values denoted that learners consistently applied comprehension skills in specific reading tasks. This

suggests that learners were able to actively engage with texts and extract meaningful information. It also indicates that instruction effectively supported their development of higher-order comprehension skills.

The general mean rating of $\bar{x} = 3.23$ was interpreted as moderately skilled. This meant that while learners demonstrated high comprehension in some areas, overall reading comprehension skills were moderate. The finding indicated that learners understood texts but still required guidance in certain comprehension strategies. This highlights the need for additional practice in inferential and critical thinking skills to enhance overall comprehension. Moreover, it points to the benefit of using varied reading activities and discussions to strengthen learners' understanding across all text types.

These results aligned with the findings of Lagdaan and Sevilla (2025), who also reported differences in learners' reading comprehension skills. Similar to their study, the present findings showed that some learners performed highly while others required additional support.

4.4. Beginning Reading Skills of Primary Grade Teachers as Perceived by Their Public Elementary School Heads

4.4.1. Phonological Awareness

Table 13 presents the mean ratings of the beginning reading skills of primary grade learners. It showed the level of phonological awareness as perceived by their public elementary school heads.

Table 13

Mean Rating and Interpretations of the Beginning Reading Skills of Primary Grade Learners as Perceived by Their Public Elementary School Heads in terms of Phonological Awareness

Item	Indicators	Mean Rating	Interpretation
1	The learners recognize beginning sounds in simple English words correctly.	3.33	Highly Skilled
2	The learners blend letters to form basic words confidently.	3.17	Moderately Skilled
3	The learners segment words into individual sounds accurately.	3.23	Moderately Skilled
4	The learners identify rhyming words in stories and poems correctly.	3.27	Highly Skilled
5	The learners manipulate sounds to create new words successfully.	3.23	Moderately Skilled
6	The learners distinguish long and short vowel sounds effectively.	3.17	Moderately Skilled
7	The learners detect initial, medial, and final sounds in words.	3.20	Moderately Skilled
8	The learners clap syllables in words during reading activities.	3.37	Highly Skilled

9	The learners recognize word patterns to improve reading skills.	3.23	Moderately Skilled
10	The learners play phonics games to strengthen sound awareness consistently.	3.17	Moderately Skilled
General Mean Rating		3.24	Moderately Skilled

Legend: Scores of 3.25 to 4.00 indicate “Highly Skilled”; scores of 2.50 to 3.24 indicate “Moderately Skilled”; scores of 1.75 to 2.49 indicate “Slightly Skilled”; and scores of 1.00 to 1.74 indicate “Not Skilled.”

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included recognizing beginning sounds in simple English words ($\bar{x} = 3.33$), identifying rhyming words in stories and poems ($\bar{x} = 3.27$), and clapping syllables in words during reading activities ($\bar{x} = 3.37$), all interpreted as highly skilled. These items reflected learners’ strong phonological awareness in specific tasks. The values denoted that learners consistently applied these skills effectively during classroom reading activities. This suggests that learners were able to segment and manipulate sounds in words, an essential foundation for reading development. It also indicates that classroom activities successfully reinforced their phonological skills through interactive and engaging practices.

The general mean rating of $\bar{x} = 3.24$ was interpreted as moderately skilled. This meant that while learners demonstrated high phonological awareness in some areas, overall performance across all indicators remained moderate. The finding indicated that learners applied phonological awareness skills but required support in certain tasks. This highlights the need for targeted exercises to strengthen weaker areas of phonological awareness. Moreover, it points to the benefit of individualized instruction to help all learners achieve consistent proficiency.

These results aligned with the findings of Batinga (2024), who also observed differences in learners’ phonological awareness skills. Similar to their study, the present findings showed that some learners performed highly while others needed further development.

4.4.2. Word Recognition

Table 14 presents the mean ratings of the beginning reading skills of primary grade learners. It focused on word recognition as perceived by their public elementary school heads.

Table 14

Mean Rating and Interpretations of the Beginning Reading Skills of Primary Grade Learners as Perceived by Their Public Elementary School Heads in terms of Word Recognition

Item	Indicators	Mean Rating	Interpretation
1	The learners read familiar sight words quickly and accurately.	3.17	Moderately Skilled
2	The learners identify common high-frequency words in texts successfully.	3.20	Moderately Skilled
3	The learners recognize words in sentences without guessing incorrectly.	3.23	Moderately Skilled

4	The learners match written words to corresponding pictures correctly.	3.20	Moderately Skilled
5	The learners decode unfamiliar words using phonics strategies effectively.	3.17	Moderately Skilled
6	The learners read word lists fluently during classroom exercises.	3.33	Highly Skilled
7	The learners recall previously learned words from memory accurately.	3.17	Moderately Skilled
8	The learners pronounce words correctly during oral reading activities.	3.30	Highly Skilled
9	The learners spell words after reading them aloud correctly.	3.27	Highly Skilled
10	The learners identify words in reading passages independently and correctly.	3.17	Moderately Skilled
General Mean Rating		3.22	Moderately Skilled

Legend: Scores of 3.25 to 4.00 indicate “Highly Skilled”; scores of 2.50 to 3.24 indicate “Moderately Skilled”; scores of 1.75 to 2.49 indicate “Slightly Skilled”; and scores of 1.00 to 1.74 indicate “Not Skilled.”

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included reading word lists fluently during classroom exercises ($\bar{x} = 3.33$), pronouncing words correctly during oral reading activities ($\bar{x} = 3.30$), and spelling words after reading them aloud correctly ($\bar{x} = 3.27$), all interpreted as highly skilled. These items reflected learners’ strong ability to recognize and process words in reading tasks. The values showed that learners applied word recognition skills effectively in specific activities. This suggests that learners had developed strong decoding and retention abilities, which are essential for reading fluency. It also indicates that classroom practices and teacher guidance effectively reinforced these word recognition skills.

The general mean rating of $\bar{x} = 3.22$ was interpreted as moderately skilled. This indicated that learners demonstrated word recognition skills at a moderate level overall. The finding suggested that while some learners performed highly in specific areas, overall mastery required further support. This highlights the need for additional practice and targeted activities to improve overall word recognition proficiency. Moreover, it points to the importance of differentiated instruction to help all learners achieve consistent accuracy and fluency.

These results were similar to the findings of Marila (2023), who also noted differences in learners’ word recognition abilities. Like their study, the present findings revealed that some learners excelled while others required additional guidance.

4.4.3. Reading Fluency

Table 15 presents the mean ratings of the beginning reading skills of primary grade learners. It focused on reading fluency as perceived by their public elementary school heads.

Table 15

Mean Rating and Interpretations of the Beginning Reading Skills of Primary Grade Learners as Perceived by Their Public Elementary School Heads in terms of Reading Fluency

Item	Indicators	Mean Rating	Interpretation
1	The learners read aloud smoothly without frequent pauses or errors.	3.30	Highly Skilled
2	The learners maintain appropriate reading speed while understanding content.	3.20	Moderately Skilled
3	The learners use proper expression and intonation during oral reading.	3.17	Moderately Skilled
4	The learners recognize punctuation marks and pause accordingly while reading.	3.23	Moderately Skilled
5	The learners reread texts to improve speed and accuracy consistently.	3.20	Moderately Skilled
6	The learners read sentences fluently during classroom reading exercises.	3.17	Moderately Skilled
7	The learners practice repeated reading to strengthen fluency regularly.	3.33	Highly Skilled
8	The learners read paragraphs with minimal hesitation or mistakes effectively.	3.17	Moderately Skilled
9	The learners self-correct errors while reading aloud independently.	3.27	Highly Skilled
10	The learners monitor their own reading pace for comprehension successfully.	3.20	Moderately Skilled
General Mean Rating		3.22	Moderately Skilled

Legend: Scores of 3.25 to 4.00 indicate “Highly Skilled”; scores of 2.50 to 3.24 indicate “Moderately Skilled”; scores of 1.75 to 2.49 indicate “Slightly Skilled”; and scores of 1.00 to 1.74 indicate “Not Skilled.”

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included reading aloud smoothly without frequent pauses or errors ($\bar{x} = 3.30$), practicing repeated reading to strengthen fluency regularly ($\bar{x} = 3.33$), and self-correcting errors while reading aloud independently ($\bar{x} = 3.27$), all interpreted as highly skilled. These items reflected learners’ strong ability to read fluently with minimal errors. The values showed that learners applied reading fluency strategies effectively in specific activities. This suggests that learners were able to read with expression and proper pacing, which enhances comprehension. It also indicates that consistent practice and teacher support contributed to the development of these fluency skills.

The general mean rating of $\bar{x} = 3.22$ was interpreted as moderately skilled. This indicated that learners demonstrated reading fluency at a moderate level overall. The finding suggested that while some learners performed highly in specific aspects, overall fluency required additional practice and support. This highlights the need for targeted fluency exercises and repeated reading

activities to strengthen weaker areas. Moreover, it points to the importance of providing individualized feedback to help learners self-correct and maintain smooth reading.

These results were similar to the findings of Andaya and Tepacia (2025), who also reported differences in learners' reading fluency. Like their study, the present findings showed that some learners excelled while others required additional guidance to improve fluency.

4.4.4. Reading Comprehension

Table 16 presents the mean ratings of the beginning reading skills of primary grade learners. It focused on reading comprehension as perceived by their public elementary school heads.

Table 16

Mean Rating and Interpretations of the Beginning Reading Skills of Primary Grade Learners as Perceived by Their Public Elementary School Heads in terms of Reading Comprehension

Item	Indicators	Mean Rating	Interpretation
1	The learners identify main ideas from simple reading passages accurately.	3.23	Moderately Skilled
2	The learners answer questions about details in texts correctly.	3.20	Moderately Skilled
3	The learners sequence events from stories in correct order consistently.	3.33	Highly Skilled
4	The learners make predictions about stories based on context clues.	3.17	Moderately Skilled
5	The learners retell stories using their own understandable words clearly.	3.40	Highly Skilled
6	The learners connect text information to personal experiences effectively.	3.17	Moderately Skilled
7	The learners infer meanings of unfamiliar words from reading passages.	3.20	Moderately Skilled
8	The learners summarize paragraphs using key points successfully.	3.23	Moderately Skilled
9	The learners answer comprehension questions with reasoning beyond the text.	3.17	Moderately Skilled
10	The learners evaluate story endings and suggest improvements logically.	3.27	Highly Skilled
General Mean Rating		3.24	Moderately Skilled

Legend: Scores of 3.25 to 4.00 indicate "Highly Skilled"; scores of 2.50 to 3.24 indicate "Moderately Skilled"; scores of 1.75 to 2.49 indicate "Slightly Skilled"; and scores of 1.00 to 1.74 indicate "Not Skilled."

The indicators with mean ratings between $\bar{x} = 3.25$ to 4.00 included sequencing events from stories in correct order consistently ($\bar{x} = 3.33$), retelling stories using their own understandable words clearly ($\bar{x} = 3.40$), and evaluating story endings and suggesting improvements logically ($\bar{x} = 3.27$), all interpreted as highly skilled. These items reflected learners' strong ability to comprehend and apply reading strategies effectively. The values showed that learners performed well in certain comprehension tasks while other aspects required reinforcement. This suggests that learners were able to understand story structures and express their interpretations meaningfully. It also indicates that instruction supported the development of critical thinking and analytical skills in reading.

The general mean rating of $\bar{x} = 3.24$ was interpreted as moderately skilled. This indicated that learners demonstrated reading comprehension at a moderate level overall. The finding suggested that while some learners excelled in specific tasks, overall comprehension skills needed further development. This highlights the need for additional guided reading and discussion activities to strengthen overall comprehension. Moreover, it points to the importance of reinforcing inferential and evaluative skills to ensure consistent understanding across all learners.

These results aligned with the findings of Recanil and Quirante (2025), who reported variability in learners' comprehension skills. Like their study, the present findings showed that certain learners performed highly while others needed reinforcement in comprehension.

4.5. Correlation Between the Reading Intervention Strategies of Primary Grade Teachers and Beginning Reading Skills of Primary Grade Learners as Perceived by Their Teachers

Table 17 presents the correlation between the reading intervention strategies of primary grade teachers and the beginning reading skills of learners. It focused on how teachers' strategies related to learners' phonological awareness, word recognition, reading fluency, and reading comprehension.

Table 17

Correlation Between the Reading Intervention Strategies and Primary Grade Teachers and Beginning Reading Skills of Primary Grade Learners as Perceived by Their Teachers

Dependent Variables	r	p	Interpretation	Decision
Phonological Awareness	.96	.000	Positive Strong Correlation	Reject H_{01} (Significant)
Word Recognition	.99	.000	Positive Strong Correlation	Reject H_{01} (Significant)
Reading Fluency	.98	.000	Positive Strong Correlation	Reject H_{01} (Significant)
Reading Comprehension	.99	.000	Positive Strong Correlation	Reject H_{01} (Significant)
Overall	.99	.000	Positive Strong Correlation	Reject H_{01} (Significant)

Legend: Scores of ± 0.70 to ± 1.00 indicate "Positive/Negative Strong Correlation," scores of ± 0.30 to ± 0.69 indicate "Positive/Negative Moderate Correlation," and scores of ± 0.00 to ± 0.29 indicate "Positive/Negative Weak Correlation."

The correlation coefficients for phonological awareness ($r = .96$, $p = .000$), word recognition ($r = .99$, $p = .000$), reading fluency ($r = .98$, $p = .000$), and reading comprehension ($r = .99$, $p = .000$) all indicated positive strong correlation and were statistically significant. Each finding led to the rejection of the null hypothesis (H_{01}) for every indicator. These values demonstrated that as teachers implemented reading intervention strategies effectively, learners' reading skills increased correspondingly.

The overall correlation coefficient of $r = .99$, $p = .000$ revealed a positive strong significant correlation between teachers' reading intervention strategies and learners' beginning reading skills. This finding suggested that the more consistently and effectively teachers applied intervention strategies, the higher the learners' performance in phonological awareness, word recognition, reading fluency, and comprehension. It implied that teacher-led reading interventions played a critical role in developing learners' foundational reading abilities.

The present findings aligned with Valido (2025), who reported that effective instructional strategies significantly improved learners' reading skills. Similarly, this study confirmed that teacher interventions strongly correlated with enhanced beginning reading skills.

4.6. Correlation Between the Reading Intervention Strategies of Primary Grade Teachers and Beginning Reading Skills of Primary Grade Learners as Perceived by Their Public Elementary School Heads

Table 18 presents the correlation between the reading intervention strategies of primary grade teachers and the beginning reading skills of learners as perceived by their public elementary school heads. It focused on the correlation between teachers' practices and learners' phonological awareness, word recognition, reading fluency, and reading comprehension.

Table 18

Correlation Between the Reading Intervention Strategies and Primary Grade Teachers and Beginning Reading Skills of Primary Grade Learners as Perceived by Their Public Elementary School Heads

Dependent Variables	r	p	Interpretation	Decision
Phonological Awareness	.93	.000	Positive Strong Correlation	Reject H_{02} (Significant)
Word Recognition	.87	.000	Positive Strong Correlation	Reject H_{02} (Significant)
Reading Fluency	.87	.000	Positive Strong Correlation	Reject H_{02} (Significant)
Reading Comprehension	.90	.000	Positive Strong Correlation	Reject H_{02} (Significant)
Overall	.93	.000	Positive Strong Correlation	Reject H_{02} (Significant)

Legend: Scores of ± 0.70 to ± 1.00 indicate "Positive/Negative Strong Correlation," scores of ± 0.30 to ± 0.69 indicate "Positive/Negative Moderate Correlation," and scores of ± 0.00 to ± 0.29 indicate "Positive/Negative Weak Correlation."

The correlation coefficients for phonological awareness ($r = .93$, $p = .000$), word recognition ($r = .87$, $p = .000$), reading fluency ($r = .87$, $p = .000$), and reading comprehension ($r = .90$, $p = .000$) all indicated positive strong correlation and were statistically significant. Each finding led to the rejection of the null hypothesis (H_0) for every indicator. These values demonstrated that as teachers implemented reading intervention strategies effectively, learners' reading skills increased correspondingly.

The overall correlation coefficient of $r = .93$, $p = .000$ revealed a positive strong significant correlation between teachers' reading intervention strategies and learners' beginning reading skills. This finding suggested that the more consistently and effectively teachers applied intervention strategies, the higher the learners' performance in phonological awareness, word recognition, reading fluency, and comprehension. It implied that school heads' observations confirmed the critical role of teacher-led reading interventions in developing learners' foundational reading abilities.

The present findings aligned with Canonizado (2024), who reported that effective instructional strategies significantly improved learners' reading skills. Similarly, this study confirmed that teacher interventions strongly correlated with enhanced beginning reading skills, as observed by school heads.

4.7. An Enhanced Emergent Literacy Development Program to Improve the Reading Intervention Strategies and Beginning Reading Skills of Primary Grade Learners

The Enhanced Emergent Literacy Development Program significantly improved reading intervention strategies and beginning reading skills of primary grade learners by addressing gaps in teaching practices, learning materials, learner performance, and parental involvement in the Cabangan and San Felipe Districts. It standardized reading intervention strategies through workshops, demonstrations, model lessons, and peer coaching, ensuring consistent and high-quality literacy instruction across classrooms from January 2026 to March 2029. The program also diversified learning materials and strengthened progress monitoring through the development of supplementary resources and the use of regular assessment and tracking tools to support data-driven interventions. Learners' word recognition, reading fluency, and comprehension were enhanced through targeted interventions, daily drills, guided discussions, and structured comprehension strategies. Furthermore, the program sustained its impact through continuous professional development for teachers, active parental involvement via workshops and home reading programs, and aligned supervision and adequate resource support from school heads.

5. CONCLUSIONS

1. Primary grade teachers perceived their own reading intervention strategies as moderately executed across instructional approaches, learning materials, monitoring progress, and parental involvement.
2. Public elementary school heads perceived that primary grade teachers' reading intervention strategies were moderately executed across instructional approaches, learning materials, monitoring progress, and parental involvement.
3. Primary grade teachers perceived that beginning reading skills of their learners were moderately skilled across phonological awareness, word recognition, reading fluency, and reading comprehension.

4. Public elementary school heads observed that beginning reading skills of primary grade learners were moderately skilled across phonological awareness, word recognition, reading fluency, and reading comprehension.
5. A positive strong significant correlation existed between primary grade teachers' reading intervention strategies and learners' beginning reading skills as perceived by primary grade teachers.
6. A positive strong significant correlation existed between primary grade teachers' reading intervention strategies and the beginning reading skills of learners as perceived by public elementary school heads.
7. An enhanced emergent literacy development program was developed to improve the reading intervention strategies and beginning reading skills of primary grade learners.

6. RECOMMENDATIONS

1. Primary grade teachers can enhance the consistency and quality of their reading intervention strategies by regularly reviewing and refining their instructional approaches, learning materials, monitoring techniques, and parental involvement practices.
2. Public elementary school heads can provide professional development and support programs to help teachers consistently implement reading intervention strategies effectively across all instructional areas.
3. Primary grade teachers can focus on targeted activities and exercises to strengthen learners' phonological awareness, word recognition, reading fluency, and reading comprehension skills.
4. Public elementary school heads can facilitate interventions and provide resources to support teachers in improving learners' beginning reading skills across all reading domains.
5. Teachers can align their reading intervention strategies with learners' needs to further enhance beginning reading skills effectively.
6. Teachers can consistently apply evidence-based reading strategies to maximize the positive impact on learners' beginning reading skills.
7. Schools can implement the enhanced emergent literacy development program to systematically improve both teacher practices and learners' reading outcomes.
8. Further studies can explore additional factors affecting the effectiveness of reading intervention strategies and beginning reading skills to provide deeper insights for improving literacy programs.

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