INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH FOR INNOVATION, SUSTAINABILITY AND EXCELLENCE
Published by: RISEJOURNALS.ORG | Online ISSN: 3028-032X | Print ISSN: 3028-0370
VOLUME 4, ISSUE NO. 6

UNLOCKING LITERACY POTENTIAL: ATTRIBUTES TO THE READING PROFICIENCY OF KEY STAGE 1 LEARNERS

DOI: 10.5281/zenodo.21231631

Rhea Mae D. Rillamas
University of the Visayas, Cebu City, Philippines
ORCID iD: 0009-0009-9726-5083| rmaerillamas@gmail.com|09916456576

Ria M. Vertulfo
Associate Professor III, University of the Visayas, Cebu City , Philippines
ORCID iD: 000-0002-0189-8305|rvertulfo@uv.edu.ph

Abstract.

Reading is a fundamental skill that serves as the foundation for all learning, yet many learners continue to experience difficulties in developing adequate literacy skills despite various interventions. This study emphasizes the need to identify the personal and parental attributes that influence reading proficiency among Key Stage 1 learners to better understand the root causes of reading difficulties and guide more effective literacy interventions. This study determined the relationship between reading proficiency, personal attributes, and parental involvement among Key Stage 1 learners at West Bay Learning Center Inc. for School Year 2025–2026 as basis for the Academic Recovery and Accessible Learning (ARAL) Program. A descriptive-correlational research design was employed using teacher-rated assessments and standardized reading measures. Findings revealed evident personal attributes and generally involved parental support, while reading proficiency remained at a developing level. Results further showed significant positive relationships between reading proficiency, personal attributes, and parental involvement. These findings suggest that reading development is influenced by both learner competencies and home support systems. The study recommends strengthening the ARAL Program through targeted reading interventions and enhanced school–home collaboration.

Keywords: *Reading proficiency, personal attributes, parental involvement, ARAL Program*

INTRODUCTION

The importance of reading for children in primary school cannot be overstated. Reading is vital to future learning. It causes brain development, contributes toward acquiring a larger vocabulary, and enhances understanding (National Institute for Literacy, 2021). It has been demonstrated that developing strong reading skills at an early age correlates positively with success in other subject areas, such as mathematics and science (Snow & Matthews, 2020). Additionally, reading provides children with exposure to multiple views, cultures, and feelings, thereby developing empathy and social connection (OECD, 2021). The Philippine government has historically performed poorly in terms of reading competency on its two most recent cycles of the Program for International Student Assessment (PISA). In 2018, the average score of Filipino citizens on the PISA was 340—40% below the OECD average of 487, ranking them the lowest of all 79 PISA participant countries. In 2022, even though the average score increased to 360, Filipinos continued to be ranked low on the literacy scale. Many participants stay behind in developing adequate skills for reading comprehension and critical thinking (OECD, 2019; OECD, 2023). As a result of these findings, increasing support for early literacy efforts and creating a general culture of reading among primary education learners in the Philippines needs urgent attention.

According to the 2019 National Early Grade Assessment (EGRA), Filipino third grade learners have limited ability to

read English. Only 13% reached an average of 60 words per minute or greater, indicating they can read fluently, and only 10% attained an average of 80% correct responses to questions, indicating they had strong reading comprehension.

Although nearly all students could decode text at an average rate of 46 words per minute and recognize an average of 36 letters per minute, decoding did not produce a reliable understanding of the text. This represented a clear disconnection between decoding text and making meaning of what was read, especially given that listening comprehension results were much higher than reading comprehension. In addition, the number of students with zero (0) scores on comprehension assessments suggested an immediate need for increased early instruction in English that included not only developing the ability to read fluently, but also provide students with the vocabulary, background knowledge, and cognitive strategies necessary to comprehend and make meaning from what they have read (Department of Education & USAID, 2019).

An assessment in Region VII, called the Early Language, Literacy and Numeracy Assessment (ELLNA), indicated that the Grade 3 students were rated as performing in the Nearly Proficient (50 - 74 MPS) and Low Proficient (25 - 49 MPS) ranges in English language skills, signifying that students were capable of developing skills in reading but are not yet proficient. In the city of Toledo, the English scores for the division were in the low 50's to the mid 60's, indicating that students were performing in a model like those students rated in Region VII. A considerable number of students reported scores in the Q2 and Q3 quartiles with an urgent need for focused intervention for students having trouble with their reading skills in the beginning grades. Recent studies support that an assessment of the challenges the non-readers face must occur to develop appropriate intervention strategies for students who are unable to read.

According to Kilag et al. (2024), decoding and fluency problems were identified by Toledo City among learners plus irregular reading habits with the absence of engaging reading materials exacerbating the problems faced by these learners. Similarly, the use of PHIL-IRI assessments by Pelatero in Project AKAY (2022-2023) grouped non-readers based on foundational deficits and implemented strategies to address decoding. In Mindanao, Adapon et al. (2020) examined the “Care for the Non-Readers” project that diagnosed reading deficits while using phonics instruction and guided reading, showing evidence of improvement in reading development. Similarly, Casipit et al. (2020) asserted that several factors led to difficulty acquiring reading such as poor phonemic awareness, inadequate resources, low parental support of reading, thus resulting in the establishment of structured programs like "Project Bright."

In secondary education, Neri and Mamonong (2024) used interviews to discover other barriers to reading that go beyond educational outcomes, such as family neglect and learning disabilities, which resulted in interventions being made that included consistency of reading habits (i.e. daily) and involving parents. Collectively, these studies show that by using a challenge-first approach- i.e. by determining the reading challenges of non-readers prior to diagnosis and individualizing their intervention based on the assessment-is the key to increasing non-readers into proficient reading.

While many initiatives have been made to help non-readers with their ability to read, many initiatives focus on the implementation aspect of providing a solution without determining why the problem existed in the first instance. Additionally, there is often insufficient in-depth exploration of a child’s personal and family attributes that create barriers to successful literacy development. Most studies tend to focus on what to do rather than the underlying causes of early literacy struggle. Because of this limited understanding of the root causes associated with the challenges of non-readers- especially at the primary level, there are still many barriers in the way of a comprehensive investigation of how to identify and investigate the barriers to early literacy before developing effective interventions.

This urgency to better understand the factors contributing to early literacy difficulties prompted this study to be conducted by the researcher at the West Bay Learning Center, Inc. with regard to identifying struggling readers that were identified last year among students within the foundation phase (key stage 1 learners). The aim of this research

was to identify attributes related to the difficulties of early literacy faced by students in key stage 1 to assist in developing a greater understanding of the barriers to literacy acquisition for these learners. Once these barriers are understood, the goal would be to inform educators, school administrators, and policymakers of strategies and approaches to be used to better meet the needs of early readers, to assist learners in becoming readers who are proficient.

Thus, literacy is a foundational skill that supports children's academic success and lifelong learning. However, many Key Stage 1 learners continue to experience difficulties in reading because of factors related to their individual abilities and learning environments. Understanding these factors is important in designing appropriate and meaningful interventions for struggling readers. This study focuses on learners' personal attributes, including cognitive, communication, socio-emotional, psychomotor, and classroom engagement skills, as well as parental involvement through mentoring, coaching, and provision of educational materials.

The study is anchored on Bronfenbrenner's Ecological Systems Theory, which explains that a child's development is influenced by interactions within the family, school, community, and broader social environment (Bronfenbrenner, 1979). In relation to reading proficiency, learners' individual characteristics and the support they receive at home may influence their ability to recognize words, read fluently, and understand texts. Thus, the framework assumes that reading difficulties may arise from both internal learner-related factors and external factors such as parental support and the home literacy environment.

Statement of Purpose

The study aimed to determine the relationship between the learners' reading proficiency and their personal attributes and parental involvement among key stage 1 learners at West Bay Learning Center Inc. during the 2025-2026 school year, as a basis for a strategic enhancement framework towards Academic Recovery and Accessible Learning (ARAL) Program implementation. Specifically, it answers the following questions:

1. What is the level of the key stage 1 learners in terms of the following personal attributes:
    - 1.1 Cognitive Domain
    - 1.2 Communication;
    - 1.3 Socio-Emotional;
    - 1.4 Psychomotor; and
    - 1.5 Classroom Engagement?
2. What is the level of parents' involvement in the reading proficiency of the key stage 1 learners in terms of:
    - 2.1 Mentoring or Coaching;
    - 2.2 Provision of educational materials;
3. What is the level of the ley stage 1 learners' reading proficiency based on the Curriculum-Based Reading Level Assessment:
    - 3.1 Letter–Sound Recognition;
    - 3.2 Word Recognition;
    - 3.3 Reading Accuracy;
    - 3.4 Oral Reading Fluency; and
    - 3.5 Reading Comprehension?
4. Is there a correlation between the key stage 1 learners' reading proficiency and their:
    - 4.1 Personal Attributes; and
    - 4.2 Parents' Involvement?

5. Based on the findings of the study, what strategic enhancements can be integrated into the existing Academic Recovery and Accessible Learning (ARAL) program to improve the reading proficiency of the learners?

Statement of Hypothesis:

Ho1: There is no significant relationship between the key stage 1 learners' reading proficiency and their personal attributes.

Ho2: There is no significant relationship between the key stage 1 learners' reading proficiency and their parental involvement.

Significance

The significance of this study is to clearly define the major attribute factors affecting early literacy development, such as individual attributes and parent involvement. The understanding of such attributes will assist in developing targeted, effective, learner-specific intervention approaches. Additionally, the results may provide the basis for improvements in many areas such as curriculum design, teacher education and training, and resource development, leading to improved literacy outcomes and ultimately providing learners access to equitable education opportunities.

Literature Review

The experiences of early grade non-readers and their families during the COVID-19 pandemic were examined in research conducted by Lantaka (2022). The use of qualitative case study methodology showed that distance learning has had a negative influence on the first expansion of literacy in early-non-reader learners, as opposed to learners with more advanced reading skills. Limited access to learning resources, lack of structured reading instruction provided by teachers and very little capacity of parents to provide academic support to their children contributed significantly to learners' difficulties. In general, parents reported feeling overwhelmed and unprepared to support their child's literacy development, and students exhibited evidence of regression in learning. These findings illustrate the need for stronger collaboration between home and school, literacy support targeted specifically to non-readers, and teacher-directed interventions that will support children in acquiring basic literacy skills during educational disruptions.

Jumawid (2024) studied ten third-grade teachers in Davao City who taught non-readers in the 2022–2023 school year. This qualitative study used interviews to identify key challenges teachers experienced when teaching non-readers, including students' reluctance to participate, lack of parental involvement, insufficient time to teach literacy in the classroom, lack of reading materials available in the classroom, and teacher burnout or lack of patience. To cope with these factors, teachers have used a variety of coping mechanisms, including patience, establishing positive classroom environments, using various methods of instruction (e.g., phonics, remediation classes, reading games), and self-motivation. The findings indicate that while educators are effectively using these methods to adapt to their students, additional support at the system level (increased parental involvement, more effective teaching resources, reduced workloads for teachers) is necessary to improve early literacy outcomes in the new educational environment.

In 2024, Cimene et al. conducted a formative study to understand how teachers of Grade 4 learners view and manage literacy issues among students who are not proficient in reading simple texts. Two major themes emerged from this research: how learning poverty manifests and the factors that contribute to the ongoing problem of learning poverty. According to the interviewed teachers, many learners still have difficulties with basic literacy skills—such as word recognition and comprehension—which places their actual reading skills below grade-level expectations. Teachers believe that the following factors contribute to the literacy struggles experienced by so many of their students: the COVID-19 pandemic, chronic absenteeism of students, insufficient instructional scaffolding, and language barriers. This research places significant emphasis on why instruction in phonological awareness is so critical for early grades,

and it also identifies systemic gaps in support that maintain learning poverty. This research emphasizes how critical it is to have targeted and remedial scaffolding available to learners to support the development of foundational reading skills below grade level expectations.

Baruis et. al., (2024) completed a phenomenological study examining the implementation of the Care for Non-Reader (CNR) Program at selected elementary schools during the COVID-19 pandemic. This study collected data from seven teacher-participants across four schools. Throughout the pandemic, the teachers in this study reported major difficulties sustaining literacy support for non-readers because of the school closures and transition to various learning modalities. Teachers also reported that many non-readers experienced limited access to resources to support their learning—including distance from the school building, health-related restrictions, and a lack of transportation—therefore negatively affecting their attendance and engagement. Additionally, teacher-participants expressed that many non-readers did not have sufficient parental support, thus leaving many caregivers unable to guide their non-reader learners through reading tasks at home.

Despite the barriers, teachers demonstrated flexibility and creativity in providing support for their non-reader learners by distributing printed modules, using mobile phones to provide follow-up support, and conducting frequent check-ins to monitor their learners' progress. This study captures the importance of teachers innovating, the need to adapt educational resources to specific contexts, and the role of families in providing literacy intervention programs during times of emergency. Sop (2024) conducted a study of thirty Grade 12 non-readers from rural and urban senior high schools in Cotabato City to identify their difficulties with language acquisition and the contextual factors that contribute to them. His research involved individual interviews, classroom observations, and focus group discussions and found that the same issues (low levels of literacy and limited participation in language acquisition activities) occurred at both urban and rural senior high schools. Although the rural students experienced significant difficulties associated with the poorer home environments, and limited social interaction with peers, the urban students had the advantage of receiving better levels of teacher support and access to tools/resources. Usop suggested that implementing targeted interventions, such as enhanced vocabulary instruction; improved distribution of tools/resources; and improved teacher training might reduce some of the disparities that exist between non-readers at different geographic locations.

Francisco (2025) used mixed methods to investigate the effectiveness of structured remedial reading instruction with Grade 3 non-readers across various educational settings. Quantitative data collected through a Likert scale survey showed that targeted remediation produced substantially higher literacy test scores. The qualitative data collected through teacher focus groups and questionnaires indicated that the use of individualized instructional methods, learner-centred environments, and resilience-building strategies contributed to meaningful improvements in decoding, comprehension, and confidence levels of learners. Teachers reported that the implementation of unique instructional strategies based on each student's reading levels facilitated substantial growth in all three areas. The findings from this research suggest that when implementing comprehensive remedial reading programs with a focus on early intervention/sustained support, educators have the capacity to change non-readers into proficient readers, thus addressing larger societal problems related to educational access/equity and lifelong learning. According to a report from the Department of Education and USAID (2019), the National Early Grade Reading Assessment (EGRA) showed that only 13% of third-grade students met the benchmark for fluent reading of 60 correct words per minute. Only 10% of students were able to demonstrate strong comprehension by correctly answering at least 80% of the questions. Although students demonstrated basic decoding skills, the lack of meaningful connections between the text and its context (as shown by students performing better in listening comprehension than in reading comprehension) suggests there are significant gaps in English instruction at the foundational level.

The results of the Early Language, Literacy, and Numeracy Assessment (ELLNA) regionally also support similar concerns. In Region VII, the majority of third-grade readers scored in the range of "Nearly Proficient" (50–74 MPS) and "Low Proficient" (25–49 MPS), with many students clustered in the bottom quartiles (Q2 and Q3), indicating a need for targeted and localized support for literacy programs. In Toledo City, the average MPS of third graders ranged from the low 50s to the mid-60s, thus clearly indicating a need for localized literacy support programs.

Kilag et al. (2024) conducted a study on the issues of decoding and fluency among non-readers in Toledo City. They found that students' irregular reading habits, a lack of engaging reading materials, and inconsistent instructional strategies contributed significantly to reading difficulties among early grade readers. Therefore, they recommend that targeted interventions should be developed at the classroom level based on the specific reading deficiencies that were identified.

With the PHIL-IRI assessment system, Pelatero's Project AKAY (2022–2023) was able to design a localized remedial reading program that grouped the non-readers according to their foundational reading deficits. The purpose of the project was to advance student decoding skills through the delivery of systematic and strategic evidence-based instructional strategies (i.e., phonics instruction) to enhance student reading achievement and improve overall student reading proficiency in each of the schools involved in the project.

In the Philippines, Adapon et al (2020) evaluated the effectiveness of the "Care for the Non-Readers" program in Mindanao, which included phonics-based instruction, guided book reading sessions, and frequent reading assessments. The evaluation of the program demonstrated measurable improvements in both reading fluency and comprehension and demonstrated the potential for using structured and diagnostic reading programs with students in low performing schools.

Casipit et al (2020) investigated reading barriers faced by students in their Project BRIGHT and identified phonemic awareness deficiencies, lack of parental support, and insufficient learning resources as key barriers to early literacy development in their communities. The authors advocated for increased School-led Initiatives that are inclusive of both Instructional Reform and Community Involvement to close the Literacy gap and improve reading outcomes for students in their respective communities.

Neri and Mamonong (2024) studied non-readers in secondary school and identified deeper barriers to reading, such as familial neglect, learning disability, and a lack of parental involvement. To address these barriers to reading development, they provided one-on-one support, coordinated regular reading routines, and included families in developing personalized reading plans. As a result, the Project provided struggling readers with improved reading outcomes.

According to the National Institute for Literacy (2021), literacy development is foundational to children from birth to age eight. Literacy development enhances children's brain development, vocabulary development, and comprehension. According to this article, a child's academic performance and social skills are significantly impacted by their ability to read well at an early age, especially during the basic primary years of schooling. Snow and Matthews (2020) report that early reading proficiency has a strong correlation with future academic success (across all subjects). Longitudinal studies show that children who can read at an early age continue to have higher levels of academic success than children who develop reading skills later in their lives, confirming that reading is a foundation for lifelong learning.

OECD (2021) further supports this by indicating the socio-emotional benefits of reading in developing empathy, cultural understanding, and global awareness. Children develop an understanding of different viewpoints through their interaction with various reading materials, which helps in developing their social and communication skills.

On a global scale, the OECD's Program for International Student Assessment (PISA) highlights that Filipino students are having ongoing literacy issues. According to PISA results for the 2018 study, the Philippines had the lowest ranking (79 out of 79 countries studied) for reading (avg. score 340 compared to OECD avg. of 487) (OECD, 2019). The 2022 PISA results revealed only small improvements in reading comprehension, with the Philippines continuing to be ranked among the lowest countries, indicating there remain very significant concerns with respect to foundational reading comprehension and critical thinking ability (OECD, 2023).

The reading comprehension development of Namibian Grade 5 English as a Second Language (ESL) teachers was the focus of a study (Mpofu & Mavambe, 2023) on self-reported instructional practices to support students who are not yet reading. The results of their study reveal that teachers employed various strategies, including pre-reading instructional strategies, vocabulary instruction, and motivational reinforcers, as scaffolds for students' use of signs in comprehending reading material. For example, pre-reading strategies included activating students' prior knowledge using manipulatives, glossaries, and guided discussions and helping students connect new vocabulary words with familiar items or concepts. Teachers employed flashcards, realia, and visual aids as part of vocabulary instruction prior to engaging with text materials. Teachers also employed oral discussions, text-based games, and teaching specific comprehension strategies while students read or after students have completed reading. This study emphasized the need for teachers to be flexible in employing multimodal strategies in developing the reading comprehension of non-readers, especially in multi-lingual, resource-poor classroom situations.

METHODOLOGY

This section discusses how the study was conducted; where it was conducted, methods of data collection, sources of data, and how to analyze data.

Design

The research design used in this study is a quantitative descriptive-correlational design. A descriptive approach was used to describe and summarize the levels of personal characteristics, parent involvement, and reading achievement among Key Stage 1 students. A correlational approach was then used to determine the relationships between reading achievement and the students' personal characteristics and parent involvement. In this study, the personal characteristics and parent involvement will be independent variables while reading achievement will be the dependent variable.

Environment

The setting for this study was West Bay Learning Center Inc., a private educational institution in Sangi, Toledo City. The school offers basic education for early childhood and elementary-aged children focusing on developing foundational literacy, mathematical skills and developing the whole child. The school is recognized for providing child-centered lessons, supported by structured academic programs and character-building activities outside of the classroom

West Bay Learning Center Inc. has a modest but steady increasing enrolment of children from the surrounding area, making class sizes manageable while providing students with more focused attention. The staff consists of qualified and dedicated teachers who are committed to providing quality education and helping students to develop academically and emotionally. Most of the teachers are trained in the pedagogy of basic education and participate in professional development activities in a school-based environment to improve their teaching practices.

West Bay Learning Center Inc. has established various flagship initiatives for early childhood and primary education through skills-based learning, character development programs, and school-community engagement-based initiatives. Reading readiness, numeracy skills, and values education are its foundational strengths, with the goal of preparing students for further education with an excellent academic and moral foundation.

Although the school is known for its academic excellence and well-rounded growth students have been reported who are struggling with reading thus there is a need for further research relevant to this school.

Participants

The cohort of participants in this study consisted of only those from Grades 2 and 3 who were struggling with reading. The school used purposive sampling of 50 participants from the teacher’s ability test from the reading assessment that all students in the Grade 2 and Grade 3 levels completed. All students in Grade 2 and Grade 3 completed a pre-assessment in reading and any student who had difficulty with letter recognition, decoding, or comprehension of

simple texts were identified as struggling readers and eligible to participate in the study.

The following inclusion criteria were used to select participants: (1) The child must be a bona fide student in Grade 2 or Grade 3; (2) Must be identified as a struggling reader based on their performance on the pre-assessment; (3) The parent or guardian had to provide informed consent, and (4) The participant must remain available throughout the study.

Considering that the participants were minors and belonged to a vulnerable group, strict ethical standards were observed. A parental consent form was secured before their participation to ensure that parents or guardians were fully informed about the nature, purpose, and procedures of the study. In addition, an assent form was provided to each learner, written in a child-friendly and understandable manner, to seek their voluntary agreement to participate. The conduct of the study was done and observed by the English teachers and class advisers of the pupils to ensure proper implementation of procedures. Learners were assured that their participation was voluntary, and they could withdraw from the study at any time without any negative consequences. Confidentiality and anonymity of all participants were also strictly maintained throughout the research process.

Instrument

The study utilized a set of reconstructed and localized standardized instruments to obtain comprehensive and reliable data. Each instrument is described according to its purpose, structure, and established evidence of validity and reliability.

Part I inquired on the Personal Attribute of the learners Three instruments were used as explained below:

Multi-Factored Assessment Tool (MFAT). The Multi-Factored Assessment Tool (MFAT), developed by the Department of Education (Philippines) in 2018, was locally adapted and reconstructed into a Likert-scale type instrument for this study. The purpose of the assessment tool is to help assess student growth in all four areas of learning: (1) Cognitive, (2) Communication, (3) Social-Emotional, and (4) Motor. The tool has multiple indicators for each area (domain) and these are all rated on a common, structured Likert scale in order to maintain consistency across the scoring procedure and the results interpretation. Validity was established through alignment with existing educational standards, national competency frameworks and expert review by curriculum specialists. Reliability has been measured through a field test conducted by the education department, and the results indicate that there is a strong consensus between the different observers during the assessment process. The inter-rater reliability coefficients calculated using the data obtained from the field tests were well within the acceptable range which is consistent with classroom based assessment processes. The MFAT provides a more complete picture of a student's development beyond their academic performance.

Classroom Engagement Questionnaire. The Classroom Engagement tool was developed by the researcher and following the structure of MFAT, consists of similar rating scales; however, the indicators were prepared using research on previously established constructs of student engagement. The indicators were developed based on the research conducted by Fredricks, Blumenfeld & Paris (2004).

Dolch Sight Words. It uses five (5) frequently used basic sight words from the Dolch Sight Word List. The Dolch Sight Word List is a large, well-established list of 220 high-frequency English words that are used to teach students to read. The words on the Dolch Sight Word List should be recognized automatically by young readers as they begin to read.

The Dolch Sight Word List consists of 220 basic sight words and 95 additional nouns, which have been organized according to developmental levels (Pre-Primer through 3rd Grade).The selected words were chosen due to their occurrence in children's printed materials and lack of regularity in phonics so vital for the initial development of sight-word recognition. Five representative sight words were chosen (the, and, you, is, to) to use as a tool for screening basic sight-word recognition. Participants had to identify each word correctly on the task. Despite its limited scope, this measure allows for some initial assessment of participants' sight-word recognition, which is a crucial foundational skill for literacy.

Part II focused on parental involvement in their child's ability to read, divided into two domains: 1) Mentoring & Coaching; 2) Providing Educational Materials at Home. Below is a description of the instruments being used in this section.

The Parental Involvement in Reading. This is an instrument used in this study and was developed from the work of Judee Rose S. Pada concerning the effect of parental involvement on student reading; specifically, from supporting their learning at home while reading. This tool consists of seven instruments designed for parents to answer based on their support for their child's reading; such as, helping with homework, providing educational materials, creating a conducive environment for studying, review, and providing remediation. is an instrument used in this study and was developed from the work of Judee Rose S. Pada concerning the effect of parental involvement on student reading; specifically, from supporting their learning at home while reading. This tool consists of seven instruments designed for parents to answer based on their support for their child's reading; such as, helping with homework, providing educational materials, creating a conducive environment for studying, review, and providing remediation.

Home Environment Literacy Checklist. was used to gather information about the types of educational materials available in the child's home. The Home Environment Literacy Checklist contains 12 items that describe the availability of reading materials such as books on the alphabet or rhymes; books with pictures; writing utensils and environments that support literacy development. The participants answered a 4-point Likert Scale (1 = Strongly Disagree; 4 = Strongly Agree) rating each item regarding whether it describes a material available in the child's home. This checklist is based on the Home Literacy Environment developed by Catherine E. Snow, Et Al. (2003) and emphasizes exposing the child to print and literacy materials at an early age to have success in reading development. Content validity has been established through many other literacy studies and through expert validation. Reliability from other similar studies is between 0.70 and 0.85; therefore, has acceptable internal consistency. This instrument provides valuable data about environmental factors that could influence the amount of reading success children achieve.

Part III measured the pupil's reading proficiency using the Comprehensive Rapid Literacy Assessment (CRLA).

Comprehensive Rapid Literacy Assessment (CRLA). The CRLA is a diagnostic literacy assessment created by the Department of Education in the Philippines in 2019 to assess early grade students' reading levels based on 5 main areas of reading. This study utilized the instrument to determine pupil's reading level based on letter-sound association, word identification, reading accuracy, oral reading fluency, and reading comprehension. Each subtest consists of graded items based on the Key Stage 1 pupils' literacy level. Content validity for the CRLA was established based on expert review from literacy specialists and aligned with the K to 12 curriculum standards. Reliability testing completed by the Department of Education in its pilot study established internal consistency across all subtests; therefore, the CRLA will provide reliable evidence of pupils' reading levels and areas needing additional support.

Data Gathering Procedure

Pre-data Gathering. There were three phases for collecting data. The first phase consisted of obtaining the necessary approvals to conduct research at West Bay Learning Center Inc. Once the researcher had obtained all the necessary approvals from the Institutional Review Board (IRB), they began the process of preparing to collect data by meeting with school administrators and teachers to establish a timeline for conducting the research. They also participated in a preparatory meeting with the teachers to discuss objectives, ethical issues, and how to administer the survey instruments. Teachers were informed of their responsibility in helping to collect data and how to save time implementing data collection procedures at the same time.

Actual Gathering of Data. The actual collection of data began by identifying struggling readers using pre-defined criteria. Once struggling readers had been identified, reading teachers were involved in administering the survey instruments to ensure that students received guidance on providing valid/accurate responses. Parents of students who were identified as being struggling readers were asked to provide information regarding their involvement as a

parent in supporting their child's reading development at home.

Post-data Gathering. Once the data had been collected, the researcher compiled and organized the data for analysis. Once the data had been analyzed, the researcher drew conclusions based on the analysis of the data and created recommendations based on those conclusions.

Data Analysis

Quantitative approaches were employed in analyzing the data collected for the study. Descriptive statistics such as weighted mean, mean, and standard deviation were used to analyze pupils' personal attributes and parents' involvement in the child's reading at home.

To determine the statistical relationship between the reading proficiency, personal attributes, and parents' involvement, correlation analysis was applied. Pearson's r correlation coefficient was used to measure the strength and direction of association between variables. Finally, findings were summarized and meaningful conclusions were formulated, and actionable recommendations aimed at improving literacy outcomes, particularly in the areas of personal attributes and parental involvement.

Ethical Considerations

The research was carried out based on the Helsinki declaration. The Helsinki Declaration contained moral principles that are applicable to all medical research using human subjects. This also includes any research using identifiable human materials and information. For example, for the survey questionnaires to be done with the teachers, the researcher must comply with all the ethical standards. This was approved in accordance with the Research and Ethics Committee protocol of the University of the Visayas, with Reference No. NTPMAEDELM2026-0177 and dated APRIL 24, 2026. The research involved children and adults who voluntarily took part the study. Before that, an accompanying cover letter was given to explain the confidentiality and purpose of the study, the potential objectives, and the voluntary participation. No financial incentives were provided for participating in the study. The author declared no conflict of interest.

RESULTS AND DISCUSSION

This section presents and interprets the findings of the study based on the research questions. The results are organized using tables, followed by concise discussions that explain their implications and relate them to relevant literature and theories. It highlights key patterns and relationships among the variables, which serve as the basis for conclusions and recommendations.

Personal Attributes

The learner's unique set of characteristics, ability, mannerisms and personal attributes affect how that learner progresses academically throughout the classroom including at the key stage one level. This research determined how cognitive skill, communicative ability, social emotional characteristics, psychomotor skill, and classroom involvement served as measures of a learning student's readiness for development as well as readiness for academic performance by way of personal attributes.

Table 1
Cognitive Domain

S/N	Indicator	Weighted Mean	Standard Deviation	Interpretation
1	Sorts objects based on shapes	2.84	1.04	Evident
2	Matches big with small letters	2.74	1.03	Evident
3	Associate numbers 1 to 10 with objects	3.04	0.99	Evident
4	Follows number patterns	2.80	1.01	Evident
5	Identifies five senses	2.86	1.01	Evident

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH FOR INNOVATION, SUSTAINABILITY AND EXCELLENCE
Published by: RISEJOURNALS.ORG | Online ISSN: 3028-032X | Print ISSN: 3028-0370
VOLUME 4, ISSUE NO. 6

Aggregate Mean/SD	**2.86**	**1.01**	**Evident**

*n=50, **Legend**: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Partially Evident; 1.00-1.75- Not Evident*

Cognitively, the domain has a mean of 2.86 (Evident), or in general terms, this means that the majority of learners will have developed the foundational cognitive abilities to develop literacy through learning. The highest mean for cognitive ability was WM = 3.04, given for learners being able to associate numbers 1 - 10 with objects, with the lowest mean for learners being able to match upper-case letters to their lower-case counterparts at WM = 2.74.

The findings suggest that learners possess the basic cognitive skills needed for literacy but still require support in letter recognition and other foundational cognitive tasks. Teachers should continue providing activities that enhance cognitive development, while parents can reinforce these skills through simple learning activities at home. For the school, the results highlight the importance of strengthening the ARAL program through appropriate instructional support and continuous monitoring to further improve learners' literacy readiness.

Learning is evidenced to have basic cognitive abilities; however, some of the domains related to visual processing/recognition, and symbol recognition are still being developed. Evidence supports further developing cognitive activity, including matching, sequencing, classification, and letter recognition activities (all examples of cognitive activities) to continue improving literacy development and readiness to read for ARAL program learners. Additionally, studies (National Institute for Literacy, 2021) support that cognitive development is critical to the acquisition of literacy, as mental processes are used by learners to recognize symbols, understand language and create meaning from text. Other research supports the statement that cognitive abilities during early childhood can have a substantial effect on later academic achievement (e.g., Snow & Matthews, 2020).

Table 2
Communication Domain

S/N	Indicator	Weighted Mean	Standard Deviation	Interpretation
1	Tells one's name / identifies oneself	3.02	1.12	Evident
2	Recognizes two-to-three-word instructions	2.96	1.05	Evident
3	Answers wh- questions	2.92	1.03	Evident
4	Describes simple and familiar objects	2.92	0.97	Evident
5	Answers in complete sentences when asked	2.82	0.96	Evident
	Aggregate Mean/SD	**2.93**	**1.02**	**Evident**

*n=50, **Legend**: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Partially Evident; 1.00-1.75- Not Evident*

Based on an overall average of 2.93, which reflects evidential communication skills, it can be concluded that students have enough of the necessary skills to effectively communicate during their learning-time classroom activities and to develop their overall literacy.

The indicator rated the highest was found to be "Tells name/identifies self" (WM=3.02), while "Answers questions in complete sentences when asked" was rated the lowest (WM=2.82). This indicates that while students can express simple ideas orally, they need to continue improving more sophisticated oral language development.

The results suggest that providing opportunities for students to take part in storytelling, oral recitation, question/answer sessions and/or in language rich environments during classroom activities may assist with the development of effective communication skills that will assist with reading development.

The findings imply that learners should be provided with more opportunities to practice oral communication, while

teachers should integrate interactive speaking activities into daily instruction. Parents can reinforce language development through regular conversations and shared reading at home. For the school, strengthening language enrichment activities within the ARAL program can further enhance learners' communication and literacy skills.

The results also align with the Organization for Economic Co-operation and Development (OECD, 2021) study, which noted that communication and language abilities develop literacy and support social interaction. Similarly, the work of Snow and Matthews (2020) indicated that oral language competencies are critical to developing reading comprehension and vocabulary acquisition.

Table 3
Socio-Emotional Domain

S/N	Indicator	Weighted Mean	Standard Deviation	Interpretation
1	Plays with peers	2.74	1.03	Evident
2	Follows rules and regulations	2.84	0.93	Evident
3	Uses courteous expressions appropriately	2.80	1.09	Evident
4	Waits for one's turn	2.76	0.77	Evident
5	Displays sensitivity to the feelings of others	2.92	1.14	Evident
	Aggregate Mean	**2.81**		**Evident**
	Aggregate SD		**0.99**	

n=50, ***Legend****: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Partially Evident; 1.00-1.75- Not Evident*

The socio-emotional domain obtained a composite mean of 2.81, interpreted as Evident, indicating that learners generally display appropriate social behaviors and emotional responses. "Displays sensitivity to the feelings of others" obtained the highest mean (WM=2.92), while "Plays with peers" obtained the lowest mean (WM=2.74). Some emotional and interpersonal behaviors in learners are still in the development stage.

The findings suggest that cooperative interaction, peer interaction, and emotional expression should be incorporated into instructional practice, as social competence is likely to affect the confidence and participation of learners in these activities.

The results indicate that learners will benefit from activities that promote cooperation, empathy, and positive social interaction. Teachers should continue fostering an inclusive and supportive classroom environment, while parents are encouraged to reinforce respectful behavior and emotional regulation at home. The school may also strengthen socio-emotional learning initiatives to support learners' overall development and academic success.

The findings affirm that reading and literacy development contribute not just to socio-emotional growth but ensure that there is development in the growth of empathy and social understanding among students as according to "OECD"(2021).

Table 4
Psychomotor Domain

S/N	Indicator	Weighted Mean	Standard Deviation	Interpretation
1	Activity: Balanced Walking	2.80	1.11	Evident
2	Activity: Hopping/Jumping	2.78	1.02	Evident
3	Activity: Ball Catching/Throwing	2.74	1.01	Evident

4	Activity: Paper Cutting	3.02	1.04	Evident
5	Activity: Precise Tracing/Coloring	2.82	1.06	Evident
	Aggregate Mean	**2.83**		**Evident**
	Aggregate SD		**1.05**	

n=50, ***Legend****: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Partially Evident; 1.00-1.75- Not Evident*

The psychomotor percent score averages across the domain equal a composite average of 2.83 meaning it is evident that students have progressed in the appropriate developmental competencies to perform the fine and gross motor skills necessary to successfully complete school related activities. The top scoring task was Paper Cutting with a WM of 3.02 while the lowest scoring task was Ball Catching/Throwing with a WM of 2.74. This suggests that increasing the number of activities provided in the content area of psychomotor can enhance literacy acquisition since the coordination of fine motor skills is important to readiness for writing and the completion of tasks in the classroom.

These findings suggest that learners should continue engaging in activities that strengthen both fine and gross motor skills. Teachers are encouraged to incorporate more hands-on learning experiences, while parents can support skill development through simple home-based activities. The school should provide adequate instructional materials and opportunities that promote psychomotor development as part of literacy readiness.

This agrees with the National Institute for Literacy (2021) explanation that the development of literacy encompasses the coordination of skills which are physical and cognitive in nature, and that are necessary for successfully completing early educational tasks.

Table 5
Classroom Engagement Domain

S/N	Indicator	Weighted Mean	Standard Deviation	Interpretation
1	Pays attention during classroom discussion	2.92	0.94	Evident
2	Follow the instructions given by the teacher	2.84	0.93	Evident
3	Participates actively in classroom activities	2.90	1.07	Evident
4	Completes tasks within the given time	2.86	1.05	Evident
5	Shows interest and enthusiasm in learning activities	2.92	0.97	Evident
	Aggregate Mean	**2.89**		**Evident**
	Aggregate SD		**0.99**	

n=50, ***Legend****: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Partially Evident; 1.00-1.75- Not Evident*

The classroom participation was determined to have an aggregate mean of 2.89 (Evident) which allows us to interpret that students are showing a general tendency to participate and be interested in what is being taught in the classroom. The items “Pays attention during classroom discussions” and “Shows Interest and enthusiasm in learning activities” both received the highest WM (Mean or Weighted Mean) value of 2.92; however, the item “Follows directions/instructions given by the teacher” received the lowest WM of 2.84.

The results of this study indicate that students are demonstrating positive academic behavior; however, there are still many ways to assist students with keeping attention focused on and actively participating in class. This research suggests that there needs to be a teaching method that incorporates instruction by means of activities that are hands-on (games), group activities (collaborative/teamwork), and use of a learner-centered approach (learner

actively engaged) in implementing the Aral Curriculum.

The findings imply that learners should be encouraged to participate actively in classroom activities to improve learning outcomes. Teachers should continue using engaging and learner-centered strategies, while parents can support positive learning habits by encouraging active participation in school tasks. For the school, sustaining interactive learning environments and continuous teacher support can further enhance learners' classroom engagement and literacy development.

These data support previous studies by Jumawid (2024) which demonstrate that student engagement and participation play an important role in the development of literacy and academic achievement.

Table 6
Summary of Pupils' Personal Attributes

S/N	Domain	Weighted Mean	Interpretation
1	Cognitive	2.86	Evident
2	Communication	2.93	Evident
3	Socio-Emotional	2.81	Evident
4	Psychomotor	2.83	Evident
5	Classroom Engagement	2.89	Evident

The summary results showed that all domains were interpreted as Evident. Communication and diagnostic word recognition obtained the highest means (WM=2.93), while socio-emotional skills obtained the lowest mean (WM=2.81).

The data points toward the fact that the student has fairly good developmental characteristics needed for learning to read but still needs extra help with reading so that they can be more proficient.

The findings indicate that the current needs of students can be addressed through interventions which support multiple areas of development rather than just focusing on improving their reading ability.

Through this research it has been shown that outcomes in development should remain consistent across multiple areas of communication, thinking, emotional growth, motor development, and being engaged in school. Teachers need to provide all of these skills through many ways; parents need to support children with home-based activities to enhance development; and schools need to continue providing holistic interventions that support children's overall development for successful literacy acquisition.

The findings are consistent with Snow & Matthews (2020) that describe literacy development as multidimensional, and result from cognitive, behavioral, and social influences.

Table 7
Parental Involvement – Mentoring and Coaching

S/N	Indicator	Weighted Mean	Standard Deviation	Interpretation
1	We see to it that our child is doing his/her homework or projects.	3.06	0.89	Involved
2	We maintain a safe, clean, and orderly study room free from distraction.	2.94	0.91	Involved
3	We provide appropriate reference or learning materials like books.	2.96	0.97	Involved

4	We see to it that our child has a study room or place conducive to learning.	2.90	1.13	Involved
5	We conduct a short review of the day's lesson in preparation for the test.	2.82	1.06	Involved
6	We manifest willingness and patience in conducting remediation activities for the subjects where he/she is weak.	2.94	1.00	Involved
7	We ask or hire a tutor or somebody who can help our child in his/her review if I or any family member cannot do it.	2.72	1.05	Involved
	Aggregate Mean	**2.91**		**Involved**
	Aggregate SD		**1.00**	

n=50, ***Legend****: 3.26-4.00-Highly Involved; 2.51-3.25-Involved; 1.76-2.50-Moderately Involved; 1.00-1.75- Not Involved*

The composite mean score of parents in supporting their children in academics, via mentoring and coaching, is equal to 2.91 (Verbal Description: Moderately Involved). Parents of students demonstrate greater involvement directly to the student through monitoring academic work than through obtaining additional assistance, as evidenced by the mean score for "Making sure that my child completes his/her homework/projects" (WM=3.06) and "Using a tutor or someone to assist my child" (WM=2.72). The study also provides evidence that parents provide guidance on their child's academic performance; however, greater structured and home-based literacy support practices would provide for greater gains in student achievement.

The results suggest that parent support provides an exceptional basis for academic achievement and that teachers will enhance literacy development through improved communication with parents. It is recommended that parents continue to provide academic support at home through parent engagement programs that implement strategies to promote quality mentoring practices.

The findings support the research of Lantaka (2022), who stated that home-school partnership programming and parent guidance directly support student literacy achievement.

Table 8
Parental Involvement – Provision of Educational Materials

S/N	Indicator	Weighted Mean	Standard Deviation	Interpretation
1	At least one alphabet book (e.g., Dr. Seuss's ABC book)	2.86	1.05	Involved
2	Magnetized alphabet letters to play with	2.78	1.04	Involved
3	Crayons and pencils are readily available for writing and drawing	2.82	1.00	Involved
4	Paper is readily available for writing and drawing	2.74	0.96	Involved
5	A table or surface available for writing or drawing	2.78	0.93	Involved
6	At least one rhyme book (e.g., Miss Kindergarten Gets Ready for Kindergarten)	2.90	1.09	Involved
7	More than one rhyme book	2.88	1.04	Involved

8	At least 10 picture books	2.86	0.95	Involved
9	At least 20 picture books	2.78	0.95	Involved
10	At least 50 picture books	2.84	0.89	Involved
11	Beginning reading and playing alphabet computer games (e.g., Reader Rabbit)	2.78	1.06	Involved
12	Materials and games to help learn the alphabet	2.78	1.07	Involved
	Aggregate Mean	**2.82**		**Involved**
	Aggregate SD		**1.00**	

n=50, ***Legend****: 3.26-4.00-Highly Involved; 2.51-3.25-Involved; 1.76-2.50-Moderately Involved; 1.00-1.75- Not Involved*

Among the 12 indicators used to measure the availability of educational resources to learners, the one receiving the highest rating from respondents was "At least one rhyme book" (WM = 2.90). Conversely, the lowest average rating was given to "Paper can be easily accessed for writing or drawing." As such, while most educational resources are available, many of the most basic learning materials still require improvement. The overall average for the 12 indicators was 2.82, indicating that, as a whole, parents tend to provide educational resources and materials to support their children's learning.

The findings indicate that learners require access to suitable learning materials to succeed, and it is the responsibility of teachers to maximize these resources in their instruction. Parents are encouraged to provide literacy materials, when possible, while schools can provide supplemental reading and learning materials through the ARAL Program to facilitate student access to such materials.

These findings help demonstrate that the availability of educational resources positively affects learner literacy exposure and experiences, improving the likelihood of success for learners in their literacy efforts. These findings also coincide with Casipit et al. (2020) who recently reported that a lack of availability of resources is one of the most significant factors contributing to students having difficulty reading.

Table 9
Summary of Parental Involvement

S/N	Subscale	Weighted Mean	Interpretation
1	Mentoring and Coaching	2.91	Involved
2	Provision of Educational Materials	2.82	Involved
	Grand Mean	**2.87**	**Involved**

The total number of parental contacts received an overall mean score of 2.87 Overall, parents can be described as INTEGRATED into their child's learning process. With respect to each of the dimensions, parents had the highest contact through the Mentorship and Coaching dimension (WM = 2.91) and the lowest through the Provision of Educational Materials (WM = 2.82) dimension.

This analysis indicates that learners are well served by participating directly in the literacy development of their children through engaging together with parents and teachers to help literacy growth; continued efforts by both School Education Programs and parent education programs need to provide opportunities for parents to engage in home-based mentoring and to provide learning materials.

Further, the analysis suggests that improving the engagement of parents in home-based literacy activities and increasing parent education programs will improve the reading performance of children. Baruis et al. (2024) note

that family participation is a critical component of literacy-related intervention strategies.

Table 10
Reading Proficiency Level

Assessment Dimension	Mean	SD	Interpretation
Letter–Sound Recognition	6.44	2.25	Light Refresher
Word Recognition	6.24	3.20	Light Refresher
Reading Accuracy	78.10%	0.27	Instructional
Oral Reading Fluency (WPM)	41.34	27.97	Transitioning Speed
Reading Comprehension	3.52	1.66	Moderate Comprehension

Reading proficiency will generally require learners to have some form of instructional support. The most significant reading ability (78.10; Instructional Level) corresponds to Reading Accuracy when assessed; however, Word Recognition had the lowest average of all measured areas (M = 6.24), indicating some level of additional support is necessary for learners to develop the automatic and accurate recognition of words. Reading accuracy remains at the Instructional Level; oral reading fluency has been defined as Transitioning Speed; and reading comprehension is Moderate Comprehension.

The overall findings of this study indicated that learners are developing their reading skills but need more intensive, focused interventions to attain independence in reading. Additionally, the Findings indicate that the ARAL program should provide a range of differentiated instructional activities with an emphasis on phonological awareness, repeated reading to develop fluency, and comprehension strategies.

Moreover, the Findings indicate that learners need ample time and opportunities for reading activities; that is, because learners have different needs, Teachers should provide differentiated reading intervention services to meet their needs; and that Parents should encourage and support their child to practice reading at home regularly; and Schools should enhance their literacy intervention services and provide adequate resources for instruction to improve reading proficiency.

The Findings of the current study support the results of the 2019 DepEd-USAID Early Grade Reading Assessment (EGRA) which indicated that a number of learners continue to have difficulties with fluency and comprehension in reading. The researchers of Kilag et al., (2024) also noted that foundational reading skills will only be developed with targeted intervention.

Table 11
Correlation Results on Reading Proficiency and Personal Attributes

Variables	*r-value*	*p-value*	Decision	Interpretation
Personal Attributes and …				
Letter Recognition	0.887	<0.001	Reject Ho	Significant
Word Recognition	0.883	<0.001	Reject Ho	Significant
Reading Accuracy	0.916	<0.001	Reject Ho	Significant
Oral Fluency	0.754	<0.001	Reject Ho	Significant
Reading Comprehension	0.919	<0.001	Reject Ho	Significant

The study found statistically significant positive correlations between personal characteristics and reading ability, ranging from .754 to .919, representing a large enough relationship. The strongest correlation was between Personal Characteristics and Reading Comprehension (r = .919) and the weakest correlation, but still very strong correlation was between Personal Characteristics and Oral Fluency (r = .754). Therefore, this research shows that as an individual's development increases, so does their ability to read.

The study also indicates that overall learner development plays a role in successful reading performance. Therefore,

teacher instructional strategies should be holistic and include literate and developmental skills. Likewise, families need to continue supporting their child's overall development at home. Schools need to continue strengthening integrated intervention programs that focus on learner development and reading ability.

The study supports the assertion that effective literacy interventions require a holistic approach to addressing developmental skills along with literacy instruction. Similarly, the study provides support for findings by Snow and Matthews (2020), who found that developmental abilities have a considerable impact on both academic and literacy success.

Table 12
Correlation Results on Reading Proficiency and Parental Involvement

Variables	*r-value*	*p-value*	Decision	Interpretation
Parental Involvement and …				
Letter Recognition	0.862	<0.001	Reject Ho	Significant
Word Recognition	0.880	<0.001	Reject Ho	Significant
Reading Accuracy	0.891	<0.001	Reject Ho	Significant
Oral Fluency	0.758	<0.001	Reject Ho	Significant
Reading Comprehension	0.908	<0.001	Reject Ho	Significant

Table 12 shows that there is a relationship between parental involvement and all of the variables measuring reading proficiency, and that this relationship is strong, positive and statistically significant. Since all calculated p-values were less than the traditional significance level, each null hypothesis can be rejected as statistically significant. Furthermore, the strong positive correlation coefficients indicate that increases in parental involvement lead to corresponding growth in students' letter and word recognition skills; reading accuracy; oral fluency; and reading comprehension. This statistical significance shows that active parental involvement provides the necessary impetus and is a critical component of foundational literacy because it directly affects how a child decodes text and how well he or she comprehends oral language.

The significance of this to the study is that reading proficiency cannot occur within the classroom alone and that there needs to be a structured partnership between home and school. Therefore, the reading intervention programs should be intentionally redesigned to determine how best to incorporate parents as co-facilitators of literacy development rather than as passive observers. These findings support Lantaka's (2022) and Neri and Mamonong's (2024) assertions that continued parental involvement and active family engagement are crucial in helping eliminate obstacles to achieving reading success, especially for children with reading deficits.

Conclusion

The study concluded that both the key stage 1 learner's individual attributes and parent commitment have a significant correlation to the student achieving success. Furthermore, the stronger the relationship between the learner's individual attributes and their reading achievement, the higher their level of cognitive skills, communication skills, social-emotional skills, psychomotor skills, classroom participation skills and word identification skills will correlate with a much greater amount of reading achievement than those learners that do not have as much proficiency in these six categories of skill as they relate to multiple ways of reaching a desired level of reading achievement. In addition to the relationship between learner characteristics and reading achievement, the fact that a statistically significant relationship exists between parental involvement and reading achievement means that when a parent is involved in their child's reading achievement, they will also positively impact their child's literacy achievement. So, while the key stage 1 learners have demonstrated evidence of having developed strong personal characteristics, and their parents have shown a commitment to supporting their children's learning through their own personal involvement, the results regarding reading achievement indicate that the key stage 1 learners will require instructional support from teachers to achieve greater independence in their reading development. Therefore, the reading development of key stage 1 learners is influenced by both the individually developed

competencies of the learner and by how much support the parents provide the learners. These findings demonstrate the importance of using a collaborative, holistic approach through the Academic Recovery and Accessible Learning (ARAL) Program to develop a strong foundation in reading and improve literacy results for all key stage 1 learners.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

For the school administrators, it is recommended that they strengthen the implementation of the Academic Recovery and Accessible Learning (ARAL) Program through the provision of structured and targeted literacy interventions that address the identified reading difficulties of learners. They may also allocate resources and support mechanisms for reading enhancement programs and establish stronger school-home partnerships to improve literacy outcomes.

For the teachers, it is recommended that they employ differentiated and learner-centered instructional strategies that address the varying needs of learners in reading. Teachers may integrate phonics-based instruction, guided reading, repeated reading exercises, sight-word recognition activities, storytelling, and interactive classroom strategies to strengthen learners' foundational literacy skills while simultaneously enhancing learners' cognitive, communication, socio-emotional, psychomotor, and classroom engagement attributes.

For the parents, it is recommended that they actively participate in their children's reading development by establishing regular reading routines at home, monitoring academic progress, and providing learning resources and a supportive environment for literacy development. Parents may also strengthen mentoring and coaching practices by engaging in guided reading activities and encouraging positive reading habits.

For the learners, it is recommended that they actively participate in reading activities and intervention programs designed to strengthen their literacy skills. Creating a habit of reading regularly, as well as participating in both in-class and at-home reading activities, may help improve the ability to read well and succeed academically overall.

For the School Community and Stakeholders, it is recommended to work collaboratively to enhance the effectiveness of literacy support initiatives, reading campaigns, and partnerships that offer supplemental instructional materials and opportunities for struggling readers.

For Future Researchers, it is recommended that additional studies on reading proficiency be conducted using larger sample sizes and investigating other variables such as socioeconomic status, learning environment, instructional methods, and student motivation in order to gain a better understanding of the factors affecting reading proficiency and to further develop comprehensive literacy intervention frameworks.

REFERENCES

Adapon, J., Dela Cruz, M., & Ramos, T. (2020). Care for the non-readers: An intervention program for struggling readers in Mindanao public schools. *Department of Education – Region X*.

Baruis, J. D., Ampatuan, R. A., & Lumapenet, H. T. (n.d.). Care for non-reader (CNR) amidst COVID-19 pandemic.

Buvaneswari, B., & Padakannaya, P. (2017). Development of a home literacy environment questionnaire for Tamil-speaking kindergarten children. *Language Testing in Asia, 7*(1), 1–15. https://doi.org/10.1186/s40468-017-0036-4

Casipit, R., Del Rosario, J. B., & Flores, A. (2020). Project BRIGHT: Bridging reading interventions to generate holistic transformation. *International Journal of Education and Literacy Studies, 8*(4), 22–29. https://doi.org/10.7575/aiac.ijels.v8n4p22

Cimene, F. T. A., Casiño, M. V. S., Aspiras, D. D., Cawi, C. S. P., Bahala, A. M., Subingsubing, I. O., & Bahi-an, E. F. (2024). Understanding learning poverty: Teachers' lived experiences in supporting Grade IV non-readers.

American Journal of Multidisciplinary Research & Development, 6(12), 20–30.

Department of Education. (2018, July 10). *DepEd Order No. 29, s. 2018: Policy on the implementation of Multi-Factored Assessment Tool (MFAT).* https://www.deped.gov.ph/wp-content/uploads/2018/07/DO_s2018_029.pdf

Department of Education. (2022). *Early grade reading assessment (EGRA) national report*. Department of Education, Philippines.

Department of Education, & USAID. (2019). *Philippines national early grade reading assessment (EGRA) toolkit report: Baseline results*. Improving Education for Results (IERC). https://ierc-publicfiles.s3.amazonaws.com/public/resources/2019%20National%20EGRA%20Report_ON_DEC.pdf

DolchWord.net. (n.d.). *Dolch word lists*. https://dolchword.net/dolch-word-list/

Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly, 56*(S1), S25–S44. https://doi.org/10.1002/rrq.411

Francisco, J. B. (n.d.). Transforming non-readers: The impact of remedial reading instruction on literacy development of learners.

Hart, S. R., Stewart, K., & Jimerson, S. R. (2011). The student engagement in schools questionnaire (SESQ) and the teacher engagement report form-new (TERF-N): Examining the preliminary evidence. *Contemporary School Psychology, 15*(1), 67–79. https://doi.org/10.1007/BF03340964

Jumawid, A. D. (2024). Challenges encountered by third-grade teachers handling non-readers in the Division of Davao City.

Kilag, A., Lopez, C., & Mahinay, R. (2024). Diagnosing reading barriers among primary learners in Toledo City: A quantitative study on decoding and fluency. *Journal of Basic Education Research, 14*(1), 77–88.

Lantaka, I. (2022). Non-readers' and parents' experiences amidst pandemic: A case study. *Philippine Journal of Education, 97*(1), 17.

Learning Pal. (2025, March). *Comprehensive rapid literacy assessment (CRLA)*. https://learningpal.net/comprehensive-rapid-literacy-assessment-crla/

Mpofu, N., & Mavambe, T. (2023). Teachers' self-reported instructional practices for reading comprehension instruction to non-readers. *ELT Worldwide: Journal of English Language Teaching, 10*(2), 340–356. https://doi.org/10.26858/eltww.v10i2.42373

National Center for Learning Disabilities. (n.d.). *Home literacy environment checklist*. https://isp.ncl.edu.tw/files/file_pool/1/0K196532953499456190/HomeLiteracyEnglish.pdf

National Institute for Literacy. (2021). *Developing early literacy: Report of the National Early Literacy Panel*. U.S. Department of Education.

Neri, G., & Mamonong, L. (2024). Understanding deeper reading barriers among secondary non-readers: A qualitative inquiry. *Philippine Journal of Educational Research, 16*(2), 112–129.

OECD. (2019). *PISA 2018 results (Volume I): What students know and can do*. OECD Publishing. https://doi.org/10.1787/5f07c754-en

OECD. (2021). *21st-century readers: Developing literacy skills in a digital world*. OECD Publishing. https://doi.org/10.1787/a83d84cb-en

OECD. (2023). *PISA 2022 results (Volume I): The state of learning and equity in education*. OECD Publishing. https://doi.org/10.1787/5f07c754-en

Pada, J. R. (2024). Impact of parental involvement on students' reading proficiency. *Journal of Interdisciplinary Perspectives, 2*(7), 700–709. https://doi.org/10.69569/jip.2024.0218

Pelatero, M. L. (2023). Project AKAY: A remedial reading intervention using PHIL-IRI data. Department of Education – Division of Bohol.

Piaget, J. (1952). *The origins of intelligence in children* (M. Cook, Trans.). International Universities Press. (Original work published 1936)

Qiu, C., & Liu, X. (2024). The effect of instructional quality on reading achievement: The mediating role of reading engagement in China (BSJZ) and the UK. *Heliyon, 10*(15), e31222. https://doi.org/10.1016/j.heliyon.2024.e31222

RTI International. (2018). *Philippines EGRA: Results and implications for early grade reading programs*. RTI Press.

Snow, C. E., & Sweet, A. P. (2003). Reading for comprehension. In A. P. Sweet & C. E. Snow (Eds.), *Rethinking reading*

comprehension (pp. 1–11). Guilford Press.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). ASCD.

Usop, J. L. (n.d.). Language learning issues of non-readers in rural and urban senior high school: A comparative analysis.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.