



Learners' Reading Readiness of Grade 3 Full Refresher

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Abstract:

This study investigates the reading readiness of Grade Three full refresher learners as a basis for crafting a reading intervention plan. Specifically, it examines the profile of the respondents in terms of sex, family monthly income, distance from home to school and number of siblings, and analyzes how these factors affect reading readiness in the areas of word recognition, decoding and vocabulary skills. The research employs a survey questionnaire to gather data from the respondents. Results indicate that the overall reading readiness is low, with significant variations when grouped according to the identified variables. Word recognition is evidently to be very low across most groups particularly from both low and high-income families. Decoding and vocabulary skills are similarly low, though some categories show slight differences. No significant differences were observed in the learners' reading readiness when grouped by sex and number of siblings. However, there is a significant difference in word recognition and vocabulary when grouped by family income, distance from home to school and number of siblings. The findings suggest that low word recognition reflects limited exposures to reading activities, while weak decoding skills highlight difficulties in linking letters to sounds. Vocabulary deficiency implies restricted language comprehension. Based on these results, a targeted reading intervention plan is proposed to enhance learners' reading readiness particularly in the areas of word recognition, decoding and vocabulary skills.

Keywords: Learner's reading readiness, full refresher, word recognition, decoding and vocabulary skills.

Introduction:

Nature of the Problem

The implementation of DepEd Order no. 45 s. 2005, Every Child A Reader Program (ECARP) is a national program that addresses the thrust of DepEd to make every Filipino child a reader at their level, the answer to the prevalent situation. This is designed to equip elementary pupils with reading and writing skills to make them independent young readers and writers. To do this, teachers should let the learners be ready for the task of reading. In their hands lies the power to make the child love or hate reading.

Reading readiness should be given focus, for this is the manifestation of the child's readiness for transformation. This is the point at which a child goes from not reading to reading. Learning to read is one of the most essential life skills teachers can help a child develop and a real challenge. However, when reading readiness is detected, things would be a lot easier for the teacher and the child to engage in teaching and learning to read. Early literacy should have the progress or transition from learning to read to reading to learn (D'Sauza, 2021).

Thus, the pandemic greatly affected the academic life of the learners who were just given blended instructions (modular, online, and radio-based) for two years. The absence of face-to-face instructions makes their literacy and numeracy lag behind. The last school year was considered the most challenging one for educators. In a district consolidated assessment result, out of 1,963 pupils enrolled and assessed in CRLA results, 150 pupils belonged to the complete refresher equivalent to beginning readers or non-readers and 14% of the total enrolment in grade 3. They are supposed to be independent readers and able to read paragraphs and stories intended for grade 3 levels.

The reluctant, unmotivated, and struggling readers and other mentioned factors give us a clear picture of a battle that must be fought ahead. Teachers are ready to go the extra mile to combat the said gaps, and this study will be the steering wheel in addressing reading disabilities and molding future leaders. The valuable insights gathered will be the reference for making the reading intervention plan (Fulgencio & Maguate, 2023).

Current State of Knowledge

According to Davis (2023), there are many essential things that parents and teachers can do to promote reading readiness. They can plan a learning environment that will substantially impact their future reading ability. Developing speaking and listening skills, visual perception and eye-hand coordination, and understanding what print is and how it is used are all prerequisites for learning to read. Children learn to match words with actual life



concepts by conversing with adults; their language blossoms when adults provide a rich play environment; students can also learn how to categorize opposite words. Children could also build their auditory processing skills by listening and following directions; they can be taught songs, nursery rhymes, and fingerplays orally; they can participate in the show and tell, acting out familiar stories and stories read aloud prepares them to understand the vocabulary and sentence structure in books when reading on their own.

Further, Craddock (2022), discussed that pre-readers are children who understand the concept of reading but do not know how to read yet. Parents play a significant role in the reading readiness of the child. The pre-reading stage begins with the kid's family interaction. She enumerated 15 fun practices that lay the foundation for reading success: reading books together, pointing out environmental prints, singing songs and nursery rhymes together, incorporating letters in play, building a kid library at home, allowing the child to pretend to read and write, talking about new words and concepts, making reading fun and engaging, visiting the library together, discussing the stories after reading, reading by example, embracing bilingual options, indulging in story repetition, allowing time to questions and pauses when reading, and brainstorming what the story about. Doing a few of these pre-reading activities builds a strong foundation for reading. It can be supplemented by using fun and engaging reading apps.

Moreover, Matt Sears (2023), state that in his post-Nurturing Early Development through Play and Exploration. He explains how the learners learn the Montessori way, which they call the Montessori Together Program. Every child is a natural explorer; having the right environment allows them to harness innate tendencies. At the early age of 6-12 months, they are called the Montessori together crawlers; they focus on giving infants a safe space to explore, build strength, and express themselves and providing them a sense of security, independence, and confidence. 12-24 months were the Montessori Together walkers; they provide learners opportunities for exploration, decision-making, and problem-solving. They engage the learners in various physical movements, fostering their problem-solving skills and reinforcing their beliefs about their abilities. What a beautifully made reading readiness program where the learners are molded to become strong readers who can independently explore, manipulate objects, and solve problems before reaching the age of 5 years old.

In addition, Matt Sears (2023), write in his article entitled How to Assess Reading Readiness Skills in Kindergarten, one of the significant milestones parents and educators eagerly look for is the child's reading readiness. A transformative stage/phase where they begin to decode letters, blend sounds, and derive meaning from words—preparedness and inclination to immerse themselves in the vibrant world of literature. They recognize most of the alphabet, understand phonemic awareness, grasp print and books, exhibit good listening and comprehension, and display a keen interest in reading. Upon checking on this one should embark the child towards reading readiness with right activities in order to ensure transformation.

As per National Readership Survey (NRS, 2023), indicating a notable decline in non-school book readership among Filipino adults and children. According to the survey, adult readership stood at 42 percent, children at 47percent in 2023. According to CPBRD policy brief, one indicator of the country's state of basic education performance is the performance in the Programme for International Student Assessment (PISA) which showed dismal bottom ranking of the Philippines- 78/78 in 2018 and 77/81 2022. According to the 2022 PISA result, the Philippines ranked 6th from the bottom with the average score of 347. To address the issue, DepEd holds a forum and came up with the solution on expanding the Technical Panel for Teacher Education (TPTE) to include curriculum development and learner assessment specialist along with other leaders of education transformation. Apart from improving Filipino learners' performance, the Commission wants to realize the national education vision in the Philippine Development Plan of 2023-2028 ensuring that they achieve their full potential to keep pace with the envision socioeconomic transformation.

Theoretical Underpinnings

This study is anchored on Lev Vygotsky's social constructivist approach, which emphasizes social interaction in learning. Children develop reading readiness through collaboration with more knowledgeable others (MKO), where they can model reading habits or behaviors and provide the support needed. Vygotsky believes that children can perform reading tasks with assistance before they are able to do them independently.

According to B.F. Skinner's reading readiness is developed through conditioning and reinforcement. Children learn to read effectively through direct instruction, repetition, and positive praise or acknowledgment for the correct responses.

This research is intended to focus on determining the learners' reading readiness as a basis for crafting a reading plan and armor themselves with capabilities and positive attitudes toward reading. Knowing the child's reading capability and exposure to more varied activities will help the child be ready to read.

Teachers have arduous accountability for the child's reading success and in establishing the child's reading readiness. Indeed, someone with empathy and love for the child and reading will be the victor (Salutin & Maguate, 2023).



Objectives

This study aimed to determine the level of learners' reading readiness in a district in a medium-sized school division in a highly urbanized city in the Central Philippines during the School Year 2023-2024 as the basis for a reading intervention plan. Specifically, this study sought to answer the following questions: 1) What is the profile of the respondents in terms of variables of age, sex, highest educational attainment, average family monthly income, and distance from home to school; 2) What is the level of learners' reading readiness according to the area of word recognition, decoding skills, and vocabulary; 3) What is the level of learners' reading readiness when grouped according to the variables above; 4) the significant difference in the level of learners' reading readiness when grouped and compared according to the variables above.

Research Methodology:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study used the descriptive research design to determine the level of learners reading readiness in a district in a medium-sized school division in a highly urbanized city in the Central Philippines during the School Year 2023-2024 as the basis for the reading intervention plan. According to Siedlecki (2020), this design describes a population's characteristics by providing an accurate depiction or description of situations, events, and people without manipulating the variables. This study aims to collect factual information that describes the actual situation, conditions, and practices that affect the teaching of reading, make comparisons and evaluations, and determine the best ways to address the problem.

Study Respondents

The respondents of this study were the 109 grade 3 complete refresher learners in one of the Districts with A&B in a highly urbanized school's division for the School Year 2023-24 from a total population of 150. Stratified sampling was used to get the 109 respondents, proportionately drawn from the district's eight schools, to ensure they were all represented, as shown in Table 1. The Cochran formula was used to determine the optimal sample size to secure its reliability and significance.

Instruments

A researcher-made instrument survey questionnaire will be used to gather the data to determine the learners' reading readiness. Since the respondents are students, the researcher asked permission from the parents and respondents to conduct the test. The survey form is divided into two parts. Part I dealt with the profile of the respondents in terms of sex, Parents' highest educational attainment, average family monthly income, number of siblings, and distance of home from school. Part II dealt with a 30-item questionnaire to measure the levels of learners' reading readiness, such as ten simple words for Word Recognition, ten questions for Decoding Words, and ten questions for Vocabulary Skills. A survey questionnaire will be used, and the Full Refresher Readers will be asked to answer the questions. The first 10-item test will be used to determine their ability to recognize the simple words with the CVC pattern, words with initial or final consonant blends, and 2-3 syllable words, and they have to be read orally to be conducted by the researcher. The next 10-item test will deal with vowel diagraphs, rearranging letters using picture clues, and identifying the correct spelling of commonly used words. Ten questions will be used to determine their vocabulary skills with picture and contextual clues. These are to determine the reading readiness of the Grade 3 Full refresher pupils. The research instrument was subjected to validity (5.00-excellent) and reliability (0.873-good). All of them were interpreted as worthy and good; respectively.

Data Gathering Procedure

After the approval of the questionnaire by the panel members, the researcher sought the assistance of three (3) experts in the field of education to validate the questionnaire. After this, the reliability of the research questionnaire was established by administering it to 30 complete refresher pupils from the eight schools through stratified random sampling by lottery. After securing the reliability of the survey questionnaire, the researcher then asked the authority of the Schools Division Superintendent, PSDS of District IV, for permission for the conduct of the study. Upon approval, the researcher also wrote to the school heads for permission and to secure the names of the respondents.

After the approval, since the respondents are students (minors), the researcher asked permission from the parents and the respondents, explained the purpose of the study, and personally administered the questionnaire to the respondents. The researcher helped and assisted the respondents with the data needed and personally retrieved the questionnaire. Then, the data were categorized, tabulated, and prepared for statistical treatment. The raw data were transformed into numerical code guided by a coding manual. This allowed computer processing, statistical derivation, and tabular presentation. The statistical package for social science (SPSS) is used in the processing of



the encoded data. Likewise, statistical tables were constructed based on the problems that were stated in the research.

Data Analysis and Statistical Treatment

- Objective No. 1 used descriptive and analytical schemes and mean to determine the profile of the respondents in terms of variables of age, sex, highest educational attainment, average family monthly income, and distance from home to school.
- Objective No.2 used a descriptive-analytical scheme and mean to determine the level of learners' reading readiness according to word recognition, decoding of words, and vocabulary skills.
- Objective No.3 used a descriptive-analytical scheme and mean to determine learners' reading readiness when grouped and compared according to the aforementioned variables.
- Objective No. 4 used a descriptive-analytical scheme and independent sample T-Test to determine if there is a significant difference in the level of learners' reading readiness.

Ethical Consideration

The researcher ensures that respondents were given the free will to be involved in the study, their identity were not disclosed and they were assured of the confidentiality of the data gathered. After completion, all data stored in electronic gadgets were discarded in order to protect against unauthorized access or use of information.

This research paper strived in earnest to minimize the risk of harm to its target respondents by assuring them of the confidentiality of their responses and protecting their anonymity throughout the entire research process. At the onset, this researcher secured their free, prior informed consent and assured them of their right to withdraw from their research participation if deemed necessary.

Results and Discussion:

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1
Profile of the Respondents

Variable	Category	Frequency (n)	Percentage (%)
Sex	Male	57	52.3
	Female	52	47.7
	Total	109	100.0
Average Family Monthly Income	Lower (below Php5,800)	78	71.6
	Higher (Php5,800 and above)	31	28.4
	Total	109	100.0
Distance from Home to School	Near (below 1.5kms.)	60	55.0
	Far (1.5kms and above)	49	45.0
	Total	109	100.0
Number of Siblings	Few (below 3)	44	40.4
	Many (3 and above)	65	59.6
	Total	109	100.0

Sex was categorized as male and female. Males comprise 57 respondents (52.3 %), while 52 respondents are female (47.7%) of the total population.

For the average family income, the categories are lower and higher: 78 respondents, or 71.8%, have total family earnings of below Php5,800 per month, while 28.4%, or 31 respondents, have a total family income of Php5800 and beyond.

In terms of the distance from home to school, 60 respondents, or 55% of the population, are living within 1.5 km. At the same time, 49 respondents, or 45%, are living farther than 1.5kms.



Regarding the number of siblings, 44 respondents, or 40.2%, have 2 & below, while 65 respondents, or 59.6%, have more than three sisters and brothers.

The data revealed that more male pupils are full refreshers compared to females. The boys' interests differ from the girls', and they are more interested in games, computers, sports, and the like. Boys' reading readiness is inferior, and the concept that reading is a feminine act and the early stage of reading (K1) is expected to cause more boys to delay their reading readiness. This is in adherence to the study of Raza Ullah and Hazir Ullah (2019) about boys versus girls' educational performance: Empirical evidence from the global North and the global South. Girls outperform boys in education due to boys' anti-school, non-serious behavior and the stereotyping of teachers.

More of the complete refresher pupils of grade 3 their parents have meager income; instead of teaching their child to learn how to read, they seek any means of providing for the family. Their priority is to feed the hungry stomach of the children or family members. There is no provision for reading materials, and some of them need to be capable of buying gadgets or equipment that could enhance the reading capability of the children. It conforms with the study of Brittany Gay and Susan Sonnenschein et al. (2020), entitled Poverty, Parent Involvement and Children's Reading Skills: Testing the Compensatory Effect of the Amount of Classroom Reading Instruction. In the relationship between the poverty level and poverty and reading skills, poverty was a significant predictor of children's reading skills in each analysis. In the study of Normandin (2022), poverty can negatively affect how the body and mind develop. High-poverty neighborhoods are often stress-inducing and have high crime rates that are harmful to a child's cognitive development, academic performance, and long-term physical and mental health. Poverty creates limited access to resources and opportunities and leads to poor education and decision-making.

The data says that the cause of reading deficiency is due to the many children a family could have. Contact time with each child is impossible due to the significant number of children. This is mainly happening in remote areas where parents could only care less about their children's future. Some of them think that being able to feed their children will all be enough. The number of siblings in the study was 8, so a total of 9 children were needed, making it difficult for the parents to attend to the needs of each child, especially in reading. This is in adherence with the study of Naikang Feng (2021); children with more siblings have less completed schooling, lower education levels, and less school attendance; it has a more pronounced effect among rural children with less educated mothers. In the research conducted by Gina and Ronel Sapungan (2014), parental involvement improves a child's morale, attitude, and academic achievement and promotes better behavior and social adjustments.

The distance from home to school plays a vital role in a child's reading ability. If the child lives farther away, the tendency is likelier to be absent; missing the day's lesson leads to reading difficulty. This is confirmed by the study of Zeragaber (2024), who states that students arrive at school tired and find it hard to actively follow the lessons, and those students also need more time to study because their time is lost in travel. Students traveling several kilometers may be disheartened from going to school and prefer to drop out.

With these difficulties that hinder the child's learning to read comes the loving hands of a reading teacher. As Amuli Evelyn Jepsonian et al. 2022 confirm in their study about Teacher's Preparedness on Reading Readiness of PPI Learners in Relation to Academic Performance, the impact of the influence of teachers' preparedness on child's reading readiness and in Margaret Perkin 'ss the reading teacher should experience reading and should influence the child to choice the suitable reading materials. Not all teachers can handle or teach reading; that person should possess the qualities to make the learning process effective. We lack teachers of this kind, and there is a vast and immediate need for the department to hire more reading teachers or capacitate teachers in the field and focus on reading activities to enhance the reading readiness of the children to prepare them for the next learning journey.

Table 2
Level of Learners' Reading Readiness in Word Recognition, Decoding Skills, and Vocabulary

Areas	Mean	Interpretation
Word Recognition	0.63	Very Low Level
Decoding Skills	3.00	Low Level
Vocabulary	2.89	Low Level
Overall Mean Score	6.52	Low Level

Table 2 shows learners' reading readiness in word recognition, decoding, and vocabulary, with the overall mean of 6.52 interpreted as a low level. Area no. 1, the word recognition, has a mean of .63 and is interpreted as a very low level.



This shows that there is an immense need to go back to the very basics of reading. Simple words are presented, but they must learn how to read them. We can only reap the expected output if we are in the child's place. It will have many discussions and arguments about the child's self-esteem, but that is the only way to help a child. We cannot add more complications by giving them lessons beyond her/ his mental/ reading capabilities. We need to provide interventions and remediation by going back to lessons in letter-sound knowledge and letter-knowledge skills.

Area 2, which is decoding skills, has a mean of 3.00, interpreted as a low level. The pictures reinforced some of the children to make educated guesses about words. They make connections between the picture, letters, and words. This implies that we could use the images to engage the learners in reading and facilitate further learning. They tend to recognize and remember more visual stimuli. Exposure to familiar pictures, charts, materials, video clips, and the like could enhance their interest in reading.

The survey test identifies the correct spelling of simple words; more exposures to the words are also recommended through flashcards, Marungko Approach, and the like.

In area 3, vocabulary skills, the researcher utilized pictures and contextual clues to help the child understand the correct meaning of the words. The mean is 2.89, interpreted as low level. The hints help some learners derive an educated guess and experience meaningful reading. These findings are in support of the study of Alankarage Janaka Damith Rathnayake et al. (2023) entitled, Abstract Effect of Stories with Picture Clues on the development of Second Language Competence where utilizing mixed- methods approach, incorporating visual aids in narrative text to support language learner's comprehension and engagement.

The lowest level of learners' reading readiness among the three areas is word recognition, and the highest is decoding skills, although they still belong to the very low and low levels. This conforms with the study of Murray (2016). Fluency will be affected if they cannot recognize words on the page accurately and automatically, and reading comprehension will suffer. Students who succeed in reading comprehension are skilled in both word recognition and language comprehension.

Decoding comes as the first step before word recognition, the reason why the respondents in this study have higher readiness compared to the area of decoding, which is still at a low level compared to word recognition, interpreted as a very low level. Considering the respondents are total refresher students.

These findings should be an eye opener to teachers to strengthen the remediation classes, lessons focused on the Friday Catch-up Program will be emphasized to where the child is and the crafting of a reading intervention plan should be non-negotiable.

Table 3

Difference in the Level of Learners' Reading Readiness in Word Recognition When Grouped and Compared According to Variables

Variables	Categories	N	Mean	t-test	Sig. Level	p-value	Interpretation
Sex	Male	57	0.53	-0.915		0.362	Not Significant
	Female	52	0.75				
Average Family Monthly Income	Lower	78	0.38	-3.381	.05	0.001	Significant
	Higher	31	1.26				
Distance from Home to School	Near	60	0.42	-1.988		0.049	Significant
	Far	49	0.90				
Number of Siblings	Few	44	0.50	-0.896		0.372	Not Significant
	Many	65	0.72				

Table 3 presents the results on the difference in the level of learners' reading readiness in word recognition when grouped and compared according to variables, sex, average family monthly income, distance from home to school and number of siblings. The sex and the number of siblings with the computed p-value of 0.362 and 0.372 which are greater than the significance of 0.05.

Thus, the hypothesis stating that there is no significant difference in the level of learners' reading readiness on word recognition when grouped according to variables, sex and number of siblings is not rejected.



However, when the respondents are grouped according the average family monthly income and the distance from home to school with the computed p-value of 0.001 and 0.049 which is lesser than the significance of 0.05. The null hypothesis stating that there is a significant difference in the level of learner's reading readiness on word recognition when grouped according to average family income and distance from home to school when grouped and compared, is rejected.

This implies that the full refresher learners of grade 3, regardless of variables, sex and number of siblings do not have great impact in the learners' reading readiness in terms of word recognition. However, as a reading teacher it is our responsibility to give them equal reading opportunities regardless of gender and seek help or assistance to elder siblings regarding reading tutorials.

This indicate that variables, average family monthly income and distance from home to school were the integral reason of the difficulties in word recognition. The children whose stomach are empty lack the focus in readiness to read, they are oftentimes disturbed on how could they satisfy their grumbling abdomen, of what they missed in their houses and tend to desire what they don't have to satisfy their unfulfilled needs. Children who are also living in far flung areas and do not have the capacity to have the transportation in going to school may be missing school or exhausted of walking and has less focus to the lesson tend to miss the reading lessons for the day. The findings are supported in the study of Normandin, 2022 that children enduring food insecurity are likely to suffer from developmental impairments such as learning disabilities, impaired motor skills and behavioral issues.

However, in this study the pupils who are living far have more reading readiness due to the constant exposures of some of the simple words found in the survey questionnaire for word recognition. The teacher presented some of the words in reading their remediation which gives retention to the pupils although the result is still in a very low level. The findings conformed with the study of McKeown (2019) Tier I, when children hear words spoken every day, they have the physical surroundings, gestures, intonation and familiarity of their everyday life to support figuring out word meaningfully.

There will be no proper functions of brain activity if the stomach is empty its where the feeding program of the school comes to the rescue. The next step will the provision of reading materials by the school, the use of ICT (android or smart television set, projectors). Letter sound knowledge and letter knowledge skills should be taught first then blending of two letters and the more exposures to CVC pattern were the basic things to learn. The teacher need not to assert more effort but rather use the said gadgets to present to the child, the teacher needs only to monitor the child's focus.

Smooth Interpersonal Relationship with our LGUs/Stakeholders are the best keys to address the concern regarding the distance from home to school. Coordination with the barangay officials on these matters which will secure the attendance of the children in school so that teachers could assist properly.

Table 4

Difference in the Level of Learners' Reading Readiness in Decoding Skills When Grouped and Compared According to Variables

Variables	Categories	N	Mean	t-test	Sig. Level	p-value	Interpretation
Sex	Male	57	2.70	-1.741	0.05	0.085	Not Significant
	Female	52	3.33				
Average Family Monthly Income	Lower	78	2.90	-0.898		0.371	Not Significant
	Higher	31	3.26				
Distance from Home to School	Near	60	3.20	1.125		0.223	Not Significant
	Far	49	2.76				
Number of Siblings	Few	44	3.80	3.837		0.000	Significant
	Many	65	2.46				

Table 4 shows the results on the difference in the level of learners' reading readiness in decoding skills when grouped and compared according to variables, sex, average family monthly income, distance of home to school with the computed p-value of 0.085,0.371, 0.223, which are greater than the level of significance 0.05.

Thus, the hypothesis stating that there is no significant difference in the level of learners reading readiness in decoding skills when grouped according to sex, average family monthly income and distance from home to school is not rejected.



However, when the children are grouped according to the number of siblings, the computed p-value is 0.000 which is less than the significance 0.05 which pointed out a significant difference in the level of learner's reading readiness when grouped according to number of siblings is, rejected.

This shows that when grouped according to variables sex, distance from home to school, average family monthly income did not greatly affect the level of learners reading readiness in terms of decoding skills.

It indicates that having more siblings is generally associated with lower academic performance. No one shall underestimate the undivided time that the parents could offer to their child/ren. They could devote more money, time, attention, good relationships, careers and activities that could give them more pleasure. The child will develop self-esteem, confidence, trust, security and independence. This is in adherence with the study of Ali Tong (2021), when there are more children, parents may need time working to support their families, reducing meeting time with children, the average time parents may spend with each child may also decline. Dilution of cultural resources is an important factor that affects individual achievements. Rosenzweig and Zhang (2009) found that more siblings cause less access to education.

The learners who lack these, the teacher in her limited capability with many children under her care could not totally fill the missing piece but could make a difference in her pupil's life. She could spend time with them in through reading tutorial, encourage them to talk with their classmates and siblings about what they read in variety of settings.

Table 5

Difference in the Level of Learners' Reading Readiness in Vocabulary When Grouped and Compared According to Variables

Variables	Categories	N	Mean	t-test	Sig. Level	p-value	Interpretation
Sex	Male	57	2.88	-0.087		0.931	Not Significant
	Female	52	2.90				
Average Family Monthly Income	Lower	78	2.96	0.748	.05	0.456	Not Significant
	Higher	31	2.71				
Distance from Home to School	Near	60	3.00	0.802		0.424	Not Significant
	Far	49	2.76				
Number of Siblings	Few	44	2.89	-0.019		0.985	Not Significant
	Many	65	2.89				

Table 5 results present on the difference in the level of learner's reading readiness in vocabulary when grouped and compared according to variables, sex, average family income, distance from home to school and number of siblings, with the computed p-value of 0.931, 0.456, 0.424 and 0.985 which are greater than the level of significance 0.05.

Thus, the hypothesis stating that there is no significant difference in the level of learners reading readiness of the grade 3 full refresher pupils when grouped and compared according to variables is not rejected.

This implies that regardless of all the variables, grade 3 full refresher readers were able to deal with the vocabulary test with the help of pictures and contextual clues. This only shows that it's not too late to help them through the clues/hints they could recognize the meaning of the words. Building a rapport to the children that will make them open for inquiries of learning through the teacher and or together with the teacher. Admittedly, teachers do not have the monopoly of knowledge, so learning with the pupils will be fun. According to McKeon, Beck Omanson and Pope (n.d.), children did not really know and understand words they had only encountered four times but they will if, experienced for twelve times. Teachers can be strategic about introducing new vocabulary repeatedly and providing rich discussion and analysis to enhance understanding. Reading resilience is another, by never be afraid to introduce difficult words one at a time and encourage the child to use the vocabulary they just learned. This is in conformity to the book entitled Bringing Words to Life, a Robust Vocabulary Instruction, Beck& MaKeown et al. (2021), the benefits of bringing attention to familiar words, adding depth to students' understanding of the nuanced meanings of words and broadening their perspective about words and contexts in which they can be used.



Conclusions:

With the findings, the following conclusions were achieved:

Low word recognition reflects a lack of exposure to reading and literacy activities.

A low level of decoding skills on the part of the learners reflects the difficulty in translating the written text into spoken language by connecting letters and sounds.

A learner's vocabulary implies a limited number of words they understand and use in everyday life.

Recommendations

In the light of the preceding findings, the following recommendations are hereby submitted:

Improve word recognition skills with an early intervention and targeted support right at the start of the school calendar. Improve decoding skills with aggressive phonics instruction to introduce between letters and sounds; and Involve parents in improving vocabulary typically by exposing learners to rich language experiences such as reading diverse text, engaging in discussions, and practicing the use of new words in various contexts.

For the school, the planning team should carefully plan and prioritize the program for reading intervention, which involves many aspects such as the feeding program, reading hub intended for those with reading difficulties or the full refreshers, functional library, a full-time librarian, provision of reading opportunities, recognition for the best readers out of the best students as well as from the full refreshers.

For the advisory teachers, crafting a reading plan/ intervention to help the readers. No man is an island; don't be afraid to seek assistance or help from the stakeholders, for let us always remember that teaching the child is a shared responsibility. Never doubt to go out of our comfort zone, as long as we know that we do it for the child as our division mantra is for the BATA- Buligan, Amligan, Tudluan A, Malayan, that is our primary duty to be of help to the child.

Exploring the children's interests, offering the right level of scaffolding, engaging students in multisensory activities, supplying parents with at-home activities for follow-up, and motivating students by celebrating their new learnings to boost their self-esteem.

To the parents, allow them to take part in bridging the reading gap by encouraging them to support the child's needs by educating them to prepare essential foods for healthy physical, social, and academic development. Low economic status does not mean devaluing education but rather making it a challenge to have positive aspirations by supporting their child to achieve reading successes, explaining the purpose of the intervention, and making them a part of the implementation so that whatever may be the results, they are a part of it.

These things are not that hard or easy either; we only need to take the first step and be determined to reach the goal no matter what hindrances come our way. With the grace of our God, the assistance of persons in authority, appropriate interventions/plans, and the proper reading teacher for the job, things will fall into place, and the total refresher students will be helped properly and someday be productive citizens and rightfully lead our country- the Philippines.

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