

Implementing Pande”Basa” to Address Reading Difficulties and Enhance Literacy Outcomes of Grade 5 Learners

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Abstract

Reading difficulties in decoding, fluency, and comprehension can hinder learners' academic progress and their ability to use reading as a tool for learning across subject areas. This study aimed to determine the effectiveness of the 8-week implementation of PaNDe”BASA” (Polishing and Nourishing the real Definition of “BASA” or “READ” to Learn) in improving the reading proficiency of Grade 5 struggling learners at Central I Elementary School. The study involved 20 Grade 5 learners identified as non-readers and frustration-level readers. A pretest-posttest approach was used to assess learners' decoding, fluency, and comprehension before and after the intervention. Reading assessments, observation, and learner feedback were used to examine changes in reading performance and engagement. Results showed improvements across all three reading areas. Decoding increased from a mean of 46.0 to 68.5, with a gain of 22.5 points; fluency increased from 40.5 to 62.5, with a gain of 22.0 points; and comprehension increased from 37.8 to 60.5, with a gain of 22.7 points. All three improvements were statistically significant at $p < 0.05$. Observational data further indicated active learner participation, while learner feedback reflected positive perceptions of the intervention as enjoyable, supportive, and helpful in understanding texts. The findings suggest that PaNDe”BASA” is a viable school-based intervention for addressing reading difficulties and improving literacy outcomes among struggling Grade 5 learners. Its structured and collaborative approach provides a practical basis for sustained reading support and the development of confident, independent, and lifelong readers.

Keywords: *PaNDe”BASA”, reading difficulties, decoding, reading fluency, reading comprehension*

1. Introduction

BACKGROUND AND RATIONALE

Reading literacy is a cornerstone of quality education and a fundamental skill that enables learners to succeed academically, participate meaningfully in society, and engage in lifelong learning. Reading proficiency developed during the elementary years is closely associated with later academic achievement and educational outcomes. In the Philippine basic education context, reading functions as a gateway skill across learning areas because learners must comprehend texts, interpret instructions, and process written information in subjects such as English, Filipino, Science, Mathematics, and Araling Panlipunan.

Despite the centrality of reading, many elementary learners continue to experience difficulties in essential reading skills, including fluency, vocabulary development, and comprehension. These difficulties may affect not only academic performance but also learners' confidence, motivation, and engagement in school activities. The disruption caused by the COVID-19 pandemic further intensified existing literacy gaps, with reduced instructional time and limited opportunities for guided reading practice contributing to slower growth in reading achievement.

Research included in the study's literature base emphasizes the importance of reading intervention, learner engagement, motivation, and sustained support. The literature also highlights the role of parental involvement and collaboration in supporting learners' academic development.

In response to these concerns, PaNDe" BASA" was implemented at Central I Elementary School as a structured literacy intervention for struggling Grade 5 learners. The program combines differentiated instruction, guided reading, small-group activities, individualized support, technology-assisted tools, and interactive, level-appropriate reading materials. It also involves parents, volunteer reading teachers, and community members in reinforcing reading practices beyond the classroom.

The program therefore addresses reading difficulties through a multi-component and collaborative approach rather than focusing on a single reading skill. Its implementation emphasizes continuous assessment, learner engagement, motivation, collaboration, and sustainability.

Statement of the Problem

Grade 5 struggling learners at Central I Elementary School continued to demonstrate difficulties in decoding, fluency, and comprehension. These difficulties affected their ability to read accurately, fluently, and meaningfully despite existing classroom instruction and literacy support.

This situation highlighted the need for a structured, focused, and multi-component reading intervention that could strengthen key literacy skills while encouraging learner engagement.

Thus, this study sought to determine whether the 8-week implementation of PaNDe”BASA” could improve the decoding, fluency, and comprehension skills of Grade 5 struggling learners.

Objectives of the Study

The study aimed to determine the effectiveness of PaNDe”BASA” in improving the reading proficiency of Grade 5 struggling learners.

Specifically, it sought to determine changes in learners’:

1. decoding skills;
2. reading fluency; and
3. reading comprehension.

2. Materials and Methods

Research Design

The study employed a **pretest-posttest approach** to examine changes in learners’ reading performance before and after the 8-week PaNDe”BASA” intervention.

The broader research methodology incorporated quantitative and qualitative data collection. The research document specifies the use of pre- and post-assessments together with questionnaires, interviews, focus group discussions, and observation checklists to provide a comprehensive understanding of the intervention.

Participants

The study involved **20 Grade 5 learners** identified as non-readers and frustration-level readers at Central I Elementary School during School Year 2025–2026.

Teachers, volunteer reading teachers, parents, and community members also participated in supporting the implementation and monitoring of learners' reading engagement and progress. The research framework identifies teachers, volunteer reading teachers, parents, community volunteers, school records, reading logs, and Phil-IRI results as potential sources of supporting information.

Instruments

The study utilized reading assessments focusing on **decoding, fluency, and comprehension** to determine changes in learners' reading performance.

The broader research framework also identified structured questionnaires, observation checklists, reading fluency tests, and comprehension exercises as data-gathering instruments. Questionnaires were designed to gather information regarding reading habits, motivation, and perceptions of program effectiveness, while observation checklists documented learner engagement and reading behaviors.

The research framework further provided for expert review and pilot testing of the questionnaire to improve content validity and clarity.

Procedure

The PaNDe”BASA” intervention was implemented over **eight weeks**. Learners underwent an initial assessment of their reading performance, followed by structured intervention activities targeting their reading difficulties. After the intervention period, learners were assessed again to determine changes in decoding, fluency, and comprehension.

The intervention incorporated guided reading sessions, small-group activities, individualized support, storytelling, reading challenges, peer discussions, and culturally relevant and meaningful texts. Parents, volunteer reading teachers, and community members provided additional reading support and reinforced reading practices beyond the classroom.

Continuous assessment and formative monitoring were used to allow teachers to provide timely instructional adjustments and personalized feedback.

Data Analysis

Descriptive statistics, including **mean and standard deviation**, were used to summarize learners’ reading performance.

The research methodology specified a **paired-sample *t*-test** for comparing pretest and posttest reading scores and identified effect-size calculations for determining the magnitude of changes. Qualitative data from interviews, focus group discussions, and observations were intended to be analyzed through thematic coding, with quantitative and qualitative findings triangulated to provide a more comprehensive interpretation.

For the reported results, statistical significance was interpreted at **$p < 0.05$** .

3. Results

The results showed substantial improvement in the reading performance of the 20 Grade 5 struggling learners following the 8-week PaNDe”BASA” intervention.

Table 1. Pre- and Post-Intervention Reading Performance of Grade 5 Learners (n = 20)

Reading Measure	Pre-Test M $\pm$ SD	Post-Test M $\pm$ SD	Gain
Decoding	46.0 $\pm$ 3.1	68.5 $\pm$ 2.8	+22.5
Fluency	40.5 $\pm$ 2.7	62.5 $\pm$ 3.0	+22.0
Comprehension	37.8 $\pm$ 3.0	60.5 $\pm$ 2.9	+22.7

Note. M = mean; SD = standard deviation.

Decoding increased from a pretest mean of **46.0** to a posttest mean of **68.5**, representing a gain of **22.5 points**. Fluency increased from **40.5** to **62.5**, with a gain of **22.0 points**. Comprehension increased from **37.8** to **60.5**, with a gain of **22.7 points**.

All three reading areas showed statistically significant improvement at **p < 0.05**.

In addition to the quantitative results, observational data indicated that learners were highly engaged during the intervention. Learner feedback also reflected positive perceptions of the program, describing it as enjoyable, supportive, and helpful in improving their understanding of texts.

Important: The supplied results do **not** provide the actual *t*-values, exact *p*-values, or effect sizes. Therefore, these should **not** be invented for the final submission. The research methodology specifies that these analyses were part of the statistical treatment, but only *p* < 0.05 is currently available in the reported findings.

4. Discussion

The findings demonstrate that the PaNDe”BASA” intervention was associated with substantial improvement in the three targeted reading areas: decoding, fluency, and comprehension.

The **22.5-point gain in decoding** suggests improvement in learners’ foundational word-reading skills. This improvement may be associated with the intervention’s use of structured guided reading, small-group activities, and individualized support designed to address specific reading difficulties.

The **22.0-point gain in fluency** indicates that learners showed improved reading performance after sustained opportunities for guided practice and feedback. The program's emphasis on continuous assessment allowed teachers to monitor progress and provide instructional adjustments and personalized feedback.

The **22.7-point gain in comprehension** demonstrates improvement in learners’ ability to understand texts. This finding is consistent with the program's use of meaningful, culturally relevant, and level-appropriate reading materials, storytelling, peer discussions, and other interactive strategies intended to encourage learners to engage actively with texts.

The positive learner feedback and observed engagement provide additional evidence supporting the intervention. The program did not rely solely on skills-based instruction; it also incorporated reading challenges, storytelling, peer interaction, and other strategies intended to maintain motivation and participation.

The collaborative participation of parents, volunteer reading teachers, and community members is another important feature of the intervention. The program recognizes that reading development can be strengthened when support extends beyond the classroom.

These findings are consistent with the literature base included in the research document, which emphasizes reading motivation, parental involvement, intervention intensity, reading

comprehension, and professional collaboration as important considerations in literacy development.

Implications for Practice

The findings suggest that schools may benefit from implementing structured, multi-component reading interventions that address decoding, fluency, and comprehension simultaneously. Continuous assessment can help teachers identify learners' needs and adjust instruction accordingly.

The involvement of parents, volunteers, and community members may also provide additional opportunities for learners to practice reading beyond regular classroom instruction. The program's collaborative and sustainable framework may therefore serve as a practical model for strengthening school-based literacy initiatives.

Study Limitations

The study focused on **20 Grade 5 struggling learners in one elementary school** and examined changes following an eight-week intervention. Thus, the findings should be interpreted within the context of the participating learners and school.

In addition, the currently available results report statistical significance as $p < 0.05$ but do not provide the exact t -values, exact p -values, or effect sizes. These should be added if the researchers have the final statistical output.

5. Conclusion

The findings indicate that PaNDe" BASA" is a viable school-based intervention for addressing reading difficulties and improving literacy outcomes among Grade 5 struggling learners. Following the eight-week intervention, learners demonstrated substantial gains in decoding, fluency, and comprehension, with mean improvements of **22.5, 22.0, and 22.7 points**, respectively.

The statistically significant improvements, together with observed learner engagement and positive perceptions, indicate the potential of a structured, interactive, and collaborative reading intervention to support struggling learners.

Recommendations

Based on the findings, the study recommends the continued implementation and institutionalization of PaNDe”BASA” as a targeted literacy intervention. Teachers should continue using differentiated and multi-component strategies addressing decoding, fluency, and comprehension, supported by continuous monitoring and appropriate feedback.

Teacher-parent-community collaboration should likewise be strengthened to provide learners with sustained reading opportunities beyond the classroom. The intervention may also be adapted for other grade levels and school contexts, subject to the specific reading needs of learners.

Future research may examine the long-term effects of PaNDe”BASA” and determine whether reading gains are sustained beyond the intervention period.

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