

Reading Intervention Activities of Public Elementary School Teachers in District III, San Carlos City Division

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Publication Date: November 18, 2025

DOI: 10.5281/zenodo.17660345

Abstract

Effective reading instruction in early childhood education is critical for developing foundational literacy skills that support long-term academic success. This study explored the extent of utilization of reading intervention activities among Grade 2 teachers in public elementary schools of District III, San Carlos City Division for the School Year 2024–2025. Recognizing the importance of early literacy development, the study aimed to assess how frequently and effectively teachers applied intervention strategies such as repeated reading, reconciled reading, group story mapping, and story grammar training. Using a descriptive research design, data were collected from 34 teachers and 17 school heads through a validated questionnaire. The

results revealed that reading intervention activities were moderately utilized, indicating that while these strategies were practiced, there remains a need for more consistent and effective implementation. Both teachers and school heads shared similar perceptions, suggesting alignment in their understanding and observation of instructional practices. Challenges encountered by teachers were also rated moderately serious, highlighting the need for professional support and resources. The study concluded that strengthening the utilization of reading intervention activities can enhance learners' reading performance, comprehension skills, and overall academic outcomes.

Keywords: *Reading Intervention, Literacy Development, Elementary Education, Teacher Practices, Early Literacy*

INTRODUCTION

Reading is a foundational skill that underpins learning across all subjects and is essential for academic success. In the Philippine context, literacy is a national priority, as the ability to read and comprehend empowers learners to access knowledge, engage with their communities, and participate meaningfully in society (Cristobal, 2015). Early literacy development is particularly crucial because children who struggle with reading are at higher risk for academic failure, low self-esteem, and social-emotional difficulties (Denis, 2022). Developing reading skills requires intentional, structured instruction, particularly through reading intervention activities that address individual learners' needs.

Teachers play a pivotal role in fostering reading skills through effective instructional strategies. Research has demonstrated that reading interventions such as repeated reading, reconciled reading, group

story mapping, and story grammar training significantly enhance learners' word recognition, comprehension, and overall literacy development (Francisco, 2020; Ponkshe, 2017; Bastug, 2019). However, the effectiveness of these interventions depends on teachers' competence, availability of instructional materials, and the extent of support from school administrators. Despite the implementation of reading programs, many teachers encounter challenges, including insufficient resources, lack of professional training, and limited monitoring of intervention activities, which can hinder their impact on learners' reading development.

This study aimed to determine the extent of utilization of reading intervention activities in public elementary schools of District III, San Carlos City Division, for the School Year 2024–2025. Specifically, it sought to assess the extent of utilization as perceived by teachers and school heads along four types of interventions: repeated reading, reconciled reading, group story mapping, and story grammar training. Additionally, the study examined whether there were significant differences in the perceptions of teachers and school heads, identified the degree of seriousness of problems encountered by teachers in implementing these interventions, and proposed an action plan to enhance the utilization of reading intervention activities. The study hypothesized that there would be no significant difference between the perceptions of teachers and school heads regarding the extent of utilization of reading intervention activities.

MATERIALS AND METHODS

Research Design

This study employed a descriptive research design to determine the extent of utilization of reading intervention activities in public elementary schools. Descriptive research is appropriate for examining existing conditions, describing patterns, and interpreting findings without manipulating variables. It allowed the researcher to assess how frequently reading interventions were applied in classrooms and to identify challenges encountered by teachers during implementation.

Participants

The study involved all Grade 2 teachers and school heads from public elementary schools in District III, San Carlos City Division, comprising a total of 34 teachers and 17 school heads. A total enumeration sampling method was used to ensure that the perceptions of the entire population were included, providing a comprehensive understanding of both teachers' and administrators' experiences regarding reading intervention activities.

Instruments

A validated questionnaire served as the primary data-gathering instrument, adapted from Vernalisa Magalong's (2018) study on Reading Intervention Activities. The instrument consisted of two parts: Part I assessed the extent of utilization of reading interventions, including repeated reading, reconciled reading, group story mapping, and story grammar training, while Part II measured the degree of seriousness of problems encountered by teachers in implementing these interventions. Both sections utilized Likert-type scales to quantify responses for statistical analysis.

Procedure

Prior to the conduct of the study, permission was secured from the Schools Division Superintendent. The researcher personally administered the questionnaires to the teachers and school heads in their respective schools. Data collection was completed within two weeks, and all questionnaires were successfully retrieved, achieving a 100% response rate.

Data Analysis

Collected data were analyzed using weighted mean to determine the extent of utilization of reading intervention activities and the seriousness of problems encountered. A t-test was applied at a 0.05 level of significance to examine differences between the perceptions of teachers and school heads. Descriptive interpretations of mean scores were based on a 5-point Likert scale for utilization and a 3-point scale for problem severity, allowing for clear categorization of findings.

RESULT AND DISCUSSION

EXTENT OF UTILIZATION ON READING INTERVENTION ACTIVITIES ALONG REPEATED READING AS PERCEIVED BY SCHOOL HEADS AND TEACHERS THEMSELVES

Table 2 shows that the overall average weighted mean (AWM) for repeated reading was 3.24, indicating that teachers and school heads sometimes (three times a week) utilized reading intervention activities such as recording reading time, noting errors, rereading, and answering comprehension questions. These results suggest that repeated reading is moderately applied in classrooms, supporting the development of reading fluency and comprehension, but its implementation is not yet consistent. This aligns with findings from Rasinski et al. (2011), who emphasized that repeated reading enhances fluency and comprehension but often faces challenges in regular classroom application due to time constraints and class size. The moderate utilization observed implies that teacher professional development and structured lesson plans are necessary to improve consistency, while school policies could incorporate systematic reading interventions. A limitation of this finding is that it relied on self-reported perceptions, which may not fully capture actual classroom practices.

Table 2
Extent Utilization of Reading Intervention Activities Along Repeated Reading as Perceived by School Heads and Teachers Themselves

Repeated Reading	Teachers		School heads		Overall	
	Mean	DE	Mean	Mean	DE	Mean
1. Explain to learners that they learning a way of improving their reading comprehension similar to the type of utilization that helps athletes develop skill at their sports.	3.00	S	3.21	S	3.11	S
2. Give every learners assigned reading passage	3.06	S	3.29	S	3.17	S
3. Record the time needed for each reading.	3.55	O	3.64	O	3.59	O
4. Record the number of errors on copy of passage.	3.39	S	3.43	O	3.41	O
5. Instruct the learners to read again. Repeat a shortened version of the directions.	2.91	S	3.21	S	3.06	S
6. Instruct the learners to retell the story or answer different comprehension questions after each reading.	3.06	S	3.14	S	3.10	S
Total	3.16	S	3.32	O	3.24	S

EXTENT OF UTILIZATION OF READING INTERVENTION ACTIVITIES ALONG RECONCILED READING AS PERCEIVED BY SCHOOL HEADS AND TEACHERS THEMSELVES

Table 3 presents the findings on reconciled reading, with an overall AWM of 3.22. This indicates moderate utilization of strategies where learners connect prior knowledge with new texts, teach specific vocabulary, and evaluate comprehension. While some activities, like silent reading and vocabulary teaching, were rated as “often” used, others were applied only sometimes. These results align with Duke and Pearson (2002), who reported that reading comprehension strategies are often underutilized due to limited teacher preparation or resources. The implications for practice include providing structured lesson guides and instructional materials to enhance the effective use of reconciled reading, while policies should support continuous training for teachers. Limitations include variations in school resources and reliance on self-reported data, which may affect the accuracy of perceived utilization.

Table 3

Extent of utilization of Reading Intervention Activities along with Reconciled Reading as perceived by School Heads and Teachers Themselves

Reconciled Reading	Teachers		School heads		Overall	
	Mean	DE	Mean	Mean	DE	Mean
1. Conduct several of the "Enrichment Activities" to build background information and vocabulary.	3.21	S	3.29	S	3.25	S
2. Teach the skill lessons in the context of the story rather than with isolated sentences or paragraphs.	2.52	S	3.36	S	2.94	S
3. Ask the learners questions about the reading in order to help them make predictions about the content or outcome of the story.	3.12	S	3.21	S	3.17	S
4. Instruct the learners read the story silently to apply background knowledge and skills on their own.	3.88	O	4.14	O	4.01	O
5. Conduct a brief discussion to evaluate the lesson.	2.79	S	3.00	S	2.89	S
6. Build story background to enhance comprehension	2.64	S	2.86	S	2.75	S
7. Teach reading subskills, such as predicting outcomes;	2.76	S	3.14	S	2.95	S
8. Teach specific vocabulary	3.97	O	4.14	O	4.06	O
9. Focus attention on relevant story information.	2.88	S	3.00	S	2.94	S
Total	3.08	S	3.35	S	3.22	S

EXTENT OF UTILIZATION OF READING INTERVENTION ACTIVITIES ALONG GROUP STORY MAPPING AS PERCEIVED BY SCHOOL HEADS AND TEACHERS THEMSELVES

Table 4 reflects the utilization of reading intervention activities along group story mapping, with an overall AWM of 3.14. Teachers and school heads sometimes used activities such as filling in story maps, answering comprehension questions, and identifying story elements, but full integration in classroom instruction was inconsistent. This finding is consistent with Pressley et al. (1992), who highlighted the benefits of story mapping for comprehension and retention but emphasized that effective implementation requires training. The study implies that schools should strengthen story mapping practices through collaborative lesson planning and mentoring, and policies could support the structured use of graphic

organizers in early reading programs. A limitation is that the study did not assess the quality of students' story maps, which could provide further insight into the effectiveness of teacher implementation.

Table 4

Extent of Utilization of Reading Intervention Activities Along Group Story Mapping as Perceived by School Heads and Teachers Themselves

Group Story Mapping	Teachers		School heads		Overall	
	Mean	DE	Mean	Mean	DE	Mean
1. Display the overhead transparency of the story map.	2.97	S	3.43	O	3.20	S
2. Instruct the learners hand in their story maps and answer the comprehension questions individually.	2.88	S	3.36	S	3.12	S
3. Fill in the maps as they read the story .	3.24	S	3.64	O	3.44	O
4. Instruct learners to identify story map elements.	2.91	S	3.07	S	2.99	S
5. Instruct the learners to answer the comprehension questions.	3.12	S	3.29	S	3.20	S
6. Instruct the learners to silently read the story and complete their story maps.	2.76	S	3.14	S	2.95	S
7. Test comprehension by having again the learners hand in their story maps and put away their reading materials	2.91	S	3.14	S	3.03	S
8. Instruct the learners to silently read the story and answer comprehension questions without the story maps.	3.09	S	3.36	S	3.22	S
Total	2.98	S	3.30	S	3.14	S

EXTENT OF UTILIZATION OF READING INTERVENTION ACTIVITIES ALONG STORY GRAMMAR TRAINING AS PERCEIVED BY SCHOOL HEADS AND TEACHERS THEMSELVES

Table 5 shows that the overall AWM for story grammar training was 3.22, reflecting moderate utilization. Teachers and school heads frequently conducted activities such as reading stories, introducing "wh" questions, and facilitating class discussions, while interactive games and detective-reader activities were less frequently applied. This corresponds with Morrow (1990), who emphasized that story grammar training improves comprehension and prediction but requires teacher familiarity and confidence for full implementation. The findings suggest a need for capability-building programs focusing on interactive story grammar techniques, with policies integrating these strategies into early reading curricula. Limitations include reliance on self-reported perceptions and the absence of student performance data to validate the effectiveness of these strategies.

Table 5

Extent of utilization of Reading Intervention activities along with Story Grammar Training as perceived by School Heads and Teachers themselves

Story Grammar Training	Teachers		School heads		Overall	
	Mean	DE	Mean	Mean	DE	Mean
1. Introduce the game "Reading Mysteries" and "Storyteller" and "Detective Reader" are the main characters.	3.00	S	2.93	S	2.96	S

2. Tell the learners a story and provide specific clues to enable readers to make predictions about the story based on past experiences.	2.79	S	3.14	S	2.97	S
3. Instruct the learners to be Detective Reader which enables them to search for clues in the story, ask questions, and make predictions based on background knowledge	2.73	S	2.79	S	2.76	S
4. Read a story for the learners.	3.94	O	3.14	S	3.54	O
5. Introduce the five "wh" story grammar questions by using an overhead or poster board chart.	3.58	O	3.50	O	3.54	O
6. Instruct the learners to answer "wh" questions and write the answers on the transparency and have them write the answers on their copies, too.	2.88	S	3.21	S	3.05	S
7. Tell the learners that to be good Detective Readers, they need to think of these questions during silent reading.	3.09	S	3.14	S	3.12	S
8. Utilization using the questions at least two more times as a class wide activity or in reading groups	3.61	O	3.86	O	3.73	O
9. Gradually eliminate the use of paper copies for the five "wh" questions.	3.39	S	3.21	S	3.30	O
TOTAL	3.22	S	3.21	O	3.22	S

SIGNIFICANT DIFFERENCES IN THE EXTENT OF UTILIZATION ON READING INTERVENTION ACTIVITIES BETWEEN AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 7 shows the differences in perception between teachers and school heads regarding the extent of utilization of reading intervention activities. The overall average weighted mean (AWM) was 3.11 for teachers and 3.23 for school heads, both interpreted as "Sometimes (3 times a week)" utilization. The computed t-value of 0.1644 was lower than the critical t-value of 2.2318 at the 0.05 level of significance, leading to acceptance of the null hypothesis. This indicates that there was no significant difference between the perceptions of the two groups, suggesting alignment in their understanding and observation of the implementation of reading interventions. This result implies that both teachers and school heads perceive similar patterns of usage, which is consistent with findings from Hiebert and Reutzel (2010), who emphasized that congruence between teacher and administrator perceptions supports coherent instructional planning. The limitation of this analysis is that it relied on self-reported perceptions, which may not fully reflect actual classroom practices, and the small sample size may limit generalizability. The findings underscore the importance of continuous professional development and monitoring to ensure consistent and effective utilization of reading interventions.

Table 7
Significant Differences in the Extent of utilization of Reading Intervention Activities as perceived by the Teachers and School Heads

Reading Intervention Activities	Teachers	School heads
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	Average Weighted Mean	DE	Average Weighted Mean	DE
1. Repeated Reading	3.16	S	3.32	S
2. Reconciled Reading	3.08	S	3.35	S
3. Group Story Mapping	2.98	S	3.02	S
4. Story Grammar Training	3.22	S	3.21	S
Total	3.11	S	3.23	S

Computed t-value: 0.1644@ df 4

Alpha: @ 0.05 level of significance

Critical Value: 2.2318 @ df 4

Decision: accept the null hypothesis

Interpretation: No significant difference

EXTENT OF SERIOUSNESS OF PROBLEMS ENCOUNTERED BY TEACHERS AND SCHOOL HEADS

Table 8 presents the extent of seriousness of problems encountered by teachers and school heads in reading instruction. The overall AWM was 1.86, interpreted as “Moderately Serious,” indicating that teachers face noticeable challenges in implementing reading interventions. These findings are in line with studies by Hammer (2012), Stott (2011), and Gundogmus (2018), which highlight that teachers often face resource constraints and instructional challenges when implementing reading interventions. The implications for practice include the need for schools and divisions to provide sufficient teaching materials, structured guidelines, and training to support teachers. Policy-wise, there should be continuous funding and monitoring to ensure the sustainability of reading intervention programs. Limitations of this study include reliance on self-reporting and the absence of direct observation or student performance measures, which could have provided a more objective assessment of the challenges encountered. Overall, despite these challenges, teachers are making efforts to implement reading interventions to improve learners’ reading skills, demonstrating commitment to addressing reading gaps even in resource-constrained environments.

Table 8
Degree of Seriousness of Problems Encountered by Teachers and School Heads

Problems encountered	Teachers		School heads		Overall		RANK
	Mean	DE	Mean	Mean	DE	Mean	
1. Difficulty in selecting appropriate reading materials	2.42	S	2.57	S	2.50	S	1
2. Outdated reading materials for reading intervention	1.85	MS	2.07	MS	1.96	MS	4
3. Limited appropriate reading materials for specific grade level	1.58	LS	1.43	LS	1.50	LS	10
4. Limited learning modules.	1.06	LS	1.43	LS	1.24	LS	11

5. Difficulty in designing task for various levels of readers	1.70	MS	1.86	MS	1.78	MS	5.5
6. No specific guidelines to implement the Reading Intervention Activities	1.70	MS	1.86	MS	1.78	MS	5.5
7. Lack of resources and funds for implementation of reading	2.52	S	2.43	S	2.47	S	2.5
8. Conflict of time in conducting reading	1.58	LS	1.50	LS	1.54	LS	9
9. Low comprehension level of the learners in reading	2.36	S	2.57	S	2.47	S	2.5
10. Not contextualized reading materials	1.58	LS	1.57	LS	1.57	LS	8
11. Lack of teacher interest in the conduct of remediation	1.64	LS	1.57	LS	1.60	LS	7
Total	1.82	MS	1.90	MS	1.86	MS	

Conclusions

Based on the findings, it can be concluded that the utilization of reading intervention activities in public elementary schools of District III, San Carlos City Division, is moderate, indicating that while teachers and school heads apply these strategies, there is room for improvement to ensure more consistent and effective implementation. Both teachers and school heads shared similar perceptions, reflecting alignment in understanding and observation of instructional practices. The challenges encountered by teachers, such as limited resources and difficulty in implementing interventions, were moderately serious, highlighting the need for additional support and professional development. It is recommended that the Department of Education and school administrators provide training for teachers on effective reading strategies, develop and supply adequate instructional materials, and monitor the implementation of reading interventions to improve learners' word recognition and comprehension skills. Future research could explore the long-term impact of enhanced reading intervention programs on student literacy outcomes and investigate the effectiveness of specific strategies for diverse learner groups.

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