



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

<https://ijelcs.minduraresearch.com/journal/index>

Volume 2 Issue -2026

# EFFECTIVENESS OF THE CLAVERIA APPROACH ON THE READING PROFICIENCY OF STRUGGLING GRADE 1 PUPILS

**MELODY E. UBA**  
Apayao State College

Publication Date: 03/31/2026

## **ABSTRACT**

This study examined the effectiveness of the Claveria Approach in improving the reading proficiency of struggling Grade 1 pupils. Specifically, it aimed to determine the level of reading proficiency of the learners before and after the implementation of the intervention, and to identify whether there is a significant improvement in their reading skills. A quasi-experimental research design was utilized in this study. The participants were selected Grade 1 pupils identified as struggling readers from Alem Elementary School. A teacher-made reading assessment tool was used to measure the learners' reading proficiency in terms of letter recognition, phonemic awareness, word reading, and comprehension. Pre-test and post-test scores were gathered and analyzed using appropriate statistical methods. The Claveria Approach, which focuses on systematic and explicit instruction in phonics, blending, and decoding skills, was implemented over a specified period. Findings revealed that the learners' reading proficiency significantly improved after the intervention. The results indicated that the Claveria Approach was effective in enhancing the basic reading skills of struggling readers. Based on the findings, it is recommended that teachers adopt the Claveria Approach as an intervention strategy for beginning readers. Further studies may also be conducted to explore its effectiveness in other grade levels and contexts.

**Keywords:** Claveria Approach, reading proficiency, struggling readers, Grade 1 pupils, intervention

Received: 01/08/2026

Revised: 02/26/2026

Accepted: 04/29/2026

Published: 03/31/2026

ISSN:3116-2991





## I. INTRODUCTION

Reading is a fundamental literacy skill that enables learners to acquire knowledge, interpret information, and participate effectively in academic and social contexts. In the early grades, reading proficiency serves as a critical foundation for language development, comprehension, communication, and overall academic achievement. Reading proficiency involves the ability to recognize words accurately, decode text fluently, comprehend meaning, and apply language skills effectively during reading tasks. Learners who fail to develop foundational reading skills during the primary years often experience persistent academic difficulties in higher grade levels (National Reading Panel, 2000; Snow et al., 1998).

Globally, reading proficiency among young learners remains a major educational concern. International literacy assessments continue to report that many primary learners demonstrate low levels of reading comprehension and foundational literacy skills, particularly in developing countries and disadvantaged learning environments (UNESCO, 2020). Early reading difficulties commonly include weak phonemic awareness, poor decoding skills, limited vocabulary, and low reading fluency, all of which negatively affect learners' academic performance and long-term educational outcomes. Studies further emphasized that early intervention is essential because reading difficulties become more difficult to address as learners progress to higher grade levels (Lyon, 1998).

In the Philippines, literacy performance among elementary learners has remained a persistent challenge. Results of the Southeast Asia Primary Learning Metrics (SEA-PLM) revealed that many Filipino learners performed below the regional average in reading literacy (SEAMEO Secretariat, 2020). National literacy reports and school-based assessments also showed that many beginning readers struggle with letter recognition, phonics, oral reading fluency, and comprehension. Despite the implementation of reading programs such as Every Child a Reader Program (ECARP), reading difficulties among struggling readers continue to be evident, particularly in public elementary schools located in rural and geographically isolated areas (Department of Education, 2018).

In Apayao, teachers in the primary grades continue to encounter learners with limited reading readiness and underdeveloped foundational literacy skills. Many Grade 1 pupils demonstrate difficulty recognizing sounds, decoding words, reading simple texts, and comprehending basic passages. These challenges are often associated with

limited exposure to literacy-rich environments, inadequate instructional support, and differences in learner preparedness upon school entry. In rural schools, instructional constraints such as limited contextualized learning materials and insufficient intervention resources further affect the delivery of effective reading instruction.

One intervention utilized to address early reading difficulties is the Claveria Approach. The Claveria Approach is a structured reading intervention that integrates guided reading, phonics instruction, sight word recognition, vocabulary activities, and repeated reading exercises to strengthen foundational literacy skills among struggling readers. The approach emphasizes active participation, guided practice, repetition, and learner engagement to improve decoding, fluency, comprehension, and oral reading performance. Its instructional strategies are developmentally appropriate and responsive to the needs of beginning readers who require intensive literacy support.

Previous studies reported that structured literacy interventions significantly improve reading proficiency, decoding skills, vocabulary development, and reading fluency among struggling readers (Ehri, 2001; Rasinski, 2012). Phonics-based instruction and guided reading strategies were also found effective in strengthening learners' oral reading performance, comprehension, and confidence in reading activities (Fountas & Pinnell, 2017). However, limited local studies have examined the effectiveness of the Claveria Approach among struggling Grade 1 pupils in rural schools in Apayao.

At Alem Elementary School, several Grade 1 pupils demonstrated serious difficulties in foundational reading skills at the beginning of the school year. Some learners were unable to recognize letter names and letter sounds, while others experienced difficulty decoding simple consonant-vowel-consonant words and identifying familiar sight words. Several pupils also showed hesitation and low confidence during oral reading activities, indicating inadequate reading readiness and limited exposure to literacy experiences. These conditions highlighted the need for a structured and developmentally appropriate reading intervention to strengthen the learners' foundational literacy skills.

Given these conditions, the present study evaluated the effectiveness of the Claveria Approach on the reading proficiency of struggling Grade 1 pupils at Alem Elementary School, Pudtol, Apayao. Specifically, the study determined the learners' reading proficiency before and after the intervention and examined whether significant improvement occurred following the implementation of the approach. The study further described the observed learner



progress and reading behaviors during the intervention period. The findings of the study may provide practical instructional support for teachers and contribute to strengthening early literacy intervention practices in rural elementary schools.

### Statement of the Problem

This study aimed to evaluate the effectiveness of the Claveria approach in improving reading proficiency of struggling Grade 1 pupils at Alem Elementary School, Pudtol, Apayao.

Specifically, the study sought to answer the following research questions:

1. What is the reading proficiency level of the struggling Grade 1 pupils before and after the implementation of the Claveria approach?
2. Is there a significant mean gain in the reading proficiency levels of struggling Grade 1 pupils after exposure to the Claveria Approach?
3. What are the observed reading behaviors and learning progress of pupils during the implementation of the Claveria Approach?

### Hypothesis

There is no significant mean gain in the reading proficiency levels of struggling Grade 1 pupils after exposure to the Claveria Approach.

### Theoretical Framework

This study was anchored on interrelated learning theories that explain how structured reading interventions support reading acquisition among beginning readers. The study particularly drew from Vygotsky's Sociocultural Theory, Bruner's Scaffolding Theory, Constructivist Learning Theory, and Bandura's Social Cognitive Theory. These theories collectively emphasized that reading development occurs through guided interaction, active participation, modeling, and meaningful learning experiences, which are essential in supporting struggling readers during early literacy instruction.

Vygotsky's Sociocultural Theory posited that learning occurred through social interaction and guided support within the learner's Zone of Proximal Development (ZPD) (Vygotsky, 1978). In reading instruction, learners developed literacy skills more effectively when teachers provided structured guidance, modeling, and collaborative learning opportunities. This theory supported the use of the Claveria Approach, particularly its guided reading and interactive reading activities, which allowed struggling

readers to develop reading skills through assisted learning experiences.

Bruner's Scaffolding Theory further explained that learners acquired new skills when instructional support was gradually provided and systematically withdrawn as competence increased (Bruner, 1966). In the present study, phonics instruction, repeated reading, vocabulary drills, and guided oral reading activities served as scaffolding mechanisms that supported learners in decoding words, recognizing sounds, and improving reading fluency.

The study was also grounded in Constructivist Learning Theory, which viewed learners as active participants in constructing knowledge through experience and interaction (Piaget, 1952). Reading proficiency developed when learners actively engaged in meaningful literacy activities that allowed them to connect prior knowledge with new learning. The repetitive and participatory activities integrated in the Claveria Approach provided opportunities for learners to actively practice and reinforce foundational reading skills.

In addition, Bandura's Social Cognitive Theory emphasized the role of observational learning, imitation, and self-efficacy in skill development (Bandura, 1986). Beginning readers improved reading performance when they observed modeled reading behaviors, received feedback, and gained confidence through successful learning experiences. The structured oral reading and guided practice activities embedded in the intervention encouraged learner participation, motivation, and confidence in reading tasks. Collectively, these theories supported the assumption that structured, guided, and interactive reading interventions enhance reading acquisition among struggling readers. The integration of guided reading, phonics instruction, sight word recognition, and repeated reading activities in the Claveria Approach provided developmentally appropriate learning experiences that supported decoding, fluency, comprehension, and overall reading proficiency among Grade 1 pupils. Within this framework, the assessment of reading proficiency served as a means of measuring learners' reading progress before and after the intervention rather than as a theoretical construct.

### INDEPENDENT VARIABLE



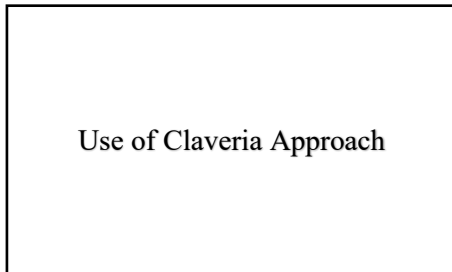


Figure 1. Research Paradigm

Figure 1 presents the relationship between the independent and dependent variables of the study. The independent variable is the use of the Claveria Approach, which served as the reading intervention implemented among struggling Grade 1 pupils. The approach incorporated guided reading, phonics instruction, sight word recognition, and repeated reading activities designed to strengthen foundational literacy skills.

The dependent variable is the reading proficiency level of struggling Grade 1 pupils. Reading proficiency referred to the learners' ability to recognize words, decode sounds, read fluently, and comprehend simple texts. The study assumed that the implementation of the Claveria Approach influenced and improved the reading proficiency of the pupils. Through structured and guided reading activities, the intervention aimed to enhance learners' decoding skills, oral reading performance, vocabulary development, and comprehension abilities.

## II: METHODOLOGY

This presents the research methods and procedures utilized in the study. It includes research design, locale of the study, participants of the study, research instrument, data gathering procedure, and statistical treatment of data.

### Research Design

This study employed a one-group pretest–posttest quasi-experimental research design to determine the effectiveness of the Claveria Approach on the reading proficiency of struggling Grade 1 pupils. The design involved administering a pretest to determine the learners' initial reading proficiency prior to the intervention, followed by the implementation of the Claveria Approach, and a posttest to measure changes in reading proficiency after the intervention. The pretest and posttest results were compared to determine whether significant improvement occurred following the implementation of the intervention. The study also utilized descriptive qualitative observation to document the pupils' reading behaviors and learning progress during the implementation of the intervention.

Classroom records were analyzed to support the quantitative data. The study was conducted at Alem Elementary School, located in the Cordillera Administrative Region.



### Participants of the Study

The participants of the study consisted of 26 Grade 1 pupils from Alem Elementary School who were identified as struggling readers based on their reading performance. The participants were selected through purposive sampling using the Comprehensive Rapid Literacy Assessment (CRLA), which served as the basis for identifying learners with difficulties in word recognition, decoding, fluency, and comprehension.

Among the participants, 16 were males and 10 were females. These learners were considered appropriate participants for the study because they demonstrated the need for structured reading intervention and foundational literacy support. The identified struggling readers underwent the Claveria Approach intervention, and their reading proficiency was monitored throughout the implementation period using pretest and posttest assessments.

### Research Instruments

The study utilized the Comprehensive Rapid Literacy Assessment (CRLA), Claveria Approach instructional materials, lesson plans, pretest and posttest reading assessments, and an observation notebook to gather the necessary data. The Comprehensive Rapid Literacy Assessment (CRLA) was utilized to determine the reading proficiency level of the Grade 1 pupils. The assessment measured foundational reading skills, including letter recognition, phonics, word decoding, oral reading, and basic reading comprehension, which are recognized as essential components of early literacy development among beginning



readers (National Reading Panel, 2000; Snow et al., 1998). The instrument was aligned with the expected literacy competencies of Grade 1 learners and was appropriate for beginning readers. It consisted of structured reading tasks and assessment items designed according to the developmental level of the learners. The assessment was administered before and after the intervention to determine changes in the pupils' reading proficiency. The instrument underwent content validation by the researcher's adviser and selected reading teachers to ensure clarity, appropriateness, and suitability for the target learners. Each correct response was assigned one (1) point, while incorrect responses received zero (0) point.

The instructional intervention utilized in the study was based on the Claveria Approach, which integrated guided reading, phonics instruction, sight word recognition, vocabulary activities, and repeated reading exercises to improve the reading proficiency of struggling readers. These instructional strategies were widely recognized as effective approaches in strengthening decoding skills, oral reading fluency, vocabulary development, and comprehension among beginning readers (Ehri, 2001; Rasinski, 2012). The intervention materials consisted of structured reading activities and teacher-guided exercises designed to strengthen learners' decoding skills, fluency, word recognition, and comprehension. Lesson plans integrating the Claveria Approach were developed and implemented during the intervention period. The lessons provided progressive and developmentally appropriate reading activities that allowed learners to practice reading skills through guided instruction, repetition, and oral reading activities.

The study also utilized pretest and posttest reading assessments to measure the effectiveness of the intervention. The assessments contained parallel reading tasks with equivalent levels of difficulty to ensure comparability of results. The pretest established the learners' baseline reading proficiency prior to the intervention, while the posttest measured changes in reading performance after the implementation of the intervention.

An observation notebook was likewise utilized to document the pupils' reading behaviors, participation, engagement, and learning progress during the implementation of the intervention. Classroom observations and anecdotal notes were recorded throughout the intervention period to provide qualitative support for the quantitative findings and to describe learners' responses during reading activities.

#### **Data Gathering Procedure**

The study was conducted at Alem Elementary School, where the researcher was assigned as the Grade 1 adviser. Prior to the conduct of the study, permission was secured from the school administration to ensure compliance with institutional policies and research protocols. Informed consent was likewise obtained from the parents or guardians of the learner-participants before the implementation of the study. Ethical considerations involving confidentiality, voluntary participation, and learner welfare were strictly observed throughout the research process.

The data gathering procedure followed a systematic sequence consisting of pretest administration, intervention implementation, posttest administration, and observation of learners' reading behaviors and learning progress. Initially, the Comprehensive Rapid Literacy Assessment (CRLA) was administered as a pretest to determine the learners' baseline reading proficiency. The assessment was conducted individually using simplified and guided instructions appropriate for beginning readers to ensure accurate responses during the reading tasks.

Following the pretest administration, the Claveria Approach was implemented during regular reading sessions. The intervention integrated guided reading, phonics instruction, sight word recognition, vocabulary activities, and repeated reading exercises designed to strengthen learners' decoding skills, oral reading fluency, and comprehension. Structured lesson plans were utilized throughout the intervention period to ensure consistency in instructional delivery and learning activities.

After the implementation of the intervention, the CRLA was administered as a posttest to determine changes in the learners' reading proficiency. The pretest and posttest assessments contained parallel reading tasks with equivalent levels of difficulty to ensure comparability and validity of results.

To support the quantitative findings, classroom observations and anecdotal notes were recorded throughout the intervention period. An observation notebook was utilized to document learners' reading behaviors, participation, engagement, and learning progress during reading activities. The collected quantitative and qualitative data were subsequently organized, tabulated, and analyzed to determine the effectiveness of the Claveria Approach in improving the reading proficiency of struggling Grade 1 pupils.

#### **Statistical Treatment of Data**

The data gathered in the study were analyzed using appropriate descriptive and inferential statistical tools to



determine the effectiveness of the Claveria Approach on the reading proficiency of struggling Grade 1 pupils. Mean and standard deviation were utilized to describe the learners' reading proficiency levels and the variability of scores in the pretest and posttest assessments. The learners' reading proficiency was interpreted using the Comprehensive Rapid Literacy Assessment (CRLA) reading level scale, wherein scores ranging from 0–10 were interpreted as Full Refresher, 11–16 as Moderate Refresher, 17–26 as Light Refresher, and 27–30 as Grade Ready.

A paired samples t-test was employed to determine whether a significant difference existed between the pretest and posttest reading proficiency scores of the learners after the implementation of the intervention. The test was conducted at the 0.05 level of significance.

Thematic analysis was likewise utilized to analyze classroom observations and anecdotal records describing the pupils' reading behaviors and learning progress during the implementation of the intervention. Emerging themes were identified to provide qualitative support for the quantitative findings and to describe learners' participation, engagement, confidence, and reading improvement throughout the intervention period.

All data were organized, tabulated, interpreted, and analyzed to determine the effectiveness of the Claveria Approach in improving the reading proficiency of struggling Grade 1 pupils.

### Ethical Consideration

The study strictly observed ethical principles throughout the conduct of the research. Prior to data collection, permission to conduct the study was secured from the school administration of Alem Elementary School. The researcher also coordinated with the Grade 1 stakeholders to ensure that the study complied with school policies and research protocols.

Informed consent was obtained from the parents or guardians of the learner-participants before the implementation of the study. The purpose of the research, procedures involved, and the participation of the pupils were clearly explained to the parents and guardians. Participation in the study was voluntary, and the respondents were assured that refusal to participate would not result in any form of disadvantage or academic consequence.

Confidentiality and anonymity of the participants were strictly maintained throughout the study. The identities of the learners were not disclosed in any part of the research, and all gathered data were used solely for academic and

research purposes. Codes and pseudonyms were utilized in organizing and presenting the data to protect the privacy of the participants.

The researcher ensured that the intervention activities were developmentally appropriate, safe, and beneficial to the learners. The study adhered to the ethical standards set by the Department of Education, particularly those related to child protection, learner welfare, and responsible conduct of educational research.

### RESULTS AND DISCUSSION

This presents results from the data gathered. Discussion and thorough analysis of the results are also reflected.

*Table 1: Reading Proficiency Level of Struggling Grade 1 Pupils Before and After the Implementation of the Claveria Approach*

Test	Mean	SD
Pretest	11	8
Posttest	26	6
Mean Gain	15	

Table 1 presents the reading proficiency level of the struggling Grade 1 pupils before and after the implementation of the Claveria Approach. The pretest mean score of 11 was interpreted as *Moderate Refresher*, indicating that the learners demonstrated limited foundational reading skills and required structured instructional support in decoding, word recognition, fluency, and comprehension prior to the intervention. The pretest standard deviation of 8 indicates a relatively wide dispersion of scores, suggesting that the learners varied considerably in their initial reading abilities. This implies that while some pupils demonstrated minimal foundational reading skills, others experienced more severe reading difficulties, particularly in letter recognition, phonics, and word decoding.

After the implementation of the Claveria Approach, the posttest mean score increased to 26, interpreted as *Light Refresher*. The mean gain of 15 points indicates substantial improvement in the learners' reading proficiency following the intervention. The posttest standard deviation decreased to 6, indicating less variability in the learners' scores after the intervention. Statistically, a lower standard deviation suggests that the learners' reading performances became more consistent, implying that the intervention contributed not only to improved reading proficiency but also to a more uniform level of reading development among the pupils.

The improvement in mean scores and the reduction in score variability suggest that the structured reading activities



integrated in the Claveria Approach effectively enhanced learners' decoding skills, oral reading fluency, word recognition, and comprehension abilities. The transition from *Moderate Refresher* to *Light Refresher* further indicates that the learners developed stronger foundational reading competencies after exposure to guided and repetitive literacy instruction.

The observed improvement may be attributed to the integration of guided reading, phonics instruction, sight word recognition, vocabulary activities, and repeated reading exercises, which provided learners with systematic and developmentally appropriate literacy experiences. According to Ehri (2001), systematic phonics instruction significantly improves word recognition, decoding, and reading fluency among beginning readers. Similarly, Rasinski (2012) emphasized that repeated reading activities strengthen reading fluency, accuracy, and learner confidence through continuous reading practice and guided oral reading experiences.

The findings also support Vygotsky's Sociocultural Theory, which posits that learners develop literacy skills more effectively through guided interaction and scaffolded instruction (Vygotsky, 1978). The teacher-guided reading activities implemented during the intervention allowed struggling readers to receive instructional support while gradually developing independent reading skills. In addition, the findings are consistent with the study of Fountas and Pinnell (2017), which reported that guided reading interventions improve reading performance and learner engagement among struggling readers in the primary grades.

Overall, the findings indicate that the Claveria Approach effectively improved the reading proficiency of struggling Grade 1 pupils by providing structured, interactive, and developmentally appropriate literacy instruction. The intervention contributed to the enhancement of learners' foundational reading skills necessary for continued literacy development and academic success.

Table 2. Test of Significant Mean Gain in the Reading Proficiency of Struggling Grade 1 Pupils After Exposure to the Claveria Approach

Variable	Mean	SD	t - computed
Pretest	11	8	9.43
Posttest	26	6	
<b>Mean Difference</b>	15	—	<i>Significant at a</i>

reading proficiency of struggling Grade 1 pupils after exposure to the Claveria Approach. The pretest mean score of 11 increased to a posttest mean score of 26, resulting in a mean gain of 15 points. The computed *t*-value of 9.43 exceeded the critical *t*-value of 2.06 at the 0.05 level of significance. Consequently, the null hypothesis was rejected, indicating a statistically significant mean gain in the reading proficiency of the learners after exposure to the Claveria Approach.

The findings indicate that the Claveria Approach significantly improved the reading proficiency of struggling Grade 1 pupils. The substantial increase in the posttest scores suggests that the intervention effectively enhanced learners' decoding skills, word recognition, oral reading fluency, and comprehension. The significant mean gain further implies that the structured and guided reading activities provided learners with meaningful opportunities to practice and strengthen foundational literacy skills.

The pretest standard deviation of 8 indicates that the learners initially exhibited varied reading abilities, reflecting differences in their foundational literacy skills prior to the intervention. After the implementation of the Claveria Approach, the posttest standard deviation decreased to 6, suggesting a reduction in score variability among the learners. Statistically, this decrease indicates that the pupils' reading performances became more consistent after exposure to the intervention, implying that the structured reading activities contributed not only to improved reading proficiency but also to more uniform literacy development among the struggling readers.

The effectiveness of the intervention may be attributed to the integration of guided reading, phonics instruction, sight word recognition, vocabulary development, and repeated reading exercises. These instructional strategies provided systematic and scaffolded literacy experiences that supported beginning readers in developing reading competence. According to Ehri (2001), systematic phonics instruction significantly improves learners' ability to decode words and recognize sound-symbol relationships, which are essential components of early reading proficiency. Similarly, Rasinski (2012) emphasized that repeated reading enhances reading fluency, accuracy, and confidence through

content-rich oral reading practice. The findings also support Bruner's Scaffolding Theory, which explains that learners acquire skills more effectively when guided support is gradually provided during learning activities (Bruner, 1966). The teacher-guided reading sessions implemented in the study enabled learners to receive immediate feedback, modeling, and reinforcement while progressively developing independent reading skills.

Table 2 presents the test of significant mean gain in the



Moreover, the findings are consistent with the study of Fountas and Pinnell (2017), which reported that guided reading interventions significantly improve reading performance and learner engagement among struggling readers in the primary grades.

Overall, the findings confirm that the Claveria Approach served as an effective reading intervention for struggling Grade 1 pupils. The intervention significantly improved learners' reading proficiency and demonstrated the importance of structured, developmentally appropriate, and interactive literacy instruction in strengthening foundational reading skills among beginning readers.

Table 3. Observed Reading Behaviors and Learning Progress of Pupils During the Implementation of the Claveria Approach

Observed Reading Behaviors and Learning Progress	Sub-Themes	Emerging Themes
Pupils voluntarily participated during oral reading activities.	Increased oral participation	Anticipation
Learners demonstrated reduced hesitation in reading simple words.	Reduced reading anxiety	Improved Reading Relationships
Pupils identified letters and sounds with less teacher assistance.	Improved decoding ability	Confidence
Learners recognized familiar sight words during guided reading.	Improved word recognition	Enhanced Word Recognition
Pupils actively joined repeated reading and phonics drills.	Active classroom participation	Increased Participation
Learners sustained attention during guided reading sessions.	Sustained participation during reading tasks	Long Attention
Pupils read simple texts more smoothly after repeated practice.	Improved oral reading fluency	Improved Reading Fluency
Learners responded positively during teacher-guided reading activities.	Positive response to scaffolding	Positive Response to Guided Reading

Table 3 presents the observed reading behaviors and learning progress of the pupils during the implementation of the Claveria Approach. Classroom observations and anecdotal records revealed positive changes in the learners' reading participation, engagement, decoding ability, fluency, and confidence throughout the intervention period. The observed behaviors were organized into sub-themes and emerging themes to provide qualitative support for the quantitative findings of the study.

The findings revealed that the pupils demonstrated improved reading confidence as evidenced by their increased participation during oral reading activities and reduced hesitation in reading simple words and passages.

Initially, several learners exhibited reluctance and anxiety during reading tasks; however, continuous exposure to guided reading and repeated oral reading activities gradually increased their willingness to participate in classroom reading sessions. This finding supports Bandura's Social Cognitive Theory, which explains that learners develop confidence and self-efficacy through repeated successful learning experiences and guided modeling (Bandura, 1986). Similarly, Guthrie and Wigfield (2000) emphasized that positive reading experiences and active classroom participation increase learners' motivation and confidence in reading activities.

The observations also showed enhanced word recognition and decoding skills among the learners. Pupils became more capable of identifying letters, sounds, and familiar sight words with less teacher assistance during guided reading

sessions. The integration of phonics instruction and repetitive decoding exercises likely contributed to the improvement of learners' foundational reading skills. According to Ehri (2001), systematic phonics instruction strengthens learners' ability to recognize sound-symbol relationships and decode unfamiliar words effectively. Adams (1990) likewise reported that phonemic awareness and decoding instruction are critical components in the development of beginning reading proficiency. Increased learner engagement was likewise observed during the implementation of the intervention. The pupils actively participated in repeated reading activities, phonics drills, vocabulary exercises, and teacher-guided reading tasks. The structured and interactive nature of the Claveria Approach appeared to sustain learners' attention and participation throughout the reading sessions. This finding is consistent with the study of Fountas and Pinnell (2017), which reported that guided reading interventions improve learner engagement and participation among struggling readers. In addition, Gambrell (2011) emphasized that interactive and meaningful reading activities increase learner motivation and active involvement during literacy instruction.

The findings further revealed improvement in learners' oral reading fluency after repeated reading activities. Several pupils demonstrated smoother oral reading, improved pronunciation, and reduced pauses while reading simple texts. Repeated reading activities allowed learners to practice word recognition and fluency skills continuously, contributing to greater reading accuracy and automaticity. Rasinski (2012) noted that repeated reading improves reading fluency, accuracy, and comprehension through continuous oral reading practice and guided feedback. Samuels (1979) similarly emphasized that repeated reading enhances automatic word recognition and supports reading



comprehension development among beginning readers. Moreover, the pupils demonstrated positive responses to teacher-guided reading activities and scaffolding strategies implemented during the intervention. Learners became more attentive, responsive, and cooperative during literacy instruction as they received guided support and immediate feedback from the teacher. This finding supports Vygotsky's Sociocultural Theory, which posits that learners acquire skills more effectively through guided interaction and scaffolded learning experiences (Vygotsky, 1978). Bruner (1966) further explained that scaffolding enables learners to gradually develop independence as instructional support is systematically provided during learning activities.

Overall, the observed reading behaviors and learning progress of the pupils indicate that the Claveria Approach provided structured, engaging, and developmentally appropriate literacy experiences that supported the improvement of learners' reading proficiency. The intervention not only strengthened foundational reading skills but also enhanced learners' confidence, participation, and engagement during reading instruction.

## **SUMMARY, CONCLUSION, AND RECOMMENDATIONS**

### **Summary of Findings**

This study evaluated the effectiveness of the Claveria Approach on the reading proficiency of struggling Grade 1 pupils at Alem Elementary School. Prior to the implementation of the intervention, the learners obtained a mean reading proficiency score of 11, interpreted as Moderate Refresher, indicating the need for structured literacy support in decoding, word recognition, fluency, and comprehension. After the implementation of the Claveria Approach, the learners obtained a posttest mean score of 26, interpreted as Light Refresher, with a mean gain of 15 points. The findings indicated substantial improvement in the learners' reading proficiency following the intervention.

The test of significant difference further revealed that the computed t-value of 9.43 exceeded the critical t-value of 2.06 at the 0.05 level of significance. Consequently, the null hypothesis was rejected, indicating a significant difference between the pretest and posttest reading proficiency scores of the learners. The findings confirmed that the Claveria Approach significantly improved the reading proficiency of struggling Grade 1 pupils.

Classroom observations and anecdotal records further revealed positive changes in the learners' reading behaviors and learning progress during the implementation of the

intervention. The pupils demonstrated improved reading confidence, enhanced word recognition, increased learner engagement, improved oral reading fluency, and positive responses to guided reading activities. These observed behaviors supported the quantitative findings and indicated that the Claveria Approach provided meaningful, structured, and developmentally appropriate literacy experiences for struggling readers.

### **Conclusion**

Based on the findings of the study, the Claveria Approach was found effective in improving the reading proficiency of struggling Grade 1 pupils. The structured integration of guided reading, phonics instruction, sight word recognition, vocabulary activities, and repeated reading exercises contributed to the enhancement of learners' decoding skills, word recognition, oral reading fluency, and comprehension. The study established that struggling readers benefited from developmentally appropriate and scaffolded literacy instruction that provided continuous reading practice, guided support, and active learner participation. The significant improvement in the learners' reading proficiency indicates that structured reading interventions play an important role in strengthening foundational literacy skills among beginning readers.

The observed reading behaviors and learning progress of the pupils further demonstrated that the Claveria Approach promoted learner engagement, reading confidence, participation, and positive responses to reading instruction. These findings suggest that interactive and guided literacy experiences support both the cognitive and behavioral aspects of reading development among struggling readers.

Overall, the study underscores the importance of contextualized and systematic reading interventions in addressing early literacy difficulties and improving reading outcomes among Grade 1 learners in rural elementary schools.

### **Recommendations**

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

1. Grade 1 teachers and reading coordinators should integrate the Claveria Approach, including guided reading, phonics instruction, sight word recognition, and repeated reading activities, to strengthen the reading proficiency and foundational literacy skills of struggling readers.
2. School administrators should support the implementation of structured reading intervention



programs by providing instructional resources and monitoring literacy development among beginning readers.

3. Parents and guardians should reinforce reading activities at home to support learners' reading fluency, vocabulary development, and comprehension.
4. Teachers should provide guided, interactive, and learner-centered reading activities that promote reading confidence, active participation, oral reading fluency, and positive learner engagement during literacy instruction among struggling readers.
5. Future researchers should conduct similar studies using larger groups of learners, longer intervention periods, or experimental research designs to further validate the effectiveness of the Claveria Approach in improving reading proficiency among beginning readers.

instruction. Washington, DC: National Institute of Child Health and Human Development; 2000.

- [11] Piaget J. The origins of intelligence in children. New York: International Universities Press; 1952.
- [12] Rasinski TV. Repeated reading and reading fluency in beginning readers. *Educ Leadersh.* 2012;69(6):70-74.
- [13] Samuels SJ. The method of repeated readings. *Read Teach.* 1979;32(4):403-408.
- [14] Snow CE, Burns MS, Griffin P. Preventing reading difficulties in young children. Washington, DC: National Academy Press; 1998.
- [15] Southeast Asia Ministers of Education Organization. SEA-PLM 2019 Main Regional Report. Bangkok: SEAMEO Secretariat; 2020.
- [16] UNESCO. Global education monitoring report 2020: Inclusion and education – all means all. Paris: UNESCO Publishing; 2020.
- [17] Vygotsky LS. *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press; 1978.

- [1] Vehicle to Strengthen Values Education. *The Asian EFL Journal.* 24(4), 443-468.

- [2] Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire.* Multilingual Matters.

- [3] Decena, A. J. (2021). A Survey on the Reading Difficulties Of K-12 Learners In Selected Tagalog-Speaking Provinces: Basis for Intervention. *International Journal of Arts, Sciences and Education, 1(2),* 219–226. Retrieved from <https://ijase.org/index.php/ijase/article/view/61>

- [4] Dela Cruz, L., Aguinaldo, I., Alzate, L. J., Camero, C., Abiado, K. R., & Gumpal, B. (2025). Fostering Intercultural Competence through Culturally Responsive Pedagogy: Practices and Perspectives in Philippine Higher Education Institutions. *International Journal on Culture, History, and Religion, 7(SI2),* 36–50. <https://doi.org/10.63931/ijchr.v7iSI2.187>

- [5] Dela Cruz, L., Manera, A., Ramirez, E., Macato, D., Catbagan, R. J. I., & Tulawie, A. (2025). Bridging Cultures in the Classroom: Analyzing Pedagogical Approaches that Promote Intercultural Competence in Multicultural Higher Education Settings. *International Journal on Culture, History, and Religion, 7(SI2),* 242–261. <https://doi.org/10.63931/ijchr.v7iSI2.202>

- [6] Domingo- Alejo, J. (2022). Delving The Perceived Administrator's Personality in Basic Education Unit. *CEMJ.* 30 (4), 2052-2060.

- [7] Domingo- Alejo, J. (2023). [Exploring the Level of Morale of Teachers in Public Basic Education Unit.](#) *Rivista Italiana di Filosofia Analitica Junior.* 14 (1), 482-496.

- [8] Domingo-Alejo, J. ( 2024). [AI Integrated Administration tool design with ML Technology for Smart Education System.](#) 2024 4th International Conference on Advance Computing and Innovative Technologies in Engineering (ICACITE). 1423-1428.

## V: REFERENCES

- [1] Adams MJ. Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press; 1990.
- [2] Bandura A. Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall; 1986.
- [3] Bruner JS. Toward a theory of instruction. Cambridge, MA: Harvard University Press; 1966.
- [4] Department of Education. Every Child a Reader Program (ECARP) Manual. Pasig City: Department of Education; 2018.
- [5] Ehri LC. Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. *Rev Educ Res.* 2001;71(3):393-447.
- [6] Fountas IC, Pinnell GS. Guided reading: Responsive teaching across the grades. Portsmouth, NH: Heinemann; 2017.
- [7] Gambrell LB. Seven rules of engagement: What's most important to know about motivation to read. *Read Teach.* 2011;65(3):172-178.
- [8] Guthrie JT, Wigfield A. Engagement and motivation in reading. In: Kamil ML, Mosenthal PB, Pearson PD, Barr R, editors. *Handbook of Reading Research.* Vol. 3. Mahwah, NJ: Lawrence Erlbaum Associates; 2000. p. 403-422.
- [9] Lyon GR. Reading development, reading difficulties, and reading instruction. *Educ Res.* 1998;31(3):3-14.
- [10] National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading



**International Journal of Education, Literacies, and Curriculum Studies**

**ISSN: 3116-2991**

**<https://ijelcs.minduraresearch.com/journal/index>**

**Volume 2 Issue -2026**

---

[9] Graves, M. F., & Graves, B. B. (2020). *Scaffolding reading experiences: Designs for student success*. Christopher-Gordon Publishers.

[10] Snow, C. E., Burns, M. S., & Griffin, P. (2019). *Preventing reading difficulties in young children*. National Academy Press.

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



**International Journal of Education, Literacies, and Curriculum Studies**

**ISSN: 3116-2991**

**<https://ijelcs.minduraresearch.com/journal/index>**

**Volume 2 Issue -2026**

---

