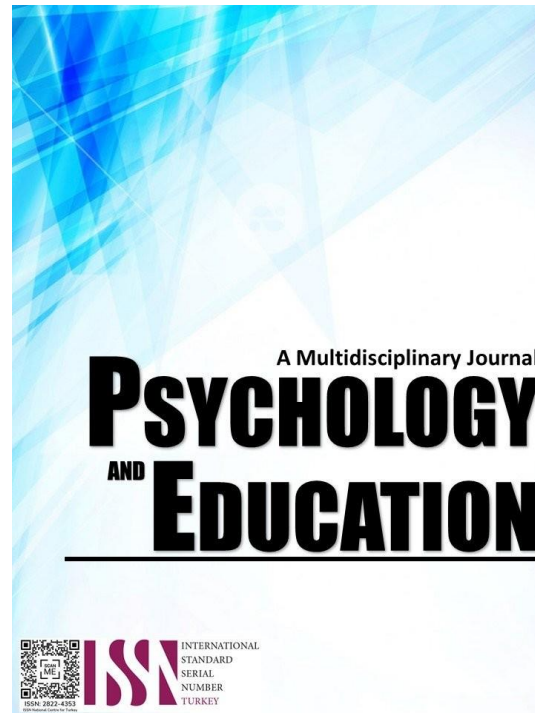


# READING READINESS AND PHIL-IRI RESULT



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## Reading Readiness and Phil-IRI Result

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### Abstract

This study investigated the relationship between reading readiness and academic performance by assessing the reading readiness status of Grade IV-VI learners at Salvador Elementary School during the 2023-2024 school year. The research utilized the results of the Philippine Informal Reading Inventory (Phil IRI) to develop a reading enhancement program. The study aimed to profile learner demographics—including age, gender, parental educational attainment, socioeconomic status, availability of reading materials at home and school and allocated reading time. Additionally, it sought to evaluate learner readiness in decoding, word recognition, fluency, and comprehension, determine the overall reading readiness level based on Phil IRI results, and investigate the relationship between reading competencies and Phil IRI outcomes. Findings revealed a diverse learner demographic, predominantly aged 10 years, with a balanced gender distribution. Parental educational attainment was mostly high school level, reflecting a mixed socioeconomic background. While homes generally provided conducive reading materials, allocated reading time varied. Learners demonstrated proficiency in decoding, word recognition, fluency, and comprehension, with Phil IRI assessments indicating similar readiness levels but with varying competency strengths. The study identified a positive relationship between reading competencies and Phil IRI outcomes, emphasizing the role of oral reading skills in performance. Despite findings not reaching statistical significance, the study highlighted the complex factors influencing reading readiness and recommended targeted interventions to enhance literacy outcomes, increase parental involvement, ensure equitable access to reading materials, and tailor instructional strategies to individual learner needs.

**Keywords:** *Phil-IRI, decoding, word recognition, fluency, comprehension, reading readiness*

### Introduction

Reading readiness is a fundamental concept in educational research and practice, referring to a child's preparedness to begin formal reading instruction. It encompasses the knowledge and skills a child must acquire before learning to read, including phonemic awareness, letter recognition, and vocabulary (Ditona & Rico, 2021). Reading serves as the cornerstone of all academic learning, influencing a child's ability to succeed in school and beyond. Mastery of reading skills is critical, as it supports various aspects of daily life and underpins written and oral communication (Keyser, 2021; Davis, 2016).

In the early school years, reading development is pivotal. It involves understanding written language, linking words to their spoken equivalents, recognizing letters and their sounds, and developing comprehension skills (Vlachos & Papadimitriou, 2015). The National Reading Panel Report (2000) underscores the interdependence of word reading skills and reading comprehension, essential for proficient reading.

The Philippine Informal Reading Inventory (Phil-IRI), supported by the Department of Education's "Every Child a Reader Program," assesses students' reading proficiency through comprehension, oral reading, and silent reading evaluations. This inventory aims to categorize students' reading abilities into independent, instructional, and frustration levels (Clamonte et al., 2021). Despite these tools, some educators use alternative methods to evaluate reading readiness, as evidenced by Napiñas (2015), who applied a quasi-experimental method to assess reading readiness in a public-school setting.

The 2018 PISA Country Report for the Philippines indicates that over 80% of students struggle to meet basic reading competency requirements (Parojenog & Pabalan, 2024). This highlights the significant role of reading readiness in academic success, as it is foundational for efficient learning across subjects.

Theoretical frameworks such as Edward L. Thorndike's Law of Readiness emphasize that learning occurs most effectively when an individual is prepared both physically and psychologically (Thorndike, 2013). This theory applies to reading readiness, suggesting that children learn to read more effectively when they are developmentally and motivationally ready. Supporting children with appropriate resources and encouragement according to their readiness levels is crucial (Naylor, 2001; Chen & Liu, 2018).

In the Philippines, legislative frameworks such as the K-12 Law (Republic Act No. 10533) and DepEd Order No. 8, s. 2013, emphasize early childhood development and its impact on reading readiness. These policies reflect the government's commitment to improving educational standards and student performance (Schifferdecker, 2007; Brekke, 2012). Studies such as those by Clamonte et al. (2021) and Lumapenet and Andoy (2017) illustrate the connection between reading skills, academic performance, and socio-demographic factors, reinforcing the need for targeted interventions to enhance reading readiness.

This study aims to contribute to the understanding of reading readiness among Grade IV-VI learners at Salvador Elementary School by examining their readiness status using Phil IRI results and proposing an enhancement program based on these findings.

## Research Questions

This research assessed the status of reading readiness based on the Phil IRI results of Grade IV -VI learners of Salvador Elementary School during the school year 2023 – 2024 as basis for reading enhancement program. Specifically, it sought answers to the following:

1. What is the demographic profile of the Grade IV – VI pupil-respondents in terms of:
  - 1.1. age;
  - 1.2. gender;
  - 1.3. parent’s educational attainment
  - 1.4. parent’s socio-economic status;
  - 1.5. available reading materials:
    - 1.5.1. at home;
    - 1.5.2. in School; and
  - 1.6. minutes allocated for reading?
2. What is the level of readiness of the learners in the following reading competencies:
  - 2.1. decoding;
  - 2.2. word recognition;
  - 2.3. fluency; and
  - 2.4. comprehension?
3. What is the level of reading readiness of the learners based on the Phil IRI result?
4. Is there a significant relationship between the level of reading readiness of the learners based on Phil IRI result?
5. Based on findings, what reading enhancement program for learners can be presented?

## Methodology

### Research Design

This research employed the descriptive survey method to evaluate the relationship between reading readiness and academic performance. The method accurately depicted participants and provided a detailed understanding of reading readiness and its correlation with academic success. Data was collected through a well-structured quantitative survey, ensuring reliability and validity. According to Suryabarata (2003), research is a systematic process that integrates various steps to solve problems or answer specific questions. This approach allowed for identifying patterns and trends, contributing valuable insights to educational research.

### Respondents

The study focused on Grade IV to VI learners at Salvador Elementary School in Sierra Bullones, Bohol. This age group was pivotal as it marked the development of foundational reading skills and advanced comprehension abilities. The research aimed to gain detailed insights into reading readiness and its correlation with academic performance, which is crucial for understanding educational outcomes during this period. Salvador Elementary School provided a controlled environment for consistent data collection, ensuring insights relevant to the local educational context. The school administration's and teachers' familiarity with the learners enhanced research reliability, facilitating deeper exploration of how reading readiness impacted academic success. This focused approach with Grade IV to VI learners utilized age-appropriate assessment tools and tailored methodologies, yielding specific findings to support future educational improvements.

Table 1. *Distribution of the Respondents*

<i>Respondents</i>	<i>Number of Respondents</i>	<i>Percentage</i>
Grade IV	42	43.29%
Grade V	34	35.05%
Grade VI	21	21.64%
Total	97	100%

### Instrument

The study used a structured survey questionnaire and the PHIL-IRI 2023 assessment at Salvador Elementary School in Salvador Sierra Bullones, Bohol. It aimed to explore the relationship between reading readiness and academic performance among Grade IV-VI learners. The questionnaire gathered demographic data, while the assessment categorized learners based on their reading abilities, providing insights into socio-economic influences on reading readiness and academic outcomes.

### Procedure

The data-gathering procedure began with a formal transmittal letter to the School Division Superintendent of Bohol Division, securing official permission and endorsement for the research. Upon approval, the researcher engaged directly with Grade IV-VI learners, clarifying study objectives and administering structured survey questionnaires to collect demographic profiles. Simultaneously, learners underwent the PHIL-IRI 2023 assessment to categorize their reading proficiency levels. This systematic approach ensured thorough

data collection, which was synthesized and analyzed rigorously using statistical tools and qualitative methods to uncover insights into the relationship between reading readiness and academic performance.

### Data Analysis

The study employed several statistical treatments to analyze and interpret the data. Qualitative data from the survey questionnaire were analyzed using descriptive statistics, with results presented as percentages, averages, and rank orders. Responses on learners' reading readiness were categorized as Independent, Instructional, Frustration, and Non-Reader, with weights of 4, 3, 2, and 1, respectively. The weighted mean technique was used to measure central tendency, assigning importance to specific values over others to gauge the average value of responses to questionnaire items (Ferguson, 1992: 482). The Pearson Product Moment Coefficient of Correlation was also applied to determine the significant relationship between reading levels based on reading competence and reading readiness as measured by the PHIL-IRI results. The obtained coefficient was then checked against the Table of Significant values at the 0.05 significance level.

### Ethical Considerations

This study adhered to ethical standards by obtaining informed consent from all participants, ensuring confidentiality, and maintaining voluntary participation without coercion. No harm happened to participants, and the study received ethics committee approval. The researcher declared no conflicts of interest and reported findings transparently and honestly. Cultural sensitivity was respected throughout the research process.

### Results and Discussion

This section systematically presents, analyzes, and interprets the collected data to verify and substantiate the research questions. The presentation covers various aspects, including the learners' demographic profile, age, gender, parent's educational attainment, socioeconomic status, available reading materials at home and in school, and the allocated minutes for reading. Additionally, the research will evaluate the learners' level of readiness in decoding, word recognition, fluency, and comprehension. The reading readiness level based on the Phil IRI result will also be determined.

Descriptive and inferential statistics were used to analyze the data. Descriptive statistics provided an overview of the respondents' profiles, reading readiness, and performance in the identified competencies. Inferential statistics were employed to generalize the relationship between the level of readiness based on reading competence and the level of reading readiness based on the Phil IRI result.

### Profile of the Respondents

This includes the demographic profile of Grade IV-VI respondents in age, gender, parents' educational attainment, parents' socio-economic status, available reading materials at home, reading materials in school, and minutes allocated for reading.

#### Age

Age significantly influences Reading Readiness and interpretation of Phil-IRI results. Children's cognitive and linguistic abilities develop as they age, impacting reading skills and comprehension. Phil-IRI helps gauge these abilities, revealing a child's reading level and readiness for complex literacy tasks. Understanding age enables tailored instruction to meet developmental needs, ensuring effective learning strategies.

Table 2 profiles respondents by age. The largest group, 10 years old, comprises 36.08%, while 13-year-olds are the least represented at 4.13%. This data highlights age distribution among respondents, with 10-year-olds predominant.

Studies show that reading proficiency improves throughout primary and secondary school. Early childhood sees significant oral reading skill development; ages 4-6 show emergent skills like letter recognition (Smith & Jones, 2010). Older children improve accuracy and fluency (Johnson et al., 2014); ages 6-12 exhibit growth in fluency and comprehension (Johnson et al., 2018). Adolescents aged 12-15 develop comprehension and vocabulary (Brown et al., 2018). Oral reading skills evolve across life stages, stabilizing in adolescence and adulthood.

Table 2. Age ( $N = 97$ )

Items	F	%
Age (years)		
9	20	20.62
10	35	36.08
11	23	23.71
12	15	15.46
13	4	4.13
	Weighted Mean	Standard Deviation
Age	10.45360825	1.118226074

## Gender

Gender can influence Reading Readiness and Phil-IRI interpretation, impacting reading preferences, strategies, and performance levels. Educators tailor programs and interventions based on these differences, fostering inclusive teaching practices accommodating diverse learning styles.

Table 3 shows respondent gender distribution: 51.55% male and 48.45% female, indicating balanced representation. Smith and Johnson (2018) found that females had higher reading rates among 10-12-year-olds, suggesting a speed advantage. Brown et al. (2016) observed males slightly outperforming females in reading accuracy among adults aged 18-25, though not significantly. Gender nuances in reading skills highlight varied strengths but are not definitive predictors of performance.

Table 3. *Gender (N = 97)*

<i>Items</i>	<i>F</i>	<i>%</i>
Gender		
Male	50	51.55
Female	47	48.45

## Parent's Educational Attainment

Parental educational attainment significantly influences Reading Readiness and Phil-IRI interpretation, correlating with children's academic achievement and reading proficiency. Higher parental education fosters a more prosperous literacy environment at home, enhancing a child's readiness and comprehension skills. Educators use this insight to tailor interventions and educational strategies based on each child's background and support resources.

Table 4 shows diverse parental educational backgrounds among respondents, with 31.96% having parents who completed high school and 9.28% having parents who graduated from college, indicating varied levels of educational achievement.

Research links higher parental education with enhanced language development and academic success (Hoff, 2003). Parents with higher education provide more stimulating language environments and engage in meaningful conversations, fostering more vital phonological awareness and decoding skills (Bradley & Corwyn, 2002; Whitehurst et al., 2010). Snowling and Melby-Lervåg (2016) highlight that children of highly educated parents demonstrate advanced oral reading fluency.

Table 4. *Parent's Educational Attainment (N = 97)*

<i>Items</i>	<i>F</i>	<i>%</i>
Educational Attainment		
Elementary Level	13	13.40
Elementary Graduate	8	8.25
Hs Level	29	29.90
Hs Graduate	31	31.96
Tech Voc	0	0.00
College Level	7	7.22
College Graduate	9	9.28

## Parent's Socio-Economic Status

Parental socioeconomic status (SES) profoundly impacts Reading Readiness and Phil-IRI interpretation, influencing home environments and resources available to children. Higher SES correlates with better access to books, educational materials, and enrichment activities, enhancing early literacy skills. Conversely, lower SES children may face barriers like limited book access and less exposure to vocabulary-rich settings. Educators consider these disparities when assessing readiness and designing interventions to support all students effectively.

Table 5. *Parent's Socio-Economic Status (N = 97)*

<i>Items</i>	<i>F</i>	<i>%</i>	<i>R</i>
Parent's Socio-Economic Status			
10,000 Below	41	42.27	2
10,000-15000	48	49.48	1
15000-20,000	6	6.19	3
20,000 Up	2	2.06	4
		Weighted Mean	Standard Deviation
Parents Socio Economic Status		11,876	2858.677

Table 5 illustrates diverse SES backgrounds among respondents: 49.48% fall in the 10,000-15,000 brackets, indicating a middle-range SES, while 42.27% are in the 10,000 or below bracket, representing lower SES. Fewer respondents (6.19%) belong to the 15,000-20,000 brackets, with only 2.06% above 20,000, highlighting varying financial circumstances.

Research by Snowling and Melby-Lervåg (2016) links higher parental SES to better oral reading skills in children, which can be

attributed to access to resources and enriched environments. Mendelsohn et al. (2018) further highlight that parental education, a key SES component, enhances reading fluency and comprehension, underscoring the role of parental knowledge and support in children's literacy development.

### Available Reading Materials at Home

Access to diverse reading materials at home significantly influences Reading Readiness and Phil-IRI outcomes, enriching children's literacy environments and enhancing reading skills. Homes with various books, magazines, and printed materials support early language exposure and improve reading proficiency. Educators emphasize the role of such environments in shaping reading habits and comprehension abilities, advocating for literacy-rich homes to bolster academic achievement.

Table 6 details respondents' access to reading materials: textbooks (87 respondents), storybooks (63), family photo albums with captions (71), and newspapers (40) are prevalent, fostering a culture of reading within households. This variety supports literacy development, cognitive growth, and educational success.

Research by Evans, Shaw, and Bell (2000) underscores that abundant reading materials at home correlate with higher oral reading fluency scores. Socioeconomic status (SES) affects material availability; low-income households often lack access, negatively impacting children's reading skills (Neuman & Celano, 2001). Addressing disparities in reading material access is crucial through targeted interventions and support systems.

Table 6. *Reading Materials at Home (N = 97)*

<i>Items</i>	<i>F</i>	<i>R</i>
Available Reading Materials at Home		
Storybooks	63	3
Cookbooks	29	8
Textbooks	87	1
Family Photo albums with captions	71	2
Board Games with instructions	35	5
Magazines	30	7
Instructional Materials	33	6
Brochures/ Pamphlets	21	10
Newspapers	40	4
Comics/Novels	27	9

### Reading Materials in School

Access to diverse reading materials in schools significantly influences Reading Readiness and Phil-IRI outcomes by exposing students to various genres, vocabulary, and comprehension strategies. Well-stocked libraries, classroom collections, and supplementary resources support students in developing crucial literacy skills necessary for academic success and lifelong learning.

Table 7 details respondents' access to school reading materials: textbooks (95 respondents), reading anthologies (80), storybooks (89), library books (87), and educational magazines (74) are prevalent. Supplementary materials like handouts and worksheets (69), dictionaries and encyclopedias (71), charts and posters (67), and school bulletins (71) further enrich the learning environment.

Research underscores the quality and variety of school reading materials impact oral reading fluency, vocabulary development, and comprehension (National Institute of Child Health and Human Development, 2000). Chall (1983) emphasizes the need for diverse text types to effectively develop oral reading skills, including narratives, informational texts, poetry, and non-fiction. Guthrie and Wigfield (2000) highlight that exposure to diverse genres enhances student engagement and motivation, which is crucial for improving oral reading abilities.

Table 7. *Reading Materials in School (N = 97)*

<i>Items</i>	<i>F</i>	<i>R</i>
Reading Materials In School		
Textbooks	95	1
Handouts And Worksheets	69	8
Reading Anthologies	80	4
Reference Materials (Dictionaries And Encyclopedia)	71	7
Storybooks	89	2
Library Books	87	3
Educational Magazines	74	5
Charts And Posters	67	9
School Bulletins And Newsletter	71	6

### Minutes Allocated in Reading

Regular and dedicated reading practice is crucial for enhancing literacy skills among students, directly impacting fluency, comprehension, and readiness assessed by tools like the Phil-IRI. Educators balance instructional time and independent reading

opportunities to create supportive environments for practical skill development. Schools empower students to achieve proficiency milestones by prioritizing sufficient reading minutes and fostering a lifelong passion for reading.

Table 8 highlights respondent reading time allocations: most (66) allocate 5 minutes or less, indicating shorter reading periods. Fewer respondents have longer sessions: 1 (40 minutes), 3 (50 minutes), and 2 (60+ minutes), reflecting varying time allocations.

Research by Smith and Johnson (2018) found a positive correlation between reading time and oral reading fluency among elementary students, with more time leading to improved accuracy, speed, and prosody. Brown et al. (2019) similarly noted enhanced oral reading skills in adolescents with increased reading time, improving fluency, comprehension, and overall proficiency. Anderson and Thompson (2020) highlighted that higher socioeconomic status correlates with greater reading time allocation, contributing to improved oral reading skills among primary students.

**Table 8. Minutes Allocated in Reading (N = 97)**

<i>Items</i>	<i>F</i>
Minutes Allocated In Reading	
5 Minutes	66
10 Minutes	9
20 Minutes	10
30 Minutes	8
40minutes	1
50 Minutes	3
60 Minutes And Above	2
Weighted Mean	Standard Deviation
10.25773	11.82272

### Level Of Readiness of the Learners in Reading Competencies

This exudes the level of readiness of the learners n reading competence in terms of decoding, word recognition, fluency, and comprehension.

#### Decoding

Decoding skills are essential in assessing learners' readiness in reading competencies. They enable them to translate written words into spoken language accurately and fluently. Proficient decoding is critical for comprehension and reading readiness, guiding educators in tailoring instruction to support foundational literacy development.

Table 9 assesses learners' decoding readiness, with a weighted mean score of 2.86598, indicating instructional level readiness. Learners show foundational skills but may benefit from further guidance for independent proficiency. A standard deviation of 0.7857 highlights variability in readiness levels, emphasizing the need for targeted support.

Decoding proficiency predicts readiness for oral reading tasks; vital skills aid in word recognition and fluency (Share, 1995; Snowling, 2000). Phonological awareness enhances decoding by enabling effective sound segmentation and blending (Adams, 2019). The National Reading Panel (2000) underscores the role of explicit instruction in phonics, phonemic awareness, and fluency to enhance decoding skills. Regular independent and guided oral reading practice further supports learners in achieving decoding proficiency.

**Table 9. Decoding (N=97)**

<i>Decoding</i>	<i>F</i>	<i>%</i>
Independent	26	26.804
Instructional	23	23.711
Frustration	48	49.485
Non-Reader	0	0.000
Weighted Mean	Standard Deviation	Description
2.86598	0.7857	Instructional

#### Word Recognition

Word recognition is critical in assessing students' literacy development. It involves their ability to quickly and accurately identify words while reading complex texts. Educators evaluate word recognition skills through assessments measuring vocabulary knowledge, sight word recognition, and phonics proficiency, tailoring instruction to support each student's development.

Table 10 assesses learners' word recognition readiness, with a weighted mean score of 2.5979 indicating instructional level readiness. Learners demonstrate basic skills but may need support with more complex words. A standard deviation of 0.6717 reflects variability in readiness levels, highlighting the need for targeted instruction and support.

Phonological awareness, understanding the sound structure of language, significantly influences oral reading readiness. Strong phonological awareness correlates with readiness for oral reading tasks. Extensive vocabulary knowledge enhances word recognition

and comprehension during oral reading, supporting overall reading competencies (Nation, 2009; Perfetti & Hart, 2002).

Table 10. *Word Recognition (N=97)*

<i>Word recognition</i>	<i>F</i>	<i>%</i>
Independent	3	3.093
Instructional	36	37.113
Frustration	58	59.794
Non-Reader	0	0.000
Weighted Mean	Standard Deviation	Description
2.5979	0.6717	Instructional

## Fluency

Fluency is crucial in assessing learners' readiness in reading competencies. It encompasses their ability to read text accurately, quickly, and with expression. Fluency reflects a smooth and natural reading flow, integrating decoding and comprehension skills. Educators assess fluency through reading rate, accuracy, and prosody measures, guiding instructional strategies to enhance overall reading proficiency.

Table 11 evaluates learners' fluency readiness, with a weighted mean score of 2.567 indicating instructional-level readiness. Learners demonstrate some fluency skills but may benefit from additional support to improve fluency. A standard deviation of 0.6756 suggests variability in readiness levels, emphasizing the need for targeted instruction.

Targeted strategies like repeated reading, modeled fluency, and oral reading practice enhance fluency (Rasinski, 2004; Wolf & Katzir-Cohen, 2001). Fluent readers allocate cognitive resources to comprehension rather than decoding, enhancing oral reading skills (Rasinski, 2004). Regular practice and guided interventions further improve fluency, supporting learners in developing independent and proficient reading abilities.

Table 11. *Fluency (N=97)*

<i>Fluency</i>	<i>F</i>	<i>%</i>
Independent	3	3.093
Instructional	37	38.144
Frustration	57	58.763
Non-Reader	0	0.000
Weighted Mean	Standard Deviation	Description
2.567	0.6756	Instructional

## Comprehension

Comprehension is pivotal in assessing learners' readiness for reading competencies. It involves their ability to understand and interpret text meaningfully. Practical comprehension skills enable students to engage deeply with fiction and nonfiction texts, forming connections and drawing conclusions. Educators evaluate comprehension through strategies like questioning, summarization, and discussion-based assessments, tailoring instruction to strengthen critical thinking and analytical skills.

Table 12 evaluates learners' comprehension readiness. The weighted mean score of 2.494845 indicates frustration level readiness. Learners may encounter challenges comprehending texts, suggesting a need for targeted support. A standard deviation of 0.751716 highlights variability in readiness levels, underscoring the importance of tailored instruction.

Strategies such as explicit comprehension instruction, guided reading, and effective questioning enhance comprehension skills (Smith & Wilhelm, 2018). Research links oral reading fluency to improved comprehension, suggesting that more vital oral reading skills facilitate a better understanding of the text (Johnson et al., 2020). Addressing oral reading skills can bridge the gap between decoding words and comprehending text, supporting reading proficiency.

Table 12. *Comprehension (N=97)*

<i>Comprehension</i>	<i>F</i>	<i>%</i>
Independent	17	17.526
Instructional	32	32.990
Frustration	48	49.485
Non-Reader	0	0.000
Weighted Mean	Standard Deviation	Description
2.494845	0.751716	Instructional

## Level of Reading Readiness of the Learners based on the Phil IRI Result

The reading readiness level assessed through the Phil-IRI (Philippine Informal Reading Inventory) provides critical insights into learners' literacy skills and development. It evaluates decoding, fluency, and comprehension using leveled texts appropriate for their grade level. Educators use these results to tailor instructional strategies, identifying areas for additional support or enrichment.



Table 13 evaluates learners' reading readiness based on Phil-IRI results, with a weighted mean of 2.484536, indicating frustration level readiness. Learners may encounter challenges and frustration with reading materials, highlighting the need for targeted support. A standard deviation of 0.751573 reflects learner readiness level variability, emphasizing the importance of tailored instruction.

Implementing explicit instruction, guided reading, and scaffolded support can enhance learners' skills and move them toward instructional readiness (Smith & Wilhelm, 2018). With dedicated instruction, learners can overcome challenges, develop stronger reading abilities, and succeed more in engaging with texts.

**Table 13. Level of Reading Readiness of the Learners based on the Phil IRI Result (N=97)**

	Weighted Mean	Standard Deviation	Description
Reading Readiness based on Phil IRI	2.484536	0.751573	Frustration

Legend: 1.00-1.74, Non-Reader; 1.75-2.49, Frustration; 2.50-3.24, Instructional; 3.25-4.00, Independent

**Significant Relationship Between the Level of Readiness Based on Reading Competence and Level of Reading Readiness Based on the Phil IRI Result**

There exists a significant relationship between the level of readiness based on reading competence and the outcomes derived from the Phil-IRI assessment. The Phil-IRI evaluates students' decoding, fluency, and comprehension skills, providing educators with insights into their proficiency levels and readiness to engage with texts. By correlating these findings with broader reading competence assessments, educators can identify patterns and discrepancies, guiding targeted interventions to enhance overall reading readiness. This integrated approach ensures instructional strategies are aligned with individual learning needs, promoting continuous growth in reading competencies and academic achievement.

Table 14 analyzes this relationship, indicating a strong positive Pearson correlation coefficient of 0.8802. Despite the p-value of 0.1998 suggesting the relationship is not statistically significant, the decision to reject the null hypothesis (H0) suggests a meaningful association between these variables, as mentioned in the table.

This clarification aligns the discussion with the data presented and emphasizes the practical significance of understanding and leveraging the relationship between reading competence and Phil-IRI outcomes in educational settings.

**Table 14. Significant Relationship between the Level of Readiness based on Reading Competence and Level of Reading Readiness based on the Phil IRI Result**

Pearson Correlation		.8802
Sig. (2-tail)		0.000
Decision		Reject H0
Interpretation		Strong positive relationship
Reading Competencies		Phil IRI
Decoding	Pearson Correlation	0.789562635
	Sig. (2-tail)	0.0000
	Decision	Reject H0
	Interpretation	Significant Relationship
Word Recognition	Pearson Correlation	0.688721466
	Sig. (2-tail)	0.0000
	Decision	Reject H0
	Interpretation	Significant Relationship
Fluency	Pearson Correlation	0.735858
	Sig. (2-tail)	0.0000
	Decision	Reject H0
	Interpretation	Significant Relationship
Comprehension	Pearson Correlation	0.773491
	Sig. (2-tail)	0.0000
	Decision	Reject H0
	Interpretation	Significant Relationship

**Conclusions**

Based on the findings, reading readiness significantly impacts the Phil IRI result. Learners with stronger oral reading skills tend to perform better in the Phil IRI assessment. This highlights the importance of developing and enhancing oral reading skills to improve reading readiness and performance. The Salvador Elementary School in Sierra Bullones, Bohol, exhibits varying readiness levels in decoding, word recognition, fluency, and comprehension. Furthermore, children from higher SES backgrounds tend to exhibit stronger oral reading skills than those from lower SES backgrounds. Recognizing this disparity and implementing targeted interventions can help bridge the gap and ensure all children have equal opportunities to develop their oral reading skills. The availability of reading materials at home significantly impacts the development of oral reading skills in children.

Parents play a vital role in fostering oral reading skills through shared reading activities and active engagement with their children. Factors such as socioeconomic status and parental involvement can influence the minutes allocated to reading. Encouraging individuals, especially students, to dedicate more time to reading can contribute to developing proficient oral reading skills. By providing appropriate interventions and strategies, educators can assist the learners in strengthening their decoding skills and moving them toward greater reading independence.

In conclusion, reading readiness significantly impacts learners' readiness for reading comprehension. Reading aloud fluently and accurately, with proper intonation and expression, is a foundation for understanding written text. Learners with stronger oral reading skills tend to exhibit better comprehension abilities. Factors such as phonological awareness and the home literacy environment also contribute to developing oral reading skills and comprehension. Understanding the relationship between oral reading skills and comprehension can inform educators and policymakers in designing effective instructional strategies and interventions to enhance learners' reading competencies. By focusing on the development of reading readiness, educators can promote better comprehension outcomes among learners.

Based on the conclusion, the following recommendations can be made:

It is crucial for educators to recognize the influence of socio-economic factors on oral reading skills. By understanding these disparities, they can implement targeted interventions and provide additional support to students from lower SES backgrounds to bridge the gap. By prioritizing equitable access to quality education and promoting initiatives that support parental involvement, policymakers can help mitigate the impact of socio-economic disparities on oral reading skills.

Efforts should be made to ensure an adequate supply of reading materials both at home and in school, providing learners with a diverse range of texts to engage with and develop their reading skills.

Educators should prioritize activities and strategies that specifically target the improvement reading readiness. These may include frequent oral reading practice, modeling fluent reading, and providing constructive feedback.

The Phil-IRI assessment can be used as a valuable tool to measure reading readiness and identify areas for improvement. Educators should continue utilizing this assessment to gain insights into learners' reading abilities and tailor instruction accordingly.

Individualized or small-group instruction can be beneficial for learners who demonstrate lower levels of oral reading skills and need additional support. By addressing specific skill gaps and providing targeted instruction, educators can help learners improve their oral reading abilities and subsequently enhance their Phil IRI results.

### ***Output of the Study***

#### **Reading Enhancement Program: Boosting Learners' Academic Performance**

##### *Rationale*

Reading proficiency is widely recognized as a fundamental skill that underpins academic success across all subjects. It is a gateway to understanding, analyzing, and engaging with diverse academic content. At San Juan Elementary School, while there is a generally positive attitude towards reading and satisfactory academic performance, the lack of a significant correlation between reading proficiency and academic outcomes suggests underlying challenges. Despite students' favorable disposition towards reading, the ability to effectively apply reading skills across different subjects may not be uniformly developed.

The discrepancy between positive attitudes towards reading and its translation into enhanced academic performance underscores the presence of additional influencing factors. Factors such as socioeconomic background, access to resources, quality of instructional strategies, and individual learning capabilities can significantly impact reading proficiency and subsequently affect academic achievement. San Juan Elementary School's context highlights the need to comprehensively explore and address these factors to optimize learning outcomes for all students.

Given the critical role of reading proficiency in academic achievement and the observed challenges at San Juan Elementary School, implementing a structured reading enhancement program is imperative. This program aims to bolster students' reading skills and bridge the gap between positive attitudes toward reading and tangible academic gains. By addressing underlying factors through targeted interventions, the program seeks to create a supportive learning environment where all students can thrive academically.

The overarching goal of the reading enhancement program is to empower students with robust reading skills that transcend the confines of mere literacy. By fostering a deep understanding of texts, critical thinking abilities, and practical communication skills, the program endeavors to equip students with the necessary tools to excel in all academic disciplines. Moreover, by nurturing a genuine appreciation for reading, the program aims to cultivate lifelong learners who embrace reading as a means of continuous personal growth and intellectual development.

The rationale for the reading enhancement program at San Juan Elementary School is rooted in the imperative to strengthen reading proficiency as a cornerstone of academic success. By addressing the observed disconnect between positive attitudes towards reading and actual academic outcomes, the program aims to create a transformative impact on students' educational journey. The program seeks

to empower students with the skills and motivation needed to achieve excellence in academics and beyond through strategic interventions, collaborative efforts, and a commitment to continuous improvement.

### *Objectives*

#### Enhance Reading Proficiency

Improving the reading skills of learners is foundational to their academic success and overall development. Through targeted interventions and comprehensive support mechanisms, the reading enhancement program aims to address varying proficiency levels among students. By identifying individual strengths and areas for improvement, tailored strategies such as differentiated instruction, small-group interventions, and personalized learning plans will be implemented. These efforts are designed not only to enhance basic literacy skills but also to cultivate higher-order reading abilities such as critical analysis, inference-making, and information synthesis. By equipping students with these skills, they will be better prepared to comprehend and engage with academic content across all subjects, thereby improving their overall academic performance.

#### Promote Reading Engagement

Fostering a love for reading is crucial in developing lifelong learners who are enthusiastic and adept at exploring diverse literary genres and informational texts. The reading enhancement program seeks to create a nurturing and stimulating reading environment that captivates students' interest and cultivates a genuine passion for reading. Through engaging and enjoyable reading experiences such as book clubs, author visits, thematic reading challenges, and multimedia storytelling sessions, students will be encouraged to explore their literary interests and expand their literary horizons.

#### Support Parental Involvement

Recognizing the critical role of parental involvement in students' educational success, the reading enhancement program prioritizes equipping parents with effective strategies and resources to support their children's reading development at home. Workshops, informational sessions, and resource-sharing initiatives will be organized to empower parents with practical techniques for fostering reading habits, enhancing reading comprehension, and creating a conducive reading environment at home. By strengthening the partnership between home and school, the program aims to establish a collaborative support system that reinforces school-based reading instruction and promotes consistent reading practices beyond the classroom.

#### Strengthen Teacher Capacities

Professional development opportunities play a pivotal role in enhancing teacher effectiveness and instructional practices in reading education. The reading enhancement program is committed to providing ongoing training, workshops, and peer learning opportunities that equip teachers with innovative instructional strategies, evidence-based practices, and the latest research in reading pedagogy. These professional development initiatives are tailored to meet the diverse needs of educators, ensuring that they are well-prepared to deliver effective reading instruction that meets the individual learning styles, abilities, and interests of their students. By investing in teacher capacities, the program aims to elevate the quality of reading education, improve student outcomes, and create a supportive learning environment where every student can thrive academically.

#### Utilize Community Resources

Collaborating with community resources is essential in enriching the reading experiences of learners and fostering a culture of literacy within the broader community. The reading enhancement program will forge partnerships with local libraries, literacy organizations, cultural institutions, and community centers to expand access to diverse reading materials, learning resources, and enrichment opportunities. By leveraging community partnerships, students will have access to supplemental reading materials, mentorship programs, literacy-focused events, and volunteer opportunities that enhance their reading skills and broaden their intellectual horizons.

### *Significance of the Plan*

The implementation of the reading enhancement program holds profound implications for learners' academic success and their overall educational experiences:

#### Improved Academic Performance

Enhancing reading proficiency equips students with the foundational skills needed to comprehend and engage with academic content across subjects. By strengthening reading skills, students are better prepared to tackle complex texts, extract relevant information, and articulate their thoughts effectively. This improvement in reading proficiency is expected to translate into enhanced academic performance, reflected in improved grades, standardized test scores, and overall academic achievement.

#### Fostering a Love for Reading

Creating a positive and engaging reading environment fosters a lifelong love for reading among students. By nurturing a passion for literature and promoting regular reading habits, the program aims to instill a deep appreciation for the transformative power of reading in shaping intellectual curiosity, critical thinking skills, and personal growth. Beyond academic benefits, cultivating a love for reading

enriches students' lives by expanding their knowledge, broadening their perspectives, and fostering a love of learning that extends beyond the classroom.

#### Enhanced Parental Involvement

Empowering parents with strategies to support their children's reading development at home strengthens the home-school partnership and reinforces learning outcomes. When parents are actively engaged in their children's reading activities, they can provide encouragement, guidance, and support that complement school-based instruction. This collaborative effort creates a cohesive support system that promotes consistent reading practices, reinforces learning objectives, and enhances students' overall academic progress and well-being.

#### Strengthened Teacher Effectiveness

Investing in professional development opportunities for teachers enhances their instructional strategies and effectiveness in teaching reading. By equipping teachers with the knowledge, skills, and resources to deliver high-quality reading instruction, the program empowers educators to meet the diverse needs of students, differentiate instruction, and implement evidence-based practices that promote reading proficiency.

#### Community Engagement

Collaborating with community resources enriches students' reading experiences and promotes a culture of literacy within the broader community. By leveraging local partnerships, the program expands access to reading materials, learning resources, and enrichment opportunities that enhance students' reading skills, cultural awareness, and social engagement. Community involvement in promoting literacy creates a supportive network of resources that enhances educational outcomes, strengthens community bonds, and fosters a shared commitment to lifelong learning and academic success.

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