

Acquisition Of Reading Skills: Challenges and Interventions Employed by Teachers to the Grade 2 Learners at Villaverde District, Schools Division of Nueva Vizcaya

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Publication history:

Received: July 15, 2026

Accepted: August 16, 2026

Revised: August 10, 2026

Published: August 17, 2026

International Journal of Sustainable and Integrated Studies, Vol. 1, No. 1, pp. 195–202, August 2026.

Abstract

This study examined the challenges and interventions associated with reading-skill acquisition among Grade 2 learners in Villaverde District, Schools Division of Nueva Vizcaya. Guided by the Input-Process-Output framework, it considered teachers' profiles, instructional resources, classroom conditions, teaching strategies, learner challenges, and support systems. A descriptive-quantitative research design was employed. The respondents were twenty (20) Grade 2 teachers from twelve public elementary schools, selected through purposive sampling. Data were gathered using a structured questionnaire and supplementary unstructured interviews. Frequency counts, percentages, and weighted means were used for analysis. Results showed that teachers perceived their classroom resources and learning environments as supportive of reading instruction, obtaining an overall weighted mean of 4.26, interpreted as "Always." Teaching strategies were also frequently employed, with an overall weighted mean of 4.31; visual aids and multimedia tools received the highest rating. The most common challenges were difficulty recognizing sight words, language barriers, diverse learning needs, limited motivation, and low learner confidence, with an overall weighted mean of 4.25. Teachers frequently implemented differentiated instruction, phonics-based programs, formative assessments, one-on-one tutoring, multimedia resources, storytelling, and dramatization, obtaining an overall weighted mean of 4.20. The perceived impact of interventions and support systems was generally favorable, with an overall weighted mean of 3.99. Regular assessment, increased motivation, and greater interest in reading were positively reported, while collaboration and parental involvement needed strengthening. The study concludes that teachers apply varied, student-centered approaches despite persistent challenges. It recommends continued investment in reading materials, technology, teacher training, phonics, assessment, differentiated instruction, collaboration, and family participation. The study supports SDG 4 – Quality Education and SDG 10 – Reduced Inequalities by promoting equitable literacy opportunities and sustainable educational support.

Keywords: Differentiated Instruction; Formative Assessment; Grade 2 Learners; Phonics-Based Reading; Reading Acquisition; Reading Difficulties; Reading Interventions; Villaverde District.

1. Introduction

Reading is widely recognized as the foundation of education and lifelong learning because it provides access to knowledge, supports academic development, and strengthens learners' ability to understand their environment. It also promotes attention, imagination, intellectual growth, and active engagement with texts (Aikat, 2007). Early reading development requires learners to recognize words, understand sounds and phonemes, decode unfamiliar terms, and connect written symbols with existing oral vocabulary. Failure to acquire reading skills at an early age

may lead to frustration, boredom, low self-confidence, inattentiveness, and poor academic performance. Reading difficulties can also affect achievement in other subject areas because learners who cannot understand texts may struggle to complete academic tasks independently. These concerns emphasize the importance of effective early-grade reading instruction and timely interventions. The Philippine context presents additional literacy concerns. Although the country has a high general literacy rate, many Filipinos in remote or economically disadvantaged communities continue to experience limited literacy skills (Cruz, 2007). The strong tradition of oral storytelling may also influence the development of written-language practices. In communities such as Villaverde, learners' cultural backgrounds, home environments, access to reading materials, and exposure to literacy activities shape their engagement with reading. Teachers therefore play a central role in supporting early literacy. They are expected to diagnose learners' strengths and weaknesses, provide suitable instructional materials, adapt teaching methods, and collaborate with parents and administrators. In Villaverde District, teachers use approaches that include phonics, storytelling, interactive activities, visual aids, multimedia resources, remediation, and differentiated instruction. However, these practices may be affected by limited time, resources, training, language differences, student motivation, and varied reading levels. The study focuses on Grade 2 teachers in Villaverde District because this stage is critical in the development of foundational reading abilities. It seeks to understand the teachers' experiences, the difficulties encountered by learners, and the interventions used to improve reading acquisition. The findings may provide localized information for strengthening reading instruction, teacher development, family participation, and school-based literacy programs.

Reading is an active and constructive process rather than a passive act of receiving information. It involves word recognition, decoding, interpretation, comprehension, and the integration of new information with prior knowledge (Smith, 2004; Aikat, 2007; Dolch, 1951). Literacy also involves applying the meaning of texts to everyday life and connecting new ideas with existing knowledge (Castello & Charlton, 2007). Francisco (2010) explains that reading combines decoding and comprehension. Effective readers recognize words efficiently, understand their meanings within context, relate information to previous experiences, and apply their understanding to real situations. Comprehension requires both text-based processing and knowledge-based processing, allowing readers to construct meaning through the interaction of the text and their prior knowledge (Mikulecky & Jeffries, 2004). Successful readers use strategies such as activating prior knowledge, predicting, questioning, making inferences, identifying important information, summarizing, monitoring understanding, and applying corrective strategies when comprehension breaks down (Duke & Pearson, 2002; Paris & Paris, 2001; Armbruster et al., 2001; Brown, 2007, as cited in Tovani, 2000). These strategies should be taught explicitly because learners with reading difficulties may not develop them independently. The literature also emphasizes the importance of both foundational decoding and higher-level comprehension. An interactive model combines technical word recognition with meaningful understanding (Miller & Moores, 2006). Phonological awareness is particularly important because learners with phonological deficits may experience difficulties in decoding, spelling, and overall reading proficiency (Bishop & Adams, 1990). Vocabulary development likewise affects listening, speaking, reading, and writing, and may be shaped by socioeconomic status, exposure to English media, and learners' attitudes toward English. Reading difficulties are influenced by cognitive, emotional, linguistic, and environmental factors. Learners may experience problems with word recognition, fluency, comprehension, vocabulary, and confidence. Difficulties may also include repetition, reversal, substitution, stammering, and word-for-word reading. Frustration and repeated failure may reduce motivation and contribute to negative attitudes toward reading and learned helplessness (Sabatino, 1991). Effective reading instruction requires systematic and scaffolded teaching. A structured lesson may involve explanation, modelling, guided practice, and independent application (Cooper, 2000; Duke & Pearson, 2002; Marzano et al., 2001; Tompkins, 2001). Teachers should also provide different forms of reading, including basal, functional, individualized, critical, creative, recreational, and remedial reading (Olhoc, 1992). Diverse and meaningful reading materials can encourage learners to develop positive reading habits and support lifelong learning (Adler, 1982; Sibayan, 1992). Family and school support are also essential. Parental involvement, educational attainment, and positive attitudes toward reading can strengthen children's literacy development. Collaborative efforts among teachers, parents, and administrators can create a reading-friendly environment and reinforce learning both in school and at home. Digital texts may provide additional learning opportunities but can also create comprehension difficulties when learners must navigate hyperlinks and multimedia components (Coiro & Dobler, 2007).

At the local level, Villaverde District reflects the challenges of early literacy instruction in a rural Philippine setting. Learners come from different socioeconomic and cultural backgrounds, with unequal access to educational materials and literacy support at home. Teachers must respond to differences in language, motivation, reading ability, family participation, and exposure to reading activities. Local oral traditions and storytelling practices may serve as cultural resources for making reading instruction more meaningful and relatable. At the national level, early literacy remains an important concern in Philippine education. Reading difficulties may persist despite national literacy efforts, particularly among learners in remote or economically disadvantaged communities (Cruz, 2007). The literature identifies the need for effective phonological instruction, vocabulary development, comprehension strategies, teacher preparation, parental support, and appropriate reading materials. The roles of teachers, school administrators, families, and communities are interconnected in improving literacy outcomes. At the broader educational level, reading is essential for success across subject areas and for participation in lifelong learning. Learners who develop strong reading abilities are better prepared to understand

academic content, evaluate information, communicate effectively, and continue learning beyond the classroom. However, digital learning environments also require learners to develop additional skills for navigating online texts and multimedia resources (Coiro & Dobler, 2007). These local, national, and wider concerns establish the importance of examining how Grade 2 teachers respond to reading difficulties in their specific educational context. The study is guided by the Input-Process-Output framework. The input consists of the respondents' profile, including age, gender, civil status, educational attainment, teaching position, years of teaching, performance rating, and participation in seminars or trainings. It also includes the resources and conditions that support reading instruction, such as teaching materials, classroom environment, teacher preparation, technology, parental support, and community resources.

The process refers to the instructional strategies and interventions used by teachers. These include phonics activities, differentiated instruction, remediation, storytelling, visual aids, multimedia resources, peer reading, formative assessment, parent involvement, and collaboration with colleagues. The process also recognizes learners' participation, motivation, cultural background, and interaction with teachers and reading materials. The output concerns the development of learners' reading skills, including vocabulary, word recognition, oral reading ability, comprehension, literary appreciation, study skills, confidence, and motivation. Continuous monitoring and evaluation provide feedback for improving instruction and adjusting interventions. Within this framework, reading development is understood as the result of the interaction among instructional resources, teaching practices, learner characteristics, family support, and the broader school and community environment.

Existing literature establishes the importance of early reading instruction, phonological awareness, vocabulary, comprehension strategies, structured teaching, and collaborative support. Previous studies also identify the effects of reading difficulties on learners' motivation, confidence, academic performance, and long-term educational progress. However, the available literature provides limited localized understanding of the specific challenges experienced by Grade 2 teachers in Villaverde District and the interventions they employ in their classrooms.

There is also a need to examine how resource availability, classroom conditions, language barriers, learner motivation, family support, teacher training, and diverse reading levels influence the delivery of reading instruction in this district. Although phonics, assessment, storytelling, multimedia, differentiated instruction, and remediation are widely discussed, their use and perceived effectiveness may vary according to local conditions.

This study addresses these gaps by documenting the experiences and perceptions of Grade 2 teachers in Villaverde District. It examines the resources and learning environment, teaching strategies, reading-acquisition challenges, interventions, and support systems associated with early literacy development. The findings may guide localized teacher training, school-based reading programs, administrative support, parental involvement, and future research.

The study is primarily aligned with SDG 4 – Quality Education, particularly the goal of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities. Developing foundational reading skills is essential to educational participation, academic progression, independent learning, and future access to knowledge. The study also relates to SDG 10 – Reduced Inequalities because it addresses differences in learners' access to reading materials, parental support, language resources, and literacy-rich environments. Strengthening targeted interventions may help reduce educational disadvantages among learners with varied socioeconomic, linguistic, and learning backgrounds. SDG 17 – Partnerships for the Goals is also relevant because the study emphasizes cooperation among teachers, parents, school administrators, community members, and policymakers. Collaborative support is necessary to sustain reading programs, improve instructional practices, and address barriers that cannot be resolved by teachers alone.

The study contributes to educational sustainability by identifying practices that can support consistent and effective reading instruction in the early grades. Strong foundational literacy enables learners to continue developing knowledge and skills throughout their education and supports lifelong learning. It also contributes to social sustainability by promoting more equitable literacy opportunities for learners with different abilities, languages, socioeconomic conditions, and levels of family support. Addressing reading difficulties early may help prevent learners from being excluded from academic participation and future educational opportunities. The study has implications for institutional sustainability because effective literacy programs require continued support from school administrators, teacher training systems, families, and communities. Strengthening collaboration, assessment, instructional resources, and professional development can help schools maintain responsive reading interventions.

Finally, the study supports innovation and digital sustainability through its consideration of visual aids, multimedia resources, technology-supported instruction, and varied teaching strategies. These approaches may enhance learner engagement when appropriately integrated with phonics, comprehension instruction, storytelling, formative assessment, and differentiated teaching. Overall, improving Grade 2 reading acquisition supports the development of capable, confident, and lifelong learners within the Villaverde District community.

2. Material and methods

2.1 Research Design

The study used a descriptive-quantitative research design to determine the nature and extent of reading difficulties and to describe the teaching practices and interventions used by Grade 2 teachers. The descriptive approach examined the prevailing conditions among the selected respondents, while the quantitative approach organized and analyzed the data through statistical procedures to identify patterns, proportions, and general tendencies. According to Best and Kahn (2006), descriptive research describes existing conditions and provides a quantitative description of a group.

2.2 Locale of the Study

The study was conducted in Villaverde District, located in Villaverde, Nueva Vizcaya, Philippines. The district consists of public elementary schools serving learners from varied socioeconomic and cultural backgrounds. Its schools are committed to providing quality education and maintaining learning environments that support pupils' academic development. Villaverde District was selected because the researcher is an active Grade 2 teacher in the area and has direct experience with its instructional conditions and early literacy concerns. Conducting the study in the district allowed the researcher to examine reading difficulties, teaching practices, and existing interventions within actual classroom settings. The locale also provided context-specific information that may support the development of reading programs and interventions appropriate to the needs of teachers and learners in the district.

2.3 Respondents of the Study

The respondents were Grade 2 teachers from the public elementary schools in Villaverde District. They were selected because they have direct responsibility for developing the reading skills of young learners and firsthand knowledge of the difficulties encountered in early reading instruction. The respondents provided information about their demographic and professional characteristics, the resources and classroom environments available to them, the teaching strategies they use, the challenges they encounter, the interventions they implement, and the perceived effects of support systems on learners' reading development.

2.4 Sample and Sampling Procedure

The study used purposive sampling, a non-probability sampling technique in which participants are intentionally selected because they possess characteristics relevant to the objectives of the research. This procedure was appropriate because the study required respondents with direct experience in teaching reading to Grade 2 learners. The sample consisted of twenty (20) Grade 2 teachers from twelve public elementary schools in Villaverde District. Their inclusion was based on their direct involvement in early-grade reading instruction and their ability to provide relevant information about learners' reading difficulties, instructional practices, and intervention strategies.

2.5 Research Instrument

The primary research instrument was a structured questionnaire developed to gather the information required for the study. It consisted of sections covering the respondents' profile and their perceptions of reading instruction among Grade 2 learners. The profile section obtained information regarding age, gender, civil status, educational attainment, present position, years of teaching, latest performance rating, and levels of seminars or trainings attended. The main section examined the availability of resources and the classroom environment, teaching strategies and interventions, challenges in reading acquisition, interventions employed to improve reading skills, and the perceived impact of interventions and support systems. The items used a five-point response scale. For frequency-related statements, the scale ranged from 5, meaning Always, to 1, meaning Never. For perceived effectiveness, the scale ranged from 5, meaning Highly Effective, to 1, meaning Not Effective. An unstructured interview was also conducted with selected teachers to obtain additional explanations and more detailed information about their experiences and perceptions. Before the actual administration, the draft questionnaire was pre-tested with a small group of Grade 2 teachers who were not included among the respondents. Their comments regarding clarity, relevance, and comprehensibility were used to refine the instrument. The revised questionnaire was submitted to the research adviser for approval before reproduction and distribution.

2.6 Data Gathering Procedure

The researcher first secured permission to conduct the study by submitting formal requests to the School Division Superintendent through the District Head and the School Principal. The requests described the purpose of the study and the procedures to be followed during data collection. Before administering the questionnaire, the researcher explained the purpose and significance of the study to the Grade 2 teacher-respondents and provided instructions for completing the instrument. The respondents were given sufficient time to answer the questionnaire at their convenience and were encouraged to provide accurate and honest responses. The researcher personally collected the completed questionnaires to ensure that all distributed instruments were

retrieved. After collection, the responses were checked, organized, tallied, and prepared for statistical analysis. The information obtained through the unstructured interviews was used to provide additional context for understanding the teachers' responses. The processed data were then analyzed and interpreted in relation to the objectives of the study.

2.7 Data Analysis Techniques

The study used frequency counts and percentages to summarize the respondents' demographic and professional profiles. Frequency counts indicated the number of respondents in each category, while percentages expressed the distribution of responses relative to the total sample. Weighted means were used to analyze the respondents' perceptions regarding resources and classroom environment, teaching strategies and interventions, challenges in reading acquisition, interventions employed, and the perceived impact of interventions and support systems. The weighted mean was computed using the formula $X_w = \frac{\sum Wx}{\sum f}$, where X_w represents the weighted mean, W represents the weight assigned to each response, x represents the frequency, and $\sum f$ represents the total frequency. The weighted means were interpreted according to the following ranges: 4.21–5.00 represented a rating of 5; 3.41–4.20 represented a rating of 4; 2.61–3.40 represented a rating of 3; 1.81–2.60 represented a rating of 2; and 1.00–1.80 represented a rating of 1. The resulting values were used to describe the frequency of practices, the prevalence of challenges, and the perceived effectiveness of reading interventions and support systems.

3. Results and Discussion

3.1 Profile of the Respondents

3.1.1 Age Distribution

The respondents were predominantly young teachers. Seven respondents, or 35%, were 25–30 years old, while four, or 20%, were 30–35 years old. Five respondents, or 25%, were 36–40 years old; two, or 10%, were 41–45 years old; and one respondent each, or 5%, belonged to the 46–50 and 51-and-above age groups. The concentration of respondents in the younger age groups suggests that many teachers are still developing and refining their instructional practices. Their relatively recent preparation may also make them receptive to innovative approaches for teaching reading. At the same time, the more experienced teachers may provide classroom knowledge and mentoring that can support the professional growth of younger colleagues. The distribution therefore underscores the importance of continuous training and targeted professional development in reading instruction.

3.1.2 Gender and Civil Status

Sixteen respondents, or 80%, were female, while four, or 20%, were male. Eighteen respondents, or 90%, were married, and two, or 10%, were single. The predominance of female respondents limits the diversity of perspectives represented in the study and should be considered when interpreting the findings. Teachers' gender may influence their instructional practices and approaches. The large proportion of married respondents may also indicate differences in life experience, professional responsibilities, and classroom perspectives, although the study did not establish direct relationships between civil status and teaching practices.

3.1.3 Educational Attainment and Teaching Experience

Five respondents, or 25%, held a bachelor's degree, fourteen, or 70%, had units in a master's degree, and one, or 5%, was an MA graduate. No respondent held a doctoral degree. Regarding teaching experience, ten respondents, or 50%, had taught for 6–10 years, eight, or 40%, had 1–5 years of experience, and two, or 10%, had taught for 11 years or more. The results indicate that most respondents had pursued graduate-level studies, although only one had completed a master's degree. The distribution of teaching experience shows a combination of relatively new teachers and educators with several years of classroom practice. This combination may provide both openness to new approaches and accumulated professional experience. It also suggests the value of institutional support, mentorship, and opportunities that help teachers complete advanced studies and strengthen their reading-instruction skills.

3.1.4 Teaching Position, Performance, and Professional Training

Twelve respondents, or 60%, held the position of Teacher 3; four, or 20%, were Teacher 2; two, or 10%, were Teacher 1; and two, or 10%, were Master Teachers. Seventeen respondents, or 85%, received an Outstanding performance rating, while three, or 15%, received a Very Satisfactory rating. No respondent received a Satisfactory rating. All respondents had attended school-level and division-level seminars or trainings. Nine, or 45%, had attended regional training, four, or 20%, national training, and two, or 10%, international training. The results portray a group of teachers with generally strong professional performance and regular participation in school- and division-level development activities. However, participation decreased at regional, national, and international levels, suggesting that access to broader professional networks and training opportunities may be

more limited. Continued professional development can help teachers strengthen instructional strategies, share practices, and respond more effectively to learners' reading needs.

3.2 Resources and Classroom Environment

3.2.1 Availability of Resources and Support

The respondents gave an overall weighted mean of 4.26, interpreted as "Always," for resources and classroom environment. The highest rating concerned the availability of resources that motivate students to participate in reading activities, with a weighted mean of 4.70. The physical classroom environment was also rated highly at 4.65. Sufficient teaching materials received a mean of 4.50, age-appropriate reading materials received 4.45, and classroom layout received 4.25. Access to technology received 4.05, while activities involving parents and the community received 4.00. Parental support received 3.95, and community-provided resources received 3.80. The results indicate that teachers generally viewed their classrooms as supportive of reading instruction. Well-organized physical spaces, suitable materials, and available resources were perceived as important in encouraging participation and sustaining learners' interest. However, the comparatively lower ratings for parental and community support indicate areas that may require strengthening. Partnerships beyond the classroom can reinforce reading activities and help create a more consistent literacy environment for learners.

3.3 Teaching Strategies and Interventions

3.3.1 Strategies Used in Reading Instruction

The use of teaching strategies received an overall weighted mean of 4.31, interpreted as "Always." Visual aids and multimedia tools received the highest rating at 4.70. The use of varied teaching strategies received 4.65, adaptation of methods to different reading levels received 4.55, differentiated instruction received 4.45, additional support or remediation received 4.40, and phonics activities received 4.35. Group reading activities received 4.15, storytelling and other engaging activities received 4.00, regular assessment received 3.95, and collaboration with colleagues received 3.90. The results show that teachers used a broad range of approaches to address differences in learners' reading abilities. Visual and multimedia resources may help make lessons more engaging and accessible, while differentiated instruction allows teachers to adjust activities according to learners' needs. Phonics activities provide attention to foundational decoding and word-recognition skills. The lower ratings for collaboration and regular assessment suggest opportunities to strengthen shared planning and the systematic use of learner-progress information.

3.3.2 Interventions Employed to Improve Reading Skills

The interventions received an overall weighted mean of 4.20, interpreted as "Often." Differentiated instruction received the highest rating at 4.75, followed by phonics-based reading programs at 4.70 and regular formative assessments at 4.65. One-on-one tutoring received 4.45, multimedia resources 4.20, storytelling and dramatization 4.15, dedicated intervention sessions outside regular class hours 4.00, access to age-appropriate materials and a classroom library 3.90, peer reading groups 3.85, and parental involvement through workshops and take-home materials 3.30. The findings indicate that teachers commonly used interventions that addressed individual differences, decoding skills, and the early identification of reading difficulties. Differentiated instruction and formative assessment supported the adjustment of instruction to learners' needs, while phonics programs addressed word decoding. Storytelling, dramatization, and multimedia resources provided more engaging learning experiences. The lowest rating for parental involvement indicates that family participation in formal reading activities may be less frequent and requires additional support.

3.4 Challenges Affecting Reading Acquisition

3.4.1 Learner and Instructional Challenges

The perceived challenges received an overall weighted mean of 4.25, interpreted as "Always." Difficulty recognizing sight words was the most frequently encountered challenge, with a mean of 4.90. Language barriers followed with 4.85, while diverse learning needs received 4.80. Lack of interest or motivation received 4.75, lack of confidence 4.70, time constraints 4.35, and insufficient support from learners' home environments 4.30. Limited resources received 3.90, limited training received 3.40, and classroom size received 2.60. The results show that the most prominent difficulties were related to sight-word recognition, language, learner diversity, motivation, and confidence. These challenges affect both the foundational and affective dimensions of reading acquisition. The findings indicate the need for targeted decoding instruction, language-sensitive approaches, engaging activities, and support that builds learners' confidence. Although classroom size received a lower rating, varied learning needs and time constraints still make individualized instruction difficult. Limited resources and training remain additional concerns that may affect the consistency of reading interventions.

3.5 Perceived Impact of Interventions and Support

3.5.1 Effects on Reading Skills and Motivation

The perceived impact of interventions and support systems received an overall weighted mean of 3.99, interpreted as “Often.” Regular assessments received the highest rating at 4.50. The effect of interventions on learners’ motivation received 4.45, while increased student interest when targeted interventions were used received 4.35. Improvement in students’ reading skills received 4.20, data-informed instructional decisions received 4.05, and teacher confidence in the effectiveness of strategies received 4.00. Continuous training and support received 3.95, administrative support 3.90, collaboration with colleagues 3.35, and parental involvement 3.20. The findings suggest that teachers generally perceived the interventions as beneficial to learners’ reading skills, interest, and motivation. Regular assessment was particularly important because it helped teachers identify difficulties and adjust instruction. The lower ratings for collaboration and parental involvement show that support outside individual classroom practice was less consistently experienced. Strengthening teamwork, administrative support, family participation, and continuing professional development may improve the implementation and sustainability of reading interventions.

3.5.2 Relationship Among Resources, Strategies, Challenges, and Support

The results show a consistent pattern in which supportive classroom resources and environments accompanied frequent use of varied teaching strategies and interventions. Teachers who reported using visual aids, multimedia resources, phonics, differentiated instruction, remediation, storytelling, and formative assessment also recognized persistent challenges involving sight-word recognition, language, motivation, confidence, and diverse learning needs. These findings suggest that reading acquisition is influenced by the interaction of instructional practices, learner characteristics, classroom conditions, and support systems. Resources and engaging environments may encourage participation, while differentiated and phonics-based strategies respond to differences in reading ability. Assessment helps teachers identify difficulties, but collaboration and parental involvement remain areas requiring further strengthening. The results therefore support a coordinated approach in which teachers, administrators, families, and communities contribute to the improvement of early reading development.

4. Conclusion & Recommendations

The study concludes that Grade 2 teachers in Villaverde District generally have supportive classroom resources and environments and regularly use varied reading strategies, including visual aids, multimedia tools, phonics, differentiated instruction, formative assessment, storytelling, and remediation. However, learners continue to experience difficulties in sight-word recognition, language, motivation, confidence, and diverse reading needs, while parental and professional collaboration remain areas for improvement. Teachers generally perceive the interventions as beneficial in improving learners’ reading skills, interest, and motivation, particularly through regular assessment and targeted instruction. Overall, sustained institutional support, adequate resources, teacher development, and cooperation among educators, administrators, parents, and communities are necessary to strengthen early literacy and promote lifelong learning.

School leaders should allocate funds for diverse age-appropriate reading materials, modern technological tools, and inviting classroom environments; provide regular training in reading instruction, differentiated teaching, and multimedia integration; and develop programs that encourage parents and community members to participate in reading initiatives. Schools should emphasize structured phonics instruction, regularly monitor learners’ progress through assessment, adapt instruction to varied reading needs, and use visual aids, multimedia, storytelling, and dramatization to increase motivation. Teachers should also be given opportunities for collaborative planning, sharing best practices, and collective assessment, while school leaders and policymakers should advocate for improved resource availability and manageable class sizes. Further research along this line should also be conducted.

5. Compliance with ethical standards

The researcher secured permission from the School Division Superintendent through the District Head and School Principal before collecting data. The purpose, procedures, and significance of the study were explained to the twenty (20) Grade 2 teacher-respondents, whose participation was voluntary and free from undue pressure. Respondents were encouraged to provide honest answers, and all information was treated confidentially and used solely for the study. The questionnaire was pre-tested with teachers who were not part of the study and was revised with the adviser’s approval. Data was gathered through a structured questionnaire and supplementary interviews, then systematically processed, analyzed, and reported accurately. Through the research, the researcher maintained professional conduct and protected the privacy and integrity of the respondents.

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