



STAGE 1 LEARNERS' READING BEHAVIORS: BASIS FOR PROGRAM INTERVENTION

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ABSTRACT

The study was conducted to determine the Stage 1 learners' reading behaviors as basis for program intervention at A. Montes I Elementary School, District II- Montes-Lapuz Iloilo City, during the school year 2022-2023. The research method utilized in the study was descriptive using in-depth interview. The study used phenomenology under qualitative research design. Based on the results of the study through in-depth interview, it was found out that the kindergarten learners experienced forgetfulness, attentiveness, imaginativeness, and creativeness. Based on the results of the in-depth interview with the Grade 1 teachers, it was found out that the Grade 1 learners experienced restlessness, hyperactivity, and hesitation. Based on the results of the in-depth interview with the Grade 2 teachers, it was found out that the Grade 2 learners experienced forgetfulness and imaginativeness and creativeness. Based on the results of the in-depth interview with the Grade 3 teachers, it was found out that Grade 3 learners experienced lip sync and attentiveness. It was also found out based on the results of the in-depth interview with the participants that Stage 1 learners were forgetful, hyperactive, restless, and hesitant.

Keywords: *Stage 1 Learners, Reading Behavior, Program Intervention*

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INTRODUCTION

Reading is emphasized as the cornerstone of all academic learning by the Department of Education. A child must learn to read, write, and count to succeed in school and life. The Department of Education's (DepEd) top priority is to enhance literacy.

Reading is not limited to the boundary wall of the institution. It can take place in and out of school at any time. Readers select from a wide range of extended texts, including but not exclusive to narrative fiction, nonfiction, picture books, e-books, magazines, social media, blogs, websites, newspapers, comic books, and graphic novels.

Furthermore, leisure reading, also known as recreational reading, pleasure reading, free voluntary reading, and independent reading, is independent, self-selected reading of a continuous text for a wide range of personal and social purposes. Leisure reading is generally intrinsically or socially motivated and pleasurable for the reader.

The education of a child first begins in the family. The acquisition of basic skills, the habit of obeying specific rules, and the first step into social life starts with the family. It takes shape at school when the child reaches sufficient maturity. At school, the child begins to acquire skills and behaviors related to teaching and education. The most important of these skills and behaviors is that the child learns to read and write. They are basic learning skills.

Literacy is a fundamental communication tool for students in their educational lives because it is the foundation for all other learning. Children with a strong foundation in reading and writing succeed in reading and writing and in all other academic areas, including social studies, science, and math, throughout their educational careers. Youngsters who learn to

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



read well, especially in the early grades, can better comprehend and use the things offered to them in school, improved academic performance, and higher ratings (Vatansever, 2018).

The more robust the literacy skill in the first years of education is, the higher the success in educational life is. In other words, literacy is a factor that determines an individual's academic achievement and is an essential factor in personal development (Vatansever, 2018).

In this context, the literacy skill acquired in primary school and the positive attitude towards reading positively affect students' willingness to read, enjoyment of reading, reading comprehension skills, and academic achievement.

Reading is not a task that begins and ends in just one stage of life. It is a decision that has a lasting impact on a person's thoughts, habits, and personality for their entire life. Reading is one of the most critical phenomena related to the individual's understanding of the reason for his/her existence, forming his/her thoughts, determining his/her place in society, and revealing his/her individuality.

Reading behaviors were the essential keys to learning. Anything that exposes children to the basics of the language in a meaningful and understanding manner contributes immensely to their learning of the art of how to read. As the first teacher and mentor who can initiate the process of forming the reading habit, parents have a vital role in helping their children learn and master the art of reading.

The researcher, being an English teacher for three years, wanted to find out the Stage 1 learners' reading behaviors as basis for program intervention at A. Montes I Elementary

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School. In this way, she can identify and consider some interventions to help the parent-teacher relationship in the school she is assigned at.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, sampling design, data-gathering procedures, research instrument, and data analysis used in the study. The purpose of this study was to determine the Stage 1 learners' reading behaviors as basis in coming up with program intervention at A. Montes I Elementary School, District II-Montes-Lapuz Iloilo City, during the school year 2022-2023.

Research Method

The research method utilized in the study was qualitative research using in-depth interview.

The interviewer with the interviewee during the interview was allowed to sit together at a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions (Patton, 2015).

Research Design

The study used a phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world and how this view may vary from

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commonly held views by focusing on a person's subjective interpretations of what he/she experiences. Phenomenology is done by interviewing the subjects to learn their impressions and is frequently used in such fields as psychology, sociology, and social work.

According to Smith (2013), phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions.

Participants of the Study

The participants of the study were the 16 selected teachers of Kinder to Grade 3 taken from the official number of primary grades enrollment at A. Montes I Elementary School, District II-Montes-Lapuz for the school year 2022-2023.

Sampling Design

Purposive sampling design was used in the study. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling (Patton, 2015).

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule had four questions focusing on the purpose of the study.

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Voice and video recorder were used for data gathering and documentation, depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, the Dean of the Graduate School then a panel of jurors who are considered for their expertise in the field of research, testing, and assessment, and English, was requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and sample of the subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel & Wallen, 2017).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

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The researcher conducted an interview with the participants, but prior to this, the researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study. Minimum health protocols mandated by the Inter-Agency Task Force (IATF), Department of Health (DOH) guidelines amidst the pandemic, DepEd Orders on the Health protocols, Local Government Units, and the barangay health protocols were strictly observed and followed during the conduct of the study.

Using in-depth interview, a voice and video recorder were provided to completely capture the interviewee's words. The researcher consolidated all the collected data after a series of interviews.

Data Analyses

The gathered information was analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire & Delahunt (2017), the aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is summarizing, analyzing, and interpreting the data gathered and making sense of it.

RESULTS AND DISCUSSIONS

The study was conducted to determine the Stage 1 Learners' Reading Behavior: Basis for Program Intervention at A. Montes I Elementary School, District II- Montes-Lapuz Iloilo City, during the school year 2022-2023.

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The research method utilized in the study was descriptive using in-depth interview.

The study used phenomenology under qualitative research design.

The participants of the study were 16 teachers from Kinder to Grade 3 of A. Montes 1 Elementary School in the Schools Division of Iloilo City.

The research instrument utilized in the study was a researcher-made interview schedule. Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

A panel of experts validated the interview schedule and considered all comments and suggestions relative to the validation of the tool.

Permits from the individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview and virtual instruction was done prior to the interview.

Minimum health protocols mandated by the Inter Agency Task Force (IATF), Department of Health (DOH) guidelines amidst the pandemic, DepEd Orders on the Health protocols, Local Government Units and the Barangay health protocols were strictly observed and followed during the conduct of the study.

Using in-depth interview, voice and video recorders were provided to completely capture the interviewee's words or responses. The researcher consolidated all the collected data after series of interviews.

The information gathered was analyzed using thematic approach.

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The following are the findings of the study:

Based on the results of the in-depth interview with the kindergarten teachers, it was found that most kindergarten learners were forgetful; however, they were also attentive, imaginative, and creative.

I was found also found out that the Grade 1 learners were restless, hyperactive, and hesitant.

Grade 2 teachers revealed that the learners were forgetful, yet imaginative and creative.

Based on the interview with Grade 3 teachers, it was found that Grade 3 learners were attentive yet prone to lip synching.

It was also found out that Stage 1 learners were forgetful, hyperactive, restless, and hesitant.

Kindergarten teachers managed their learners through One-one-one instruction, Dialogic reading approach, and differentiated instruction through reading materials.

As for Grade 1 teachers, they managed their learners through One-one-one instruction and differentiated instruction through reading materials.

Grade 2 teachers managed their learners through Dialogic reading approach, differentiated instruction through reading materials and remedial classes in reading.

Likewise, Grade 3 teachers managed their learners through Remedial classes in reading, differentiated instruction through reading materials and dialogic reading approach.

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It was also revealed that teachers' way of managing the reading behavior of stage 1 learners were One-on-One Instruction, Remedial Classes in Reading, Differentiated Instruction through Reading Materials and Dialogic Reading Approach.

Based on the findings, the following insights were drawn:

The teachers find that Remedial Classes, One-on-One instruction, Dialogic Reading Approach and Differentiated learning materials in reading are very beneficial to learners in the teaching and learning process.

Pabasa sa Barangay Program/ Initiative is also significant to the teaching and learning process. It assesses the learners' progress in reading from the beginning up to the end of the school year and it also monitors the reading level of comprehension of every learner.

The access and quality of modules and learning activity sheets (LAS), and additional learning resources through ICT including its availability could relatively affect the teaching-learning process.

The class is productive when there is interaction among the teachers and learners during classroom activities.

Home Learning Partners can serve as educational allies of teachers by assisting them in developing children's full academic potential and monitoring the quality of teaching and teaching strategies.

Good relationships among learners, teachers, and Home Learning Partners significantly provides positive results on the teaching-learning process.

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Support from stakeholders and other members of the educational community of the school is necessary for the improvement of the school.

CONCLUSION

In the light of the findings and insights derived from the study, the following recommendations are forwarded:

The school and feeder barangays may give their pledge of support to sustain the reading program implemented to outgrow the shared responsibility and partnership. This may also support the Literacy Program of the barangay that with commitment and collaboration efficacy of the reading will make a difference to lives of their learner recipients.

Teachers and other school personnel should have rigid training workshops on computers and technology to maximally utilize them in the classroom and in the teaching-learning process. Upgrading of school ICT equipment for teachers' use and availability of these should be given high attention by DepEd authorities.

Any learning material used and to be used for the teaching-learning process should undergo content analysis and rigid quality assurance and control.

To make the teaching-learning process effective and productive, it should be done in an interactive and participative manner.

Good relationships among the relationship of school head, teachers, parents, including other stakeholders should be maintained and sustained by creating a program purposely for the institutionalization of good relationships in the school system.

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ISSN: 2704-3010

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Teachers should be innovative and creative in making use of scarce resources and availability of the latter in transferring and sharing the technology and knowledge to the learners.

Home Learning Partners should be capacitated on how to extend support to their children at home and appreciated of the work done to sustain their interest and enthusiasm in supporting the school and their children's education.

A copy of the remediation and enrichment programs should be given to the Schools Division Office, Regional Office, and Central office for them to approve and implement.

If a copy of this recommended remediation and enrichment programs would not be approved, school heads are encouraged to implement these in a local arrangement bases only.

A similar study is also encouraged to be conducted in the future and consider other variables not used nor mentioned in the study.

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



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