



**EXTENT OF LITERACY DIFFICULTIES, IMPLEMENTATION OF THE READING
INTERVENTION PROGRAM AND PERFORMANCE OF
LEARNERS IN ENGLISH**

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ABSTRACT

This study examined the extent of literacy difficulties experienced by learners, the implementation of the Reading Intervention Program, and their relationship with academic achievement. A descriptive-correlational research design was employed involving eight (8) teachers and thirty-two (32) elementary learners. Data were gathered using a validated survey questionnaire and academic achievement records. Statistical tools used included weighted mean, frequency and percentage distribution, and Pearson Product-Moment Correlation. Findings revealed that learners experienced a moderate level of literacy difficulties, particularly in reading comprehension, vocabulary development, and reading fluency. In contrast, the Reading Intervention Program was implemented to a very high extent, indicating strong school commitment in planning, instructional delivery, monitoring, assessment, and stakeholder support. Academic achievement results showed that 40.63% of learners attained high achievement, 40.63% demonstrated moderate achievement, and 18.75% exhibited low achievement. Correlation analysis revealed a very strong negative significant relationship between literacy difficulties and academic achievement, indicating that increased literacy

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difficulties were associated with lower academic performance. Furthermore, a very strong positive significant relationship was found between the implementation of the Reading Intervention Program and academic achievement, suggesting that effective intervention practices contribute significantly to improved learner outcomes. The study concludes that literacy difficulties remain a critical factor affecting learners' academic success, while a well-implemented Reading Intervention Program serves as an effective mechanism for enhancing academic achievement. Sustained literacy support, targeted interventions, and collaborative stakeholder engagement are therefore recommended to further improve learners' reading competencies and educational outcomes.

Keywords: *Literacy Difficulties, Implementation, Reading Intervention Program, Performance, Learners*

INTRODUCTION

Literacy functions as a foundational cornerstone of educational advancement, human development, and broader societal progression. It is not merely a technical academic capability but a fundamental mechanism through which individuals' access, interpret, and evaluate the complexities of modern knowledge networks (Laroya & Bagarinao, 2024). Within the matrix of global cognitive development, the ability to read and comprehend text stands as the ultimate portal to self-directed learning and continuous academic mobility. When a

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learner successfully transitions from "learning to read" to "reading to learn," text transforms from a structural barrier into an intellectual tool.

Despite its recognized importance, modern education faces a severe global and localized crisis in literacy development, particularly regarding reading comprehension. Reading comprehension is a highly sophisticated, multi-layered cognitive process requiring the seamless integration of lower-level linguistic operations—such as phonemic decoding, syntactic processing, and lexical retrieval—with higher-level executive functions, including background knowledge activation, working memory utilization, inference-making, and meta-cognitive monitoring (Spencer & Wagner, 2018). When these components fail to align, text processing breaks down, and the reader is left unable to construct a coherent mental model of the text.

On an international scale, reading failure represents a major structural challenge for modern educational systems. Data from the Program for International Student Assessment (PISA) consistently underscores a global stagnation in reading proficiency, indicating that over one in four students across developed and developing nations fail to meet baseline standards (UIJRT, 2026). These struggling learners cannot isolate primary arguments, extract central themes, or draw elementary inferences from standard textual selections (UIJRT, 2026).

This crisis is heavily magnified within the educational landscape of developing nations. For instance, in the Philippines, international assessments have exposed deep-seated vulnerabilities in public and private literacy development frameworks. According to PISA indicators, an overwhelming majority of Filipino learners track far below the baseline average

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for reading proficiency, with only a fraction achieving standard operational competence (UIJRT, 2026).

Furthermore, metrics compiled by the World Bank regarding "learning poverty" highlight that approximately 90% of ten-year-old children in the local domain struggle to read, process, or comprehend a simple, age-appropriate paragraph (Laroya & Bagarinao, 2024). This severe trend indicates that a massive portion of the student population remains instructionally locked out of higher-order academic materials. This creates a systemic achievement gap that expands as learners progress through more complex grade levels.

In the Philippines, the Department of Education (DepEd) has implemented various initiatives aimed at strengthening literacy among learners. Programs such as Every Child A Reader Program (ECARP), the National Reading Program, and learning recovery initiatives under the Basic Education Learning Continuity Plan emphasize the importance of developing foundational literacy skills. More recently, literacy interventions have been integrated into learning recovery programs to address the effects of learning loss and improve reading achievement among learners (DepEd, 2023).

The implementation of reading intervention programs is particularly important because literacy difficulties have far-reaching consequences on learners' academic achievement. Reading comprehension is closely associated with success in nearly all academic disciplines. Learners who have difficulty understanding texts often struggle to comprehend instructions, solve word problems, conduct research, and complete academic tasks effectively. Conversely,

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learners with strong reading skills are more likely to perform well academically and exhibit greater confidence in learning activities (Suggate, 2016).

Academic achievement serves as a critical indicator of learners' educational progress and attainment. It reflects the extent to which learners acquire knowledge, skills, and competencies expected at their grade level. Numerous studies have established a positive relationship between reading proficiency and academic achievement. According to Hernández (2022), learners with higher levels of reading comprehension tend to achieve better academic outcomes because they can effectively process information across various content areas. This relationship highlights the importance of addressing literacy difficulties as a means of improving overall educational performance.

Given the prevalence of literacy difficulties among learners in the present school and the recognized importance of reading interventions, there is a need to examine the extent of these challenges and the effectiveness of intervention programs being implemented. Understanding the nature and severity of learners' literacy difficulties can provide valuable insights into the specific areas requiring instructional support. Likewise, evaluating the extent of implementation of reading intervention programs can help determine whether current strategies adequately address learners' needs and contribute to improved academic outcomes. This study determines the relationship between the extent of literacy difficulties, extent of implementation of the reading intervention program, and academic achievement of learners in Sto. Niño Elementary School, Capoocan I District, Leyte Division. The findings of the study were basis for the proposed intervention plan.

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Further, it sought to answer the following sub-problems:

1. What is the extent of the literacy difficulties experienced by learners in terms of:
 - 1.1 Phonemic awareness and decoding difficulties,
 - 1.2 Word recognition and vocabulary difficulties,
 - 1.3 Reading fluency difficulties, and
 - 1.4 reading comprehension difficulties?
2. What is the extent of implementation of reading intervention program of teachers as assessed across the following domains:
 - 2.1 Planning and organizing,
 - 2.2 Intervention delivery,
 - 2.3 Instructional strategies,
 - 2.4 Monitoring and assessment, and
 - 2.5 Program support and sustainability?
3. What is the level of academic achievement of learners in English?
4. Is there a significant relationship between the extent of literacy difficulties and level of academic achievement of learners in English?
5. Is there a significant relationship between the extent of implementation of reading intervention program and level of academic achievement of learners in English?
6. What intervention plan can be proposed based on the findings of this study?

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METHODOLOGY

Design. This study employed descriptive and evaluative research design to determine the relationship between the extent of literacy difficulties, extent of implementation of the reading intervention program, and academic achievement of learners. Sto. Niño Elementary School, Capoocan I District, Leyte Division is the locale of the study. The eight (8) teachers and thirty-two (32) learners were the respondents of the study. Survey questionnaires were used to measure the variables of the study. Part 1 of the survey is used to measure the extent of literacy difficulties experienced by the learners in phonemic awareness and decoding difficulties, word recognition and vocabulary difficulties, reading fluency difficulties and reading comprehension difficulties. This survey is taken from the study of Kilpatrick (2015), "Essentials of Assessing, Preventing, and Overcoming Reading Difficulties". Further, Part 2 of the survey is used to measure the extent of implementation of reading intervention program of teachers based on planning and organizing, implementation activities, instructional strategies and teaching practices, monitoring and assessment of learners' progress, and support and sustainability of the reading intervention program. This can be accomplished by the school head during the conduct of the reading intervention program. The survey is taken from International Literacy Association (2020), "Standards for the Preparation of Literacy Professionals 2017". Finally, to measure the academic achievement of the learners, the researcher gathered the scores of the learners in the English test conducted.

Sampling. The eight (8) teachers and thirty-two (32) learners were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

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Research Procedure. Upon obtaining approval for the study, data collection commenced following authorization from the appropriate educational authorities. Permission to conduct the research was secured from the Schools Division Superintendent, followed by approvals from the Public Schools District Supervisor and the School Heads of participating schools. Prior to data collection, an orientation was conducted for the respondents and the parents or guardians of participating learners. The researcher explained the study's objectives, procedures, ethical considerations, and participants' rights, including voluntary participation, confidentiality, and the right to withdraw at any stage without consequence. Written informed consent was obtained from all participants. To ensure privacy, all data were anonymized, used exclusively for research purposes, and stored securely with access limited to the research team. Following the orientation, the survey questionnaires were administered to the respondents. Classroom observations during the implementation of the intervention activities were conducted and monitored by the school heads, while learners were assessed based on the difficulties they encountered. In addition, an English achievement test was administered to measure learners' academic performance. Upon completion of the surveys, observations, and assessments, all data were collected, verified, coded, tabulated, and prepared for statistical analysis. Findings were reported objectively and transparently, ensuring that participants' responses were accurately represented without bias or alteration.

Ethical Issues. Prior to data collection, the researcher obtained the necessary permissions and approvals from relevant authorities and conducted the study in accordance with established ethical standards. Participants were informed of the study's purpose, procedures,

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and significance, and informed consent was secured before participation. Confidentiality and anonymity were ensured by excluding personally identifiable information from all research records and reports. Participants were assured that their responses would be used solely for research purposes and would remain confidential. Throughout the study, the researcher maintained honesty, objectivity, and integrity in data collection, analysis, interpretation, and reporting. All sources were properly acknowledged in accordance with academic referencing standards. Research data and completed questionnaires were securely stored, with access restricted exclusively to the researcher to safeguard participant privacy and data confidentiality.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed evaluate the extent of literacy difficulties experienced by the learners, the extent of implementation of reading intervention program of the teachers, and academic achievement in English. **Pearson r** was used to determine the significant relationship between the independent (literacy difficulties and implementation of reading intervention program) and dependent (academic achievement) variables.

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RESULTS AND DISCUSSION

Table 1

Extent of Literacy Difficulties Experienced by Learners

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Phonemic Awareness and Decoding Difficulties			
1	I find it difficult to identify the beginning sound of a word.	2.47	Disagree (Low Difficulty)
2	I have difficulty blending letter sounds to read a word.	2.09	Disagree (Low Difficulty)
3	I struggle to recognize the sounds represented by letters.	2.22	Disagree (Low Difficulty)
4	I find it difficult to break words into smaller sounds or syllables.	1.97	Strongly Disagree (Very Low Difficulty)
5	I often confuse letters and their corresponding sounds.	2.34	Disagree (Low Difficulty)
B. Word Recognition and Vocabulary Difficulties			
6	I find it difficult to read unfamiliar words.	3.09	Agree (Moderate Difficulty)
7	I often forget the meaning of words that I have already learned.	2.72	Agree (Moderate Difficulty)
8	I have difficulty recognizing common sight words quickly.	2.22	Disagree (Low Difficulty)
9	I need help from my teacher or classmates to understand new words.	3.16	Agree (Moderate Difficulty)
10	I struggle to understand the meaning of words while reading.	3.03	Agree (Moderate Difficulty)
C. Reading Fluency Difficulties			
11	I read slowly compared with my classmates.	2.47	Disagree (Low Difficulty)
12	I frequently stop while reading because I cannot recognize some words.	2.59	Agree (Moderate Difficulty)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
13	I find it difficult to read sentences smoothly.	2.47	Disagree (Low Difficulty)
14	I make many mistakes when reading aloud.	3.06	Agree (Moderate Difficulty)
15	I feel nervous when asked to read in front of the class.	2.97	Agree (Moderate Difficulty)
D. Reading Comprehension Difficulties			
16	I have difficulty understanding what I read.	3.03	Agree (Moderate Difficulty)
17	I find it difficult to answer questions about a story after reading it.	3.09	Agree (Moderate Difficulty)
18	I struggle to identify the main idea of a passage.	3.09	Agree (Moderate Difficulty)
19	I have difficulty remembering important details from a story or text.	3.22	Agree (Moderate Difficulty)
20	I need someone to explain the text before I can fully understand it.	2.97	Agree (Moderate Difficulty)
Over-all Weighted Mean		2.73	Agree (Moderate Difficulty)

LEGEND:

RANGES	INTERPRETATION
4.26 – 5.00	Strongly Agree (Very High Difficulty)
3.26 – 4.25	Agree (High Difficulty)
2.51 – 3.25	Disagree (Moderate Difficulty)
1.76 – 2.50	Strongly Disagree (Low Difficulty)
1.00 – 1.75	Very Strongly Disagree (Very Low Difficulty)

Table 1 presents the extent of literacy difficulties experienced by the learners in terms of phonemic awareness and decoding, word recognition and vocabulary, reading fluency, and

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comprehension. The findings revealed that learners experienced an overall moderate level of literacy difficulties ($WM = 2.73$). This suggests that although learners demonstrated relatively adequate foundational reading skills, significant challenges remain in higher-order literacy competencies, particularly vocabulary development, reading fluency, and reading comprehension. Among the four domains, phonemic awareness and decoding difficulties registered the lowest ratings, with all indicators interpreted as either low or very low difficulty. Learners generally disagreed that they experienced problems in identifying sounds, blending phonemes, recognizing letter-sound relationships, and segmenting words. This finding indicates that the respondents had already acquired essential foundational decoding skills, which are widely recognized as critical prerequisites for reading development. Research has shown that phonemic awareness and letter-sound knowledge contribute significantly to successful reading acquisition and early literacy achievement (Paige et al., 2023). In contrast, learners reported moderate difficulties in word recognition and vocabulary development, particularly in reading unfamiliar words ($WM = 3.09$), requiring assistance to understand new vocabulary ($WM = 3.16$), and understanding word meanings while reading ($WM = 3.03$). These findings suggest that vocabulary knowledge remains a major barrier to literacy development. Vocabulary acquisition plays a crucial role in text comprehension because readers who possess limited vocabulary often struggle to construct meaning from written texts. Recent studies have similarly reported significant associations between vocabulary knowledge and reading comprehension performance among learners (Corpuz et al., 2024). With respect to reading fluency, learners reported moderate difficulties in stopping while

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reading due to unrecognized words (WM = 2.59), making mistakes during oral reading (WM = 3.06), and experiencing anxiety when reading in front of the class (WM = 2.97). These findings indicate that while learners possess basic decoding abilities, automaticity and confidence in reading remain underdeveloped. Reading fluency is a critical bridge between word recognition and comprehension because fluent readers can devote greater cognitive resources to understanding text rather than decoding individual words (Hall, 2023). The highest difficulties were observed in reading comprehension, particularly remembering important details from texts (WM = 3.22), identifying the main idea (WM = 3.09), and answering comprehension questions (WM = 3.09). These results imply that learners struggle not only with understanding textual information but also with retaining and interpreting it. Similar findings have been documented in contemporary literature, which identifies vocabulary limitations, inferencing difficulties, and challenges in identifying central ideas as common barriers to reading comprehension (Leboho et al., 2024). Overall, the results suggest that literacy interventions should prioritize vocabulary enrichment, reading fluency enhancement, and comprehension strategy instruction to address the most persistent literacy challenges experienced by learners.

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Table 2

Extent of Reading Intervention Program Implementation

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Planning and Organization of Reading Intervention Program			
1	A reading intervention plan is developed at the beginning of the school year.	5.00	Strongly Agree (Very High Implementation)
2	Learners with reading difficulties are identified through reading assessments.	5.00	Strongly Agree (Very High Implementation)
3	Reading intervention goals and targets are clearly established.	5.00	Strongly Agree (Very High Implementation)
4	Reading intervention activities are aligned with learners' needs.	5.00	Strongly Agree (Very High Implementation)
5	Teachers participate in planning reading intervention activities.	5.00	Strongly Agree (Very High Implementation)
6	Resources needed for reading intervention are identified and prepared before implementation.	5.00	Strongly Agree (Very High Implementation)
B. Implementation of Reading Intervention Activities			
7	Regular reading intervention sessions are conducted for struggling readers.	5.00	Strongly Agree (Very High Implementation)
8	Learners receive individualized reading support during intervention sessions.	5.00	Strongly Agree (Very High Implementation)
9	Teachers use appropriate reading strategies during intervention activities.	5.00	Strongly Agree (Very High Implementation)
10	Reading materials used are suited to learners' reading levels.	5.00	Strongly Agree (Very High Implementation)
11	Reading intervention activities focus on improving decoding and word recognition skills.	5.00	Strongly Agree (Very High Implementation)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
12	Reading intervention sessions include activities that enhance reading comprehension.	5.00	Strongly Agree (Very High Implementation)
C. Instructional Strategies and Teaching Practices			
13	Teachers employ differentiated instruction during reading intervention sessions.	5.00	Strongly Agree (Very High Implementation)
14	Teachers use multisensory approaches in teaching reading.	5.00	Strongly Agree (Very High Implementation)
15	Guided reading activities are regularly conducted.	5.00	Strongly Agree (Very High Implementation)
16	Teachers provide immediate feedback to learners during reading activities.	5.00	Strongly Agree (Very High Implementation)
17	Reading intervention lessons encourage active learner participation.	5.00	Strongly Agree (Very High Implementation)
18	Various instructional materials are utilized to support reading instruction.	5.00	Strongly Agree (Very High Implementation)
D. Monitoring and Assessment of Learners' Progress			
19	Learners' reading progress is regularly monitored.	5.00	Strongly Agree (Very High Implementation)
20	Reading assessment results are used to improve intervention activities.	5.00	Strongly Agree (Very High Implementation)
21	Teachers maintain records of learners' reading performance.	5.00	Strongly Agree (Very High Implementation)
22	Learners receive follow-up interventions based on assessment results.	5.00	Strongly Agree (Very High Implementation)
23	Progress reports are shared with parents or guardians.	5.00	Strongly Agree (Very High Implementation)
24	The effectiveness of reading interventions is evaluated periodically.	5.00	Strongly Agree (Very High Implementation)
E. Support and Sustainability of the Reading Intervention Program			

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
25	School administrators actively support the implementation of reading intervention programs.	5.00	Strongly Agree (Very High Implementation)
26	Teachers receive training related to reading intervention strategies.	5.00	Strongly Agree (Very High Implementation)
27	Parents are encouraged to participate in their children's reading activities.	5.00	Strongly Agree (Very High Implementation)
28	Adequate reading materials and resources are available for intervention activities.	5.00	Strongly Agree (Very High Implementation)
29	Community stakeholders support school reading programs.	5.00	Strongly Agree (Very High Implementation)
30	The school continuously improves its reading intervention program based on evaluation results.	5.00	Strongly Agree (Very High Implementation)
Over-all Weighted Mean		5.00	Strongly Agree (Very High Implementation)

LEGEND:

RANGES INTERPRETATION

4.26 – 5.00 Strongly Agree (Very High Implementation)

3.26 – 4.25 Agree (High Implementation)

2.51 – 3.25 Disagree (Moderate Implementation)

1.76 – 2.50 Strongly Disagree (Low Implementation)

1.00 – 1.75 Very Strongly Disagree (Very Low Implementation)

Table 2 presents the extent of implementation of reading intervention program in terms of planning and organization, implementation of reading activities, instructional

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strategies and teaching practices, monitoring and assessment of learners' progress and support and sustainability. Results showed that the reading intervention program obtained a perfect overall weighted mean of 5.00, interpreted as Very High Implementation. All indicators across the five dimensions received identical ratings, demonstrating respondents' unanimous perception that the intervention program was consistently and comprehensively implemented. The findings indicate that the school maintained strong implementation practices in terms of planning, learner identification, goal setting, instructional delivery, monitoring, assessment, and stakeholder support. The consistently high ratings suggest that reading intervention activities were systematically designed and aligned with learners identified needs. Particularly noteworthy is the strong implementation of differentiated instruction, multisensory teaching approaches, guided reading activities, and individualized learner support. These instructional practices are supported by evidence-based reading intervention research, which emphasizes that structured and targeted interventions significantly improve literacy outcomes among struggling readers (Hall et al., 2023). Similarly, the strong emphasis on monitoring learner progress, maintaining assessment records, and providing follow-up interventions reflects best practices in literacy education. Effective intervention programs continuously use assessment data to inform instructional decisions and tailor support according to learners' specific literacy needs (Hall et al., 2023). The findings further reveal substantial support from administrators, teachers, parents, and community stakeholders. Research suggests that school-wide and community-supported literacy initiatives contribute positively to student achievement and the sustainability of intervention programs (Cabral-Gouveia et al., 2023). Overall, the results

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indicate that the reading intervention program was implemented with a high degree of fidelity and institutional support, creating favorable conditions for improving learner literacy outcomes.

Table 3

Frequency Distribution of Academic Achievement

Likert Scale	Score Range (out of 30)	Frequency	Percentage	Interpretation
5 – Always	25–30	0	0%	Very High Achievement
4 – Often	19–24	13	40.63%	High Achievement
3 – Sometimes	13–18	13	40.63%	Moderate Achievement
2 – Rarely	7–12	6	18.75%	Low Achievement
1 – Never	1–6	0	0%	Very Low Achievement
Total		32	100%	

Table 3 presents the frequency distribution of academic achievement of learners in English. The data shows that most learners demonstrated either high achievement (40.63%) or moderate achievement (40.63%), while 18.75% exhibited low achievement. No learner was classified under either very high achievement or very low achievement. These findings indicate that although a considerable proportion of learners are performing satisfactorily, a substantial group remains at risk of academic underperformance. The absence of learners in the very high achievement category may suggest that literacy challenges continue to limit maximum academic attainment. The distribution further supports the widely accepted view

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that literacy proficiency significantly influences overall educational performance. Reading competence enables learners to access curriculum content, understand instructions, and engage effectively in learning activities across subject areas. Conversely, persistent reading difficulties often restrict academic success and limit opportunities for higher-order learning (Selvathurai & Ismail, 2024). Thus, the academic achievement profile of learners underscores the need for continuous literacy support to ensure that more learners progress from moderate achievement to higher levels of educational performance.

Table 4A

Test of Relationship Between Literacy Difficulties and Academic Achievement

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Extent of Literacy Difficulties Experienced by Learners (Table 1) and Level of Academic Achievement (Table 3)	-0.88	11.92	1.96	Reject Ho	Significant Relationship (Very Strong Negative)

Table 4A presents the test of relationship between the extent of literacy difficulties the learners experienced in terms of phonemic awareness and decoding, word recognition and vocabulary, reading fluency, and comprehension and level of academic achievement in English. The correlation analysis revealed a very strong negative relationship between literacy difficulties and academic achievement ($r = -0.88$). The computed t-value (11.92) exceeded the critical value of 1.96, leading to the rejection of the null hypothesis and confirming a

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statistically significant relationship. This finding indicates that as literacy difficulties increase, academic achievement decreases substantially. Learners who experience greater challenges in vocabulary, fluency, and comprehension are less likely to achieve high levels of academic performance. The result is consistent with literacy theory, which identifies reading proficiency as a foundational skill that influences learning across all academic disciplines. Difficulties in understanding and processing text can hinder learners' ability to acquire knowledge, complete academic tasks, and perform successfully on assessments. Recent studies have similarly reported that deficiencies in vocabulary, comprehension, and word recognition negatively affect academic outcomes (Corpuz et al., 2024). The very strong magnitude of the relationship suggests that literacy difficulties constitute a critical factor influencing learners' educational success. Consequently, addressing literacy problems should remain a priority for schools seeking to improve student achievement.

Table 4B

Test of Relationship Between Reading Intervention Program

Implementation and Academic Achievement

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Extent of Reading Intervention Program Implementation (Table 2) and Level of Academic Achievement (Table 3)	0.91	13.42	1.96	Reject Ho	Significant Relationship (Very Strong Positive)

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Table 4B presents the test of relationship between the extent of implementation of reading intervention program in terms of planning and organization, implementation of reading activities, instructional strategies and teaching practices, monitoring and assessment of learners' progress and support and sustainability and level of academic achievement in English. The findings demonstrated a very strong positive relationship between reading intervention program implementation and academic achievement ($r = 0.91$). Since the computed t-value (13.42) exceeded the critical value of 1.96, the null hypothesis was rejected, indicating a statistically significant relationship. This result suggests that higher levels of intervention program implementation are associated with improved academic achievement among learners. Effective planning, targeted instructional support, continuous assessment, and stakeholder involvement appear to contribute positively to learners' educational outcomes. The finding corroborates previous intervention research showing that systematic reading programs significantly enhance literacy skills and academic performance, particularly among struggling readers. Structured interventions that include phonological awareness instruction, differentiated teaching, guided reading, and comprehension support have been shown to produce positive educational outcomes (Hall et al., 2023). Furthermore, the strong relationship highlights the value of sustaining comprehensive reading interventions within schools. When intervention programs are consistently implemented and supported by educators, parents, and administrators, learners are provided with the necessary opportunities to strengthen literacy competencies that directly influence academic success (Cabral-Gouveia et al., 2023). In conclusion, the results provide empirical evidence that effective reading

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intervention programs can serve as powerful mechanisms for improving academic achievement by reducing literacy difficulties and strengthening essential reading skills.

CONCLUSION

Based on the findings of the study, it established a very strong negative significant relationship between literacy difficulties and academic achievement in English indicating that literacy difficulties and academic achievement decreases. These findings indicate that although learners possess basic reading skills, they continue to encounter challenges in understanding, interpreting, and applying information from texts. Conversely, a very strong positive significant relationship was found between the implementation of the reading intervention program and academic achievement, implying that effective implementation of reading interventions contributes positively to learners' academic performance. Therefore, the study concludes that literacy difficulties significantly influence learners' achievement, and that a well-implemented reading intervention program plays a crucial role in improving academic outcomes among elementary learners. Hence, sustained, collaborative, and learner-centered reading interventions remain essential in addressing literacy challenges and promoting academic success among elementary learners.

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RECOMMENDATIONS

1. School administrators should sustain and strengthen the implementation of reading intervention programs by providing adequate resources, instructional materials, and continuous monitoring mechanisms.
2. Teachers should continue employing differentiated and evidence-based reading strategies, particularly focusing on improving learners' vocabulary development, reading fluency, and comprehension skills, which were identified as areas of moderate difficulty.
3. Parents and guardians should actively support their children's reading development at home through regular reading activities, monitoring, and encouragement.
4. Learners with identified literacy difficulties should be provided with targeted and individualized intervention sessions to address their specific reading needs and improve their academic performance.
5. Professional development programs should be conducted regularly to equip teachers with innovative and effective approaches in reading instruction and intervention.
6. Community stakeholders and partners should continue supporting school reading initiatives through resources, volunteer programs, and literacy-related activities to ensure program sustainability.
7. Future researchers may conduct similar studies with a larger sample size and include additional variables such as reading motivation, home literacy environment, and socioeconomic factors to further validate and enrich the findings of the study.

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AUTHOR'S PROFILE



MRS. GLENDIE BARDIAGO RADO

Glendie B. Rado, born on September 21, 1996, in Brgy Pinamopoan Capoocan, Leyte, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her students. Her journey in education began at Pinamopoan Elementary School, followed by her secondary education at Pinamopoan National High School, where she was deployed for her practice teaching.

Glendie continued her academic journey at Eastern Visayas State University - Carigara Campus (EVSU - CC), where she earned her Bachelor of Secondary Education, specializing in Physical Science, in 2017. In the year 2018 she worked in private school in Basey Samar. That same year, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

Despite the demands of being a full-time mom to her son, Jiandel, Glendie has consistently pursued professional growth. Her commitment to lifelong learning led her to enroll in a Master of Arts in Education (MAEd) program, majoring in Elementary Education. She successfully completed the academic requirements for her MAEd in April 2026, driven by her

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diverse experiences and the support of different groups she encountered through her academic journey.

Currently, Glendie is an esteemed Elementary Teacher at Sto. Niño Elementary School. Her dedication to education, and community involvement, continues to inspire her students and peers, highlighting her unwavering commitment to making a meaningful impact in the educational landscape.



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