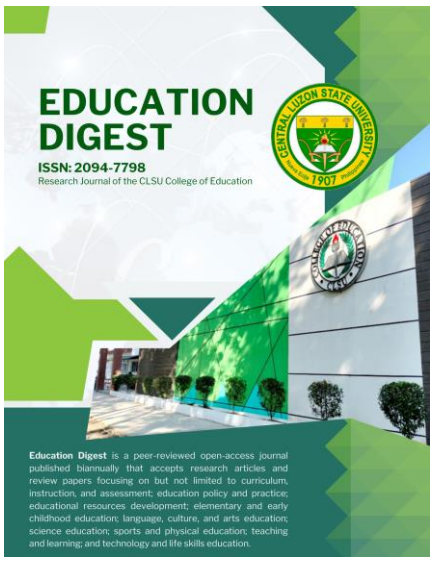

Claveria vs. Marungko: Comparative analysis of reading approaches in addressing the performance and challenges of Grade 1 pupils

Alina C. Jaranilla[1*], Romelyn T. Dacanay[2]

[1]Sta. Monica Elementary School, Puerto Princesa City, Philippines
[2]Western Philippines University, Puerto Princesa City, Philippines
[*]*Correspondence*: alina.jaranilla@deped.gov.ph

Abstract: Early literacy development is essential for academic success, and selecting practical teaching approaches is crucial in enhancing reading skills among young learners. This research focuses on how sensible the Claveria and Marungko approaches are to the reading performance of Grade 1 pupils in a Puerto Princesa City elementary school, relating it to their reading challenges. Utilizing a descriptive correlational research design, the study assesses reading performance across a sample of 200 Grade 1 pupils selected through simple random sampling and measures outcomes through structured questionnaires and statistical analyses, weighted means, Spearman's rank-order correlation, and an independent t-test. Findings indicate that while both approaches contribute to improved reading levels, the Claveria Approach identifies more pupils requiring instructional support, with key challenges centered on word recognition and comprehension. Significant correlations emerged between demographic factors and reading outcomes, with females, pupils with fewer siblings, and those with earlier birth orders showing higher reading performance. Additionally, a positive correlation was found between interest in reading and performance. At the same time, health issues and family problems showed negative associations with reading success, underscoring the need for holistic, supportive interventions in early literacy programs.

Keywords: *early literacy development, elementary education, reading challenges, reading intervention*

To cite this article: Jaranilla, A. C., & Dacanay, R. T. (2024). Claveria vs. Marungko: Comparative analysis of reading approaches in addressing the performance and challenges of Grade 1 pupils. *Education Digest, 19*(2), 59-68.

Introduction

One of the complex activities that involves several sub-components is reading. These include phonemic awareness, phonics, fluency, vocabulary, and comprehension. Mastery of these components determines reading efficiency and, subsequently, academic performance (Pesebre et al., 2024). The ability to recognize words, understand their meaning, and use that understanding effectively in diverse contexts means success for a student on the educational ladder. More than a skill, reading requires motivation. Children who do not like reading are less likely to keep practicing it long enough to become proficient readers (Shea, 2017). The consequence is underperformance in all other areas of their studies because reading is a foundation for all learning areas.

Key policies of the Department of Education (DepEd) were implemented to make a child a proficient reader; one of these policies included DepEd Order No. 45, Series of 2002, which introduced a Reading Literacy Program in Elementary Schools. This order mandated all schools to develop a school-based reading program focusing on early assessment of reading capability, diagnosing literacy, and targeted interventions to improve children's reading comprehension. Furthermore, the "Every Child A Reader" policy was introduced during the School Year 2002-2003 so that no child would be left without basic literacy skills at the end of the year (DepEd, 2002).

Despite the implemented efforts, reading performance in the Philippines remains a concern, as evident from the outcomes of National and International tests. The 2018 PISA showed that the Philippines had the lowest reading of 15-year-old performance ranking, scoring an average of 340 compared to the OECD average of 487 (OECD, 2019). This points to a more focused and practical approach to foundational levels to improve reading performance.

Policies and programs have been developed, but the evidence base remains grossly inadequate in answer to how well these policies and programs address reading proficiency in general and on these "Big Five" aspects especially. Many programs focus on these components individually, but few studies investigate their integration and effectiveness in specific, under-resourced contexts. There is a lack of research on the long-term effects of these

reading interventions on academic performance, especially in early grade levels like Grade 1. The dearth of comprehensive data that addresses the full integration of these aspects in school programs leaves a clear gap in the literature (Idulog et al., 2023; Shea, 2017).

Sta. Monica Elementary School in Puerto Princesa District II, Division of Puerto Princesa City, has been alarmed by the reading performance of its Grade 1 pupils, where students have deficiencies in phonemic awareness, phonics, fluency, and comprehension, which are vital for success in school. The school's demographic, limited resources and challenges make it an ideal locale for this inquiry because filling these gaps in reading performance can significantly impact the academic outcomes of its students by focusing solely on Sta. Monica Elementary School, this study can provide a more detailed, context-specific analysis of how targeted interventions might improve reading proficiency in underperforming primary students.

The legal basis comes from the national educational policy and the international framework manifested in the United Nations' Sustainable Development Goals, particularly SDG 4 (Quality Education). DepEd, Brigada Pagbasa, and National Reading Month initiatives remind everyone to foster reading at the initial stages of schooling. These efforts align with inclusive and equitable education for all students, especially in under-resourced schools like Sta. Monica Elementary School. For years, the early grades of Sta.

Monica Elementary School has been low in reading. Several interventions were offered, including the Claveria and Marungko approaches, but the fruit was the same. This paper surveyed those pre-reading abilities concerning phonemic awareness, phonics, fluency, vocabulary, and comprehension as a basis for discernible gaps in reading knowledge. This school-based reading program may help pinpoint existing gaps in reading. This study covers the effectiveness of reading interventions.

Theoretical Framework

One significant theory that aligns with reading instruction is Jean Piaget's Theory of Cognitive Development (Piaget, 2000), particularly in the preoperational stage (ages 2 to 7). Piaget theorized that children acquire language and reading skills during this stage by engaging with their environment through sensory and motor experiences. Regarding reading, Piaget emphasized that young children need exposure to books, repetition, and opportunities to interact with printed materials to develop foundational reading skills. This stage of development is critical as children start to grasp concepts of time, sequence, and narrative structure, but they require frequent repetition to internalize these concepts fully. For instance, rereading familiar stories helps children understand the idea of sequence and continuity, essential components of reading comprehension.

In this study, Piaget's theory is applied by recognizing that Grade 1 pupils, who are in the preoperational stage, benefit from repetitive reading strategies. Pupils can strengthen their comprehension and sequencing abilities by repeatedly engaging with reading materials. The reading performance rating form used in this study will measure the effectiveness of these strategies, identifying how repetition and exposure to reading materials impact the pupils' reading performance. This approach aligns with Piaget's assertion that cognitive development, especially in literacy, is supported through repetitive and interactive learning experiences.

Research Questions

The study inquired if Marungko and Claveria's approaches were still relevant today. Specifically, it answered the following:

(1) What is the reading performance of Grade I pupils after implementing the Marungko and Claveria approaches?

(2) What are the reading challenges encountered by Grade 1 pupils in terms of interest in reading, health conditions, word recognition, and family problems?

(3) Is there a statistical relationship between the demographical profiles of Grade 1 students and reading performance and challenges?

(4) Is there a significant difference in the reading performance between the Marungko and Claveria approaches?

(5) Is there a significant relationship between the reading performance and reading challenges the Grade 1 pupils encounter?

Methodology

Research Design and Sample

The study used descriptive correlational research, which is used to identify characteristics of specific groups and explore relationships between variables (Magulod et al., 2021). The descriptive phase describes the profile, reading

performance, and challenges of Grade 1 pupils. This study also used a correlational design to explain the correlation among the variables.

The participants were 200 Grade 1 pupils of Sta. Monica Elementary School from 12 sections. These learners were observed to experience reading difficulties and poor reading performance. They were selected to participate in the two reading approaches, in which their reading performance and challenges were described. The 200 pupil participants were selected through simple random sampling. Simple random sampling ensures that every individual in a population has an equal chance of being selected, making it particularly advantageous for homogeneous populations where uniform selection is desired (Noor et al., 2022). Table 1 shows the participant's profile.

Table 1. Demographic Profile of the Grade I Pupils

Profile Variables		Frequency (n = 200)	Percentage (%)
Sex	Male	99	49.50
	Female	101	50.50
Number of Siblings	0 (No sibling)	69	34.50
	1	45	22.50
	2	35	17.50
	3	22	11.00
	4	12	6.00
	5	17	8.50
Order of Birth	1	105	52.50
	2	36	18.00
	3	14	7.00
	4	20	10.0
	5	17	8.5
	6	8	4.0

Data Collection and Instruments

A permission letter to conduct the study was sent to the school division Superintendent of Puerto Princesa City. After it had been approved, a survey questionnaire was distributed. The teacher adviser assisted the researcher in conducting a reading assessment. The teacher adviser also used classroom assessment techniques in reading, and the provided reading material was then administered to the pupil participant.

The study utilized the Marungko Approach and Claveria Approach to assess the reading performance of Grade 1 pupils. This is to show the different reading performances of Grade 1 pupils in two different reading materials. The Marungko Approach was created in 1967 by Nooraihan Ali and Josefina Urbano, mainly to teach basic reading skills in Tagalog. To explain the sounds of the letters in the Tagalog alphabet and how to blend them to make words and concepts, they co-wrote a book titled Bumasa Tayo at Sumulat. In this study, the Marungko Approach to reading begins with letter sounds rather than names. So, it starts with the letters *m*, *s*, *a*, *l*, and *o* rather than the traditional order of the alphabet. Every page has syllables, words, sentences, and a short story to be read. Meanwhile, the Claveria Approach, which Erlinda S. Claveria introduced, "*Pananda*" is a word that pupils learn because they first get familiar with the images used to represent each syllable when teaching reading to improve the student's reading abilities. Reading materials in the Claveria Approach with familiar photos corresponding to the syllables makes it simpler for teachers to capture pupils' interest. Once the syllables and images are combined, the pupils can read words.

The Grade I pupils' reading performance was evaluated using both Marungko and Claveria reading resources through the reading evaluation form. This research study gathered data from 12 teachers/advisers as primary participants and 200 Grade 1 pupils as secondary participants to assess their reading performance. The study used a researcher-made questionnaire consisting of four parts. Part I describes the reading performances of Grade 1 pupils using different reading materials and again uses five scales: 9-10 (independent), 7-8 (instructional), 5-6 (frustration), 3-4 (slow), 1-2 (syllables), and 0 (non-readers). Part II describes the reading challenges of Grade 1 pupils answered by their teacher adviser and uses a four-point scale: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree).

It was pre-conducted for some pupils in one section excluded from the target participants from Sta. Monica Elementary School for the pilot testing of the researcher-made questionnaire. The researcher and research adviser discussed and agreed to develop the most applicable questions that the teacher and the pupil participants could answer to elicit and gather the needed information for the study. The validity of the research questionnaire was validated by a Master Teacher I of Grade 4 level from Sta. Monica Elementary School. Cronbach's alpha test was used to test the questionnaire's reliability, which was more than 0.70 for most items.

Data Analysis

Weighted mean and standard deviation were used to measure reading performance and difficulties for Grade 1 pupils. Spearman's rank-order correlation was applied to test the significant relationship between the demographic profile of Grade I pupils with their reading performance and reading challenges and their reading performance and reading challenges. On the other hand, an independent t-test was used to determine whether or not a statistically significant difference exists between the reading performances of pupils between the Marungko Approach and the Claveria Approach.

Ethical Consideration

Ethical measures were strictly followed, ensuring voluntary participation, informed consent from parents and students, and the right to withdraw at any study stage. Additionally, all data was handled strictly, and participants' privacy was protected in compliance with ethical research standards.

Results and Discussion

Reading Performance of the Grade I Pupils

Table 2 presents the reading performance of Grade I pupils at Sta. Monica Elementary School. Using the Marungko approach, data showed that 84 students are independent readers (42.0%), 53 students have an instructional reading level (26.5%), 33 students are frustrated (16.5%), 20 students are slow readers (10%), ten students are syllabic readers (5%), and no student was classified as a non-reader.

Using the Claveria method, 38.5% are independent readers, 40.5% have instructional reading levels, 8.5% have already reached the frustration level, 6% are slow readers, and 6.5% utilize syllabic readers. However, no pupil is identified as a non-reader. This indicates that many pupils can read and comprehend texts satisfactorily, regardless of the approach used.

These approaches are recommended to enhance learners' reading abilities (Anulao & Dela Cruz, 2022). However, the Claveria approach identifies a higher percentage (40.5%) of pupils needing instructional support than the Marungko approach (26.5%), suggesting that the Claveria approach may categorize more pupils as requiring guidance and support in their reading skills.

Both approaches identify pupils experiencing challenges in reading, similar to the report by Idulog et al. (2023). However, the Marungko approach categorizes a higher percentage of pupils as frustrated readers (16.5%) than the Claveria approach (8.5%), which could indicate differences in the criteria used to classify pupils as frustrated readers between the two approaches. Both approaches also identify pupils categorized as slow readers and those struggling with basic phonetic skills (syllables), with similar percentages for these categories.

The findings provide insights into the reading abilities of Grade I pupils and highlight areas where additional support and intervention may be needed. Differences in the percentages of instructional and frustration readers between the two approaches may reflect variations in the methodologies used. Educators should consider these differences when selecting or developing reading tools and interventions. The absence of non-readers in both approaches suggests that all pupils have begun developing foundational reading skills, indicating their literacy development.

Table 2. Reading performance of the Grade I pupils using the Marungko and Claveria approach.

Reading Level	Marungko Approach		Claveria Approach	
	Frequency (n = 200)	Percentage (%)	Frequency (n = 200)	Percentage (%)
Independent	84	42.00	77	38.50
Instructional	53	26.50	81	40.50
Frustration	33	16.50	17	8.50
Slow Reader	20	10.00	12	6.00
Syllables	10	5.00	13	6.50
Non-reader	0	0.00	0	0.00

Reading Challenges the Grade 1 Pupils Encountered Described by the Teacher-Participant

The teacher-participant described the Grade 1 pupils' reading challenges (Table 3). The Grade 1 pupils face various obstacles in their reading journey (Mean = 3.00). The results further agree with other literature that the difficulties of young readers in reading are multilevel (Pérez-Juárez et al., 2023). Other research studies that rely on early intervention and supportive environments for literacy development support the need to provide such interventions as soon as possible (Sanfilippo et al., 2020). Regarding challenges, providing all-inclusive involvement between

educators, communities, and other stakeholders in offering supportive environments and interventions toward meeting the needs of pupils presents a need for such challenges.

There is a fair interest in reading among Grade 1 pupils (Mean = 2.87). The top three challenges that Grade 1 pupils faced in their reading journey were digital distractions (Mean of 3.52), insufficient reading support (Mean = 3.35), and limited reading role models (Mean = 3.27). According to Pérez-Juárez et al. (2023), digital distraction is interference caused by electronic devices and online activities such as smartphones, tablets, and social media that distract pupils from reading. Children are constantly being exposed in today's digital generation to numerous technologies, which can be either helpful or harmful to their reading behavior. This implies inadequate support, guidance, and resources to enable the pupils to develop their reading skills. It may be the teacher's support, in which they have less capacity, lack of access to reading materials, or specific interventions for struggling readers. Limited reading role models are when there are few positive examples of reading behavior and habits. The role models may be parents, teachers, community members, or peers who are passionate readers and read regularly. They reveal that when pupils are intrinsically motivated and have interesting reading materials, they are interested in reading.

Health issues also challenge pupils' reading skills (Mean = 2.91). The top three health conditions are dyslexia (Mean = 3.23), mental health disorders (Mean = 3.19), and speech and language disorders (Mean = 3.17). It is unsurprising to see dyslexia at the top since it significantly affects reading and academic performance. In addition, mental health and communication and language disorders may potentially affect a child's quality of life, social relations, and academic achievement. These will illustrate the different needs and requirements of Grade 1 learners and how early intervention to address such issues would yield better support services to provide the necessary aid. Proper supportive care of pupils suffering from these disorders can further positively impact their academic achievement, social/emotional health, and personal quality of life. According to Johnston and Scanlon (2021) and Sanfilippo et al. (2020), early identification and intervention for conditions such as dyslexia can suggestively improve the reading outcomes for children.

For word recognition, the pupils experience difficulty recognizing and making sense of words (Mean = 3.08). Factors such as inadequate phonemic awareness (Mean = 3.48), lack of practice in reading (Mean = 3.46), and problems in attention (Mean = 3.23) were all contributory to difficulty in word recognition. The latter meant that the pupils probably experienced a problem when tasked to divide words into their phonemes or sounds, respectively, to build them up. However, the low reading practice levels mean the pupils are not practicing reading enough, which may be independent reading or guided reading. More critically, pupils with difficulty maintaining focus will be hindered from staying focused, maintaining concentration, and resisting distractions during reading. In all these aspects, Grade 1 pupils will likely require much more parental support and instructional input from the teachers to get basic reading skills and thus become competent readers. Issues of word recognition could be well resolved by the effective instruction of phonics along with other specified interventions, as highlighted in Chard and Osborn (2021).

Family issues further hinder reading performance among pupils (Mean = 3.12). The three highest-rated family-related challenges were lack of role models (Mean = 3.38), parental involvement (Mean = 3.33), and a supportive environment (Mean = 3.31). This suggests that family factors play a significant role in the children's welfare and academic performance. The lack of role models in the family setting may imply that Grade 1 pupils do not have healthy examples to emulate concerning behaviors, attitudes, or achievements. In that case, parental involvement must support the children's intellectual and socio-emotional growth. Indeed, a supportive environment is fundamental in a family for the children's well-being and for encouraging positive development. According to Sanfilippo et al. (2020), the support provided by the home environment has been proven to enhance children's literacy development. The home learning environment is a key determinant of children's educational development (Lehrl et al., 2020).

Table 3. Reading challenges the Grade 1 pupils encountered.

Reading Challenges	Mean	Qualitative Description
Interest in Reading	2.87	Encountered
Health Condition	2.91	Encountered
Word Recognition	3.08	Encountered
Family Problem	3.12	Encountered
Overall Mean	**3.00**	**Encountered**

Note: 3.50-4.00 = Much Encountered
2.50-3.49 = Encountered
1.50-2.49 = Slightly Encountered
1.00-1.49 = Not Encountered

Relationship between the Grade 1 Pupils' Demographic Profile with their Reading Performance

Significant correlations were found between the Grade I pupils' demographic profile and reading performance in the Marungko and Claveria approaches (Table 4). In terms of sex for both the Marungko and Claveria approaches, there

is a significant positive correlation between sex and reading performance (r_s = .188, p < .01; r_s = .203, p < .01, respectively) interpreted as highly significant, with females potentially outperforming males. A significant negative correlation exists between the number of siblings and reading performance for both approaches (r_s = -.807, p < .01; r_s = -.753, p < .01, respectively), interpreted as highly significant. This implies a correlation between having more siblings and lower reading performance. Similarly, there is a significant negative correlation between the order of birth and reading performance for both approaches (r_s = -.743, p < .01; r_s = -.625, p < .01, respectively) interpreted as highly significant. This suggests that pupils born later in birth order tend to have lower reading performance than those born earlier.

The findings indicate that all three demographic variables (sex, number of siblings, and birth order) have statistically significant relationships with reading performance, regardless of the approach used. An important effect comes from sex, a small number of siblings, and an earlier birth order within the family. The significant positive correlation between sex and reading performance, with females showing potentially higher performance, echoes numerous studies indicating females potentially perform better. This is consistent with many studies suggesting that females outperform males with literacy-related tasks (Ho & Lau, 2018). This difference may stem from various factors, including differences in learning styles. Meanwhile, the significant negative correlations between the number of siblings and birth order with reading performance are consistent with previous research on family dynamics and academic achievement (Aguboshim & Otuu, 2023). Larger family size and later birth order often correspond to decreased parental resources and attention per child, negatively impacting language and literacy development.

Table 4. Correlational analysis of Grade I pupils' demographic profile and reading performance.

Reading Challenges	Reading Performance							
	Marungko Approach				Claveria Approach			
	r_s	p-value	Decision	Interpretation	r_s	p-value	Decision	Interpretation
Sex	.188	.008	Reject H_0	Highly Significant	.203	.004	Reject H_0	Highly Significant
Number of Siblings	-.807	.001	Reject H_0	Highly Significant	-.753	.001	Reject H_0	Highly Significant
Order of Birth	-.743	.001	Reject H_0	Highly Significant	-.625	.001	Reject H_0	Highly Significant

Note: p < .01 (highly significant), p < .05 (significant), p > .05 (not significant) r_s (Spearman's-rho)

Relationship between the Demographic Profiles of Grade 1 Pupils with their Reading Challenges

Significant correlations were observed between the Grade I pupils' demographic profile and reading challenges (Table 5). Regarding interest in reading, a significant negative correlation exists between interest in reading and sex (r_s = -.239, p < .01), indicating that females may exhibit higher interest in reading than males. This is consistent with the results of Fauzan (2016), emphasizing that gender differences influence reading comprehension achievement. Meanwhile, significant positive correlations are also observed between interest in reading and both the number of siblings (r_s = .779, p < .01) and order of birth (r_s = .701, p < .01). These findings suggest that pupils with more siblings and those born earlier in birth order tend to have a greater interest in reading. This aligns with Largado et al. (2024), indicating that family environment and birth order influence children's interests and behaviors.

Similarly, a significant negative correlation exists between health conditions and sex (r_s = -.188, p < .01), indicating potential sex differences in health status affecting reading challenges, particularly with males. Quinn (2018) correspondingly found that males are more likely than females to be identified as having reading difficulties. Besides, there are significant positive correlations between health conditions and the number of siblings (r_s = .728, p < .01) and order of birth (r_s = .660, p < .01). This suggests that pupils with more siblings and those born earlier in birth order may face fewer health-related challenges impacting their reading abilities. This may relate to access to healthcare and parental attention within larger families (Yu & Yan, 2023).

About word recognition, a substantial negative correlation is seen between word recognition and sex (rs = -.175, p < .05), showing that potential sex differences of this variable can influence word recognition, thus impacting reading difficulties among Grade I students, as reported by Pagal et al. (2017). On the other hand, there are significant positive correlations between word recognition and the number of siblings (r_s = .404, p < .01) as well as the order of birth (r_s = .354, p < .01). This implies that pupils with more siblings and those born earlier in birth order tend to exhibit better word recognition skills. This may be attributed to increased exposure to language and literacy activities within larger families or interactions with older siblings (Luo et al., 2022).

In terms of family problems, there is a significant positive correlation between family problems and the number of siblings (r_s = .166, p < .05). This suggests that pupils from larger families may face slightly more family-related challenges affecting their reading abilities, which agrees with Çaliskan and Ulas (2022). However, there is no significant correlation between family problems with sex (r_s = .139, p > .05) and birth order (r_s = .134, p > .05), indicating that these profile variables may not play a significant role in the occurrence of family problems impacting

reading challenges. This does not support Alghamdi et al. (2020), who found that a learner's sex and birth order influence educational outcomes.

Table 5. Correlational analysis of the demographic profile of Grade I pupils and their reading challenges.

Reading Challenges	Demographic Profile											
	Sex				Number of Siblings				Order of Birth			
	r_s	*p*-value	Decision	Interpretation	r_s	*p*-value	Decision	Interpretation	r_s	*p*-value	Decision	Interpretation
Interest in Reading	.221	.002	Reject H_0	Highly Significant	-.765	.001	Reject H_0	Highly Significant	-.677	.001	Reject H_0	Highly Significant
Health Condition	.183	.009	Reject H_0	Highly Significant	-.730	.001	Reject H_0	Highly Significant	-.661	.001	Reject H_0	Highly Significant
Word Recognition	.130	.670	Accept H_0	Not Significant	-.289	.001	Reject H_0	Highly Significant	-.231	.001	Reject H_0	Highly Significant
Family Problem	.139	.500	Accept H_0	Not Significant	-.166	.019	Reject H_0	Significant	-.134	.059	Accept H_0	Not Significant

Note: p < .01 (highly significant), p < .05 (significant), p > .05 (not significant) r_s (Spearman's-rho)

Significant Difference in the Reading Performance between the Marungko Approach and Claveria Approach

A comparative analysis of reading performance between the Marungko and the Claveria approaches was performed (Table 6). The results show no significant difference in reading performance ($t_{(397)}$ = -.684, p > .05) between pupils who were taught using the Marungko approach (Mean = 7.31, SD = 2.39) and those who were taught using the Claveria approach (Mean = 7.47, SD = 2.28). Despite minor variations in mean scores, these differences are not statistically significant. The effect size (d = -.068) further reinforces this interpretation, indicating that any observed differences between the two approaches will likely be trivial in practical terms.

The findings of this comparative analysis have several implications for educators and policymakers. Like Boltron and Ramos (2021) and Manzalay (2019), the results suggest that the Marungko and Claveria approach equally effectively improves Grade 1 pupils' reading performance. This implies that educators can choose between these approaches based on other considerations such as resource availability, pedagogical preferences, and contextual factors. Nevertheless, the negligible effect size indicates that the choice between the Marungko and Claveria approaches may not suggestively impact educational outcomes related to reading performance. Reading interventions have been proven to support learning outcomes (Gersten et al., 2020); however, teacher expertise, classroom environment, and learner engagement may be more critical in determining the Grade I pupil's success.

Table 6. Comparative analysis of the reading performance between the Marungko and Claveria approaches.

Dependent Variable	Group	Mean	SD	Statistic (*Welch's t*)	*p*-value	Effect Size (*d*)
Reading Performance	Marungko	7.31	2.39	-.684	.494	-.068
	Claveria	7.47	2.28			

Note: (n = 200) p > .05 (not significant, accept H_o) SD = standard deviation

Relationship between the Reading Performance and Reading Challenges Encountered by the Grade 1 Pupils

Highly significant correlations were found between the Grade I pupils' reading performance and reading challenges (Table 7). In terms of interest in reading, the Grade I pupils' reading challenges regarding interest in reading significantly correlate (p < .01) to their reading performance; both the Marungko approach (r_s = -.877) interpreted as highly significant, and the Claveria approach (r_s = -.864) interpret as highly significant. This indicates that as interest in reading decreases, reading performance also decreases. This, therefore, means that what fosters a love for reading and regard for the reading act in students is an important stride toward better reading skills for pupils (Hawthorne, 2021). Educators and policymakers should thus be concerned about how to structure policies to foster a love for reading within and around the educational setting- from providing various kinds of reading material to interactive and engaging reading experiences and a reading-friendly environment at home and school.

The reading challenges of Grade I pupils regarding health conditions significantly correlate (p < .01) with their reading performance, both in the Marungko approach (r_s = -.827) highly significant and interpreted in the Claveria approach (r_s = -797) as highly significant. The strong negative correlation suggests poorer health conditions are linked to lower reading performance. This emphasizes the importance of addressing health-related barriers to learning for optimal academic achievement.

In terms of word recognition, the Grade I pupils' reading challenges regarding word recognition significantly correlate (p < .01) to their reading performance; both the Marungko approach (r_s = -.570) interpreted as highly significant and the Claveria approach (r_s = -568) interpret as highly significant. The moderate negative correlation indicates that difficulties in word recognition are associated with lower reading performance. Practical decoding skills are fundamental to comprehension, highlighting the need for targeted interventions to improve phonemic awareness

and sight word recognition. In terms of family problems, the Grade I pupils' reading challenges regarding word recognition significantly correlate ($p < .01$) to their reading performance, both in the Marungko approach ($r_s = -.312$) interpreted as highly significant and the Claveria approach ($r_s = -331$) interpret as highly significant. While the correlation is weaker than other factors, it suggests that family problems negatively impact reading performance. Addressing family dynamics and providing support can mitigate these challenges, promoting positive educational outcomes.

Overall, the findings highlight the unfavorable effects of various reading challenges on reading performance among Grade 1 pupils. These are increased interest in reading, improved health, development of word recognition skills, and support for families to achieve better literacy outcomes. Overall, the findings support the literature up to this point that indicates literacy development is a complex issue and that holistic intervention is necessary to ensure effective reading outcomes for young children (Boltron & Ramos, 2021; Idulog et al., 2023).

Table 7. Correlational analysis between the Grade 1 pupils' reading performance and reading challenges.

Reading Challenges	Reading Performance							
	Marungko Approach				Claveria Approach			
	r_s	*p*-value	Decision	Interpretation	r_s	*p*-value	Decision	Interpretation
Interest in Reading	-.877	.001	Reject H_0	Highly Significant	-.864	.001	Reject H_0	Highly Significant
Health Condition	-.827	.001	Reject H_0	Highly Significant	-.797	.001	Reject H_0	Highly Significant
Word Recognition	-.570	.001	Reject H_0	Highly Significant	-.568	.001	Reject H_0	Highly Significant
Family Problem	-.312	.001	Reject H_0	Highly Significant	-.331	.001	Reject H_0	Highly Significant

Note: $p < .01$ (highly significant) r_s (Spearman's-rho)

Conclusion and Recommendations

Conclusion

Assessing reading performance using different approaches sheds light on the literacy levels and instructional needs of Grade I pupils. While the Marungko and Claveria methods reveal similar proportions of independent readers, they diverge in identifying pupils requiring instructional support. These findings highlight the need for diverse teaching strategies to impact the multiple facets of children's learning to achieve whole literacy development across proficiencies during Grade I. *Besides*, difficulties encountered by Grade I pupils during reading will be known and appreciated by teachers, policymakers, and other stakeholders. Low interest in reading and enormous barriers presented by digital distractions and health factors are some warnings that need direct interventions for a child-friendly reading atmosphere. A collective effort at support systems and resources combined with intervention methods to address the barriers with a conducive environment that could nurture reading love is imperative.

Relevant correlations between demographic factors and reading performance indicate the intricacy of individual differences in academic achievement. Understanding how sex, number of siblings, and birth order influence reading proficiency enables educators to tailor interventions that accommodate diverse learner profiles. By recognizing these associations, educators can implement targeted strategies to support pupils' unique needs and promote equitable learning outcomes. *Also*, exploring the relationship between demographic profiles and encountered reading challenges unveils patterns that shape pupils' literacy experiences. The identified correlations underscore the importance of considering individual characteristics, such as sex, family structure, and birth order, when addressing reading difficulties. By recognizing these associations, educators can develop personalized interventions that effectively target the specific challenges faced by diverse pupil populations, fostering a supportive learning environment conducive to literacy development.

The absence of a significant difference in reading performance between the Marungko and Claveria approaches suggests that both methods yield comparable outcomes in enhancing Grade I pupils' reading skills. This finding emphasizes the need to ensure that instructional strategies are based on the alignment of those strategies with curriculum objectives, teacher expertise, and the needs of the pupils. From this, educators can choose the most appropriate teaching strategies for Grade I children. *Finally*, correlations of reading performance with encountered problems reveal the multiple nature of literacy development among Grade I pupils. By being aware of the significant contributors to reading proficiency, for example, interest in reading, health conditions, problems in word recognition, and family problems, educators can intervene at specific points to eliminate those barriers. This kind of intervention creates a learning-friendly environment that enables pupils to overcome obstacles and succeed academically.

Recommendation

The School Administrator may design and implement equitable educational policies and interventions that account for the influence of demographic factors on reading performance. Promoting gender-sensitive teaching practices and providing targeted support for pupils from diverse family backgrounds can help address disparities in literacy outcomes. *In addition*, Grade 1 teachers may develop personalized literacy programs that consider the individual

demographic profiles of Grade I pupils. Tailoring interventions to accommodate various factors can optimize educational outcomes and promote inclusive learning environments. Teachers may also develop culturally sensitive literacy interventions that account for and adapt to students' challenges depending on their demographic profiles. *Moreover*, parents may provide full support for their children at home and in school, suggesting a dual responsibility for nurturing and assisting their children's development both within the home environment and the academic setting of the school through reading practice at home for 30 minutes every night.

Conflict of Interest

The authors declare no conflict of interest.

Acknowledgments/Funding

The researchers personally funded the study and are grateful to the whole Sta. Monica Elementary School community for accommodating them.

Authorship Details

Jaranilla (75%): Concept and design, data acquisition, writing the manuscript. Dacanay (25%): Supervision, editing the manuscript.

References

Alghamdi, A., Karpinski, A. C., Lepp, A., & Barkley, J. (2020). Online and face-to-face classroom multitasking and academic performance: Moderated mediation with self-efficacy for self-regulated learning and gender. *Computers in Human Behavior, 102,* 214-222. https://doi.org/10.1016/j.chb.2019.08.018

Aguboshim, F. C., & Otuu, O. O. (2023). Examining the influence of sibling structure on academic performance: A comparative study of younger and elder siblings. *World Journal of Advanced Research and Reviews*, *18*(3), 699-710.

Anulao, L. A., & Dela Cruz, S. E. (2022). A case study of learners with dyslexia in an elementary school in the Philippines. *International Journal of Recent Advances in Multidisciplinary Topics, 3*(2), 106-116. https://journals.ijramt.com/index.php/ijramt/article/view/1798

Boltron, M. T., & Ramos, A. L. (2021). Improving beginning reading literacy through Marungko approach. *ASEAN Journal of Basic and Higher Education*, *5*(1), 1-12. https://paressu.org/online/index.php/aseanjbh/article/view/285

Çaliskan, E. F., & Ulas, A. H. (2022). The effect of parent-involved reading activities on primary school students' reading comprehension skills, reading motivation, and attitudes towards reading. *International Electronic Journal of Elementary Education, 14*(4), 509-524. https://www.iejee.com/index.php/IEJEE/article/view/1747

Chard, D., & Osborn, J. (2021). Phonics and word recognition instruction in early reading programs: Guidelines for children with reading disabilities. https://www.readingrockets.org/topics/phonics-and-decoding/articles/phonics-and-word-recognition-instruction-early-reading

Fauzan, J. (2016). Gender differences in reading comprehension achievement (A case study at Iain Syekh Nurjati Cirebon). *ELT Echo: The Journal of English Language Teaching in Foreign Language Context, 1*(1).

Gersten, R., Haymond, K., Newman-Gonchar, R., Dimino, J., & Jayanthi, M. (2020). Meta-analysis of the impact of reading interventions for students in the primary grades. *Journal of Research on Educational Effectiveness, 13*(2), 401-427. https://doi.org/10.1080/19345747.2019.1689591

Hawthorne, H. (2021). How to Promote a Reading Culture in Schools. High Speed Training Limited. https://www.highspeedtraining.co.uk/hub/how-to-promote-a-reading-culture-in-schools/

Ho, E. S. C., & Lau, K. L. (2018). Reading engagement and reading literacy performance: Effective policy and practices at home and in school. *Journal of Research in Reading, 41*(4), 657-679.

Idulog, M. V., Gadiano, R., Toledo, E., Hermosada, M., Casaldon, H., Mariposa, M. (2023). Filipino pupils' reading abilities: A note on the challenges and potential areas for improvement. *International Journal of Education and Teaching Zone, 2*(2), 233-242. https://doi.org/10.57092/ijetz.v2i2.128

Largado, A. M. S., Gonzales, P. X., Bautista, G. J. Y., & Gabriel, B. D. (2024). Implications of birth order on personality and social behavior. *Cognizance Journal of Multidisciplinary Studies 4*(3), 127-143.

Lehrl, S., Evangelou, M., & Sammons, P. (2020). The home learning environment and its role in shaping children's educational development. *School Effectiveness and School Improvement*, *31*(1), 1-6.

Luo, R., Song, L., & Chiu, I. M. (2022). A closer look at the birth order effect on early cognitive and school readiness development in diverse contexts. *Frontiers in Psychology*, *13*, 871837.

Magulod, G. C., Jr., Capulso, L. B., Delos Reyes, R. J. V., Luna, A. R. F., Orte, C. J. S., Maglente, S. S., Pentang, J. T., Olitres, B. J. D., Vidal, C. J. E., & Samosa, R. C. (2021). *How to write and publish your dissertation*. Beyond Books Publication

Manzalay, R. (2019). Utilization of ES Claveria technique in reading of grade one pupils at San Ignacio Elementary School. *Ascendens Asia Journal of Multidisciplinary Research Abstracts, 3*(2K). https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/7731

Noor, S., Tajik, O., & Golzar, J. (2022). Simple random sampling. *International Journal of Education & Language Studies*, *1*(2), 78-82. https://doi.org/10.22034/ijels.2022.162982

OECD (Organization for Economic Co-operation and Development). (2019). *PISA 2018 Results*. https://doi.org/10.1787/19963777

Pagal, C. L., Mirafuentes, J. K. A., & Ypanto, Q. C. (2017). School age gender gap in reading comprehension. *Journal of Asian Development, 3*(2), 78-102. https://www.macrothink.org/journal/index.php/jad/article/view/11079

Pesebre, R. D. P., Quicho, R. F., Collantes, L. M., Lamson, C. N., & Pentang, J. T. (2024). Effectiveness of multimedia tools in enhancing consonant-vowel-consonant reading performance and phonics interest and enthusiasm among kindergarten ESL students. *International Journal of Educational Management and Development Studies, 5*(4), 201-225. https://doi.org/10.53378/ijemds.353131

Pérez-Juárez, M. Á., González-Ortega, D., & Aguiar-Pérez, J. M. (2023). Digital distractions from the point of view of higher education students. *Sustainability*, *15*(7), 6044.

Piaget, J. (2000). Piaget's theory of cognitive development. *Childhood cognitive development: The essential readings*, *2*(7), 33-47.

Quinn, J. M. (2018). Differential identification of females and males with reading difficulties: A meta-analysis. *Reading and Writing, 31*(5), 1039-1061. https://doi.org/10.1007/s11145-018-9827-8

Sanfilippo, J., Ness, M., Petscher, Y., Rappaport, L., Zuckerman, B., & Gaab, N. (2020). Reintroducing Dyslexia: Early Identification and Implications for Pediatric Practice. *Pediatrics*, *146*(1), e20193046. https://doi.org/10.1542/peds.2019-3046

Yu, W., & Yan, H. X. (2023). Effects of siblings on cognitive and sociobehavioral development: Ongoing debates and new theoretical insights. *American Sociological Review, 88*(6), 1002-1030. https://doi.org/10.1177/00031224231210258