

UTILIZATION OF DIFFERENT READING DEVELOPMENT APPROACHES IN RELATION TO STUDENTS LITERACY COMPETENCY

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Abstract: This study focused on determining how different reading development approaches relate to the literacy competency of students at Polytechnic University of the Philippines. The research used a descriptive-correlational design involving 90 education students to examine the use of partner reading, reading clinics, and digital tools and platforms, alongside students' skills in emergent literacy, word structure, and information identification. The findings showed that these reading approaches were commonly practiced and that students generally exhibited strong literacy competencies in the identified areas. Moreover, the study found a significant positive relationship between the use of reading development approaches and students' literacy competency, suggesting that effective and consistent reading strategies help improve students reading performance. In response to the results, a program plan was developed to further improve and strengthen the implementation of reading development approaches in the classroom.

Keywords: reading development approaches, literacy competency, partner reading, reading clinics, digital tools and platforms

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Introduction

Reading is a fundamental skill that underpins all areas of learning and academic success. In the context of education, the development of students' literacy competency is essential as it enables students to understand, interpret, and critically engage with various texts. To support this, educators employ different reading development approaches designed to enhance students' reading abilities and overall comprehension skills.

According to Afflerbach (2020) these reading development approaches include a range of instructional strategies and interventions that target specific literacy skills such as vocabulary development, reading fluency, comprehension, and critical thinking. When effectively implemented, these approaches help students become more confident and independent readers, capable of constructing meaning from texts and applying what they have learned in real-life situations.

Despite the availability of various strategies, the effectiveness of these approaches largely depends on how they are utilized in the teaching and learning process. This highlights the importance of examining the utilization of different reading development approaches in relation to students' literacy competency. Understanding this relationship provides valuable insights into which strategies are most effective in improving students literacy outcomes Graham (2020). This study seeks to assess how different reading development approaches are utilized and how they relate to the literacy competency of students, with the aim of contributing to improved instructional practices and enhanced reading performance.

Background of the Study

The growing concern over students' reading proficiency has prompted educators and institutions to continuously explore effective ways of strengthening literacy development across different levels of education. In higher education settings students are expected to possess adequate reading skills that allow them to process complex academic texts, analyze information critically, and apply knowledge across disciplines. However, recent observations and assessment results in various learning contexts indicate that many students still struggle with key literacy domains such as understanding word meanings, identifying important details, and constructing coherent interpretations of texts. These challenges have led to the increasing use of structured reading development approaches such as partner reading, reading clinics, and digital learning tools as instructional support mechanisms. While these strategies are widely implemented, there remains a need to determine the extent to which they are utilized and how they contribute to the improvement

of students' literacy competency, particularly in specific academic institutions such as the Polytechnic University of the Philippines–Lopez, Quezon.

Studies and Literature

Recent studies consistently show that reading development approaches play a significant role in strengthening students' literacy competencies, particularly when instruction is interactive, collaborative, and supported by technology. Engel (2020) reported that structured early literacy interventions can significantly enhance foundational reading skills such as phonological awareness and letter recognition among learners from diverse linguistic backgrounds. In a related study, Dean (2021) investigated a partner-supported online reading intervention and found notable improvements in students' reading accuracy, comprehension, and vocabulary, especially among those with reading difficulties. Their findings highlight that partner-assisted reading promotes active engagement and provides scaffolding that supports learners in understanding complex texts.

With the increasing integration of technology in education, Klimova and Zamborova (2020) emphasized that mobile applications and ICT-based reading tools can enhance comprehension in higher education by improving accessibility and learner motivation. However, they also pointed out that the effectiveness of these digital tools depends largely on the presence of appropriate instructional strategies that guide their use.

Moreover, collaborative reading approaches have also been shown to improve comprehension performance. Chen (2020) found that students who participated in collaborative reading activities and idea-sharing discussions demonstrated better comprehension outcomes compared to those taught using traditional methods. This supports the idea that reading is strengthened through social interaction and shared meaning-making.

In the Philippine context, reading development remains an important concern due to continuing challenges in student literacy performance. Mariano (2020) found that extensive reading interventions implemented at the Polytechnic University of the Philippines contributed to improved reading speed and comprehension among learners. Their study supports the effectiveness of structured reading approaches, including guided and partner-based strategies, in enhancing literacy skills.

Similarly, Suson (2020) highlighted the importance of differentiated instruction in improving reading comprehension among Filipino learners. Their findings indicate that students perform better when teachers apply varied instructional approaches that address differences in reading ability and comprehension levels.

In addition, Dayag (2022) examined the use of electronic reading interventions (E-ARAL) and discovered that ICT-based reading programs significantly improved students' comprehension and analytical skills compared to traditional teaching methods. This reflects the growing relevance of digital tools and platforms in literacy instruction in the Philippine educational setting.

Lastly, Bernardo (2021) emphasized that reading proficiency among Filipino students is influenced by both cognitive and non-cognitive factors. They recommended the implementation of comprehensive reading interventions that integrate instructional strategies, learner motivation, and access to appropriate learning resources.

Statement of the Problem

This study aims to describe the utilization of different reading development approaches in relation to the student literacy competency at Polytechnic University of the Philippines in Lopez, Quezon.

Specifically, it seeks to answer the following questions:

1. What is the level of utilization of the different reading development approaches in terms of:

- 1.1 partner reading
- 1.2 word structure
- 1.3 digital tools and platforms
2. What is the level of literacy competency of the students in terms of the following domains:
 - 2.1 emergent literacy
 - 2.2 words and patterns
 - 2.3 information identification
3. Is there a significant relationship between the level of utilization of the different reading development approaches and the literacy competency of the students?
4. What program plan can be developed to improve the level of utilization of the different reading development approaches?

Theoretical Framework

This study is anchored with the Constructivist theory developed by Piaget (1956) who examined the utilization of different reading development approaches in relation to the student literacy competency. Constructivist theory is based on the belief that learning is an active process in which students construct new knowledge based on prior knowledge and experiences. This theory is based on the fact since students can make sense of the world around them by constructing their own meaning from the information that is available to them.

The reading development approaches play a vital role in facilitating meaningful learning experiences. When students are exposed to structured reading strategies, they are encouraged to actively engage with texts, analyze information, and connect new ideas with their existing knowledge. As a result, students are able to develop deeper comprehension and improved literacy skills. This implies that effective utilization of reading development approaches supports the enhancement of students' literacy competency by promoting active participation, critical thinking, and independent learning.

Hypothesis

The hypothesis that was tested using 0.05 level of significance was that there is no significant relationship between the level of utilization of the different reading development approaches and the literacy competency of the students.

Scope and Delimitation of the Study

The purpose of this study was to describe the utilization of different reading development approaches in relation to the student literacy competency at Polytechnic University of the Philippines in Lopez, Quezon. The researcher described the level of utilization of the different reading development approaches in terms of partner reading, reading clinics, and digital tools and platforms. On the other hand, the researcher also described the level of literacy competency of the students in terms of emergent literacy, word structure, and information identification. Based on the findings of the study, a program plan was developed to improve the level of utilization of the different reading development approaches. The respondents include 90 senior education students from the Department of Education at Polytechnic University of the Phillipines in Lopez, Quezon. The period of study was from October, 2024 to January, 2025.

MATERIALS AND METHODS

Research Design

The study employed a descriptive-correlational research design to examine the utilization of different reading development approaches in relation to students’ literacy competency. This design was appropriate since it aimed to describe the extent of implementation of reading development approaches such as partner reading, reading clinics, and digital tools, and to determine their relationship with learners’ literacy skills in terms of emergent literacy, word structure, and information identification. Data were gathered through a a researcher-made questionnaire administered to selected respondents, and statistical tools including weighted mean and Pearosn’ r were used to analyze the level of utilization and literacy competency as well as the significance of their relationship.

Locale and Population

The setting of the study was at Polytechnic University of the Philippines – Lopez Campus in Quezon. Philippines. The respondents involved 90 education students from the Department of Education.

Research Instruments

The study utilized a researcher-made survey questionnaire as the primary instrument for data collection. The questionnaire was designed to measure the level of utilization of the different reading development approaches in terms of partner reading, reading clinics, and digital tools and the level of literacy competency of the students in terms of emergent literacy, words and patterns, and noting details. The respondents rated each item in the questionnaire using a 4-point Likert scale.

RESULTS AND DISCUSSION

Problem 1. Level of utilization of the reading interventions

Table 1.
Utilization of the Reading Interventions in terms of Partner Reading

Partner Reading	Mean	Verbal Interpretation
Allow students read by pair	3.94	Fully Utilized
Design a strategy that reading context are done in twos	2.85	Utilized
Give students time to read with a partner	2.83	Utilized
Develop reading skills by pair	3.85	Fully Utilized
Build reading confidence as partners to improve motivation to read	2.82	Utilized
Over-all Mean	3.26	Utilized

Findings show that the teachers fully utilized that they allow students read by pair as seen from the mean of 3.94, followed immediately that they fully utilized developing reading skills by pair as described from the mean of 3.85, and that the teachers utilized building reading confidence as partners to improve motivation to read as indicated from the mean of 2.82.

Encouraging students to read in pairs offers a myriad of advantages for their academic and social development. Firstly, it fosters collaboration and peer learning as students engage in discussions about the text, share insights, and support each other's comprehension. This collaborative approach promotes a deeper understanding of the material through dialogue and the

exchange of ideas (Duke, 2021). Additionally, reading in pairs enhances students' communication skills as they articulate their thoughts and opinions to their partner.

Table 2. Utilization of the Reading Interventions in terms of Reading Clinics

Reading Clinics	Mean	Verbal Interpretation
Provide session of students in shifts	2.91	Utilized
Train students on how to read effectively	3.93	Fully Utilized
Facilitate seminars in effective reading	2.86	Utilized
Provide assessment to identify students reading level, strengths, and needs	3.78	Fully Utilized
Provide various reading strategy depending on the students	3.90	Fully Utilized
Over-all Mean	3.48	Utilized

Data indicates that the teachers fully utilized that they train students on how to read effectively based on the mean of 3.93, followed immediately by providing assessment to identify students reading level, strengths, and needs as seen from the mean of 3.78, and that the teachers utilized facilitating seminars in effective reading as revealed from the mean of 2.86.

Training students on how to read effectively equips them with essential skills that extend far beyond the classroom. By teaching strategies such as active reading, annotation, and critical analysis, students develop the ability to comprehend complex texts, extract key information, and engage deeply with the material (Vaughn, 2022). Effective reading skills not only enhance academic performance but also empower individuals to navigate and understand the vast array of information they encounter in everyday life. Furthermore, these skills lay a foundation for lifelong learning, enabling individuals to stay informed, make informed decisions, and continually expand their knowledge and understanding of the world around them.

Table 3. Utilization of the Reading Interventions in terms of Digital tools and platforms

Digital tools and platforms	Mean	Verbal Interpretation
Assigns reading tasks based on students identified reading abilities	3.93	Fully utilized
Use a reading software to adjusts the difficulty of tasks based on students performance	2.88	Utilized
Use audio-supported reading materials to help students practice correct pronunciation and pacing	2.99	Utilized
Utilize reading apps and animations to support comprehension	2.94	Utilized
Use game-like features to encourage students to complete reading tasks	2.80	Utilized
Over-all Mean	3.11	Utilized

It was found out that the teachers fully utilized assigning reading tasks based on students identified reading abilities based on the mean of 3.93, followed immediately that they utilized using audio-supported reading materials to help students practice correct pronunciation and pacing as seen from the mean of 2.99, and that they utilized using game-like features to encourage students to complete reading tasks as indicated from the mean of 2.80.

The utilization of reading interventions through digital tools and platforms has become an essential component of modern literacy instruction. With the rapid integration of technology in education, teachers increasingly rely on computer-assisted programs, online reading applications,

and digital learning platforms to enhance students’ reading skills. These tools provide interactive and adaptive learning environments that support individualized instruction, making reading intervention more engaging, accessible, and efficient.

Problem 2. Level of reading development of the Students

The following tables illustrate the level of reading development of the students.

**Table 4. Level of Reading Development of the Students
in Terms of Emergent Literacy**

Emergent Literacy	Mean	Verbal Interpretation
Demonstrates interest in books and reading materials	3.94	Very High
Generate solutions based on their understanding	2.98	High
Enjoying reading-related activities	2.90	High
Shows curiosity in reading books	2.95	High
Use written words or symbols to communicate	2.92	High
Over-all Mean	3.14	High

It was found out that the students are very high in demonstrating interest in books and reading materials based from the mean of 3.94, followed immediately in being very high in generating solutions based on their understanding as seen from the mean of 2.98, and that the students are high in using written words or symbols to communicate as described from the mean of 2.92.

The results indicate that students demonstrate a very high level of interest in books and reading materials, suggesting strong motivation and positive attitudes toward reading. This aligns with the view of Emergent Literacy that early engagement with print-rich materials is a foundational predictor of later reading success. According to Labarejo (2021) students who actively engage with books develop stronger concepts about print and are more likely to become successful readers because interest and exposure drive literacy growth. The results confirmed the findings of Manuel (2022) that students are at a strong emergent literacy stage, with particularly high motivation toward reading, while still developing functional symbolic communication and applied comprehension skills. This implies that continued exposure to print-rich environments and guided literacy activities may further strengthen their transition from emergent to conventional literacy development.

**Table 5. Level of Reading Development of the Students
in terms of Word Structure**

Word Structure	Mean	Verbal Interpretation
Derive meaning of words	3.82	Very high
Define words operationally	3.64	Very high
Use words appropriately	2.91	High
Generate sentences based on meaning of words	2.63	High
Recite the various types of word patterns	2.97	High
Over-all Mean	3.19	High

Data shows that the students are very high in deriving meaning of words as seen from the mean of 3.82, followed immediately in defining words operationally as indicated from the mean of 3.64, and that the students are high in generating sentences based on meaning of words based on the mean of 2.63.

The results suggest that students demonstrate strong vocabulary and word structure skills, particularly in comprehension and definition, but require further enhancement in productive language use such as sentence formation. This aligns with the findings of Paran (2020), who emphasized that vocabulary knowledge plays a crucial role in reading comprehension and word interpretation, and Nolasco (2021), who highlighted that students ability to use vocabulary in meaningful sentence construction develops more slowly and requires guided practice and reinforcement.

Table 6. Level of Reading Development of the Students in terms of Information Identification

Information Identification		Mean	Verbal Interpretation
Provide opportunity to assimilate new textual information with existing background knowledge		2.78	High
Draw own schema		2.94	High
Utilize annotation to deepen understanding		2.83	High
Comprehend, infer, and synthesize reading text		3.97	Very high
Develop accurate comprehension in reading text		3.82	Very high
Over-all Mean		3.27	High

Data reveals that the students are very high in comprehending, inferring, and synthesizing reading text based on the mean of 3.97, followed immediately that they are also very high in developing accurate comprehension in reading text as seen from the mean of 3.82, and that the students are high in providing opportunity to assimilate new textual information with existing background knowledge as described from the mean of 2.78.

The findings jived with the findings of the study of Jomocan (2020) that the students demonstrate a high level of skill in information identification, especially in terms of comprehending, inferring, and synthesizing ideas from reading texts. Results indicate that the students are capable of understanding important ideas and identifying essential information presented in the text. This suggests that they are able to analyze what they read, interpret meanings, and connect details to form reasonable conclusions. The result reflects that the students have developed effective reading abilities that support deeper understanding of textual information (Villanueva, 2022).

Problem 3. Significant relationship between the level of utilization of the different reading development approaches and the literacy competency of the students

Table 7. Significant relationship between the level of utilization of the different reading development approaches and the literacy competency of the students

Indicators	Mean	SD	Pearson r	Computed t- Value	Decision	Remarks
Level of utilization of the different reading development approaches	3.28	.83	0.73	2.014	Reject Ho	Significant
Literacy competency of the students	3.20	0.72	High Relationship			
<i>t-Critical/Tabular Value at 0.05 Level of Significance (α)= ± 1.980</i>						

The computed value of the Pearson r was 0.73 which means the two variables mentioned have high relationship. Since the computed value is positive, it implies that a direct relationship exists between the two variables. This means that the utilization of different reading interventions in remedial reading, the higher the reading performance of students. Since the computed t -value is 2.014, which is greater than the t -critical value (1.9801) and p -value is less than 5%, therefore, the decision is to reject the null hypothesis. Hence, there was a significant relationship the level of utilization of the different reading development approaches and the literacy competency of the students.

Problem 4. Program plan

The proposed program plan aims to improve the utilization of reading development approaches to enhance students' literacy competency through a structured and consistent framework for classroom implementation. While strategies such as partner reading, reading clinics, and digital tools are already used, their application is often inconsistent, affecting student learning outcomes. The program plan focuses on strengthening teachers' skills through training, workshops, and appropriate reading materials aligned with key literacy domains such as emergent literacy, word recognition, and comprehension. It also promotes collaborative and technology-based reading activities to increase student engagement and performance. Continuous monitoring and evaluation are included to ensure effective implementation and improvement of literacy outcomes.

Conclusions

Based from the findings of the study, the following conclusions are drawn:

1. The level of utilization of reading development approaches among teachers is generally high, indicating that partner reading, reading clinics, and digital tools are consistently implemented to support students' literacy development.

2. The students demonstrate a high level of literacy competency across emergent literacy, word structure, and information identification, indicating strong foundational and developing reading skills.

3. Significant relationship exists between the utilization of reading development approaches and students' literacy competency, implying that increased use of these approaches leads to improved reading performance.

4. The proposed program plan is necessary to strengthen and standardize the implementation of reading development approaches to further enhance students' literacy competency.

Recommendations

Based from the findings and conclusions of the study, the following recommendations are forwarded:

1. Teachers may sustain and further enhance the consistent use of reading development approaches by continuously updating their instructional strategies and integrating more structured and varied reading activities to maintain effective literacy support.

2. Students may utilize reading materials and guided literacy activities to further develop their emergent literacy, word structure, and information identification skills.

3. School administrators may intensify the implementation, monitoring, and support of reading development approaches, ensuring that these strategies are properly integrated into classroom instruction.

4. Curriculum planners may implement the proposed program plan as a structured framework to standardize reading development approaches, with continuous training, evaluation, and support mechanisms to ensure sustained improvement in students' literacy outcomes.

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