

The Utilization of the Reading Activities in Improving the Reading Skills of the Grade 3 Learners in Paracale District, Division of Camamrines Norte

Donna G. Era¹

¹School of Graduate Studies, University of Northeastern Philippines

ARTICLE INFORMATION	ABSTRACT
<p>Article history: Published: March 2026</p>	<p>Reading is a foundational competency that determines learners' academic progression, particularly in Grade 3 where students transition from learning to read toward reading to learn. Anchored on national literacy initiatives and the Department of Education's commitment to strengthening early-grade reading under the MATATAG Agenda and School-Based Management framework, this study examined the utilization of reading activities in improving the reading skills of Grade 3 learners in Paracale District, Division of Camarines Norte during School Year 2024–2025. Specifically, the study assessed the extent of utilization of reading activities in terms of improvement in reading comprehension, increased engagement in reading, growth in reading fluency, and teachers' perception and feedback. It further determined the extent to which these activities improved learners' decoding, vocabulary development, fluency, and comprehension skills, and tested the significance of agreement in rank orders across groups of respondents. The study employed a descriptive–evaluative–correlational research design. Total enumeration sampling included sixty-five (65) Grade 3 teachers from public elementary schools. Data were analyzed using weighted mean, rank order, and Kendall's Coefficient of Concordance (W) with corresponding chi-square tests at the 0.05 level of significance. Results revealed that the overall utilization of reading activities was Much Evident (M = 4.29), with Increased Engagement in Reading (M = 4.33) ranking highest, followed by Improvement in Reading Comprehension (M = 4.29), Growth in Reading Fluency (M = 4.26), and Teachers' Perception and Feedback (M = 4.26). No significant agreement was found in the rank orders across these domains ($p > 0.05$). In terms of impact on reading skills, the utilization of reading activities was also rated Much Evident, particularly in Decoding (M = 4.33), Fluency (M = 4.30), and Comprehension (M = 4.27), while Vocabulary Development obtained a mean of 4.00. Findings suggest that structured reading activities significantly support learners' phonemic awareness, pacing, summarization ability, and engagement in independent reading. However, areas such as inferencing, fact-versus-opinion differentiation, expressive intonation, and collaborative oral participation require further targeted interventions. The study underscores the importance of sustained stakeholder collaboration, diversified instructional strategies, and policy-driven literacy initiatives to strengthen early-grade reading outcomes.</p>
<p>Keywords: Reading Activities Reading Skills Grade 3 Learners</p>	

1. Introduction

Reading is widely recognized as a foundational skill that underpins academic achievement and lifelong learning. In the early grades, particularly in Grade 3, learners transition from the phase of “learning to read” to “reading to learn,” making this stage a critical turning point in educational development. At this level, learners are expected not only to decode words accurately but also to comprehend texts, expand vocabulary, read fluently, and engage meaningfully with diverse reading materials. When reading difficulties persist at this stage, they often cascade into broader academic challenges, affecting performance across subject areas. Consequently, structured and well-utilized reading activities are essential to ensure that learners develop the literacy competencies necessary for sustained academic success.

The Philippine educational system underscores the importance of quality and accessible education as mandated by Article XIV of the 1987 Constitution. Through the Governance of Basic Education Act of 2001 (Republic Act No. 9155) and subsequent reforms, school leaders are empowered to implement context-responsive programs aimed at improving learner outcomes. More recently, the Department of Education's MATATAG Agenda has emphasized strengthening literacy and numeracy programs as a priority intervention area. Complementary initiatives such as Brigada Pagbasa and other reading-focused interventions reflect a national commitment to addressing reading gaps through collaborative partnerships among schools, communities, and stakeholders. These policies collectively highlight the need for evidence-based approaches to literacy enhancement at the grassroots level.

Extant literature affirms that reading programs and structured interventions can significantly improve learners' reading comprehension, fluency, and engagement. Studies on Brigada Pagbasa and other reading strategies demonstrate notable gains in learners' comprehension levels, reduction in frustration-level readers, and increased instructional and independent reading capacities. Moreover, research indicates that effective reading instruction integrates cognitive and metacognitive strategies, contextualized materials, stakeholder support, and teacher professional development.

Despite these documented benefits, disparities in resource availability, instructional strategies, and stakeholder participation may influence the degree of effectiveness in different school contexts. This underscores the need to examine not merely the presence of reading programs, but the extent to which reading activities are utilized and perceived to impact learners' reading skills.

In response to these considerations, the present study assessed the utilization of reading activities in improving the reading skills of Grade 3 learners in Paracale District, Division of Camarines Norte. Specifically, it examined the extent to which reading activities enhance comprehension, engagement, and fluency, and evaluated their impact on decoding, vocabulary development, fluency, and comprehension skills. By determining the level of agreement among teacher respondents and identifying areas requiring reinforcement, the study provides empirical evidence that can inform instructional strategies, policy decisions, and stakeholder collaboration efforts.

Ultimately, strengthening the effective utilization of reading activities contributes to advancing early-grade literacy outcomes and supporting the broader goal of delivering inclusive and quality basic education.

2. Methodology

This study employed a descriptive–evaluative–correlational research design to determine the extent of utilization of reading activities and their contribution to improving the reading skills of Grade 3 learners in Paracale District, Division of Camarines Norte during School Year 2024–2025. The descriptive component was utilized to ascertain the current level of utilization of reading activities across identified domains. The evaluative aspect interpreted the magnitude of responses using standardized scale descriptors, while the correlational dimension tested the degree of agreement among respondents on the rank orders of the variables using Kendall's Coefficient of Concordance (W). The level of significance for hypothesis testing was set at 0.05.

The study was conducted in public elementary schools within Paracale District. The locale was purposively selected due to its active implementation of reading initiatives aligned with national literacy programs. The district includes big, medium, and small schools, allowing for comprehensive representation of varying instructional contexts. This setting provided an appropriate environment for examining how reading activities are utilized within diverse school conditions and resource availability.

The respondents of the study consisted of sixty-five (65) Grade 3 teachers, selected through total enumeration sampling. This method ensured complete representation of all Grade 3 teachers within the district, thereby minimizing sampling bias and enhancing the reliability of the findings. Teachers served as key informants in evaluating the extent to which reading activities were utilized and how these activities contributed to the development of learners' reading skills.

Data were gathered using a structured, researcher-developed questionnaire composed of two major parts. Part I measured the extent of utilization of reading activities in terms of improvement in reading comprehension, increased engagement in reading, growth in reading fluency, and teachers' perception and feedback. Part II assessed the extent to which reading activities improved learners' reading skills in decoding, vocabulary development, fluency, and comprehension. The instrument contained 80 items distributed evenly across the domains. Responses were rated using a five-point Likert scale. For Part I, scale descriptors ranged from "Not at All Utilized" to "Very Much Utilized," while for Part II, descriptors ranged from "Not at All Evident" to "Very Much Evident."

Prior to administration, the research instrument underwent content validation through expert review to ensure clarity, relevance, and alignment with the study objectives. Reliability testing was conducted using the Kuder–Richardson Formula 21 (KR-21) to determine internal consistency, yielding a reliability coefficient indicating that the instrument was dependable for data collection. Necessary permissions were secured from the Schools Division Office and school heads. The researcher personally administered and retrieved the questionnaires, ensuring accurate dissemination of instructions and completeness of responses. Ethical considerations such as voluntary participation, confidentiality, and proper data handling were strictly observed.

The statistical tools employed in the analysis included frequency count and percentage to describe respondent distribution, weighted mean to determine the extent of utilization and improvement, and rank order to identify relative standing among domains. Kendall's Coefficient of Concordance (W) and its corresponding chi-square test were computed to determine the significance of agreement on rank orders among respondents. Decisions regarding the acceptance or rejection of the null hypotheses were based on the 0.05 level of significance. These analytical procedures ensured objective interpretation and strengthened the validity of the study's conclusions.

3. Results and Discussions

3.1 Extent of the Utilization of Reading Activities

Table 1: Summary of the Extent of Utilization of Reading Activities

Dimension	Weighted Mean	Interpretation	Rank
Increased Engagement in Reading	4.33	Much Evident	1
Improvement in Reading Comprehension	4.29	Much Evident	2
Growth in Reading Fluency	4.26	Much Evident	3.5
Teachers' Perception and Feedback	4.26	Much Evident	3.5
Overall Mean	4.29	Much Evident	

Table 1 reveals that the overall utilization of reading activities in Grade 3 classrooms was rated Much Evident (M = 4.29). Increased Engagement in Reading obtained the highest mean (M = 4.33), indicating that structured reading sessions, storytelling activities, and interactive materials effectively foster learners’ interest and motivation to read. Teachers observed that learners demonstrated enthusiasm in independent reading and participated actively in reading discussions, reflecting the motivational impact of diversified reading strategies.

Improvement in Reading Comprehension (M = 4.29) ranked second, suggesting that reading activities significantly enhance learners’ ability to identify main ideas, sequence events, summarize texts, and connect prior knowledge with new information. Growth in Reading Fluency (M = 4.26) and Teachers’ Perception and Feedback (M = 4.26) further confirm that repeated reading exercises, guided reading strategies, and interactive approaches positively influence learners’ pacing, pronunciation, and confidence. The consistent “Much Evident” ratings across all dimensions indicate that reading activities are systematically integrated into instruction and contribute meaningfully to literacy development.

3.2 Test of Significant Agreement on Utilization

Table 2: Kendall’s Coefficient of Concordance (W) on Utilization of Reading Activities

Dimension	Kendall’s W	χ^2 Value	p-value	Decision
Improvement in Reading Comprehension	0.44	13.20	>0.05	Not Significant
Increased Engagement in Reading	0.33	8.91	>0.05	Not Significant
Growth in Reading Fluency	0.55	14.85	>0.05	Not Significant
Teachers’ Perception and Feedback	0.48	14.40	>0.05	Not Significant

The results show that no significant agreement was found in the rank orders of the extent of utilization of reading activities (p > 0.05). Although moderate concordance values were observed, particularly in Growth in Reading Fluency (W = 0.55), the computed chi-square values did not exceed the critical value at the 0.05 level. This indicates variability in perceptions among respondents regarding the relative prominence of each domain. Such variation may stem from differences in instructional approaches, resource availability, and classroom contexts across schools.

3.3 Extent of the Utilization of Reading Activities in Improving Reading Skills

Table 3: Summary of the Extent of Improvement in Reading Skills

Reading Skill	Weighted Mean	Interpretation	Rank
Decoding	4.33	Much Evident	1
Fluency	4.30	Much Evident	2
Comprehension	4.27	Much Evident	3
Vocabulary Development	4.00	Much Evident	4
Overall Mean	4.23	Much Evident	

Table 3 presents the perceived impact of reading activities on learners’ reading skills. Decoding ranked highest (M = 4.33), indicating that phonemic awareness exercises, blending activities, and guided reading significantly improved learners’ ability to recognize letter-sound relationships and decode unfamiliar words. Fluency (M = 4.30) followed closely, reflecting improvements in pacing, accuracy, and oral reading confidence through repeated and choral reading exercises.

Comprehension (M = 4.27) also demonstrated substantial gains, particularly in summarizing texts, making predictions, and identifying main ideas. Vocabulary Development (M = 4.00), while still rated Much Evident, ranked lowest, suggesting the need for more intensified vocabulary enrichment strategies such as contextual analysis and explicit word instruction. The findings collectively affirm that structured reading activities contribute positively to foundational literacy competencies.

3.4 Test of Significant Agreement on Improvement of Reading Skills

The analysis of agreement on the rank orders of reading skill improvement likewise yielded no significant agreement (p > 0.05). This indicates that while all skill areas were positively rated, respondents differed in their perception of which specific skill benefited most from the reading activities. Such variation may reflect classroom-level instructional emphases or learner diversity in literacy needs.

The results affirm that the utilization of structured reading activities significantly contributes to the development of Grade 3 learners’ literacy skills. Engagement emerged as the most pronounced outcome, suggesting that motivation and active participation serve as catalysts for skill acquisition. The strong rating in decoding highlights the effectiveness of phonics-based and guided reading interventions in strengthening foundational reading competencies, which are critical at the Grade 3 level.

However, the absence of significant agreement across rank orders implies that instructional practices and contextual variables influence perceived effectiveness. Differences in resource availability, teacher training, and learner readiness may account for this variability. Furthermore, the comparatively lower rating in vocabulary development underscores the need for targeted interventions that explicitly address lexical expansion and contextual word use.

Overall, the findings reinforce the importance of sustained, diversified, and evidence-based reading strategies to enhance early-grade literacy. While the reading activities were generally rated as Much Evident in improving reading skills, continuous professional development, stakeholder collaboration, and resource support are essential to elevate outcomes from “Much Evident”

to “Very Much Evident.” These results provide empirical support for strengthening literacy initiatives under national and local education reform frameworks.

4. Conclusions and Implications

4.1 Conclusions

The findings of this study demonstrate that the utilization of reading activities in Grade 3 classrooms in Paracale District is consistently evident and contributes meaningfully to the development of learners’ reading skills. Across all examined domains—improvement in reading comprehension, increased engagement in reading, growth in reading fluency, and teachers’ perception and feedback—the extent of utilization was rated Much Evident. Increased engagement emerged as the most prominent dimension, suggesting that structured, interactive, and varied reading activities effectively foster learners’ motivation and participation. This motivational component appears to serve as a foundational driver in strengthening other literacy competencies. The study further concludes that reading activities substantially support the development of core reading skills, particularly decoding and fluency. The strong ratings in decoding indicate that phonemic awareness, blending exercises, and guided reading strategies effectively enhance learners’ ability to recognize and pronounce words accurately. Improvements in fluency reflect gains in pacing, confidence, and automaticity, while comprehension skills also showed notable enhancement through summarization, prediction, and main idea identification. Although vocabulary development was positively rated, it ranked lowest among the skill areas, indicating that lexical expansion and contextual word mastery may require more focused instructional interventions.

Despite the overall positive ratings, no significant agreement was found in the rank orders of the domains across respondents. This suggests variability in perceptions regarding which aspects of reading activities are most impactful. Such differences may be attributed to contextual factors including classroom practices, instructional emphasis, learner diversity, and resource availability. Nonetheless, the uniformly positive mean scores affirm that reading activities, when systematically implemented, contribute significantly to early-grade literacy development.

Overall, the study concludes that structured reading activities function as an effective instructional mechanism in strengthening foundational literacy skills among Grade 3 learners. However, maximizing their impact requires consistent implementation, targeted vocabulary instruction, and sustained support systems. The findings reinforce the critical importance of early literacy interventions in ensuring academic readiness and long-term educational success.

4.2 Implications

The results of this study carry important implications for instructional practice, educational leadership, and policy development. At the classroom level, teachers are encouraged to sustain and diversify reading activities that actively engage learners while reinforcing decoding, fluency, and comprehension skills. Given the relatively lower rating in vocabulary development, educators may integrate more explicit vocabulary instruction strategies, contextual analysis exercises, and word-rich classroom environments to strengthen lexical growth. Continuous formative assessment practices may also help identify specific learner needs and guide differentiated instruction.

For school leaders, the findings highlight the necessity of fostering a supportive literacy culture within schools. Administrators may allocate resources toward reading materials, classroom libraries, and professional development workshops focused on literacy instruction. Strengthening collaborative planning sessions among teachers can also facilitate the sharing of effective reading strategies and best practices. Moreover, monitoring and evaluation systems may be established to track literacy outcomes and ensure alignment with school improvement goals.

At the policy level, the study underscores the relevance of sustained literacy initiatives under national frameworks such as the MATATAG Agenda and School-Based Management. Policymakers may consider reinforcing community-based literacy programs, enhancing stakeholder participation, and ensuring equitable distribution of instructional resources across schools. Partnerships with local government units, parent organizations, and community stakeholders can further promote a reading culture that extends beyond the classroom, thereby sustaining literacy development at home and in the community.

Finally, the study suggests directions for future research, including longitudinal investigations on the long-term impact of reading activities on academic performance, comparative analyses across districts, and qualitative studies exploring learner perspectives on reading engagement. By advancing empirical inquiry and strengthening collaborative efforts among educators and stakeholders, the educational system can further enhance the effectiveness of early-grade literacy programs and ensure that learners acquire the foundational reading competencies necessary for lifelong learning.

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