

## Effectiveness levels of the Marungko and Claveria approaches in teaching reading as assessed by teachers in the Third Congressional District of Quezon

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### Abstract

**Aim:** The main purpose of the study was to determine the effectiveness of the Marungko and Claveria Approaches in teaching reading, as assessed by teachers in the Third Congressional District of Quezon.

**Methodology:** The study employed a descriptive research method to assess the effectiveness of the Marungko and Claveria approaches in enhancing Grade 3 learners' reading abilities in the Third Congressional District of Quezon. The population consisted of 280 Grade 3 teachers, with a sample size of 163 selected using random sampling. A researcher-developed survey questionnaire, validated through expert review and pilot testing, was used. Data collection involved Google Forms, with statistical analysis using mean scores to determine effectiveness and challenges.

**Results:** The study confirms the Marungko and Claveria approaches are highly effective in enhancing reading instruction, with strong parental involvement, localized materials, and multisensory strategies being key strengths. Learners showed improved confidence and readiness for comprehension supported by flexible, cost-effective, and structured instructional materials. However, challenges include difficulties with learners with special needs, inadequate materials, and classroom management issues. Additional factors like student motivation, limited administrative support, and low parental involvement impact long-term success. At General Luna Central Elementary School, 27.08% of learners are non-readers in Filipino and 34.81% in English, due to limited strategies and support. These findings led to proposing Project I-HEART, targeting reading proficiency through interventions, teacher support, and home-school collaboration.

**Conclusion:** The study concludes that the Marungko and Claveria approaches are highly effective in enhancing reading instruction, strengthening teacher practices, and promoting learner confidence, comprehension, and sequential learning. These approaches provide a strong foundation for reading development with flexible, well-structured materials. Project I-HEART is proposed to provide targeted interventions, teacher support, and home-school collaboration.

**Keywords:** *Claveria Approach, Instructional Materials, Learner Readiness, Marungko Approach, Reading Instruction, Teacher Competency.*

### INTRODUCTION

Literacy proficiency is essential for achieving the fourth Sustainable Development Goal by 2030 on a global scale (Idulog et al., 2023). Among the four components of literacy, reading is a fundamental skill that children must develop. Proficiency in reading is crucial for acquiring competencies across various fields in 21st-century education (Cadiz-Gabejan & Quirino, 2021). It also plays a vital role in cognitive development, critical thinking, and problem-solving, which are essential for navigating a knowledge-driven society (Rachuri, 2024). Strengthening reading instruction through evidence-based approaches is key to addressing literacy gaps and promoting inclusive, equitable education. Phonics-based approaches, guided reading, and differentiated instruction effectively support literacy development by bridging learning gaps, enhancing fluency, and improving comprehension.

The impact of reading interventions varies across countries. In the United States, phonics-based approaches such as the Response to Intervention (RTI) model have improved early literacy, especially among struggling readers (Kim et al., 2020). In the United Kingdom, systematic synthetic phonics has led to better reading outcomes (Glazzard & Stokoe, 2025), while in Australia, the MultiLit program has proven effective in improving reading fluency and

comprehension (Wheldall & Beaman, 2020). In Asia, reading interventions reflect national priorities and language contexts.

In Singapore, the Structured Literacy Approach, including the Early Literacy Intervention Programme, has improved early reading skills. Meanwhile, Japan emphasizes extensive reading and kanji recognition through initiatives like the Yomiyasusa Program (Otsuka & Murai, 2021). In China, large-scale literacy interventions, implemented both at home and in schools—exemplified by the iRead Project—have been designed to enhance early reading and language development across diverse linguistic and sociocultural contexts (Guo et al., 2023).

In the Philippines, several reading interventions have been implemented to address persistent literacy challenges among early-grade learners. These include the Early Language, Literacy, and Numeracy (ELLN) Program; the Brigada Pagbasa (DepEd, 2021); Every Child a Reader Program, and the Marungko and Claveria Approaches (Llego, 2020; Pooten, 2020). Furthermore, the Department of Social Welfare and Development (DSWD) and the Department of Education (DepEd) have collaborated on the “Tara, Basa!” Tutoring Program for Literacy.

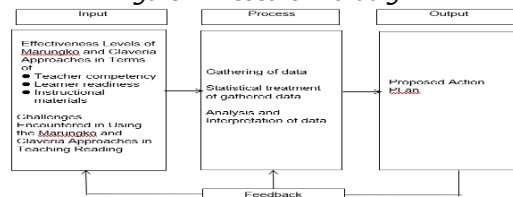
Despite these initiatives, however, early-grade learners in the Philippines still ranked the lowest in reading performance among PISA-participating countries. Furthermore, the 2018 PISA results showed that the Philippines had the lowest score in reading comprehension among 79 participating countries (San Juan, 2019). Additionally, according to the World Bank and UNESCO (2022), at least 90% of Filipino children aged 10 have trouble in reading and understanding age-appropriate text.

This study examined the effectiveness of the Marungko and Claveria Approaches in enhancing the reading proficiency of Grade 3 learners in the Third Congressional District of Quezon. Marungko emphasizes phonemic awareness by introducing letter sounds before letter names, beginning with frequently used letters (e.g., m, s, a, l). Claveria complements this approach by using visual cues and familiar images to reinforce syllable recognition and word formation. Combined, these methods support both non-readers and struggling readers. Together, they address auditory and visual learning styles, making reading more accessible to diverse learners.

Theoretically, this study contributes to the understanding of how phonics-based approaches can be tailored to support literacy development in linguistically diverse contexts. The findings have policy implications for refining reading instruction guidelines, informing teacher training programs, and curriculum development to enhance literacy outcomes. Additionally, the study's results can inform teacher development and instructional practice by providing evidence-based strategies for supporting struggling readers and promoting inclusive learning environments.

While previous studies have explored various strategies for enhancing reading proficiency, limited research has studied the effectiveness of the combined Marungko and Claveria Approaches, particularly among Grade 3 learners in the Third Congressional District of Quezon. This gap underscores the need for a focused examination of these intervention programs to determine their impact on reading outcomes in this specific educational context.

Figure 1. Research Paradigm



The study adopted the Input-Process-Output (IPO) model to structure its framework. Within the input phase, key contextual and learner-specific information was gathered to establish a foundation for analysis. This included the Effectiveness Levels of the Marungko and Claveria Approaches in terms of teacher competence, learner readiness and instructional materials. Additionally, the input captured teacher-reported challenges encountered in implementing the Marungko and Claveria reading interventions. These challenges—spanning instructional limitations, learner preparedness, and resource constraints—served as critical indicators for examining the feasibility and contextual fit of the two approaches.

To achieve the intended outcomes of the study, the gathered data underwent a systematic process of organization, statistical analysis, and interpretation. Quantitative responses from teachers regarding the effectiveness of the Marungko and Claveria Approaches were subjected to descriptive and inferential statistical methods to identify patterns, trends, and relationships among variables. The inputs, particularly those related to instructional challenges, were categorized and examined to provide contextual insights into implementation barriers. This analytical phase ensured that raw data were transformed into meaningful findings, enabling a comprehensive evaluation of the reading interventions in relation to learner progress and instructional feasibility.

In conclusion, the findings of the study served as the basis for the output, which was an action plan. This was the final point of discussion.

The research procedure is refined, and accurate findings are guaranteed by the feedback loop in this study. Participants' feedback and preliminary data are employed to modify methodologies and align observations with actual classroom experiences. The validity of the study is further enhanced by this ongoing refinement, which offers more actionable insights for policymakers and educators.

### Statement of the Problem

Despite efforts to improve literacy rates, Grade 3 learners in the Third Congressional District of Quezon continue to struggle with reading proficiency, reflecting broader national concerns highlighted by the 2018 PISA results. The Marungko and Claveria Approaches, phonics-based reading interventions, have been implemented to address these challenges, yet their effectiveness remains undocumented. This study aimed to assess the effectiveness levels of these approaches in teaching reading, identifying specific challenges and informing evidence-based decisions to enhance instructional practices and policies.

### General Objective

To assess the effectiveness of the Marungko and Claveria approaches in enhancing Grade 3 learners' reading abilities in the Third Congressional District of Quezon.

### Specific Objectives

1. Determine the effectiveness levels of the Marungko and Claveria Approaches in improving reading comprehension, fluency, and engagement among Grade 3 learners in the Third Congressional District of Quezon.
2. Identify the challenges faced by teachers in implementing these approaches, including teacher competence, learner readiness, and instructional materials.
3. Analyze the relationship between the effectiveness levels and challenges to inform evidence-based recommendations for reading instruction.

### Research Questions

1. What are the effectiveness levels of the Marungko and Claveria Approaches in teaching reading to Grade 3 pupils in the Third Congressional District of Quezon as assessed through:
  - Teacher implementation effectiveness
  - Learner engagement and participation
  - Reading comprehension and fluency outcomes
2. What specific challenges do teachers encounter in implementing these approaches, and how do these approaches, and how do these challenges impact reading instruction.?
3. What are the implications of the study's findings for improving reading instruction and policies in the Third Congressional District of Quezon?

## METHODOLOGY

### Research Design

The study employed descriptive research methods. The descriptive research method is appropriate for studying the effectiveness of the Marungko and Claveria approaches because it allows for a systematic assessment of how these methods impact learners' reading abilities. It focuses on observing, describing, and analyzing current conditions without manipulating variables, making it suitable for evaluating instructional strategies in real classroom settings. Descriptive research is defined by Shinija (2024) as a method that entails seeing, delineating, and recording elements of a certain subject or phenomenon in their natural state, without altering the environment or factors. It is employed to collect comprehensive, factual data regarding current conditions or relationships to enhance understanding and analysis of certain situations.

By using this method, the study gathers data on students' reading progress, engagement, and comprehension when exposed to the Marungko and Claveria approaches. It also identifies patterns, strengths, and areas for improvement based on teacher observations, student performance records, and survey responses (Hassan, 2024). Moreover, descriptive research offers valuable insights into how these approaches shape literacy development, enabling

educators and policymakers to make informed decisions about reading instruction. As a foundation for scientific inquiry and educational research, descriptive analysis addresses fundamental questions and highlights trends, measures, and variations.

### Population and Sampling

The population of the study consists of 280 Grade 3 teachers in the Third Congressional District of Quezon. Establishing an appropriate sample size is essential to uphold the validity, reliability, and generalizability of the study's findings. A well-defined sample enhances representativeness, minimizes sampling errors, increases statistical power, and optimizes resources. It allows for accurate and cost-effective data collection while ensuring that the findings can be confidently applied to the broader population. To achieve this, the researcher used the Raosoft Sample Size Calculator to determine the appropriate sample size for the study.

The Raosoft Sample Size Calculator was used with a 5% margin of error. First, the total population size 280 was entered into the calculator, representing the number of individuals from which the sample would be drawn. Next, a 5% margin of error was selected to ensure the study's findings remained accurate while allowing for a reasonable level of variability. A 95% confidence level was then chosen, meaning the results would be statistically reliable 95 times out of 100. The response distribution was set at 50%, the most conservative estimate when prior response trends are unavailable. After entering these values, the calculator generated the recommended sample size 163, ensuring that the study would have enough respondents to accurately represent the population. This process helped maintain statistical reliability while balancing feasibility and efficiency in data collection.

**Table 1. Population and Sample Size of Respondents**

Municipalities	Population	Sample Size
Agdangan	7	4
Buenavista	22	13
Catanauan	41	24
General Luna	15	9
Macalelon	16	9
Mulanay	40	23
Padre Burgos	10	6
Pitogo	13	8
San Andres	27	16
San Francisco	43	25
San Narciso	30	17
Unisan	16	9
Total	280	163

### Research Instruments

The research instrument used in this study was a researcher-developed survey questionnaire designed to collect pertinent data aligned with the objectives of the study. It was composed of two major parts to ensure a comprehensive assessment of the variables under investigation. The first part measured the level of effectiveness of the Marungko and Claveria approaches in teaching reading to Grade 3 learners in the Third District of Quezon. Respondents assessed the effectiveness of these approaches using a five-point Likert scale ranging from very high to very low. The effectiveness of the Marungko and Claveria approaches was measured using a five-point scale. This scale facilitated a systematic and quantifiable evaluation of teachers' perceptions regarding the influence of these approaches on pupils' reading development.

### Content Validation

The questionnaire underwent a two-step validation process to ensure clarity, accuracy, and reliability. First, the instrument was reviewed by three experts, all of whom hold doctoral degrees, who evaluated the items for clarity of wording, grammatical accuracy, and potential ambiguity. Based on their feedback, necessary revisions were made to improve the overall coherence and comprehensibility of the questionnaire.

### Reliability Testing

A pilot test was conducted to further establish the reliability of the instrument. The questionnaire was administered to 30 Grade 3 teachers from General Luna Central Elementary School, who were not included in the final sample to avoid bias. Data obtained from the pilot test was used to refine the instrument prior to its final administration. Internal consistency reliability was assessed using Cronbach's alpha. The results indicated high reliability across the measured variables, with alpha coefficients of 0.8902 for Teacher Competency, 0.8895 for Learner Readiness, and 0.8567 for Instructional Materials, demonstrating that the instrument was reliable for data collection.

### Data Collection Procedure

The data gathering procedure followed a systematic process to ensure accuracy, reliability, and ethical conduct. Permissions were secured from the University Research Ethics Committee and DepEd officials. Grade 3 teachers were selected using random sampling, and informed consent was obtained. Data were collected from July to September 2025 via Google Forms, which allowed efficient distribution, automatic data collection, and minimized errors. Respondents were given ample time to complete the survey, and follow-up reminders were sent to ensure a high response rate. The collected data were reviewed, encoded, and prepared for statistical analysis.

### Treatment of Data

This part outlines the methods and techniques used to analyze the collected data, ensuring accurate interpretation and meaningful conclusions aligned with the study's objectives.

**Mean.** The mean was used to determine the effectiveness levels of the Marungko and Claveria approaches. The formula applied in computing the mean is:  $\bar{X} = \frac{\sum X_n}{n}$

The mean was also employed to identify the challenges encountered by Grade 3 teachers in implementing the Marungko and Claveria approaches as reading interventions, using the same formula above.

### Ethical Considerations

The study ensured voluntary participation of Grade 3 teachers, who were informed about the purpose and objectives before providing consent. Confidentiality and anonymity were maintained by not collecting identifying information and using coded data. Data were stored securely in password-protected files and Google Drive, accessible only to the researcher, and will be deleted after the study's completion.

## RESULTS and DISCUSSION

This section presents and analyzes the findings of the study. The results are organized based on the research questions and objectives. Interpretations are provided to give insight into the effectiveness of the interventions and their implications for early literacy instruction.

### 1. Effectiveness Levels of the Marungko and Claveria Approaches in Teaching Reading as Assessed Through Teacher Competency, Learner Readiness, and Instructional Materials

**Table 2: Effectiveness Levels of the Marungko and Claveria Approaches in Teaching Reading as Assessed Through Teacher Competency**

	Indicator	Mean	Verbal Interpretation
1	Teachers using the Marungko approach demonstrate improved competency in teaching phonemic awareness, as it focuses on letter sounds before letter names, making decoding easier for early readers.	4.66	Very High
2	Both approaches require teachers to implement a well-organized and sequential reading instruction method, improving their ability to systematically introduce sounds, syllables, and words.	4.66	Very High
3	Teacher a trained in both approaches become more adept at adjusting their instruction based on learners' reading progress, ensuring differentiated and responsive teaching.	4.66	Very High

4	The step-by-step nature of both approaches helps teachers manage classroom instruction efficiently, reducing disruptions and enhancing student engagement in reading activities.	4.66	Very High
5	The structured progression of these approaches enables educators to organize instructional delivery more efficiently, reduce disruptions, and promote increased learner participation during reading sessions.	4.52	Very High
6	Teachers gain competency in using visual, auditory, and kinesthetic methods, making reading instruction more engaging and effective for diverse learners.	4.67	Very High
7	Educators using these approaches develop stronger assessment skills, as they consistently monitor students' phonemic awareness and reading fluency to adjust their teaching strategies accordingly.	4.66	Very High
8	The structured progression of sounds in the Marungko and Claveria approaches builds teachers' confidence in facilitating reading lessons and addressing learners' difficulties.	4.62	Very High
9	Teachers using both approaches develop better skills in engaging parents in literacy activities at home by providing clear instructions on how to support their children's reading development.	4.68	Very High
10	Teachers become more effective in designing and using contextualized reading materials that align with the Marungko and Claveria phonics progression, enhancing reading comprehension and fluency.	4.68	Very High

**Legend:** "Very Low (1.00 – 1.50)", "Low (1.51 – 2.50)", "Moderate (2.51 – 3.50)", "High (3.51 – 4.50)", "Very High (4.51 – 5.00)"

Table 2 presents the levels of effectiveness of the Marungko and Claveria approaches in teaching reading, as assessed through teacher competency. The data indicate that all indicators were rated "Very High," with the top three being: Teachers provide clear guidance to involve parents in supporting home-based reading activities ( $M = 4.68$ ), Teachers design reading resources aligned with phonics progression to boost comprehension and fluency ( $M = 4.68$ ), and Teachers apply visual, auditory, and kinesthetic techniques to improve learner engagement and effectiveness ( $M = 4.66$ ). These consistently high ratings suggest that the approaches significantly enhance teachers' skills, particularly in promoting learner engagement and delivering contextually relevant instruction. The findings align with the principles of learner-centered pedagogy, which emphasize community involvement and the use of culturally responsive materials to support early literacy development (Bremner et al., 2022).

On the other hand, the lowest-rated indicators, though still interpreted as "Very High," suggest that the structured progression of these approaches helps educators streamline instruction and minimize disruptions ( $M = 4.52$ ), the sound progression in the Marungko and Claveria approaches boosts teachers' confidence in delivering reading lessons and supporting struggling learners ( $M = 4.62$ ), and the step-by-step design of both approaches enables efficient instruction, fewer disruptions, and improved student engagement in reading ( $M = 4.64$ ). The slightly lower mean scores in these areas may suggest that while the Marungko and Claveria approaches provide substantial support in content delivery and material use, there remains room for further enhancement in foundational teaching competencies. These insights highlight the importance of continuous professional development that addresses both pedagogical strategies and classroom leadership.

These results align with the findings of Marchee and Joje Mar (2022), who emphasized that contextualized reading interventions like the Marungko and Claveria approaches are effective in enhancing teacher confidence, instructional creativity, and learner engagement, especially when supported by localized and multi-sensory materials. The strong parental involvement outcomes also support the idea that community-based strategies improve literacy development, as echoed in the work of Pada (2024), who found that parental participation significantly boosts early reading success in public schools.

However, the slightly lower ratings in classroom management suggest a potential gap, as identified by Trinidad (2020) who noted that while reading interventions often focus on instructional content, they sometimes overlook the behavioral and classroom control aspects. Thus, while the results affirm the overall effectiveness of the Marungko and Claveria approaches, they also highlight the need for integrated training programs that strengthen content delivery.

**Table 3: Effectiveness Levels of the Marungko and Claveria Approaches in Teaching Reading as Assessed Through Learner Readiness**

	Indicator	Mean	Verbal Interpretation
1	The Marungko approach enhances learners' ability to recognize and manipulate letter sounds, making them more prepared for reading instruction.	4.57	Very High
2	Both approaches introduce letters and sound systematically, allowing learners to progress at a manageable pace and build confidence in reading.	4.68	Very High
3	The phonics-based instruction in the Marungko and Claveria approaches helps learners recognize words more easily, improving their readiness for reading comprehension.	4.60	Very High
4	The structured nature of these approaches helps learners develop better concentration skills, ensuring they stay engaged during reading lessons.	4.62	Very High
5	Learners become more capable of blending sounds to form words, which strengthens their ability to read unfamiliar words independently.	4.62	Very High
6	The step-by-step introduction of sounds and syllables in both approaches support memory retention, making it easier for learners to recall and apply reading skills.	4.60	Very High
7	By using engaging and interactive strategies, the Marungko and Claveria approaches foster a positive learning experience, encouraging learners to enjoy reading.	4.67	Very High
8	Since learners develop strong phonemic awareness early on, they are better prepared to understand and interpret texts as they progress in their reading journey.	4.69	Very High
9	The structured reading instruction in these approaches helps learners develop a solid foundation in both oral and written language, improving their overall literacy skills.	4.63	Very High
10	As learners experience success in decoding and recognizing words, they become more confident and eager to participate in reading activities.	4.71	Very High
	Overall Mean	4.63	Very High

**Legend:** "Very Low (1.00 – 1.50)", "Low (1.51 – 2.50)", "Moderately High (2.51 – 3.50)", "High (3.51 – 4.50)", "Very High (4.51 – 5.00)"

Table 3 presents the levels of effectiveness of the Marungko and Claveria approaches as assessed through learner readiness. The findings indicate that these approaches are perceived to be highly effective, particularly in enhancing learners' confidence in reading ( $M = 4.71$ ), which emerged as the highest-rated indicator. This suggests that the interventions play a significant role in building learners' self-assurance, an essential factor in sustaining engagement in reading activities. Other highly rated indicators include increased readiness for comprehension ( $M = 4.69$ ) and the promotion of gradual and sequential learning ( $M = 4.68$ ). These results highlight the effectiveness of the approaches in preparing learners not only to decode words but also to comprehend texts more effectively.

On the other hand, although still interpreted as highly effective, the lowest-rated indicators—early development of phonetic awareness ( $M=4.57$ ), stronger word recognition skills ( $m=4.60$ ), and better retention and recall ( $M=4.60$ )—suggest that foundational reading skills, while addressed by the program, may require additional emphasis. These areas are crucial for the initial stages of reading development, and the slightly lower scores imply the need to reinforce early literacy components within the interventions.

The results confirm that both Marungko and Claveria are effective at boosting a child's readiness to read, particularly when it comes to their confidence and early comprehension. This aligns with Bandala's (2024) research, which points out that when beginning readers follow a systematic, phonics-based path, they develop a sense of mastery. Instead of feeling overwhelmed, students feel capable, which naturally increases their motivation to keep reading.

There is a similar pattern in the work of Andaya and Tepacia (2025). They found that structured, scaffolded interventions significantly outperform traditional methods because they bridge the gap between simple decoding and actual text comprehension. This is consistent with what was observed: the gradual, sequential nature of Marungko and

Claveria allows students to build their skills brick-by-brick. However, even with these strong results, phonics is a necessary foundation, but it is not sufficient on its own to ensure full literacy. There is still a clear need for supplementary strategies to sharpen phonetic skills and memory retention. This is where the work of Santos & Dela Cruz (2020) becomes vital; they caution that students can become confined to a decoding loop, where they prioritize phonetic accuracy over semantic understanding. To prevent this, the findings suggest that teachers must integrate more multi-sensory activities and repeated exposure to sight words.

**Table 4: Effectiveness Levels of the Marungko and Claveria Approaches in Teaching Reading as Assessed Through Instructional Materials**

Indicator		Mean	Verbal Interpretation
1	The Marungko approach ensures that instructional materials emphasize phoneme recognition, helping learners develop strong phonics skills.	4.63	Very High
2	Both approaches utilize well-organized reading materials that introduce sounds and words in a progressive manner, supporting gradual learning.	4.74	Very High
3	Instructional materials in these approaches incorporate visual, auditory, and kinesthetic elements, catering to different learning styles.	4.70	Very High
4	The use of charts, flashcards, and storybooks aligned with the Marungko and Claveria methods makes learning more enjoyable and effective.	4.73	Very High
5	Reading materials are often localized to reflect learners' real-life experiences, increasing their engagement and comprehension.	4.72	Very High
6	Learning resources in these approaches include repetitive exercises, allowing learners to practice and reinforce their reading skills effectively.	4.74	Very High
7	Instructional materials provide clear teaching guides, enabling educators to deliver systematic and effective reading instruction.	4.68	Very High
8	Many materials include built-in assessment tools, such as reading progress checklists and decoding exercises, to monitor learner improvement.	4.74	Very High
9	Teachers can modify instructional materials to accommodate different reading levels, ensuring that all learners receive appropriate support.	4.80	Very High
10	Marungko and Claveria-based materials are often inexpensive and easy to produce, making them accessible to schools and communities with limited resources.	4.77	Very High
Overall Mean		4.725	Very High

**Legend:** "Very Low (1.00 – 1.50)", "Low (1.51 – 2.50)", "Moderately High (2.51 – 3.50)", "High (3.51 – 4.50)", "Very High (4.51 – 5.00)"

Table 4 presents the levels of effectiveness of the Marungko and Claveria approaches in teaching reading as assessed through instructional materials. The results indicate a high level of effectiveness across all indicators, with an overall mean of 4.725.

Specifically, respondents rated "flexible and adaptable to learner needs" (M = 4.80) as the most effective feature, highlighting the materials' ability to cater to diverse learning styles and learning paces. This was followed by "cost-effective and readily available" (M = 4.77), reflecting the importance of accessibility and affordability in sustaining reading interventions, and "sequential and structured resources" (M = 4.74), which emphasizes the value of logical progression in instructional content.

On the other hand, the lowest-rated indicators—though still highly rated—suggest areas for possible enhancement: "phoneme-focused materials" (M = 4.63) received the lowest rating, possibly pointing to a need for stronger alignment between phonemic awareness content and learners' actual needs. Similarly, while "teacher-friendly and easy-to-use guides" (M = 4.68) and "multi-sensory learning aids" (M = 4.70) were positively received, their slightly lower scores may indicate opportunities to refine user-friendliness and further expand sensory engagement in instruction.

Overall, the data affirms that the instructional materials used in the Marungko and Claveria approaches are successful because they are adaptable, affordable, and highly structured. However, the findings also suggest that the "finish line" has not been reached yet. There is a clear need for continuous refinement, specifically in how teachers teach phonemes and the tools provided to manage this instruction.

This need for "localized" and "structured" support is a common theme in recent literature. For example, Valdez & Parcon (2021) found that when reading materials are sequentially arranged and tailored to a learner's specific socio-cultural background, both engagement and phonemic awareness improve significantly. Essentially, when a child sees their own world reflected in their reading modules, they stay interested longer.

Abejuela et al. (2020) raises a valid caution that while these highly structured, phoneme-driven materials are excellent for "decoding" (sounding out words), they can sometimes leave students behind in terms of actual comprehension and vocabulary. If teachers focus exclusively on the "code," they risk raising readers who can say the words but do not understand the story. This underscores why Project I-HEART aims for a more balanced approach—blending the structured phonics of Marungko and Claveria with storytelling and inquiry-based tasks that build a more holistic kind of literacy.

The data gathered from the Third Congressional District of Quezon ultimately presents a "double-edged sword" regarding early literacy instruction. While the Marungko and Claveria approaches have proven to be indispensable tools for building a phonemic foundation—offering a structured and cost-effective pathway for beginning readers—they are not a standalone cure for the district's reading challenges. The persistence of high non-reader percentages in the Third Congressional District of Quezon, coupled with the instructional gaps identified by Abejuela et al. (2020) and the stakeholder limitations noted by Olabiyi et al. (2025), suggests that the "how" of teaching is just as important as the "what." This study confirms that for these approaches to succeed, they must be integrated into a broader, more flexible framework that balances decoding skills with meaningful comprehension. Consequently, Project I-HEART is proposed not merely as a supplement, but as a vital corrective measure designed to bridge these gaps through localized support, teacher empowerment, and a more holistic approach to literacy that prepares students for the complexities of advanced reading.

## 2. Challenges Encountered by the Respondents in Using the Marungko and Claveria Approaches as Reading Interventions

Table 5 highlights the specific challenges teachers face when using the Marungko and Claveria methods. While these approaches are structured and phonics-based, the data reveals a clear struggle in certain areas.

**Table 5: Challenges Encountered in Using the Marungko and Claveria Approaches in Teaching Reading**

	Challenges	Mean	Verbal Interpretation
1	Many teachers lack sufficient training in effectively implementing phonics-based (Marungko) and sight-word-based (Claveria) approaches, leading to inconsistent instruction.	4.54	Strongly Agree
2	The absence of well-developed phonics books, flashcards, and digital resources affects the proper application of these approaches	4.60	Strongly Agree
3	Some learners, especially struggling readers, find it difficult to grasp phonemic awareness (Marungko) or memorize sight words (Claveria), which hinders reading progress.	4.48	Agree
4	Keeping students engaged, especially those with different learning paces, is a challenge, as some learners need more time and support to master reading skills.	4.60	Strongly Agree
5	Teachers often struggle to fit both approaches into their daily lesson schedules, especially with other subjects requiring instructional time.	4.57	Strongly Agree
6	Parental support is crucial in reinforcing reading interventions, but many parents lack awareness or time to assist their children.	4.51	Strongly Agree

7	Learners who speak a different mother tongue at home may struggle to transition to Filipino reading instruction, affecting their comprehension and fluency.	4.54	Strongly Agree
8	Some teachers find it challenging to measure reading progress using standardized assessments aligned with the Marungko and Claveria approaches.	4.56	Strongly Agree
9	Some schools lack structured support systems such as regular mentoring, monitoring, and provision of reading materials, leading to ineffective implementation.	4.49	Agree
10	Children with learning difficulties, such as dyslexia, may not fully benefit from phonics (Marungko) or sight-word recognition (Claveria) without specialized interventions.	4.63	Strongly Agree

**Legend:** "Strongly Disagree (1.00 – 1.50)", "Disagree (1.51 – 2.50)", "Neutral (2.51 – 3.50)", "Agree (3.51 – 4.50)", "Strongly Agree (4.51 – 5.00)"

Most notably, the high mean score ( $M = 4.63$ ) regarding learners with special needs suggests that these methods may be too rigid for students who require more specialized, multisensory support. This is compounded by two other major points: a lack of physical instructional materials ( $M = 4.60$ ) and the daily chaos of managing large, mixed-ability classrooms ( $M = 4.60$ ).

Interestingly, while still significant, factors like student motivation ( $M = 4.48$ ) and parental involvement ( $M = 4.51$ ) were rated slightly lower. This suggests that the primary restriction is not necessarily a lack of interest from parents or pupils, but rather the logistical and pedagogical gaps within the classroom itself.

These local findings echo with broader academic concerns. For instance, the difficulty of using phonics-based systems in inclusive settings mirrors Casinto (2025) observation that such methods often lack the flexibility needed for learners with disabilities. Similarly, the material shortages noted here are a common theme in Llego's (2025) work, which describes how resource-depleted schools in the Philippines struggle to maintain program consistency.

Furthermore, the classroom management issues identified in this study are consistent with Galang et al. (2021), particularly regarding how poor teacher-to-student ratios can undermine even the best-laid lesson plans. Ultimately, the data confirms a vital reality: Marungko and Claveria are powerful tools, but they cannot succeed in a vacuum. Their effectiveness depends heavily on whether teachers have the training, tools, and administrative backing to meet the diverse needs of a modern classroom.

### 3. Proposed Action Plan Based on the Results of the Study

The inclusion of a proposed action plan in this section is vital; it is where the study's data moves from theory into actual classroom practice.

Past research consistently points to the Marungko and Claveria approaches as high-impact tools within the Philippine basic education system. For instance, the Marungko Approach has been shown to yield significant gains in phonemic awareness and word recognition, particularly for struggling readers who need a more systematic, phonics-based foundation (Boltron & Ramos, 2021; Dela Cruz & Reyes, 2026). Beyond student performance, teachers often find this method boosts their own instructional confidence because its learner-centered design is so structured and easy to engage with.

The Claveria Approach tells a similar success story. Studies by Aniceto (2025) and Quiambao et al. (2021) highlight how this method sharpens syllable recognition and decoding skills, which is often the "missing link" for non-readers. When these two methods are used together, they create a strong framework that not only improves foundational literacy but also ensures teachers are better equipped to handle diverse reading levels.

The findings in the Third Congressional District of Quezon reflect these global trends. Strong local practices were observed—such as using localized materials and multisensory strategies—that led to better comprehension and higher student morale. However, classroom management issues, a lack of resources, and a lack of parental support continue to stall progress. These gaps are precisely why Project I-HEART was developed. It is not just a list of suggestions; it is a bridge between the research findings and the actual needs of educators in Quezon. By focusing on phonetic reinforcement and memory retention, the plan ensures that interventions are not rigidly uniform but are responsive to the actual classroom environment. This aligns with the proactive approach suggested by Orbeta et al. (2021), who argue that continuous monitoring and early, evidence-based intervention are the only ways to prevent long-term learning gaps.

In the end, this action plan serves as a road map for school leaders. It provides a structured way to allocate resources and design teacher training that addresses the problems identified in this study, ensuring this research leads to real, measurable improvements in how our students learn to read.

### Conclusions

Based on the analysis and interpretation of the data, the following conclusions were drawn.

1. The Marungko and Claveria approaches are highly effective in enhancing reading instruction, strengthening teacher practices and promoting learner confidence, comprehension, and sequential learning. With flexible, well-structured instructional materials, these approaches provide a strong foundation for reading development while allowing room for additional strategies to ensure holistic growth.
2. The implementation of the Marungko and Claveria approaches faces key challenges, including difficulties with learners with special needs, inadequate instructional materials, and classroom management issues that affect engagement. Factors such as student readiness, motivation, limited administrative support, and low parental involvement also influence the long-term success of literacy programs.
3. A significant number of learners struggle with reading, highlighting the need for a structured, collaborative approach. Project I-HEART addresses this need by providing targeted interventions, supporting teacher development, engaging learners, and strengthening home-school partnerships to improve reading proficiency.

### Recommendations

This section outlines actionable recommendations derived from the study's conclusions.

1. Schools may adopt the Marungko and Claveria approaches as part of their reading programs to enhance instructional effectiveness, promote learner confidence, comprehension, and sequential learning, and provide a strong foundation for reading development. Regular teacher training, coaching, and monitoring of learner progress are recommended to sustain and maximize the benefits of these approaches.
2. Schools may strengthen the implementation of Marungko and Claveria approaches by providing adequate instructional materials, supporting learners with special needs, and enhancing classroom management. In addition, teacher training, administrative support, parental involvement, and strategies to boost learner readiness and motivation are recommended to ensure the long-term success of literacy programs.
3. It is recommended that schools in the Third District of Quezon implement Project I-HEART by providing regular reading interventions for struggling learners, conducting teacher training on effective reading strategies, engaging students in structured reading activities, and involving parents in supporting reading at home. School administrators should actively encourage and support teachers in executing the plan to ensure consistent implementation, while future research may adopt a qualitative approach, including learners and parents as respondents, to gain deeper insights into reading challenges and home-school collaboration.

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