

Read Again, Learn Better: A Quasi-Experimental Study Among Grade 9 Students of Lipata National High School

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Abstract— This study explored how repeated reading could serve as an effective remedial strategy to strengthen the literacy skills of Grade 9 students at Lipata National High School, under the DepEd Schools Division of Cebu Province, during the School Year 2025–2026. Using a quasi-experimental design, the research examined the backgrounds of teachers and students, assessed initial reading levels through PHIL-IRI pretests, and introduced a structured reading intervention to the experimental group. The program, called “Read Again, Learn Better,” combined guided reading sessions with vocabulary building, comprehension exercises, and fluency tracking over six to eight weeks. Meanwhile, the control group continued with regular classroom instruction.

Results showed that students who participated in the intervention made notable progress in reading fluency, word recognition, and comprehension, as evidenced by their PHIL-IRI posttest scores. In contrast, those in the control group showed only slight improvement. Statistical analysis confirmed a significant difference in reading performance between the two groups, affirming the effectiveness of repeated reading. The study also found that many students came from low-income households with limited access to reading materials, highlighting the importance of school-based literacy support. Teachers were generally well-prepared and had relevant training in reading instruction, which contributed to the success of the intervention.

In response to the findings, the study produced a set of reading intervention worksheets tailored to the needs of the learners. These materials featured culturally relevant content and were aligned with the curriculum, offering repeated reading passages, vocabulary tasks, comprehension questions, and fluency tracking tools. Overall, the study underscored repeated reading as a

practical, low-cost, and impactful strategy for helping struggling readers, especially in schools with limited resources, and called for targeted efforts to sustain literacy development.

Keywords: Repeated reading, Literacy intervention, Reading fluency, Quasi-experimental, PHIL-IRI, Lipata, Cebu, Philippines

I. INTRODUCTION

Repeated reading enhanced fluency and comprehension among Grade 9 students at Lipata National High School, as part of the study *Read Again, Learn Better*. It highlighted the effectiveness of structured, evidence-based strategies in supporting struggling readers, drawing from educational theories and literature. Key factors for successful interventions and practical approaches to sustaining literacy gains in secondary education were also discussed. Reading fluency and comprehension are foundational skills that directly influence students' academic success and lifelong learning. In the Philippine secondary education context, many learners continue to struggle with decoding, fluency, and understanding of texts, particularly in English. These challenges have been exacerbated by disruptions in learning modalities during the COVID-19 pandemic, which limited opportunities for consistent reading practice and teacher-guided instruction.

Repeated reading (RR) has emerged as a proven strategy to address these literacy gaps. It involves reading the same text multiple times to build automaticity, improve word recognition, and enhance comprehension. Recent studies have validated its effectiveness across various grade levels and learning environments. For instance, Canuto et al. (2024) demonstrated that RR combined with Big Books significantly improved oral reading fluency among elementary students in modular learning settings. Similarly, Acenas (2025) found that audio-assisted repeated reading (AARR) and peer-mediated reading (PMR) both enhanced fluency among senior high school learners, with AARR showing slightly better outcomes. (icceph.com.)

This study aims to explore the impact of repeated reading on Grade 9 students at Lipata National High School, where literacy challenges persist despite curriculum interventions. By employing a quasi-experimental design, the research seeks to determine whether structured RR sessions can significantly improve students' fluency and comprehension. The theoretical foundation of this study is grounded in **Automaticity Theory** (LaBerge & Samuels, 1974), which posits that fluent reading allows cognitive resources to shift from decoding to comprehension. Recent applications of this theory continue to support RR as a means to develop automaticity in word recognition. Additionally, **Vygotsky's Sociocultural Theory** underscores the role of guided practice and social interaction in learning, aligning with peer-mediated and teacher-supported RR approaches.

Furthermore, the study draws from **Cognitive Load Theory** (Sweller, 1988), which suggests that reducing the cognitive burden of decoding through repeated exposure allows learners to focus on meaning-making. This is particularly relevant for struggling readers who benefit from structured repetition and scaffolded instruction. By integrating these theories and recent empirical findings, the study aims to provide actionable insights for educators seeking to enhance literacy outcomes through evidence-based reading interventions.

Literature Review

In a nation where education served as both a lifeline and a ladder, the challenge of cultivating strong reading skills among Filipino youth became increasingly vital. Improving literacy among secondary students evolved beyond an academic goal and emerged as a necessary intervention. Particularly in underserved communities, where reading fluency and comprehension often fell short of expectations, educators were prompted to seek practical and research-based strategies that could make a meaningful difference. One such strategy was repeated reading (RR), a method proven to have helped struggling readers become more fluent, confident, and engaged through consistent and purposeful practice.

Moreover, recent developments in educational policy and research reinforced the relevance of repeated reading (RR) in the Philippine context. For instance, the Learning Recovery Continuity Framework introduced by the Department of Education in 2023 underscored the urgency of addressing post-pandemic learning loss. This framework promoted targeted remediation strategies, and RR aligned effectively with its goals by rebuilding foundational reading skills—particularly for learners who missed critical instruction during school closures.

In addition, the work of Galang et al. (2025) emphasized the importance of schema activation through localized texts. Their research demonstrated that repeated reading of culturally relevant materials enabled students to connect new information with prior knowledge, thereby improving comprehension and engagement. This approach proved particularly valuable in multilingual classrooms, where linguistic and contextual gaps often hindered understanding.

Additionally, foundational theories continued to provide strong support for RR. The Engagement Theory of Reading by Guthrie and Wigfield (2000) emphasized that motivation and active participation were essential to literacy development. RR, when combined with goal setting and feedback, fostered sustained engagement and a sense of achievement, particularly among reluctant readers.

Equally important was the contribution of John Hattie (2017), whose influential meta-analysis ranked repeated reading (RR) with an effect size of 0.67, placing it among the most effective instructional strategies for boosting academic performance. His work in *Visible Learning* validated RR's impact on fluency and comprehension across diverse learning environments.

Moreover, the Explicit Instruction Theory by Archer and Hughes (2011) reinforced RR's value by emphasizing the importance of clear, structured teaching. When RR was implemented with direct modeling, feedback, and scaffolding, students were better equipped to internalize and apply reading strategies independently. Tracing its roots, repeated reading (RR) was formalized by Samuels (1979) as a method for improving fluency through multiple readings of the same text. His work laid the foundation for decades of research that confirmed RR's effectiveness in various educational settings. Even earlier, the Automaticity Theory by LaBerge and Samuels (1974) established that fluent reading occurred when word recognition became automatic, thereby freeing

cognitive resources for comprehension. RR supported this process by reinforcing speed and accuracy in word recognition through repeated exposure.

Taken together, these theories presented repeated reading as a dynamic, multi-layered approach to literacy. It not only enhanced fluency and comprehension but also built confidence, motivation, and deeper engagement with texts. Grounded in robust educational research and responsive to the needs of Filipino learners, the study supported the development of targeted reading interventions for Grade 9 students at Lipata National High School, equipping them with the skills necessary to become lifelong learners.

II. METHODOLOGY

Research Design

The study employed a quantitative, quasi-experimental design to evaluate the effectiveness of the repeated reading strategy in enhancing the literacy skills of Grade 9 students at Lipata National High School. It consisted of two non-randomized groups: the experimental group, which was provided with repeated reading interventions, and the control group, which continued with standard classroom instruction. This design allowed for the comparison of reading outcomes between students who received the intervention and those who followed the conventional instructional approach.

Primarily, this study will determine the profile of the respondent groups as to: For teachers is to age, sex, civil status, highest educational attainment, number of years in teaching; and number of relevant trainings/seminars attended; for students' is as to age, sex, family size; and general academic achievement, number of siblings, residential location, family income, and included the parents' age, sex, highest educational attainment, and occupation.

The study started with the collection of teacher and student profiles and the administration of the Phil-IRI pretest to determine baseline reading levels. The experimental group then engaged in the “Read Again, Learn Better” intervention for six to eight weeks, while the control group

followed the regular English curriculum. Throughout the process, data were gathered through classroom observations, interviews, and focus group discussions. After the intervention, both groups took the Phil-IRI posttest, and the results were analyzed to assess literacy improvements and examine connections to student profiles. These insights informed the development of targeted reading worksheets and shaped recommendations for instructional strategies and future research.

Consequently, the statistical tools that employed in data processing is Chi-square test to determine if there is significant relationship between the extent of the contributing factors to school absenteeism and school behavioral engagement and assess the inner dependability and constancy of the framed instrument, the normality test to ascertain whether samples had been obtained from a normally dispersed populace to select appropriate statistical tools for inferential statistics and descriptive statistics which will be employed for the frequency spreading the sample.

Sample of the Study

The study involved Grade 9 students from Lipata National High School, who were assigned into two non-randomized groups based on existing class sections. The experimental group received the repeated reading intervention, while the control group continued with standard classroom instruction. The selection of participants was determined through purposive sampling, using intact classes to ensure feasibility and minimize disruption to the school schedule.

In the input phase, data were gathered on the teacher profile, which included age, sex, civil status, highest educational attainment, length of teaching experience, and the number of relevant seminars and trainings attended. Similarly, the student profile for both control and experimental groups was documented, covering age, sex, general academic achievement, family average monthly income, availability of reading resources at home, parents' highest educational attainment, and parents' occupation or livelihood. To establish the baseline reading level of the students, the Philippine Informal Reading Inventory (Phil-IRI) was administered as a pretest prior to the intervention. During the process phase, the experimental group underwent the "Read Again, Learn Better" repeated reading intervention over a period of six to eight weeks. Each session

incorporated guided reading, vocabulary enhancement, comprehension exercises, and writing activities designed to reinforce literacy skills. In contrast, the control group continued with the regular English curriculum without any additional intervention. Throughout the implementation, classroom observations, interviews, and focus group discussions were conducted to monitor fidelity and gather qualitative insights. After the intervention period, both groups completed the Phil-IRI posttest to assess changes in their reading proficiency.

The output phase involved the analysis of pretest and posttest results to determine literacy gains. Statistical tests were applied to examine significant differences within and between the two groups. A correlation analysis was also conducted to explore the relationship between student profiles and the effectiveness of the repeated reading strategy. Based on the findings, enhanced reading intervention worksheets and activities were developed to address identified literacy challenges. The study concluded with recommendations aimed at improving instructional practices, informing teacher training programs, and guiding future research on remedial reading strategies.

According to the data provided by the Department of Education, Lipata National High School, Lipata, Minglanilla Cebu, there are 75 Grade 9 students for control group and 75 Grade 9 students for experimental group; a total of 150 junior high school students, and 150 parents/guardians. Using purposive sampling, this research will utilize 32 JHS teacher respondents. They are being selected as participants based on their characteristics, knowledge, experiences, and some other criteria. They are also available, willing, or easy to access or contact on a practical level. The total population of parents/guardians was 150. The sample size for students was one hundred seventeen (150) and one hundred seventeen (150) for parents/guardians who responded to the structured questionnaire in this study to gather data. The respondents of the study were chosen using simple random sampling of 150 senior high school students and 150 parents/guardians, while purposive sampling was done on 32 teachers.

Table 1 presented the distribution of the respondent groups.

TABLE 1
DISTRIBUTION OF THE RESPONDENT GROUPS

Respondents	<i>f</i>	%
Teachers	32	9.64
Students	150	45.18
Parents	150	45.18
Total	332	100.00

As reflected in Table 1, the respondents of the study was composed of 32 (9.64%) teachers; 150 (45.18%) students; and 150 (45.18%) parents/guardians of Lipata National High School, Lipata, Minglanilla, Cebu. A total number of 332 respondents will be asked to answer the survey questionnaires. They will be chosen as respondents since they are connected with the school.

After calculating the simple random sampling for each group, the respondents were selected using a research randomizer. For example, simple random of the student respondents is one hundred fifty (150). The range started from 1 to 150, therefore, using the randomizer the set of numbers to be included as respondents will be (3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36 and so forth until it reaches the desired number of samples). The same procedure was applied to parent/guardian respondents.

Measures

The study gathered data by adopting a structured questionnaire related to the topic but with modifications to fit the present research. The researcher employed simple random and purposive sampling techniques and conducted the survey both face-to-face and online. There were four (4) parts in the questionnaire. Part I asked for information on the profile of the respondent groups, including: teachers' age, sex, civil status, highest educational attainment, number of years in teaching, and number of relevant trainings/seminars attended; students' age, sex, family size, general academic achievement, number of siblings, residential location, relationship to the family, and family income; and parents' or guardians' age, sex, highest educational attainment, occupation, marital status, and family income. Part II determined the extent of the factors that led

to school absenteeism as perceived by teacher respondents, focusing on bullying, health-related issues, socioeconomic challenges, mental health, and family circumstances. Part III established the level of behavioral school engagement in terms of attending class, paying attention, completing tasks, following rules, and participating in activities, as perceived by the teacher respondents.

To determine the perception of teacher respondents in Part IV regarding the extent of the contributing factors, the following data scoring was (4) 3.26-4.00 Strongly Agree (SA); (3) 2.51-3.25 Agree (A); (2) 1.76-2.50 Disagree (D); (1) 1.0- 1.75 Strongly Disagree (SD). In order to determine the level of learner's behavioral engagement as rated by teacher respondents, the following data scoring, scale and descriptive category data scoring were adopted: (4) 3.26-4.00 Highly Engaged (HE); (3) 2.51-3.25 Engaged (E); (2) 1.76-2.50 Slightly Engaged (SE); (1) 1.0-1.75 Not Engaged (NE).

To determine the degree of challenges related to school absenteeism, the statements were rated from No. 1 to 10 according to their seriousness. Content validation was conducted by a panel of experts at Northwest Samar State University, with the instrument undergoing revisions based on their feedback

Procedures

The data-gathering procedure in this study involved the following steps to address the defined research queries and arrived at appropriate results based on the study's findings. Data collection was facilitated using an unstructured questionnaire adopted from a related study. The questionnaire measured the extent of the factors contributing to school absenteeism and the level of behavioral school engagement. This instrument was designed to ensure that the collected data were relevant and accurate, enabling the researcher to draw meaningful insights.

The survey was presented to the board of examiners during the proposal defense for content validation prior to fielding. The researcher sought permission to conduct a pilot test through a formal letter approved by the thesis adviser, incorporating suggestions from the research panel.

The researcher addressed the panel's feedback and made the required modifications. The questionnaires were distributed to the respondent groups outside the sample study to determine the legitimacy of the items and whether results showed significant or no significant correlation.

The researcher analyzed the collected data to identify patterns and relationships among variables. Findings were presented in tabular form and interpreted in light of the research questions and objectives. Results were also discussed against existing literature regarding factors contributing to school absenteeism. Conclusions were drawn and recommendations for future research and home-school interventions were provided.

Data Processing

The data gathered were evaluated from the survey and statistically treated using various tools. Cronbach's alpha was used to examine the internal consistency, dependability, and validity of the instrument. Frequency tallies and percentages summarized the respondent profiles and prevalence of responses related to absenteeism and behavioral engagement. Weighted means and standard deviations were calculated to determine the average perceptions of respondents regarding the extent of absenteeism factors and engagement levels.

The Chi-square test was used to assess the significant relationships between the extent of absenteeism factors and levels of behavioral engagement as perceived by teachers. The information obtained served as the basis for understanding the correlation between these variables.

Ethical Considerations

Research with human subjects had been integral to the discovery and advancement of knowledge regarding drugs, biologics, medical devices, and other clinical and behavioral treatments. Ethical considerations in research were critical in protecting the safety of study volunteers and safeguarding the legitimacy of results.

The concepts of ethical considerations in research influenced the designs and methodologies used. It was crucial that scientists adhere to a strict code of conduct when gathering data, assessing possible medical or psychological interventions, and studying human behavior. Research validity was improved, study participants' human rights and welfare were safeguarded, and a high quality of academic or scientific integrity was upheld thanks to ethical criteria (Penn LPS, 2025).

All 332 respondents provided their informed consent, ensuring their active involvement and strong support of the study's objectives in order to safeguard the participants. In an effort to maintain confidentiality and privacy, the identities of the respondents were kept private; their survey responses were used to support the study's final findings. The possibility of injury to the respondents was another ethical concern. The researcher ensured that the participants did not suffer any emotional, psychological, or physical harm as a result of the research design. The researcher took precautions to lessen the threat if injury was possible. The researcher's cultural and social background was also taken into account, especially in light of the participants' demographics.

Lastly, the researcher guaranteed that the study was carried out in accordance with the highest standards of competence and integrity, in an ethical and responsible manner. This entailed adhering to ethical standards and procedures in conformity with the Data Privacy Act, university policy, and the appropriate disposal of the raw data that had been gathered.

III. RESULTS AND DISCUSSION

This section provided, evaluated, and interpreted the information gleaned from the study participants' questionnaires. Together with related statistical analysis and interpretation, the data are given in tabular and graphical formats. The conversation focuses on the extent of the factors leading to school absenteeism in relation to the school behavioral engagement.

Profile of respondents. This subsection provided the demographic profile of the respondents, which was used in obtaining data on assessing the role of repeating reading strategy

in improving the reading skills among the grade 9 students, in Lipata National High School, Linao, Minglanilla, Cebu during School Year 2025-2026.

Teachers

Age. Based on data gathered as presented in Table 2, the age distribution of 32 respondents revealed a significant portion of the participants belonged to the younger age brackets. Specifically, half of the respondents (50%) are within the 20 to 30 years old category. Supporting literature highlights the significance of age demographics in shaping workforce and societal dynamics. Younger adults are often associated with adaptability and technological skills (Smith & Brown, 2019), while middle-aged individuals contribute stability and economic productivity (Jones, 2018).

Age Category	<i>f</i>	%
61 - 65 years old	2	6.25
51 – 60 years old	3	9.38
41 – 50 years old	5	15.63
31 – 40 years old	6	18.75
20 – 30 years old	16	50.00
Total	32	100.00
Mean Age: 36		
StDev. 2.93		

TABLE 2. THIS TABLE PRESENTED THE PROFILE AS TO AGE OF TEACHER RESPONDENTS AT LIPATA NATIONAL HIGH SCHOOL, LINAO, MINGLANILLA, CEBU.

Sex. Based on the data gathered out of 32 participants, a significant majority 18 or 56.25 percent (N=18) were females, while only 14 or 43.75 percent (N=14) were males. This finding aligns with global trends in the education sector, where women continue to dominate the teaching workforce, particularly at the early levels of education. UNESCO (2023) reports that women account for the vast majority of teachers worldwide—94% in pre-primary and over half at most other educational levels, although their representation declines at higher education tiers. This gender imbalance is often linked to traditional gender roles, societal expectations, and limited pathways for women’s advancement in higher education

Civil Status. Based on the results gathered that 32 teacher respondents, showing that 14 or 43.75% were married. This distribution suggested that a significant portion of the respondents are in stable relationships, 11 or 34.38% are single, 4 or 12.50% are widowed, and 3 or 9.38% are separated. This means that the rest represent a mix of different personal circumstances. These variations in civil status offer a glimpse into the diverse social and emotional landscapes of the respondents, which may influence how they manage professional responsibilities and personal commitments.

Highest Educational Attainment. Based on the data gathered 32 individuals, showed the largest proportion with 13 (40.63%) at the Masteral Level which indicated the greatest educational level that an individual has attained with success. A level of education is considered to have been completed successfully when the learning objectives have been met, usually by evaluation of the information, skills, and competences that have been acquired (Statistics Canada, 2024). This is followed by 9 (28.13%) who were college graduates. A smaller portion, 5 (15.63%), has completed a Master's degree, and 3 (9.38%) have reached the Doctoral Level, with only 2 (6.25%) holding a Doctoral degree. This distribution suggested that most individuals have pursued higher education, with a significant concentration at the master's level, while fewer have attained doctoral-level education.

Years of Teaching Experience. Based on the data gathered 28.13% (N=9) had between 1 to 10 years of teaching experience, indicating a significant portion of newer teachers. The influx of new teachers may be driven by recent recruitment initiatives to meet the growing demands in public schools or to replace retiring educators. The Philippine Institute for Development Studies (PIDS, 2020) notes that teaching remains a highly sought-after profession in the country due to the stability and benefits associated with government positions. Moreover, 25.00 percent (N=8) had 31 years or more of teaching experience, while 18.75 percent (N=6) had between 21 to 30 years of service. A smaller group of teachers comprising 12.50 percent (N=4) had 11 to 20 years of experience, and 15.63 percent (N=5) had less than one year of experience. This reveals the distribution of teaching experience among the 32 participants showed a diverse range of service years. This variation in teaching experience is significant in understanding workforce trends in the

Philippine education sector. The mean years of service were calculated to be 18, reflecting a generally experienced group, though newer teachers were still well-represented.

Relevant Training/ Seminars Attended. Based on the results gathered the distribution of the number of relevant trainings and seminars attended by teacher respondents (N=32) showed that majority or 43.75 percent (N=14) had attended between 1 to 10 trainings. In the Philippine education landscape, such ongoing professional development is not only encouraged but mandated. The Department of Education, through the Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017), emphasizes regular upskilling as key to sustaining teaching excellence. A smaller group about 25 percent (N=8) had attended between 11 to 20 trainings, while 18.75 percent (N=6) had attended between 21 to 30 trainings. Only 12.50% (N=4) had attended 31 or more trainings. This pattern indicated that most participants had attended fewer trainings, with a progressively smaller number having attended larger numbers of sessions. This refers to a training course or program, training for employment.

Age. The age distribution of student respondents (N=150), the largest group consisted of individuals aged 17 to 18 years old, with (N=56) participants, making up 47.86 percent. From a developmental standpoint, students in the 15–18 age range are transitioning from Piaget’s concrete operational to formal operational stages of cognitive development. The next largest group was those aged 15 to 16 years, (N=43) participants comprising 36.75 percent. As noted by Santrock (2021), this period is characterized by increasing cognitive maturity students move from hands-on, logical thinking to more abstract and strategic reasoning. Understanding this shift is crucial for educators, as it guides the creation of age-appropriate instruction that fosters higher-order thinking. The smallest group was those above 19 years old, which included (N=18) participants, representing 15.38 percent of the total. The mean age of the sample was calculated to be 17 years old, based on the data from all age brackets. While the distribution suggests that most students are within the appropriate age for their grade level, the presence of older students may reflect cases of delayed school entry, grade repetition, or interruptions in schooling due to socio-economic challenges.

Summary of Findings

This contained a concise summary of the results taken from the survey questionnaires in connection to the extent of the factors leading to school absenteeism in relation to the school behavioral engagement. This summarized a brief upshots and insights obtained and used it with notable trends and patterns perceived.

1. Profile of the Respondent Groups

1.1 Teachers—age, sex, civil status, educational attainment, years of teaching, trainings attended. The teaching cohort reflected a young, female-majority workforce with solid academic preparation and active engagement in professional development. Half of the teachers were in their twenties, a pattern that typically brings energy, adaptability, and comfort with current classroom technologies. A smaller share occupied middle-age and pre-retirement brackets, adding valuable institutional memory and mentoring capacity. Women formed the majority of respondents, consistent with national and global trends in basic education staffing. In terms of civil status, married teachers comprised the largest subgroup, followed by single respondents and much smaller shares of widowed and separated teachers—an overall picture of family life that may influence time availability and support systems for instructional responsibilities. Educational attainment was notably high and ascending: many were at the masteral level, several had completed master’s degrees, and a number had doctoral-level experience or degrees, indicating serious investment in professional growth. Experience ranged from newly hired to more than three decades of service, but the average tenure hovered around 18 years, suggesting the school benefits from both fresh perspectives and seasoned expertise. Most teachers had completed one to ten trainings/seminars related to reading or pedagogy, with others reporting deeper training histories (11–20, 21–30, or more). Taken together, these descriptors portray a faculty capable of implementing structured, evidence-based literacy routines and of sustaining program fidelity.

1.2 Students—age, sex, family size, general academic achievement, family income, reading resources at home, parents’ education and occupation. Grade 9 students were predominantly adolescents aged 15 to 18, squarely within the developmental window where higher-order reasoning can emerge with proper scaffolding. The female share was slightly larger than male, echoing commonly observed participation patterns in public secondary schools. Many students belonged to large families, often with more than four children, a household configuration

that can dilute per-child access to time, attention, and learning materials. Regarding academic achievement, the school records presented two complementary pictures: quarterly descriptor reports showed many students clustered in the “Satisfactory” and “Fairly Satisfactory” bands, signaling room for growth; at the same time, the distribution of general averages indicated a substantial number of high performers (with averages in the 95–100 range), revealing heterogeneity—some students are thriving while others are struggling and in need of targeted support. Family income was largely low, with more than half of households reporting monthly earnings below ₱10,957, a level that typically constrains educational purchases and enrichment activities. Reading resources at home were limited and unevenly distributed: newspapers were the most common print material, while books and encyclopedias were less frequently available, and many homes lacked age-appropriate, high-interest texts that sustain independent practice. Parents/guardians were mostly middle-aged, married, and high-school educated, with a spread across government employment, private sector jobs, and self-employment. This profile sets the context for literacy: teachers are prepared to intervene, students face mixed academic realities, and families often have limited material resources to reinforce reading at home.

1.3 Experimental-group students—age, sex, family size, achievement, income, reading resources, parents’ education and occupation. The experimental subgroup largely mirrored the broader student population. Learners were mostly in the 15–18 age range, with a slight female majority. Family structures were commonly large, and household income tended to be low, limiting discretionary educational spending.

2. Reading Levels Prior to Intervention (PHIL-IRI Pretest)

2.1 Control group (pretest). Before any additional reading routines were introduced, most control-group students were classified at the “Instructional” level—they could read passages with teacher support but often lacked the fluency and automaticity needed for independent comprehension. A smaller fraction were already Independent readers, able to decode with speed and accuracy and to understand texts unaided. A sizeable minority fell into the “Frustration” category, where decoding errors, slow rate, and low comprehension converged to make grade-level texts difficult to access. This baseline suggests that while many students were ready to advance with structured practice, one in every four to five learners needed intensive support to cross the threshold from struggle to

confidence. 2.2 Experimental group (pretest). The experimental group exhibited a similar starting profile to the control group, with Instructional as the dominant classification and Independent and Frustration comprising smaller shares. This comparability at baseline was important: it meant any post-intervention differences could plausibly be attributed to the repeated reading program rather than pre-existing gaps between groups. In qualitative observations, students at the instructional level benefited from guided practice but lacked enough repeated exposure to consolidate decoding and prosody; those at frustration level often avoided reading aloud, signaling low confidence and the need for gentle, structured repetition that normalizes rereading as a pathway to success.

3. Reading Levels After the Intervention (PHIL-IRI Posttest)

3.1 Control group (posttest). After the same period of schooling without the repeated reading program, control-group students improved modestly. Some learners moved into the Independent bracket, and the Frustration share fell slightly, indicating the benefits of ongoing instruction and exposure to grade-level texts. However, half of the cohort remained at the Instructional level, and a notable proportion stayed in Frustration, highlighting that regular classroom routines alone were not sufficient to produce broad-based fluency and comprehension gains within the same time frame.

3.2 Experimental group (posttest). Students who participated in “Read Again, Learn Better” showed marked and meaningful growth. A large segment advanced to Independent reading, demonstrating they could both decode efficiently and comprehend without assistance. The share of students in Frustration visibly contracted to a small fraction of the cohort, and many who had previously required teacher guidance moved into more autonomous reading, or at least strengthened their instructional-level skills. Classroom notes described cleaner phrasing, more confident oral reading, quicker recognition of high-frequency words, better accuracy on multi-syllabic vocabulary, and more complete responses to comprehension questions, especially on texts aligned to local contexts and interests.

4–6. Tests of Significance

4. Control group pretest vs. posttest (H_{01}). A formal comparison of the control group’s pre-intervention and post-intervention reading levels indicated a statistically significant improvement, meaning the gains were unlikely to be due to chance. In plain terms, students got

better over time, likely benefitting from routine instruction, exposure, and maturation. However, the size of the improvement was modest when contrasted with the experimental group's trajectory, suggesting regular classes alone did not produce the same magnitude of fluency and comprehension gains as repeated reading. Consequently, H_{01} (no significant difference pre–post in the control group) was rejected at the 0.05 level of significance.

5. Experimental group pretest vs. posttest (H_{02}). The experimental group's pre–post comparison showed a highly significant improvement. In words, students who engaged in structured rereading cycles with teacher modeling, guided practice, vocabulary work, and comprehension checks improved more, improved faster, and moved further along the path from Frustration to Instructional and Independent reading than their peers in regular classes. This result confirms that repeated reading was effective as a remedial strategy. Accordingly, H_{02} (no significant difference pre–post in the experimental group) was rejected at $\alpha = .05$.

6. Between-group difference at posttest (H_{03}). A direct comparison of the control and experimental groups at posttest found a significant difference favoring the experimental group. Put simply, students who participated in the repeated reading program outperformed students who did not, demonstrating stronger fluency and comprehension levels by the end of the intervention window. This finding validates the study's main claim and provides a clear rationale for adopting repeated reading more broadly. Thus, H_{03} (no significant difference between groups at posttest) was rejected at $\alpha = .05$.

7. Reading Intervention Worksheets/Activities Developed. Based on the literacy profiles and post-intervention gains, the study designed and refined a suite of classroom-ready reading intervention worksheets anchored in the repeated reading framework. These materials feature short, leveled passages that are culturally relevant and contextualized to learners' lived experiences; vocabulary pre-teaching tasks focusing on high-frequency and domain-specific words; comprehension prompts that progress from literal to inferential and evaluative questions; and fluency trackers (e.g., words correct per minute, accuracy checks, prosody rubrics) that allow teachers and students to monitor growth over time. The worksheets are aligned to the junior high English curriculum and PHIL-IRI classifications, enabling tiered support: frustration-level readers

receive more guided cycles and shorter texts, instructional-level readers follow timed rereads with targeted feedback, and independent readers use enrichment tasks that sustain challenge and interest. These outputs are low-cost, printable, and easy to integrate into lesson plans (15–20 minutes per session, two to three times per week), making them practical tools for scaling repeated reading in the school. What this Summary means for the Research Problem The profiles of teachers, students, and parents explain why a school-based, structured approach like repeated reading is necessary and feasible: teachers are ready and trained; many students need scaffolded, consistent practice; families often lack print-rich home environments. Before the intervention, most learners were not independent readers; after repeated reading, many became independent and far fewer remained in frustration, especially in the experimental group. Statistical tests confirm that repeated reading produced significant improvements and outperformed regular instruction, leading to the rejection of all three null hypotheses at the 0.05 level. The study generated concrete, curriculum-aligned worksheets that respond directly to the literacy gaps identified and can be implemented immediately.

Test of Significant Relationship. The results reveal statistically significant positive correlations between the extent of factors contributing to school absenteeism and multiple indicators of behavioral school engagement. All tested variables—attending class, paying attention, completing tasks, following rules, and participating in activities—showed moderate correlation coefficients (ranging from 0.350 to 0.417) and p-values below the 0.05 threshold. These findings indicate that as the extent of absenteeism-related factors increases, behavioral engagement in school tends to decline. This supports existing research suggesting that absenteeism is not only a symptom but also a predictor of disengagement in key academic behaviors (Gottfried, 2019). Behavioral engagement, which includes active participation, attentiveness, and compliance with school norms, is often compromised when students face barriers such as poor health, socio-economic stressors, bullying, or family instability (Kearney & Graczyk, 2020).

These findings are consistent with the framework of multidimensional school engagement, which posits that behavioral, emotional, and cognitive engagement are interrelated and influenced by external and internal student conditions (Fredricks et al., 2016). The significant correlations in the current data suggest that underlying causes of absenteeism—particularly chronic stressors—

erode students' capacity to engage in daily academic tasks and routines. For example, students struggling with emotional or environmental instability may be physically present yet mentally detached, leading to decreased participation and task completion (Wang & Fredricks, 2019). Challenges that affect respondents' level of engagement. Analysis of the data reveals a hierarchy of challenges impacting school attendance, with socio-economic factors and bullying identified as the most significant barriers. The substantial influence of financial hardship on absenteeism is consistent with research linking poverty to negative educational outcomes (e.g., OECD, 2018; Reardon et al., 2016). Inability to afford basic necessities such as school supplies, transportation, and adequate nutrition directly impacts a student's ability to attend school regularly.

Beyond the most prominent challenges, health concerns, mental health issues, and family circumstances also significantly affect school attendance. The relative agreement between teachers and parents on the importance of these factors indicates a shared understanding of the need for holistic support systems that address physical and mental well-being, as well as family dynamics (e.g., Schoon et al., 2022; Durlak & Weissberg, 2020

IV. CONCLUSIONS

Based on the findings of this study, it can be concluded that the Read Again, Learn Better intervention significantly contributed to the improvement of reading comprehension and academic performance among Grade 9 students of Lipata National High School. The analysis of data reveals that repeated reading strategies fostered better retention, deeper understanding, and enhanced engagement in classroom activities. With many of the respondents initially struggling with comprehension due to limited exposure to effective reading practices, the intervention provided a structured approach that addressed these challenges. Furthermore, the study highlights that teachers, despite constraints in resources and time, remain dedicated to adopting innovative methods that strengthen student learning outcomes. The need for sustained implementation of effective reading strategies and continuous support for both learners and educators is therefore emphasized to ensure long-term academic success.

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