

Scaffolding Early Literacy: Guided Reading Practices And Reading Progress In Key Stage 1

Gladys L. Kempis

Samar Colleges, Inc., Catbalogan City, Samar, Philippines
Department of Education, Villahermosa Integrated School, Pagsanghan, Samar, Philippines
gagafussah1993@gmail.com/gladys.kempis@depd.gov.ph

Abstract: Guided reading practice is an instructional approach designed to support learners in developing reading proficiency through structured, differentiated, and teacher-facilitated small-group instruction. This study employed a quantitative research approach using a descriptive-correlational design to examine the impact of guided reading practices on the reading performance and self-efficacy of elementary students in the District of Pagsanghan, Schools Division of Samar, during the School Year 2025–2026. Findings revealed that most students were at the expected grade-level reading proficiency, while others were distributed across transitioning, developing, and emerging levels, indicating varying degrees of reading development. Further, results showed no significant relationship between students' profile variables and the implementation of guided reading practices, suggesting consistent instructional delivery across diverse learner backgrounds. However, teachers' attitudes toward guided reading had a significant positive influence on the level of implementation. In addition, guided reading implementation demonstrated a significant but weak relationship with students' reading level, while showing a weak-to-moderate but significant relationship with reading self-efficacy across its dimensions. Furthermore, reading self-efficacy showed a moderate positive correlation with reading performance, indicating that learners with greater confidence in reading tend to achieve better outcomes. Overall, the study underscores the importance of strengthening guided reading implementation, enhancing teacher attitudes, and fostering students' reading self-efficacy to improve reading achievement.

Keywords—Guided Reading Practice, Reading Performance, Reading Self-Efficacy, Elementary Education, Instructional Practice

1. INTRODUCTION

Reading served as the foundation of academic achievement and lifelong learning, particularly during Key Stage 1 (Kindergarten to Grade 3), when children developed essential literacy skills that influenced their future educational success. Beyond decoding and comprehension, learners' emotional dispositions toward reading, particularly reading self-efficacy, played a vital role in shaping their motivation, persistence, and overall reading performance. Learners who possessed strong confidence in their reading abilities were more likely to engage actively in literacy activities, persevere through challenges, and achieve better reading outcomes. Although previous studies consistently established the positive relationship between self-efficacy and reading achievement, limited attention had been given to how guided reading practices functioned as structured instructional scaffolds that simultaneously strengthened reading competence and learners' confidence. Addressing this gap, the present study investigated the influence of guided reading practices on reading progress and reading self-efficacy among Key Stage 1 learners within the Philippine educational context.

A growing body of international literature demonstrated that structured and scaffolded reading instruction significantly improved both the cognitive and affective dimensions of literacy development. Studies showed that guided instructional interventions reduced reading anxiety, enhanced reading proficiency, and strengthened learners' self-efficacy by

providing meaningful opportunities for mastery experiences, teacher support, and positive reinforcement (Liao & Wang, 2018). Likewise, reading anxiety was found to impede comprehension by limiting learners' attention and strategic processing, whereas supportive instructional environments encouraged greater engagement and the use of effective reading strategies (Song, 2018). Other researchers further reported that reading interest served as a protective factor against anxiety and contributed to stronger reading development among young learners (Cui et al., 2025). Moreover, reading self-efficacy consistently emerged as a significant predictor of reading comprehension independent of linguistic competence, highlighting the importance of integrating confidence-building practices with explicit reading instruction (Riati, 2019; Virdaus & Rifai, 2025). Collectively, these findings suggested that guided reading extended beyond improving technical reading skills by fostering learners' motivation, confidence, and resilience throughout the literacy process.

Evidence from Philippine studies likewise supported the effectiveness of guided reading and explicit reading strategies in improving learners' literacy outcomes. Guided reading significantly enhanced learners' word recognition, reading fluency, and comprehension while providing meaningful instructional support that addressed varying learner needs (Domongas & Doctor, 2019; Botor, 2025). Local investigations also revealed that reading anxiety, often resulting from limited vocabulary, unfamiliar texts, and ineffective instructional approaches, negatively affected

reading comprehension, emphasizing the need for structured and supportive classroom practices that cultivate learners' confidence (Paronelmo, 2025). These instructional approaches were further reinforced by Republic Act No. 10157 (Kindergarten Education Act of 2012), Republic Act No. 10410 (Early Years Act of 2013), and DepEd Order No. 10, s. 2024, which collectively advocated developmentally appropriate, learner-centered, and scaffolded literacy instruction under the MATATAG Curriculum. These policy frameworks recognized guided reading as an evidence-based instructional strategy that supported children's cognitive, social, and emotional development during the critical early years of education.

Despite these initiatives, literacy assessment results continued to reveal substantial reading challenges across international, national, and local contexts. The 2021 Progress in International Reading Literacy Study (PIRLS) reported that fewer than half of Grade 4 learners across participating countries achieved proficiency in reading, reflecting persistent global concerns regarding foundational literacy (IEA, 2022). Similarly, USAID (2023) demonstrated that systematic early-grade reading interventions significantly improved oral reading fluency while promoting learner engagement and emotional readiness. In the Philippines, the 2022 Programme for International Student Assessment (PISA) revealed that only 15% of Filipino learners achieved the minimum level of reading proficiency (OECD, 2022), while DepEd learning recovery reports documented alarming numbers of non-readers among Grades 1 to 3 learners. Comparable literacy gaps were likewise observed in Eastern Visayas, the Division of Samar, and Pagsanghan District, where Comprehensive Rapid Literacy Assessment (CRLA) results consistently showed high proportions of struggling readers across successive school years. These findings underscored the urgent need for effective instructional interventions that not only improve reading achievement but also strengthen learners' confidence and motivation to learn.

Given these realities, the present study investigated the relationship between guided reading practices, reading progress, and reading self-efficacy among Key Stage 1 learners. Although existing literature had extensively documented the effectiveness of guided reading in improving reading achievement, limited empirical evidence had examined its influence on learners' reading self-efficacy within resource-constrained Philippine elementary schools. By investigating both the cognitive and affective outcomes of guided reading, this study contributed to the growing body of early literacy research and provided evidence-based recommendations for strengthening classroom instruction, reducing literacy gaps, and supporting the implementation of the MATATAG Curriculum. Ultimately, the findings were expected to assist teachers, school leaders, and policymakers in designing responsive literacy interventions that developed competent, confident, and lifelong readers.

2. OBJECTIVES

This study examined the impact of guided reading practices on the reading progress of Key Stage 1 students in the District of Pagsanghan, Schools Division of Samar, during the School Year 2025-2026.

2.1 What is the profile of the student-respondents in terms of the following:

- 2.1.1 age and sex;
- 2.1.2 grade level;
- 2.1.3 parents' highest educational attainment;
- 2.1.4 parents' occupation;
- 2.1.5 gross monthly family income; and
- 2.1.6 attitude toward reading?

2.2 What is the profile of the teacher-respondents in terms of the following variates:

- 2.2.1 age and sex;
- 2.2.2 highest educational attainment;
- 2.2.3 gross monthly family income;
- 2.2.4 teaching position;
- 2.2.5 number of years in teaching;
- 2.2.6 relevant in-service trainings;
- 2.2.7 performance rating based on the latest IPCRF; and
- 2.2.8 attitude toward guided reading?

2.3 What is the level of implementation of guided reading practices as perceived by the teacher-respondents in terms of:

- 2.3.1 planning and organization;
- 2.3.2 grouping and differentiation;
- 2.3.3 instructional strategies;
- 2.3.4 monitoring and feedback; and
- 2.3.5 assessment and adjustment?

2.4. What is the level of student-respondents' self-efficacy in reading in terms of:

- 2.4.1 reading competence;
- 2.4.2 task persistence;
- 2.4.3 reading strategy beliefs; and
- 2.4.4 emotional response to reading?

2.5 What is the reading level of the student-respondents' based on End of School Year (EOSY) CRLA results during the School Year 2025-2026?

2.6 Is there a significant relationship between the teacher-respondents' level of implementation of guided reading practices and the following:

2.6.1 student-respondents' profile;

2.6.2 teacher-respondents' profile; and

2.6.3 student-respondents' reading level?

2.7 Is there a significant relationship between the teacher-respondents' level of implementation of guided reading practices and the student-respondents' level of self-efficacy in reading?

2.8 Is there a significant relationship between the student-respondents' level of self-efficacy in reading and their reading level?

3. METHODOLOGY

3.1 Research Design

This study employed a quantitative research approach using a descriptive-correlational research design to examine the relationship between guided reading practices and the reading progress of Key Stage 1 learners in the District of Pagsanghan, Schools Division of Samar, during the School Year 2025–2026. Specifically, it described the profiles of the teacher-respondents in terms of age, sex, highest educational attainment, gross monthly family income, teaching position, years of teaching experience, relevant in-service training, latest Individual Performance Commitment and Review Form (IPCRF) performance rating, and attitude toward guided reading, as well as the profiles of the student-respondents based on age, sex, grade level, parents' highest educational attainment, parents' occupation, gross monthly family income, and attitude toward reading. The study further assessed teachers' level of implementation of guided reading practices across the dimensions of planning and organization, grouping and differentiation, instructional strategies, monitoring and feedback, and assessment and adjustment, alongside learners' reading self-efficacy in terms of reading competence, task persistence, beliefs about reading strategies, and emotional reactions to reading. In addition, the learners' reading progress was determined using the End-of-School-Year (EOSY) Comprehensive Reading Level Assessment (CRLA) results for School Year 2025–2026. Finally, the study examined the relationships among the respondents' profiles, guided reading practices, reading self-efficacy, and reading progress using appropriate descriptive and inferential statistical techniques, including frequency count, percentage, mean, median, mean absolute deviation (MAD), weighted mean, point-biserial correlation, eta correlation, Cramér's V, and Spearman's rank-order correlation coefficient (Spearman's rho).

3.2 Instrumentation

The study utilized researcher-administered survey questionnaires as the primary data-gathering instrument,

consisting of two separate versions designed for student and teacher respondents. Each questionnaire comprised three sections. The first section collected the respondents' demographic profiles, with the student questionnaire gathering data on age, sex, grade level, parents' highest educational attainment, parents' occupation, and gross monthly family income, while the teacher questionnaire obtained information on age, sex, highest educational attainment, gross monthly family income, teaching position, years of teaching experience, relevant in-service training, and latest Individual Performance Commitment and Review Form (IPCRF) performance rating. The second section assessed attitudes toward reading among students using 15 items adapted from the Motivations for Reading Questionnaire (MRQ) developed by Wigfield and Guthrie (1995), which was translated into the respondents' mother tongue to facilitate comprehension and ensure the accuracy of responses, whereas teachers' attitudes toward guided reading were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The third section evaluated students' reading self-efficacy through 20 translated items rated on a five-point confidence scale ranging from 1 (Not Confident at All) to 5 (Extremely Confident), while teachers' implementation of guided reading practices was measured using 25 indicators rated on a five-point frequency scale ranging from 1 (Never) to 5 (Always). These instruments enabled the systematic collection of data necessary to examine the relationships among guided reading practices, reading self-efficacy, and learners' reading progress.

3.3 Ethical Considerations

The study adhered to the fundamental ethical principles governing research involving human participants, including respect for people, beneficence, non-maleficence, justice, confidentiality, and voluntary participation. Before data collection, permission to conduct the study was obtained from the Schools Division Superintendent of the Schools Division of Samar, the Public Schools District Supervisor of the District of Pagsanghan, and the respective school heads of the participating elementary schools. Informed consent was secured from all teacher-respondents, while written parental consent and child assent were obtained for the participation of Key Stage 1 learners. The respondents were informed of the purpose of the study, the nature of their participation, their right to decline or withdraw from the study at any time without penalty, and the measures undertaken to protect their rights and welfare. To ensure confidentiality and anonymity, no personally identifiable information was disclosed, and all responses were coded and reported in aggregate form. The survey instruments and the use of the End-of-School-Year (EOSY) Comprehensive Reading Level Assessment (CRLA) results were intended solely for research purposes and were handled in accordance with the provisions of the Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. All electronic and printed research records were securely stored and made accessible only to the researcher, with the data to be disposed of appropriately upon completion of the study.

Profile Variable	Summary of Findings
Age and Sex	The respondents had a mean age of 7.34 years (Median = 7.00; MAD = 0.98), with most aged 6 years (29.85%), followed by 8 years (26.87%) and 7 years (25.37%). Female learners (81; 60.45%) outnumbered male learners (53; 39.55%).
Grade Level	Grade 2 – 48 (35.82%); Grade 3 – 44 (32.84%); Grade 1 – 42 (31.34%).
Parents' Highest Educational Attainment	Most fathers (73.88%) and mothers (66.42%) had earned a baccalaureate degree, while relatively few had completed postgraduate education or only elementary/high school.
Parents' Occupation	Most fathers were drivers (22.39%) or farmers (21.64%), whereas most mothers reported no formal employment (42.54%) or worked as vendors (20.90%).
Gross Monthly Family Income	Most families earned ₱5,001–₱10,000 (43.28%), followed by ₱10,001–₱15,000 (16.42%), indicating that a substantial proportion belonged to the low-income bracket.
Attitude Toward Reading	The respondents demonstrated a generally positive attitude toward reading (Grand Weighted Mean = 4.47, Agree). The highest-rated indicator was "I like being the best at reading" (WM = 5.00, Strongly Agree), whereas the lowest was "I do not like reading something when the words are too difficult" (WM = 3.03, Uncertain/Undecided).

Throughout the research process, the researcher upheld honesty, objectivity, and integrity in data collection, analysis, interpretation, and reporting, ensuring that the findings accurately represented the responses of the participants without fabrication, falsification, or misrepresentation.

4. RESULTS AND DISCUSSION

4.1 Profile of the Respondents

This section presents the profile of the student-respondents in terms of the following characteristics: age and sex, grade level, parents' highest educational attainment, parents'

occupation, gross monthly family income, and attitude toward reading.

Table 1: Profile of the Student-Respondents

The profile of the student-respondents indicated that the participants were generally representative of Key Stage 1 learners, with an average age of 7.34 years and a slightly higher proportion of female respondents than male respondents. The distribution across Grade 1 to Grade 3 was relatively balanced, with Grade 2 learners comprising the largest group. Most respondents came from families whose parents had attained at least a baccalaureate degree, suggesting that the learners generally had parents with adequate educational backgrounds. However, the occupational profile and monthly family income reflected modest socioeconomic conditions, as many fathers were employed in manual or income-dependent occupations, many mothers had no formal employment, and nearly half of the families earned only ₱5,001–₱10,000 per month. Despite these socioeconomic circumstances, the learners exhibited a favorable attitude toward reading, as evidenced by the overall "Agree" rating. Their responses indicated strong achievement motivation and confidence in reading while revealing some uncertainty when confronted with difficult reading materials. These findings suggested that although the learners generally valued reading, they would benefit from scaffolded instructional strategies that progressively developed reading confidence, perseverance, and comprehension when engaging with increasingly challenging texts.

Table 2. Profile of the Teacher-Respondents

Relevant In-Service Trainings	Participation was highest at the school level (WM = 3.82, Always) and district level (WM = 3.50, Always), followed by the division level (WM = 2.55, Oftentimes). Participation in regional (WM = 1.45, Never) and national (WM = 1.05, Never) training programs was limited.
Latest IPCRF Performance Rating	All teacher-respondents (100.00%) obtained an Outstanding (4.50–5.00) performance rating.
Attitude Toward Guided Reading	Teachers exhibited a highly favorable attitude toward guided reading (Grand Weighted Mean = 4.99, Strongly Agree), indicating strong support for its use as an instructional strategy to improve learners' reading development.

The profile of the teacher-respondents revealed a mature, experienced, and professionally competent teaching workforce. The respondents were predominantly female, with an average age of 43.82 years, and most occupied the Teacher III position, reflecting substantial teaching experience and career progression. Nearly all teachers had pursued graduate education, with the majority already completing master's degree units, demonstrating a strong commitment to continuing professional development. Their relatively uniform monthly family income further suggested comparable socioeconomic conditions among the respondents. In terms of professional learning, participation was concentrated at the school and district levels, whereas involvement in regional and national training programs remained limited, indicating opportunities to broaden teachers' exposure to higher-level professional development initiatives. Notably, all respondents obtained an Outstanding rating in their latest Individual Performance Commitment and Review Form (IPCRF), signifying consistently high levels of instructional performance. Moreover, the teachers expressed an overwhelmingly positive attitude toward guided reading, strongly recognizing its value in enhancing learners' motivation, confidence, collaboration, and reading achievement. Collectively, these findings portrayed a highly qualified and experienced group of educators whose professional competence and favorable perceptions of guided reading provided a strong foundation for the effective

Profile Variable	Summary of Findings
Age and Sex	The respondents had a mean age of 43.82 years (Median = 42.50; MAD = 6.77), with most aged 37–41 years (31.82%), followed by 42–46 years (27.27%). Female teachers (21; 95.45%) greatly outnumbered male teachers (1; 4.55%).
Highest Educational Attainment	Most teachers had earned a baccalaureate degree with MA units (86.36%), while 13.64% had completed a master's degree.
Gross Monthly Family Income	The majority (90.91%) reported a monthly family income ranging from ₱30,000 to ₱39,999, indicating a relatively homogeneous income level.
Teaching Position	Most respondents were Teacher III (63.64%), followed by Teacher II (22.73%), while Teacher I, Master Teacher I, and Master Teacher II each comprised 4.55% of the respondents.
Teaching Experience	Most teachers had 19 years and above (31.82%) of teaching experience, followed by 13–15 years (27.27%) and 10–12 years (18.18%), reflecting a predominantly experienced teaching workforce.

implementation of literacy interventions in Key Stage 1 classrooms.

Table 3. *Level of Implementation of Guided Reading Practices as Perceived by the Teacher-Respondents*

Dimension	Grand Weighted Mean	Interpretation
Planning and Organization	4.90	Always
Grouping and Differentiation	4.94	Always
Instructional Strategies	4.94	Always

Monitoring and Feedback	4.98	Always
Assessment and Adjustment	4.94	Always
Overall Grand Weighted Mean	4.94	Always

The teacher-respondents consistently demonstrated a very high level of implementation of guided reading practices across all instructional dimensions, as reflected in the overall grand weighted mean of 4.94, interpreted as "Always." Among the five domains, monitoring and feedback obtained the highest mean (WM = 4.98), indicating that teachers consistently provided immediate feedback, corrected reading errors supportively, acknowledged learners' progress, and actively monitored learner engagement during guided reading sessions. Grouping and differentiation, instructional strategies, and assessment and adjustment each obtained an equally high weighted mean (WM = 4.94), suggesting that teachers regularly differentiated instruction according to learners' needs, employed evidence-based reading strategies, and utilized assessment results to modify instruction and provide targeted support. Meanwhile, planning and organization recorded a slightly lower, yet still very high, weighted mean (WM = 4.90), reflecting teachers' consistent practice of planning assessment-informed lessons, preparing appropriate instructional materials, and organizing guided reading activities systematically. Collectively, these findings indicate that guided reading was implemented with a high degree of fidelity and instructional consistency, underscoring teachers' strong adherence to learner-centered, data-driven, and differentiated literacy practices. The uniformly high ratings across all dimensions further suggest that the respondents possessed the pedagogical competence necessary to implement guided reading effectively, thereby creating instructional environments that supported learners' reading development and promoted continuous literacy growth.

Table 4. *Level of Student-Respondents' Self-Efficacy in Reading*

Dimension	Grand Weighted Mean	Interpretation
Reading Competence	4.21	Very Confident
Task Persistence	4.73	Extremely Confident

Reading Strategy Beliefs	4.11	Very Confident
Emotional Response to Reading	4.31	Very Confident
Overall Grand Weighted Mean	4.34	Very Confident

The student-respondents demonstrated a high level of reading self-efficacy, as reflected in the overall grand weighted mean of 4.34, interpreted as "Very Confident." Among the four dimensions, task persistence obtained the highest weighted mean (WM = 4.73), interpreted as "Extremely Confident," indicating that the learners exhibited remarkable perseverance and determination in completing reading tasks despite encountering difficulties. This finding suggests that the respondents possessed a strong belief in their ability to sustain effort and accomplish reading-related activities successfully. Emotional response to reading ranked second (WM = 4.31), followed by reading competence (WM = 4.21) and reading strategy beliefs (WM = 4.11), all of which were interpreted as "Very Confident." These results indicate that the learners generally perceived themselves as capable readers who maintained positive emotional responses while engaging in reading and demonstrated confidence in applying various reading strategies to support comprehension. Although reading strategy beliefs recorded the lowest mean among the four dimensions, the rating remained within the "Very Confident" category, suggesting that learners were generally confident in using reading strategies but could still benefit from explicit instruction that strengthens higher-order metacognitive skills. Lastly, the findings imply that the respondents possessed a strong sense of reading self-efficacy, providing a favorable foundation for successful literacy development and supporting the importance of guided reading practices that reinforce learners' confidence, persistence, strategic thinking, and emotional resilience.

Table 5. *Relationships Among Guided Reading Practices, Teachers' Profile, Students' Reading Self-Efficacy, and Reading Level*

None of the teachers' demographic and professional characteristics (age, sex, educational attainment, family income, teaching position, years of teaching experience, in-service training, and IPCRF rating) were significantly associated with the implementation of guided reading practices (all $p > .05$). Only teachers' attitude toward guided reading exhibited a significant moderate positive relationship ($\rho = 0.437$, $p = .042$).

Variables	p-value	Interpretation
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Attitude Toward Guided Reading	0.042	Moderate Positive, Significant
Guided Reading Practices and Reading Level (EOSY CRLA)	0.046	Weak Positive, Significant
Guided Reading Practices and Reading Self-Efficacy	0.045	Weak Positive, Significant
Reading Self-Efficacy and Reading Level (EOSY CRLA)	0.047	Moderate Positive, Significant

The relationships among teacher profile, guided reading practices, students' reading self-efficacy, and reading level. Among the teacher profile variables, only attitude toward guided reading demonstrated a statistically significant moderate positive relationship with the implementation of guided reading practices ($p = 0.437$, $p = 0.042$), indicating that teachers with more favorable perceptions of guided reading were more likely to implement the approach consistently and effectively. In contrast, demographic and professional characteristics, including age, sex, highest educational attainment, gross monthly family income, teaching position, years of teaching experience, relevant in-service training, and latest IPCRF performance rating, were not significantly associated with the implementation of guided reading practices ($p > .05$). Furthermore, guided reading practices exhibited significant but weak positive relationships with students' reading level ($p = 0.259$, $p = 0.046$) and all dimensions of reading self-efficacy, namely reading competence ($p = 0.210$, $p = 0.043$), task persistence ($p = 0.246$, $p = 0.049$), reading strategy beliefs ($p = 0.210$, $p = 0.042$), and emotional response to reading ($p = 0.226$, $p = 0.048$). These findings suggest that the consistent implementation of guided reading contributes not only to improved reading performance but also to learners' confidence, perseverance, strategic reading behaviors, and positive emotional engagement with reading. Notably, students' reading self-efficacy demonstrated a moderate positive relationship with reading level ($p = 0.423$, $p = 0.047$), indicating that learners who possessed stronger beliefs in their reading capabilities tended to achieve higher levels of reading proficiency. Lastly, the findings underscore the importance of cultivating teachers' positive attitudes toward guided reading and implementing structured guided reading practices as

complementary strategies for enhancing learners' reading self-efficacy and reading achievement.

5. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. The student-respondents were predominantly young Key Stage 1 learners with a fairly balanced grade-level distribution and a slightly higher proportion of females. Most came from families with college-educated parents but modest socioeconomic backgrounds characterized by low household income and parents engaged in manual or informal occupations. Despite these conditions, the learners demonstrated a generally positive attitude toward reading, reflecting strong motivation and favorable reading dispositions.

2. The teacher-respondents were predominantly experienced female educators who demonstrated continued professional growth through graduate studies and consistently received outstanding performance ratings. Most participated primarily in school- and district-level professional development activities while maintaining positive perceptions of guided reading. These findings reflect a competent and committed teaching workforce with strong instructional support for guided reading.

3. The teachers consistently demonstrated a very high level of implementation of guided reading practices across planning, differentiation, instructional strategies, monitoring and feedback, and assessment. Their instructional practices reflected systematic planning, learner-centered instruction, and effective monitoring of learners' reading progress. Overall, guided reading was implemented with a high degree of consistency and instructional fidelity.

4. The student-respondents exhibited high levels of reading self-efficacy across reading competence, task persistence, reading strategy beliefs, and emotional response to reading. Task persistence emerged as the strongest dimension, indicating learners' determination to complete reading tasks despite challenges. Overall, the findings suggest that the learners possessed strong confidence and resilience in reading.

5. Most student-respondents achieved grade-level reading proficiency, while a substantial number were progressing toward full reading competence. Only a small proportion remained at the emerging reading level. These findings indicate generally satisfactory reading performance while highlighting the need for continued support for developing readers.

6. None of the student profile variables showed a significant relationship with teachers' implementation of guided reading practices. This indicates that guided reading was implemented consistently regardless of learners' demographic and socioeconomic characteristics. The findings suggest that

teachers provided equitable guided reading instruction across diverse learner profiles.

7. Among the teacher profile variables, only attitude toward guided reading demonstrated a significant positive relationship with the implementation of guided reading practices. Teachers with more favorable attitudes toward guided reading were more likely to implement the strategy effectively. In contrast, demographic and professional characteristics did not significantly influence implementation.

8. Guided reading practices showed a statistically significant but weak positive relationship with students' reading level. This finding indicates that effective guided reading contributed to learners' reading achievement, although its influence was relatively limited. It further suggests that reading proficiency is shaped by guided reading together with other learner- and environment-related factors.

9. Guided reading practices were significantly and positively associated with all dimensions of students' reading self-efficacy, including reading competence, task persistence, reading strategy beliefs, and emotional response to reading. Although the relationships were weak, they indicate that effective guided reading supports learners' confidence and engagement in reading. These findings highlight the contribution of guided reading to both the cognitive and affective aspects of literacy development.

10. Reading self-efficacy demonstrated a significant moderate positive relationship with students' reading level. Learners with stronger confidence in their reading abilities tend to achieve higher levels of reading proficiency. This finding underscores the importance of strengthening reading self-efficacy as an integral component of interventions aimed at improving reading achievement.

Recommendations

1. Strengthen targeted interventions for non-proficient readers. Although more than half of the students are at the grade-level reading proficiency, a considerable proportion remain in transitioning, developing, and emerging levels. Schools should implement tiered reading intervention programs such as remediation blocks, pull-out sessions, and daily intensive reading support, specifically for students in the developing and emerging levels. Progress should be monitored using periodic CRLA-based assessments to ensure movement toward proficiency.

2. Sustain and institutionalize guided reading practices school-wide. Since guided reading implementation is significantly associated with student reading level and self-efficacy, schools should formalize guided reading as a core instructional strategy, ensuring consistent application across grade levels. This includes standardized lesson planning templates, structured reading groups, and scheduled reading sessions within the weekly timetable.

3. Enhance teacher attitudes toward guided reading through continuous professional development. Given that teacher attitude toward guided reading is the only significant predictor of implementation quality, school leaders should prioritize professional development programs, coaching, and reflective practice sessions that strengthen teacher motivation, confidence, and positive disposition toward guided reading. Recognition systems for effective implementation may also reinforce positive attitudes.

4. Improve instructional quality through focused training on differentiation and instructional strategies. Since implementation is significantly linked with student reading outcomes and self-efficacy, teachers should receive targeted training on differentiated instruction, grouping strategies, and responsive teaching techniques to maximize the impact of guided reading practices.

5. Strengthen programs that build students' reading self-efficacy. Because self-efficacy shows a moderate relationship with reading performance, schools should integrate confidence-building reading activities, such as peer reading, reading achievement tracking charts, reading journals, and structured positive feedback mechanisms. These will help improve students' reading competence, persistence, strategy use, and emotional engagement.

6. Align reading instruction with continuous formative assessment. Teachers should regularly use diagnostic and formative reading assessments to adjust instruction, group learners appropriately, and provide immediate feedback. This ensures that guided reading is responsive rather than purely routine.

7. Maintain inclusive implementation regardless of student profile variables. Since student demographic variables were not significantly related to guided reading implementation, schools should continue ensuring equitable access to reading interventions, reinforcing that instructional delivery should remain consistent regardless of learner background.

8. Strengthen home-school reading support systems. Although parental variables were not significantly correlated, schools may still enhance reading outcomes by engaging parents through reading home programs, literacy reminders, and simple monitoring tools, especially for learners in lower proficiency levels.

9. For future researchers. Researchers may also explore longitudinal designs to determine the long-term effects of guided reading on reading proficiency and self-efficacy. In addition, it is recommended to investigate other potential variables not covered in this study, such as teacher instructional competence, classroom environment, availability of reading resources, and parental involvement practices, which may provide a more comprehensive explanation of reading performance. Future researchers may also consider using mixed-method approaches to capture deeper insights into how guided reading is implemented and experienced by both teachers and learners.

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