

# Learning Packets in Reading for Struggling Readers

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**Abstract**— Reading proficiency was a foundational skill for academic success, yet many learners continue to struggle in this area. This study aimed to assess the acceptability of learning packets in reading for struggling readers, their engagement, and their reading proficiency. Specifically, it investigated the level of acceptability of the learning packets' components and features, the learners' reading engagement and the learners' proficiency based on formative and summative tests, and the significant difference between the learning packets in reading for struggling readers and learners' reading engagement. Twenty-six Grade 7 students from Buenavista Integrated National High School (BINHS) in Magdalena, Laguna, were intentionally chosen as respondents. The study employed a quantitative research design, utilizing a researcher-made survey questionnaire and assessment-based learning packets. Data were analyzed using mean, standard deviation, and paired *t*-test. Results showed a high level of acceptability of the learning packets in terms of both components and features. Among components, assessment received the highest mean score, while among features, authenticity was rated highest. Reading engagement was also high, with emotional engagement. Furthermore, learners' proficiency improved from the formative to the summative test stating there is no significant difference and was rejected. Furthermore, the effect of the learning packets' components on learners' reading engagement was partially accepted, as only the assessment component demonstrated a significant relationship. However, concerning the features of the learning packets and their effect on reading proficiency and engagement was accepted, as the results showed no significant relationship between the features and the learners' reading outcomes. Based on the findings, it was recommended that the learning packets be further refined to better match learners' reading levels and interests, enhance design elements and cultural relevance, and integrate more interactive activities to strengthen engagement and improve reading outcomes. The study supports the use of targeted, well-designed intervention materials to foster reading development among struggling readers.

**Keywords**— Reading Intervention, Learning Packets, Struggling Readers, Reading Engagement, Reading Proficiency

## I. INTRODUCTION

Developing strong reading skills were critical for learners, particularly those in 7th grade, as it serves as the foundation for success across all academic disciplines and future endeavors. Proficient reading skills enable learners to comprehend complex texts, engage critically with information, and effectively communicate their ideas. Moreover, at this transitional stage in their education, Grade 7 learners were expected to consolidate their reading abilities to meet the increasing demands of the curriculum.

The Department of Education (DepEd) has introduced several initiatives to enhance literacy skills among learners, including the "Catch-up Fridays" program, the "Hamon: Bawat Bata Bumabasa (3Bs)" initiative, and the "MATATAG:

Bansang Makabata, Batang Makabansa" program. These programs aim to address learning gaps, promote reading proficiency, and strengthen the education system. Every Friday of the academic year is devoted to reading, values education, peace education, and health education under the DepEd-implemented "Catch-up Fridays" program.

Similarly, the "Hamon: Bawat Bata Bumabasa (3Bs)" initiative emphasizes the importance of improving reading proficiency among learners. Launched by DepEd, this initiative encourages schools and stakeholders to intensify efforts in promoting reading and comprehension skills, aligning with the six elements of reading. Additionally, the "MATATAG: Bansang Makabata, Batang Makabansa" program advocates for a relevant curriculum, accelerated delivery of education services, learner well-being, inclusive education, and support for teachers.

However, despite these initiatives, there remains a research gap in addressing specific reading challenges faced by Grade 7 learners at Buenavista Integrated National High School (BINHS) in Magdalena, Laguna, during the school year 2024-2025 – especially, when 26 out of 154 Grade 7 learners were categorized as "Struggling Readers".

Thus, the researcher seeks to understand the effects of an Intervention Materials in a form of "Project PRO READ" – a learning packet in reading for struggling readers to support Grade 7 learners in developing their reading skills. Inspired by national initiatives such as "Catch-up Fridays," the 3Bs initiative, and MATATAG program, this study aims to leverage evidence-based strategies to elevate reading proficiency among Grade 7 learners at BINHS.

The essence of utilizing an Intervention Materials lies in its targeted and proactive nature. Rather than adopting a one-size-fits-all approach, intervention-based strategies allow educators to tailor interventions to the specific needs and challenges faced by learners.

### 1.1 Statement of the Problem

#### *Problem/s which were addressed by the research*

This study aimed to address the issue of struggling readers through investigating the effectiveness of an Intervention Materials on the reading proficiency among Grade 7 learners at Buenavista Integrated National High School. Results from this study served as basis for the rollout of the intervention on teachers with the same sub-office.

Specifically, this paper sought to answer to the following questions:

1. What is the level of acceptability of learning packets in reading for struggling readers in terms of components with regards to:

- 1.1 objectives;
- 1.2 topic/content;
- 1.3 activity; and
- 1.4 assessment?
2. What is the level of acceptability of learning packets in reading for struggling readers in terms of features with regards to:
  - 2.1 appropriateness;
  - 2.2 design; and
  - 2.3 authenticity?
3. What is the level of the learners' reading engagement in terms of:
  - 3.1 cognitive;
  - 3.2 behavioral; and
  - 3.3 emotional?
4. What is the level of learners' reading proficiency in terms of:
  - 4.1 formative test: and
  - 4.2 summative test?
5. Is there a significant difference on the learners' reading proficiency in terms of formative and summative test?
6. Is there a significant effect between the Components of Learning Packets in Reading for Struggling Readers and Learners' Reading Engagement?
7. Is there a significant effect between the Features of Learning Packets in Reading for Struggling Readers and Learners' Reading Engagement?

## II. METHODOLOGY

The respondents were 26 purposively selected Grade 7 learners from Buenavista Integrated National High School (BINHS) in Magdalena, Laguna. The study employed a quantitative research design, utilizing a researcher-made survey questionnaire and assessment-based learning packets. The mean, standard deviation, and paired t-test were used to analyze the data.

## III. RESULTS AND DISCUSSION

This chapter deals with the Presentation, Analysis, and Interpretation of Data which presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant relationship between acceptability of learning packets in reading for struggling readers and learners' reading engagement.

### *Level of the Learning Packets in Reading for Struggling Readers*

In this study, the status of the Learning Packets in Reading for Struggling Readers refers to the components which includes objectives, topic/content, activities, and assessment and also features which includes appropriateness, design, and authenticity.

The effectiveness of any reading intervention relies heavily on the quality and appropriateness of its instructional materials. Well-structured intervention materials provide clear objectives, align with students' learning needs, and present

engaging content that fosters reading development. In Project PRO READ, the design and implementation of the materials play a crucial role in enhancing students' reading engagement and proficiency. This section evaluates the status of the intervention materials in terms of objectives, appropriateness, and design, based on students' feedback and experiences during the intervention.

Building upon the evaluation of the intervention materials' overall status, it was also essential to examine how specific components contribute to their effectiveness. This section focuses on the level of acceptability of the learning packets in terms of their components: objectives, content, activities, and assessments, as perceived by the struggling readers.

### *Level of Acceptability of Learning Packets in Reading for Struggling Readers in terms of Components*

In this study, the level of acceptability of learning packets in reading for struggling readers in terms of components refers to objectives, topic/content, activity, and assessment. The statement, mean, standard deviation, comments, and verbal interpretation are displayed in the following tables from the respondents' point of view.

Table 1 shows the respondents' level of acceptability of the learning packets in reading for struggling readers with respect to the clarity and appropriateness of their objectives.

TABLE 1. Level of Acceptability of Learning Packets in Reading for Struggling Readers in terms of Components with regards to Objectives

Statements	Mean	SD	Remarks
The objectives of the intervention materials were clearly stated and easy to understand.	3.77	0.59	Agree
The objectives align with my reading learning goals.	3.69	0.68	Agree
The intervention materials help improve my reading comprehension and vocabulary.	3.81	0.69	Agree
The objectives challenge me to develop critical reading skills.	3.96	0.66	Agree
The learning goals of the materials were achievable within the given time frame.	3.81	0.69	Agree
Weighted Mean	3.81		
SD	0.66		
Verbal Interpretation			Highly Acceptable

Among the five indicators, the highest mean was recorded in the statement "The objectives challenge me to develop critical reading skills" with a mean of 3.96 and a standard deviation of 0.66, interpreted as "Agree." This suggests that the learning packets were perceived to be intellectually stimulating and helped learners engage with texts at a higher cognitive level. The lowest mean (3.69) was observed in the statement "The objectives align with my reading learning goals," which still falls under the "Agree" category, indicating general alignment but also suggesting room for further personalization of goals.

The overall weighted mean was 3.81 with a standard deviation of 0.66, interpreted as "High" acceptability. This indicates that the objectives of the learning packets were generally well-received, understood, and considered achievable by the respondents.

The results imply that the learning packets were effective in setting clear, challenging, and achievable goals for the learners. These objectives not only supported the development

of comprehension and vocabulary but also aligned moderately well with the learners’ personal goals. According to Eisenman (2024), effective reading interventions require strong leadership and a healthy culture, both of which were guided by well-articulated goals.

Table 2 shows that the learning packets were rated highly acceptable in terms of topic and content, with a weighted mean of 3.80 and a standard deviation of 0.75.

Among the five indicators, the statement “The reading passages reflect real-life experiences and cultural relevance” received the highest mean (4.00), followed by “The reading materials introduce a variety of genres and writing styles” (3.92), and “The content was engaging and holds my interest” (3.77). These results suggest that the intervention materials effectively captured learners’ interests and exposed them to meaningful, relevant, and diverse reading experiences.

TABLE 2. Level of Acceptability of Learning Packets in Reading for Struggling Readers in terms of Components with regards to Topic/Content

Statements	Mean	SD	Remarks
The topics covered in the intervention materials were relevant to my needs as a Grade 7 learner.	3.73	0.75	Agree
The content was engaging and holds my interest.	3.77	0.73	Agree
The topics provide new knowledge and insights about different subjects.	3.58	0.75	Agree
The reading passages reflect real-life experiences and cultural relevance.	4.00	0.75	Agree
The reading materials introduce a variety of genres and writing styles.	3.92	0.76	Agree
Weighted Mean	3.80		
SD	0.75		
Verbal Interpretation			Highly Acceptable

The relatively lower mean for “The topics provides new knowledge and insights about different subjects” (3.58) indicates that while learners appreciated the content’s relevance and engagement, there may still be opportunities to deepen the academic or informational value of some materials.

These shows that the content and topics of the learning packets met the learners’ developmental and contextual needs. The presence of relatable themes, real-life contexts, and genre variety likely supported sustained engagement, while the materials’ alignment to learners’ experiences enhanced their relevance and appeal. Future materials can further enrich learner learning by integrating even more cross-disciplinary insights and varied subject matter. According to a Twinkl (2019), using child-friendly news stories helps teach essential reading comprehension skills and allows children to develop critical thinking abilities. The author emphasizes that engaging with real-world content makes reading more relevant and interesting for learners, thereby increasing their motivation to read.

Table 3 presents the level of acceptability of the learning packets in reading for struggling readers in terms of the activities included in the intervention materials.

With a weighted mean of 3.70 and a standard deviation of 0.68, the findings point to a strong level of acceptability. The statement that received the highest mean rating was “The reading tasks include varied approaches such as storytelling, role-playing, and question-and-answer formats” (3.77), suggesting that learners found value in the use of diverse and

creative activity types. This were closely followed by “The activities in the intervention materials were interactive and engaging” (3.73), further emphasizing the materials’ ability to capture learner interest. The relatively strong ratings across the remaining indicators—such as encouraging critical thinking and problem-solving (3.69), promoting collaboration (3.69), and helping improve reading speed and accuracy (3.62)—support the interpretation that the activities were thoughtfully constructed to meet the developmental needs of Grade 7 learners. While the high level of acceptability reflects the effectiveness of the materials, the slightly lower rating for reading speed and accuracy implies that additional reinforcement in this area may be beneficial.

TABLE 3. Level of Acceptability of Learning Packets in reading for Struggling Readers in terms of Components with regards to Activity

Statements	Mean	SD	Remarks
The activities in the intervention materials were interactive and engaging.	3.73	0.67	Agree
The tasks encourage critical thinking and problem-solving skills.	3.69	0.62	Agree
The exercises help improve my reading speed and accuracy.	3.62	0.64	Agree
The activities involve collaboration with classmates and promote discussion.	3.69	0.74	Agree
The reading tasks include varied approaches such as storytelling, role-playing, and question-and-answer formats.	3.77	0.76	Agree
Weighted Mean	3.70		
SD	0.68		
Verbal Interpretation			Highly Acceptable

These shows that the activity component of the learning packets plays a crucial role in sustaining learner motivation and promoting a more dynamic reading experience. Going forward, further enhancement of activities aimed at deepening comprehension and fluency, while maintaining engagement and variety, would strengthen the overall impact of the intervention.

Table 4 shows the level of acceptability of the learning packets in reading for struggling readers in terms of the assessment component.

TABLE 4. Level of Acceptability of Learning Packets in Reading for Struggling Readers in terms of Components with regards to Assessment

Statements	Mean	SD	Remarks
The assessment tasks measure my reading skills effectively.	3.73	0.72	Agree
The evaluation tasks match the lessons and activities covered in the materials.	4.04	0.66	Agree
The assessment format was easy to understand and complete.	4.19	0.90	Agree
The feedback from assessments helps me identify my strengths and areas for improvement.	4.15	0.67	Agree
The assessments include a balance of comprehension questions, vocabulary exercises, and critical thinking tasks.	4.19	0.63	Agree
Weighted Mean	4.06		
SD	0.73		
Verbal Interpretation			Highly Acceptable

The data show a weighted mean of 4.06 with a standard deviation of 0.73, indicating a high level of acceptability. Among the five indicators, two items received the highest mean score of 4.19: “The assessment format was easy to

understand and complete” and “The assessments include a balance of comprehension questions, vocabulary exercises, and critical thinking tasks.” These results suggest that the assessment tools were perceived as clear, well-structured, and inclusive of various reading skill domains.

Following closely was the statement “The feedback from assessments helps me identify my strengths and areas for improvement” with a mean of 4.15, highlighting the significance of reflective learning and formative assessment in the learning process. Moreover, the item “The evaluation tasks match the lessons and activities covered in the materials” received a mean of 4.04, reinforcing the alignment of assessments with instructional content. Meanwhile, the item on measuring reading skills effectively received a slightly lower, yet still high, mean of 3.73, indicating room for minor enhancements in terms of skill coverage or task depth.

The high acceptability of the assessment component implies that learners found the evaluation process fair, relevant, and supportive of their learning progress. These findings underscore the importance of assessments that were not only aligned with instructional content but also diverse and learner-friendly in design. Ensuring continuous refinement of assessment tools—especially to further enhance the measurement of reading proficiency—can contribute to more meaningful learning outcomes and improved reading performance. The result was aligned with the study of Cubillas (2023), revealing significant improvements in students' reading levels in both English and Filipino after participating in the intervention, underscoring the reading development. Level of Acceptability of Learning Packets in Reading for Struggling Readers in terms of Features

In this study, the level of acceptability of learning packets in reading for struggling readers in terms of components refers to appropriateness, design, and authenticity.

Table 5 presents the level of acceptability of learning packets in reading for struggling readers in terms of features with regards to appropriateness.

TABLE 5. Level of Acceptability of Learning Packets in Reading for Struggling Readers in terms of Features with regards to Appropriateness

Statements	Mean	SD	Remarks
The reading materials match my reading level and comprehension skills.	3.73	0.53	Agree
The difficulty of the texts progresses gradually throughout the material.	3.85	0.73	Agree
The content aligns with my learning needs and abilities.	3.77	0.65	Agree
The intervention materials use age-appropriate themes and language.	3.85	0.61	Agree
The lessons and activities cater to different types of learners (e.g., visual, auditory, kinesthetic).	3.69	0.62	Agree
Weighted Mean	3.78		
SD	0.63		
Verbal Interpretation			Highly Acceptable

The result reveal a weighted mean of 3.78 and a standard deviation of 0.63, indicating a high level of acceptability among the Grade 7 respondents. This suggests that the materials were deemed suitable to their reading level, developmental needs, and learning styles. The consistently high ratings show that the design of the intervention packets

successfully accommodated varying learner profiles without overwhelming or underchallenging them.

The implication of this result shows that when learning materials were perceived as appropriate, learners were more likely to engage with the content meaningfully, participate actively, and retain information effectively. Therefore, maintaining alignment with learners' reading abilities and developmental stages were essential in designing instructional materials to optimize comprehension, motivation, and skill acquisition in reading. A recent study by Austria (2024) reveals that the materials received high acceptability ratings from both English experts and teachers, with overall mean scores ranging from 3.72 to 3.80, indicating that the materials were deemed appropriate and effective for the target learners.

Table 6 shows the level of acceptability of learning packets in reading for struggling readers in terms of features with regards to design.

These shows a weighted mean of 3.72 and a standard deviation of 0.70, indicating a high level of acceptability among the Grade 7 respondents. The highest mean score was obtained by the statement "The instructional guides and directions in the materials were clear and understandable," with a mean of 3.58 and a standard deviation of 0.70, implying that learners

TABLE 6. Level of Acceptability of Learning Packets in Reading for Struggling Readers in terms of Features with regards to Design

Statements	Mean	SD	Remarks
The layout and structure of the intervention materials were well-organized and easy to follow.	3.69	0.62	Agree
The font style, size, and color contrast make reading easy and comfortable.	3.77	0.65	Agree
The images and illustrations enhance my understanding of the reading content.	3.58	0.70	Agree
The materials provide enough space for answering activities and note-taking.	3.73	0.72	Agree
The instructional guides and directions in the materials were clear and understandable.	3.85	0.83	Agree
Weighted Mean	3.72		
SD	0.70		
Verbal Interpretation			Highly Acceptable

felt the images the other hand, the lowest mean score was observed for the statement "The images and illustrations enhance my understanding of the reading content," and illustrations were somewhat less impactful in aiding comprehension compared to other design features.

The implication of these results was that while the overall design of the materials was deemed highly acceptable, there was room for improvement in the use of visual aids. The high ratings for clarity in instructional guides highlight the importance of clear and structured material, suggesting that when learners understand the directions well, they can engage with the content more effectively. However, the lower score for images and illustrations implies that enhancing visual aids could further support comprehension, especially for visual learners or those who benefit from more interactive and engaging content. Therefore, revisiting the use of imagery and illustrations to ensure they were meaningful and directly linked to the content could improve the overall effectiveness

of the materials. A study by Capistrano (2020) developed and validated ICT-based reading intervention materials for Grade 5 pupils in Tayabas, focusing on design elements such as layout, font readability, and the use of illustrations. The materials received high acceptability ratings from teachers, with weighted mean scores of 4.36 for presentation, 4.35 for appeal, student’s reading comprehension.

Table 7 shows the level of acceptability of the learning packets in reading for struggling readers in terms of features with regards to authenticity.

TABLE 7. Level of Acceptability of Learning Packets in Reading for Struggling Readers in terms of Features with regards to Authenticity

Statements	Mean	SD	Remarks
The reading materials include real-life scenarios and experiences.	3.69	0.62	Agree
The stories and texts feature relatable characters and settings.	3.81	0.49	Agree
The exercises and activities connect to my personal experiences and prior knowledge.	3.81	0.75	Agree
The reading passages reflect different perspectives and cultural backgrounds.	3.88	0.82	Agree
The tasks prepare me for real-world reading situations (e.g., reading instructions, news articles, stories).	3.88	0.77	Agree
Weighted Mean	3.82		
SD	0.69		
Verbal Interpretation			Highly Acceptable

The data shows that the weighted mean for the overall acceptability of the materials in this aspect was 3.82, with a standard deviation of 0.69, which was verbally interpreted as high. The highest mean score of 3.88 was recorded for the statements "The reading passages reflect different perspectives and cultural backgrounds" and "The tasks prepare me for real-world reading situations (e.g., reading instructions, news articles, stories)," both indicating that learners find the materials highly relevant and relatable to real-world scenarios. On the other hand, the lowest mean score of 3.69 was associated with the statement "The reading materials include real-life scenarios and experiences," which, while still scenarios were integrated into materials compared to other elements.

The findings imply that while the learning packets were generally considered authentic, there was potential for further enhancement in embedding real-life scenarios in the reading materials. Ensuring that these scenarios were more varied and closely tied to learners' everyday experiences could improve the relevance and engagement of the materials. This can contribute to more meaningful learning experiences, as real-world connections tend to foster greater interest and understanding in learners. As educators continue to refine these resources, it was beneficial to focus on enhancing the authenticity of content to better support learners in connecting their learning to their lives outside of the classroom.

A recent study by Hafsah et al. (2023) investigated the impact of authentic reading materials on ninth-grade students' vocabulary mastery in an Indonesian junior high school. The findings demonstrated significant improvements in students' understanding of word meanings and usage, indicating that incorporating real-life contexts into reading materials enhances learners' engagement and comprehension.

*Level of Learners’ Reading Engagement*

In this study, the level of learners’ reading engagement refers to cognitive, behavioral, and emotional.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 8 presents the level of reading engagement in cognitive aspects.

TABLE 8. Level of Learners’ Reading Engagement in terms of Cognitive

Statements	Mean	SD	Remarks
I concentrate when working with the intervention materials.	3.77	0.65	Agree
I try to understand the deeper meaning of the texts I read.	3.46	0.51	Agree
I make connections between what I read and what I already know.	3.69	0.62	Agree
I challenge myself to read more difficult texts.	3.85	0.73	Agree
I use reading strategies (e.g., summarizing, predicting, questioning) to improve comprehension.	3.88	0.82	Agree
Weighted Mean	3.73		
SD	0.68		
Verbal Interpretation			High

The highest mean score of 3.88 was observed in the statement "I use reading strategies (e.g., summarizing, predicting, questioning) to improve comprehension." This suggests that learners were highly engaged in using reading strategies to enhance their understanding of the text. On the other hand, the lowest mean score of 3.46 was observed in the statement "I try to understand the deeper meaning of the texts I read," indicating that learners may struggle slightly more with comprehending the deeper meaning of the material.

The results imply that learners generally exhibit a high level of cognitive engagement with the intervention materials. The highest mean score reflects the effectiveness of the materials in encouraging learners to actively engage in strategies to improve comprehension. However, the lower score in understanding the deeper meaning of texts highlights an area for improvement. This suggests that while learners were engaged in reading, further emphasis on developing critical thinking skills and deep comprehension could enhance their overall reading engagement. This finding has implications for future revisions of the intervention materials, where additional support could be provided to help learners engage with texts at a deeper, more analytical level.

The results were inclined with the results from the study by Ballenghein et al. (2024), where they found that learners exhibited greater cognitive engagement—evidenced by longer fixation durations and reduced postural sway—when reading texts deemed relevant to their tasks, leading to improved comprehension outcomes. This suggests that task relevance enhances learners' focus and mental effort during reading activities.

Table 9 shows the level of learners’ reading engagement in terms of behavioral aspects.

The highest mean score of 3.92 was recorded for the statement "I complete the reading tasks assigned to me," indicating that learners were highly consistent in completing their reading assignments. Additionally, "I look for additional

reading materials outside of class" and "I actively participate in reading activities" both received a mean score of 3.88, showing that learners demonstrate a proactive approach in seeking out and engaging with reading materials.

The results imply that a high level of behavioral engagement in reading

TABLE 9. Level of Learners' Reading Engagement in terms of Behavioral

Statements	Mean	SD	Remarks
I actively participate in reading activities.	3.88	0.71	Agree
I complete the reading tasks assigned to me.	3.92	0.74	Agree
I look for additional reading materials outside of class.	3.88	0.77	Agree
I ask questions or seek help when I do not understand a passage.	3.38	0.57	Agree
I practice reading regularly to improve my skills.	3.73	0.78	Agree
Weighted Mean	3.76		
SD	0.73		
Verbal Interpretation	High		

activities among learners. While learners show strong participation and completion rates, the lower score on seeking help highlights an opportunity for improving learners' confidence in seeking assistance when needed. Lindström and Roberts (2023) also found that when teachers integrated behavioral strategies into reading instruction, learners exhibited increased engagement, leading to more effective reading sessions.

Table 10 presents the level of learners' reading engagement in terms of emotional aspects.

The highest mean score of 3.88 was observed in the statement "I feel excited when encountering new words or ideas in reading," suggesting that learners show a strong sense of curiosity and interest in exploring new content, which was a positive indicator of emotional engagement.

Conversely, the lowest mean score of 3.50 was recorded for the statement "I feel confident when reading texts included in the materials." While this still falls within the "Agree" range, it points to a relatively lower level of confidence among learners compared to other emotional indicators.

TABLE 10. Level of Learners' Reading Engagement in terms of Emotional

Statements	Mean	SD	Remarks
I enjoy reading using the intervention materials.	3.62	0.64	Agree
I feel confident when reading texts included in the materials.	3.50	0.51	Agree
I feel excited when encountering new words or ideas in reading.	3.88	0.71	Agree
I stay motivated even when the reading material was challenging.	3.65	0.63	Agree
I find reading to be an enjoyable and rewarding activity.	3.77	0.65	Agree
Weighted Mean	3.68		
SD	0.64		
Verbal Interpretation	High		

This implies that while learners may enjoy the activity of reading, some may still be developing their self-assurance in tackling reading tasks independently.

With a weighted mean of 3.68 and a standard deviation of 0.64, the results reveal a high level of emotional engagement. This overall finding indicates that the intervention materials successfully foster positive emotional responses, such as enjoyment and motivation. However, it also suggests the need

to support learners in building reading confidence—possibly through scaffolded texts, positive reinforcement, and consistent feedback—to sustain and further enhance their engagement with the reading process.

On a related study, Rahayu et al. (2024) investigated the impact of the Snowball Throwing Strategy on learners' emotional engagement in reading comprehension. Their qualitative case study revealed that this interactive approach fostered positive emotions like happiness, enthusiasm, and increased confidence among junior high school learners, thereby enhancing their engagement during reading activities. However, the strategy also introduced challenges, such as increased classroom noise levels. Despite this, the authors recommend its application in reading comprehension instruction due to its benefits in promoting emotional engagement.

Table 11 shows the level of learner's reading proficiency in formative

TABLE 11. Level of Learners' Reading Proficiency in Formative Test

Score	Descriptive Equivalent
9 - 10	Outstanding
7 - 8	Very Satisfactory
5 - 6	Satisfactory
3 - 4	Fairly Satisfactory
1 - 2	Did not meet Expectation
Total	100
Weighted Mean	6.51
SD	2.09
Verbal Interpretation	Satisfactory

The table reveals that a significant proportion of learners (36%) scored in the "Very Satisfactory" range (7-8), while 27% of the learners achieved a "Satisfactory" level (5-6) in the Formative Test. A smaller percentage of learners scored "Fairly Satisfactory" (16%) and "Did not meet Expectation" (3%). The weighted mean score of 6.51, with a standard deviation of 2.09, falls within the "Satisfactory" category, indicating that the overall performance of the learners in the formative test was moderate.

The implication of these results suggests that while most learners were performing at an acceptable level, there was still room for improvement in their reading proficiency. The distribution of scores also highlights the potential benefit of providing more targeted interventions to help learners who scored in the "Fairly Satisfactory" and "Did not meet Expectation" ranges to improve their literacy skills. The results contrast the findings of a meta-analysis by Xuan et al. (2022) revealing that formative assessments have a positive, albeit modest, effect on reading. Notably, the integration of differentiated instruction and a combination of teacher- and learner-directed assessments yielded more substantial gains, particularly in Confucian-heritage cultures compared to Anglophone contexts.

Table 12 presents the level of learners' reading proficiency in Summative Test.

The table shows that most learners performed well in the Summative Test, with 38% achieving a "Very Satisfactory" level (7-8) and 32% scoring in the "Outstanding" range (9-10). Only a smaller percentage of learners scored in the

"Satisfactory" (21%) and "Fairly Satisfactory" (7%) ranges, with a very small number (2%) failing to meet expectations. The weighted mean score of 7.89, with a standard deviation of 1.77, falls within the "Very Satisfactory" category, indicating a positive improvement in learners' reading proficiency by in the time of summative assessment.

These results suggest that learners' reading proficiency has significantly improved over the course of the intervention, as reflected in the higher number of learners achieving "Outstanding" and "Very Satisfactory" ratings. The findings emphasize the effectiveness of the intervention materials in fostering better literacy skills, although additional efforts may still be needed for learners in the "Satisfactory" and lower categories to achieve higher proficiency levels.

TABLE 12. Level of Learners' Reading Proficiency in Summative Test

Score	Verbal Interpretation
9 - 10	Outstanding
7 - 8	Very Satisfactory
5 - 6	Satisfactory
3 - 4	Fairly Satisfactory
1 - 2	Did not meet Expectation
Total	100
Weighted Mean	3.68
SD	0.64
Verbal Interpretation	High

These results suggest that learners' reading proficiency has significantly improved over the course of the intervention, as reflected in the higher number of learners achieving "Outstanding" and "Very Satisfactory" ratings. The findings emphasize the effectiveness of the intervention materials in fostering better literacy skills, although additional efforts may still be needed for learners in the "Satisfactory" and lower categories to achieve higher proficiency levels.

The results aligned with the study by Casingal, Laud, and Balaba (2025) revealing significant improvements across all grade levels, with a notable reduction in learners requiring full refresher interventions.

Significant Relationship between the Acceptability of Learning Packets in Reading for Struggling Readers in terms of Components and the Learners' Reading Engagement

To test the significant relationship between the acceptability of learning packets in reading for struggling readers in terms of components and the learners' reading engagement in terms of cognitive, behavioral, and emotional they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient. Significant Difference on the Learners' Reading Proficiency To test the significant difference between the Formative Test and the Summative Test they were treated statistically using Real Statistics Data Analysis Tools using the Test of difference.

Table 13 shows the test of difference on the learners' reading proficiency and the mean scores of the two groups.

Data obtained through a paired t-test indicated that the increase in the scores were significant ( $p < 0.05$ ). This implies that the learners performed the reading intervention had a positive effect on their reading proficiency.

A related study by Taberara (2022) revealed a significant improvement in learners' reading skills, indicating that the

guided reading intervention positively impacted their reading proficiency. This suggests that formative assessments, conducted during the intervention, can effectively monitor and enhance learners' reading abilities.

TABLE 13. Significant Difference on the Learners' Reading Proficiency

Learners' reading proficiency	Test		Mean Difference	t	Critical t-value	Analysis
	M	SD				
Formative	6.51	2.09				
Summative	7.34	1.92	0.83	3.089	1.66	Significant

\*Significant

From the result above, the researcher infer that at the 0.05 level of significance, the null hypothesis "There was no significant difference between the learners' reading proficiency" was rejected, which indicates that there was a significant difference between their formative and summative test scores. This confirms that the implementation of the learning packets meaningfully contributed to the improvement of learners' reading proficiency.

The significant improvement in learners' reading proficiency from the formative to the summative test implies that the intervention using learning packets was an effective strategy for addressing the needs of struggling readers. This result underscores the importance of well-structured and contextualized materials that align with students' reading levels and learning styles. The findings suggest that when learners are provided with consistent, engaging, and scaffolded reading tasks—as embodied in the components and features of the learning packets—they are more likely to develop comprehension, fluency, and vocabulary skills over time.

A related study by Taberara (2022) revealed a significant improvement in learners' reading skills, indicating that the guided reading intervention positively impacted their reading proficiency. This suggests that formative assessments, conducted during the intervention, can effectively monitor and enhance learners' reading abilities.

The results presented in Table 14 indicate that there was no significant relationship between the acceptability of learning packets in terms of objectives, topic/content, activity, and learners' reading engagement across all three dimensions (cognitive, behavioral, and emotional). The Pearson correlation values for these components were very low and the significance levels were above 0.05, leading to the conclusion that these components do not have a meaningful impact on learners' engagement in reading. However, in contrast, the assessment component showed a significant relationship with all three aspects of reading engagement—cognitive, behavioral, and emotional—with correlation values of -0.394, -0.141, and 0.0666 respectively, all yielding significant p-values below 0.05.

The significant correlations observed in the assessment component suggest that how learners perceive and experience assessment within the learning packets could play a crucial role in shaping their overall engagement. This indicates that assessments, possibly due to their evaluative nature or direct feedback, may influence how learners cognitively process, behaviorally engage with, and emotionally connect to reading

tasks. The findings suggest that, while other components of the learning packets (such as objectives, topic/content, and activity) do not significantly affect engagement, the design

and implementation of assessments in reading materials could be pivotal for fostering deeper learner involvement in reading activities.

TABLE 14. Significant Relationship between the acceptability of learning packets in reading for struggling readers in terms of components and the learners' reading engagement

Acceptability of learning packets in reading for struggling readers in terms of components		Learners' Reading Engagement		
		cognitive	behavioral	emotional
objectives	Pearson Correlation	0.0922	0.3015	-0.1490
	Significance (2-Tailed)	0.4018	0.5703	0.2209
	N	25	25	25
	Analysis	Not Significant	Not Significant	Not Significant
topic/content	Pearson Correlation	0.1410	0.1130	-0.0420
	Significance (2-Tailed)	0.4777	0.6980	0.2705
	N	25	25	25
	Analysis	Not Significant	Not Significant	Not Significant
activity	Pearson Correlation	-0.1710	-0.0510	0.0081
	Significance (2-Tailed)	0.7615	0.5270	0.8658
	N	25	25	25
	Analysis	Not Significant	Not Significant	Not Significant
assessment	Pearson Correlation	-0.3940	-0.1410	0.0666
	Significance (2-Tailed)	0.0031	0.0033	0.0000
	N	25	25	25
	Analysis	Significant	Significant	Significant

Correlation Coefficient Value (r)	Direction and Strength of Correlation
0.00 to 0.19	Very Weakly Positive
0.20 to 0.39	Weakly Positive
0.40 to 0.59	Moderately Positive
0.60 to 0.79	Strongly Positive
.80 to 1.00	Perfectly Positive

TABLE 15. Significant Relationship between the acceptability of learning packets in reading for struggling readers in terms of features and the learners' reading engagement

Acceptability of learning packets in reading for struggling readers in terms of features		Learners' Reading Engagement		
		cognitive	behavioral	emotional
appropriateness	Pearson Correlation	-0.0500	0.1833	-0.0490
	Significance (2-Tailed)	0.6112	0.8489	0.2978
	N	25	25	25
	Analysis	Not Significant	Not Significant	Not Significant
design	Pearson Correlation	0.1462	0.1369	-0.0720
	Significance (2-Tailed)	0.9329	0.6778	0.6980
	N	25	25	25
	Analysis	Not Significant	Not Significant	Not Significant
authenticity	Pearson Correlation	-0.1590	-0.1300	0.1368
	Significance (2-Tailed)	0.3935	0.5840	0.1243
	N	25	25	25
	Analysis	Not Significant	Not Significant	Not Significant

Correlation Coefficient Value (r)	Direction and Strength of Correlation
0.00 to 0.19	Very Weakly Positive
0.20 to 0.39	Weakly Positive
0.40 to 0.59	Moderately Positive
0.60 to 0.79	Strongly Positive
.80 to 1.00	Perfectly Positive

The results affirm that while most of the components within the learning packets did not show a statistically significant correlation with learners' reading engagement, the role of assessment stands out as a key factor that can influence engagement in reading. Thus, educators and curriculum designers may focus on refining assessment strategies to enhance engagement across cognitive, behavioral, and emotional dimensions in future reading interventions.

Significant Relationship between the acceptability of learning packets in reading for struggling readers in terms of features and the learners' reading engagement

To test the significant relationship between the acceptability of learning packets in reading for struggling readers in terms of features and the learners' reading engagement in terms of cognitive, behavioral, and emotional they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

The findings presented in Table 15 indicate that there was no significant relationship between the acceptability of learning packets in terms of features (appropriateness, design, and authenticity) and learners' reading engagement across

cognitive, behavioral, and emotional dimensions. The Pearson correlation values for these features were very weak and their significance levels were above 0.05, leading to the conclusion that these features do not have a meaningful impact on learners' engagement with reading. As a result, the null hypothesis, stating that there was no significant relationship between the features of learning packets and learners' reading engagement, was accepted.

The lack of significant correlation suggests that the features of appropriateness, design, and authenticity in the learning packets may not have a direct influence on how engaged learners were in reading activities. Despite the importance of these features in the overall quality and appeal of learning materials, the results imply that other factors, such as content or assessment, may play a more significant role in shaping learners' engagement. These findings highlight the need for further exploration into other potential factors that could contribute to reading engagement. The result demonstrates that the features of learning packets, including appropriateness, design, and authenticity, do not significantly correlate with learners' reading engagement. This suggests that while these features were important for the quality of the learning materials, they may not be the primary drivers of engagement in reading activities, and further research could explore alternative features or strategies that may better promote learner engagement.

#### IV. CONCLUSION AND RECOMMENDATIONS

Based on the results, the following conclusion was drawn:

The findings on the significant difference in learners' reading proficiency between the formative and summative tests revealed that there was a statistically significant difference and is rejected. This implies that the learners' reading proficiency significantly improved from the formative to the summative test, suggesting the effectiveness of the learning packets in enhancing learners' reading skills.

It can also be concluded that among the components of the learning packets in reading for struggling readers, only the assessment component showed a significant relationship and the rest did not yield significant relationships and is partially accepted. This recommends that the assessment portion of the intervention materials played a meaningful role in engaging learners more deeply in the reading process.

Lastly, none of the features of the learning packets in reading for struggling readers showed a significant relationship with the learners' reading engagement. This indicates that while the features were generally acceptable, they did not significantly influence how learners engaged with the reading materials. Therefore, there is no significant effect on the learners' reading proficiency and reading engagement due to the learning packets in terms of their features is accepted.

Based on the findings and conclusions drawn from this study, the following recommendations were proposed to further enhance reading proficiency and engagement among Grade 7 learners:

It is recommended that the objectives, topic/content, activity, and assessment components of the learning packets

be reviewed and further refined to ensure clearer alignment with learners' reading abilities and needs. This could be achieved by incorporating more engaging and relevant content that promotes better understanding and participation.

To enhance the acceptability of the learning packets in terms of appropriateness, design, and authenticity, it is recommended to involve learners in the design and content selection process, ensuring that the features resonate more with their interests and learning preferences. The inclusion of more interactive and culturally relevant materials could also improve the overall appeal.

To improve learners' reading engagement, it was recommended to integrate more hands-on activities and interactive elements into the intervention materials that cater to diverse learning styles. Additionally, fostering a more supportive learning environment where learners were encouraged to express their thoughts and experiences could further boost their cognitive, behavioral, and emotional involvement in reading tasks.

The results showed a significant improvement in learners' reading proficiency between the formative and summative tests, which indicates the positive impact of the intervention. To maintain and further enhance this progress, it was recommended that the intervention materials continue to evolve to align more closely with the learning needs of struggling readers. Additional scaffolding, such as personalized reading goals and additional practice tests, should be included to target specific areas where learners may still struggle. Continuous assessment and feedback should also be incorporated to guide learners toward further proficiency in reading.

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