ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Reading Capabilities Among Grade I Pupils in Southern Tabuk District, Kalinga

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Date Submitted:
September 05, 2026

Date Accepted:
October 16, 2026

Date Published:
November 23, 2026

DOI:
10.5281/zenodo.24476536

ABSTRACT

Reading is the foundation of learning across subject areas, and the first grade is a critical period for developing it. This study determined the reading capabilities of Grade I pupils in Southern Tabuk District, Division of Kalinga, Philippines, during School Year 2008–2009, the extent to which school-, teacher-, pupil-, and parent-related factors affected these capabilities as perceived by teachers, and the remedial measures teachers adopted. A descriptive survey design with documentary analysis was employed. The respondents were all 25 Grade I teachers in the 19 public elementary schools of the district, and the reading capabilities of the 656 Grade I pupils were determined from their average ratings in English for the first three grading periods. Data were gathered through a researcher-made questionnaire using a three-point scale and were analyzed using frequency, percentage, ranking, weighted mean, arithmetic mean, chi-square, and one-way analysis of variance. The pupils' reading capability was fair (M = 78.14): no pupil attained the outstanding or very good level, 12.04% were good, 56.40% were fair, and 31.55% needed improvement. Differences between male and female pupils were small. Teachers perceived that reading capabilities were moderately affected by school-related factors, particularly reading materials and facilities; moderately affected by teacher-related factors, with teacher absenteeism much affecting them; much affected by pupil-related factors, especially pupil absenteeism, study habits, interest, and reading comprehension; and moderately affected by parent-related factors, with parents' educational attainment and concern much affecting them. Teachers' perceptions differed significantly by years of teaching and number of trainings attended for school-related factors, by highest educational attainment for teacher-related factors, and by years of teaching for pupil-related factors. All teachers provided remedial reading, complemented by daily sound drills, extra reading activities, and mastery of letter sounds. The study concludes that the reading capabilities of Grade I pupils in the district need strengthening through adequate reading materials, teacher training, regular remedial reading, and closer partnership between schools and parents.

Keywords: *Reading Capability, Beginning Reading, Grade I Pupils, Factors Affecting Reading, Remedial Reading, Kalinga*

INTRODUCTION

Reading is not a natural process. Unlike oral language, it does not emerge from interaction with parents and other adults alone, even in print-rich environments; for most children, it requires systematic and explicit instruction. Beginning readers must become aware that spoken words are composed of sounds, learn the connections between letters and these sounds, and apply decoding skills accurately and fluently so that attention and memory can be devoted to understanding what is read. These components—phonemic awareness, the

ISSN: 3116-3475
International Journal
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alphabetic principle, word reading accuracy and fluency, vocabulary, and comprehension strategies—must be integrated through informed instruction and ample practice to produce robust reading capabilities.

In Grade I, pupils continue to develop their oral language and communication skills and begin to become independent readers and writers. They learn to name the letters of the alphabet, associate sounds with letters, decode written words, and recognize the features of stories, poems, and informational texts. Reading is one of the most important activities in the school program because progress in other subjects, such as science and mathematics, depends on the learner's ability to read fluently and understand what is read. Pupils who do not develop proper reading habits at the beginning of school life are more likely to experience failure in later grades.

Local studies in the Philippines have repeatedly documented fair or below-mastery reading performance among elementary pupils (Bal-ad, 2006; Canmoral, 2001; Mones, 1986; Moreno, 2001), and efforts to address reading problems have not fully resolved them; many pupils remain non-readers not only in the primary but also in the intermediate grades. Reading difficulties have been attributed to factors related to the school, the teacher, the pupil, and the home (Patricio, 1997; Pataueg, 2008). However, the reading capabilities of Grade I pupils in Southern Tabuk District, Kalinga, and the factors affecting them had not been systematically examined. Since the aim of education is quality education, determining the reading capabilities of Grade I pupils, the factors that affect them, and the remedial measures teachers use is essential to improving reading instruction in the district.

This study therefore determined the reading capabilities among Grade I pupils in Southern Tabuk District, Division of Kalinga, during School Year 2008–2009. Specifically, it sought (1) to determine the reading capabilities of the Grade I pupils and whether these were significantly related to their gender; (2) to determine the extent to which school-, teacher-, pupil-, and parent-related factors affected the reading capabilities of Grade I pupils as perceived by their teachers, and whether the teachers' perceptions differed significantly according to their age, highest educational attainment, years of teaching, and number of trainings attended; and (3) to determine the remedial measures adopted by the teachers to improve the reading capabilities of Grade I pupils. The null hypotheses tested were that there is no significant relationship between pupils' reading capabilities and their gender, and that there are no significant differences in the teachers' perceptions according to the moderator variables.

Literature Review

Reading and Beginning Reading Development

Reading has been defined as a process in which information from the text and the knowledge possessed by the reader act together to produce meaning (Anderson et al., 1985). It is a complex process that involves recognizing printed symbols and relating them to the reader's past experiences (Bond & Tinker, 1967), and it serves as a tool for learning in all subject areas, so that pupils' reading abilities are prerequisites to success in content subjects (Gray, 1922). Reading instruction must also build rich and meaningful reading vocabularies, since word meanings depend on the reader's experiences.

The early grades are the period in which children acquire the foundational skills of reading. Chall (1983) described reading development as a series of stages in which children living in a literate society, and exposed to supportive conditions, first acquire basic skills, then learn the relationship between print and speech and practice it to the point of fluency, and eventually use reading as a tool for learning from text. Betts (1946) emphasized that reading instruction should help children develop a permanent interest in reading, accurate and efficient decoding, extensive sight vocabularies, and the skills necessary for comprehension, so that pupils become versatile readers.

Reading Performance of Filipino Elementary Pupils

Several local studies have documented the reading performance of Filipino elementary pupils. Mones (1986) found that the reading skill levels of Grade IV pupils in Umingan District I fell below the 75% mastery level set by the then Department of Education, Culture and Sports. Moreno (2001) reported fair reading comprehension among Grade IV pupils and recommended grouping pupils according to their reading stage with

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International Journal
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varied activities for each group, while Canmoral (2001) found fair performance among Grade III pupils and recommended that all teachers conduct remedial reading classes. In Kalinga, Bal-ad (2006) examined the oral reading performance of Grade III pupils using the Philippine Informal Reading Inventory.

Findings on gender differences in performance have been mixed. Gaspar (1991) found that female pupils performed better than male pupils in scholastic grades and achievement tests in communication arts, and Bal-ad (2006) found a significant association between pupils' oral reading performance and gender, with females performing better than males. These findings suggest the value of examining whether reading capabilities differ by gender in the first grade.

Factors Affecting Reading Capabilities

Reading difficulties have been traced to factors related to the school, the teacher, the pupil, and the home. Among school factors, Barila (1994) identified reading materials as one of the most serious factors in teaching reading skills, and Rumias (1994) recommended providing more English books, especially in barrio schools, to improve pupils' reading skills. Patricio (1997) found that school factors contributed to a large extent to the seriousness of reading difficulties among Grade I pupils, while Anastacio (1999) noted that school-related factors affected pupils' oral reading difficulties.

Teacher-related factors were found to moderately affect the reading difficulties of Grade I pupils in Balbalan District (Pataueg, 2008), whereas Tuguic (2002) found that teacher-related factors had less effect on the reading skills of pupils in Tinglayan District. Among pupil-related factors, Smith and Dechant (1961) emphasized child-related factors as reasons for failure in reading, Sapla (2001) noted that health, vitality, and visual discrimination influenced the reading abilities of Grade I pupils in Baguio and Benguet, and Lingbawan (2004) found that pupil-related factors much affected the reading performance of Grade III pupils in Western Tabuk District. Betts (1946) also noted the close relationship between vision and learning to read. Among home factors, Almodiente (1992) found that the reading performance of pupils in English was significantly related to parents' occupation, with parents who had not completed formal education being less able to help their children with home assignments.

Remedial Measures in Reading

Because pupils differ in their reading needs, teachers must identify pupils' strengths and weaknesses and select appropriate remedies. Local studies have recommended individualized instruction, grouping of pupils according to reading level with varied activities, and regular remedial reading classes conducted by all teachers rather than only English teachers (Canmoral, 2001; Moreno, 2001). Domalilig (2002), in a study of Grade I pupils' reading difficulties in Southern Tabuk District, noted that pupils were absent when they were sick or when peace and order disturbances occurred, indicating that remedial efforts must also consider conditions outside the classroom.

Conceptual Framework

The study was anchored on Chall's (1983) stages of reading development, which hold that children exposed to supportive conditions acquire basic reading skills, learn the relationship between print and speech, and practice these to the point of fluency so that reading can become a tool for learning. Within this view, the conditions surrounding the learner—in the school, in the teacher's instruction, in the pupil's own habits and characteristics, and in the home—shape the development of reading capability, and proper guidance from teachers, parents, and school authorities is needed to address difficulties as they arise.

As shown in Figure 1, the study examined the extent of school-, teacher-, pupil-, and parent-related factors affecting reading capabilities and the remedial measures adopted by teachers in relation to the reading capabilities of Grade I pupils in Southern Tabuk District. The teachers' age, highest educational attainment, years of teaching, and number of trainings attended, and the pupils' gender, served as moderator variables.

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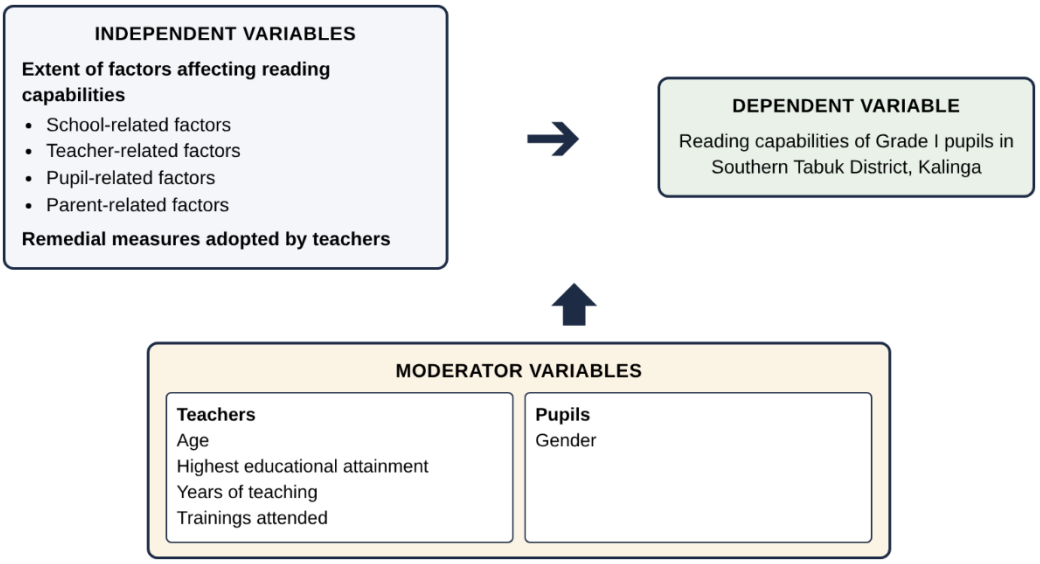

Figure 1. *Conceptual Paradigm of the Study*

METHODS

Research Design

The study used the descriptive survey design to gather information on the reading capabilities of Grade I pupils and the extent to which various factors affected these capabilities, as descriptive research describes what exists (Best & Kahn, 1989). Documentary analysis was also used to determine the reading capabilities of the pupils, through an analysis of their ratings in English for the first three grading periods.

Research Locale

The study was conducted in Southern Tabuk District, one of the four districts of Tabuk, Division of Kalinga, Philippines, during School Year 2008–2009. The district had 19 public elementary and primary schools offering Grade I. The largest Grade I enrollments were in Southern Tabuk Central School (123 pupils), Cudal Elementary School (89), and Bulanao East Elementary School (74), while smaller schools such as Amlao Primary School, Magabbangbon Primary School, and Dalnacan Elementary School had fewer than 10 Grade I pupils each, resulting in combined multigrade classes.

Participants

The respondents were the entire population of 25 Grade I teachers in the public elementary schools of the district, all of whom were female (Table 1). Most were 21–35 years old (40%) or 36–50 years old (40%), most held a bachelor's degree (88%), most had taught for 1–10 years (64%), and almost half had attended one to three trainings in English (48%). The reading capabilities of all 656 Grade I pupils enrolled in the district—329 males and 327 females—were determined through documentary analysis of their ratings.

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Table 1. *Profile of the Teacher Respondents (N = 25)*

Profile	Category	f	%
Age	21–35 years old	10	40.00
	36–50 years old	10	40.00
	51 years old and above	5	20.00
Highest educational attainment	Bachelor's degree	22	88.00
	Master's degree	3	12.00
Years in teaching	1–10 years	16	64.00
	11 years and above	9	36.00
Number of trainings attended in English	1–3 trainings	12	48.00
	4–6 trainings	9	36.00
	7 trainings and above	4	16.00

Research Instrument

The reading capabilities of the pupils were determined from their average ratings in English for the first, second, and third grading periods, interpreted using the Department of Education grading descriptors: outstanding (95–100), very good (89–94), good (83–88), fair (77–82), and needs improvement (70–76). A researcher-made questionnaire was used to gather data from the teachers. Part I gathered the teachers' age, highest educational attainment, years in teaching, and number of trainings attended. Part II asked teachers to rate the extent to which 40 factors affected the reading capabilities of their pupils—11 school-related, 9 teacher-related, 12 pupil-related, and 8 parent-related factors—on a three-point scale interpreted as much affected (2.34–3.00), moderately affected (1.67–2.33), and not affected (1.00–1.66). Teachers also indicated the remedial measures they used to improve their pupils' reading capabilities. The items were prepared by the researcher based on related studies and experience, reviewed by the adviser and panel members, and revised accordingly. The instrument was pretested and retested with the 25 Grade I teachers of the district, yielding a Spearman rho of .67, which was interpreted as indicating acceptable reliability.

Data Gathering Procedure

After the thesis proposal was presented to the advisory committee, the researcher secured permission from the Schools Division Superintendent of Kalinga, the District Supervisor of Southern Tabuk District, and the principals and school heads of the schools concerned. The researcher personally distributed and retrieved the questionnaires in the different schools and obtained the pupils' ratings in English. The data were then tabulated, analyzed, and interpreted in relation to the objectives of the study.

Data Analysis

Frequency, percentage, and ranking were used to describe the profile of the respondents, the distribution of pupils across reading capability levels, and the remedial measures used. The arithmetic mean was used to determine the average reading rating of the pupils, and the weighted mean was used to determine the extent to which each factor affected the pupils' reading capabilities. The chi-square test was used to determine the relationship between pupils' reading capabilities and their gender. One-way analysis of variance (ANOVA) was used to determine whether teachers' perceptions differed according to age, highest educational attainment, years of teaching, and number of trainings attended; in the original analysis, the item-level weighted means of each subgroup served as the observations. All tests were conducted at the 0.05 level of significance.

Ethical Consideration

Formal permission to conduct the study was obtained from the Schools Division Superintendent, the District Supervisor, and the school heads before data collection. A letter accompanying the questionnaire informed the teacher-respondents of the purpose of the study and assured them that their answers would be treated with

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International Journal
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utmost confidentiality. Pupils' ratings were used only in aggregate form to describe reading capability levels, and no individual pupil or teacher is identified in the reporting of results.

RESULTS AND DISCUSSION

Reading Capabilities of Grade I Pupils

Table 2 presents the reading capabilities of the Grade I pupils as reflected in their average ratings in English. As a whole, the pupils had a fair reading capability (M = 78.14). No pupil reached the outstanding or very good level; 79 pupils (12.04%) were rated good, 370 (56.40%) were rated fair, and 207 (31.55%) needed improvement.

Table 2. *Reading Capabilities of Grade I Pupils According to Gender*

Level of Reading Capability	Male f (%)	Female f (%)	Total f (%)
Outstanding (95–100)	0 (0.00)	0 (0.00)	0 (0.00)
Very Good (89–94)	0 (0.00)	0 (0.00)	0 (0.00)
Good (83–88)	30 (9.12)	49 (14.98)	79 (12.04)
Fair (77–82)	187 (56.84)	183 (55.96)	370 (56.40)
Needs Improvement (70–76)	112 (34.04)	95 (29.05)	207 (31.55)
Total	329 (100.00)	327 (100.00)	656 (100.00)

Note. Overall mean rating = 78.14 (Fair). $\chi^2(2, N = 656) = 6.00$, $p = .050$, Cramér's V = .10; the original analysis evaluated the statistic against 4 degrees of freedom (critical value 9.49) and accepted the null hypothesis.

The predominance of fair ratings and the large proportion of pupils needing improvement indicate that many pupils had not fully acquired the basic skills of word recognition and pronunciation expected in the first grade. Because every lesson involves reading, such gaps limit pupils' readiness to learn in other subjects. The result is consistent with local studies reporting fair or below-mastery reading performance among elementary pupils (Canmoral, 2001; Mones, 1986; Moreno, 2001), which recommended grouping pupils by reading level, varied activities, and regular remedial reading.

By gender, most male (56.84%) and female (55.96%) pupils were rated fair. A slightly larger proportion of female pupils were rated good (14.98% vs. 9.12%), and a slightly smaller proportion needed improvement (29.05% vs. 34.04%). The original analysis accepted the null hypothesis of no significant relationship between reading capability and gender. Evaluated with the appropriate two degrees of freedom for this 2 × 3 distribution, however, the chi-square value (6.00) lies at the critical value for the .05 level (5.99), and the association is very weak (Cramér's V = .10). Gender therefore had, at most, a marginal and practically small relationship with reading capability: whether boys or girls, most pupils had a fair level of reading capability. This finding falls between those of studies reporting better performance among female pupils (Bal-ad, 2006; Gaspar, 1991) and those reporting no difference.

Extent of Factors Affecting Reading Capabilities

Table 3 presents the teachers' perceptions of the extent to which school-, teacher-, pupil-, and parent-related factors affected the reading capabilities of their pupils. Pupil-related factors were perceived to much affect reading capabilities (M = 2.44), while school-related (M = 2.00), teacher-related (M = 2.00), and parent-related factors (M = 2.21) were perceived to moderately affect them.

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Table 3. *Extent of Factors Affecting the Reading Capabilities of Grade I Pupils as Perceived by Teachers (N = 25)*

Factor and Indicator	Weighted Mean	Interpretation
School-Related Factors	2.00	MoA
Reading materials	2.32	MoA
Facilities	2.20	MoA
Visual materials	2.12	MoA
School environment	2.04	MoA
Classroom management	2.00	MoA
Distance from home	1.96	MoA
Class size; support from school head; school activities	1.92	MoA
Conduciveness of classroom	1.88	MoA
School location	1.76	MoA
Teacher-Related Factors	2.00	MoA
Absenteeism	2.36	MA
Motivation	2.08	MoA
Method used; personality (strictness/rudeness); frequent usage of dialect	2.04	MoA
Activities given; trainings attended	2.00	MoA
Relationship with pupils	1.84	MoA
Favoritism	1.60	NA
Pupil-Related Factors	2.44	MA
Absenteeism	2.88	MA
Study habits	2.68	MA
Interest of pupils; reading comprehension	2.56	MA
Health	2.48	MA
Household work at home; peer influence	2.44	MA
Shyness	2.36	MA
Attitude towards school	2.32	MoA
Visual deficiency; tardiness	2.28	MoA
Regional dialect	2.00	MoA
Parent-Related Factors	2.21	MoA
Educational attainment of parents	2.48	MA
Concern of parents	2.44	MA
Employment of parents	2.32	MoA
Number of children	2.28	MoA
Family income	2.24	MoA
Attitudes of parents	2.20	MoA
Broken homes	1.96	MoA
Single parents	1.72	MoA

Note. 2.34–3.00 = Much Affected (MA); 1.67–2.33 = Moderately Affected (MoA); 1.00–1.66 = Not Affected (NA). Weighted means were recomputed from the reported response frequencies; values for method used (reported as 1.33), distance from home (2.08), and school activities (1.96) and the school- and teacher-related averages (reported as 2.02 and 1.92) were corrected accordingly.

Among school-related factors, reading materials (M = 2.32), facilities (M = 2.20), and visual materials (M = 2.12) obtained the highest means. The presence of varied reading materials in the classroom motivates pupils to browse and read, yet teachers reported that classrooms had few such materials; facilities such as lighting and ventilation likewise affect pupils' ability to read comfortably. These results are consistent with Barila (1994), who identified reading materials as one of the most serious factors in teaching reading, and with Rumias (1994), who recommended providing more English books in rural schools. School location (M = 1.76) and conduciveness of the classroom (M = 1.88) had the lowest means.

Among teacher-related factors, teacher absenteeism was the only factor perceived to much affect pupils' reading capabilities (M = 2.36), indicating that teachers recognized the loss of instructional time when they are absent. Motivation (M = 2.08), the method used, personality, and frequent use of the dialect (M = 2.04 each)

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moderately affected reading capabilities; the use of the dialect is relevant because reading is taught in English, and pupils who are better prepared in the language have a better chance of improving their reading skills. Favoritism was perceived as not affecting reading capabilities (M = 1.60). The overall result is consistent with Pataueg (2008), who found that teacher-related factors moderately affected the reading difficulties of Grade I pupils, but differs from Tuguic (2002), who found that these factors had less effect.

Pupil-related factors were perceived to have the greatest effect. Pupil absenteeism obtained the highest mean of all factors (M = 2.88), followed by study habits (M = 2.68) and interest of pupils and reading comprehension (M = 2.56 each). Because reading requires sequential learning, pupils who are absent miss lessons and are unable to connect them with previous topics, while weak study habits and low interest limit the practice needed to develop reading skills. Health (M = 2.48), household work at home, and peer influence (M = 2.44 each) also much affected reading capabilities, while regional dialect (M = 2.00) moderately affected them; pupils in the district often speak one language at home, another with peers, and are taught reading in English. These findings support Smith and Dechant (1961), who emphasized child-related factors in reading failure; Sapla (2001), who noted the influence of health and visual discrimination; and Lingbawan (2004), who found that pupil-related factors much affected reading performance in Western Tabuk District.

Among parent-related factors, parents' educational attainment (M = 2.48) and concern of parents (M = 2.44) much affected pupils' reading capabilities, reflecting the view that parents who have limited education may be less able to guide their children's reading and that parental follow-up motivates children to learn. This is consistent with Almodiente (1992), who found that pupils' reading performance in English was significantly related to parents' occupation. Single parenthood (M = 1.72) and broken homes (M = 1.96) obtained the lowest means, suggesting that family structure alone was not seen as a major barrier when children receive adequate guidance.

Differences in Teachers' Perceptions According to Profile Variables

Table 4 summarizes the results of the one-way ANOVA on differences in teachers' perceptions according to their profile. Significant differences were found in school-related factors according to years of teaching and number of trainings attended, in teacher-related factors according to highest educational attainment, and in pupil-related factors according to years of teaching. No significant differences were found for parent-related factors on any profile variable.

Table 4. *Summary of ANOVA on Teachers' Perceptions According to Profile Variables*

Factor	Age	Highest Educational Attainment	Years of Teaching	Number of Trainings Attended
School-related	0.166 (NS)	0.904 (NS)	9.794 (S)	3.953 (S)
Teacher-related	0.043 (NS)	11.607 (S)	3.791 (NS)	1.773 (NS)
Pupil-related	0.456 (NS)	0.273 (NS)	5.866 (S)	0.467 (NS)
Parent-related	0.197 (NS)	0.344 (NS)	0.789 (NS)	0.381 (NS)

Note. Values are F-ratios. S = significant at the 0.05 level; NS = not significant. The analyses used the item-level weighted means of each teacher subgroup as observations. F-ratios for pupil- and parent-related factors by educational attainment were recomputed from the reported mean squares (reported as 0.556 and 3.44, respectively); the conclusions are unchanged.

For school-related factors, teachers with 1–10 years of teaching perceived a greater effect (M = 2.14) than those with 11 years and above (M = 1.89), and teachers who had attended 1–3 trainings perceived a greater effect (M = 2.11) than those who had attended 4–6 (M = 2.02) or 7 and above (M = 1.93). This suggests that more experienced and better-trained teachers may have adjusted to school conditions and learned to work around limited resources. For teacher-related factors, bachelor's degree holders perceived a greater effect (M = 1.98) than master's degree holders (M = 1.85), suggesting that further studies may equip teachers to address the instructional factors within their control. For pupil-related factors, teachers with 1–10 years of teaching perceived a greater effect (M = 2.56, much affected) than those with 11 years and above (M = 2.32, moderately affected), suggesting

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that experienced teachers may have developed ways to address pupils' difficulties through coordination, motivation, and follow-up. Teachers' age did not produce significant differences for any group of factors. Because the analyses used item-level means of small subgroups, including only three master's degree holders, these differences should be interpreted with caution.

Remedial Measures Adopted by Teachers

Table 5 presents the remedial measures that teachers used to improve the reading capabilities of their pupils. All 25 teachers provided remedial reading, followed by daily drills on different sounds (22 teachers), extra reading activities (21), and mastery of letter sounds (20). The use of concrete objects and tutoring of slow learners (19 each), picture reading (18), reading cards (15), and games and puzzles (13) were also used, while reading sound letters was the least used.

Table 5. *Remedial Measures Used by Teachers to Improve the Reading Capabilities of Pupils*

Remedial Measure	f	Rank
Providing remedial reading	25	1
Daily drills of different sounds	22	2
Giving extra reading activities	21	3
Mastering letter sounds	20	4
Use of concrete objects	19	5.5
Conducting tutoring for slow learners	19	5.5
Interpreting pictures/picture reading	18	7
Use of reading cards	15	8
Use of games and puzzles	13	9
Reading sound letters	—	10

Note. Multiple responses were allowed (N = 25). The frequency for reading sound letters was not reported.

The universal use of remedial reading reflects teachers' recognition that slow readers need additional support to keep pace with their classmates, consistent with recommendations that all teachers conduct remedial reading classes (Canmoral, 2001). The frequent use of daily sound drills and mastery of letter sounds shows an emphasis on repeated practice of foundational decoding skills until they become automatic, which aligns with the early stages of reading development, in which children learn the relationship between print and speech and practice it to fluency (Chall, 1983). Reading sound letters was least used, possibly because pupils are expected to master letter sounds early in the school year. The variety of measures used shows that teachers adapt remedies to the identified weaknesses of their pupils.

CONCLUSION

The reading capabilities of Grade I pupils in Southern Tabuk District were fair, with no pupils at the outstanding or very good levels and nearly one-third needing improvement, indicating that many pupils had not yet mastered the basic reading skills expected in the first grade. Differences between male and female pupils were small, with most pupils of both genders at the fair level. The pupils' reading capabilities were moderately affected by school-, teacher-, and parent-related factors and much affected by pupil-related factors, particularly pupil absenteeism, study habits, interest, and reading comprehension; reading materials, teacher absenteeism, and parents' educational attainment and concern were also salient. Teachers' perceptions varied with their years of teaching, trainings attended, and educational attainment for some groups of factors. Teachers adopted various remedial measures, foremost of which was remedial reading, to improve the reading capabilities of their pupils. Improving beginning reading in the district therefore requires shared efforts by schools, teachers, pupils, and parents.

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Recommendation

School administrators may provide sufficient and updated reading materials to all schools, organize seminars and trainings on reading instruction for Grade I teachers, and assist teachers in preparing a remedial reading program for Grade I pupils. Teachers may attend trainings on innovative and relevant strategies for teaching reading, continue to develop and conduct regular remedial reading activities suited to their pupils' needs, and coordinate closely with one another and with parents to strengthen the Grade I reading program. Parents may regularly follow up on their children's progress, devote time to encouraging and guiding their children to read at home, participate actively in school activities, and ensure that their children attend school regularly. Future researchers may use standardized reading assessments and analyses based on individual teacher responses to further examine the factors affecting beginning reading in the division.

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ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

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