

Effectiveness of a Marungko-Based Reading Approach in Primary Grades as Perceived by the Teachers at San Fernando District

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Abstract

This study assessed the implementation and perceived effectiveness of the Marungko-Based Reading Approach in the primary grades of selected public elementary schools in San Fernando District, Masbate Province. Anchored on Phonics Theory, Constructivist Learning Theory, and Sociocultural Theory of Learning, the study examined how teachers perceived the approach in terms of learner motivation, active participation, letter-sound mastery, and reading confidence. A descriptive-quantitative research design was used, with 30 public elementary teachers selected through convenience sampling. Data were gathered using a structured and validated questionnaire and analyzed through frequency count, percentage, weighted mean, and One-Way Analysis of Variance. Results showed that most respondents were female, married, bachelor's degree holders, had 6–10 years of teaching experience, and had attended 6–10 trainings related to reading instruction. Teachers strongly agreed that the Marungko-Based Reading Approach was effective in enhancing learner motivation, letter-sound mastery, active participation, and reading confidence. The highest perception result was recorded for learner motivation, while reading confidence obtained the lowest but still favorable rating. Teachers also strongly agreed that they encountered implementation challenges, particularly limited training, time constraints, poor learner attendance, minimal parental support, difficulty sustaining learner attention, and lack of adequate instructional resources. The ANOVA result showed a significant difference in teachers' perceptions when grouped according to demographic profiles. The study concludes that the Marungko-Based Reading Approach is a valuable foundational reading intervention, but its implementation requires stronger teacher training, instructional materials, parental involvement, and differentiated support. The study aligns with SDG 4, SDG 10, and SDG 17 by supporting quality education, reducing literacy gaps, and encouraging stakeholder collaboration. Its sustainability impact lies in strengthening educational, institutional, community, and socio-economic development through improved early literacy instruction.

Keywords: Active Participation, Early Literacy, Learner Motivation, Letter-Sound Mastery, Marungko-Based Reading Approach, Primary Grades, Reading Confidence, Reading Instruction, Teacher Perception

1. Introduction

Reading is a foundational competency that supports learners' academic success, especially in the primary grades where basic literacy skills are first developed. However, persistent reading difficulties remain evident in Philippine schools, with some learners advancing to higher grade levels despite limited reading proficiency. In response, schools and teachers continue to implement structured reading programs, including the Marungko-Based Reading Approach, a phonics-oriented method that emphasizes letter-sound relationships before letter names. This study focuses on the implementation and perceived effectiveness of the Marungko-Based Reading Approach in the primary grades of selected public elementary schools in San Fernando District, Masbate Province. It specifically examines teachers' perceptions of the approach in terms of learner motivation, active participation, letter-sound mastery, and reading confidence, as well as the challenges encountered in implementation and the possible influence of teachers' demographic profiles on their perceptions.

Reading serves as a core learning skill because it enables pupils to access, understand, and engage with information across subject areas (Perez & Villocino, 2025). Despite continuing efforts to improve literacy instruction in the Philippine educational system, many learners still experience reading difficulties, indicating gaps in early literacy development. These difficulties may lead to long-term academic challenges when not addressed through appropriate and sustained intervention. To respond to these concerns, the Department of Education and schools nationwide have implemented reading programs and instructional strategies intended to improve learners' literacy skills. Primary grade teachers play a critical role in this process because early literacy instruction is considered the foundation of later reading development. However, teachers often work within challenging classroom conditions, including large class sizes, limited resources, varied learner readiness, and insufficient training opportunities. These realities highlight the need to examine not only reading outcomes but also the classroom-level implementation of reading approaches. One widely used approach in Philippine primary classrooms is the Marungko-Based Reading Approach, which emphasizes phonics and phonemic awareness through systematic

instruction that begins with letter–sound relationships rather than letter names (Teach for the Philippines, 2024). Previous studies indicate that sustained Marungko-based instruction improves pupils’ beginning reading levels (Vales, 2019), supports phonemic awareness, word recognition, and reading comprehension (Santos & De Vera, 2020), and contributes to reading remediation among struggling readers (Collado, 2019). However, the effectiveness of any reading approach depends not only on its design but also on teacher preparation, contextual application, institutional support, and teachers’ perceptions of its usefulness (Alcayde & Basilan, 2025).

The reviewed literature consistently shows that phonics-based instruction strengthens early reading development by improving decoding, phoneme-grapheme correspondence, reading fluency, word recognition, and learner confidence. International studies indicate that systematic phonics instruction is effective among beginning readers, multilingual learners, EFL learners, and pupils with reading difficulties. These findings suggest that early literacy instruction becomes more effective when learners are guided through explicit letter–sound relationships, repeated decoding practice, and structured reading activities (Chen, Yin, Wong, Shak, Abdul Rahman, and Lee, 2024; Jeharsae and Sadeeyamu, 2023; Anku, 2024). Related studies further emphasize that phonics instruction becomes more meaningful when combined with phonemic awareness, contextualized materials, audiovisual support, technology-aided instruction, and interactive learning strategies. These approaches help improve vocabulary acquisition, reading accuracy, fluency, learner motivation, active participation, and willingness to read aloud. The literature also highlights that phonics-based interventions are useful not only for regular classroom instruction but also for remedial, inclusive, and differentiated learning contexts (Nurhidaya and Pujaningsih, 2025; Scull and Lyons, 2024; Patria, 2023). In the Philippine context, the Marungko-Based Reading Approach is widely supported as an effective early literacy strategy. Local studies report that the approach improves phonemic awareness, letter-sound mastery, word recognition, decoding, reading speed, fluency, and comprehension among primary learners. It has also been found useful in helping struggling readers and non-readers progress toward improved reading performance, especially when implemented through structured teacher guidance and sustained classroom practice (Santos and De Vera, 2020; Agafe, Balgua, Fabunan, and Farin, 2022; Vinuya et al., 2022).

The literature also points out that the effectiveness of the Marungko-Based Reading Approach is strengthened by multisensory activities, contextualized materials, parental support, teacher training, and technology integration. Studies show that learners become more engaged, confident, and participative when reading lessons are supported by familiar contexts, visual materials, digital tools, and interactive activities. These findings suggest that Marungko-based instruction is not limited to traditional classroom delivery but can also be adapted to online, blended, mother-tongue, and ICT-supported learning environments (Repaso and Macalisang, 2024; Mabuti, Labus, Hiyas, Padillo, Manguilimotan, and Capuno, 2024; Garan and Cubillas, 2024). Overall, the literature confirms that structured phonics and Marungko-based interventions contribute significantly to early reading development. However, the reviewed studies also show that successful implementation depends on teacher preparation, availability of instructional materials, learner engagement, parental involvement, and institutional support. These insights provide a clear basis for examining how teachers perceive the effectiveness of the Marungko-Based Reading Approach in terms of learner motivation, active participation, letter-sound mastery, and reading confidence.

Globally, the literature shows that phonics-based reading instruction is effective across diverse educational settings, including multilingual, EFL, inclusive, technology-supported, and remedial contexts. These findings demonstrate that structured phonics instruction is not limited to one national setting but is widely recognized as a foundational strategy for improving early reading competence, learner engagement, and confidence. Nationally, Philippine studies support the use of Marungko and phonics-based interventions as practical responses to persistent reading difficulties in the early grades. The evidence suggests that Marungko-based instruction can help address literacy gaps by developing phonemic awareness, decoding, word recognition, fluency, and comprehension. It also aligns with the continuing need for teacher training, validated instructional materials, parental support, and school-based reading interventions. Locally, this study is situated in San Fernando District, Masbate Province, under the Department of Education–Division of Masbate, Region V. The district includes coastal, inland, agricultural, fishing, and remote upland communities where access to schools may vary. By focusing on public elementary teachers in this district, the study provides localized evidence on how the Marungko-Based Reading Approach is perceived and implemented in a rural educational context. This context is important because reading programs must be responsive not only to curriculum goals but also to the realities of teachers, learners, schools, families, and communities. This study is anchored on Phonics Theory (Chall, 1967), Constructivist Learning Theory (Piaget, 1952; Vygotsky, 1978), and Sociocultural Theory of Learning (Vygotsky, 1978). Phonics Theory (Chall, 1967) supports the study because the Marungko-Based Reading Approach emphasizes mastery of letter–sound relationships and systematic decoding instruction. This theoretical view explains why beginning readers need explicit phonics foundations to develop phonemic awareness, blending skills, word recognition, and independent reading ability. Constructivist Learning Theory (Piaget, 1952; Vygotsky, 1978) explains that learners actively construct knowledge through meaningful experiences and interaction with learning materials. In relation to Marungko-based instruction, pupils learn by engaging in sound recognition, word formation, guided practice, and reading tasks appropriate to their developmental readiness. Teachers therefore function as facilitators who provide structured activities, feedback, and repeated opportunities for practice. Sociocultural Theory of Learning (Vygotsky, 1978) further emphasizes that learning occurs through social

interaction, teacher guidance, modeling, repetition, and scaffolding within the learner's Zone of Proximal Development. This theory is relevant because the effectiveness of the Marungko-Based Reading Approach depends heavily on teacher support and guided interaction until pupils can progress toward independent reading. Together, these theories explain that effective primary reading instruction requires systematic phonics instruction, active learner participation, and strong teacher-guided support. Conceptually, the study follows an input-process-output orientation. The input includes the demographic profile of teachers, their perceptions of the effectiveness of the Marungko-Based Reading Approach, and the challenges encountered in its implementation. The process involves survey questionnaires, data gathering, presentation, analysis, and interpretation. The output consists of empirical findings on teachers' profiles, perceived effectiveness, implementation challenges, and the relationship or difference between teachers' perceptions and demographic profiles. These findings are intended to inform reading program improvement, professional development, and stakeholder decision-making.

Although many studies have documented the effectiveness of the Marungko Approach in improving learner reading performance, much of the existing literature focuses on pupil outcomes, intervention results, and comparisons with other reading strategies. Fewer studies examine how teachers perceive the approach's usefulness, accessibility, applicability, and challenges in actual classroom practice. This gap is significant because teachers' perceptions influence instructional commitment, classroom decision-making, learner engagement, and the successful implementation of reading programs (Alcayde & Basilan, 2025). This study addresses the gap by assessing the Marungko-Based Reading Approach from the perspective of primary grade teachers in San Fernando District. Specifically, it examines teachers' perceptions of the approach in terms of learner motivation, active participation, letter-sound mastery, and reading confidence. It also identifies the challenges encountered by teachers and determines whether teachers' demographic profiles are associated with differences in their perceptions. Through this focus, the study contributes teacher-informed evidence that may guide instructional strategies, professional development, resource allocation, curriculum planning, and reading program enhancement.

This study is primarily aligned with SDG 4 – Quality Education because it focuses on improving early literacy instruction, strengthening reading programs, and supporting foundational learning among primary grade learners. By examining the implementation of the Marungko-Based Reading Approach, the study contributes to efforts to ensure that young learners acquire essential reading skills needed for continued academic development. The study also relates to SDG 10 – Reduced Inequalities because it addresses reading difficulties among learners in public elementary schools, including those in rural and geographically varied communities. Strengthening early literacy instruction may help reduce learning gaps among pupils with different levels of readiness, access, and support. In addition, the study has relevance to SDG 17 – Partnerships for the Goals because the improvement of reading instruction involves multiple stakeholders, including DepEd, school administrators, teachers, parents, learners, the community, and future researchers. The findings may support coordinated efforts in teacher development, reading program improvement, parental involvement, and school-community support for literacy.

The study contributes to educational sustainability by generating evidence that may help improve early reading instruction, teacher practices, and school-based literacy programs. Since reading is foundational to learning across disciplines, strengthening primary literacy supports long-term academic success and improves learners' ability to participate meaningfully in future educational activities. The study also supports institutional sustainability by providing data that DepEd, school heads, and teachers may use in planning interventions, allocating resources, designing professional development, and improving reading program implementation. Teacher-informed evidence is important for developing literacy programs that are practical, context-sensitive, and responsive to classroom realities. Further, the study contributes to community and socio-economic sustainability because improved literacy can support learners' academic performance, confidence, social participation, and long-term development. In rural districts such as San Fernando, stronger reading skills may help prepare pupils for broader educational opportunities and future community participation. The study therefore positions literacy improvement not only as an instructional concern but also as a sustainability issue connected to educational equity, institutional capacity, and community development.

2. Material and methods

2.1 Research Design

The study utilized a descriptive-quantitative research design to determine the effectiveness of the Marungko-Based Reading Approach in the primary grades as perceived by teachers in San Fernando District. Quantitative methods were used to gather numerical data through structured questionnaires and diagnostic tools. The design was appropriate because it allowed the researcher to systematically measure teachers' perceptions, identify challenges in implementation, and determine whether teachers' demographic profiles were associated with differences in their perception of the approach.

2.2 Locale of the Study

The study was conducted in San Fernando District, San Fernando, Masbate, under the Department of Education. The district is located in the southern part of Masbate Province and includes coastal, inland, agricultural, fishing, and remote upland communities. Several public elementary schools in the district served as the study setting, including Altavista Elementary School, Buyo Elementary School, Buenasuerte Elementary School, Buenos Aires Elementary School, Corbada Elementary School, Daplian Elementary School, Cabug Elementary School, Progreso Elementary School, Sowa Elementary School, Salvacion Elementary School, Talisay Elementary School, Lahong Elementary School, Lumbia Elementary School, P. Basas Elementary School, Valparaiso Elementary School, Ipil Elementary School, Leonardo Deinla Revira Elementary School, Buenavista Integrated School, Magkaipit Elementary School, Benitanan Elementary School, Cañelas Elementary School, Resurreccion Elementary School, San Fernando East Elementary School, and San Fernando Central School.

2.3 Respondents of the Study

The respondents of the study were public elementary teachers in San Fernando District, San Fernando, Masbate. They were selected because they had direct experience in implementing the Marungko-Based Reading Approach in the primary grades. Their responses served as the primary source of data for assessing the perceived effectiveness of the approach in terms of learner motivation, active participation, letter-sound mastery, and reading confidence, as well as the challenges encountered in implementation.

2.4 Sample and Sampling Procedure

The study used convenience sampling, a non-probability sampling technique in which respondents are selected based on availability, accessibility, and willingness to participate. This method was used due to time constraints and ease of access to the target respondents. A total of 30 questionnaires were retrieved, resulting in a 100% retrieval rate. Although this sampling method limits the generalizability of the findings, it was considered appropriate because the respondents had firsthand knowledge and practical classroom experience related to the Marungko-Based Reading Approach.

2.5 Research Instrument

The main instrument used in the study was a questionnaire designed to gather data on the effectiveness of the Marungko-Based Reading Approach in San Fernando District. The questionnaire included items on the respondents' demographic profile, specifically age, sex, civil status, educational attainment, teaching experience, and trainings attended related to reading instruction. It also measured teachers' perceptions of the approach in terms of learner motivation, active participation, letter-sound mastery, and reading confidence. In addition, it gathered information on the challenges encountered by teachers in implementing the approach and on the relationship between teachers' perceptions and demographic profiles. The questionnaire used Likert-scale items to quantify respondents' perceptions and experiences. To ensure validity, the instrument was reviewed by experts in educational research, while reliability was checked through a pilot test and Cronbach's alpha.

2.6 Data Gathering Procedure

After the thesis proposal was approved by the school thesis committee, the researcher secured permission to conduct the study. The request was noted by the researcher's adviser, submitted to the Schools Division Superintendent for approval, and then forwarded to the school heads and teachers for the release of the survey questionnaires. The survey instrument was prepared, approved by the thesis adviser, validated by school heads and other significant individuals in education, revised, and finalized. Thirty copies of the questionnaire were reproduced and distributed to the respondents with their approval. The questionnaires were retrieved beyond the expected one-month timeframe, which delayed data processing. School activities and other concerns also affected the pace of manuscript preparation. After retrieval, the responses were tallied, statistically treated with the assistance of an expert statistician, and interpreted to derive implications for the study.

2.7 Data Analysis Techniques

The data were analyzed using frequency count, percentage, weighted mean, and One-Way Analysis of Variance. Frequency count and percentage were used to describe the demographic profile of the respondents. Weighted mean was used to determine the numerical representation of teachers' perceptions regarding the effectiveness of the Marungko-Based Reading Approach. One-Way Analysis of Variance was used to determine whether there was a significant difference in teachers' perceptions of the effectiveness of the Marungko-Based Reading Approach according to their demographic profiles.

3. Results and Discussion

3.1 Profile of the Teacher-Respondents

3.1.1 Demographic and Professional Characteristics

The respondents consisted of 30 teacher-respondents. In terms of age, the largest groups were those aged 25–30 years old and 31–40 years old, with seven respondents or 23.33% each. Six respondents or 20.00% were aged 41–50, while five

respondents or 16.67% each belonged to the 20–25 and 51–60 age groups. No respondent was aged 61 and above. In terms of sex, 25 respondents or 83.33% were female, while five or 16.67% were male. For civil status, 25 or 83.33% were married, while five or 16.67% were single. In educational attainment, 25 respondents were bachelor's degree holders, while five had earned units in a master's degree. For teaching experience, 12 respondents or 40.00% had 6–10 years of experience, eight or 26.67% had 11–15 years, seven or 23.33% had 16 years and above, and three or 10.00% had 0–5 years. For trainings attended, 15 respondents or 50.00% had attended 6–10 trainings, 10 or 33.33% had attended 11 trainings and above, and five or 16.67% had attended 0–5 trainings. These results indicate that the respondents were generally composed of early- to mid-career teachers, with the presence of more experienced teachers who may contribute maturity, classroom management skills, and instructional mentoring. The predominance of female and married respondents reflects the demographic composition of the participating teaching workforce. The respondents' years of experience and attendance in reading-related trainings suggest that many of them had sufficient exposure to classroom instruction and professional development, which may influence how they perceive the usefulness and implementation of the Marungko-Based Reading Approach.

3.2 Teachers' Perception of the Effectiveness of the Marungko-Based Reading Approach

3.2.1 Learner Motivation

The results showed that teachers strongly agreed that the Marungko-Based Reading Approach was effective in enhancing learner motivation, with an overall weighted mean of 3.61. Learners' enthusiasm during Marungko sessions, interest in learning new sounds, positive attitude toward reading, and willingness to participate in reading activities each obtained a weighted mean of 3.67. Learners' focus during reading lessons obtained 3.63, while looking forward to reading activities, eagerness to improve reading skills, and pride in reading progress each recorded 3.60. Displaying excitement during reading exercises obtained 3.57, while enjoying participation in reading tasks had the lowest weighted mean of 3.40, but still fell under strongly agree. These findings suggest that the Marungko-Based Reading Approach promotes enthusiasm, interest, focus, and a positive attitude toward reading. This supports the view that structured phonics instruction can improve both foundational literacy skills and learner engagement. Fazrin, Yuliyanto, Syafitri, Hidayati, Badryah, and Alhafidz (2025) found that phonics instruction improves letter-sound recognition, decoding, fluency, motivation, and engagement. Patria (2023) also found that game-based phonics activities increased learner motivation, participation, and confidence, while Garan and Cubillas (2024) noted that ICT-supported Marungko instruction improved motivation and engagement. Similarly, Yohana, Tambusai, and Asnawi (2024) and Baquiran (2025) emphasized that phonics-based and interactive reading activities strengthen motivation, engagement, decoding, and reading comprehension.

3.2.2 Active Participation

The results showed that teachers strongly agreed that the Marungko-Based Reading Approach promoted active participation, with an overall weighted mean of 3.41. Learners actively engaging in reading activities obtained the highest weighted mean of 3.67, followed by participation in group reading sessions with 3.63. Responding promptly during reading drills, interacting with teachers during discussions, and contributing ideas during reading sessions each obtained 3.53. Volunteering to read aloud and collaborating with peers each recorded 3.33, while following reading instructions attentively obtained 3.27. Performing assigned reading roles responsibly and completing reading tasks with enthusiasm both obtained 3.13 and were interpreted as agree. These results indicate that learners were generally engaged, collaborative, and responsive during Marungko-based reading activities. However, the relatively lower ratings for completing tasks enthusiastically and performing assigned roles responsibly suggest the need for additional reinforcement, encouragement, and interactive reading strategies. Gondwe et al. (2025) reported that systematic phonics interventions improve foundational reading skills, including letter sound mastery, and that learners show higher motivation and active participation when they can decode texts using learned phonics skills.

3.2.3 Letter Sound Mastery

The results showed that teachers strongly agreed that the Marungko-Based Reading Approach was highly effective in developing letter sound mastery, with an overall weighted mean of 3.56. Learners' ability to identify letter sounds accurately, pronounce letter sounds correctly, recognize initial sounds of given words, and spell simple words using letter sounds each obtained a weighted mean of 3.67. Recalling learned letter sounds easily obtained 3.60, while blending letter sounds to form words and showing improvement in sound recognition each recorded 3.53. Distinguishing similar letter sounds and retaining previously learned sounds each obtained 3.47, while applying sound knowledge in decoding words obtained the lowest weighted mean of 3.33, but still fell under strongly agree. These findings suggest that the Marungko-Based Reading Approach strengthens learners' ability to identify, pronounce, remember, and apply letter sounds, which are essential to decoding and spelling. The lower rating for applying sound knowledge in decoding words indicates that learners may still need more guided practice in transferring letter-sound knowledge into actual word reading. Cabañero, Opingo, Duites, and Suson (2024) and Cane, Opingo, Duites, Calasang, and Suson (2025) found that Marungko instruction produced significant gains in letter names, letter sounds, initial sounds, familiar words, and oral passage reading. Engel de Abreu, Fricke, and Wealer (2020) found that phonological awareness interventions improved decoding competence and reading confidence, while Gondwe et al. (2025) and Yohana, Tambusai, and Asnawi (2024) similarly emphasized the value

of phonics-based instruction in improving letter sound recognition, active engagement, and independent reading confidence.

3.2.4 Reading Confidence

The results showed that teachers strongly agreed that the Marungko-Based Reading Approach improved learners' reading confidence, with an overall weighted mean of 3.27. Learners initiating reading without being prompted obtained the highest weighted mean of 3.47, followed by showing enthusiasm during reading tasks with 3.40. Reading aloud with confidence obtained 3.33, while maintaining composure while reading aloud obtained 3.30. Overcoming fear of reading mistakes, reading with improved fluency, and expressing self-assurance as readers each obtained 3.27. Volunteering to read in front of peers, believing in their reading abilities, and reading independently with confidence each obtained 3.13 and were interpreted as agree. These results indicate that the approach helped learners become more willing to read aloud, initiate reading tasks, and participate with increasing confidence. However, some learners still showed hesitation in reading independently or in front of peers, suggesting the need for continued practice, positive reinforcement, and supportive reading experiences. Sucena, Silva, and Marques (2021) found that phonics-focused programs improved decoding, spelling, and reading confidence, while Yang and Rimanich (2020) reported that phonics instruction increased motivation and active engagement. Kitiphakphirom, Chantimachaiamorn, and Paengkamhag (2024) also found that systematic phonics instruction improved letter-sound relationships, decoding ability, participation, and reading confidence.

3.3 Challenges Encountered by Teachers in Implementing the Marungko-Based Reading Approach

The results showed that teachers strongly agreed that they encountered several challenges in implementing the Marungko-Based Reading Approach, with an overall weighted mean of 3.50. Limited training on Marungko strategies, time constraints in lesson delivery, poor learner attendance, minimal parental support at home, difficulty sustaining learner attention, and lack of adequate instructional resources each obtained a weighted mean of 3.67. Lack of reading materials, managing learners with varied reading levels, and difficulty assessing reading progress each obtained 3.33. Handling large class sizes obtained the lowest weighted mean of 3.00 and was interpreted as agree. These findings show that implementation difficulties were mainly related to teacher preparation, instructional time, learner support, parental involvement, learner attention, and resource availability. Addressing these concerns requires professional development, adequate instructional materials, and strategies for managing diverse learner needs. Nurhidaya and Pujaningsih (2025) emphasized the importance of teacher fidelity and engagement in phonics-supported instruction, while Scull and Lyons (2024) highlighted that teacher knowledge and professional learning are critical for sustaining early literacy improvement. Pesales and Apohen (2025) also emphasized the need for structured phonics interventions supported by administrative and instructional backing.

3.4 Significant Difference in Teachers' Perception According to Demographic Profiles

The results of the one-way analysis of variance showed a statistically significant difference in teachers' perception of the effectiveness of the Marungko-Based Reading Approach when grouped according to demographic profiles. The computed F-value of 3.42 was greater than the critical F-value of 2.36 at the 0.05 level of significance, and the p-value of 0.0085 was less than 0.05. Therefore, the null hypothesis was rejected, indicating that teachers' perceptions differed significantly when grouped according to demographic characteristics. This result suggests that differences in teachers' demographic and professional characteristics may influence how they perceive the effectiveness of the Marungko-Based Reading Approach. Variations in age, educational background, teaching experience, and reading-related trainings may affect teachers' familiarity with the approach, confidence in implementation, and judgment of its usefulness in the classroom. The finding reinforces the importance of teacher-responsive professional development and differentiated instructional support to ensure that the Marungko-Based Reading Approach is implemented effectively across diverse teacher groups.

4. Conclusion & Recommendations

The study concludes that most teacher-respondents were aged 25–30 and 31–40 years old, female, married, bachelor's degree holders, had 6–10 years of teaching experience, and had attended 6–10 trainings related to reading instruction. The findings further show that teachers strongly agreed on the effectiveness of the Marungko-Based Reading Approach in enhancing learner motivation, active participation, letter-sound mastery, and reading confidence, indicating its value as a foundational reading intervention in early literacy instruction. However, teachers also encountered challenges such as limited training, time constraints, poor learner attendance, minimal parental support, difficulty sustaining learner attention, lack of instructional resources and reading materials, varied learner reading levels, difficulty assessing reading progress, and large class sizes. The study also found a significant difference in teachers' perceptions of the effectiveness of the Marungko-Based Reading Approach when grouped according to demographic profiles.

Based on the findings and conclusions, school administrators should provide continuous training, workshops, and mentoring programs on the effective implementation of the Marungko-Based Reading Approach, particularly in differentiated instruction, reading progress assessment, and managing learners with varied reading levels. Schools should also ensure the availability of adequate Marungko-based reading materials, including leveled readers, visual aids, and

phonics-based learning tools. Teachers should use more interactive, collaborative, and engaging reading activities to strengthen active participation and task completion. Schools should also encourage greater parental involvement by orienting parents on the Marungko-Based Reading Approach and providing simple home-based reading activities, while future researchers are encouraged to conduct related studies with larger respondents.

The study was limited to public elementary teachers in San Fernando District and did not include private schools or secondary school teachers. The data were based solely on teachers' perceptions of the effectiveness of the Marungko-Based Reading Approach in the primary grades, specifically in terms of learner motivation, active participation, letter-sound mastery, and reading confidence. The study also used convenience sampling, which limits the generalizability of the findings to all public elementary teachers, although the respondents had direct experience in implementing the approach.

Compliance with ethical standards

The study complied with institutional ethical standards, with voluntary participation, informed consent, confidentiality of responses, and proper approval from concerned authorities. The author declares no conflict of interest, acknowledges all research contributions, and assumes responsibility for authorship, originality, copyright, and ethical use of the manuscript.

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