

# Reading Initiatives in Selected Public Elementary Schools in Matnog I District, Sorsogon

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**Abstract**— This study aimed to determine status of the reading initiatives of the selected public elementary schools in Matnog I District, School Year 2021-2022. Descriptive qualitative and quantitative approaches were utilized for the interpretation and analysis of data to determine the implemented reading initiatives, its status and challenges. Purposive sampling utilized in determining the respondents based on the approved reading initiatives' proposals and unstructured interview to validate and triangulate the data gathered. Results indicated that there were ten (10) reading initiatives in Matnog I District such as PROJECT ALERT (Alternative Literacy Enhancement and Remediation), Project RRI (Remedial Reading Instruction, Project L.E.F.T (Learn, Encourage, Facilitate, Teach), School- Based Remedial Reading Activity, Effective Intervention for Reading Recovery Program Under Blended Learning Scheme, School- Based Reading Intervention for Struggling Readers (RISR), May Pag-Asa Sa Pagbasa, Project ACAP (Assisting Our Children to Achieve Pagbasa), Basunapa (Basahin, Unawain at Paunlarin) and Reading Improvement Instruction. Results indicated that, in general, these initiatives were successfully implemented when pre-assessment results were compared with the post-assessment after the conduct of such initiatives in respective schools identified. However, there were also challenges identified during the implementation along adequacy of reading materials, monitoring, evaluation, and stakeholder's participation. Hence, the study concluded that strengthening the monitoring and evaluation of the initiatives are needed for its sustainability and high impact to the learners.

**Keywords**— reading initiatives, status, challenges, reading coordinators, action plan.

## I. INTRODUCTION

Learning to read is one of the most important skills that measures the educational products and quality of education in primary years. As Diosdado San Antonio, Undersecretary for Curriculum emphasizes, it is considered as 'the basic tool for lifelong learning' (DepEd, 2019). Therefore, the learners' capability to read and comprehend mirror their future participation in the society. Also, Harvard (2019) once says, 'The first years of life are importance because what happens in early childhood can matter in a lifetime' (as cited in DepEd, 2016). This captures the significance of building the educational foundation of the children as stipulated in Republic Act No. 10157 (Kindergarten Education Act) and Republic Act No. 10533 (Enhanced Basic Education Act of 2013). During the administration of President Benigno S. Aquino III, this act was executed in consideration of the notion that children's poor learning ability is the inability to read properly (De Dios, 2013), hence in School Year 2015-2016, the provision of the law indicates that each child passing pre-school must be a reader by Grade 1. Actually, in Philippine basic education institution before the child is admitted in Grade 1, the grade 1 teacher where the child is to be enrolled is tested as to his/her reading ability to read

words and phrases as a major requirement to be accepted in the said level.

Hence, to help the learners read based on their grade level, the Department of Education through DepEd Memorandum No. 173, s. 2019 mandated all schools to implement reading initiatives as its advocacy to make each pupil a reader as interventions to attain quality education. The Philippine government together with the Department of Education (DepEd) believe on the importance of reading to the learners' literacy development as a whole, thus it invests money to implement Every Child a Reader Program (ECARP) to respond to Bawat Bata Bumabasa (3 Bs Initiative).

However, in spite of the DepEd's initiative to strengthen reading among pupils, Abalorio (2019) reported that the result in the national assessment indicates that early grade learners struggle to meet the learning standards in early language, literacy and numeracy; many low performing learners who could not comprehend (read and understand) math and Science word problems that are written in English and elementary and high school learners are still deficient in literacy skills both in languages and content areas, more so in reading (p.1).

Abalorio's report seems to be the consequence of pandemic to the quality of learning when the teachers cannot directly teach and monitor the progress of their learners in different language and content areas.

Further, Jaucian (2019) reported that there were more than 70,000 pupils in Bicol who cannot read in both English and Filipino. The result was based on the 2019 Philippine Informal Reading Inventory (Phil-IRI). Jaucian's report is reflective of the 2018 Program for International Student Assessment (Pisa) which placed Philippines in the last row among 79 countries and economies (Tagupa, 2019). However, this was refuted by former DepEd Secretary Briones who defended that the report cannot be generalized in Bicol alone considering that the test was conducted nationwide. She further mentioned that the problem of 'pupils in Bicol is not about literacy but reading comprehension' (Salaverria & Adonis, 2020). Hence, Briones' argument points out that illiterate which pertains to the one who cannot read and write is different from the one who can read but could poorly comprehend due to several factors, such as level of the learners, socio-economic, infrastructure development, reading instructional materials, among others which affect the pupils' difficulty in reading and analyzing texts. Additionally, the issue intensifies in June 2022 when the World Bank reported that the learning poverty in the Philippines is 90.9 percent. World Bank defines learning poverty as the percentage of ten-year-old children who cannot read or understand a simple story (as cited in Felipe, 2022).

In light with the reported reading proficiency and comprehension problems in the country and in Bicol specifically, Gilbert Sadsad, DepEd Bicol Regional Director directed all school heads and teachers to implement reading proficiency program under the umbrella of 'every learner should not be left behind, particularly in reading' through the promotion of Bawat Batang Bicolano Bihasang Bumasa (5Bs). DepEd also launched READ to LEAD as another sub-umbrella of "Bawat Bata Bumabasa" (Jaucian, 2019). The government also aims to boost reading proficiency among learners through different programs and interventions. This is captured in Sen. Sherwin Gatchalian's (chairman of the senate committee on basic education) Senate Bill No. 150 or the Academic Recovery and Accessible Learning (ARAL) (Felipe, 2022) which prioritize reading focuses on systematic tutorial lessons and remediations to develop critical and analytical thinking skills of the learners. Additionally,

Gatchalian also proposes that November be declared as National Reading Month through Senate Bill No. 475 which is nationwide activity inculcating reading culture among the learners with the help of teachers, parents and other stakeholders.

While there are lots of interventions and reading initiatives that are conducted in all schools in the region, concrete evaluation and monitoring of the status of the said reading initiatives are still half-baked and results are deceptive. The alarming deterioration of quality education not only in Bicol but in the country, in general is pointed out by several studies and recently confirmed during the education report of Vice President Sara Duterte (Palentino, 2023).

This indicates that what defines children's learning development and academic performance is coined with their ability to read. That is why educators, parents, teachers, and policy makers give more importance in reading in the elementary grades (Slavin, Lake, Chambers, Cheung, & Davis, 2010). Given the value of reading for children around the world, there have been researches conducted on how effective the teachers teach pupils to read (e.g. National Reading Panel, 2000, Snow, Burns & Griffin, 1998, National Early Literacy Panel, 2008 as cited in (Slavin, Lake, Chambers, Cheung, & Davis, 2010; Esteves, 2019) and the factors and challenges why the pupils fail to read (e.g. Tomas, Villaros, & Galman, 2021). Yet there is much less research on the status of reading initiatives as practical programs being conducted in schools to ensure success in reading.

In Matnog I District, Sorsogon, for instance, while there are 21 school reading coordinators, there are only ten (10) approved reading initiatives and its status is not clear cut as to its effectiveness and sustainability. Also, based on the latest CRLA assessment conducted in Matnog I District, S.Y. 2021-2022, the result indicates that learners in primary level could not grasp the basics in reading.

Thus, this present study responds to the pressing need to address the issues and concerns in the implementation of the reading initiatives in the said district. It is useful to know then the result of the reading initiatives to be able to assess its pros and cons so as to address properly the needs of the learners and assess the implementation of such reading initiatives policy.

## II. OBJECTIVES/PURPOSE OF THE STUDY

1. What reading initiatives are implemented by the schools?
2. What is the status of the implementation of the reading initiatives in terms of:
  - a. Adequacy of reading materials
  - b. Monitoring
  - c. Evaluation
  - d. Stakeholders' participation

## III. METHODOLOGY

### *Research Design*

This study utilized the descriptive qualitative and quantitative approaches which employed the survey method to determine the status along adequacy of reading materials, monitoring, evaluation and stakeholders' participation and unstructured interviews to identify the challenges met by the participants in the implementation of reading initiatives.

The collected data were treated statistically and analyzed using frequency count and ranking. The responses of the participants were thematically presented and analyzed.

### *Respondents*

The primary source of this study was the ten (10) reading coordinators of identified elementary schools in Matnog I District.

They served as participants of this study since they were the teachers' in-charge for the reading initiatives of their schools and they have the approved proposals.

### *Research Instrument*

The main instrument utilized in this study is the survey method which composed of three parts.

First part contained about the reading initiatives implemented in the selected schools in Matnog I District using documentary analysis and interview guide.

Second part focused on the status of reading initiatives in terms of adequacy of reading materials, monitoring, evaluation and stakeholders' participation using frequency count and ranking.

The third part focused on the identification of challenges met by the participants in the implementation of reading initiatives.

Further, the study also employed unstructured interviews to the identified participants to validate the data gathered from the survey.

### *Data Collection and Procedures*

After the compliance of the comments and suggestions of the panelists, the researcher finalized and conducted a dry run on selected schools in Matnog I who was not included in the study.

Comments and suggestions were taken for accuracy and accuracy of the instrument.

With the instrument ready for administration, the researcher sought a request to the Schools Division of Sorsogon for the actual conduct of the survey.

The questionnaire was distributed to the participants last August, 2022.

The respondents were given ample time in answering the questionnaire. More so, the unstructured interview was conducted face to face conversation during the vacant time of some of the participants and through messenger and pre-paid message and calls.

### *Statistical Treatment of Data*

The data gathered were organized, tabulated and analyzed using the appropriate statistical tools. Documentary analysis and interview guide was used in determining the identified reading initiatives in selected schools in Matnog I District.

The frequency count and ranking were used in presenting the status of reading initiatives in terms of adequacy of reading materials, monitoring, evaluation and stakeholders' participation.

Data obtained from frequency and ranking were further interpreted, analyzed and triangulated based on the result of the interview.

## IV. RESULTS AND DISCUSSION

### *1. Reading initiatives implemented in schools*

Table 1A shows the summary of 10 reading initiatives implemented from April-June 2022 and July-August 2022, respectively, in the identified schools in the province of Sorsogon. The summary includes the title of the reading initiatives, descriptions, implementing schools, time duration, number of beneficiaries served, and success indicators.

**Table 1A: 10 School Reading Initiatives in Matnog I District**

Title of Reading Initiatives	Description	Implementing Schools	Duration	Number of Beneficiaries Served	Success Indicators
<b>1. PROJECT ALERT (Alternative Literacy Enhancement and Remediation)</b>	This reading initiative was a reading intervention for Beginning/Struggling readers for Grade 3 pupils.	Matnog Central School	April- June 2022	164 of Grade 3 pupils in MTB 4 – full refresher 0 - Moderate refresher, 75 - Light Refresher 85 - Grade Ready  Filipino 4 - full refresher, 1 - moderate refresher 56 - light refresher 103- Grade Ready  English 0 - full refresher 42 - moderate refresher 48- light refresher 74 - Grade Ready	Out of 164 learners in Grade 3 for MTB 10 - needs full intervention 50 - needs moderate intervention 58- needs light intervention 46- meets expectation  Filipino 10 - needs full intervention 51- needs moderate intervention 61- needs light intervention 42 - meet expectations  English 15- needs full intervention 55 - needs moderate intervention 60 - needs light intervention 34 - meets expectation.
<b>2. School-Based Reading Intervention for Struggling Readers (RISR)</b>	This reading initiative addressed the needs of Grade 2 learners under full refresher, moderate refresher, light refresher and grade Ready in MTB and Filipino	Lajong Elementary School	April-June 2022	37 pupils in Grade 2 in MTB 17-full refresher 10-moderate refresher 7 - light refresher 3-grade ready  Filipino 17- full refresher 10-moderate refresher 7- light refresher 3- grade ready	Out of 37 pupils in Grade 2 MTB 11 -needs full intervention 23 - needs moderate intervention 3- needs light intervention 0 - meets expectation  Filipino 9 - needs full intervention 25- needs moderate intervention 3 – needs light intervention 0 - meets expectations.
<b>3. Effective Intervention for Reading Recovery Program</b>	This helped address the reading gaps identified. It served the first	Sinebaran Elementary School	April-June 2022	22 pupils in grade I  MTB 22- Full refresher 0- moderate refresher	Out of 22 pupils in Grade 1 MTB 0- needs full intervention



<b>Under Blended Learning Scheme</b>	graders who were in full refreshers in reading.			0-light refresher 0- grade ready	8- needs moderate intervention 9 - needs light intervention 5 - meets expectation.
<b>4. Project RRI (Remedial Reading Instruction)</b>	This reading initiative was designed to improve the learners' reading performance of Grade 3 pupils	Calayuan Elementary Schools	April-June 2022	15 pupils in Grade 3  MTB, Filipino and English 5- full refreshers 0- moderate refresher 9- light refreshers 1- grade ready	Out of 15 pupils in Grade 3  MTB 0 - needs full intervention 5 - needs moderate intervention 3 – needs light intervention 7 - meets expectation  Filipino 0- needs full intervention 5- moderate intervention 3- light intervention 7- meets expectation  English 0- full refresher 0- moderate intervention 7- light intervention 5- meets expectation
<b>5. Project L.E.F.T (Learn, Encourage, Facilitate, Teach)</b>	This was a Reading remedial instruction for grades I-III learners.	Mambajog Elementary School	April-June 2022	6 pupils in Grade 1  MTB 2- full refresher 4- moderate intervention 0-light refresher 0-grade ready  10 pupils in grade 2  MTB 10-full refresher 0- moderate refresher 0-light refresher 0-grade ready  Filipino 8- full refresher 2-moderate refresher 0-light refresher 0-grade ready	Out of 6 pupils in Grade 1  MTB 2 - needs full intervention 4-needs moderate intervention 0- needs light intervention 0 - meets expectation  Out of 10 pupils in Grade 2  MTB 1- needs full intervention 9- needs moderate refresher 0- needs light intervention 0- meets expectation  Filipino 0-needs full intervention 9-needs moderate intervention 1-needs light intervention 0-meets expectation

				<p>20 pupils on Grade 3</p> <p>MTB 11-full refresher 6- moderate refresher 3-light refresher 0-grade ready</p> <p>Filipino 11-full refresher 8-moderate refresher 1-light refresher 0-grade ready</p> <p>English 11- full refresher 9-moderate refresher 0-light refresher 0-grade ready</p>	<p>Out of 20 pupils in Grade 3</p> <p>MTB 1-needs full intervention 3-needs moderate intervention 16-needs light intervention 0-meets expectation</p> <p>Filipino 1-needs full intervention 11-needs moderate intervention 8-needs light intervention 0-meets expectation</p> <p>English 1-needs full intervention 13-needs moderate intervention 6-needs light intervention 0-meets expectation</p>
<p><b>6.School-Based Remedial Reading Activity</b></p>	<p>Gave additional help to Grade I-III pupils who have fallen behind to learn to the best of their ability and to bring back into the mainstream classes as far as possible.</p>	<p>Bon-ot Elementary School</p>	<p>July 25-August 12,2022</p>	<p>6 pupils in Grade 1</p> <p>MTB 4- full refresher 2-moderate refresher 0-light refresher 0-grade ready</p> <p>7 pupils in Grade 2</p> <p>MTB 3- full refresher 4-moderate refresher 0-light refresher 0-grade ready</p> <p>Filipino 3- full refresher 4-moderate refresher 0-light refresher 0-grade ready</p> <p>9 pupils in Grade 3</p> <p>MTB 3- full refresher 3-moderate refresher 2 -light refresher</p>	<p>Out of 6 pupils in Grade I</p> <p>MTB 0- needs full intervention 5-needs moderate intervention 1-needs light intervention 0-meets expectation</p> <p>Out of 7 pupils in Grade 2</p> <p>MTB 0- Full intervention 4-needs moderate intervention 0-needs light intervention 3-meets expectation</p> <p>Filipino 0-needs full intervention 4-needs moderate intervention 0-needs light intervention 3- meets expectation</p> <p>Out of 9 pupils in Grade 3</p> <p>MTB 0-needs full intervention 1-needs moderate intervention</p>

				1-grade ready  Filipino 3- full refresher 3-moderate refresher 1-light refresher 2- grade ready  English 5-full refresher 4-moderate refresher 0-light refresher 0-grade ready	3-needs light intervention 5-meets expectation  Filipino 0-needs full intervention 1-needs moderate intervention 4-needs light intervention 4-meets expectation  English 0-needs full intervention 2-needs moderate intervention 6-needs light intervention 1-meets expectation
<b>7.May Pag-Asa Sa Pagbasa</b>	This reading initiative addressed the needs of Grade I and improve the reading level of learners.	Banogao Elementary School	April-June 2022	14 pupils in Grade I  MTB 11 - full refreshers 0-moderate refresher 0-ight refresher 3-grade ready.	Out of 14 pupils in Grade 1 MTB 0- needs full intervention 2- needs moderate intervention 8 - needs light intervention 4-meet expectations.
<b>8. Reading Improvement Instruction</b>	The aim of this reading initiative was to improve the reading level, reading readiness and preparedness of the learners.	J. Frencillo Elementary School	April- June 2022	24 pupils in Grade 1  MTB 16 -full refresher 2- moderate refresher 6 -light refresher 1 - grade ready	Out of 24 pupils in Grade 1 MTB 4- needs full intervention 5 -needs moderate intervention 11- needs light intervention 4 - meets expectation.
<b>9. Project ACAP (Assisting Our Children to Achieve Pagbasa)</b>	This reading initiative managed the learner's need in reading from Grades I-III.	Poropandan Elementary School	April-June 2022	21 pupils in Grade 1  MTB 20- full refresher 0-moderate refresher 0- light refresher 1 - grade ready  16 pupils in Grade 2  MTB 12 - full refresher 1- moderate refresher 3- light refresher 3 - grade ready	Out of 21 pupils in Grade 1 MTB 16- needs full intervention 4- needs moderate intervention 1 -needs light intervention 0- meets expectation  Out of 16 pupils in Grade 2 MTB 6- needs full intervention, 10 -needs moderate intervention 0 -needs light intervention 0- meets expectation

				<p>Filipino 12 - full refresher 1- moderate refresher 0- light refresher 3- Grade Ready in</p> <p>22 pupils in Grade 3</p> <p>MTB 12- full refresher 0-moderate refresher 0-light refresher 10 - Grade Ready</p> <p>Filipino 12 -full refresher 0-moderate refresher 1- light refresher 9-Grade Ready</p> <p>English 12 -full refresher 2- moderate refresher 4- light refresher 4- Grade ready</p>	<p>Filipino 5- needs full intervention 11- needs moderate intervention 0-needs light intervention 0-meets expectation</p> <p>Out of 22 pupils in Grade 3</p> <p>MTB 7- needs full intervention 6- needs moderate intervention 9-needs light intervention 0-meets expectation</p> <p>Filipino 6- needs full intervention 8- needs moderate intervention 8- needs light intervention 0- meets expectation</p> <p>English 12- needs full intervention 2- needs moderate intervention 8-light intervention 0-meets expectation</p>
<p><b>10. Basunapa (Basahin, Unawain at Paunlarin)</b></p>	<p>This improved the learners’ reading performance in Grade II and allowed building partnership that constitutes the foundation for all other forms of family involvement in education.</p>	<p>Tablac Elementa ry School</p>	<p>April-June 2022</p> <p>33 pupils in Grade 2</p> <p>MTB 8- full refresher 16- moderate refresher 5 -light refreshers 4 -grade ready</p> <p>Filipino 8- full refresher 16- moderate refresher 5 -light refreshers 4 -grade ready</p>	<p>Out of 33 of Grade 2 pupils MTB 0-needs full intervention 1- needs moderate intervention 0- needs moderate intervention 28- needs light interventions 4- meets expectation</p> <p>Filipino 0-needs full intervention 0-needs moderate intervention 29 -needs light interventions 4 - meets expectation</p>	



As shown in the table, there were 10 reading initiatives focused on one goal which is to help the struggling readers to be able to read and to make sure that each of them are ready and qualified to the next grade level the next school year. The groupings were also similarly conducted in all the reading initiatives mentioned. The only difference was the number of pupils assessed and taught in each identified school. As to the instructional materials used, it was revealed that the teachers creatively made them and made sure that each pupil was provided with the copy. The different venues (such as kiosk, barangay hall, chapel, classroom, house) may illustrate how the participants gave extra effort to really help the pupils to read. Despite the threat of the pandemic, the data show that the participants took the risk just to reach their pupils in different barangays. Result indicated also that all the initiatives were successfully done based on the result as indicated in the success indicators. Specifically, the findings revealed that the higher number of full refreshers identified in the pre-assessment significantly reduced or decreased in the post- assessment.

Based on the findings, these echo that of Jones & Kessler’s (2020) point that the teachers have great roles in bringing out the best in each learner. The participants’ concern to their students draws out positive results to the pupils.

**2. Status of the implementation of the reading initiatives**

This section discusses the status of the implementation of reading initiatives along A) adequacy of reading materials, B) monitoring, C) evaluation, and D) stakeholder’s participation. Frequency and rank for each indicator were also provided. Out of five indicators in each category, the study identified the top two indicators in the identified variables.

**A) Adequacy of reading materials**

Table 2A shows the status of the implementation of the reading initiatives in terms of adequacy of reading materials. As shown in the table, it is noteworthy that the materials were all provided to the learners.

**TABLE 2A: Status of the Implementation of the Reading Initiatives in terms of Adequacy of Reading Materials**

Indicators	Number of RI (Frequency)	Rank
The learners were provided 1:1 reading materials.	10	1
The reading materials were conceptualized and indigenized to suit to the learners.	7	2.5
The reading materials are print rich and colored.	7	2.5

Further, based on the indicators, it is interesting to note that while there were 7 participants said that the reading materials were conceptualized and indigenized to suit the learners’ needs, the 3 participants did otherwise. Participant C explained that this indigenization pertains to the use of local materials (such as local photos, contextualize setting and characters). In the case of the 3 participants, they mentioned that some of their materials are lifted from the internet (ready-made reading material) for they have limited time in the preparation of the reading materials. As to the quality of reading materials, 7 out of 10 participants mentioned that their produced reading materials were of quality as to the use of quality paper and colored ink. This is actually the reality in the public school in the country since the procurement and delivery of the materials requested follow a long process, thus there were times that there were delays in the delivery of the materials needed. Hence, one of the coordinators said that she is compelled to use her own money to buy the needed materials so as not to delay the implementation of the

reading initiative for each initiative followed specific time duration and assessment policy. To sum up, indeed the use of adequate and with quality instructional materials has great impact in motivating the learners to learn. As Astri & Wahab’s (2018) assert in their study that students’ improvement in reading comprehension using the teaching materials has a significant improvement in the reading performance of the learners.

**B. Monitoring**

As to the monitoring in the 10 reading initiatives, table 2B illustrates its status of implementation. Looking into the first indicator which garnered the highest frequency, it indicates that all the participants completely record the results of reading inventory through CRLA assessment tool. According to the participants, the result of reading inventory and its categorizations of the learners such as full refresher, moderate refresher, light refresher and grade ready were actually indicated already and generated by the CRLA assessment tool.

**TABLE 2:** Status of the Implementation of the Reading Initiatives in terms of Monitoring

Monitoring Indicators	Number of RI (Frequency)	Rank
The teacher-proponent of the reading initiatives records the result of reading inventory through CRLA tool.	10	1
The teacher- proponent set date and meet the timeline presented in the reading initiatives.	8	2

The participants said that after the assessment, they encoded the scores of the learners using the prescribed form.

The said form generates automatic results. This shows that monitoring in this level assured the authenticity of the result considering that the participants followed the given guidelines and procedures in monitoring the progress of the children.

As to following the timeline of the reading initiatives as indicated in the approved proposals, two out of eight participants admitted that they were not able to follow said timeline due to some unavoidable circumstances such as the intermittent weather condition as well as the transportation constraint.

As regard the assessment in terms of the effectiveness of the initiative, two out of 8 participants mentioned that they were not able to further monitor their students' progress due to some concerns such as sending them to trainings, abrupt issuance of health protocol, hectic school work, and health issues.

This was supported by Ordex (2021) stating that administering an assessment is an integral part of instruction and in reading that allows teachers to take an active role in making decisions about the goals of instruction and the content of learning.

Hence, thoughtful assessment allows the teachers to maximize their time and focus on matching instruction and contents to goals. When an assessment is directly aligned with instruction, both the teacher and the students benefit.

### C. Evaluation

**TABLE 2C:** Status of the Implementation of the Reading Initiatives in terms of Evaluation

Evaluation Indicators	Number of RI (Frequency)	Rank
The teacher proponent of reading initiatives utilizes CRLA tools in evaluating the program.	10	1
The teacher proponent asks the school head to rate the implementation of the reading initiatives as part of evaluation.	8	2

As to the evaluation of the reading initiatives conducted, table 2C illustrates the level of evaluation of the 10 reading initiatives. It is indicated in the table that CRLA tools were the bases of the participant in measuring the effectiveness of the said initiatives. The result indicates that all them where subjected to evaluation using the said tools.

Looking into the evaluation of the school heads there were eight who commendably initiated the evaluation while the two school heads were not to evaluate based on the report of the participants.

Based on the interview with the participants, they said that due to the overlapping schedules and activities of their school heads (such as attending seminars, meetings, conferences, among others) they were not able to focus much on the evaluation of the said reading initiatives.

The findings presented regarding the status of the implementation of the reading initiatives along monitoring and evaluation were supported by Ndungo, Allan & Emily (2015) who stated that monitoring and evaluation of school projects or activities are indeed necessary so as to know whether such project can be sustained or not and eventually address necessary pitfalls to avoid recurrence of the problems during and after the implementation.

### D. Stakeholders' participation

Table 2D presents the status of the implementation of the reading initiatives in terms of stakeholders' participation.

**TABLE 2D:** Status of the Implementation of the Reading Initiatives in in terms of Stakeholders' Participation

Stakeholders' participation Indicators	Number of RI (Frequency)	Rank
The teacher informs the parents on the conduct of reading initiatives.	10	2
	10	2
The teacher conducts orientation to the parents in detailing the objectives of reading initiatives to seek full support from the stakeholders.		

As shown in the table, commendably, the participants were able to persuade the parents to be personally involved in these undertakings for the benefit of their children. Given the importance of the projects, the parents were able to participate well before the implementation through information dissemination and orientation, during and after its implementation.

Specifically, during the orientation, the participants said that they oriented first the parents of the beneficiaries before conducting the reading initiatives. They told the parents that their children need reading remediation thus they requested the parents' full cooperation during the implementation phase.

The narrative of the participant shows the commitment of the parents in helping their children which was indeed evident during the implementation of the reading initiatives.

The findings are in consonance with the study of Velten & Mokhtari (2016) who concluded that collaboration and support of the stakeholders especially the parents have a very high positive impact for the empowerment of the teachers and the learners in achieving the quality of learning and teaching.

## V. CONCLUSIONS AND RECOMMENDATIONS

In the light of the findings, the following conclusions were drawn:

1. The reading initiatives implemented in Matnog I District were addressed and developed the reading skills of the learners such as PROJECT ALERT (Alternative Literacy Enhancement and Remediation), Project RRI (Remedial Reading

Instruction, Project L.E.F.T (Learn, Encourage, Facilitate, Teach), School- Based Remedial Reading Activity, Effective Intervention for Reading Recovery Program Under Blended Learning Scheme, School- Based Reading Intervention for Struggling Readers (RISR), May Pag-Asa Sa Pagbasa, Project ACAP (Assisting Our Children to Achieve Pagbasa), Basunapa (Basahin, Unawain at Paunlarin)and Reading Improvement Instruction.

2. The reading initiatives along adequacy of reading materials are the learners were provided 1:1 reading materials, as to the monitoring, the teacher-proponent of the reading initiatives records the result of reading inventory through CRLA assessment tool, along evaluation, the teacher proponent of reading initiatives utilizes CRLA tools in evaluating the program and as to the stakeholders' participation are the teacher informs the parents on the conduct of reading initiatives, the teacher conducts orientation to the parents in detailing the objectives of reading initiatives to seek full support from the stakeholders and the teacher involves the parents and other civic group in carrying out the objectives of the reading initiatives.

## RECOMMENDATIONS:

Based from the conclusions, the following recommendations were drawn:

1. Strong collaboration between the community and the schools may be considered to sustain the effective implementation and sustainability of the reading initiatives.
2. Regular review of the policies and guidelines as well as constant monitoring, assessment and evaluation may be conducted to determine the progress of the reading initiatives.
3. The teachers, school heads and parents may consider working hand in hand to address some challenges in the implementation of the program.
4. The action plan hereby proposed maybe considered to implementation may be submitted upon review and approval of the school officials and other concerned authorities.
5. Other researches may be conducted in other contexts parallel to the present study to further validate the data gathered.

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