

Implementation of School Reading Programs and the Performance of Elementary Learners in English

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Abstract - When children were struggling readers, those struggles can persist and lead to the learners being labeled as learning disabled. When providing interventions, teachers were able to catch struggling readers early. And it is in this premise that this study was conducted to determine the extent of the implementation of school reading programs and how it affects the academic performance of the learners in English. Employing a descriptive-correlational research design, a survey in assessing the extent of implementation of school reading program used by Metro (2019) in her study. This survey was used to determine the extent of implementation of school reading program in terms of objectives, instructional strategies, assessment techniques, intervention activities and monitoring and evaluation and the researcher collected the 3rd quarter academic performance of the learners in English. Based on the data presented, it was revealed that there is a strong significant relationship between the extent of implementation on the school reading program in terms of objective, instructional strategies, assessment techniques, intervention activities, monitoring and evaluation and academic performance of the learners in English. Achieving a very high extent on the school reading program implemented has helped in attaining a very satisfactory academic performance of the learners in English. Thus, it is important for the school to initiate in the crafting, conduct and implement school reading program to help the institution in making a positive and improved performance.

Keywords — *Implementation, School Reading Programs, Performance, Elementary Learners, English*

I. Introduction

Developing children's ability to read during their foundational years is vital to their growth and development. Early grade learners who are good readers can understand better and comprehend more. They have a higher chance of becoming academic performers as improved

literacy leads to expanded vocabulary, better grasp of concepts, and enhanced critical and analytical skills.

On the other hand, if learners do not master the literacy skills, learners find difficulty in learning to read. Literacy refers to the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. Aligned with literacy is the ability to read, write, communicate, and interact with other people for the purpose of knowing something worth remembering.

Learning to read in an early grade is very important. The ability to read is the key to knowledge; it is the key to knowing the world around us and ourselves. Without reading skill, life can be nearly impossible. The future of today's students depends on how well they understand and use a wide range of texts in a thoughtful way. It also relies on their ability to use reading skills to think critically and pass on orally and in writing their thoughts and opinions (Department of Education, 2013).

Teaching literacy skills in an early grade is important and be given priority by all teachers for total eradication of illiteracy. The advent of this act serves as a potent tool to totally eradicate the unprecedented increase of illiteracy which is truly alarming. This could possibly happen if reading literacy were properly addressed.

Unfortunately, during the time of pandemic, our learners were unable to achieve the needed literacy learning that they are supposed to acquire. Due to the implementation of modular learning, the learners reading performance created an alarming result. It is evident in Isabel Central School where most of the learners are identified frustrations and non-readers in their grade level. With this, most of the teachers crafted intervention programs and strategies to address the problems of literacy.

In the Philippines, the ability to read and write is given utmost importance and priority. The Department of Education initiated and funded several programs and activities that cater to the needs and demands of the 21st century's diverse learners. The importance of reading literacy is truly commendable. It is worth noting that through literacy one is empowered to interact in a community and visualize one's worth as an individual who can contribute in sustainable development of the society. To harness learners reading ability, posted a great challenge to all teachers being the classroom manager and facilitator of learning. Massive reading innovations need to be implemented wholeheartedly to uphold quality reading education that sustain the diverse learners' needs and demands, especially the struggling readers. It is important for the teachers to pursue their initiative in teaching reading.

In Isabel Central School, differentiated reading programs were implemented. Several teachers engage in teaching struggling readers guided by the reading program crafted. One of the school reading programs implemented during the opening of classes is the remedial reading program, Project BRITE, Project MARITES and Project DEAR. With this, literacy performance

has quietly improved. Upon looking on what really is an effective reading program, the researcher decided to conduct this study to evaluate or assess the extent of the implementation and how this affects the performance of the learners in reading. A proposed intervention plan will be crafted based on the findings of the study.

It is in the rationale that the researcher who is currently a classroom teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study aimed to determine the significant relationship between the extent of implementation of school reading programs and performance of elementary learners in English of Isabel Central School, Isabel I District, Leyte Division for School Year 2022-2023. The findings of the study were the basis for the proposed intervention plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of implementation of the school reading programs in terms of the following:
 - 1.1 Objectives
 - 1.2 Instructional strategies
 - 1.3 Assessment techniques
 - 1.4 Intervention activities; and
 - 1.5 Monitoring and evaluation?
2. What is the academic performance of the learners in English?
3. Is there a significant relationship between the extent of implementation of school reading program and performance of the learners in Reading as rated by the school head and teachers?
4. What intervention plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive correlational research design to determine the significant relationship between the extent of implementation of school reading program in terms of objectives, instructional strategies, assessment techniques, and intervention activities and performance of learners in reading for School Year 2022-2023. This study is descriptive for it describes the extent of implementation of the school reading program and performance of learners in reading. This is also correlational for it is deemed to determine the relationship between the dependent (performance of learners) and independent (extent of implementation of school reading program) variables of the study. Isabel Central School, Isabel I District, Leyte Division is the main locale of the study. The 41 teachers, 1 school head, 1 district head and 1372 learners in Grades 1 to 6 enrolled in the said locale for School Year 2022-2023 are the main respondents of the study.

A survey in assessing the extent of implementation of school reading program in terms of objectives, instructional strategies, assessment techniques, intervention activities and monitoring and evaluation used by Metro (2019) in her study on the Implementation of School-Based Reading Program in the Division of Lucena City. Moreover, to determine the level of performance of the learners in reading, the researcher gathered the result of the reading assessment conducted by the teachers and school heads for the 3rd quarter. This research focused on determining the significant relationship between the extent of implementation of school reading programs and academic performance of elementary learners in English and its significant relationship. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 41 teachers, 1 school head, 1 district head and 1372 learners in Grades 1 to 6 enrolled in the said locale for School Year 2022-2023. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

Research Procedure. The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the survey was done face-to-face after the approval of the permit from the respondents. The researcher gathered the result of the 3rd quarter test of the pupils in the school. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the survey questionnaire that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents of the study. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. **Simple Percentage** and **Weighted Mean** was employed to determine the extent of implementation of school reading program in term of objectives, instructional strategies, assessment techniques, intervention activities and monitoring and evaluation and performance of elementary learners in reading. **Pearson r** was used to determine the significant relationship between the dependent and independent variables.

III. Results and Discussion

Table 1
Extent of Implementation of the School Reading Program in terms of Objectives

No.	Items	Weighted Mean	Description	Interpretation
1	Develop love for reading among pupils	5.0	Always	Very High
2	Develop the literacy skills of pupils	5.0	Always	Very High
3	Develop pupils reading competencies appropriate for their grade level	4.87	Always	Very High
4	Improve pupils reading speed and comprehension	4.88	Always	Very High
5	Motivate the pupils through reading which lead to their increased scholastic performance	4.72	Always	Very High
6	Develop reading habits among pupils	5.0	Always	Very High
7	Capacitate teachers with different reading strategies	5.0	Always	Very High
8	Establish a sustainable school-based reading professional development for teachers	4.76	Always	Very High
9	Develop effective reading teachers	4.65	Always	Very High
10	Enhance balanced reading program	4.90	Always	Very High
11	Establish collaboration among stakeholders	5.0	Always	Very High
	AVERAGE	4.89	Always	Very High

Legend:

<i>RANGES</i>	<i>DESCRIPTION</i>	<i>INTERPRETATION</i>
4.21- 5.00	Always	Very High
3.41- 4.20	Often	High
2.61-3.40	Sometimes	Moderately High
1.81- 2.60	Rarely	Low
1.00-1.80	Never	Very Low

Table 1 presents the extent of implementation of the school reading program in terms of objectives. It was revealed on the table that the extent of implementation of the school reading program in terms of objectives has an average mean of 4.89 which is interpreted as very high. This

means that the objective set by the department or the school in implementing the reading program is always met. This implies that the reading program is based on needs and provides appropriate answers to the questions raised. With the implementation of the reading program, the reading performance of the elementary learners has improved, thus, making it an effective program.

Table 2
Extent of Implementation of the School Reading Program
in terms of Instructional Strategies

No.	Items	Weighted Mean	Description	Interpretation
1	Providing training for teachers on content and pedagogy for reading	5.0	Always	Very High
2	Providing differentiated instruction to different types of readers	5.0	Always	Very High
3	Providing different materials for diverse learners	5.0	Always	Very High
4	Designing appropriate reading lessons to meet readers' needs	5.0	Always	Very High
5	Considering pacing for mastery of the lesson	4.94	Always	Very High
6	Utilizing picture clues to aid pupils in reading	5.0	Always	Very High
7	Utilizing illustrations in word recognition	4.96	Always	Very High
8	Using ICT-based instruction in teaching reading	5.0	Always	Very High
9	Providing explicit instruction on critical reading priorities	4.95	Always	Very High
10	Providing vocabulary garden to enhance learners' vocabulary skills	4.91	Always	Very High
11	Using peer-assisted instruction	5.0	Always	Very High
12	Developing materials for different reading activities	4.91	Always	Very High
13	Integrating reading within and across curriculum teaching areas	4.91	Always	Very High
14	Facilitating read-aloud strategies	4.91	Always	Very High
15	Engaging learners to Directed Reading Thinking Activities.	4.90	Always	Very High
	AVERAGE	4.96	Always	Very High

Legend:

<i>RANGES</i>	<i>DESCRIPTION</i>	<i>INTERPRETATION</i>
4.21- 5.00	<i>Always</i>	<i>Very High</i>
3.41- 4.20	<i>Often</i>	<i>High</i>
2.61-3.40	<i>Sometimes</i>	<i>Moderately High</i>
1.81- 2.60	<i>Rarely</i>	<i>Low</i>
1.00-1.80	<i>Never</i>	<i>Very Low</i>

Table 2 presents the extent of implementation of the school reading program in terms of instructional strategies. It was revealed on the table that the extent of implementation of the school reading program in terms of instructional strategies has an average mean of 4.96 which is interpreted as very high. This means that the strategies used in the school reading program implemented is based on the needs and result of assessment. This implies that the school reading program implemented include instructional strategies which are very easy for the teachers to utilized and they are trained on the appropriate for the needs of the elementary learners for improvement.

Table 3
Extent of Implementation of the School Reading Program
in terms of Assessment Technique

No.	Items	Weighted Mean	Description	Interpretation
1	Conduct of inventory of reading ability of pupils	5.0	Always	Very High
2	Conduct of survey test given to whole class	5.0	Always	Very High
3	Conduct of interview to teachers, parents and peers	4.87	Always	Very High
4	Use of Phil IRI baseline data in crafting intervention activities	5.0	Always	Very High
5	Utilization and maintenance of database reading profile	5.0	Always	Very High
6	Assessment of pupils' progress using pencil and paper test	4.88	Always	Very High
7	Observation of pupils performing literacy tasks	5.0	Always	Very High
8	Evaluation of pupils' work samples	4.90	Always	Very High
9	Interview of pupils about their reading experiences	5.0	Always	Very High
10	Inspection of pupils' portfolio	5.0	Always	Very High
11	Establishment of pupils' progress tracking record	5.0	Always	Very High
	AVERAGE	4.97	Always	Very High

Legend:

<i>RANGES</i>	<i>DESCRIPTION</i>	<i>INTERPRETATION</i>
4.21- 5.00	Always	Very High
3.41- 4.20	Often	High
2.61-3.40	Sometimes	Moderately High
1.81- 2.60	Rarely	Low
1.00-1.80	Never	Very Low

Table 3 presents the extent of implementation of the school reading program in terms of assessment techniques. It was revealed on the table that the extent of implementation of the school reading program in terms of assessment techniques has an average mean of 4.97 which is interpreted as very high. This means that the assessment provided to the pupils in terms of progress

is congruent to the addressed learning needs of the pupils. This implies that teachers are always conduct assessment and evaluation of learning and at the same time they are provided feedback to the concerned learner for awareness and to monitor the progress of their learning.

Table 4
Extent of Implementation of the School Reading Program
in terms of Intervention Activities

No.	Items	Weighted Mean	Description	Interpretation
1	Conduct “Pick Me Up” Activity	5.0	Always	Very High
2	Conduct “Read Aloud and Ask” Activity	4.98	Always	Very High
3	Conduct EVA (Everyday Reading Activity)	5.0	Always	Very High
4	Conduct “Discover A New Word Through Reading Activity.”	4.97	Always	Very High
5	Build activities that capitalized on children’s natural curiosity and sense of playfulness	5.0	Always	Very High
6	Include language activities that develop listening and expressive skills	5.0	Always	Very High
7	Involve parents in the remediation teaching	5.0	Always	Very High
8	Build phonemic awareness activities into instruction in letter and sounds	5.0	Always	Very High
9	Stimulate the pupils’ interest in reading through creative story telling	4.89	Always	Very High
10	Provide materials for different types of readers	5.0	Always	Very High
11	Tap stakeholders to support the program	5.0	Always	Very High
12	Use tutoring or small group instruction for children who require additional instructional support	5.0	Always	Very High
13	Provide merit system to those parents who are advocates of reading	4.96	Always	Very High
	AVERAGE	4.98	Always	Very High

Legend:

<i>RANGES</i>	<i>DESCRIPTION</i>	<i>INTERPRETATION</i>
4.21- 5.00	<i>Always</i>	<i>Very High</i>
3.41- 4.20	<i>Often</i>	<i>High</i>
2.61-3.40	<i>Sometimes</i>	<i>Moderately High</i>
1.81- 2.60	<i>Rarely</i>	<i>Low</i>
1.00-1.80	<i>Never</i>	<i>Very Low</i>

Table 4 presents the extent of implementation of the school reading program in terms of intervention activities. It was revealed on the table that the extent of implementation of the school reading program in terms of intervention activities has an average mean of 4.98 which is interpreted as very high. This means that the activities conducted in the school reading programs implemented aimed to improve the reading performance of the elementary learners. It caters the elementary learners need to make them readers and enjoy while they are learning. This implies that the reading program implemented in the school has provided the elementary learners with intervention activities that will address their needs to improve their performance and at the same time encouraging them to learn more and achieve the goals and objective sets.

Table 5
Extent of Implementation of the School Reading Program
in terms of Monitoring and Evaluation

No.	Items	Weighted Mean	Description	Interpretation
1	Identify the actual status of the reading program.	5.0	Always	Very High
2	Determine if the activities are implemented as scheduled	4.93	Always	Very High
3	Monitor the program progress from the start up to completion	4.91	Always	Very High
4	Report analysis relative to evaluation report	4.90	Always	Very High
5	Orient teachers after reading session	5.0	Always	Very High
6	Identify the risks relative to program implementation	5.0	Always	Very High
7	Identify plans for the continuous improvement of the program	5.0	Always	Very High
8	Discuss the progress of the reading program among teachers and stakeholders	5.0	Always	Very High
9	Review the plan of activities regularly	5.0	Always	Very High
10	Provide periodic and timely feedback on the conduct of intervention activities	5.0	Always	Very High
11	Identify the gaps on program implementation	5.0	Always	Very High
	AVERAGE	4.98	Always	Very High

Legend:

<i>RANGES</i>	<i>DESCRIPTION</i>	<i>INTERPRETATION</i>
4.21- 5.00	Always	Very High
3.41- 4.20	Often	High
2.61-3.40	Sometimes	Moderately High
1.81- 2.60	Rarely	Low
1.00-1.80	Never	Very Low

Table 5 presents the extent of implementation of the school reading program in terms of monitoring and evaluation. It was revealed on the table that the extent of implementation of the school reading program in terms of monitoring and evaluation has an average mean of 4.98 which is interpreted as very high. This means that the school reading program implemented has equipped monitoring and evaluation tools to check the progress of the implementation and that of the progress of the pupils. This implies that the school reading program implemented was monitored and evaluated to make it more functional and usable by the teachers for it looks on the progress of the pupils. This is important for the teachers to provide another intervention activities if pupils have difficulty on grasping the lessons.

TABLE 6
Academic Performance of Learners

Grade Level	No. of Learners	Average Grade	Description
Grade 1	228	82.82	Fairly Satisfactory
Grade 2	280	86.25	Very Satisfactory
Grade 3	225	85	Very Satisfactory
Grade 4	245	85.88	Very Satisfactory
Grade 5	224	86.79	Very Satisfactory
Grade 6	170	86.12	Very Satisfactory
Total/ Average	1372	85.48	Very Satisfactory

Legend:

<i>RANGES</i>	<i>DESCRIPTION</i>	<i>INTERPRETATION</i>
4.21- 5.00	<i>Always</i>	<i>Very High</i>
3.41- 4.20	<i>Often</i>	<i>High</i>
2.61-3.40	<i>Sometimes</i>	<i>Moderately High</i>
1.81- 2.60	<i>Rarely</i>	<i>Low</i>
1.00-1.80	<i>Never</i>	<i>Very Low</i>

Table 6 presents the academic performance of the elementary learners in English. it was revealed on the table that the academic performance of the elementary learners in English has an average mean of 85.48 which is interpreted as very satisfactory. This means that all the pupils in the school passed the subject for the 3rd quarter and was able to master the skills. The very satisfactory performance of the elementary learners in English implied that teachers had provided

the necessary intervention, activities and strategies which are suited to the needs of the elementary learners.

**TABLE 7
TEST OF RELATIONSHIP**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Objectives vs Academic Performance	0.63	4.511	2.991	Reject Ho	Significant Relationship (Strong)
Instructional Strategies vs Academic Performance	0.62	4.511	2.991	Reject Ho	Significant Relationship (Strong)
Assessment Techniques vs Academic Performance	0.61	3.963	2.991	Reject Ho	Significant Relationship (Strong)
Intervention Activities vs Academic Performance	0.68	4.214	2.991	Reject Ho	Significant Relationship (Strong)
Monitoring & Evaluation vs Academic Performance	0.69	4.214	2.992	Reject Ho	Significant Relationship (Strong)

Table 7 presents the test of relationship between the implementation of the school reading program in terms of objectives, instructional strategies, assessment techniques, intervention activities, monitoring and evaluation and academic performance elementary learners in English. It was revealed on the table that the extent of implementation of the school reading program in terms of objectives and academic performance of elementary learners in English has a computed value or t of 4.511 which is greater than the tabular value of 2.991 at 0.05 level of significance. Based on the data presented, the r value is 0.63 which means that null hypothesis is being rejected. Since the computed value is higher than the critical value it means that there is a significant relationship between the extent of implementation of school reading program in terms of objectives and academic performance of elementary learners in English. This implies that the objectives set in the school reading program implemented has helped in addressing the needs of the elementary learners to improve their performance.

Moreover, the table shows the test of relationship between the extent of implementation of the school reading program in terms of instructional strategies and academic performance of elementary learners in English. It was revealed on the table that the extent of implementation of the school reading program in terms of instructional strategies and academic performance of elementary learners in English has a computed value or t of 4.511 which is greater than the tabular value of 2.991 at 0.05 level of significance. Based on the data presented, the r value is 0.62 which means that null hypothesis is being rejected. Since the computed value is higher than the tabular value, it means that there is a significant relationship between the extent of implementation of school reading program in terms of instructional strategies and academic performance of elementary learners in English. This implies that the instructional strategies used by the teachers in the school reading programs they implemented has contributed to the attainment of improve academic performance of the elementary learners in English.

Further, the table shows the test of relationship between the extent of implementation of the school reading program in terms of assessment techniques and academic performance of elementary learners in English. It was revealed on the table that the extent of implementation of the school reading program in terms of assessment techniques and academic performance of elementary learners in English has a computed value or t of 3.963 which is greater than the tabular value of 2.991 at 0.05 level of significance. Based on the data presented, the r value is 0.61 which means that null hypothesis is being rejected. Since the computed value is higher than the tabular value, it means that there is a significant relationship between the extent of implementation of school reading program in terms of assessment techniques and academic performance of elementary learners in English. This implies that the assessment techniques used to evaluate the performance of the elementary learners has been effective in improving the performance of the pupils in English.

Additionally, the table shows the test of relationship between the extent of implementation of the school reading program in terms of intervention activities and academic performance of elementary learners in English. It was revealed on the table that the extent of implementation of the school reading program in terms of intervention activities and academic performance of pupils in English has a computed value or t of 4.214 which is greater than the tabular value of 2.991 at 0.05 level of significance. Based on the data presented, the r value is 0.68 which means that null hypothesis is being rejected. Since the computed value is higher than the tabular value, it means that there is a significant relationship between the extent of implementation of school reading program in terms of assessment techniques and academic performance of elementary learners in English. This implies that the intervention activities implemented in the school reading program has been effective in improving the academic performance of the elementary learners in English.

Finally, the table shows the test of relationship between the extent of implementation of the school reading program in terms of monitoring and evaluation and academic

performance of elementary learners in English. It was revealed on the table that the extent of implementation of the school reading program in terms of monitoring and evaluation and academic performance of elementary learners in English has a computed value or t of 4.214 which is greater than the tabular value of 2.992 at 0.05 level of significance. Based on the data presented, the r value is 0.69 which means that null hypothesis is being rejected. Since the computed value is higher than the tabular value, it means that there is a significant relationship between the extent of implementation of school reading program in terms of monitoring and evaluation and academic performance of elementary learners in English. This implies that the school reading program implemented was clearly monitored and evaluated to make it more effective and has helped the elementary learners in improving their performance.

IV. Conclusion

Based on the data presented, it was revealed that there is a strong significant relationship between the extent of implementation on the school reading program in terms of objective, instructional strategies, assessment techniques, intervention activities, monitoring and evaluation and academic performance of the elementary learners in English. Achieving a very high extent on the school reading program implemented has helped in attaining a very satisfactory academic performance of the elementary learners in English. Thus, it is important for the school to initiate in the crafting, conduct and implement school reading program to help the institution in making a positive and improved performance.

V. Recommendations

1. The proposed intervention plan formulated should be utilized.
2. Implementation of school reading program is important based on the result of the study so teachers and school administrators must formulate and conduct the program religiously with achieved objectives and goals based on the needs of the elementary learners.
3. Capability building should be provided to the teachers in the crafting of reading programs.
4. School reading programs conducted should be acknowledged by the school administrators.
5. Regular monitoring of the school reading program implemented should be of utmost priority.
6. Submission of the accomplished or proposed school reading program must be submitted to the proper authorities for credits to the writers and proponents; and
7. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE



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