

Status of Reading Intervention Programs in Tacloban City Division

Mari Lina Georgia Cipriano

mlg.cipriano@lnu.edu.ph

Leyte Normal University-College of Education, Tacloban City, 6500, Philippines

ABSTRACT

This study determined the status of implementation of reading intervention programs in selected elementary schools under the Tacloban City Division. Specifically, it assessed the extent of attainment of program objectives, the strategies employed by reading teachers, the assessment practices used, the availability of reading resources and facilities, and the reading proficiency levels of learners. The study aimed to provide empirical evidence on the effectiveness and current implementation status of school-based reading interventions.

A descriptive research design was employed. The respondents were elementary reading teachers from selected schools under District Learning Center (DLC) IX, Tacloban City Division. A researcher-made questionnaire, validated by experts, was used to gather data on reading intervention program objectives, strategies, assessment practices, and available resources. Learners' reading proficiency levels were obtained from Phil-IRI posttest results. Statistical tools used included mean, standard deviation, frequency count, and percentage.

Findings revealed that the extent of attainment of objectives in reading intervention programs was high ($M = 3.455$), indicating effective implementation in identifying learners' reading levels and improving reading fluency and comprehension. The strategies employed were often implemented ($M = 3.033$), with shared reading identified as the most frequently used strategy. Assessment practices were also often practiced ($M = 2.821$), with Phil-IRI as the most commonly used tool. In terms of resources, schools showed high availability of traditional materials such as printed books and visual aids, while digital and technology-based resources remained limited. Learners' reading proficiency results showed improvement across grade levels, with most learners classified under instructional and independent reading levels and no non-readers recorded.

The study concluded that reading intervention programs in the selected schools are generally effective in improving learners' reading proficiency. However, enhancement is needed in the integration of diverse instructional strategies, expansion of technology-based assessment practices, and improvement of access to digital reading resources to further strengthen program implementation.

Keywords: assessment practices, objectives attained, reading resources and facilities, reading intervention programs, learners' reading proficiency level, strategies employed

INTRODUCTION

Background of the Study

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) reported that in 2022, 771 million young people and adults were illiterate, and 250 million children lacked basic literacy skills. These figures underscore a persistent global challenge, as literacy is recognized as a fundamental right that empowers individuals and strengthens societies. According to UNESCO, literacy encompasses the ability to identify, understand, interpret, create, and communicate within a digital, text-based, information-rich, and rapidly changing environment. To address this global phenomenon, the agency has implemented programs to reduce illiteracy rates, including the most recent Sustainable Development Goals (SDGs) (UNESCO, 2022).

The Philippines affirmed its commitment to eradicating global illiteracy by enacting Republic Act 9155, the Governance of Basic Education Act of 2001, which established the legal foundations for reforms in the basic education sector. Subsequently, the Department of Education (DepEd) required school heads to assess learners' reading proficiency using the Philippine Informal Reading Inventory (Phil-IRI) and to maintain a database for tracking reading progress. To reinforce these efforts, the Every Child a Reader Program (ECARP) was launched and implemented nationwide. Additionally, November was designated as National Reading Month, and school heads were instructed to implement recommended reading intervention programs, such as Read-A-Thon, Drop Everything and Read, and Catch-Up Fridays, to improve learners' reading proficiency (DepEd, Memorandum Order No. 266, s. 2010; DepEd Order No. 70, s. 2011; DepEd Order No. 244, s. 2011).

Although the Department of Education (DepEd) has implemented initiatives to address non-readers in elementary grades, data from the National Educational Testing and Research Center (NETRC) indicate that many students continue to perform below acceptable standards in reading skills on the National Achievement Tests. The 2022 Programme for International Student Assessment (PISA) results show a national score of 355 in Mathematics, a slight increase from 353 in 2018. In contrast, the average Science score declined by one point, from 356 to 355, while Reading scores improved by seven points, from 340 to 347. These results show that many learners struggle with basic math, have difficulty understanding moderately long texts, and cannot identify correct scientific explanations or draw valid conclusions from data. Additionally, the Organisation for Economic Co-operation and Development (OECD) reported that Filipino learners scored 120 points below the average, highlighting the ongoing need for comprehensive efforts to improve educational outcomes (Malipot, 2023).

The performance of the young Filipino in both international and national assessments redounds to the grassroots level. For example, in four elementary schools within a Schools Division in Eastern Visayas implementing remedial reading programs specifically *Brigada Pagbasa*, *Catch-Up Fridays*, and *Hamon: Bawat Bata Bumabasa* data from its Phil-IRI Literacy Assessment Results indicate that a substantial proportion of learners a total of 242 fourth to sixth graders were *frustrated readers*. This classification suggests that while learners possess adequate recognition skills, their text comprehension remains limited. Other categories of readers are independent readers or those who can read fluently with comprehension and instructional readers or those that need guidance for optimal learning. Remedial reading implementers attribute this skyrocket number of non-readers to scarcity of reading resources and facilities in the schools which they claim necessitate immediate action (Phil-IRI Assessment Profile 2023-2024 of District Learning Center IX, Tacloban City Division).

Schools lacking adequate resources typically experience lower student performance. These disparities highlight the need for improved oversight, equitable funding, and targeted capacity-building programs to ensure all schools meet basic standards for facilities and resources (UNESCO, 2021). Hence, the dismal performance of learners in reading skills underscores the urgent need for comprehensive reform in the implementation of reading remediation programs.

Given these, this study aimed to determine the status of implementation of reading intervention programs in elementary schools within a school district in Eastern Visayas. The results may guide the development of an in-service training program that enhances teachers' competencies in implementing effective reading intervention practices and strategies. Furthermore, the findings are expected to offer valuable insights to enhance reading intervention programs in basic education and strengthen collaboration among key stakeholders. Local higher education institutions can support this through community extension activities.

Statement of the Problem

This study aimed to determine the status of reading intervention programs in elementary schools of the Tacloban City Division.

Specifically, the study sought to answer the following questions:

1. To what extent are the objectives attained in conducting reading intervention programs?
2. To what extent are the strategies employed in conducting reading intervention programs?
3. To what extent are the assessment practices used by the reading teachers?

Significance of the Study

The following stakeholders are expected to benefit from the findings of this academic endeavor:

Students. The findings of this study will assure these students that their reading skills deficiencies are addressed in accordance with the empirical practices available for their respective reading teachers. Given these, they are assured of an improved performance in reading, and, in turn, succeed in other content learning areas and life outside the fences of the academia.

Reading Teachers Designated to Implement Reading Intervention Programs in their Schools. The insights uncovered in this study could spark new ideas for program implementers in other schools, empowering them to enrich their expertise and elevate the success of their own programs.

Reading Supervisors. Reading supervisors can use this study's findings to identify areas for improvement and recognize which strategies are effective. With a clear understanding of the strengths and weaknesses of current reading programs, supervisors can make better resource and program change decisions.

School Administrators. This study matters to school administrators because it provides them with the knowledge and tools to improve how reading intervention programs are implemented in Tacloban City. It can help make these programs more effective and efficient in their schools. By seeing how well these initiatives are put into practice, administrators can also gain important insights into their own leadership and decision-making.

Curriculum Developers. The study examines how well reading intervention programs are being used to identify areas for improvement. This information helps curriculum developers make evidence-based decisions. They can then update the current curriculum or design new interventions to better support struggling readers in Tacloban City.

Parents. Parents work closely with teachers to support their children's education. The reading intervention program from this study can help parents teach children who need extra support. This method builds strong teamwork between parents and teachers.

Researchers. Researchers could address the study's limitations by conducting a similar investigation with a new group of participants in a different location. This approach would add more data and make the results more generalizable.

Scope and Limitations of the Study

The main purpose of this study was to determine the status of the reading intervention programs in the selected elementary schools of the Tacloban City Division. Specifically, it examined the extent to which the objectives of the reading intervention programs were attained and the strategies employed in their implementation. Additionally, the study determined the extent of the assessment practices used by reading teachers, identified the available reading resources and facilities, and reported the reading proficiency levels of the learners based on the consolidated school data.

This study was limited to one District Learning Center under the Tacloban City Division for the School Year 2023–2024. Respondents included were only elementary teachers implementing the reading programs. These factors defined the study's scope and limitations.

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REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter presents readings on related literature and related studies deemed necessary or relevant to the current academic undertaking. These were all taken from reputable sources, including journals indexed in the Web of Science, official web pages of various government agencies such as the Department of Education, books, and other legitimate and updated sources.

Related Literature

Literacy is recognized as a fundamental educational right that empowers individuals and societies. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), as of 2022, at least 739 million adults worldwide lack basic literacy skills, and 250 million children and adolescents are not acquiring them. UNESCO defines literacy as the

ability to identify, comprehend, interpret, generate, and convey information, particularly within a digital environment characterized by information proliferation. Literate individuals are then guaranteed workforce participation and expanded life and livelihood opportunities (UNESCO, 2022).

To address global illiteracy, UNESCO launched initiatives including Education For All (EFA), the Millennium Development Goals (MDGs), and the Sustainable Development Goals (SDGs). These initiatives emphasize accessibility, quality, inclusivity, diversity, sustainability, gender equality, and lifelong learning. The intended outcome is the eradication of illiteracy across all ages and genders. Consequently, all signatory countries were required to implement educational programs aligned with these objectives.

As a signatory state, the Philippines responded by enacting Republic Act 9155, the Governance of Basic Education Act of 2001, which provided the foundation for major reforms in the basic education sector. As early as 2000, all programs intended to improve the reading skills of young Filipino learners were encapsulated in the Basic Education Sector Reform Agenda (BESRA). One of BESRA's key thrusts is to ensure that all school-age children are readers.

Government agencies, particularly the Department of Education (DepEd), have implemented a series of orders and policies to strengthen reading intervention programs nationwide. DepEd has established comprehensive reading intervention initiatives through various directives to address literacy challenges among Filipino students. These initiatives include the Literacy Remediation Program (LRP), which provides targeted, structured interventions for low-emerging readers, and the National Reading Program (NRP), which promotes developmentally appropriate reading enhancement.

As a jump starter, DepEd Central Office issued Memorandum Order No. 266, s. In 2010, this compelled school heads to assess their learners' reading proficiency using the Philippine Informal Reading Inventory (Phil-Iri) and to maintain a database to track learners' reading progress. To further solidify said program, the Every Child a Reader Program (ECARP) was launched and implemented nationwide through DepEd Order No. 70, s.2011. Key DepEd Orders supporting these efforts include DO No. 14, s. 2018, which mandates the "Bawat Bata Bumabasa" program; DO No. 70, s. 2011, which established the Philippine Informal Reading Inventory (Phil-IRI) as a national assessment tool; and additional orders related to the MATATAG Curriculum, ARAL Program, and Summer Programs that collectively support literacy development.

In addition, DepEd Order No. 14, s. 2018, also known as the "Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory (Phil-IRI)," strengthened the national framework for reading assessment and intervention by standardizing tools to identify students' reading levels and appropriate interventions. This order works in conjunction with DO No. 45, s. 2002, which established the "Reading Readiness Program" that laid the foundational guidelines for early literacy instruction and intervention in Philippine education. Further enhancing these efforts, DO No. 74, s. In 2009, the "First Steps to Reading Grades 1-3 " program was instituted," a program that introduced sequential, systematic reading instruction methodologies focusing on phonological awareness, word recognition, fluency, and comprehension strategies for beginning readers.

The most recent remedial reading intervention program being implemented by the DepEd is the Academic Recovery and Accessible Learning (ARAL) Program. The ARAL program is created under RA 12028 and focuses on the key skills and knowledge students need to move forward in the K to 12 Basic Education Curriculum. The program highlights three main subjects: reading, mathematics, and science. Mastering these skills is important for students' growth and helps them get ready for the next grade level. The program provides free, research-backed support to help students who struggle, especially in reading, mathematics, and science, across grade levels. This support helps them meet the Department of Education (DepEd) standards for

their grade. The program gives priority to returning students, students performing below standards, and low performers on teacher-administered assessments (RA 12028, 2024).

Effective assessment procedures are critical for accurately determining students' reading proficiency and informing appropriate instructional interventions. Over the past decade, educators have used a range of instruments and techniques to assess reading skills and improve literacy outcomes. The Department of Education requires the use of the Philippine Informal Reading Inventory (Phil-IRI) as a primary diagnostic tool for assessing students' reading proficiency. Nevertheless, Abril, Acerbo, and Abocejo (2022) identified challenges, including inconsistent implementation and increased teacher workload, that may hinder the effective use of Phil-IRI in classroom settings.

Oral Reading Fluency (ORF) is an essential indicator of reading development and an effective screening tool for identifying students at risk of reading difficulties. Numerous studies have established the reliability and validity of ORF across various languages and educational contexts. For example, Rodrigues et al. (2022) developed grade-specific ORF assessments for Portuguese students, demonstrating significant growth across grade levels, high test-retest reliability ($>.90$), and strong correlations with other reading measures. Collectively, these findings support the use of ORF as an effective indicator for early identification of general reading proficiency.

Oral reading fluency (ORF) assessments show mixed effectiveness for English language learners, highlighting the need to consider linguistic factors when selecting assessments. A comprehensive review of 31 studies by Newell et al. (2020) found that while ORF correlates with reading outcomes, it does not accurately identify English learners at risk according to established standards. These results show that language proficiency significantly affects the validity of ORF screening. Multilingual populations may need more precise assessments or additional testing. It is important to consider linguistic context when choosing and interpreting reading assessment tools, particularly in diverse educational settings.

Recent digital innovations have broadened assessment possibilities, exemplified by the Rapid Online Assessment of Reading (ROAR), which addresses the limitations of traditional, resource-intensive reading tests. Yeatman et al. (2021) were the first to introduce ROAR as a web-based tool. A self-administered lexical judgment task, demonstrating excellent reliability ($r = 0.97$) and strong correlations with standardized measures. Expanding on this foundation, Gijbels et al. (2024) developed ROAR-PA (Phonological Awareness), a gamified online test with high internal consistency ($\alpha = .96$) and strong concurrent validity with established phonological awareness measures. Subsequently, Ma et al. (2025) advanced the platform with ROAR-CAT (Computerized Adaptive Testing), which utilized adaptive algorithms and item response theory to enhance test efficiency while maintaining reliability.

The development of digital assessment formats also encompasses traditional measures. In a comparison of computer-based and paper-based oral reading fluency (ORF) testing, Jungjohann et al. (2023) reported that both formats exhibited good reliability. Although reading speed was higher on paper, reading accuracy was consistent across both formats, and no evidence of differential item functioning was observed. These findings indicate that computer-based ORF tests are comparable to traditional assessments and may be particularly useful for frequent or large-scale screening, provided that educators receive adequate training. The transition to digital delivery systems thus presents promising solutions to the resource limitations commonly encountered in educational contexts.

Digital assessment formats have also been applied to traditional measures. Jungjohann et al. (2023) compared computer-based and paper-based oral reading fluency (ORF) testing, finding that both formats demonstrated good reliability. While reading speed was higher on paper, reading accuracy remained consistent across both formats, and no evidence of

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Growth modeling studies further demonstrate the long-term effectiveness of oral reading fluency (ORF) as a screening tool. Students in Grades 2 through 5 demonstrated a nonlinear growth trajectory in ORF, with significant gains observed in Grades 3 and 4. Rodrigues et al. (2022) highlighted the need to use equivalent test forms to enable valid cross-grade comparisons and to monitor intra-individual progress without introducing learning effects or assessment fatigue. These findings underscore the value of ORF for both point-in-time screening and ongoing progress monitoring across grade levels. As assessment technologies advance, integrating established measures such as ORF with emerging platforms like ROAR could create comprehensive, efficient, and accessible evaluation systems that address the needs of diverse student populations and educational settings.

The Reading Strategy Assessment Tool (RSAT), which prioritizes the evaluation of cognitive processes over static reading outcomes, represents a significant advancement in literacy assessment. RSAT focuses on real-time strategy use, particularly inferential processes such as bridging and elaboration, distinguishing it from traditional assessments that primarily depend on recall or multiple-choice formats. Grounded in established models of text comprehension, RSAT enables researchers and educators to observe how readers integrate prior knowledge and connect textual elements to construct coherent mental representations.

Originally developed for postsecondary students, the tool's successful adaptation for elementary school students demonstrates its versatility and potential for broader educational impact. Its automated scoring algorithms and typed think-aloud protocols provide a theoretically robust alternative to conventional assessments. Additionally, RSAT effectively evaluates bridging skills across diverse task demands. Multiple studies have shown that, regardless of source material availability during post-reading tasks, bridging competence consistently predicts comprehension performance. This finding contradicts earlier theories suggesting reduced predictive power when text is present and underscores RSAT's alignment with dynamic, task-adaptive reading models.

Despite these promising results, significant gaps remain. The application of RSAT with younger learners is not yet fully understood, and its framework does not comprehensively address essential comprehension skills such as summarization, monitoring, and metacognitive regulation. Although RSAT has demonstrated potential in research environments, additional investigation is necessary to determine its educational impact within classroom settings.

Furthermore, the Reading Behavior Inventory (RBI) represents a significant advancement in literacy assessment by emphasizing behavioral aspects of reading rather than solely outcome-based measures. Öncü, Güçlüer, and Baştuğ (2024) addressed a critical gap in the Turkish educational system by developing a reliable tool tailored for primary school students, assessing key reading behaviors such as concentration, neatness, and aesthetic appreciation. Their comprehensive approach, utilizing both exploratory and confirmatory component analysis, establishes a strong foundation for the tool's implementation in educational settings. This initiative not only equips educators with effective means to evaluate and support young readers beyond traditional comprehension tests, but also aligns with broader academic efforts to recognize the role of cognitive and affective processes in reading development.

Despite recent advancements, a significant gap remains in the conceptual and methodological integration of reading behavior measurement. Current instruments and survey methodologies often lack a coherent theoretical framework, resulting in fragmented interpretations of components such as engagement, frequency, and genre preferences (Locher and Philipp, 2023). Furthermore, the social dimension of reading behavior, particularly the influence of parent-child interactions, is underrepresented in the Reading Behavior Inventory (RBI) and other contemporary assessment models. These findings underscore the need for a cohesive, multifaceted framework that links micro-level assessments with broader contextual and relational factors.

Meanwhile, in educational neuropsychology, the Feifer Assessment of Reading (FAR) has emerged as a comprehensive tool for identifying reading difficulties and informing targeted intervention strategies. Developed by Feifer and Nader in 2015, the FAR adopts a neurodevelopmental perspective and distinguishes itself through 15 subtests designed to diagnose specific subtypes of dyslexia, such as dysphonetic, surface, mixed, and comprehension-based forms. These subtests assess a range of skills, including comprehension, decoding, phonological awareness, rapid automatic naming, orthographic processing, and fluency.

In addition to determining whether a child has a reading disorder, this thorough study helps physicians and educators understand the reasons behind a child's difficulties, enabling more tailored intervention. According to Mulchay et al. (2022), the FAR's neuropsychological lens successfully bridges this gap by focusing on the neurological pathways involved in reading, whereas traditional achievement assessments frequently fail to identify the root causes of reading issues. The implementation of intervention programs at the primary school level, when early detection and remediation can drastically change a student's academic trajectory, is especially pertinent to this diagnostic clarity.

Recent research further demonstrates the FAR's adaptability within modern educational settings. Morera, Carrillo, and Feifer (2021) investigated the feasibility of administering the FAR Screening Form remotely, a development prompted by the increasing integration of digital tools in educational assessment. Their findings confirmed that remote and in-person administration formats yield comparable validity and consistency for key subtests such as Phonemic Awareness and Semantic Concepts. However, they cautioned against remote administration of Rapid Automatic Naming due to significant variability. To preserve diagnostic accuracy in remote contexts, a new Screening Index (SRI) was developed specifically for these situations.

Additionally, Naglieri and Feifer (2020) examined how the FAR aligns with broader cognitive profiles using the Pattern of Strengths and Weaknesses (PSW) framework and the Discrepancy Consistency Method (DCM). Integrating cognitive data from tools such as the Cognitive Assessment System – Second Edition (CAS2) with FAR results enables educators to design targeted interventions. This approach ensures that strategies address both academic deficits and underlying cognitive processing patterns.

When combined, all of these studies highlight how the FAR is becoming increasingly crucial in determining early reading intervention strategies. The tool is especially well-suited for elementary teaching because of its complex structure, neuropsychological foundation, and flexibility for both in-person and remote use. Even though the FAR has shown considerable promise, there are still gaps in longitudinal studies that monitor the efficacy of interventions informed by the FAR over time. Furthermore, further empirical research is required to assess the specific educational outcomes for each of the dyslexia subtypes identified by the FAR, particularly across different student populations. Filling in these gaps will increase the FAR's usefulness in creating elementary-level reading intervention programs that are both responsive and successful.

However, the Study Aid and Reading Assessment (SARA), a new generation of reading assessment and intervention technology, is playing an increasingly important role in elementary reading programs. SARA's real-time adaptive support and

diagnostic accuracy have attracted attention as reading instruction shifts toward personalized, technology-supported approaches. To close the gap between assessment and instruction, SARA primarily serves as a diagnostic tool that pinpoints a learner's reading strengths and limitations.

Sabatini et al. (2019) explained that SARA's reading components are partially taken from the Reading Inventory and Scholastic Evaluation (RISE). The RISE battery, which consists of six subtests calibrated across a wide grade span from Grade 3 to Grade 12, is intended for web administration. It provides a psychometric foundation for the precise evaluation of fundamental reading skills, including vocabulary, comprehension, and fluency, through its item response theory (IRT) scaling and multidimensionality evaluation. Although it was created for widespread use, its integration with SARA and other robust measures suggests a shift toward targeted reading intervention, especially in primary grades.

Smith et al. (2021) further underscore the diagnostic precision of SARA by emphasizing its use as a preliminary to tailored education in digital learning environments. In particular, SARA creates thorough learner profiles that direct the delivery of individualized lessons through AutoTutor for Adult Reading Comprehension (ARC), a program designed first for adult learners but theoretically adaptable to struggling readers in lower grades. The concept combines learner-centered theory with sociocultural factors, suggesting a data-driven and contextually aware intervention paradigm.

Thaqi, Mantawy, and Kasneci (2024) provide a state-of-the-art version of SARA that incorporates eye-tracking technologies and large language models (LLMs) in a mixed-reality setting, greatly expanding the possibilities for individualized support. Based on gaze behavior, this version enables the system to identify, in real time, the specific text passages that pose challenges for a reader. By providing rephrased text, contextual information, and even multilingual translation overlays directly in the user's field of vision, this innovation enables SARA to transition from static diagnostics to dynamic, responsive intervention. These developments have significant ramifications for reading treatments at the elementary school level, particularly for pupils who have immediate difficulties with decoding or comprehension.

Even as technology has advanced significantly, it remains difficult to practically integrate it into elementary schools, particularly in settings with limited resources. Unless simpler or more affordable versions are developed, the need for technologies such as eye-tracking devices and mixed-reality headsets may prevent widespread adoption.

Collectively, the findings indicate a convergence between interactive, real-time intervention and diagnostic evaluation. Smith et al. (2021) link diagnostics with adaptive training in digital learning environments, Thaqi et al. (2024) advance immersive, AI-enhanced comprehension support, and Sabatini et al. (2019) establish the validity and scalability of reading subcomponent assessments. Although these tools show promise, they require systematic adaptation for implementation at the elementary school level. Further investigation is needed regarding the scalability of advanced technologies such as eye tracking in traditional classroom settings and the effective integration of diagnostic tools like SARA within Response to Intervention (RTI) frameworks. Additionally, future studies should evaluate the long-term effectiveness of these resources in fostering early literacy development and reducing achievement gaps among diverse student populations.

On the other hand, adult literacy instruction has undergone a revolution thanks to Intelligent Tutoring Systems (ITS), especially AutoTutor for Adult Reading Comprehension (AutoTutor-ARC). AutoTutor-ARC leverages natural language processing and real-time evaluation of student responses to improve reading comprehension using conversational agents and adaptive feedback mechanisms. According to Rajkumar, Lyndgaard, and Kanfer (2024), intelligent tutors such as AutoTutor-ARC offer tailored support and flexibility, aligning instruction to the cognitive abilities of adult learners.

A central feature of AutoTutor-ARC is its data-driven adaptability, which is essential for identifying reading comprehension challenges and delivering targeted interventions. Fang et al. (2022) demonstrate that AutoTutor-ARC detects distinct interaction patterns among individuals with limited literacy, enabling the creation of customized learning paths. Emphasizing process-oriented diagnostics over outcome-based evaluations, these innovations provide insights into how ITS may facilitate more advanced assessment processes in elementary education.

Studies consistently emphasize the importance of learner and item characteristics in determining tutoring effectiveness. Successful reading interventions should dynamically adjust to task complexity and individual learner characteristics, as Hollander, Sabatini, and Graesser (2022) analyzed how these factors impact engagement and performance in AutoTutor-ARC. Regarding differentiated instruction and formative assessment, this conclusion is consistent with current conversations in primary reading intervention.

Additionally, Chen et al. (2021) developed an automated feature designed to monitor disengagement within the AutoTutor system and detect early signs of cognitive exhaustion or low motivation, both of which are critical for young learners. A methodology for developing more responsive elementary reading tests is provided by combining emotive and cognitive characteristics. Although AutoTutor-ARC was initially created for adults, Graesser and Hu (2021) and Sottolare (2023) contend that it can be used across a wider range of settings, including early schooling and the workplace, particularly when sophisticated feedback loops are incorporated.

However, due to variations in developmental phases, language-learning requirements, and curriculum standards, there remains a gap in the direct transferability of these systems to the elementary school context. Studies on adaptation and validation, including younger groups, are necessary to close this gap. By creating predictive models of reading development, Zhang et al. (2025) further support the use of generative AI to supplement sparse learner data, a promising trend that may also be used to improve early literacy evaluations. These studies collectively imply that, if suitably adjusted for developmental appropriateness, the fundamental ideas of AutoTutor-ARC—adaptive assessment, learner-centered design, and intelligent feedback—could greatly improve the assessment and intervention techniques in elementary reading programs.

Several studies have explored the challenges teachers face when implementing remedial reading interventions in schools across the country. The literature highlights numerous issues that require immediate attention. For example, public elementary schools often face limited instructional materials, overcrowded classrooms, and few professional development opportunities, all of which hinder effective reading interventions. (Siwagan & Ubayubay, 2025; Mangudarat, 2025).

In like vein, Basilio (2020) found frequent shortages of reading materials, assessment tools, and administrative support. They also noted that time constraints and the absence of diagnostic tools hinder program success. Similarly, Cruz (2021) notes that teachers often lack knowledge of remedial strategies and receive insufficient stakeholder support while Castro (2019) emphasizes the need for ongoing teacher training and active stakeholder involvement to address resource limitations. Additionally, Manlangit (2020) finds that rural teachers have limited access to instructional materials, manage multi-grade classes, and receive little support from local governments. In response, Bebis & Dioso (2025) report that teachers often create their own materials and collaborate with colleagues to overcome resource and training gaps.

Meanwhile, Marasigan (2022) cited insufficient policy guidance and funding as key obstacles. Rosano et al., (2025) identified persistent challenges for teachers, such as struggled to engage students with negative feelings about reading, limited resources and home support, difficulties in using reading assessments, and strong need for professional development, material support, and administrative backing. Furthermore, Bogaert et. al (2023) highlight the lack of appropriate, evidence-based tools

for regularly monitoring students' growth in reading comprehension. Gatcho and Bautista (2025) note that teachers are often assigned literacy instructional responsibilities without clear role definitions, alignment with policies, or adequate preparation. Finally, Del Rosario (2020) and Reyes (2021) identified several challenges in implementing reading remediation programs. These include limited access to devices and training for technology-based remediation, insufficient specialized training and resources for supporting students with special needs, and weak stakeholder participation. Additionally, a lack of incentives reduces teachers' effectiveness in reading remediation.

School is considered as home literacy environment. It is impossible to ignore the importance of home literacy contexts in promoting reading development in addition to school-based resources. The availability and use of reading resources in households are examined by Ezeanwu et al. (2022), who point out that exposure to poor reading behavior at home and a lack of resources can hinder primary school students' capacity to study effectively. This implies that in order to guarantee that students have access to reading resources and constructive reading role models outside of school, reading interventions also need to take the home environment into account and collaborate with parents.

The function of school libraries and resource centers is another crucial component of the accessibility of reading materials. In their investigation of the connection between library use and academic achievement, Lasig and Collantes (2022) found that teacher education students who made good use of library resources typically had higher academic achievement. However, Libangan (2024) found that many public libraries in the Philippines have outdated materials, inadequate facilities, and limited accessibility in his study. These challenges hinder students' effective use of library resources, negatively affecting their academic performance and reading development.

A Northwestern Cagayan study that revealed that the majority of schools' library resource centers (LRCs) had a poor profile in terms of library holdings, money, and staffing further emphasizes the difficulties faced by LRCs. The study highlighted the discrepancy between the demands on LRCs and the resources that are available, indicating that insufficient staffing and resources have an impact on the effectiveness of library services and, eventually, on students' academic success.

In the Philippines, the Department of Education (DepEd) has responded to these issues by implementing several reading programs, including the Philippine Informal Reading Inventory (Phil-IRI), to evaluate and enhance pupils' reading skills. However, in their critical analysis of Phil-IRI's implementation, Abril et al. (2022) noted a number of difficulties, such as a lack of training materials, time constraints, and inconsistent adherence to the program's intervention implementation process. These challenges indicate a need for more comprehensive, sustained reading intervention programs to effectively address students' diverse needs, particularly in resource-limited settings.

Reading intervention programs are vital for students who struggle to meet grade-level expectations. Their success relies on evidence-based methods, systematic implementation, comprehensive teacher training, and ongoing progress monitoring. Adapting interventions to address specific challenges, such as phonemic awareness, word decoding, or text comprehension, ensures students receive targeted support and make meaningful progress. Targeted assistance and individualized training are fundamental components of effective reading interventions. Tailoring instruction to address specific student needs in phonemic awareness, vocabulary, fluency, and comprehension substantially increases program effectiveness. Interventions provided individually or in small groups generally yield greater improvements than whole-class instruction.

A study in the United States examined how different levels of coaching affect pre-service teachers' adherence to an evidence-based reading program. Findings indicated that structured coaching, incorporating supervisory feedback and direct support, enhanced teachers' adherence to instructional protocols. This improved fidelity led to higher-quality reading instruction

for students (Kingsbery et al., 2025). Sustaining fidelity to instructional frameworks requires ongoing assessments, feedback, and strict adherence to lesson plans. Additionally, Coyne et.al. (2024) recommend a Multi-Tiered Systems of Support in Reading (MTSS-R), rooted in classroom reading instruction, as a foundational element of state reading reforms, programs, and policies.

Considerably, Obro (2022) supports this conclusion by noting that inadequate funding for Nigerian school libraries restricts teachers' access to diverse educational resources, thereby diminishing instructional quality. Access to a variety of instructional resources is crucial for effective elementary school reading interventions. The findings suggest that dependence on a limited set of resources, such as textbooks, fails to adequately support students, especially those with reading difficulties. To meet the diverse needs of learners and enhance educational outcomes, reading intervention programs should integrate multiple resources and instructional strategies.

Although substantial research has already been conducted on literacy development, reading assessments, intervention strategies, and technology-assisted reading programs, there remains a clear gap in localized evidence that tracks the current status of reading intervention programs within Philippine public school divisions, particularly in the Tacloban City Division. Most studies focus on the effectiveness of assessment tools, digital innovations, and intervention models in general contexts, while limited research examines whether these components are fully exist within a specific division setting. Likewise, foreign studies often highlight advanced, technology-based systems that may not be fully applicable in resource-limited Philippine schools, while local studies tend to identify implementation challenges such as lack of resources, training, and support without providing a comprehensive documentation of program objectives, strategies, assessment practices, and implementation conditions as a whole.

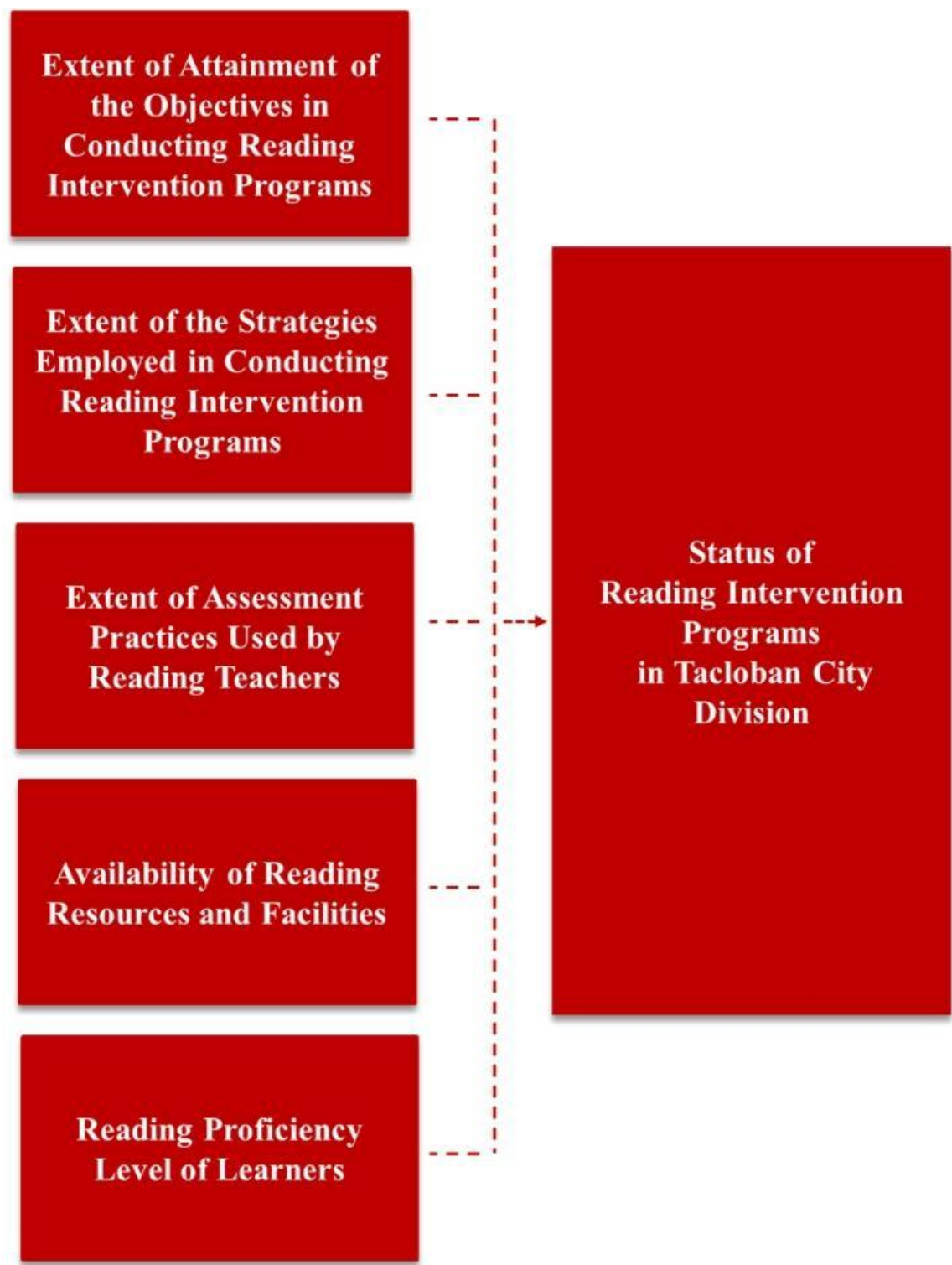
This study addresses this gap by determining the overall status of reading intervention programs in the Tacloban City Division using a researcher-made instrument and available literacy data. It provides a more contextualized and systematic assessment of existing practices, resources, and implementation efforts, particularly in light of recent reforms such as the ARAL Program and MATATAG Curriculum. The study is needed to generate up-to-date, division-level evidence to guide improvements in policy, instructional practices, resource allocation, and support systems to enhance learners' reading performance and literacy development.

Theoretical and Conceptual Framework

This study is grounded in Vygotsky's Sociocultural Theory and Ecological Systems Theory. Vygotsky's Sociocultural Theory emphasizes the significance of social interaction in cognitive development. The Zone of Proximal Development (ZPD) describes tasks a student can complete with assistance, but not independently. In the context of reading interventions, this highlights the significance of scaffolding, in which educators provide incremental, short-term support to promote higher levels of reading proficiency and fluency. Collaborative activities, modeling, and interactive discussion enable educators to bridge the gap between a student's current abilities and future growth, thereby fostering a deeper, more enduring understanding of reading skills.

Urie Bronfenbrenner's Ecological Systems Theory posits that child development is shaped by multiple environmental systems, ranging from the immediate surroundings to broader societal contexts. In this framework, classroom procedures and teacher-student interactions constitute the microsystem, while relationships between microsystems, such as teacher-parent collaboration, form the mesosystem. External influences, including community resources and school policies, are categorized within the exosystem. Understanding these interconnected systems enables a comprehensive analysis of how factors such as school's reading objectives, teachers' reading strategies, learners' reading levels, and the availability of reading materials relate to the overall status of reading intervention programs in Tacloban City Division.

Figure 1
Conceptual Framework of the Study



The conceptual framework presents the variables included in the empirical investigation. This illustrates the key factors that influence the status of reading intervention programs in the Tacloban City Division. It is structured in a way that

shows how multiple independent variables collectively contribute to the overall condition of reading intervention initiatives in schools.

On the left side of the framework are the independent variables, which represent the major dimensions of reading intervention implementation. These include: (1) the extent of attainment of the objectives in conducting reading intervention programs, which determines whether the intended goals of the intervention are being achieved; (2) the extent of strategies employed in conducting reading intervention programs, which refers to the appropriateness, variety, and effectiveness of instructional approaches used by teachers; (3) the extent of assessment practices used by reading teachers, which focuses on how learners' reading progress is measured, monitored, and evaluated; (4) the availability of reading resources and facilities, which refers to the adequacy of instructional materials, learning spaces, and support tools that facilitate reading development; and (5) the reading proficiency level of learners, which reflects the actual literacy outcomes and performance of students who are beneficiaries of the intervention programs.

These five variables are interconnected and are shown by directional arrows leading toward the dependent variable on the right side of the framework. This dependent variable is the status of reading intervention programs in the Tacloban City Division. It represents the overall condition, effectiveness, and implementation quality of reading interventions as perceived through the combined influence of the identified factors.

Overall, the framework suggests that the status of reading intervention programs is not determined by a single factor alone but is shaped by a combination of program implementation (objectives and strategies), instructional monitoring (assessment practices), learning environment support (resources and facilities), and learner outcomes (reading proficiency). This integrated approach allows for a comprehensive documentation of how well reading intervention programs are being conducted and where improvements may be needed.

Definition of Terms

To guarantee consistent interpretation throughout the paper, the following operational definitions are provided for key terms used in the study:

Assessment Practices. This refers to the systematic methods and tools used by reading teachers in the selected elementary schools within the Tacloban City Division to assess students' reading proficiency, identify specific reading difficulties, and monitor their progress. In this study, assessment practices encompass a range of digital, informal, and standardized tools, including—but not limited to—the Philippine Informal Reading Inventory (Phil-IRI), Oral Reading Fluency (ORF), Rapid Online Assessment of Reading (ROAR), Reading Strategy Assessment Tool (RSAT), Feifer Assessment of Reading (FAR), Study Aid and Reading Assessment (SARA), and AutoTutor for Adult Reading Comprehension (AutoTutor-ARC), if utilized in the selected elementary schools in the Tacloban City Division.

Attainment of Objectives. This refers to the extent to which the intended goals or desired outcomes of a reading intervention program are successfully achieved. The present study specifically assesses whether the program has met its objectives in elevating the reading levels of students in selected elementary schools in Tacloban City Division.

Reading Intervention Programs. This refers to organized educational initiatives, frequently remedial or supplemental in the selected elementary schools in Tacloban City Division, that are intended to support students who are having difficulty meeting grade-level targets in their reading. Teachers carry out these programs, which can differ in terms of resources, approaches, and assessments.

Reading Proficiency Level. This refers to the level of reading competency or proficiency of fourth to sixth-graders in the selected elementary schools in Tacloban City Division. In this study, students' ability to comprehend grade-level texts is based on the *English Literacy Assessment results for Grades Four to Six in the School Year 2023-2024*. The results are categorized into three levels: *frustration*, *instructional*, and *independent*.

Reading Resources and Facilities. These refer to the educational, digital, and physical resources and infrastructure available in schools to support reading instruction and intervention efforts. Examples include libraries, storybooks, reading nooks, audiovisual aids, and computers equipped with reading software. In this study, the availability, adequacy, and accessibility of these materials and facilities are assessed through an inventory checklist and survey, specifically tracking the status of reading programs in the selected elementary schools in Tacloban City Division.

Status of Reading Intervention Program. This indicates the current condition of reading intervention programs. In this study, the status of the reading intervention program in the selected elementary schools in Tacloban City Division was determined based on the program's attainment of objectives, strategies employed, assessment practices, available reading resources and facilities, and the reading proficiency level of learners.

Strategies Employed by Reading Teachers. In this study, these are techniques or strategies teachers employ to strengthen students' reading in the selected elementary schools in Tacloban City Division. These could include peer-assisted learning, repeated reading, phonics training, guided reading, and other research-based strategies catered to the needs of the students.

METHODOLOGY

This chapter discusses the research design, respondents, locale, instruments, validation of the instruments, ethical considerations, data gathering procedure, method of scoring and interpretations, and statistical analysis. This section is vital in the current empirical undertaking as it ensures the observance of the scientific rigors so necessary to carry out the research goals.

Research Design

The study utilized the descriptive quantitative research as its design discussed by Creswell (2014) as a scientific method that observes, describes, and documents situations as they occur, without manipulating variables. Its main goal is to provide a thorough account of characteristics, behaviors, or phenomena, often serving as a foundation for further research. Common data collection methods are surveys, observations, and case studies. This design effectively identifies trends, frequencies, and categories within a population but does not establish causal relationships.

The researcher justifies the fitness of the design as the main purpose of this study was to determine the status of the reading intervention programs in the selected elementary schools in Tacloban City Division. In view of this objective, a descriptive research design is most appropriate, as it is specifically intended to systematically describe and interpret existing conditions without manipulating any variables.

In this study, the descriptive design enables the researcher to document how reading intervention programs are currently implemented in the target schools. It focuses on examining the extent to which the objectives of these programs are achieved, thereby providing evidence on whether the intended outcomes are being realized in practice. Likewise, it explores the

strategies employed in implementing these programs, offering insight into the instructional approaches and practices used by reading teachers to address learners' reading difficulties.

Furthermore, the design supports the investigation of the assessment practices used by reading teachers, which is essential in understanding how learner progress is monitored and evaluated within the intervention process. It also considers the availability of reading resources and facilities, which reflects the level of institutional support provided to sustain effective reading instruction. In addition, the study includes an analysis of the reading proficiency levels of learners, based on consolidated school data, in order to present an evidence-based picture of learner outcomes in relation to the intervention programs.

By integrating these key variables, the descriptive research design allows for a holistic and data-driven assessment of the reading intervention programs. Ultimately, it provides a solid foundation for identifying strengths, gaps, and areas for improvement, thereby supporting informed decision-making for enhancing literacy instruction in the Tacloban City Division.

Respondents of the Study

The respondents of the study were the teachers implementing the reading programs at the purposively selected elementary schools under District Learning Center IX, Tacloban City. For ethical consideration, the researcher utilized the code "School 1", which means Elementary School, and its number, in this study, from numbers one to four. The researcher's decision to present the information of the study's respondents is guided by one of the principles in ethics attuned to the privacy of personal data information. According to Hopkins (1985), privacy is one of the ethical principles that researchers should take into consideration, especially in evaluating education programs.

The teachers who satisfy particular inclusion requirements will be purposively selected as the respondents for the study to collect data. Teachers implementing the reading programs at the purposively selected elementary schools must be a DepEd teacher for the last three (3) years and actively implementing reading intervention programs. They must also have been trained in reading intervention programs, been assigned as reading teachers in their respective schools, and be conversant with a variety of DepEd-based reading intervention programs.

Based on the Krejcie and Morgan sample size determination table, a minimum of 86 respondents was required from the total population of 111. However, 100 respondents participated in the study; hence, all responses were included in the analysis. The need for representative statistical samples in empirical studies has increased the demand for reliable methods for determining sample size. Krejcie and Morgan (1970) addressed this by developing a reference table that enables researchers to immediately identify appropriate sample sizes for specific population parameters. The table is shown on the next page.

Figure 2

Krejcie and Morgan Sample Size Determination Table Source:
(PDF) Sample Size Determination Using Krejcie and Morgan Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Research Locale

The study was conducted in purposively selected elementary schools under District Learning Center IX, Tacloban City, Philippines (postcode 6500), which actively conduct reading intervention programs every school year. The district comprises four public elementary schools in DepEd, Tacloban City. Prior to data gathering, the researcher conducted a preliminary survey of the target population. Additionally, each school is supervised by either a principal or a school head, depending on the number of teachers. According to the End of School Year (EOSY) LIS Cut-off Date as of September 15, 2023, Enrollment Report, the district serves as the educational center to 3607 elementary pupils across grade levels. Each is assigned a Learning Reference Number (LRN).

Figure 2 shows the schools' locations. It is obvious that the schools are positioned far apart in order to offer a representative sample of the population. In compliance with Republic Act No. 10173, also known as the Data Privacy Act of 2012, the names of the schools will be withheld. This step is vital for ensuring the privacy of institutions and the people linked with them.

Figure 3

Locale of the Study Source:

<https://reliefweb.int/map/philippines/philippines-typhoon-yolanda-haiyan-tacloban-city-displacement-sites-location>



Research Instrument

The study utilized both primary and secondary data to gather the information needed to determine the status of the reading intervention programs in the selected elementary schools in Tacloban City Division. Being quantitative in nature, the study primarily employed a researcher-made survey questionnaire as the primary instrument for collecting data directly from the respondents. Additionally, secondary data were obtained through the document analysis of the Consolidated Report/Data on the English Literacy Assessment Results using the Phil-IRI.

The researcher-made survey questionnaire was utilized to gather the respondents' feedback regarding the status of the reading intervention programs in DLC IX, Tacloban City Division. The survey questionnaire consists of two (2) parts. Part I uses a checklist to determine the availability of reading resources and facilities in the elementary schools. This section aims to identify the existing instructional materials, reading tools, and physical facilities that support the implementation of reading intervention programs. The checklist is used to determine whether these resources and facilities are present or absent in each school.

Moreover, the data gathered from the checklist served as the basis for determining the frequency and availability index of the reading resources and facilities across the selected schools. Through this process, the researcher can identify which resources and facilities are most available and which are lacking. The results were ranked according to frequency of availability to provide a clearer picture of the schools' existing reading support mechanisms and to determine priority areas for improvement and resource allocation.

Part II employs a four-point rating scale to determine the status of the reading intervention programs in terms of: (a) Extent of Attainment of the Objectives (10 items), (b) Strategies Employed in Conducting Reading Intervention Programs (20 items), and (c) Assessment Practices Used by Reading Teachers (10 items).

For the extent of attainment of objectives, the following four-point scale was used: 4 – Very High, 3 – High, 2 – Low, and 1 – Very Low. For the strategies employed, the scale used was: 4 – Always, 3 – Often, 2 – Sometimes, and 1 – Never. Meanwhile, for assessment practices, the following scale was utilized: 4 – Always, 3 – Often, 2 – Seldom, and 1 – Never.

These rating scales were employed to ensure a systematic, consistent, and objective assessment of the implementation and status of the reading intervention programs in the selected elementary schools. Before full implementation, the researcher-made survey questionnaire was subjected to a pilot testing process to ensure its validity, reliability, and practicality as a data collection instrument. The pilot test was conducted to identify potential issues with item clarity, comprehensiveness, format appropriateness, and time requirements for completion.

The pilot test needed 10% of the total sample of respondents from two elementary schools within the Tacloban City Division that were not included in the actual study sample. These respondents were chosen because they share similar characteristics to the target respondents, including experience with reading intervention programs and familiarity with DepEd's literacy initiatives. More so, the respondents are classroom teachers, reading coordinators, and remedial reading instructors who have been implementing reading intervention programs for at least 3 years.

The pilot testing was conducted over a period of two (2) days, following the same procedures intended for the actual data collection. During the process, the respondents were provided with the draft questionnaire and were requested to accomplish it under conditions similar to those of the actual study environment. Furthermore, they were instructed to identify and note any difficulties encountered, ambiguities in the items, or suggestions for improvement while responding to the instrument.

This procedure enabled the researcher to evaluate the clarity and relevance of the questionnaire and ensured that the instrument was appropriate and reliable for the actual conduct of the study. The pilot testing gave valuable insights that guided

the refinement of the survey questionnaire, such as completion time, content clarity, content validity, format and structure, and reliability analysis. Moreover, it enabled the researcher to enhance the instrument's effectiveness in terms of terminology clarification, item rephrasing, content expansion, response options, instruction enhancement, and visual layout.

The instrument's reliability was tested for internal consistency using Cronbach's alpha (α) in Jamovi. The results showed that the instrument is reliable for data gathering, with coefficients falling within the acceptable range. The first part, Attainment of Objectives in Conducting Reading Intervention Program, obtained a Cronbach's α of 0.637, indicating a satisfactory level of reliability. The second part, Strategies Employed by the Reading Teachers in Conducting the Reading Intervention Sessions, yielded a Cronbach's α of 0.790, which is considered acceptable and approaching good reliability. Meanwhile, the third part, Practices Employed by the Reading Teachers on the Assessment of Learning of the Identified Students for the Reading Intervention Program, had a Cronbach's α of 0.719, also reflecting acceptable reliability. These values indicate that the instrument demonstrates adequate internal consistency and can be considered a dependable tool for measuring the constructs under study.

On the other hand, the English Literacy Assessment Results of Grade 4 to Grade 6 learners from the purposively selected elementary schools under District Learning Center IX, Tacloban City, will also serve as an important basis of this study. These results provide specific and measurable indicators of learners' reading proficiency levels, which are essential in evaluating the effectiveness of the implemented reading intervention programs.

Furthermore, by examining and comparing the post-test results across schools and grade levels, the study will be able to determine the reading proficiency levels of learners more precisely. This also allows the researcher to identify variations in performance among Grade 4, Grade 5, and Grade 6 learners, thereby providing a clearer picture of the outcomes of the reading interventions implemented in the selected schools.

Validation of Research Instrument

The research-made questionnaire instrument underwent validation to ensure its reliability and accuracy. Validity represents the primary criterion for evaluating an instrument's quality and requires a comprehensive assessment (Wang et al., 2023). In particular, the study employed content validation to determine whether each item adequately represents the construct being measured and aligns with the research objectives.

Five (5) experts in the field reviewed the instrument to ensure that it adequately covers all relevant aspects of the research topic. Experts were chosen for the study to validate the tool based on certain standards. The validators must possess a degree in philosophy or education, as well as proven research and content validation skills. The instrument was validated by a panel of content experts, who are faculty members from Eastern Visayas Universities. Three of the validators hold degrees that specialize in Reading, one validator was a graduate of a Ph.D program in Reading, while the two validators hold a Master of Arts in Teaching Reading. The other two validators have doctorates in education. Content experts were selected for their strong subject-matter expertise and experience with the Department of Education's reading intervention procedures. These experts were selected particularly based on their background in research and content validation, as well as their pertinent knowledge of reading interventions. This meticulous selection guarantees that the assessment instrument successfully targets the main concerns associated with reading interventions.

The validation process followed Content Validity Ratio (CVR) developed by Lawshe (1975) to determine the essentiality of each item included in the questionnaire. This approach ensures that each indicator included in the instrument is

judged in terms of its relevance to the construct being measured. A panel of subject-matter experts was asked to evaluate each item by responding to the guiding question: Is the skill or knowledge measured by this item (a) Essential, (b) Useful but not Essential, or (c) Not Necessary.

The rating scale was interpreted as follows: an item marked as Essential indicates that it is necessary or extremely important in assessing the status of reading intervention programs; Useful but Not Essential means that the item is helpful but not critical in assessing the construct; and Not Necessary signifies that the item does not contribute meaningfully to the measurement of the intended variable and may be excluded from the instrument. Through this process, the CVR provides a systematic and quantitative basis for determining item validity, ensuring that only items with sufficient expert agreement regarding their essentiality are retained in the final instrument.

Ethical Considerations

This study followed the highest ethical standards to ensure respondent confidentiality. The reading teachers were asked to give their respective consents by agreeing to or signing the terms and conditions in the prepared Informed Consent Form. Before asking them to sign this form, the study's nature and purpose were explained. Those who refused to participate will be allowed to do so. Moreover, the consent documentation thoroughly explained how participant information would be protected in accordance with the Data Privacy Act of 2012, with appropriate permissions obtained from division administrators prior to commencing the research.

Respondents received detailed information about research procedures, potential risks, and benefits. They were assured that participation was voluntary and that they could withdraw at any time without consequences. The consent process emphasized data confidentiality measures, participants' rights to clarification, and opportunities to review and modify their responses. All personal questions were approached with sensitivity to minimize potential discomfort.

In addition, to maintain strict confidentiality, the study implemented a coding system that protected the identities of both respondents and their affiliated schools throughout the data collection and analysis phases. This systematic approach to anonymization ensured that no identifying information would be disclosed during the research process or in subsequent publications, creating a secure environment for honest participation.

The research methodology prioritized the ethical principle of non-maleficence, with careful measures taken to prevent any physical, emotional, or psychological harm to participants. This commitment to participant well-being was fundamental to the study design and implementation, reflecting the researcher's dedication to responsible scientific inquiry and respect for all individuals involved in the research process.

Lastly, throughout the study, proper academic integrity was maintained through diligent citation practices and comprehensive referencing of all source materials. This ethical foundation of transparency, trustworthiness, and respect for participants' rights served as the cornerstone of the research procedures, ultimately enhancing the validity and reliability of the results while safeguarding the dignity of all participants.

Data Gathering Procedure

The study was implemented through a carefully structured methodology that strictly adhered to established research protocols while observing ethical and cultural considerations throughout the entire process. Data collection was organized into two sequential phases to systematically address the research objectives.

In the first phase, data were gathered from reading teachers to determine the extent of attainment of program objectives, the strategies employed, the assessment practices utilized, and the availability of reading resources and facilities in conducting reading intervention programs among elementary teachers in District Learning Center (DLC) IX. This phase employed a researcher-made survey questionnaire as the primary data-gathering instrument.

In the second phase, the study focused on determining the learners' reading proficiency levels in selected elementary schools. Data were obtained from consolidated Literacy Assessment Results using the Philippine Informal Reading Inventory (Phil-IRI), sourced from the Office of the Chief of the Curriculum Implementation Division of the Tacloban City Division. Through these two phases, the study systematically described the status of reading intervention programs in the selected schools.

Prior to data collection, the researcher secured approval from the university to conduct the study. This was followed by the formal request for authorization from the Schools Division Superintendent of Tacloban City and the respective school principals or school heads of the selected schools under District Learning Center IX. To ensure the validity and reliability of the research instrument, a researcher-made questionnaire was developed and subjected to a rigorous validation process. Content specialists evaluated the instrument in terms of relevance, clarity, and appropriateness, and provided critical feedback for improvement. Each validator was formally requested to accomplish a validation form for the Content Validity Ratio (CVR). The instrument was reviewed by a panel of five experts, and revisions were incorporated based on their feedback and CVR results. After refinement, the questionnaire underwent pilot testing to further assess clarity and usability.

Before the full administration of the survey, a preliminary survey was conducted to obtain baseline information regarding the status of reading intervention programs in the selected schools. Subsequently, formal permission was secured from the Schools Division Superintendent of Tacloban City to conduct the study among teachers involved in reading intervention programs in selected schools under District Learning Center IX. The request included complete documentation such as: (a) research summary, (b) data collection procedure, (c) methodology, (d) research instrument, (e) timeline, (f) list of participating schools, and (g) informed consent form, in compliance with institutional requirements.

Upon approval from the division office, the researcher proceeded to collect consolidated literacy assessment data using the Phil-IRI results for schools under District Learning Center IX in Tacloban City. Prior to respondent selection and survey distribution, the approved authorization letter was presented to each school principal or school head. The respondents voluntarily participated in the study, as confirmed through signed informed consent forms, which also authorized the use of the collected data for research purposes. The researcher-made survey questionnaire was then administered in person at each participating school.

During the actual data collection, the researcher personally distributed the survey questionnaires, which were designed to assess the status of reading intervention programs in the selected elementary schools of the Tacloban City Division. Respondents were given sufficient time to carefully read and answer each item without time pressure, ensuring the accuracy and reliability of their responses.

After the completion of data collection, all gathered data were organized and subjected to statistical analysis using Jamovi and/or Microsoft Excel, with mean computation as the primary statistical tool. The results were then interpreted and used as the basis for drawing conclusions and implications. To further ensure analytical rigor and accuracy, a professional statistician was consulted to validate the findings. This multi-layered procedure ensured the methodological soundness and integrity of the entire research process.

Methods of Scoring and Interpretation

In this study, Table 1 determines the Extent of Attainment of the Objectives in conducting reading intervention programs, which were measured using a four-point Likert scale. Each indicator was rated by the reading teachers using the following scales: 4 – Very High, 3 – High, 2 – Low, and 1 – Very Low.

For each indicator, the responses from all teacher respondents were aggregated, and the mean score was calculated to determine the average extent of attainment of the objectives in conducting reading intervention programs, The computed means were then interpreted using the following scale:

3.50 – 4.00 – Very High Extent of Attainment

2.50 – 3.49 – High Extent of Attainment

1.50 – 2.49 – Low Extent of Attainment

1.00 – 1.49 – Very Low Extent of Attainment.

Moreover, the formula for the mean is as follows:

$$\bar{x} = \frac{\sum x}{n}$$

where:

$\bar{x}$ = mean

x = scores/values; and

n = total number of scores/values

Table 2 presents the extent of strategies employed in conducting reading intervention programs, which was measured using a four-point Likert scale. Each indicator was rated by the reading teachers using the following scale: 4 – Always, 3 – Often, 2 – Sometimes, and 1 – Never.

For each indicator, the responses of all teacher respondents were consolidated, and the mean score was computed to determine the average extent of the strategies employed in conducting reading intervention programs. The computed mean scores were interpreted using the following scale:

3.50 – 4.00 – Always Employed

2.50 – 3.49 – Often Employed

1.50 – 2.49 – Sometimes Employed

1.00 – 1.49 – Never Employed

Table 3 presents the extent of assessment practices used by reading teachers in conducting reading intervention programs, which was likewise measured using a four-point Likert scale. Each indicator was rated using the following scale: 4 – Always, 3 – Often, 2 – Sometimes, and 1 – Never.

For each indicator, the responses of all teacher respondents were consolidated, and the mean score was computed to determine the average extent of the assessment practices used by reading teachers in conducting reading intervention programs. The computed mean scores were interpreted using the following scale:

3.50 – 4.00 – Always Practiced

2.50 – 3.49 – Often Practiced

1.50 – 2.49 – Sometimes Practiced

1.00 – 1.49 – Never Practiced

Furthermore, Table 4 presents the availability of resources and facilities in the elementary schools of DLC IX using a descriptive checklist of instructional and reading-related resources. Each item was scored dichotomously to indicate whether the resource or facility was available in the school.

Frequency (f) was used to determine the number of teachers who reported the availability of each resource or facility, while percentage (%) was computed by dividing the frequency by the total number of respondents and multiplying the result by 100. Since the data were categorical and nominal, no mean scores were computed. The results were interpreted using frequency and percentage distributions to identify the most and least available resources and facilities in the schools.

Lastly, Tables 5.1 to 5.4 present the posttest reading levels of learners in School A, School B, School C, and School D based on the English Literacy Assessment results for Grades 4 to 6 during School Year 2023–2024. Learners were classified into four reading levels: Frustration, Instructional, Independent, and Non-Readers.

The data were analyzed using frequency counts and percentage distributions to determine learners’ reading proficiency levels per grade level. Frequency (f) represented the number of learners in each reading level, while percentage (%) was computed by dividing the frequency by the total number of learners in each grade and multiplying the result by 100. The results allowed comparisons of reading proficiency within and across grade levels and schools, and identified the general trends in learners’ reading performance after the implementation of the reading intervention program.

Statistical Analysis

The data gathered in this study were analyzed using descriptive statistical tools such as weighted mean, frequency count, and percentage distribution. Weighted mean was used to determine the extent of attainment of the objectives, strategies employed, and assessment practices used by reading teachers in conducting reading intervention programs. The mean, or arithmetic mean, is the most commonly used measure of central tendency and represents the average of a set of scores (Gabuyo & Dy, 2013; Kubiszyn & Borich, 2000). Meanwhile, frequency count and percentage distribution were utilized to determine the availability of reading resources and facilities and to describe the learners’ reading proficiency levels across the selected elementary schools in DLC IX.

Microsoft Excel was used for data processing and analysis. Scores from each respondent were tallied and averaged. The results were presented in tables and interpreted in the following chapters.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings on the school-based management six dimensions’ degree of manifestation, learners’ reading levels, available reading resources and facilities, and the status of implementation of reading intervention programs in terms of attainment of objectives, strategies employed by the reading teachers, and assessment practices employed by the reading teachers in the selected elementary schools under DLC IX, Tacloban City Division. These findings are presented in tables, followed by textual discussions.

Extent of Attainment of the Objectives in Conducting Reading Intervention Programs

The extent of attainment of the objectives in conducting reading intervention programs is a crucial indicator of how effectively the program is implemented, as it reflects the degree to which its intended goals are achieved in improving learners’ reading skills. Understanding this extent provides evidence of the program’s effectiveness and guides further enhancement of instructional practices. Data was collected and analyzed to provide a detailed evaluation, which is presented in Table 1 on the next page.

Table 1

Mean score per indicator of the Objectives Attained in Conducting Reading Intervention Programs			
Indicators	Mean	SD	Interpretation
1. The program(s) effectively identified learners’ reading levels through the use of the Phil-IRI. (DepEd Order No. 14, s. 2018)	3.61	0.49	Very High
2. The reading strategies were based on data gathered from reading assessments. (DepEd Order No. 14, s. 2018)	3.62	0.51	Very High
3. The program(s) helped struggling learners improve their reading fluency and comprehension. (DepEd Order No. 45, s. 2002 Every Child a Reader Program (ECARP))	3.62	0.49	Very High
4. The reading program(s) supported the goal of making every child a reader by the end of Grade 3. (DepEd Order No. 45, s. 2002 Every Child a Reader Program (ECARP))	3.59	0.55	Very High
5. The reading program(s) use(s) mother tongue as a medium of instruction to enhance learners’ understanding of reading texts. (DepEd Order No. 74, s. 2009 Institutionalizing Mother Tongue-Based Multilingual Education (MLE))	3.15	0.82	High
6. The reading program(s) successfully facilitated the transfer of reading skills from the mother tongue to Filipino and English. (DepEd Order No. 74, s. 2009 Institutionalizing Mother Tongue-Based Multilingual Education (MLE))	3.30	0.64	High
7. The reading program(s) was aligned with the K to 12 curriculum’s emphasis on literacy as a core skill. (RA 10533)	3.37	0.66	High
8. The activities of the reading program(s) were developmentally appropriate and aligned with the K to 12 standards. (RA 10533)	3.41	0.62	High
9. The reading program(s) addressed the reading needs of non-readers and frustrated readers through targeted support. (DepEd Memo No. 173, s. 2019 Hamon: Bawat Bata Bumabasa (3Bs Initiative))	3.45	0.66	High
10. The reading program(s) developed and implemented by school is responsive to the learners’ diverse reading needs. (RA 9155 Governance of Basic Education Act of 2001)	3.43	0.64	High
Overall Mean	3.455	0.47	High Extent of Attainment
Extent of Objectives’ Attainment: 3.50 – 4.00 – Very High Extent of Attainment 2.50 – 3.49 – High Extent of Attainment 1.50 – 2.49 – Low Extent of Attainment 1.00 – 1.49 – Very Low Extent of Attainment			

Table 1 shows the mean score per indicator of the objectives attained in conducting reading intervention programs. The overall mean of 3.455, rated as High Extent of Attainment, and a standard deviation of 0.47 indicate that these programs are generally effective in meeting their objectives.

Indicator 2 and Indicator 3 both achieved the highest mean of 3.62, rated as Very High. This demonstrates that the program’s reading strategies were firmly grounded in assessment data and effectively supported struggling learners in improving reading fluency and comprehension. These findings suggest that successful reading interventions depend on consistent assessment-based instruction and targeted support for learners who face reading challenges.

This finding supports the study of Omaque and Tudlasan (2025), which revealed that the Philippine Informal Reading Inventory (Phil-IRI) helps teachers accurately identify learners’ reading comprehension levels and design appropriate

intervention activities based on assessment results. Similarly, Misanes and Pascual (2023) reported that Phil-IRI results served as the basis for developing reading intervention programs to address learners' needs, showing that assessment-driven instruction improves the effectiveness of reading programs.

Cruz et al. (2023) provide strong evidence that reading interventions significantly improve learners' reading accuracy and fluency when instruction is informed by continuous assessment and tailored support. Their findings indicate that systematic monitoring of learner performance enables teachers to adjust instruction effectively, thereby maximizing reading gains among at-risk students. Similarly, Burns (2024), in a meta-analysis, found that reading fluency interventions are significantly more effective when instructional levels are determined through assessment data. This highlights the importance of using diagnostic information to match learners with appropriate reading tasks, ultimately enhancing reading development outcomes.

Moreover, Filderman et al. (2025) emphasized that data-based decision-making enhances reading comprehension interventions by enabling teachers to provide targeted instruction based on student performance data. Their findings indicate that comprehension skills improve when instruction is intentionally aligned with assessed learner needs, ensuring that intervention strategies remain focused and efficient. Similarly, Gascon (2025) found that differentiated reading interventions implemented through Project EVELYN, which employed assessment tools such as Phil-IRI and FLAT, significantly improved learners' oral reading fluency and comprehension. These results offer concrete evidence that structured, assessment-informed interventions effectively address reading gaps among learners.

Taken together, these research consistently support the current findings that better learner outcomes result from greater use of assessment-based reading strategies. The extremely high mean scores for Indicators 2 and 3 imply that the program's effectiveness stems from the regular use of assessment results to direct instruction and the delivery of focused interventions for struggling readers. The conclusion that effective reading intervention programs rely on ongoing assessment, data-driven decision-making, and customized instructional support to improve both reading fluency and comprehension is strongly supported by the alignment of present results with earlier studies.

Conversely, Indicator 5 received the lowest mean score of 3.15, though it was still interpreted as High. This suggests that, compared to other indicators, the use of the mother tongue as an instructional medium to improve reading comprehension was less frequent. While the rating remains high, it may indicate that reading intervention programs do not consistently incorporate Mother Tongue-Based Multilingual Education. Learners may benefit from more varied and learner-centered strategies to further enhance comprehension.

The implementation issues noted in earlier research can help to explain this outcome. According to Monje et al. (2021), MTB-MLE implementation in the Philippines is frequently hampered by inconsistent delivery, a lack of educational resources, and linguistic diversity in classrooms. Particularly in multilingual learning environments, these circumstances make it challenging for teachers to properly and consistently implement mother tongue practices. The same study also highlighted how financing and resource constraints, as well as implementers' conceptual misinterpretations of the program's rationale, have impeded its long-term and successful implementation. Mother tongue-based education may not be consistently incorporated into reading intervention programs due to these systemic problems.

Similarly, Velasco (2025) noted that the way MTB-MLE is used in classrooms is greatly influenced by the linguistic ideologies of the teachers. According to the survey, although some educators endorse the policy, others alter or partially oppose its implementation because of perceived pedagogical challenges and situational limitations. The current conclusion that mother language education may not be completely utilized in reading interventions is reinforced by the inconsistent integration of mother

tongue instruction caused by this difference in teacher views and practices. Velasco further underscores that teachers are active policy interpreters, meaning that implementation outcomes depend heavily on classroom-level decisions shaped by beliefs, experiences, and perceived feasibility.

In addition, Garrido and Niez (2025) discovered that while MTB-MLE improves student engagement and comprehension in early grade classes, its implementation is frequently hampered by a lack of resources, the realities of multilingual classrooms, and localization challenges. Their study noted a divergence between standardized DepEd-prescribed strategies and the more adaptive, context-responsive approaches developed by teachers. This suggests that while MTB-MLE is recognized as beneficial, its practical application varies significantly, which may contribute to its less frequent use in structured reading intervention programs.

Despite these challenges, research continues to affirm the pedagogical value of mother tongue instruction. Casingal, Laud, and Balaba (2025) emphasized that MTB-MLE helps early grade students increase their reading competency, especially when systematically implemented alongside early intervention strategies. Similarly, Wu et al. (2021) emphasized that by enhancing learners' comprehension through their local linguistic frameworks, multilingual and cross-lingual techniques improve reading comprehension, particularly in low-resource language situations. These results imply that if mother tongue-based strategies are continuously used, they could further improve reading comprehension results.

This view is also supported by Funa, Balisoro, and Gabay (2024), who found that reading performance varies among learners and recommended profile-based and differentiated support to address individual needs. Their study emphasized that reading programs are more effective when instructional strategies are tailored to learners' characteristics and proficiency levels. While reading intervention programs are effective, prioritizing mother tongue education and learner-responsive strategies will further improve students' reading comprehension.

Taken together, these studies suggest that the comparatively lower mean score for Indicator 5 does not reflect a lack of effectiveness of MTB-MLE, but rather highlights implementation constraints, teacher-level variability, and resource limitations that affect its consistent use. While mother tongue instruction remains a valuable tool for improving comprehension, its current integration in reading intervention programs appears uneven. Strengthening support systems, providing adequate instructional materials, and reinforcing teacher training on MTB-MLE could help maximize its potential as a learner-centered strategy for enhancing reading comprehension in multilingual classrooms.

Extent of the Strategies Employed in Conducting Reading Intervention Programs

The strategies employed in conducting reading intervention programs play a vital role in ensuring the effective delivery of instruction and in addressing the diverse reading needs of learners. The appropriateness and consistency of these strategies significantly influence the success of the intervention in improving learners' reading performance. The data collected to determine the extent of strategies employed in conducting reading intervention programs were presented in Table 2, presented on the next page.

Table 2

Mean score per indicator of the Strategies Employed in Conducting Reading Intervention Programs

Indicators	Mean	SD	Interpretation
1. The teacher uses sound manipulation games where students clap or tap out the sounds in words. (Phonemic Awareness)	3.44	0.80	Often
2. The teacher conducts a shared reading session where the teacher reads a book aloud while students follow along. (Shared Reading)	3.50	0.67	Always
3. The teacher organizes small groups based on reading levels. Provide texts that match their abilities and guide them through reading, discussing vocabulary, and comprehension questions. (Guided Reading)	3.32	0.66	Often
4. The teacher creates a "word wall" in the classroom where new vocabulary words are displayed. Have students add words they encounter in their reading and use them in sentences. (Vocabulary Building)	3.27	0.79	Often
5. The teacher creates a story map that outlines the main characters, setting, problem, and solution. This visual aid helps them organize their thoughts. (Story Mapping)	3.06	0.72	Often
6. The teacher implements a reciprocal teaching strategy where students take turns being the "teacher." They summarize, ask questions, clarify, and predict about the text being read. (Reciprocal Teaching)	2.91	0.87	Often
7. The teacher schedules daily read-aloud sessions where the teacher reads a variety of genres. Encourage students to discuss their thoughts and feelings about the story afterward. (Reading Aloud)	3.11	0.85	Often
8. The teacher encourages students think about a question related to the text, pair up to discuss their thoughts, and then share their insights with the class. (Think-Pair-Share)	3.26	0.85	Often
9. The teacher uses interactive journals where students respond to prompts related to their reading. They can write summaries, make predictions, or express their opinions about the text. (Interactive Journals)	2.58	0.98	Often
10. The teacher forms literature circles where small groups read the same book and take on different roles (e.g., summarizer, questioner, connector). They meet to discuss their insights and findings. (Literature Circles)	2.80	1.04	Often
11. The teacher provides graphic organizers like Venn diagrams or T-charts to help students compare and contrast characters, settings, or themes from different texts. (Graphic Organizers)	3.03	0.82	Often
12. The teacher teaches students to use context clues to infer the meaning of unknown words. Provide sentences with unfamiliar words and have them guess the meaning based on surrounding words. (Context Clues)	3.19	0.90	Often
13. The teacher encourages students create a visual representation (like a drawing or collage) of their favorite scene or character from the text, explaining their choice in writing. (Reading Response Activities)	3.30	0.64	Often
14. The teacher uses digital tools to have students create their own stories or retell a story they've read. They can use images, audio, and text to enhance their narratives. (Digital Storytelling)	2.70	0.99	Often
15. The teacher pairs students to teach each other about a book they have read. They can summarize the plot, discuss characters, and share their opinions, reinforcing their understanding. (Peer Teaching)	3.00	0.85	Often
16. The teacher incorporates educational games that focus on reading skills, such as word bingo or vocabulary matching games, to make learning fun and engaging. (Reading Games)	3.09	0.87	Often
17. The teacher conducts an author study where students read multiple works by the same author. They can discuss themes, styles, and their favorite books by that author. (Author Studies)	2.45	1.02	Sometimes
18. The teacher requires students to give short presentations about books they have read, sharing what they liked, what they learned, and why others should read it. (Book Talks)	2.63	0.99	Often
19. The teacher teaches specific comprehension strategies like summarizing, questioning, and visualizing. After reading, have students practice these strategies in small groups. (Comprehension Strategies)	3.01	0.89	Often
20. The teacher pairs older students with younger ones for reading sessions. The older students can read aloud and help the younger	3.00	1.03	Often

ones with difficult words, fostering a love for reading. (Reading Buddies)				
	Overall Mean	3.033	0.60	Often Employed
<i>Extent of Strategies Employed:</i>				
<i>3.50 – 4.00 – Always Employed</i>				
<i>2.50 – 3.49 – Often Employed</i>				
<i>1.50 – 2.49 – Sometimes Employed</i>				
<i>1.00 – 1.49 – Never Employed</i>				

The overall implementation of reading intervention strategies by teachers achieved a mean score of 3.033 and a standard deviation of 0.60, indicating Often Employed. This indicates that teachers generally use a range of reading strategies, though usage varies across specific indicators.

Shared Reading received the highest mean score (M = 3.50; Always), in which teachers read aloud as students follow along. This suggests that shared reading is the most consistently used strategy, reflecting a preference for guided, structured activities that promote active student participation with direct teacher support.

This finding is strongly supported by Toews, McQueston, and Kurth (2021), who emphasized the widespread use of shared reading as an interactive, teacher-mediated literacy strategy. Their systematic review revealed that shared reading supports vocabulary development, comprehension, and emergent literacy skills, particularly among learners with diverse educational needs. Given its demonstrated effectiveness in promoting literacy through structured teacher guidance, the moderate level of evidence presented in their study reinforces the view that shared reading is not an occasional or supplementary practice but a consistently embedded instructional approach in classroom instruction.

Similarly, Weadman, Serry, and Snow (2022) identified shared reading as a central classroom practice that fosters oral language development and emergent literacy, especially in early learning contexts. Their findings highlight that teachers actively lead book discussions, thereby shaping both the flow and quality of student engagement during reading activities. This aligns with the present finding, as the high mean score reflects teachers’ preference for structured routines that allow them to model fluent reading, guide comprehension, and facilitate interaction within a controlled yet participatory learning environment. The study further emphasizes that the effectiveness of shared reading is largely dependent on the quality of teacher interaction, which enhances its instructional value.

The convergence of these studies strongly supports the present finding that shared reading is the most consistently used reading strategy. Overall, the literature consistently characterizes shared reading as a structured, teacher-directed, and interactive approach that promotes literacy development. Its frequent implementation reflects not only its pedagogical effectiveness but also its practicality in fostering comprehension, engagement, and active student participation within guided learning environments.

Further strengthening this interpretation, Rahayu and Mustadi (2022) demonstrated that the read-aloud or shared reading method significantly improves students’ literacy outcomes, particularly in fluency and comprehension. In a similar vein, Ningsih et al. (2025) found that the read-aloud approach enhances students’ reading skills and classroom participation through structured teacher guidance. Batini and Barbisoni (2025) also reported that shared reading aloud functions as a systematic, teacher-led strategy that strengthens comprehension and engagement. Likewise, D’Autilia and Toti (2025) emphasized that shared reading contributes significantly to vocabulary growth, comprehension, and narrative skills through interactive and guided instruction. Collectively, these findings explain why teachers consistently prefer shared reading, as it provides structured support while encouraging meaningful student participation in the learning process.

Moreover, Bakhoda et al. (2022) highlighted that teacher-led read-aloud sessions are characterized by structured interaction patterns and mediated talk turns, with teachers largely controlling the pacing and direction of classroom discourse.

This reinforces the notion that shared reading is inherently teacher-centered, supported by deliberate scaffolding that organizes student responses and ensures coherent instructional flow.

Lastly, Neumann and Merchant (2021) emphasized that shared reading, whether conducted in print or digital formats, heavily relies on teacher scaffolding and active involvement to sustain student engagement and comprehension. Their findings further validate the present outcome by underscoring the critical role of teacher presence in facilitating meaningful literacy experiences. Within a supportive learning environment, consistent scaffolding allows learners to remain engaged while gradually developing greater independence in reading.

In contrast, Author Studies received the lowest mean ($M = 2.45$; Sometimes), indicating that extended reading activities involving multiple works by the same author are rarely implemented in classroom practice. This suggests that while teachers may recognize the value of such strategies in promoting deeper literary understanding, their actual use remains limited due to practical instructional constraints. Author studies typically require more preparation time, additional reading materials, and higher-level comprehension tasks, making them more demanding than routine reading activities.

Research supports this observation. Taye and Teshome (2024) emphasized that extensive reading activities involving literary texts require substantial instructional time and resources, which can hinder their regular integration into daily classroom instruction. Similarly, literature-based strategies often involve deeper analysis and sustained interpretation, making them more complex to implement compared to guided or single-text reading approaches (Enhancing Reading Interest and Comprehension through Literature Circles, 2025). These demands contribute to the reduced frequency of author studies in actual teaching practice.

This finding is further reinforced by Pico and Woods (2023), who, in their systematic review of shared book reading interventions, found that teachers generally prefer single-text literacy activities over multi-text or series-based reading. They explained that single-text approaches are more feasible within limited instructional time and require less preparation, making them more manageable for classroom use. In contrast, author studies demand careful selection of multiple texts, extended planning, and the design of interconnected learning experiences, all of which increase instructional workload and reduce their practicality.

In addition, Read, Rabinowitz, and Harrison (2025) highlighted that author-based or thematic reading sequences require sustained instructional scaffolding across multiple sessions. However, such continuity is often difficult to maintain due to time constraints and competing curriculum priorities. As a result, teachers tend to rely on more straightforward reading strategies that can be implemented within a single lesson or short instructional cycle, further explaining the low utilization of author studies.

Supporting this, Steed et al. (2025), in their systematic review of reading programs, found that sustained multi-text approaches are less commonly used in both classroom and home settings due to their higher logistical demands. These include extended lesson planning, increased material preparation, and greater coordination of instructional activities. Consequently, shorter and more manageable reading engagements are more frequently adopted in practice.

Overall, the findings suggest that teachers tend to prioritize structured, teacher-guided, and less resource-intensive reading strategies, while more complex and extended approaches such as author studies are less frequently employed. This indicates that while the reading intervention program is being implemented effectively in general, there remains a need to strengthen the integration of more diverse and advanced reading strategies to further enhance students' higher-order reading comprehension skills and literary engagement.

Extent of Assessment Practices Used by Reading Teachers

The assessment practices used by reading teachers are essential in determining learners’ progress and in ensuring that instruction is responsive to their individual reading needs. Effective assessment provides meaningful feedback that guides instructional decisions and supports the continuous improvement of reading intervention programs. Data were collected and analyzed to provide a detailed discussion, as presented on the next page.

Table 3

Mean score per indicator of the Assessment Practices used by the Reading Teachers

Indicators	Mean	SD	Interpretation
1. The teacher uses running records to observe and analyze students’ oral reading accuracy, rate, and error patterns during reading sessions.	3.12	0.86	Often
2. The teacher keeps anecdotal records/observational notes on students' behaviors, reading strategies, participation, and engagement during reading activities.	3.28	0.75	Often
3. The teacher uses Phil-Iri to assess the reading ability of the students.	3.37	1.00	Often
4. The teacher uses Oral Reading Fluency as a screening method to assess the reading needs of individual learners.	3.33	0.88	Often
5. The teacher requires students to take Rapid Online Assessment of Reading (ROAR) to assess their reading fluency	2.37	1.23	Sometimes
6. The teacher uses Reading Strategy Assessment Tool (RSAT) that requires students to read passages and demonstrate their comprehension through more interactive means.	2.79	1.16	Often
7. The teacher utilizes Reading Behavior Inventory tool to assess various aspects of a student's reading habits and skills.	2.78	1.12	Often
8. The teacher evaluates various components of reading, including phonemic awareness, decoding, fluency, and comprehension through Feifer Assessment of Reading (FAR)	2.73	1.16	Often
9. The teacher uses online assessment like Study Aid and Reading Assessment (SARA) by giving multiple sub-tests of reading.	2.22	1.18	Sometimes
10. The teacher integrates AutoTutor for Adult Reading Comprehension (AutoTutor-ARC) an innovative intelligent tutoring system designed to enhance reading comprehension skills.	2.22	1.21	Sometimes
Overall Mean	2.821	0.79	Often Practiced

Extent of Assessment Practices:
3.50 – 4.00 – Always Practiced
2.50 – 3.49 – Often Practiced
1.50 – 2.49 – Sometimes Practiced
1.00 – 1.49 – Never Practiced

The overall implementation of assessment practices by reading teachers achieved a mean score of 2.821, classified as Often Practiced. This suggests that teachers generally use a variety of assessment tools to monitor students’ reading progress, though some practices are applied more frequently than others.

The use of Phil-IRI received the highest mean score (M = 3.37; Always Practiced), indicating it is the most commonly used assessment tool among teachers. This suggests a strong reliance on standardized and mandated tools, as Phil-IRI is widely recognized and required in many schools for reading evaluation. This finding is consistent with studies that highlight Phil-IRI’s broad use in Philippine schools as both a diagnostic and instructional tool. Balisoro, Funa, and Gabay (2025) emphasized the Phil-IRI’s role in profiling learners’ reading performance and guiding targeted interventions. Tolibas (2025) demonstrated its effectiveness in identifying students’ independent, instructional, and frustration reading levels, which supports differentiated instruction. Pelagio (n.d.) observed that teachers recognize the Phil-IRI’s potential to improve literacy outcomes, despite implementation challenges. Avorque et al. (2025) confirmed its utility in monitoring progress after remedial reading

interventions. Taguinod (2025) highlighted the tool's capacity to evaluate oral reading fluency, accuracy, and comprehension. Collectively, these studies show that teachers rely on the Phil-IRI for informed instructional planning and to address diverse learner needs in reading development.

In contrast, Study Aid and Reading Assessment (SARA) and AutoTutor-ARC both recorded the lowest mean scores ($M = 2.22$; Sometimes Practiced), indicating that it is the least commonly used assessment tool among teachers. This suggests that teachers seldom use technology-based or online assessment tools, possibly due to limited digital resources, insufficient training, or insufficient technological support for reading intervention programs.

This result is consistent with Smith et al. (2021), who emphasized that while SARA and AutoTutor-ARC offer promising approaches for individualized reading comprehension assessment and instruction, their effective implementation depends heavily on reliable internet connectivity, adequate technological infrastructure, and teacher competence in using such systems. However, these enabling conditions are often lacking in many classroom contexts, thereby restricting sustained and consistent utilization of these tools. Similarly, Alqahtani (2024) reported that although technology-based reading interventions can significantly improve reading outcomes, their adoption remains uneven across schools due to insufficient institutional support, limited professional development opportunities, and restricted access to digital resources. These conditions contribute to the limited classroom use of tools such as AutoTutor-ARC and SARA, which are consequently only "sometimes practiced" rather than regularly integrated into assessment routines.

Additionally, Dahl-Leonard et al. (2024) found that even when digital literacy tools are available, their classroom integration is often hindered by implementation complexity, increased teacher workload, and insufficient digital readiness within schools. Teachers' unfamiliarity with these systems, combined with time constraints, often leads to reduced usage in actual assessment practices. Likewise, Oakley (2024) highlighted that digital reading technologies are frequently used only as supplementary tools rather than fully embedded assessment systems, largely due to limited teacher confidence, time pressure, and lack of sustained professional development. These findings collectively support the interpretation that teachers tend to favor more familiar, less complex, and traditionally established assessment methods over advanced technology-based alternatives.

Furthermore, Silor and Silor (2025) noted that although AI-based reading tools can enhance comprehension outcomes, their adoption is constrained by unequal access to technology, lack of teacher familiarity, and inconsistent implementation across educational settings. Schools with weaker ICT infrastructure demonstrated significantly lower usage of such tools, underscoring the influence of systemic inequalities on technology adoption. Supporting this, Agrati et al. (2025) and Pusa and Dinçer (2025) both found that limited training and insufficient familiarity with digital assessment tools hinder effective teacher utilization, even when these tools are acknowledged as beneficial. In addition, Sepadi et al. (2025) emphasized that resource shortages, inadequate technological infrastructure, and weak curricular alignment further impede the integration of digital tools in under-resourced contexts. Collectively, these studies demonstrate that the low utilization of SARA and AutoTutor-ARC is not merely a matter of preference, but is strongly shaped by structural, institutional, and professional constraints.

Overall, the convergence of findings indicates that the low utilization of SARA and AutoTutor-ARC reflects a broader pattern of limited and inconsistent integration of technology-based assessment tools in reading instruction. This underutilization is primarily driven by inadequate digital infrastructure, insufficient teacher training, heavy workload demands, and limited institutional support, resulting in continued reliance on traditional assessment practices. These findings suggest that strengthening professional development programs, improving access to technological resources, and enhancing institutional support systems are essential to promote more effective and sustained integration of digital assessment tools in classroom practice.

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter summarizes the study's main findings, presents conclusions related to the research problems, and offers recommendations based on the key results.

Summary

This study aimed to determine the status of implementation of reading intervention programs in selected elementary schools under District Learning Center (DLC) IX, Tacloban City Division. Specifically, the study sought to determine the extent of attainment of the objectives of reading intervention programs, the extent of strategies employed in conducting the programs, the assessment practices used by reading teachers, the availability of reading resources and facilities, and the reading proficiency level of learners.

The study utilized a descriptive research design to provide a systematic description of the current status of reading intervention programs in the selected elementary schools. The respondents of the study were elementary reading teachers from selected schools under DLC IX, Tacloban City Division. A researcher-made questionnaire was used to gather data regarding the attainment of objectives, strategies employed, assessment practices, and availability of reading resources and facilities. The instrument underwent content validation by experts to ensure reliability and relevance to the objectives of the study. In addition, learners' reading proficiency levels were obtained from the consolidated Phil-IRI posttest results of Grades 4 to 6 learners in the selected schools.

Data gathering was conducted in two phases. The first phase involved the administration of the survey questionnaire to reading teachers, while the second phase involved the collection of learners' reading proficiency results from school records. Statistical tools such as mean, standard deviation, frequency count, and percentage were used to analyze and interpret the data.

Based on the findings of the study, the following were revealed:

The extent of attainment of the objectives in conducting reading intervention programs was generally rated as having a High Extent of Attainment, with an overall mean score of 3.455. The findings indicate that reading intervention programs effectively identified learners' reading levels through Phil-IRI and successfully utilized assessment-based strategies to improve learners' fluency and comprehension. The programs also supported the implementation of literacy-related educational policies and addressed the reading needs of struggling learners. Among the indicators, the use of reading strategies based on assessment data and the improvement of learners' fluency and comprehension both obtained the highest mean score of 3.62, interpreted as Very High. In contrast, the use of mother tongue as a medium for improving reading comprehension obtained the lowest mean score of 3.15, although still interpreted as High, suggesting the need for stronger integration of Mother Tongue-Based Multilingual Education and more learner-responsive approaches.

The extent of strategies employed in conducting reading intervention programs was interpreted as Often Employed, with an overall mean score of 3.033. Teachers frequently utilized structured and teacher-guided reading strategies, particularly shared reading, guided reading, vocabulary building, and comprehension activities. Shared reading emerged as the most consistently employed strategy, obtaining the highest mean score of 3.50, interpreted as Always Employed, because it promotes active participation and provides direct instructional support to learners. In contrast, more advanced and resource-intensive strategies, such as author studies, literature circles, and digital storytelling, were less frequently implemented. Author studies obtained the lowest mean score of 2.45, interpreted as Sometimes Employed, due to limitations in instructional time, resources,

and materials. The findings suggest that teachers tend to rely more on conventional and teacher-directed approaches than collaborative and technology-supported strategies.

The assessment practices used by reading teachers were generally interpreted as Often Practiced, with an overall mean score of 2.821. The findings revealed that Phil-IRI was the most commonly used assessment tool among teachers, obtaining the highest mean score of 3.37, because it is a required and familiar diagnostic instrument in schools. Teachers also frequently utilized oral reading fluency assessments, anecdotal records, and running records to monitor learners' reading progress. However, technology-based assessment tools such as Study Aid and Reading Assessment (SARA) and AutoTutor-ARC were seldom used, both obtaining the lowest mean score of 2.22, interpreted as Sometimes Practiced. This indicates limited integration of digital assessment practices. The low utilization of these tools may be attributed to insufficient technological resources, limited training, and lack of institutional support for digital assessment implementation.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

The reading intervention programs implemented in the selected elementary schools under DLC IX, Tacloban City Division, are generally effective in attaining their intended objectives. The programs successfully identify learners' reading levels and provide assessment-based interventions that improve learners' fluency and comprehension skills. However, the integration of mother tongue instruction and differentiated learner-centered approaches still requires further strengthening.

Reading teachers frequently employ structured and teacher-guided strategies in implementing reading intervention programs. Strategies such as shared reading and guided reading are consistently practiced because they provide direct instructional support and promote learner participation. Nevertheless, collaborative, independent, and technology-assisted strategies are less utilized, indicating a need to diversify instructional practices to better address varied learner needs and promote higher-order reading skills.

Reading teachers regularly practice conventional and school-mandated assessment methods, particularly the Phil-IRI and oral reading assessments, to monitor learners' reading progress and guide instructional planning. However, the limited use of digital and technology-based assessment tools suggests that schools still face challenges related to technological access, teacher training, and digital readiness.

The selected elementary schools possess adequate traditional reading resources and facilities that support the implementation of reading intervention programs. However, the availability of digital and technology-enhanced reading materials remains limited, which restricts opportunities for more interactive, innovative, and technology-supported literacy instruction.

The reading intervention programs contribute positively to learners' reading proficiency. The increasing number of learners reaching instructional and independent reading levels, as well as the absence of non-readers in the selected schools, indicate that the intervention programs effectively support the development of learners' foundational reading skills and literacy competencies.

Recommendations

Based on the findings and conclusions, the following recommendations are proposed:

1. Learners may be encouraged to actively participate in reading intervention activities, reading enrichment programs, and independent reading practices to continuously improve their reading comprehension, fluency, and vocabulary skills.
2. Reading teachers may expand the use of varied and learner-centered instructional strategies, including literature circles, digital storytelling, peer teaching, author studies, and collaborative reading activities, to further enhance learners' comprehension, engagement, and critical thinking skills. They may continue utilizing assessment-based instruction through Phil-IRI while also improving their competencies in using technology-based assessment tools and digital literacy platforms. Professional development programs and capacity-building activities on digital assessment practices may be conducted to improve instructional effectiveness.
3. Parents may actively support reading intervention programs by encouraging regular reading habits at home, monitoring learners' reading progress, and participating in school literacy activities that promote reading development.
4. School administrators may strengthen the implementation of reading intervention programs by providing continuous instructional supervision, monitoring, and technical support to reading teachers. They may also allocate sufficient resources for the acquisition of additional reading materials, digital tools, and technological facilities that support literacy instruction. They may intensify the integration of Mother Tongue-Based Multilingual Education in reading intervention programs through localized instructional materials, contextualized reading activities, and teacher training focused on multilingual literacy instruction.
5. The Department of Education and other educational stakeholders may strengthen literacy programs such as Brigada Pagbasa, Hamon: Bawat Bata Bumabasa, and Catch-Up Fridays through sustained funding, instructional support, and enhanced collaboration among schools, teachers, parents, and communities.
6. Future researchers may conduct similar studies involving a wider scope of respondents, additional variables, or comparative analyses among different schools or divisions to further examine the effectiveness of reading intervention programs. Future studies may also explore the impact of technology-integrated reading interventions, parental involvement, teacher competencies, and learner motivation on reading proficiency outcomes.

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