

DEVELOPMENT OF SCHOOL-BASED EARLY GRADE LANGUAGE LEARNING AND READING PROFICIENCY PLAN

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Abstract

This study aimed to develop a school-based early grade language learning and reading proficiency plan to enhance literacy outcomes among early grade learners. It sought to examine the literacy profile of students based on the reading proficiency assessment, assess the extent of implementation of the current early grade language learning across key components, identify challenges encountered by teachers, evaluate the acceptability of the developed program. to enhance literacy outcomes among early grade learners. It sought to examine the literacy profile of students based on the reading proficiency assessment, assess the extent of implementation of the current early grade language learning across key components, identify challenges encountered by teachers, evaluate the acceptability of the developed program. Finally, the study will seek to determine if there is a significant relationship between the extent do schools implement and do the teacher-respondents experience challenges and level of acceptability the school-based early grade language learning and reading proficiency plan

Findings revealed that prior to the intervention; many students were at lower proficiency levels in English reading. Post-intervention data showed improved literacy, with more students achieving Grade Level proficiency. In Filipino, results showed improved diagnostic assessments and reclassification accuracy, particularly in Moderate and Full Refresher categories. The early grade language learning was highly implemented in schools across multiple components, including instructional resources, planning, professional development, LAC sessions, and assessment.

However, teachers reported challenges in training, instructional time, student behavior, and parental engagement. Despite these, the developed early grade language learning and reading proficiency plan was rated as highly acceptable in terms of relevance, clarity, feasibility, and sustainability. The study concluded that with proper implementation and support, the program can significantly improve early grade language learning, providing a strong foundation for future learning.

Keywords: challenges, early grade language learning and reading proficiency plan, implementation

1. Introduction

Education is an essential tool for social and economic growth of a country. One of the main goals of education is to master literacy skill, which is the basic ability to read and write. Different nations of the world have declared that it is the right of every person to get education by speaking through the Universal Declaration of Human Rights. Aligned with literacy is the ability to read, write, and communicate and interact with other people for purpose of knowing something worth remembering. The issue about literacy is not a nationwide but a global concern. 7165 states that it is the policy of the State to give highest priority to the adoption of measures for the total eradication of illiteracy. The advent of this act serves as a potent tool to totally eradicate the unprecedented increase of illiteracy which is truly alarming. This could be possibly happened if reading literacy would be properly addressed. In the Philippines, the ability to read and write is given utmost importance and priority.

Despite various initiatives to enhance literacy education, challenges such as insufficient teacher training, time management issues, student behavioral concerns, and low parental engagement continue to hinder effective program implementation. Additionally, the availability of instructional resources, the effectiveness of professional development programs, and the level of school and community support must be assessed to ensure a holistic approach to literacy education. This study aims to evaluate the current level of implementation of early grade literacy programs in public elementary schools, identify the challenges faced by teachers, and develop a comprehensive literacy framework that addresses these gaps. Furthermore, it seeks to determine the acceptability of the proposed literacy program based on its relevance, clarity, feasibility, and sustainability.

To achieve these objectives, the study assessed the level of implementation of the early grade language learning in terms of planning and implementing guidelines, instructional resources, professional development and training, school and community support, school learning action cell, teaching process, and assessment and evaluation. It also explored the challenges encountered by teachers in implementing literacy programs, particularly in relation to teacher training, time management, student behavior, and parental engagement. Based on these findings, a comprehensive early grade language learning and proficiency plan was developed, and its acceptability was evaluated to ensure its alignment with educational policies and practical implementation in various school contexts.

1.1 Statement of the Problem

This study attempted to develop school-based early grade language learning and reading proficiency plan.

Specifically, it sought to answer the following questions:

1. What is the profile of the school based from the result of the following:
 - 1.1. Reading Proficiency Assessment,
2. To what extent do schools implement the school-based early grade language learning and reading proficiency plan in terms of:
 - 2.1. Planning and implementing guidelines;
 - 2.2. Instructional Resources;
 - 2.3. Professional Development and Training;
 - 2.4. School and Community Support,

- 2.5. School Learning Action Cell;
- 2.6. Teaching Process, and
- 2.7. Assessment and Evaluation?
3. To what extent do the teacher-respondents experience challenges in the implementation of school-based early grade language learning and reading proficiency plan as to:
 - 3.1. Teacher's Training;
 - 3.2. Time Management;
 - 3.3. Student's Behavior; and
 - 3.4. Parental Engagement?
4. What is the level of acceptability of the developed school-based early grade language learning and reading proficiency plan in terms of:
 - 4.1. Relevance;
 - 4.2. Clarity;
 - 4.3. Feasibility; and
 - 4.4. Sustainability?
5. Is there a significant relationship between the extent do schools implement and level of acceptability the school-based early grade language learning and reading proficiency plan?
6. Is there a significant relationship between the extent do the teacher-respondents experience challenges and level of acceptability the school-based early grade language learning and reading proficiency plan?

1. METHODOLOGY

The researcher utilized a developmental research design. Descriptive-survey was used to determine the profile of the school based on the results of the Reading Proficiency Assessment extent of schools' implementation of the school-based early grade language learning and reading proficiency plan in terms of planning and implementing guidelines, instructional resources, professional development and training, school and community support, school learning action cell, teaching process, and assessment and evaluation; challenges in the implementation of the school-based early grade language learning and reading proficiency plan as related to teacher's training, time management, student behavior, and parental engagement; and the level of acceptability of the developed school-based early grade language learning and reading proficiency plan in terms of relevance, clarity, feasibility, and sustainability. determine if there is a significant relationship between the implementation and do the teacher-respondents experience challenges encountered in school-based early grade language learning and reading proficiency plan.

This study was conducted in Sariaya East District, situated in the municipality of Sariaya, Province of Quezon. The respondents were 121 Kindergarten to Grade 3 teachers which is the total sample size of the teachers in Sariaya East District. Employed random sampling technique in choosing the required number of respondents. Total enumeration of the Kindergarten to Grade 3 teachers in Sariaya East District served as the respondents.

The researcher used a checklist type of questionnaire. It was a self-made questionnaire by the researcher and inputs will be taken from the review of related literature and studies. The said questionnaire for the respondents was prepared with three parts. These are as follows:

Part I – Level of Implementation. It dealt on the level of implementation of the early grade literacy program. It was composed of 35 survey questions. It involved five items each for

planning and implementing guidelines, instructional resources, professional development and training, school and community support, school learning action cell, teaching process, and assessment and evaluation.

Part II – Challenges Encountered. It dealt on the challenges encountered by teachers in implementing the program. It was composed of 20 survey questions. It involved five items each for teacher's training, time management, student behavior, and parental engagement.

Part III – Level of Acceptability. It dealt on the level of acceptability of the developed early grade literacy program. It was composed of 20 survey questions. It involved five items each for relevance, clarity, feasibility, and sustainability.

The data gathering instrument was validated by six (10) experts composing of school heads, head teachers and master teachers who have expertise in early grade literacy program as to its coherence and relevance with the problems of the study. After the validation of the research instrument, the researcher advanced to pilot-testing among 30 Kindergarten to Grade 3 teachers who are similar but not included to the actual respondents of the study. It is to ensure that the questions are understood by the respondents and there are no problems with the wording. The questionnaire was also be subjected to Cronbach's Alpha to test its reliability. The validated data gathering instrument was presented to the Oral Examination Committee for their approval of the administration of the said instrument.

After the validation of the research instruments, the researcher proceeded to the approval of the Oral Examination Committee and the conduct of the data gathering procedure utilizing the validated questionnaire. The researcher then secured a letter of consent to the Schools Division Superintendent (SDS) of the DepEd - Division of Quezon, and to the Public Schools District Supervisor (PSDS) of Sariaya East District for the conduct of the said study.

Afterward, with the informed consent of the SDS, and the PSDS, the Kindergarten to Grade 3 teachers of Sariaya East District were informed regarding the administration of the questionnaire. The researcher used Google Forms in administering the questionnaire to the respondents.

Ample time was given to enable the respondents to carefully and concisely answer the distributed instrument. Retrieval of the questionnaire from the teachers was done after the time allotment given to the respondents, from March 3-12, 2025, to answer the questionnaire. After gathering the necessary data, appropriate statistical treatment was applied and results were presented, analyzed and interpreted. It led to the development of the Comprehensive Early Grade Literacy Program, which was subsequently validated by 10 school heads.

Ethical Consideration. The researcher ensured adherence to ethical standards to protect the rights and well-being of the respondents in accordance to Data Privacy Act. Informed consent was obtained from all respondents, ensuring that participation is voluntary and that they are fully aware of the study's purpose and procedures. Confidentiality and anonymity of the respondents was strictly maintained, and no identifying information was disclosed. The data collected was used solely for academic purposes, and respondents were informed on their right to withdraw from the study at any stage without penalty. Additionally, care was taken to avoid any harm or discomfort to the respondents during the research process.

The study utilized statistical formula in order to scientifically discuss the findings of the study. Particularly, the researcher used weighted arithmetic mean in order to analyze the data collected. The data gathered was organized, analyzed and interpreted. Data was treated statistically using this statistical tool:

To answer the sub-problem 1, frequency percentage distribution was used to determine

the profile of the school based on the results of the Reading Proficiency Assessment.

To answer the sub-problem 2, 3, and 4, mean and standard deviation were utilized by the researcher in order to fully examine the responses of the respondents on the level of implementation of the early grade literacy program; the challenges encountered by teachers in implementing the program; and the level of acceptability of the developed early grade literacy program.

To answer the sub-problem 5 and 6, Pearson Product Moment Correlation was utilized by the researcher in order to determine the significant relationship between the extent do schools implement and level of acceptability the school-based early grade language learning and reading proficiency plan; and the significant relationship between the extent do the teacher-respondents experience challenges and level of acceptability the school-based early grade language learning and reading proficiency plan.

2. Results and Discussion

Part 1. Profile of the School

Table 2

Reading Proficiency Assessment in English from Different Schools in the District

Grade Level	Literacy (English)								Grade Level	
	Non-Reader		Full Refresher		Moderate Refresher		Light Refresher			
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Antipolo ES	-	-	0	0	5	5	14	9	27	32
Balubal ES	-	-	14	8	7	13	20	20	45	45
Bucal ES	-	-	0	0	8	8	27	20	37	44
Canda ES	-	-	12	6	21	27	37	32	69	74
Castanas ES	-	-	0	0	11	11	31	25	98	104
Jose Rizal ES	-	-	15	7	0	8	29	23	10	16
Mamala IS	-	-	22	9	10	23	7	7	27	27
MLQ ES	-	-	6	3	15	18	12	9	76	79
Morong ES	-	-	0	0	0	0	11	10	21	22
Pantoc ES	-	-	2	2	2	2	9	8	14	15
Pili ES	-	-	0	0	4	4	9	7	40	42
SECMES	-	-	12	8	21	25	37	32	69	74
Talaasn ES	-	-	0	0	10	10	6	4	33	35
Tumbaga I ES	-	-	6	3	21	24	8	8	43	43
Tumbaga II ES	-	-	5	3	11	13	19	13	8	14
Total	-	-	94	49	146	191	276	227	617	666

The data presented in Table 2 reflects the results of a Reading Proficiency Assessment in English across various schools within a district, comparing pre- and post-assessment scores across different literacy levels—Full Refresher, Moderate Refresher, and Light Refresher. It is important to note that there were no recorded Non-Readers in either the pre- or post-assessment stages, indicating a baseline level of reading capability among students. Across the board, there is a clear upward trend from the pre- to post-assessment, suggesting that intervention strategies were generally effective. For instance, in the "Moderate Refresher" category, the total increased from 146 to 191 students, and in the "Light Refresher" category, the number rose from 227 to 276. This growth reflects a positive shift in students' reading proficiency levels.

However, a closer look at individual schools reveals variation in effectiveness. Schools like Bucal ES and Jose Rizal ES showed marked improvements in the "Light Refresher" category, suggesting successful reading interventions. Meanwhile, some schools, such as Mamala IS and Tumbaga I ES, maintained consistent numbers across pre- and post-assessments, indicating either minimal gains or a plateau in proficiency levels. The total grade level count increased from 617 to 666, further emphasizing general progress in literacy.

Table 3*Reading Proficiency Assessment in Filipino from Different Schools in the District*

Grade Level	Literacy (Filipino)									
	Non-Reader		Full Refresher		Moderate Refresher		Light Refresher		Grade Level	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Antipolo ES	-	-	0	0	0	0	14	9	32	37
Balubal ES	-	-	10	6	4	8	21	14	51	58
Bucal ES	-	-	4	3	2	3	26	21	40	45
Canda ES	-	-	15	10	3	8	50	40	71	81
Castanas ES	-	-	0	0	11	6	29	32	100	102
Jose Rizal ES	-	-	8	3	0	2	2	2	44	47
Mamala IS	-	-	11	6	21	26	13	9	21	25
MLQ ES	-	-	16	9	1	8	22	20	80	82
Morong ES	-	-	0	0	0	0	10	4	22	28
Pantoc ES	-	-	2	0	2	4	4	4	19	19
Pili ES	-	-	1	0	0	0	14	14	38	39
SECMES	-	-	15	8	3	10	50	40	71	81
Talaasn ES	-	-	3	1	0	2	10	5	36	41
Tumbaga I ES	-	-	11	5	3	9	18	17	46	47
Tumbaga II ES	-	-	3	1	15	12	14	19	11	11
Total	-	-	99	52	65	98	297	250	682	743

Table 3 displays the Reading Proficiency Assessment in Filipino across various schools in the district, revealing improvements in literacy levels from the pre- to the post-assessment phases. While there were no recorded Non-Readers in either phase, a consistent shift is observed in literacy gains. Specifically, the total number of students in the "Full Refresher" and "Moderate Refresher" categories declined from 99 to 52 and from 65 to 98 respectively, while the "Light Refresher" category decreased slightly from 297 to 250. These changes indicate that many students likely advanced from lower to higher proficiency levels, especially in the "Moderate Refresher" group, which saw a substantial increase.

On a school level, Canda ES and SEC MES made notable gains, increasing their post-assessment numbers in all categories, suggesting effective reading interventions. In contrast, schools like Morong ES and Jose Rizal ES showed minimal change, potentially pointing to the need for more targeted support. The overall increase in total grade level count from 682 to 743 further affirms a net gain in reading proficiency across the district. However, disparities in progress among schools suggest uneven implementation or impact of literacy programs, highlighting the need for more customized strategies to ensure all learners achieve literacy milestones equitably.

Part 2. School Implementation School-Based Early Grade Language Learning and Reading Proficiency Plan

Table 4

School Implementation School-Based Early Grade Language Learning and Reading Proficiency Plan of the in Terms of Planning and Implementing Guidelines

Indicators	Mean	SD	Verbal Interpretation
<i>As a teacher I.....</i>			
1. ensure that the early grade literacy program follows a structured and well-defined implementation plan aligned with DepEd Policy.	3.72	0.49	Highly Implemented
2. actively participate in the school-based planning and implementation literacy program policies and guidelines of DepEd to improve teaching strategies and delivery instructions.	3.71	0.46	Highly Implemented
3. coordinate with school leaders and fellow educators to align our literacy plans with national and local education policies.	3.74	0.46	Highly Implemented
4. integrate research-based best practices into the planning and implementation of literacy instruction.	3.54	0.53	Highly Implemented
5. regularly review and adjust our literacy implementation strategies based on student performance and program effectiveness.	3.64	0.51	Highly Implemented
Overall	3.67	0.49	Highly Implemented

*Legend: 3.50-4.00 Highly Implemented, 2.50-3.49 Implemented, 1.50-2.49 Somewhat Implemented,
1.00-1.49 Not Implemented*

The table presents the level of School Implementation School-Based Early Grade Language Learning and Reading Proficiency Plan in terms of Planning and Implementing Guidelines. The overall mean score of 3.67 (SD = 0.49) falls within the *Highly Implemented* category. This result signifies that teachers are consistently following literacy plans and aligning their instructional strategies with the Department of Education (DepEd) policies and frameworks. Such alignment indicates a deliberate and systematic approach to literacy instruction in schools, where teaching methods, resource allocation, and learning goals are closely monitored and guided by established policies. The high rating also implies that educators are not only aware of the program's objectives but are actively working to embed these into their daily classroom routines, ensuring that literacy instruction is not fragmented or inconsistent but rather part of a cohesive and strategic learning agenda.

Table 5

School Implementation of School-Based Early Grade Language Learning and Reading Proficiency Plan in Terms of Instructional Resources

Indicators	Mean	SD	Verbal Interpretation
<i>As a teacher I.....</i>			
1. have access to adequate and high-quality instructional materials that support early literacy development.	3.52	0.55	Highly Implemented
2. utilize a variety of teaching aids, such as big books, phonics charts, and digital resources, to enhance student engagement.	3.64	0.48	Highly Implemented
3. ensure that learning materials are developmentally appropriate and aligned with at the KS 1 in K to 10 MATATAG CURRICULUM.	3.68	0.47	Highly Implemented
4. create and adapt localized materials to cater to the diverse needs of my learners.	3.61	0.51	Highly Implemented
5. collaborate with my colleagues and administrators to provider necessary instructional resources for literacy instruction.	3.66	0.48	Highly Implemented
Overall	3.62	0.50	Highly Implemented

*Legend: 3.50-4.00 Highly Implemented, 2.50-3.49 Implemented, 1.50-2.49 Somewhat Implemented,
1.00-1.49 Not Implemented*

The table presents the level of School Implementation School-Based Early Grade Language Learning and Reading Proficiency Plan in terms of *Instructional Resources*. The overall

mean score of 3.62 (SD = 0.50) falls within the *Highly Implemented* category, signifying that most teachers perceive strong support in terms of access to and utilization of instructional resources for literacy development. This result reflects a positive implementation environment where resources, both physical and digital, are integrated into instructional planning and delivery. The presence of adequate teaching aids allows teachers to create engaging, interactive, and effective literacy experiences that cater to varying learning needs. The consistent availability of instructional materials also demonstrates the school's commitment to resourcing literacy initiatives, thereby reinforcing instructional consistency and pedagogical preparedness.

Table 6

School Implementation of School-Based Early Grade Language Learning And Reading Proficiency Plan in Terms of Professional Development and Training

Indicators	Mean	SD	Verbal Interpretation
<i>As a teacher I.....</i>			
1. attend literacy-related training sessions, workshops, and seminars to enhance my teaching skills.	3.63	0.50	Highly Implemented
2. apply newly acquired teaching literacy strategies from professional development programs in my daily teaching practice.	3.60	0.49	Highly Implemented
3. collaborate with mentors and fellow teachers to share best practices in teaching early literacy.	3.69	0.47	Highly Implemented
4. engage in self-directed learning by reading research articles and watching instructional videos about literacy teaching.	3.57	0.51	Highly Implemented
5. provide feedback on training sessions to ensure they are relevant and beneficial to my teaching needs.	3.59	0.51	Highly Implemented
Overall	3.62	0.50	Highly Implemented

Legend: 3.50-4.00 Highly Implemented, 2.50-3.49 Implemented, 1.50-2.49 Somewhat Implemented,

1.00-1.49 Not Implemented

The data presented the School Implementation of School-Based Early Grade Language Learning and Reading Proficiency Plan in Terms of Professional Development and Training reveals a strong emphasis on teacher growth and instructional improvement. With an overall mean of 3.62 (SD = 0.50), the result falls under the *Highly Implemented* category, indicating that teachers actively participate in professional development activities that focus on early grade literacy instruction. These activities include formal training sessions, collaborative learning, and reflective

practices aimed at refining teaching techniques and improving student outcomes. This high level of engagement suggests that schools understand the value of professional development as a key component in building teacher capacity and enhancing literacy instruction in the foundational years of learning.

Table 7

School Implementation of School-Based Early Grade Language Learning And Reading Proficiency Plan in terms of School and Community Support

Indicators	Mean	SD	Verbal Interpretation
<i>As a teacher I.....</i>			
1. receive adequate support from school administrators in implementing early literacy programs.	3.63	0.50	Highly Implemented
2. actively involve parents and guardians in literacy activities to enhance students' reading and writing skills.	3.64	0.50	Highly Implemented
3. work with local organizations and stakeholders to provide additional resources for early literacy development.	3.48	0.53	Implemented
4. participate in community outreach programs that promote reading and literacy awareness.	3.43	0.56	Implemented
5. encourage and support literacy-related partnerships between the school and the community.	3.57	0.51	Highly Implemented
Overall	3.55	0.52	Highly Implemented

Legend: 3.50-4.00 Highly Implemented, 2.50-3.49 Implemented, 1.50-2.49 Somewhat Implemented,

1.00-1.49 Not Implemented

Table 7, titled *School Implementation of School-Based Early Grade Language Learning and Reading Proficiency Plan in Terms of School and Community Support*, presents an overall mean of 3.55 with a standard deviation of 0.52, which falls under the verbal interpretation of Highly Implemented. This suggests that schools are proactively strengthening relationships with both families and local stakeholders to enhance literacy outcomes for young learners. The result reflects an encouraging level of support and collaboration, affirming the idea that literacy

development is most effective when reinforced not only by teachers and administrators but also by families and community members. As emphasized by Reese (2021) and Winston and Chicot (2016), strong school-family-community partnerships provide a strong foundation for literacy-rich environments, significantly improving children's academic trajectories.

This finding implies that schools are successfully adopting a shared responsibility approach in promoting early grade reading and writing. When families and communities are fully engaged in literacy efforts, they become instrumental in sustaining children's motivation and exposure to meaningful reading experiences beyond the classroom. It reinforces the view of Chen et al. (2018), who highlighted that ongoing collaboration among schools, parents, and local institutions is vital to advancing student performance. Therefore, the consistent implementation of community and parental engagement strategies contributes to a more comprehensive and impactful literacy program, where every stakeholder plays a key role in shaping learners' academic growth. Schools are thus encouraged to continuously nurture and expand these collaborative ties to ensure long-term support for students' language and reading development.

Table 8

School Implementation of School-Based Early Grade Language Learning and Reading Proficiency Plan in Terms of School Learning Action Cell (SLAC)

Indicators	Mean	SD	Verbal Interpretation
<i>As a teacher I....</i>			
1. study the course subjects until finishing them even though i find the course materials boring.	3.56	0.52	Highly Implemented
2. try to understand the subjects in my distance education lessons.	3.62	0.49	Highly Implemented
3. actively participate in school Learning Action Cell (SLAC) sessions focused on literacy instruction.	3.75	0.43	Highly Implemented
4. contribute to the development of literacy teaching modules and action plans during SLAC meetings.	3.61	0.49	Highly Implemented
5. work collaboratively with my peers in SLAC to assess and refine literacy interventions for struggling learners.	3.70	0.46	Highly Implemented
Overall	3.65	0.48	Highly Implemented

Legend: 3.50-4.00 Highly Implemented, 2.50-3.49 Implemented, 1.50-2.49 Somewhat Implemented,

1.00-1.49 Not Implemented

Table 8 presents the results on the implementation of the School-Based Early Grade Language Learning and Reading Proficiency Plan in Terms of the School Learning Action Cell (SLAC). The computed overall mean of 3.65 with a standard deviation of 0.48 is interpreted as *Highly Implemented*. This suggests that teachers are consistently and actively participating in SLAC activities, particularly those centered on improving literacy instruction. These sessions serve as collaborative platforms that support reflective practice, professional growth, and targeted

action planning, helping teachers improve their strategies in teaching reading and writing to early-grade learners.

Table 9

School Implementation School-Based Early Grade Language Learning and Reading Proficiency Plan in Terms of Teaching Process

Indicators	Mean	SD	Verbal Interpretation
<i>As a teacher I.....</i>			
1. use interactive and engaging literacy teaching strategies to enhance student participation.	3.74	0.44	Highly Implemented
2. incorporate differentiated instructional learning activities to address the diverse needs of my early grade learners. Incorporate differentiated instructional learning activities to address the diverse needs of my early grade learners.	3.69	0.48	Highly Implemented
3. 3. monitor my students' progress and adjust my teaching methods and strategies accordingly.	3.77	0.42	Highly Implemented
4. 4. create a classroom environment that promotes the love for reading and writing.	3.73	0.45	Highly Implemented
5. integrate literacy across different subject areas to reinforce reading, writing, and numeracy skills.	3.76	0.43	Highly Implemented
Overall	3.74	0.44	Highly Implemented

Legend: 3.50-4.00 Highly Implemented, 2.50-3.49 Implemented, 1.50-2.49 Somewhat Implemented,

1.00-1.49 Not Implemented

Table 9 presents the data on the school implementation of the School-Based Early Grade Language Learning and Reading Proficiency Plan with a specific focus on the *Teaching Process*. The computed overall mean is 3.74 with a standard deviation of 0.44, interpreted as *Highly Implemented*. This result signifies that teachers are actively applying a wide range of effective teaching practices designed to enhance literacy among early grade learners. These practices

include interactive strategies, student monitoring, differentiated instruction, and integrating literacy skills across subjects—all of which are central to promoting strong foundational literacy.

Table 10

School Implementation School-Based Early Grade Language Learning And Reading Proficiency Plan in Terms of Assessment and Evaluation

Indicators	Mean	SD	Verbal Interpretation
<i>As a teacher I.....</i>			
1. conduct formative and summative assessments to measure my students' literacy progress.	3.80	0.40	Highly Implemented
2. use a variety of assessment tools, such as reading inventories, written and performance task to assess literacy level of the learners.	3.74	0.44	Highly Implemented
3. provide timely and constructive feedback to students and parents regarding literacy development	3.74	0.44	Highly Implemented
4. analyze assessment data to identify learning gaps and implement targeted interventions	3.76	0.43	Highly Implemented
5. collaborate with other teachers and school leaders to refine literacy assessment methods and ensure alignment with the curriculum standards	3.74	0.44	Highly Implemented
Overall	3.76	0.43	Highly Implemented

Legend: 3.50-4.00 Highly Implemented, 2.50-3.49 Implemented, 1.50-2.49 Somewhat Implemented, 1.00-1.49 Not Implemented

Table 10 presents the school implementation level of the School-Based Early Grade Language Learning and Reading Proficiency Plan in terms of *Assessment and Evaluation*. The overall computed mean is 3.76 with a standard deviation of 0.43, verbally interpreted as *Highly Implemented*. This suggests that teachers are consistently engaging in assessment practices that are aligned with literacy goals and curriculum standards. It also reflects a strong understanding among educators that assessment is not just a tool for grading but a fundamental component of effective instruction. Teachers appear to be using evaluation data to inform instructional planning, address learning gaps, and track student progress over time.

Moreover, this level of implementation highlights the integration of assessment into day-to-day teaching practices. The findings suggest that teachers are actively collecting and analyzing assessment results to design appropriate interventions and strategies for literacy improvement. These practices are consistent with research advocating data-driven instruction and formative assessment approaches to support early grade literacy (Villiger, 2020; Silinskas et al., 2020). The results also imply that the school culture values collaborative, reflective, and evidence-based decision-making to improve literacy instruction and outcomes.

Table 11

Summary Table on School-Based Early Grade Language Learning And Reading Proficiency Plan

Indicators	Mean	SD	Verbal Interpretation
Planning and Implementing Guidelines	3.67	0.49	Highly Implemented
instructional Resources	3.62	0.50	Highly Implemented
Professional Development and Training	3.62	0.50	Highly Implemented
School and Community Support	3.55	0.52	Highly Implemented
School Learning Action Cell	3.65	0.48	Highly Implemented
Teaching Process	3.74	0.44	Highly Implemented
Assessment and Evaluation	3.76	0.43	Highly Implemented
Overall	3.66	0.48	Highly Implemented

*Legend: 3.50-4.00 Highly Implemented, 2.50-3.49 Implemented, 1.50-2.49 Somewhat Implemented,
1.00-1.49 Not Implemented*

Looking further into the results, Planning and Implementing Guidelines obtained a mean of 3.67 (SD = 0.49), suggesting that schools adequately follow accurate frameworks in executing the program. School Learning Action Cell (SLAC) activities, with a mean of 3.65 (SD = 0.48), also show strong implementation, reflecting how collaborative teacher discussions contribute to refining literacy instruction. Instructional Resources and Professional Development and Training both received a mean of 3.62 (SD = 0.50), emphasizing that teachers have access to learning materials and capacity-building activities, although there is slight room for growth in maximizing these supports (Soulen & Tedrow, 2021; Bailey, 2018). These areas demonstrate that the foundation for program implementation, including preparation, teaching resources, and teacher development, is well established in schools.

Table 12

Experienced Challenges in the Implementation of School-Based Early Grade Language Learning and Reading Proficiency Plan in Terms of Teacher Training

Indicators	Mean	SD	Verbal Interpretation
<i>As a teacher I.....</i>			
1. experience limited opportunities for professional development to update my knowledge and skills in teaching literacy.	3.14	0.64	Challenging
2. find it challenging to access training materials or programs that are aligned to the specific needs of early grade literacy. Find it challenging to access training materials or programs that are aligned to the specific needs of early grade literacy.	3.18	0.66	Challenging
3. notice that some training sessions focus more on theory rather than hands-on strategies that can be directly implemented in the classroom.	3.21	0.63	Challenging
4. struggle with the lack of guidance from literacy experts or mentors to help refine my teaching practices.	3.12	0.71	Challenging
5. often find training schedules conflicting with my teaching responsibilities, making it difficult to attend or focus on learning new strategies.	3.19	0.72	Challenging
Overall	3.17	0.67	Challenging

Legend: 3.50-4.00 Highly Challenging, 2.50-3.49 Challenging, 1.50-2.49 Somewhat Challenging, 1.00-1.49 Not Challenging

Table 12 presents the teachers' perceived challenges in the implementation of the School-Based Early Grade Language Learning and Reading Proficiency Plan specifically in the area of *Teacher Training*. The overall mean score is 3.17 with a standard deviation of 0.67, interpreted as *Challenging*. This result reflects that educators experience moderate to significant difficulties in accessing, attending, or fully benefiting from teacher training programs related to early literacy instruction. Although professional development is acknowledged as a critical factor in enhancing

teaching quality, the current structure and delivery of training opportunities may not be adequately responsive to teachers' contextual realities or needs.

The interpretation of “Challenging” across all indicators suggests a consistent sentiment among teachers that existing professional development systems fall short of providing timely, relevant, and practical support. Teachers encounter several barriers including scheduling conflicts, insufficient mentorship, and limited access to tailored resources. These issues point to systemic gaps in planning and delivering capacity-building initiatives. Addressing these challenges may require a more teacher-centered approach, offering flexible schedules, context-specific content, and continuous guidance from literacy experts to make training more impactful and sustainable.

Table 13

Experienced Challenges in the Implementation of School-Based Early Grade Language Learning And Reading Proficiency Plan in terms of Time Management

Indicators	Mean	SD	Verbal Interpretation
<i>As a teacher I.....</i>			
1. find it challenging to allocate sufficient time for preparing lessons, conducting assessments, and monitoring individual progress.	3.20	0.69	Challenging
2. notice that the allocated time for literacy activities are insufficient to address all students' needs effectively.	3.20	0.68	Challenging
3. struggle to balance literacy instruction with other subject areas that also require attention in the curriculum.	3.20	0.67	Challenging
4. often spend a significant amount of time on administrative tasks, reducing the time available for focused teaching and preparation.	3.20	0.74	Challenging
5. deal with frequent interruptions, such as school-wide activities, that take away valuable instructional time.	3.20	0.66	Challenging
Overall	3.20	0.69	Challenging

Legend: 3.50-4.00 Highly Challenging, 2.50-3.49 Challenging, 1.50-2.49 Somewhat Challenging, 1.00-1.49 Not Challenging

Table 13 presents the teachers' experienced challenges related to Time Management in implementing the School-Based Early Grade Language Learning and Reading Proficiency Plan. The overall mean score is 3.20 with a standard deviation of 0.69, falling under the interpretation *Challenging*. This result indicates that teachers are consistently encountering difficulties in managing their time efficiently while addressing the multifaceted demands of early grade literacy instruction. The demands of lesson preparation, assessment, administrative tasks, and curriculum balancing leave limited space for focused, high-quality literacy instruction.

Time management challenges are particularly pressing in the context of early grade literacy, where consistency, regular monitoring, and individualized attention are key. Teachers face structural and situational barriers that prevent them from dedicating adequate time to these essential tasks. School administrators and education leaders may need to reevaluate schedules, reduce non-teaching workloads, and ensure that sufficient time blocks are allocated for planning and instruction. Such interventions could allow educators to deliver literacy programs more effectively, supporting better learning outcomes for young students (Allen & Kelly, 2015; Idulog et al., 2023).

Table 14

Experienced Challenges in the Implementation School-Based Early Grade Language Learning And Reading Proficiency Plan in Terms of Student Behavior

Indicators	Mean	SD	Verbal Interpretation
<i>As a teacher I.....</i>			
1. observe that some students struggle to stay focused during literacy activities, affecting their progress and participation.	3.45	0.56	Challenging
2. face challenges in managing students with diverse reading abilities, requiring extra effort to differentiate instruction.	3.47	0.58	Challenging
3. notice that some students lack enthusiasm for reading activities, which make them difficult to engage them meaningfully.	3.51	0.56	Highly Challenging
4. sometimes deal with disruptive behaviors in the classroom that hinder the flow of literacy instruction.	3.50	0.52	Highly Challenging
5. see that some students rely heavily on my assistance, making it hard to promote independence in reading tasks.	3.40	0.65	Challenging
Overall	3.47	0.58	Challenging

Legend: 3.50-4.00 Highly Challenging, 2.50-3.49 Challenging, 1.50-2.49 Somewhat Challenging, 1.00-1.49 Not Challenging

Table 14 highlights the experienced challenges of teachers related to Student Behavior in the implementation of the School-Based Early Grade Language Learning and Reading Proficiency Plan. The overall computed mean is 3.47 with a standard deviation of 0.58, interpreted as *Challenging*. This suggests that while behavioral challenges are present during literacy instruction, they are still within a manageable range for most teachers. However, these issues remain a significant concern that can impact the effectiveness of early grade literacy programs. Students in the early grades are still developing their focus, self-regulation, and classroom behavior, which can influence how effectively they engage with reading tasks.

The findings support previous research which indicates that student behavior plays a central role in classroom dynamics and instructional success. Teachers often need to manage diverse behavioral patterns while delivering targeted instruction in reading. Such management requires consistent classroom routines, differentiated approaches, and behavior management strategies (Jabbar et al., 2021; Hurst, 2016). Without these supports, behavioral issues may interfere with students' learning and progress. Addressing behavioral challenges is essential to establishing an environment where literacy can thrive and where students are given the best chance to succeed in developing foundational skills.

Table 15

Experienced Challenges in the Implementation of School-Based Early Grade Language Learning And Reading Proficiency Plan in terms of Parental Engagement

Indicators	Mean	SD	Verbal Interpretation
<i>As a teacher I.....</i>			
1. encounter difficulties in reaching out to parents who are unresponsive or unavailable for discussions about their child's progress.	3.36	0.68	Challenging
2. notice that some parents are not consistent in supporting their children's literacy development at home.	3.41	0.60	Challenging
3. find it challenging to guide parents who feel unprepared or lack the skills to assist their children effectively.	3.35	0.59	Challenging
4. understand that many parents are too busy with work and household responsibilities to actively participate in literacy activities.	3.40	0.63	Challenging
5. face challenges working with parents who are unfamiliar with the school's language of instruction or literacy strategies.	3.33	0.68	Challenging
Overall	3.37	0.63	Challenging

Legend: 3.50-4.00 Highly Challenging, 2.50-3.49 Challenging, 1.50-2.49 Somewhat Challenging, 1.00-1.49 Not Challenging

Table 15 presents the experienced challenges teachers face regarding Parental Engagement in the implementation of the School-Based Early Grade Language Learning and Reading Proficiency Plan. The overall mean is 3.37 with a standard deviation of 0.63, which falls under the *Challenging* category. This indicates that while teachers generally find parental involvement manageable, it still poses a consistent and noteworthy challenge in supporting literacy development. Effective parental engagement is a cornerstone of successful early literacy programs, as it complements classroom instruction and reinforces learning at home. However, as shown in the table, many teachers struggle to gain the consistent cooperation and involvement of parents.

This result is consistent with previous studies emphasizing the importance of parental involvement in children's academic success, particularly in literacy acquisition during the early grades (Breiner et al., 2016; Yeh, 2019). When schools and families work together, children benefit from a stronger support system that promotes continuous learning. However, obstacles such as lack of time, skills, or understanding on the part of parents may interfere with this partnership. The findings suggest a pressing need for schools to build stronger communication channels and support mechanisms that can help bridge gaps between school efforts and parental involvement.

Table 16

Summary Table on Experienced Challenges in the Implementation of School-Based Early Grade Language Learning And Reading Proficiency Plan

Indicators	Mean	SD	Verbal Interpretation
Teacher's Training	3.17	0.67	Challenging
Time Management	3.20	0.69	Challenging
Student's Behavior	3.47	0.58	Challenging
Parental Engagement	3.37	0.63	Challenging
Overall	3.30	0.64	Challenging

Legend: 3.50-4.00 Highly Challenging, 2.50-3.49 Challenging, 1.50-2.49 Somewhat Challenging, 1.00-1.49 Not Challenging

The summary table presents the experienced challenges encountered during the implementation of the Comprehensive Early Grade Literacy Program. The overall mean score of 3.30 (SD = 0.64) falls under the Challenging category. This suggests that, while schools were able to implement the program, they faced moderate difficulties in several key areas. Among the specific indicators, Student's Behavior posted the highest mean of 3.47 (SD = 0.58), indicating that managing students' attention, motivation, and discipline during literacy activities was among the more pressing challenges. Meanwhile, Parental Engagement followed with a mean of 3.37 (0.63), highlighting the difficulty in consistently involving parents in literacy initiatives, a factor commonly emphasized in research as vital for sustained reading success (Alramamneh et al., 2023).

Similarly, Time Management and Teacher's Training also presented significant challenges, with mean scores of 3.20 and 3.17 (SD = 0.69; SD = 0.67), respectively. The challenge in time management suggests that teachers found it difficult to balance literacy activities with other curriculum demands within the limited instructional hours. Meanwhile, issues in teacher's training imply that while professional development opportunities were available, they may not have been sufficient or timely to address all teacher needs for program implementation (Widyaningsih & Ratmanida, 2023). Overall, these findings point to the need for enhanced support mechanisms, such as more intensive teacher training, improved time allocation strategies, strengthened behavior management approaches, and increased efforts to involve parents more deeply in the literacy journey.

Part 4. Acceptability of the Developed Early Grade Literacy Program

Table 17

Acceptability of the Developed School-Based Early Grade Language Learning And Reading Proficiency Plan in terms of Relevance

Indicators	Teachers			Experts		
	Mean	SD	VI	Mean	SD	VI
1. I find that the program addresses the literacy challenges and needs of early grade students effectively.	3.94	0.25	HA	4.00	0.00	HA
2. I see that the program complements the current curriculum and enhances the learning outcomes for students.	3.87	0.34	HA	4.00	0.00	HA
3. I notice that the program incorporates reading activities that relate to real-life situations, making literacy more meaningful.	3.94	0.25	HA	4.00	0.00	HA
4. I appreciate that the program considers diverse student backgrounds and learning styles, ensuring equitable learning opportunities.	3.82	0.39	HA	4.00	0.00	HA
5. I find that the program promotes essential literacy skills like comprehension, vocabulary, and critical thinking, which are foundational for lifelong learning.	3.85	0.36	HA	4.00	0.00	HA
Overall	3.88	0.31	HA	4.00	0.00	HA

Legend: 3.50-4.00 Highly Acceptable (HA), 2.50-3.49 Acceptable (A), 1.50-2.49 Less Acceptable (LA), 1.00-1.49 Not Acceptable (NA)

The results from the teacher-respondents in Table 17 show that the developed School-Based Early Grade Language Learning and Reading Proficiency Plan is regarded as *Highly Acceptable (HA)* across all indicators of relevance. The highest mean ratings were seen in indicators 1 and 3 (both at 3.94), highlighting that teachers believe the program effectively addresses the literacy challenges of early grade students and incorporates real-life reading activities that enhance the meaningfulness of literacy instruction. The lowest mean (3.82) was observed for Indicator 4, which pertains to the program's responsiveness to diverse learning styles and backgrounds. However, this still falls within the "Highly Acceptable" range, indicating overall strong teacher endorsement. The overall mean of 3.88 with a low standard deviation (SD = 0.31) further confirms a consistent positive evaluation among teacher respondents.

In terms of implications for the school setting, these results suggest that the program is likely to gain strong support from teaching staff during implementation. Since teachers find the program both relevant and aligned with curriculum goals and student needs, there is a solid foundation for its integration into regular classroom instruction. The recognition of the plan's ability to support literacy development through real-world connections and differentiated approaches implies that schools can expect improved engagement and learning outcomes, particularly in foundational

literacy. This also suggests a readiness among teachers to adopt and sustain the program, which is essential for institutionalizing school-based reforms aimed at enhancing early grade reading proficiency.

Table 18

Acceptability of the Developed School-Based Early Grade Language Learning And Reading Proficiency Plan in terms of Clarity

Indicators	Teachers			Experts		
	Mean	SD	VI	Mean	SD	VI
1. I understand the program's objectives and how they align with improving literacy outcomes.	3.85	0.36	HA	4.00	0.00	HA
2. I find that the program provides well-defined instructions for implementing activities in the classroom.	3.71	0.46	HA	3.90	0.32	HA
3. I can easily follow the program's teaching resources and manuals without confusion.	3.81	0.40	HA	3.70	0.48	HA
4. I believe that the program clearly communicates its goals to teachers, parents, and stakeholders.	3.81	0.40	HA	4.00	0.00	HA
5. I appreciate the logical and organized flow of the program, making it easy to execute effectively.	3.85	0.36	HA	4.00	0.00	HA
Overall	3.81	0.39	HA	3.92	0.16	HA

Legend: 3.50-4.00 Highly Acceptable (HA), 2.50-3.49 Acceptable (A), 1.50-2.49 Less Acceptable (LA), 1.00-1.49 Not Acceptable (NA)

The teacher-respondents rated the clarity of the developed School-Based Early Grade Language Learning and Reading Proficiency Plan as *Highly Acceptable (HA)* across all indicators, with an overall mean of 3.81 and a standard deviation of 0.39. This suggests a strong and consistent perception that the program is clearly articulated and easy to understand. The highest ratings were tied between indicators 1 and 5 (both at 3.85), indicating that teachers clearly grasp the program's objectives and appreciate its logical, organized structure. Although the lowest rating was given to the clarity of instructional implementation (Indicator 2 at 3.71), it still falls within the highly acceptable range, showing that, while there may be minor areas for improvement in instructional details, the plan remains very clear overall.

From a school setup perspective, these findings imply that the program can be implemented smoothly with minimal confusion or misinterpretation. Teachers' ability to comprehend the objectives, follow the resources, and recognize the logical flow of the plan means that less time and effort will be required for orientation or clarification sessions. This contributes to a more efficient rollout of the program and supports teacher confidence in delivering the curriculum. Additionally, the clarity in communicating the program's goals to stakeholders, including parents, promotes stronger school-community collaboration, which is crucial in reinforcing early literacy development at home and in the classroom.

Table 19

Acceptability of the Developed School-Based Early Grade Language Learning And Reading Proficiency Plan in terms of Feasibility

Indicators	Teachers			Experts		
	Mean	SD	VI	Mean	SD	VI
1. I have access to adequate learning materials and tools required to implement the program.	3.90	0.30	HA	3.70	0.48	HA
2. I feel that the program's activities can be integrated seamlessly into my daily teaching schedule.	3.85	0.36	HA	3.70	0.48	HA
3. I find that the program's timeline for achieving literacy goals is achievable within the school year.	3.79	0.41	HA	3.70	0.48	HA
4. I believe the program provides sufficient training and support for teachers to implement it successfully.	3.85	0.36	HA	3.80	0.42	HA
5. I observe that the program's activities are designed in a way that keeps students actively engaged and motivated.	3.90	0.30	HA	3.90	0.32	HA
Overall	3.86	0.34	HA	3.70	0.48	HA

Legend: 3.50-4.00 Highly Acceptable (HA), 2.50-3.49 Acceptable (A), 1.50-2.49 Less Acceptable (LA), 1.00-1.49 Not Acceptable (NA)

Based on Table 19, the teacher-respondents rated the feasibility of the developed School-Based Early Grade Language Learning and Reading Proficiency Plan as Highly Acceptable (HA) across all indicators, with an overall mean of **3.86** and a standard deviation of **0.34**. The highest mean scores (3.90) were found in Indicators 1 and 5, reflecting strong agreement that teachers have adequate access to learning materials and that the program's activities effectively engage and motivate students. The lowest score (3.79) was for Indicator 3, which pertains to the program's timeline being achievable within the school year. Although slightly lower, this still reflects a high level of feasibility as perceived by the teachers.

The results suggest that teachers are confident in both the availability of resources and the practicality of implementing the program within their existing schedules. This indicates that the school is well-positioned to adopt the program without requiring major structural changes or additional burdens on teaching staff. The high rating on student engagement also supports the likelihood of improved literacy outcomes, as engaged students are more likely to benefit from instruction. These findings point to a supportive environment for the program's implementation and signal that school leadership should focus on sustaining material provisions and offering continuous training to maintain teacher confidence and ensure successful execution.

Table 20

Acceptability of the Developed School-Based Early Grade Language Learning And Reading Proficiency Plan in terms of Sustainability

Indicators	Teachers			Experts		
	Mean	SD	VI	Mean	SD	VI
1. I feel that the program includes provisions for continuous professional development and resource updates for teachers.	3.92	0.28	HA	3.90	0.32	HA
2. I notice that the program encourages parental and community participation to sustain literacy efforts.	3.82	0.39	HA	3.90	0.32	HA
3. I find that the program is financially viable and does not require excessive resources to maintain.	3.82	0.39	HA	3.80	0.42	HA
4. I believe the program is designed to create lasting improvements in students' literacy skills.	3.90	0.30	HA	3.90	0.32	HA
5. I appreciate that the program can evolve to meet changing educational needs and contexts over time.	3.92	0.28	HA	3.90	0.32	HA
Overall	3.88	0.32	HA	3.88	0.34	HA

Legend: 3.50-4.00 Highly Acceptable (HA), 2.50-3.49 Acceptable (A), 1.50-2.49 Less Acceptable (LA), 1.00-1.49 Not Acceptable (NA)

The results from Table 20 reveal that teacher-respondents rated the sustainability of the developed School-Based Early Grade Language Learning and Reading Proficiency Plan as Highly Acceptable (HA), with an overall mean of 3.88 and a standard deviation of 0.32. The highest ratings (3.92) were given to Indicators 1 and 5, indicating that teachers strongly agree the program supports continuous professional development and is adaptable to future educational changes. All other indicators also fall within the "Highly Acceptable" range, with the lowest scores (3.82) attributed to Indicators 2 and 3, which address community involvement and financial viability. Even at these slightly lower ratings, the results suggest that teachers still view the program as sustainable across both operational and contextual dimensions.

The results imply a promising outlook for the program's long-term integration and impact. Teachers believe the program includes systems for regular updates and ongoing capacity-building, which can reduce the risk of stagnation and ensure relevance over time. Additionally, its adaptability to evolving educational needs allows schools to respond flexibly to policy shifts or learner demands. The perception of financial viability and encouragement of community engagement suggests that schools can maintain the program without significant external dependence. School leaders can use this feedback to reinforce teacher training structures, strengthen school-community partnerships, and allocate resources strategically to maintain and evolve the program for lasting literacy gains.

Table 21

Summary Table on the Acceptability of the Developed School-Based Early Grade Language Learning And Reading Proficiency Plan

Subscales	Teachers	Experts
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	Mean	SD	VI	Mean	SD	VI
1. Relevance	3.88	0.31	HA	4.00	0.00	HA
2. Clarity	3.81	0.39	HA	3.92	0.16	HA
3. Feasibility	3.86	0.34	HA	3.76	0.44	HA
4. Sustainability	3.88	0.32	HA	3.88	0.34	HA
Overall	3.86	0.32	HA	3.89	0.24	HA

Legend: 3.50-4.00 Highly Acceptable (HA), 2.50-3.49 Acceptable (A), 1.50-2.49 Less Acceptable (LA), 1.00-1.49 Not Acceptable (NA)

Based on Table 21, the teacher-respondents rated all four subscales—Relevance (3.88), Clarity (3.81), Feasibility (3.86), and Sustainability (3.88)—within the Highly Acceptable (HA) range. The overall mean score of 3.86 with a standard deviation of 0.32 indicates a consistently strong and positive evaluation of the developed School-Based Early Grade Language Learning and Reading Proficiency Plan. Among the subscales, Clarity had the slightly lowest mean, suggesting that while the program is understood and logically structured, there may be areas where further simplification or refinement could enhance comprehension.

In terms of implications for school setup, these results suggest that teachers are confident in the program's alignment with educational needs, its ease of use, its practicality in daily teaching, and its long-term viability. Schools can confidently adopt the program with minimal resistance from teaching staff, who perceive it as meaningful, manageable, and beneficial. The high scores also support integrating the program into school improvement plans, budgeting for teacher training and resource provision, and promoting collaborations with stakeholders to maintain and evolve the program. Moreover, minor improvements in clarity, such as simplifying manuals or aligning instructions more closely with classroom realities, could enhance implementation efficiency.

Table 22

Test of relationship between the extent do schools implement and level of acceptability the school-based early grade language learning and reading proficiency plan

School-Based Early Grade Language Learning And Reading Proficiency Plan	Acceptability of the Developed School-Based Early Grade Language Learning And Reading Proficiency Plan			
	Relevance	Clarity	Feasibility	Sustainability
Planning and Implementing Guidelines	-0.010	0.256*	0.238	0.130
instructional Resources	0.098	0.177	0.203	0.150
Professional Development and Training	0.051	0.158	0.239	0.096
School and Community Support	0.128	0.269*	0.350*	0.203
School Learning Action Cell	0.032	0.164	0.187	0.119
Teaching Process	-0.081	0.005	0.113	-0.100
Assessment and Evaluation	-0.090	-0.063	-0.038	-0.111

*. Correlation is significant at the 0.05 level (2-tailed).

The analysis of Table 22 reveals that there is a statistically significant positive correlation between certain school-based implementation aspects and the acceptability subscales of the developed early grade language learning and reading proficiency plan. Specifically, Planning and Implementing Guidelines show a significant relationship with Clarity (r

= 0.256), and School and Community Support correlates significantly with both Clarity ($r = 0.269$) and Feasibility ($r = 0.350$). These correlations suggest that the clearer the planning and stronger the support from school and community, the more feasible and understandable the program becomes to its implementers. Other areas such as instructional resources, professional development, and teaching process show low and insignificant correlations, indicating weaker or less consistent impacts on acceptability.

Strengthening the mechanisms for planning, implementing, and promoting community involvement is essential for the successful adoption and continued implementation of the program. Schools should prioritize planning workshops, provide detailed and clear guidelines, and actively involve local communities and stakeholders to improve not only the clarity but also the feasibility of educational programs. Emphasizing these elements will help embed the program more deeply into the daily school operations and culture, increasing its effectiveness and sustainability. Moreover, the lack of significant correlation in areas like assessment and teaching process suggests a need to align these components more closely with the design and objectives of the reading program.

Table 23

Test of relationship between the extent do the teacher-respondents experience challenges and level of acceptability the school-based early grade language learning and reading proficiency plan

Experienced Challenges in the Implementation of School-Based Early Grade Language Learning And Reading Proficiency Plan	Acceptability of the Developed School-Based Early Grade Language Learning And Reading Proficiency Plan			
	Relevance	Clarity	Feasibility	Sustainability
Teacher's Training	0.052	0.221	0.310*	0.064
Time Management	0.051	0.032	0.097	-0.069
Student's Behavior	-0.040	-0.030	0.119	-0.065
Parental Engagement	0.103	0.075	0.225	0.098

*. Correlation is significant at the 0.05 level (2-tailed).

The analysis of Table 23 indicates a statistically significant positive correlation between the challenge of teacher's training and the feasibility of the School-Based Early Grade Language Learning and Reading Proficiency Plan ($r = 0.310$, $p < 0.05$). This suggests that as teachers encounter challenges in training, their perception of the plan's feasibility increases possibly indicating heightened awareness of what implementation entails or the relevance of the training to practical application. Other challenges such as time management, student behavior, and parental engagement showed no significant correlations with any subscale of plan acceptability, suggesting they may not substantially influence how acceptable or feasible teachers find the plan.

In terms of school setup, this finding underscores the importance of prioritizing strong and practical teacher training programs. It implies that when teachers are exposed to real-world challenges during training, they may develop a more grounded and constructive perception of the plan's feasibility. Schools should therefore invest in contextualized and continuous professional development that aligns with the actual demands of implementing reading and language programs. Training should include practical strategies, simulated implementation scenarios, and collaborative workshops to bridge the gap between theory and practice. Addressing training gaps could enhance implementation success, especially in environments where logistical or resource constraints are common.

3. Recommendations

Based on the findings and conclusion, the following recommendations were offered. the school administrators, they are encouraged to strengthen teacher support systems by providing continuous professional development, regular literacy-focused Learning Action Cell (LAC) sessions, and resource allocation. They should also institutionalize the program by integrating it into school improvement plans and promoting strong home-school-community partnerships to ensure the program's sustainability. School teachers, they are encouraged to actively utilize the developed early grade language learning by adapting its instructional strategies, timelines, and resources into their daily teaching practices. They may also engage in ongoing professional development to improve classroom management, address time constraints, and better collaborate with parents for students' literacy success. Pupils, schools may implement the program with activities that are developmentally appropriate, interactive, and engaging to sustain pupils' interest and build strong foundational reading skills. Remedial and enrichment programs aligned with the literacy program may be strengthened to address the diverse learning needs of pupils. Parents, they may be oriented and involved in literacy activities through organized school initiatives such as reading workshops, home reading programs, and regular communication about their children's progress. Strengthening parental engagement will help address the identified challenges and further support the achievement of literacy goals at home. Future researchers, they are encouraged to validate the effectiveness of the program over a longer period and across diverse contexts, examining its impact on different literacy components and learner groups. They should also explore innovative and technology-based strategies that can further enhance early grade literacy efforts and provide insights on the continuous refinement of the program.

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