

# **MANAGEMENT OF THE READING RECOVERY PROGRAM (RRP) TO IMPROVE READING PROFICIENCY AND CULTURE AMONG ELEMENTARY SCHOOLS IN DISTRICT IV, DIVISION OF QUEZON**

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## **Abstract**

Reading proficiency is a critical foundation for academic success, yet many pupils in District IV, Division of Quezon historically perform at the frustration level. This mixed-methods study evaluated the management and effectiveness of the Reading Recovery Program (RRP). The study employed a convergent parallel design involving 60 teachers, 40 school heads, and Phil-IRI results from 28,486 learners. Quantitative results revealed substantial gains in both languages. Learners' reading proficiency in both Filipino and English significantly improved as learners moved from the frustration level to the instructional and independent levels. Regarding group comparisons, inferential statistics revealed no significant differences in the perceptions of management support, effectiveness, or strategies when respondents were grouped by sex, age, years of service, education, or training, indicating a unified consensus on the program's implementation across the district. However, strong, significant correlation were found between management support and program effectiveness. Implementers have noted that while RRP strategies are sound, challenges such as limited time and low parental engagement persist. The study concludes that RRP effectiveness relies on management support rather than teacher demographics. Recommendations include standardizing monitoring policies and adopting "Project READ-UP," a proposed framework

for job-embedded professional learning.

*Keywords:* Type your keywords here, separated by semicolons ; *academic performance, early literacy, management support, reading culture, reading proficiency, Reading Recovery Program, remedial instruction*

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### 1.1. Rationale of the Research

Reading is a fundamental component of academic success and a cornerstone of lifelong learning. From Kindergarten to Grade 3, pupils are expected to acquire foundational literacy skills that will enable them to comprehend academic texts, think critically, and engage with diverse content across different subject areas. Despite various national efforts to promote reading proficiency, many elementary schools in District IV of the Division of Quezon continue to face challenges in developing a strong reading culture and ensuring all learners achieve grade-level reading competencies.

To address these challenges, the Department of Education (DepEd) has implemented the Reading Recovery Program (RRP). This early intervention strategy provides one-on-one, short-term instruction to the lowest-performing Grade 1 readers. This program focuses on individualized teaching tailored to each learner's specific reading needs, using leveled texts, targeted strategies, and continuous progress monitoring. The goal is to help these learners catch up with their peers and transition into regular classroom instruction as proficient readers (Department of Education [DepEd], 2020).

Several national education policies guide the implementation of the RRP. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, mandates the implementation of the K to 12 curriculum, which prioritizes reading and literacy as core learning competencies in the early grades (Official Gazette, 2013). Additionally, DepEd Order No. 14, s. 2018 institutionalized the Every Child a Reader Program (ECARP), which aims to ensure that every learner becomes an independent

reader by the end of Grade 3. Complementing this is DepEd Memorandum No. 173, s. 2019, which launched the Brigada Pagbasa initiative—a nationwide movement that promotes reading and literacy development through partnerships with local stakeholders and volunteers (DepEd, 2019).

In the context of elementary schools in District IV, Division of Quezon, recent results from the Philippine Informal Reading Inventory (Phil-IRI) revealed that a significant percentage of Grade 3 learners read at the frustration level. According to the 2022–2023 Phil-IRI data, approximately 38% of pupils in selected schools in the district were identified as needing urgent reading intervention. These figures underscore the need for targeted, effective programs such as the RRP to address early literacy deficits and prevent long-term academic underperformance.

Current activities under the RRP include baseline reading assessments, structured daily reading sessions, individualized lesson planning, reading fluency development, and parental engagement. The expected outcomes are improved reading accuracy and comprehension, enhanced learner confidence, and establishing a reading culture within the school community. However, field observations and preliminary reports indicate that the program's success heavily depends on effective management. Challenges such as a lack of trained reading recovery teachers, inadequate instructional materials, and inconsistent program monitoring have been reported, which may hinder the full realization of the RRP's objectives (DepEd, 2021).

In light of these circumstances, this study sought to evaluate the management of the Reading Recovery Program in elementary schools within District IV, Division of Quezon. It aimed to examine implementation practices, identify barriers to effective program delivery, and explore strategies that contribute to improved literacy outcomes. The findings of this study would be instrumental in informing educational leaders and policymakers on how to optimize the management of reading recovery initiatives and cultivate a more robust reading culture among elementary learners.

While numerous studies have already demonstrated that reading interventions, including Reading Recovery, can raise learners' reading proficiency, there is a lack of empirical, district-specific research in the Philippine context that examines how the management of such programs by school heads and teachers—through planning, resource allocation, monitoring, and stakeholder engagement—affects both their effectiveness and their capacity to build a sustained reading culture. This gap is particularly evident in District IV of the Division of Quezon, where Phil-IRI results show a high proportion of frustration-level readers, but where systematic evidence on how RRP is organized, supported, and integrated into school systems remains scarce.

By directly investigating these underexplored managerial, organizational, and cultural dimensions through a mixed-methods design, this study contributes new, context-sensitive knowledge that can inform both local practice and broader policy on literacy program governance.

## **1.2. Purpose of the Research**

This research sought to evaluate the management and effectiveness of the Reading Recovery Program in elementary schools in District IV of the Division of Quezon.

Specifically, it aimed to address the following research questions:

1. What is demographic profile of teachers and school heads in elementary schools of District IV in the Division of Quezon in terms of:

### Teachers

- a. sex?
- b. age?
- c. years in service?
- d. grade level handled?
- e. number of reading recovery program?

f. RRP trainings attended?

School Heads

- a. sex?
  - b. age?
  - c. years in service?
  - d. educational attainment?
  - e. number of years implementing RRP??
  - f. Received RRP training or seminar support?
2. What reading recovery strategies, programs, and interventions are currently implemented by teachers in elementary schools in District IV of the Division of Quezon?
  3. What management Support was provided by the School Heads to the Reading Recovery Program?
  4. What are the reading proficiency levels of learners before and after implementing these reading recovery strategies, programs, and interventions?
  5. What is the effectiveness of the Reading Recovery Program currently managed in elementary schools as perceived by teachers and School heads?
  6. What strategies have been employed to enhance the management and effectiveness of the RRP as perceived by the teachers and school heads?
  7. What challenges do teachers-reading facilitators and school administrators encountered in implementing the RRP?

8. Is there a significant difference in management support, effectiveness, and enhancement strategies on Reading Recovery Program (RRP) currently implemented when the teachers and school heads are grouped as to profile?
9. Is there a significant relationship between implementation of the reading recovery strategies, programs, and interventions?
10. What are the suggestions of the respondents to enhance the management and effectiveness of the RRP?
11. How does the management of the RRP influence the reading culture among elementary school pupils?

### **1.3. Theoretical Framework**

The present study was built upon converging educational theories that explain how reading interventions, program management, and school culture influence student literacy development. These theories collectively provided a framework to examine the dynamics of reading recovery implementation, changes in reading proficiency, challenges encountered, and strategies employed to foster a reading culture.

The first theoretical foundation of this study is Vygotsky's Sociocultural Theory, which posits that learning is mediated by social interaction, language, and cultural tools. This theory emphasizes the importance of teacher-student interactions, scaffolding, and responsive instruction tailored to the learner's Zone of Proximal Development (ZPD). In reading intervention programs like the Reading Recovery Program (RRP), teachers serve as mediators, guiding learners through increasingly complex literacy tasks until the pupils can perform independently

(Dooly, 2017). This approach aligns well with the design of one-on-one sessions in the RRP, where struggling readers receive individualized instruction aimed at helping them catch up to their peers.

Another supporting theory is Constructivism, particularly as articulated by Jerome Bruner and further developed in literacy education. Constructivist theory asserts that learners actively build their understanding through interaction with meaningful content and real-world experiences. In reading recovery programs, pupils engage with leveled texts that are developmentally appropriate, allowing them to construct meaning based on their existing knowledge and language skills. This theory supports the value of personalized and contextual reading instruction in enhancing comprehension and motivation (Tracey & Morrow, 2017). The constructivist perspective directly informs the analysis of changes in reading proficiency before and after the implementation of RRP strategies.

To explore the management of reading recovery programs, the study also drew on Hallinger's Instructional Leadership Theory, which emphasizes the role of school leaders in enhancing academic achievement through goal setting, curriculum oversight, and creating a supportive learning environment. The success of the RRP depends significantly on how school heads, reading coordinators, and facilitators manage the program, ensuring it aligns with curricular objectives, is sufficiently resourced, and is adequately monitored. Hallinger's framework supports

investigating current management practices, challenges faced, and leadership strategies that enhance program effectiveness (Hallinger, 2018).

Lastly, Bronfenbrenner's Ecological Systems Theory offers a broader perspective on how various systems—from classroom instruction to school culture and community engagement—influence a learner's development. Literacy development is not isolated; it is shaped by the relationships among pupils, teachers, families, and the wider school environment. This theory is particularly relevant for understanding how the management of the RRP contributes to promoting a reading culture within the school. Effective program management is embedded in instructional practices and systemic efforts to make reading a valued and visible part of school life (Neuman & Moland, 2019).

Hence, integrating these theoretical perspectives allowed for a multidimensional understanding of the Reading Recovery Program's implementation and effectiveness. These theories guided data collection, interpretation, and analysis to assess how the RRP can be managed more effectively to improve reading outcomes and cultivate a lasting reading culture in elementary schools.

Vygotsky's Sociocultural Theory explains that learning occurs first on the social plane, through interaction with more capable others, and only later becomes internalized. Reading development, therefore, depends heavily on rich, intentional interactions between children and adults who can provide scaffolding within the learner's Zone of Proximal Development (ZPD). The

research problem in District IV emerges when these social and instructional conditions are weak, fragmented, or inconsistent.

Several observed realities in District IV reflect this theoretical gap: large classes and high teacher workload limit the amount of one-on-one or small-group scaffolding that struggling readers receive, restricting their opportunities to operate within their ZPD; irregular attendance and low parental engagement interrupt the continuity of mediated learning experiences, so progress made during RRP sessions is not reinforced at home; and teachers who lack specialized training in reading intervention may not accurately diagnose a pupil's ZPD in literacy, leading to tasks that are either too difficult (causing frustration) or too easy (causing stagnation).

From a sociocultural perspective, the reading crisis is not simply a deficiency within the child, but a mismatch between what learners are ready to learn and the quality, intensity, and continuity of the social support provided. The management of the RRP becomes critical because it determines whether schools can create structured opportunities for sustained, high-quality interaction that systematically scaffolds struggling readers.

Constructivist theory posits that learners actively build meaning based on their prior knowledge, experiences, and interactions with texts. Reading difficulties arise when learners have limited meaningful exposure to print, when materials are not connected to their lived experiences, or when instruction is dominated by rote decoding detached from understanding.

The research problem in District IV was also theoretically understood in this light: many pupils come from print-poor and resource-constrained home environments, giving them fewer opportunities to construct concepts about how text works before they enter school; instruction, especially in overloaded classrooms, may rely on uniform, textbook-driven methods that do not consider individual background knowledge, language, and interests, limiting opportunities for authentic meaning-making; and although the RRP uses leveled texts, teachers report challenges in

contextualizing materials and aligning them with the learners' home realities, which weakens the constructivist potential of the intervention.

Thus, constructivism helps explain why, even with an intervention like the RRP, some pupils continue to struggle: without systematic efforts to connect reading tasks to their existing schemas and everyday contexts, learners cannot meaningfully construct understanding, and reading remains mechanical rather than meaningful.

Likewise, Hallinger's Instructional Leadership Theory emphasizes that school leaders significantly influence learning outcomes through three core functions: defining the school mission, managing the instructional program, and promoting a positive school learning climate. When the research documents time constraints, lack of materials, inconsistent monitoring, and variable teacher preparation, these are manifestations of leadership and management gaps within this theoretical frame.

Specifically, the existence of the research problem was interpreted as follows: where reading and RRP goals are not clearly embedded in the School Improvement Plan (SIP) and Annual Implementation Plan (AIP), literacy becomes one initiative among many, rather than the central mission in the early grades; insufficient scheduling of protected RRP time, limited follow-through on training, and weak supervision of classroom practice indicate underdeveloped management of the instructional program; and inconsistent recognition of reading achievements, lack of school-wide reading activities, and limited parent engagement show that a sustained reading climate is still emerging rather than fully institutionalized.

Under Hallinger's lens, the reading difficulties and uneven implementation of the RRP in District IV are not solely pedagogical problems but also leadership problems. The variation in program fidelity, resource allocation, and teacher support stems from how strongly or weakly instructional leadership is exercised at the school level. This theory therefore justifies the study's

focus on management of the RRP, not just its instructional techniques.

Bronfenbrenner's Ecological Systems Theory argues that a child's development is shaped by nested systems: the microsystem (family, school), mesosystem (interactions between home and school), exosystem (LGU policies, division programs), and macrosystem (cultural values, economic conditions). The reading crisis in District IV exists because risk factors converge across multiple layers of this ecology.

At the microsystem level, many pupils experience poverty, limited print exposure, and irregular attendance at home, while schools struggle with large class sizes and insufficient materials. At the mesosystem level, weak communication and collaboration between teachers and parents mean that school-based reading efforts are not systematically reinforced at home. At the exosystem level, budget constraints, delayed downloading of funds, and competing division initiatives affect how consistently schools can implement and sustain the RRP. At the macrosystem level, broader socio-economic inequalities and cultural perceptions about reading influence how much value families and communities place on literacy and school participation.

Within this ecological frame, the research problem is not an isolated school-level concern but the outcome of interacting systemic pressures. Even when teachers are committed and school heads are supportive, broader ecological constraints can undermine program fidelity and learner progress. The study's focus on management—especially resource mobilization, stakeholder engagement, and policy alignment—directly arises from this ecological understanding.

When synthesized, the four theories provide a coherent explanation of why reading difficulties and RRP management challenges persist in District IV. At the learner–teacher interaction level, Vygotsky and Constructivism explain that many pupils do not receive consistent, scaffolded, and meaningful literacy experiences adapted to their ZPD and prior knowledge. At the school leadership level, Hallinger's Instructional Leadership Theory explains that variations in goal-setting,

supervision, scheduling, and teacher development lead to uneven implementation of the RRP across schools. At the wider system level, Bronfenbrenner's Ecological Systems Theory shows how poverty, family literacy practices, division policies, and resource constraints combine to limit what schools and teachers can do, even when they are motivated.

Together, these frameworks demonstrate that the research problem exists because there is a misalignment between what struggling readers need (intensive, contextualized, scaffolded support) and what the current instructional, managerial, and ecological conditions are able to consistently provide. The RRP is conceptually aligned with Vygotskian and constructivist principles, but its impact depends on how well school leaders exercise instructional leadership and how effectively the broader ecological systems support literacy.

This theoretical synthesis justifies the central focus of the dissertation: examining the management of the Reading Recovery Program. It also underpins the development of Project READ-UP as a management and professional development intervention designed to strengthen teacher scaffolding, leadership practices, and system-wide collaboration so that theoretical principles translate into sustained improvements in pupils' reading proficiency and reading culture.

#### **1.4. Literature Survey**

*This part presents a discussion of relevant literatures that aided in the conceptualization of the problem. These literatures were culled from books, journals, and electronic sources.*

### *Reading Recovery and Foundational Literacy Development*

Reading proficiency during the early elementary years has long been recognized as a critical determinant of future academic success, social participation, and lifelong learning. International and local scholarship consistently underscores the relationship between early literacy development and broader educational trajectories, noting that children who do not acquire foundational reading skills by the primary grades tend to struggle throughout their academic lives. This global concern has generated widespread interest in structured literacy interventions, such as the Reading Recovery Program (RRP), which are designed to support struggling and beginning readers through targeted, diagnostic, and individualized instruction. Clay's pioneering work (2016) on Reading Recovery remains instrumental in defining how one-on-one teaching, data-driven instruction, and continuous assessment contribute to literacy acceleration. These influences resonate strongly within the Philippine context, where reading proficiency challenges persist across regions and socio-economic groups.

Existing research demonstrates that effective reading interventions require more than instructional design—they depend fundamentally on program management, teacher capacity, school leadership, and community support. Numerous DepEd policies, such as DepEd Order No. 24, s. 2022 (National Reading Program) and DepEd Order No. 31, s. 2023 (National Learning Recovery Program), institutionalize mechanisms that foreground diagnostic assessment, teacher mentoring, material provision, and leadership accountability. These policies mirror international frameworks that highlight the importance of systemic and sustainable literacy development strategies. However, despite their significance, the actual implementation and management of reading programs vary widely across schools, often constrained by contextual realities such as limited resources, teacher workload, and uneven parental involvement.

This review synthesizes global and local scholarship that aligns with the purposes of the present study: evaluating the management and effectiveness of the Reading Recovery Program in public elementary schools. It examines literature on reading proficiency before and after intervention, the relationship between RRP and student performance, the role of instructional leadership, the challenges encountered in RRP implementation, and strategies employed to overcome these barriers. More importantly, it identifies emerging themes and persistent research gaps by analyzing similarities and differences across studies, thereby providing

justification for the current investigation focusing on District IV of the Division of Quezon.

### *Reading Levels of Learners Before and After Reading Recovery Interventions*

A substantial body of research affirms that evaluating pupils' reading proficiency before and after program implementation is key to understanding the success of literacy interventions. In the Philippines, Tolibas (2025) revealed that, through Phil-IRI assessments, many elementary learners remain at the instructional and frustration levels, highlighting the need for structured support. His findings also pointed to persistent gender gaps, with girls outperforming boys—a trend consistent with international reports such as PISA (Organisation for Economic Co-Operation and Development [OECD], 2023). Similarly, DepEd-Bicol (2024) found that learners who participated in a structured eight-week reading program made significant improvements in comprehension, suggesting that even short-term, targeted interventions can yield measurable gains.

Internationally, Clay (2016), Schmitt and Gregory (2019), and Kim et al. (2020) emphasized that Reading Recovery programs—particularly those that combine individualized, diagnostic teaching with sustained progress monitoring—consistently enhance decoding, fluency, and comprehension. Holliman and Hurry

(2021) reinforced this by demonstrating that early reading gains persist long-term when schools maintain systematic post-intervention follow-up.

One notable pattern emerging across these studies is the consistency of improvement when interventions are delivered with fidelity. Whether examining Phil-IRI results in the Philippines or reading recovery outcomes in Western contexts, the literature shows that learners benefit significantly from structured, data-driven instruction. However, an important difference lies in the support systems surrounding implementation. International studies often reflect contexts with stronger school-based support structures, adequate materials, and sustained leadership involvement. Conversely, Philippine studies frequently reflect uneven readiness, variable resource availability, and inconsistent teacher capacity—factors that directly influence intervention quality.

Another emerging theme concerns the role of socioeconomic factors in reading outcomes. Belbes et al. (2022) highlighted that many Filipino learners struggle with phonemic awareness due to limited exposure to print-rich environments and home literacy practices. Adapon and Mangila (2020) linked reading difficulties to poverty, limited access to instructional materials, and insufficient teacher-student ratios—a reality not as strongly emphasized in Western studies, where socioeconomic issues are framed differently.

Despite the wealth of literature confirming the effectiveness of reading interventions, gaps remain. Very few studies fully explore how program management practices, such as scheduling, leadership support, assessment monitoring, and teacher mentoring, shape the fidelity and outcomes of reading programs. While many studies document reading gains, few examine the managerial and organizational factors that sustain these gains or cause inconsistencies across schools. The present study addresses this gap by analyzing not only learner outcomes before and after RRP implementation but also the management processes that influence these outcomes.

### *Relationship Between Reading Recovery Programs and Pupils' Reading Proficiency*

Research consistently affirms that reading recovery and similar structured literacy interventions are positively associated with improved reading proficiency. In the local context, Calipay (2024) demonstrated that guided reading sessions significantly develop decoding and comprehension among learners in Region V. Likewise, Adapon and Mangila (2020) reported remarkable improvements among non-readers participating in regular guided sessions, emphasizing the value of sustained, scaffolded instruction.

Internationally, Clay (2016), Schmitt and Gregory (2019), and Holliman and Hurry (2021) all documented robust gains in word recognition, fluency, and comprehension following intensive, diagnostic-based interventions. Kim et al. (2020) emphasized that programs integrating explicit phonics, comprehension strategies, and ongoing progress monitoring yield the strongest literacy improvements.

A shared theme across these studies is the essential role of assessment in guiding instruction. Duke and Cartwright (2021) noted that teachers who integrate assessment results into lesson planning achieve greater reading gains, while Andres and Gascon (2022) found that schools conducting regular Learning Action Cell (LAC) sessions demonstrate consistent instructional improvements. This alignment indicates that reading proficiency is influenced not only by teaching strategies but also by the capacity of teachers to interpret and act upon assessment data.

However, differences emerge when comparing international and Philippine contexts. In countries where reading recovery is institutionalized, implementation is often supported by strong mentoring structures, ample resource provision, and specialized teacher training. In contrast, Philippine studies frequently reveal gaps in teacher preparation, inconsistent training exposure, and limited access to leveled texts and diagnostic tools. These disparities suggest that while the

pedagogical foundation of reading recovery is universally effective, contextual factors significantly shape its impact.

A persistent research gap concerns how leadership engagement and program management directly influence reading proficiency outcomes. While existing studies acknowledge the importance of leadership, they rarely examine how specific managerial actions, such as resource allocation, scheduling decisions, supervision mechanisms, and monitoring systems, affect reading gains. The current study addresses this gap by exploring the relationship between teacher- and administrator-level management practices and the success of RRP in District IV.

### *Effects of Reading Recovery Implementation on Overall Student Performance*

Beyond literacy outcomes, multiple studies confirm that reading proficiency significantly influences academic performance across subjects. Sor and Caraig (2021) found that implementation of REAP (Reading Enhancement and Assessment Plan) led to higher scores in mathematics, science, and language, indicating that reading competence underpins broader learning. Similarly, McInnis (2025) demonstrated that gender-responsive reading interventions yield improved performance, particularly among boys, when instructional materials align with their interests.

Foundational literacy research echoes these findings. Snow et al. (1998) described literacy as the “gateway skill” for academic learning, while Pretorius and Spaull (2016) emphasized that learners who fail to achieve reading proficiency by Grade 3 often struggle in later grades. Philippine studies reinforce this pattern, with Calipay (2024) and Adapon and Mangila (2020) reporting improved academic performance in content subjects following reading interventions.

Another emerging theme is the role of student motivation and engagement. Kim et al. (2020) and DepEd-Bicol (2024) observed that reading interventions not only improve comprehension but also enhance learners’ confidence and participation across subjects. This finding aligns with research showing the reciprocal relationship between reading competence and academic self-efficacy.

However, the impact of school leadership and management is particularly evident in Philippine studies. Leithwood and Louis (2019), Domingo (2020), and Garcia and Buendia (2021) consistently found that active instructional leadership—characterized by monitoring, feedback, resource mobilization, and teacher coaching—strengthens the implementation and outcomes of reading programs. In contexts where principals integrate reading initiatives into School Improvement Plans, provide classroom supervision, and support collaborative planning, student performance improves not only in reading but across all learning areas.

Despite these insights, significant gaps remain. Few studies examine the multidimensional management factors that influence how reading programs are operationalized. While the literature clearly ties leadership to academic performance, it rarely explores the specific mechanisms through which leadership actions translate into improved reading outcomes. This study contributes to filling this gap by investigating the perceived effectiveness of reading program management in elementary schools and how it influences learners' academic performance.

### *Challenges in Implementing Reading Recovery Programs*

Across countries and contexts, reading programs face numerous implementation challenges. Rominimbang and Barrera (2024) identified time constraints, insufficient reading materials, and competing teacher responsibilities as major obstacles to Catch-Up Fridays. Abril et al. (2022) and Tomas et al. (2021) reinforced that teacher workload and lack of dedicated reading time undermine program fidelity, resulting in inconsistent learner gains.

Similar findings are reported in other regions. DepEd-Bicol (2024) described logistical challenges such as large class sizes, limited reading corners, and inadequate assessment tools. Domingo (2020) and Garcia and Buendia (2021)

observed that literacy programs falter when schools lack strong administrative support and structured monitoring systems.

International studies echo these concerns but often highlight different systemic constraints. In developing countries, resource scarcity plays a central role, while in more developed contexts, challenges relate more to curriculum alignment, sustainability, and maintaining program fidelity across diverse schools. What unites these contexts is the recognition that reading interventions require sustained support, sufficient materials, and coordinated leadership.

Another shared theme concerns teacher readiness. Andres and Gascon (2022) found that teacher motivation and access to professional development significantly influence literacy program sustainability. Duke and Cartwright (2021) noted that when teachers lack skills in data-driven instruction, interventions become misaligned with learner needs. Cruz and Dizon (2022) added that some teachers perceive remedial instruction as an additional burden rather than a core responsibility, thereby reducing program commitment.

External factors also impede reading recovery efforts. Erdem et al. (2020) and Cabalquinto (2021) reported that parental engagement is often inconsistent, especially when parents lack literacy skills or time to support home reading routines. Learner absenteeism and limited home reinforcement further diminish intervention effectiveness.

Despite extensive documentation of these challenges, a significant gap remains: few studies provide in-depth analysis of how these obstacles manifest specifically at the management level. Existing literature often describes problems generically but does not examine how school heads respond to them through decisions, policies, and supervisory practices. The present study addresses this gap by investigating how school leaders in District IV navigate resource scarcity, teacher workload, parental engagement issues, and scheduling constraints to maintain effective RRP implementation.

### *Strategies for Overcoming Implementation Challenges*

Research offers numerous strategies for addressing literacy program challenges. Villanueva (2021) demonstrated that peer-assisted learning, contextualized reading materials, and home reading initiatives significantly enhance learner engagement. Olabiyi et al. (2025) showed that integrating digital tools into reading instruction improves proficiency in rural areas, highlighting technology's potential to address resource gaps.

Gender-responsive strategies are also effective. McInnis (2025) and Williams (2025) observed that male reading mentors and interest-based reading materials help close gender gaps. OECD (2023) confirmed that boys benefit from materials closely aligned with their interests and experiences.

Teacher professional development also emerges as a recurring theme. Andres and Gascon (2022) and Domingo (2020) found that regular LAC sessions, instructional coaching, and mentoring systems improve teacher confidence and ensure program fidelity. Leadership participation is equally vital as Garcia and Buendia (2021) demonstrated that principals who engage directly with reading initiatives foster stronger teacher accountability and student outcomes.

Leadership strategies are further strengthened through distributed management, as noted by Leithwood and Louis (2019). Collaborative leadership where responsibility for reading initiatives is shared among teachers, coordinators, and administrators promotes ownership and continuity. DepEd Orders No. 24 and No. 31 institutionalize this approach by requiring schools to establish reading committees and monitoring teams.

Moreover, community involvement plays a crucial role. Cabalquinto (2021) emphasized the impact of parent-assisted reading, while Nguyen and Habib (2022) documented the role of LGUs and community volunteers in supporting literacy activities. Calipay (2024) added that contextualized literacy programs, rooted in local culture and language, improve inclusivity and learner motivation.

Digital and hybrid approaches have also gained prominence. Graham and Kelly (2021) reported that online reading platforms and digital storytelling improve learner engagement, especially during remote learning periods. UNESCO (2023)

confirmed that hybrid literacy models combining printed and digital materials yield stronger engagement and retention.

Despite abundant literature on strategies, a research gap persists. Most studies document strategies at the instructional level but offer limited investigation of how these strategies are selected, managed, scaled, or sustained by school leadership. Furthermore, few research explores how strategies are adapted to specific local contexts, such as District IV in the Division of Quezon, where resource availability and socio-cultural conditions may differ significantly from other regions or countries. The present study addresses this gap by examining how strategic planning, adaptive management, and decision-making shape RRP implementation and sustain literacy improvements.

### *Synthesis*

The literature on reading recovery initiatives consistently highlights the critical factors influencing effectiveness, challenges, and program management. Both international and local studies demonstrate that structured literacy interventions, particularly those guided by diagnostic assessment and individualized instruction, substantially enhance reading proficiency for learners who struggle (Clay, 2016; Schmitt & Gregory, 2019; Holliman & Hurry, 2021). Research from the Philippines echoes this, showing that reading recovery programs accelerate literacy development and contribute to overall academic improvement.

A common theme across these studies is the pivotal role of assessment-driven instruction and continuous teacher professional development. Evidence suggests that teachers who skillfully

interpret and apply assessment data are more successful in fostering literacy gains. Similarly, sustained instructional leadership, including mentoring, supervision, and strategic resource allocation, is essential for program success. Integrating reading programs into school improvement plans further strengthens their impact.

Despite these similarities, notable differences exist between international and Philippine contexts. International studies often assume well-resourced environments with established support systems, whereas Philippine studies emphasize the realities of poverty, limited instructional materials, and inconsistent parental engagement. These contextual differences highlight the importance of tailoring reading recovery programs to local needs and constraints.

From this review, several recurring themes emerge. Literacy development is multi-faceted, requiring alignment among instruction, assessment, leadership, and community support. Gender-responsive strategies have also been noted as important to address disparities in reading performance. Teacher capacity-building, especially through mentoring and collaborative professional development, is critical to maintain program fidelity. Furthermore, engaging the wider community can enhance reading outcomes, particularly in socioeconomically disadvantaged areas.

Despite extensive research, gaps remain, particularly in the management dimension of reading recovery programs. Few studies examine how leadership practices directly influence implementation fidelity and outcomes. Additionally, there is limited research on how programs are adapted to specific local contexts, such as those found in District IV, Division of Quezon. This indicates a need for studies that link management practices with both learner outcomes and school-wide reading culture.

This study sought to address these gaps by examining the Reading Recovery Program through a lens that combines school leadership, program management, and contextual adaptation. It investigated how principals and teachers manage and sustain the program amid challenges,

offering actionable insights for improving reading interventions in Philippine public schools.

Previous research consistently supports the value of structured, intensive interventions, showing that diagnostic and individualized instruction improves literacy outcomes. Local programs, such as Care for the Non-Readers, demonstrate similar successes, helping learners progress from frustration to independent reading. Assessment-driven instruction is also emphasized, including through initiatives like the Philippine Informal Reading Inventory (Phil-IRI). Studies further highlight that reading proficiency correlates strongly with overall academic performance, reinforcing the need for effective reading programs. Sustained teacher development, collaboration, and instructional leadership are equally crucial, aligning with policies such as DepEd-DO 35 s. 2016.

Theoretically, these findings resonate with Vygotsky's Sociocultural Theory, which emphasizes scaffolded learning, Hallinger's Instructional Leadership Theory, which underscores the role of school heads, and Bronfenbrenner's Ecological Systems Theory, which situates literacy development within interconnected environmental systems.

Despite broad agreement on the value of reading interventions, the literature diverges on the emphasis placed on instructional techniques versus program management. International studies often prioritize child-level outcomes, while Philippine studies focus on contextual challenges such as large class sizes, limited resources, and inconsistent parental support. Research gaps remain regarding how management practices influence program outcomes at scale, how reading programs can be institutionalized for sustainability, and how reading culture can be systematically fostered across schools.

This study was built on prior research by focusing explicitly on the management dimension of reading recovery. It examined how leadership and organizational practices intersect with reading proficiency and school reading culture, bridging gaps in earlier studies. Specifically, the study used a division-wide mixed-methods approach to capture both local context and broader trends;

integrated learner reading outcomes with school-level reading culture, linking instruction to systemic change; compared teacher and school head profiles to empirically evaluate the impact of systemic constraints versus individual characteristics; and generated context-specific insights that inform a targeted management framework and job-embedded professional development initiative, offering actionable guidance for school improvement.

Informed by the literature, the study design incorporated indicators that reflect both effective instructional components and contextual challenges, enabling a comprehensive exploration of literacy governance in the Philippine context.

### **1.5. Significance of the Research**

This study examined how the Reading Recovery Program (RRP) is managed and how effective it is in helping struggling readers in selected elementary schools in District IV of the Division of Quezon. By understanding what works well and what needs improvement, the results of this research aim to support different groups who play important roles in improving children's reading skills. The following sections explain the specific value of the study for each stakeholder.

**For School Administrators and Program Implementers.** School principals, master teachers, and program coordinators would gain clearer insights into how the Reading Recovery Program can be strengthened and managed more effectively. The study highlights practical areas such as proper scheduling, classroom support, teacher supervision, and allocation of resources. By understanding these aspects, administrators would be able to create more organized and sustainable reading interventions in their schools. The study also provides guidance on how to improve monitoring systems so that schools could track the progress of struggling readers more accurately. Overall, the findings would help school leaders design more responsive literacy programs that match the needs of their learners and teachers.

**For Education Specialists and Local Education Boards.** Education program supervisors, curriculum specialists, and Local School Board members could use the findings of this research in shaping policies and programs that address reading difficulties more effectively. The study presents evidence-based information that could guide decision-making on budgeting, teacher training, learning materials, and support systems for schools in both well-resourced and disadvantaged areas. For communities located in geographically isolated and disadvantaged areas (GIDAs), the results offer practical suggestions that consider their unique challenges. Through this, education specialists and local boards could create more targeted and meaningful interventions that promote literacy development across the division.

**For Parents, Teachers Associations (PTAs), and Civic Organizations.** Parents and parent-teacher groups play an important role in supporting children's reading growth at home and in school. This study could help parents better understand how the Reading Recovery Program works, what children need to succeed in reading, and how they could participate in strengthening these efforts. With this knowledge, parents could provide more consistent support, such as setting aside time for reading, encouraging practice, and working closely with teachers.

For PTAs and civic organizations, the study offers evidence that could support stronger community involvement in school reading initiatives. They could use the results to advocate for reading materials, volunteer programs, parent workshops, and other forms of assistance that help struggling readers. By showing the real challenges and successes of the program, the study strengthens opportunities for partnerships between schools and the community.

**For Future Researchers and Academic Institutions.** The study contributes to existing literature on reading intervention programs, literacy development, and school program management, especially within the context of rural and under-resourced communities. It provides updated data and a research model that future scholars can use or build upon. Academic

institutions could also use the findings as reference material when designing new studies, training programs, or extension projects focused on early literacy. Because the study identified gaps and challenges in the current implementation of the Reading Recovery Program, it opens opportunities for further research that can deepen understanding and offer more innovative solutions.

### **1.6. Statement of Desired Outcomes**

This study sought to generate meaningful insights and practical contributions toward enhancing reading proficiency and cultivating a reading culture in elementary schools by effectively implementing the Reading Recovery Program (RRP). The desired outcomes of this research are as follows:

#### **1. More Effective Reading Recovery Strategies**

The study aimed to document and analyze the specific reading strategies, interventions, and programs implemented in elementary schools. It is expected to identify best practices and evidence-based approaches that contribute to improved student reading outcomes.

#### **2. Improved Reading Levels of Pupils**

The research sought to provide empirical data on the effectiveness of the RRP in improving pupils' reading levels before and after implementation. This includes establishing statistical relationships and measurable effects of the interventions on learners' reading performance.

#### **3. Improved Management Practices**

By evaluating the current management of the RRP, the study sought to recommend more structured, sustainable, and data-driven practices in planning, implementing, and monitoring reading interventions within schools. This would support school administrators in strengthening literacy programs.

#### **4. Enhanced Teacher Capacity**

The study aimed to identify teacher-implementers' challenges and document their strategies to overcome them. This could inform recommendations for ongoing professional development, resource provision, and institutional support to improve teacher preparedness and effectiveness in reading recovery efforts.

## **5. Improved Program Design Implementation**

Based on the findings, the research could provide actionable recommendations for policymakers, educational leaders, and curriculum developers to improve reading program's design, implementation, and evaluation, particularly in low-resource or rural contexts like District IV.

## **6. Strengthened School-Community Engagement**

The study sought to highlight the role of parents and community stakeholders in fostering a reading culture. It is expected to encourage greater collaboration among schools, families, and the community in promoting literacy development.

### **1.7. Target Beneficiaries of Research Results**

The results of this study on the management of the Reading Recovery Program (RRP) are expected to benefit a wide range of stakeholders within and beyond the Division of Quezon. The insights derived from this research provide empirical and practical bases for improving reading instruction, program management, and literacy advocacy at multiple levels of the education system.

#### **1. Elementary Pupils (Struggling Readers)**

The primary beneficiaries of this study are the elementary pupils who struggle with reading. Through improved management and implementation of the RRP, they will experience more effective, individualized instruction, resulting in enhanced reading fluency, comprehension, and confidence. The findings will directly contribute to closing literacy gaps and nurturing a stronger reading culture among learners.

## **2. Classroom Teachers and Reading Coordinators**

Teachers and reading coordinators will benefit from the research findings that present evidence-based strategies for planning, implementing, and monitoring reading interventions. The study's results will serve as a guide for improving instructional approaches, addressing resource limitations, and enhancing teacher efficacy in conducting reading sessions. It will also support teachers in managing time, adapting materials, and collaborating effectively with colleagues and parents.

## **3. School Administrators and Program Implementers**

School principals, head teachers, and designated program managers will gain insights into more efficient management practices of the RRP. The findings will inform decisions regarding supervision, scheduling, resource allocation, and staff development. Strengthened management systems will lead to the institutionalization of more structured, sustainable, and data-driven reading programs.

## **4. Education Specialists and Local Education Boards**

Education supervisors, curriculum specialists, and local school board members can utilize the results of this study to develop policies and support mechanisms that align with identified literacy needs. The findings will guide evidence-based decision-making for resource distribution and the contextualization of reading programs in geographically isolated or under-resourced schools.

## **5. Parents and Guardians**

The research underscores the essential role of parents in reinforcing reading habits outside the classroom. With a better understanding of the RRP's objectives and structure, parents can provide consistent support at home, engage in reading activities with their children, and help sustain a positive reading culture that complements school-based interventions.

## **6. Parents-Teachers Associations (PTAs) and Civic Organizations**

PTAs and community organizations may use the research findings to advocate for literacy development initiatives. The study can inspire collaborative projects, volunteer programs, and material donations that enhance the implementation and reach of school reading programs.

### **7. Policy Makers, Curriculum planners, and Education Leaders**

At the division and regional levels, policymakers, Curriculum planners and leaders may draw from this study to refine literacy frameworks and strengthen monitoring systems. The evidence generated can guide the formulation of policies that ensure equitable access to reading interventions and continuous teacher training in literacy instruction.

### **8. Future Researchers and Academic Institutions**

The study contributes to the growing body of literature on literacy intervention and educational program management in the Philippine context. It provides a research-based foundation for future scholars to conduct follow-up studies, replicate the RRP model in other districts, or explore other dimensions of reading culture and program sustainability.

#### **1.8. Definition of Terms**

This part defines the following important terms for clarity and understanding of the study:

**Challenges** refers to the difficulties or obstacles that hinder effective teaching and learning processes. These may arise from limited resources, inadequate training, or varying student abilities. In this study, challenges refer specifically to the problems encountered by teachers during the implementation of the Reading Recovery Program (RRP), such as insufficient instructional time, lack of teaching materials, or diverse learner reading needs.

**Management of the Reading Recovery Program (RRP)** refers to planning, organizing, leading, and controlling educational interventions and programs to achieve desired outcomes. In

this research, management pertains to how the RRP is organized and supervised in schools, covering areas like teacher training, allocation of instructional resources, progress monitoring, and administrative support.

**Reading culture** refers to the collective attitudes, behaviors, and values that support and promote regular reading for enjoyment and learning within a community or institution. In this study, reading culture refers to the presence and promotion of reading-friendly environments, practices, and norms in elementary schools in District IV that encourage pupils to read independently and frequently.

**Reading level** indicates the degree of reading proficiency, often determined by the complexity of texts a learner can comprehend, typically assessed using formal or informal tools. In this study, reading level refers to the learners' ability to read and understand text as measured before and after the implementation of the RRP using tools like the Philippine Informal Reading Inventory (Phil-IRI).

**Reading Recovery Program (RRP)** refers to the research-based literacy intervention designed to help struggling readers in the early grades through intensive, individualized instruction. In this study, the RRP is defined as the specific set of structured, daily, 30-minute one-on-one tutoring sessions provided to struggling Grade 1 readers over a 12- to 20-week period, to achieve grade-level proficiency.

**Reading recovery strategies, programs, and interventions** refer to structured teaching techniques and educational actions that improve pupils' reading performance, including phonics, fluency, vocabulary, comprehension, and writing support. In this research, these are the specific instructional methods and intervention models implemented under the RRP in District IV elementary schools, tailored to meet individual learner needs and improve their reading outcomes.

**Strategies** means the planned methods or techniques are designed to achieve specific

educational goals or overcome identified problems. In this study, strategies refer to the practical approaches used by teacher-implementers to address the challenges encountered in delivering the RRP, such as modifying instructional practices, peer collaboration, or pursuing additional training.

### **1.9. Scope and Limitation of the Study**

This study focused on evaluating the effectiveness and management of the Reading Recovery Program (RRP) in improving the reading proficiency of elementary school pupils in selected public schools across District IV of the Division of Quezon, specifically in the municipalities of Alabat, Atimonan, Calauag, Guinayangan, Gumaca, Lopez, Perez, Plaridel, Quezon, and Tagkawayan. The investigation covered the 2024–2025 academic year. It aimed to identify the reading recovery strategies, programs, and interventions currently implemented in elementary schools; the reading proficiency levels of learners before and after the implementation of these reading recovery strategies, programs, and interventions; the significant impact of the implementation of the reading recovery strategies, programs, and interventions and pupils' reading proficiency; the Reading Recovery Program currently managed in elementary schools; the challenges encountered by school administrators and teachers-reading facilitators in implementing the RRP; the strategies employed to enhance the management and effectiveness of the RRP; and how the management of the RRP influence the reading culture among elementary school pupils.

The study participants included Grade 4 to Grade 6 pupils identified as struggling readers and enrolled in the RRP, along with teachers, reading coordinators, and school administrators involved in the program. Geographically, the scope was limited to public elementary schools within District IV. The data were gathered exclusively from the first and second quarters of the 2024–2025 school year. The research content focused solely on the management and effectiveness of the Reading Recovery Program and did not extend to evaluating other literacy or intervention programs.

This study was also limited to the selected schools implementing the RRP and did not include private institutions or schools outside the specified municipalities. Only pupils participating in the RRP within the given timeframe were part of the research. Moreover, the findings and conclusions of this study are context-specific and may not be directly generalizable to other regions or educational settings without additional investigation.

## **2. Description of Method or Approach**

### **2.1. Research Design/Research Instrument/Data Gathering Procedures**

This study employed an convergent parallel mixed-methods research design, which integrates both quantitative and qualitative approaches to evaluate the management of the Reading Recovery Program (RRP) in enhancing reading proficiency and fostering a reading culture in elementary schools in District IV, Division of Quezon. This design is suitable for addressing the complex and multifaceted nature of reading recovery, as it allows for both the measurement of outcomes and a deeper exploration of the contextual and implementation factors that may influence these outcomes.

#### **Phase 1: Quantitative Approach**

In order to objectively evaluate the Reading Recovery Program (RRP), the first phase of this study concentrated on quantitative methods using a multifaceted design that combines descriptive-comparative and correlational approaches. To guarantee a thorough assessment, the design functions on three analytical levels. To quantify the current state of RRP implementation, with a particular emphasis on tactics, efficacy, management support, and problems, the descriptive approach was used to quantitatively define the demographic profile of the respondents. Additionally, it outlined the students' reading proficiency levels prior to and following the program. Second, when

teachers and school administrators were classified according to profile, it determined whether there was a substantial difference in the management support, efficacy, and enhancement techniques on the Reading Recovery Program (RRP) already in place among the respondents. Lastly, the statistical strength of the association between the application of the reading recovery strategies, programs, and treatments were determined using the correlational and predictive components of the design.

The study used stratified purposive sampling for the sampling technique. Pupils from Grades 4 to 6 who have participated in the RRP were included in the study and were stratified by school and grade level to ensure the sample reflects the diversity of the student population across the participating schools. Data were gathered from pre- and post-reading assessments, reading intervention logs, and attendance records, which are regularly kept by teachers and program coordinators to track pupils' participation and progress.

To analyze the demographic profile of the teachers and school heads, frequency counts and percentages were utilized. This provided a clear distribution of respondents across categories such as gender, age, years in service, educational attainment, and training attendance. Additionally, the weighted mean was employed to quantify the respondents' perceptions of management support, program effectiveness, and enhancement strategies, which provided a single value to represent the general level of agreement for each indicator.

To determine if there were significant differences in perceptions when respondents were grouped by profile, non-parametric tests were applied. The Mann-Whitney U test was used for variables with only two groups, such as gender and training attendance. For variables with three or more categories, such as age, educational attainment, and years in service, the Kruskal-Wallis H test was employed. These tests allowed the researcher to identify statistically significant variations in how different demographic groups viewed the program.

Finally, to establish if a significant relationship existed between management support, program effectiveness, and enhancement strategies, Spearman's Rho correlation was utilized. This analysis measured the strength and direction of the associations between the variables. The resulting correlation coefficients were interpreted based on a standard scale, ranging from no relationship to a perfect relationship, to verify if higher management support corresponded to higher perceived program effectiveness.

### **Phase 2: Qualitative Approach**

To address the specific research questions regarding the suggestions of the respondents to enhance the management and effectiveness of the Reading Recovery Program (RRP) and how the management of the RRP influences the reading culture among elementary school pupils, a qualitative inquiry was conducted.

Data were primarily collected through semi-structured interviews with key informants, including classroom teachers, reading coordinators, and school administrators. As noted by Creswell (2014), semi-structured interviews allow the researcher to explore complex issues and capture the participants' perspectives in their own terms.

The qualitative data were analyzed using Thematic Analysis, a method for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). The analysis followed a systematic six-phase process to ensure rigor:

1. Familiarization with Data: The researcher transcribed the interviews verbatim and read the transcripts and documents multiple times to become immersed in the content, specifically looking for mentions of "strategies," "enhancements," and "cultural changes."

2. Generating Initial Codes: Significant statements regarding management suggestions and reading culture were identified and labeled with initial codes.

3. Searching for Themes: Codes were collated into potential themes. For instance, codes

related to “resource allocation” or “training needs” were grouped under broader themes of management enhancement strategies.

4. Reviewing Themes: The themes were checked against the coded extracts and the entire data set to ensure they accurately represented the participants’ views on RRP effectiveness and reading culture.

5. Defining and Naming Themes: Each theme was clearly defined to capture the essence of the respondents’ suggestions and their perceptions of the reading culture.

6. Producing the Report: The final themes were woven together to provide a narrative answer to the research questions, supported by direct quotes from the participants (Maguire & Delahunt, 2017).

### **Validation and Reliability Testing of Instruments**

To make sure that all the instruments used in this study were accurate, appropriate, and reliable, a careful process of validation and pilot testing was followed. Although the Phil-IRI and similar reading assessments are already widely used in schools and have been previously validated by the Department of Education, the researcher still made sure that these tools matched the specific context of District IV. Before using them in the actual data gathering, the researcher asked help from three educational experts: one school head and reading specialist, one master teacher in English, and one language coordinator with experience in reading interventions. They reviewed the tools to check if the contents were appropriate, clear, and aligned with the objectives of the study.

For the surveys and questionnaires that were developed to measure program implementation, strategies, and management practices, the researcher conducted a pilot test in Lucban, Quezon. A total of 20 participants composed of school heads and reading coordinators took part in this pilot testing. Their responses helped identify which questions were easy to understand and which items needed to be rewritten or improved. After the pilot test, necessary

adjustments were made to make the questionnaires clearer and more user-friendly.

To measure how reliable the questionnaire was, the researcher computed Cronbach's alpha, which checks how consistently the items measure what they are supposed to measure. The result showed a coefficient of 0.913, which falls under the "excellent" range. This means that the questionnaire was highly reliable and that the items about reading recovery strategies, program management, effectiveness, and improvement plans were consistent and dependable.

Descriptive statistics from the pilot test also showed a grand mean of 4.31, indicating that the participants generally had positive views about the Reading Recovery Program. The standard deviation of 0.451 suggested that their answers were closely similar to one another, showing strong agreement and very little variation among respondents.

For the qualitative phase, the interview guide was developed after reviewing related literature and consulting the same set of experts. The draft interview questions were pilot tested with a small group of teachers and school administrators in Lucban, Quezon. This helped ensure that the questions were simple, understandable, and capable of drawing meaningful and honest responses. Feedback from the pilot participants also guided the refinement of the interview instrument before it was used in the actual data collection.

### **Integration of Quantitative and Qualitative Phases**

The two phases of data collection were integrated during the interpretation stage. The quantitative results provided an initial understanding of the RRP's effectiveness in improving reading proficiency while the qualitative findings provided deeper insights into why certain trends or patterns occurred and how these were influenced by program management, implementation strategies, and contextual challenges. This combination of quantitative and qualitative data enhanced the overall validity and applicability of the study's findings, ensuring that both numerical data and experiential insights are considered in drawing conclusions.

By integrating these two approaches, the study provided a more comprehensive and nuanced understanding of the management and effectiveness of the Reading Recovery Program, offering valuable insights for improving reading interventions, teacher support systems, and policy development for literacy programs in similar educational contexts.

## **2.2. Respondents/Subjects of the Study**

The respondents of this study were comprised of key individuals who are directly involved in the planning, management, implementation, and participation in the Reading Recovery Program (RRP) in selected elementary schools within District IV. These respondents were purposively selected based on their roles, responsibilities, and experiences related to the RRP, which are deemed crucial in providing valuable insights into how the program is managed and how it influences the reading culture of pupils.

The first group of respondents included ten (40) school heads or principals of elementary schools implementing the Reading Recovery Program. They serve as key decision-makers and supervisors of the program and are responsible for providing administrative support, managing resources, and ensuring the proper execution of reading intervention activities within their schools.

The second group of respondents consisted of ten (10) reading coordinators or designated reading teachers. These individuals are directly involved in the operational aspects of the RRP, including the preparation of reading materials, monitoring student progress, implementing reading strategies, and evaluating the outcomes of the program. Their perspectives were essential in understanding the day-to-day management practices and challenges encountered in program implementation.

The third group included twenty (50) classroom teachers who assist in the facilitation of the RRP activities and work closely with pupils in developing their reading skills. They were vital

sources of information regarding classroom-based reading strategies, student engagement, and the effectiveness of the program at the instructional level.

The fourth group of respondents was comprised of pupils' results, scores in the pretest and posttest from the selected elementary schools who are beneficiaries or participants of the Reading Recovery Program. Their experiences, attitudes, and perceptions regarding reading activities and their reading habits provided valuable data in assessing the impact of the RRP on cultivating a reading culture within the school.

Overall, the respondents of this study were carefully chosen because of their active involvement in the RRP and their capacity to provide rich, meaningful, and relevant data that helped in examining the management practices of the program and its contribution to improving the reading culture in elementary schools in District IV (Alabat, Atimonan, Calauag, Guinayangan, Gumaca, Lopez, Perez, Plaridel, Quezon, and Tagkawayan).

### **2.3. Sampling Design and Procedures**

This study employed a multifaceted approach to sampling, blending purposive sampling, complete enumeration, and stratified random sampling, tailored to meet the needs of specific respondent groups and the nature of the data being collected. This combination of techniques was designed to ensure a rich and nuanced understanding of the Reading Recovery Program (RRP) operating in District IV of the Division of Quezon.

For the quantitative aspect, the study utilized complete enumeration involving all school heads, reading coordinators, and classroom teachers engaged with the RRP. The limited number of these key stakeholders, all of whom play pivotal roles in the program, made complete enumeration an effective strategy. This approach guaranteed that every significant voice was heard, providing a thorough examination of how the program is administered and executed at the school level.

On the qualitative side, purposive sampling was utilized to carefully select key informants for in-depth interviews from each respondent category. This method is particularly beneficial because it allowed the researcher to focus on individuals who bring a wealth of direct experience and specialized knowledge about the RRP. Participants were those who have dedicated at least one school year to the program, ensuring that their insights and experiences contribute substantial depth to the qualitative data. This thoughtful selection process helped to illustrate the lived experiences of those deeply entrenched in the program's workings.

When selecting student beneficiaries, the researcher implemented stratified random sampling. This sophisticated technique guaranteed that the student sample reflects a diverse cross-section of schools by treating each participating school as a distinct stratum. Through this method, a random selection of pupils who have participated in the RRP were drawn from each school, capturing a wide spectrum of experiences and varying levels of reading proficiency. Such representation was essential for accurately assessing the program's impact on student reading skills and overall engagement.

The respondents were categorized into four distinct groups, each defined by specific selection criteria.

### 1. School Heads/Principals

School heads or principals play a vital role in shaping the success of the RRP in their institutions. To qualify for inclusion, these educators must currently hold their positions and have been actively involved in the RRP for at least one school year. The study aimed to encompass all eligible school heads, targeting a cohort of ten (10) from various elementary schools within District IV.

### 2. Reading Coordinators/Reading Teachers

These dedicated professionals are at the heart of the RRP's execution, responsible for

planning and facilitating the program's activities. Only those who have been designated as reading coordinators or teachers and have actively participated in the RRP for a minimum of one year were selected. The study sought to include ten (10) reading coordinators or teachers, providing a well-rounded perspective on their roles and contributions.

### 3. Classroom Teachers

Classroom teachers who engage directly with pupils enrolled in the RRP were also key respondents. These educators must have implemented various RRP strategies while monitoring their pupils' progress. The research aimed to gather insights from twenty (20) classroom teachers across differing schools, capturing a diverse array of perspectives on the program's practical applications in everyday teaching.

### 4. Student Beneficiaries

Focusing on pupils who have undergone reading interventions through the RRP, the study included those who have engaged with the program for a minimum of one grading period. Using stratified random sampling, the researcher thoughtfully selected 150 student beneficiaries, ensuring that their experiences represent the variety of schools implementing the RRP.

The sampling process required close collaboration with the Schools Division Office of Quezon to compile a list of schools and prospective respondents. The researcher obtained permission from school heads and faculty, as well as secure assent and parental consent for pupil participants. The final selection ultimately depended on participant availability and willingness to contribute, ensuring a representative and engaging sample that reflects the population of interest.

Through this robust sampling design, the study aimed to encapsulate a broad spectrum of viewpoints from individuals intimately involved in the RRP, thereby facilitating a comprehensive understanding of its management approaches, its impact on reading proficiency, and its role in cultivating a vibrant reading culture among elementary school pupils in District IV.

Before the study commenced, all necessary ethical and administrative approvals were secured to ensure compliance with institutional, division, and national research policies. The process began with approval of the research proposal by the Institute of Graduate Studies and Research (IGSR) at Manuel S. Enverga University Foundation, confirming the study's academic rigor. The proposal, along with data-gathering instruments, was then reviewed by the university's ethics committee to assess potential risks and ensure protection for all participants, particularly vulnerable groups such as children. Subsequent formal requests were submitted to the Schools Division Office of Quezon, which granted permission to conduct the study in designated District IV public elementary schools. Coordination followed with district supervisors and school heads, each providing written consent and internal clearance specifying schedules, use of assessment data, and interview arrangements. These layered approvals ensured that the study was institutionally authorized, ethically sound, and aligned with DepEd research regulations.

The study involved adult participants—teachers and school heads—as well as child learners whose reading assessment data were analyzed. Participation of adult respondents was entirely voluntary, with explicit assurance that non-participation would not affect professional standing or evaluation. For learners, the research did not introduce new interventions or remove existing support; rather, it analyzed outcomes of ongoing Reading Recovery Program activities, ensuring no physical, psychological, or academic harm. Special care was taken to respect their rights as minors, consistent with ethical principles of beneficence, justice, and respect for persons.

Teachers, reading coordinators, and school heads were provided with electronic consent forms prior to participation, which clearly outlined the study's purpose, online data collection procedures using Google Forms, expected duration, potential risks and benefits, voluntary nature of participation, and confidentiality safeguards. Participants indicated their informed consent by electronically signing or submitting the form after reading and understanding its contents and having

the opportunity to ask questions through email or messaging platforms. For any participants who required additional clarification or had time constraints, consent was confirmed verbally via phone or online meeting and documented accordingly.

Confidentiality and data privacy were rigorously maintained. Teacher and school-head surveys omitted personal identifiers, and learner data were anonymized using numeric codes. Completed forms and assessment data were securely stored in locked cabinets or password-protected devices, with encrypted backups. In reporting, participants and schools were referred to in general terms to prevent identification, and all personally linked data were slated for secure archiving and eventual anonymization in line with institutional and division policies.

A careful risk-benefit assessment indicated minimal risks, primarily related to potential discomfort for adult participants when discussing challenges, and minor exposure for learners through the use of their assessment data. These risks were mitigated through confidentiality assurances and aggregate reporting. The potential benefits were substantial, including evidence-based insights for improving reading programs, targeted interventions, and contributions to the broader understanding of literacy recovery and school management.

Participation in the study was strictly voluntary, with adults and children allowed to withdraw at any time without consequence. Teachers and school heads were informed that they could refuse any question or discontinue participation, while parental and child consent provided similar protections for learners. This approach ensured autonomy and respect for all participants throughout the research process.

Finally, all procedures adhered to institutional and DepEd research policies, including DepEd Orders on research management, the National Reading Program, and the Philippine Professional Standards for Teachers and School Heads. By fully documenting these ethical safeguards, approvals, and consent procedures, the study maintained integrity, accountability, and

respect for participants, from data collection through dissemination of findings.

#### **2.4. Research Locale/Study Site**

This study was conducted in selected public elementary schools in the ten municipalities in District IV, which included the municipalities of Alabat, Atimonan, Calauag, Guinayangan, Gumaca, Lopez, Perez, Plaridel, Quezon, and Tagkawayan, Philippines. The selection of this locale was highly significant and appropriate for the present study as it provided a realistic setting to explore and examine the management of the Reading Recovery Program (RRP) in the context of rural elementary schools.

The three municipalities have been actively implementing various reading intervention programs, including the Reading Recovery Program, to address the persistent issues of reading difficulties and low reading comprehension levels among elementary learners. Like many other municipalities in the country, schools in District IV face challenges such as limited reading materials, varying levels of parental support, and differences in pupils' reading abilities. These challenges made the area an ideal setting for investigating the management practices of school leaders and teachers in enhancing the reading culture of pupils through the RRP.

Additionally, the study site was chosen because of its relevance to the Department of Education's (DepEd) thrust to strengthen literacy development programs in all schools, especially in less urbanized and resource-limited areas. Understanding how schools in District IV manage and implement the Reading Recovery Program provided valuable insights into effective practices, challenges encountered, and strategies employed to foster a culture of reading among elementary learners.

Furthermore, this study's findings serve as a useful reference for school administrators, reading coordinators, teachers, and other education stakeholders in District IV to improve their

literacy programs and enhance their efforts to cultivate a love for reading among pupils.

## 2.5. Hypotheses

Based on the research questions and objectives of the study, the following hypotheses were tested:

Ho<sub>1</sub>: There is no significant difference in management support, effectiveness, and enhancement strategies on Reading Recovery Program (RRP) currently implemented when the teachers and school heads are grouped as to profile.

Ho<sub>2</sub>: There is no significant relationship between the conduct of reading recovery strategies, programs, and interventions and the pupils' reading proficiency.

## 2.6. Data Analysis Plan

To thoroughly examine the Reading Recovery Program (RRP), this study used a mixed-methods approach that combined numerical data with personal insights from teachers and school heads. By blending quantitative statistics with qualitative experiences, the study was able to capture both the measurable outcomes of the program and the real-life stories behind those numbers. This approach ensured that the findings reflected not only the pupils' performance scores but also the everyday realities of the people implementing the program. The analysis began by organizing all the collected information according to the research questions, making sure that every piece of data, whether a number or a spoken response, contributed meaningfully to understanding the RRP's management and effectiveness.

The first stage of the analysis focused on understanding who the participants were. Using frequency counts and percentages, the study created a clear picture of the respondents' demographic backgrounds, such as their gender, age, years of service, educational attainment, and the training they had received related to reading programs. This simple counting and percentage computation helped establish the profile of the teachers and school heads involved, ensuring that

their diverse experiences were properly considered when interpreting the results.

After establishing who the participants were, the study examined their perceptions and the pupils' reading performance. The weighted mean was used to measure how strongly teachers and school heads agreed with statements related to program management, effectiveness, and improvement strategies. It also helped summarize the reading proficiency levels of learners based on the scores gathered. The weighted mean served as a meaningful "average" that represented the overall tendencies of the group's responses.

To determine whether different groups of respondents perceived the program differently, the study used inferential statistical tests. The Mann-Whitney U Test was applied to compare opinions between two independent groups, such as male and female respondents or those who had RRP training versus those who did not. This test was appropriate because it does not require the data to follow a normal distribution. In cases where three or more groups were compared, such as respondents belonging to different age groups or with varying lengths of service, the Kruskal-Wallis H Test was used. This test helped identify whether any significant differences existed among these larger groups, again without assuming that the data followed a bell-curve pattern.

To explore how different aspects of the program were related to each other, the study applied Spearman's Rho correlation analysis. This method measured the strength and direction of relationships between variables—for example, whether stronger management support was associated with higher effectiveness of reading interventions. This analysis clarified how improvements in one part of the program might influence another.

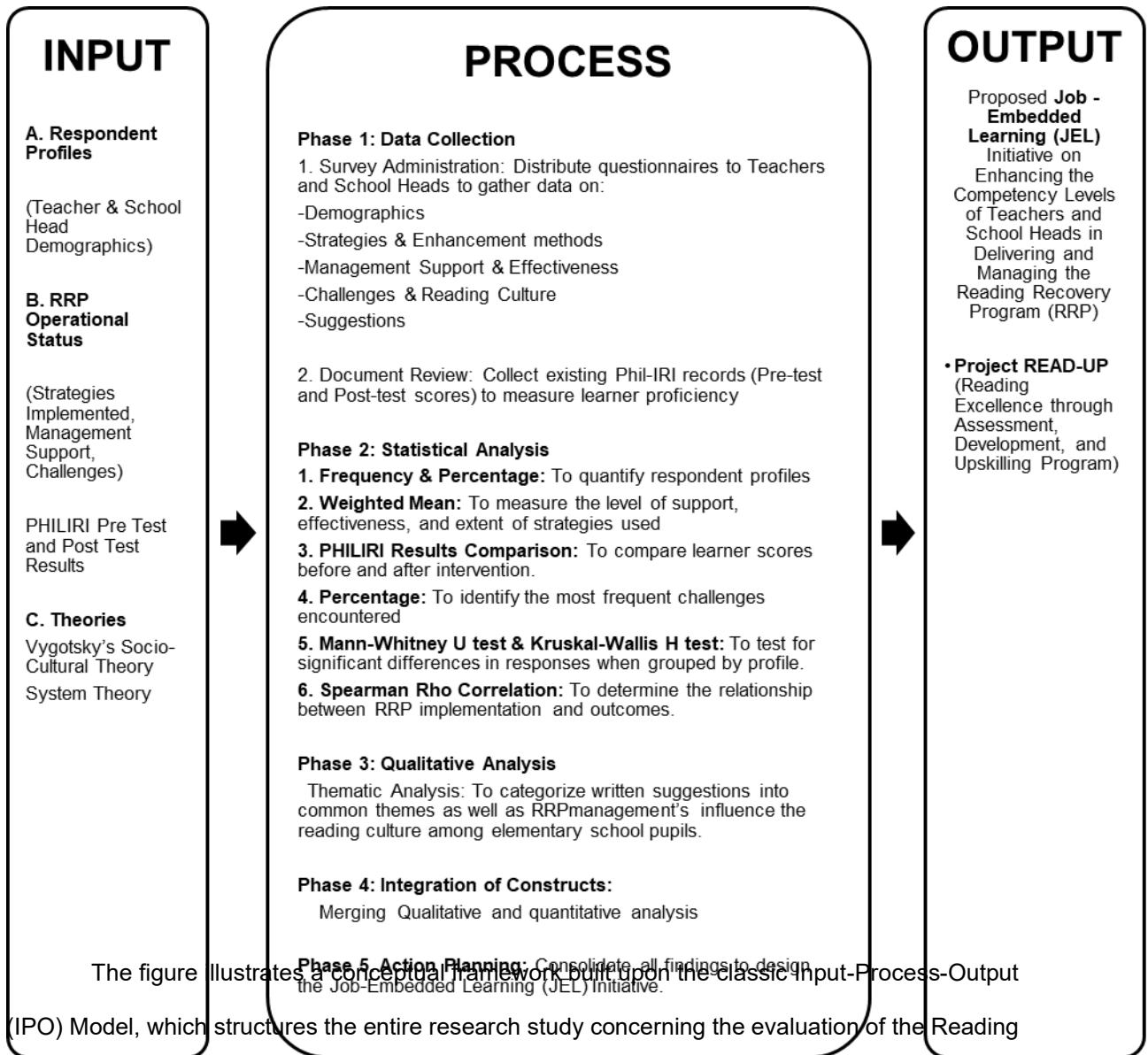
Beyond numbers and statistical patterns, the study also recognized the importance of understanding the voices and experiences of educators. To deepen the interpretation of the quantitative results, a comprehensive qualitative analysis was conducted using data from semi-structured interviews. This allowed participants to share their insights about how RRP management

influences pupils' reading culture and to offer recommendations in their own words. The qualitative phase followed a systematic thematic analysis. It began with reading and re-reading the interview transcripts to fully understand the participants' perspectives. The next step involved coding, where important statements, such as mentions of resource needs, leadership practices, or student engagement, were highlighted. Finally, these codes were grouped into broader themes, helping transform individual stories into clear and meaningful patterns that supported and explained the statistical findings.

## 2.7. Research Paradigm/Conceptual Framework

**Figure 1**

*Research Paradigm*



phases: the foundational data, the methodological procedures, and the resulting intervention.

The Input section establishes the foundation of the study by detailing the necessary initial data and theoretical underpinnings. This included Respondent Profiles, which gathered demographic information about the key personnel (teachers and school heads. It also encompassed RRP Operational Status defined by the strategies implemented, management support provided, and challenges encountered. Distinctly, the framework utilized PHILIRI Pretest and Posttest Results as concrete baseline data. Furthermore, the study is grounded in theories, specifically Vygotsky's Socio-Cultural Theory and System Theory, which provided the academic basis for the research.

The Process section explains, in a clear and organized way, how the study was carried out from start to finish. Phase 1: Data Collection started with giving surveys to teachers and school heads. These surveys gathered basic information about them, the strategies and enhancement methods they use, the kind of management support they receive, how effective they think the program is, the challenges they face, the reading culture in their schools, and their suggestions for improvement. This phase also included a review of Phil-IRI pretest and posttest results to check how much the learners improved in reading before and after the RRP intervention. Phase 2: Statistical Analysis explains how the numbers were processed. Frequency and Percentage were used to describe the profile of respondents. Weighted Mean helped measure how strong the support is, how effective the program is, and how often strategies are used. The Phil-IRI scores were compared to see if learners' reading skills improved. Percentage was also used to show which challenges happened most often. To check if different groups of teachers had different views, the study used the Mann-Whitney U test and Kruskal-Wallis H test. Spearman Rho Correlation was then used to find out if the way the RRP was implemented related to better outcomes for learners. Phase 3: Qualitative Analysis focused on understanding the written suggestions of the respondents.

Through thematic analysis, their ideas were grouped into themes that explained what improvements they wanted and how the management of the RRP affects the reading culture of elementary pupils.

Phase 4: Integration of Constructs brought together both the survey results and the interview insights to give a clearer and deeper understanding of how the program works and what influences its success. Lastly, Phase 5: Action Planning used all the findings to design the Job-Embedded Learning (JEL) Initiative, which aims to address the identified needs and strengthen the Reading Remediation Program.

The Output section presents the tangible products of the research. The primary output is a Proposed Job-Embedded Learning (JEL) Initiative, specifically designed to enhance the competency levels of teachers and school heads in delivering and managing the RRP. This culminated in the creation of Project READ-UP (Reading Excellence through Assessment, Development, and Upskilling Program), a comprehensive intervention strategy aimed at sustaining management efficiency and improving learner reading proficiency.

### **3. Results and Discussion**

This section presents and interprets the data gathered from teachers and school heads regarding the management, effectiveness, and enhancement strategies of the Reading Recovery Program (RRP) in District IV of the Division of Quezon. The results are organized into thematic and statistical analyses, covering respondents' demographic profiles, implementation practices, perceived program effectiveness, and strategies employed to strengthen RRP delivery. Both descriptive and inferential statistics were used to determine trends, relationships, and differences across demographic variables such as gender, age, years in service, grade level handled, and training participation.



## Part I. Quantitative Data Gathered from the Survey

**Table 1**

*Demographic Profile of the Teachers*

| Characteristics                    |                    | Frequency | Percent |
|------------------------------------|--------------------|-----------|---------|
| Gender                             | Female             | 55        | 91.7    |
|                                    | Male               | 5         | 8.3     |
| Age                                | 20 to 29 years     | 4         | 6.7     |
|                                    | 30 to 39 years     | 22        | 36.7    |
|                                    | 40 to 49 years     | 17        | 28.3    |
|                                    | 50 to 59 years     | 17        | 28.3    |
| Years in Service as a Teacher      | 0 to 3 years       | 6         | 10      |
|                                    | 4 to 9 years       | 2         | 3.3     |
|                                    | 10 to 15 years     | 12        | 20      |
|                                    | 16 to 20 years     | 18        | 30      |
|                                    | 21 years and above | 22        | 36.7    |
| Grade Level handled                | Grade 1            | 22        | 36.7    |
|                                    | Grade 2            | 19        | 31.7    |
|                                    | Grade 3            | 8         | 13.3    |
|                                    | Grade 4            | 15        | 25      |
|                                    | Grade 5            | 12        | 20      |
|                                    | Grade 6            | 10        | 16.7    |
| Number of Reading Recovery Program | 1                  | 35        | 58.3    |
|                                    | 2                  | 12        | 20      |
|                                    | 3                  | 10        | 16.7    |
|                                    | 4                  | 2         | 3.3     |
|                                    | 5                  | 1         | 1.7     |
| RRP Training Attended              | Yes                | 48        | 80      |
|                                    | No                 | 12        | 20      |

Table 1 presents the demographic profile of the teachers. The demographic profile in terms of sex reveal that majority of the respondents were female teachers (91.7%,  $n = 55$ ), while only a small proportion were male teachers (8.3%,  $n = 5$ ).

This indicates a predominantly female teaching population, consistent with national trends reported by the Department of Education (2022) and the Philippine Statistics Authority (2023), which established that over 80% of public elementary teachers are women.

While this gender distribution supports the nurturing environment often required for early literacy, as female educators are frequently associated with the patience and empathy needed for struggling readers (Leithwood & Louis, 2019; UNESCO, 2023), it presents a critical challenge regarding the 'gender gap' in reading performance. PISA results and local assessments consistently show that boys lag behind girls in reading proficiency (OECD, 2019). The scarcity of male teachers means a lack of male reading role models, which can reinforce the sociocultural perception among young boys that reading is a 'feminine' activity. Consequently, targeted interventions within the RRP must consciously compensate for this imbalance. Teachers must be trained to utilize reading materials that specifically appeal to male interests and employ kinesthetic, active-learning strategies to engage boy learners, thereby mitigating the risk of boys disengaging from literacy activities due to a lack of relatability (Garcia & Buendia, 2021).

The profile in terms of age indicates that most teachers were between 30 and 39 years old (36.7%,  $n = 22$ ), followed by those aged 40–49 and 50–59 (28.3% each). The data suggests that the RRP workforce in District IV is composed largely

of mid-career and veteran professionals. This professional maturity supports targeted interventions because these teachers possess the classroom management efficacy required to handle the behavioral issues often displayed by 'frustration level' readers (Garcia & Buendia, 2021). However, the low number of younger teachers (20–29 years, 6.7%) suggests a potential gap in digital literacy integration. Targeted interventions involving digital reading tools or gamified reading apps may require additional scaffolding for the older demographic, while the younger teachers should be leveraged to lead digital innovation in reading remediation (Andres & Gascon, 2022).

Results also show that most teachers have extensive tenure, with 36.7% ( $n = 22$ ) serving for 21 years or more, and 30.0% ( $n = 18$ ) serving for 16–20 years. This high retention rate provides a stable foundation for the RRP. Experienced teachers possess the teaching wisdom and contextual adaptability necessary to navigate the socioeconomic barriers, such as poverty and malnutrition, that affect learners in District IV (Adapon & Mangila, 2020). These veteran teachers are better equipped to implement diagnostic interventions, as they can more quickly identify specific learning disabilities compared to novices. However, it also implies that the RRP management must ensure these veteran teachers remain open to modern, evidence-based reading strategies (such as the Science of Reading) rather than relying solely on traditional methods they have used for decades.

The highest proportion of teachers handle Grade 1 (36.7%,  $n = 22$ ) and Grade 2 (31.7%,  $n = 19$ ). This concentration of workforce resources in the early grades confirms that District IV is correctly targeting the crucial window of literacy acquisition. By deploying the bulk of the workforce to Grades 1 and 2, the district supports the implementation of preventive interventions rather than just remedial ones. This aligns with the logic of the Early Childhood Care and Development (ECCD) framework, which posits that addressing reading gaps before Grade 3 significantly reduces the need for intensive recovery programs in intermediate grades (DepEd, 2021; Tolibas, 2025).

Most teachers handled only one program (58.3%,  $n = 35$ ), indicating a management decision to prioritize quality over quantity. This is a critical facilitator for RRP interventions, which require time-intensive tasks such as one-on-one instruction, running records, and daily progress monitoring. Kim et al. (2020) argued that the success of targeted reading interventions relies on the teacher's cognitive availability; by limiting collateral duties, the district ensures teachers have the mental bandwidth to customize lessons for individual learners' needs, rather than delivering generic instruction due to burnout.

Results also indicate that 80.0% ( $n = 48$ ) of teachers have attended RRP training. This high training rate supports the technical implementation of targeted interventions, specifically in the areas of phonemic awareness and decoding.

However, the 20.0% (n = 12) untrained cohort poses a risk to program fidelity. Targeted interventions for 'at-risk' learners require precise diagnostic skills; untrained teachers may misdiagnose a learner's reading deficit (e.g., confusing a decoding problem with a comprehension problem). Therefore, the presence of untrained teachers necessitates an immediate administrative intervention to provide 'catch-up' training or peer mentoring, ensuring that the most vulnerable students are not assigned to the least equipped teachers (Domingo, 2020).

**Table 2***Demographic Profile of the School Heads*

| Characteristics                  |                    | Frequency | Percent |
|----------------------------------|--------------------|-----------|---------|
| Gender                           | Female             | 20        | 50      |
|                                  | Male               | 20        | 50      |
| Age Group                        | 25 to 30 years     | 2         | 5       |
|                                  | 36 to 40 years     | 8         | 20      |
|                                  | 41 to 45 years     | 10        | 25      |
|                                  | 46 to 50 years     | 11        | 27.5    |
|                                  | 51 years and above | 9         | 22.5    |
| Years in Service                 | Less than 1 year   | 6         | 15      |
|                                  | 1 to 3 years       | 5         | 12.5    |
|                                  | 4 to 6 years       | 8         | 20      |
|                                  | 7 to 9 years       | 1         | 2.5     |
|                                  | 10 to 12 years     | 7         | 17.5    |
|                                  | More than 12 years | 13        | 32.5    |
| Educational Attainment           | Bachelor's         | 10        | 25      |
|                                  | Doctorate          | 7         | 17.5    |
|                                  | Master's           | 23        | 57.5    |
| Number of Years Implementing RRP | 0                  | 1         | 2.5     |
|                                  | 1                  | 7         | 17.5    |
|                                  | 2                  | 13        | 32.5    |

|                       |         |    |      |
|-----------------------|---------|----|------|
|                       | 3       | 7  | 17.5 |
|                       | 4       | 3  | 7.5  |
|                       | 5       | 7  | 17.5 |
|                       | Above 5 | 2  | 5    |
| Received RRP Training | Yes     | 36 | 90   |
| Support               | No      | 4  | 10   |

Table 2 shows the demographic profiles of the school heads. The demographic profile of school heads in terms of sex reveals an equal distribution, with 50% of the respondents being female (n = 20) and 50% being male (n = 20). This balanced representation is critical not only for gender equity but for addressing the specific literacy disparities between learners. Global and local assessments, such as the Programme for International Student Assessment (PISA) 2018, have consistently shown a significant gender gap in reading literacy, where Filipino girls outperformed boys by 29 points (OECD, 2019).

This disparity highlights the necessity of targeted interventions that address the unique behavioral and learning preferences of boys, who are often overrepresented in struggling reader demographics. The presence of a strong male contingent (50%) in school leadership provides essential role modeling, helping to deconstruct stereotypes that view reading as a strictly feminine activity. Consequently, this gender-balanced leadership is better positioned to design inclusive reading programs that utilize diverse texts and engagement strategies, such as gamified reading or informational texts, that appeal to both boys and girls, thereby narrowing the proficiency gap (Tolibas, 2025; UNESCO, 2021).

In terms of age group, the results show that the largest proportion of school heads belonged to the 46 to 50 years age group (27.5%, n = 11), followed by those aged 51 years and above (22.5%) and 41 to 45 years (25.0%). Those aged 36 to 40 years accounted for 20.0%, while the smallest group was 25 to 30 years (5.0%). These findings indicate that the majority of school

heads are in the mid-to-late stages of their careers. This demographic maturity directly supports targeted interventions because older leaders possess the institutional memory required to analyze historical literacy trends within their communities. As noted by Bush (2020), experienced leaders are less likely to be swayed by fleeting educational fads and are more capable of identifying persistent, systemic barriers to literacy in their specific locality. This allows for the design of sustainable, context-specific reading interventions rather than generic solutions.

The profile regarding years in service indicates that the largest proportion of school heads had more than 12 years of service (32.5%,  $n = 13$ ), followed by 4 to 6 years (20.0%) and 10 to 12 years (17.5%). This extensive service record is a vital asset for the Reading Recovery Program (RRP). Leaders with over a decade of experience have typically developed strong networks with community stakeholders and Local Government Units (LGUs). This social capital is essential for resource mobilization, a key component of targeted interventions, allowing schools to secure funding for reading materials, supplementary feeding programs for malnourished readers, and community volunteering. As Duke and Cartwright (2021) suggested, veteran leaders are better equipped to execute systemic monitoring, ensuring that interventions are not just implemented, but are adjusted based on longitudinal data they have collected over years of service.

Regarding educational attainment, the majority of school heads hold a Master's degree (57.5%,  $n = 23$ ), followed by Bachelor's degree (25.0%) and Doctorate degree (17.5%). The prevalence of advanced degrees suggests a leadership force capable of data-driven decision-making. Advanced graduate work typically requires training in research and statistics, enabling these school heads to interpret complex reading assessment data (such as Phil-IRI or EGRA results) accurately. This analytical capability is the cornerstone of targeted interventions, allowing leaders to diagnose whether reading failures are due to phonemic awareness, comprehension, or fluency issues, and subsequently prescribe specific remedial strategies. As Hallinger (2018) noted,

leaders with advanced training are better positioned to lead Learning Action Cells (LACs) that translate Vygotskian theories (like the Zone of Proximal Development) into practical, classroom-level reading strategies.

In terms of years implementing the RRP, most school heads have two (2) years of experience (32.5%,  $n = 13$ ), with smaller groups having one (1) year (17.5%), three (3) years (17.5%), or five (5) years (17.5%). This data suggests that while the program is not brand new, many leaders are still in the optimization phase of implementation. This timing is crucial for targeted interventions because the initial logistical hurdles have likely been overcome. Leaders can now shift focus from general implementation to refining program fidelity. Pinnell et al. (2020) emphasized that after the initial years, leaders must pivot to analyzing which specific components of the recovery program yield the best results. The presence of leaders with 3-5 years of experience also allows for mentorship of newer heads, creating a community of practice that strengthens the overall intervention framework.

Finally, the majority of school heads (90.0%,  $n = 36$ ) have received RRP training or seminar support. This high rate of training is the strongest predictor of successful targeted interventions. Specialized training equips leaders not just with management skills, but with the pedagogical content knowledge necessary to observe and critique reading instruction. A trained leader can distinguish between teaching reading and testing reading, ensuring that teachers are using evidence-based strategies (such as explicit phonics instruction) for struggling learners. However, the 10.0% ( $n = 4$ ) who lack training pose a risk of program drift, where interventions lose their focus. Addressing this gap is essential to meet DepEd Order No. 24, s. 2022, ensuring that every school head can provide the instructional supervision needed to close the reading gap.



**Table 3***Reading Recovery Strategies, Programs, and Interventions Currently Implemented*

| Indicators                                                                                                                                                                 | Descriptive Summary |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------|
|                                                                                                                                                                            | Mean                | Verbal Interpretation |
| 1. Scaffolded reading instruction suited to each student's learning needs is provided.                                                                                     | 4.50                | Strongly Agree        |
| 2. One-on-one reading sessions to address pupils' reading gaps are used.                                                                                                   | 4.52                | Strongly Agree        |
| 3. Pupils interact with leveled texts appropriate to their reading abilities.                                                                                              | 4.52                | Strongly Agree        |
| 4. Vocabulary development through contextual strategies is promoted.                                                                                                       | 4.60                | Strongly Agree        |
| 5. Reading comprehension and decoding skills are integrated in every session.                                                                                              | 4.55                | Strongly Agree        |
| 6. Formative reading assessments to monitor pupils' progress regularly are administered during reading sessions.                                                           | 4.52                | Strongly Agree        |
| 7. Reading and writing are taught as interconnected skills.                                                                                                                | 4.57                | Strongly Agree        |
| 8. Instructional strategies are contextualized to align with the student's home environment and involve parent/guardians to create learning harmony.                       | 4.47                | Strongly Agree        |
| 9. Learners are involved in constructing meaning from real-world reading materials.                                                                                        | 4.42                | Strongly Agree        |
| 10. Collaboration with co-teachers or reading coordinators for intervention planning consistently done to address the learning gaps observed during reading interventions. | 4.62                | Strongly Agree        |

Table 3 presents the assessment of Reading Recovery strategies, programs, and interventions currently implemented in elementary schools, revealing that teachers strongly agreed that these practices are well-established, with mean scores ranging from 4.42 to 4.62. The highest-rated practice is the collaboration with co-teachers or reading coordinators for intervention planning ( $M = 4.62$ ), followed closely by the promotion of vocabulary development through contextual strategies ( $M = 4.60$ ), and the integration of reading comprehension with decoding skills ( $M = 4.55$ ). This hierarchy of results suggests that the strength of the program in District IV lies in its

collaborative nature and its pedagogical balance. The high score for collaboration implies that the Reading Recovery Program (RRP) is not functioning in isolation but is supported by a professional community where remedial reading is treated as a shared responsibility rather than a solitary task. Furthermore, the emphasis on both vocabulary and decoding indicates that teachers are moving beyond simple drilling and are ensuring learners understand the meaning behind the text.

The technical components of the RRP also show strong implementation, specifically on the use of one-on-one sessions, leveled texts, and formative assessments, all of which obtained high mean scores ranging from 4.52 to 4.57. This suggests that the schools are adhering strictly to the clinical and diagnostic design of the program. By prioritizing formative assessments, teachers are able to capture real-time data on student progress, ensuring that instruction remains personalized and responsive to the learners' immediate needs. This data-driven approach is essential for an intervention program as it allows for the calibration of teaching strategies to match the specific proficiency levels of struggling readers.

While all practices were rated as "Strongly Agree," the indicators with the comparatively lowest means were involving learners in constructing meaning from real-world reading materials ( $M = 4.42$ ) and contextualizing instructional strategies to align with the students' home environment and involving parents ( $M = 4.47$ ). Although these scores are still positive, the slight dip compared to school-based strategies suggests a relative challenge in bridging the gap between the classroom and the community. This indicates that while the internal, school-based mechanics of the RRP are excellent, characterized by strong peer support and technical fidelity, the ecological side of the program, which connects literacy to the home and real-world application, operates at a slightly lower intensity and may require more strategic focus to fully maximize the program's impact.

These findings find strong support in existing literature, validating the practices observed in District IV. The high level of collaboration aligns with Andres and Gascon (2022), Domingo (2020),

and Garcia and Buendia (2021), who all emphasized that collegial collaboration through Learning Action Cells (LACs) is critical for instructional consistency and collective accountability. The teachers' focus on integrating decoding with comprehension supports Duke and Cartwright's (2021) assertion that effective interventions must address both linguistic processing and higher-order thinking. As to the use of assessments, the results resonate with DepEd (2021) guidelines and Hattie and Timperley (2007) who confirmed that continuous progress monitoring and timely feedback are significant predictors of learner outcomes. Finally, the slightly lower scores in home-based contextualization highlight a gap identified by UNESCO (2023), Erdem et al. (2020), and Cabalquinto (2021) that involving parents and integrating community-based literacy contexts are vital for sustaining reading habits beyond the classroom.

**Table 4***Management Support to the Reading Recovery Program*

| <b>Indicators</b>                                                                                                          | <b>Descriptive Summary</b> |                              |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------|
|                                                                                                                            | <i>Mean</i>                | <i>Verbal Interpretation</i> |
| 1. The school leadership integrates the RRP into the School Improvement Plan (SIP) to support literacy goals.              | 4.85                       | Strongly Agree               |
| 2. Sufficient time, space, and instructional materials are consistently allocated for RRP implementation,                  | 4.37                       | Strongly Agree               |
| 3. Teachers and reading facilitators receive continuous training and coaching on RRP strategies and interventions.         | 4.32                       | Strongly Agree               |
| 4. RRP sessions and outcomes are regularly monitored and evaluated to improve program implementation,                      | 4.45                       | Strongly Agree               |
| 5. School leaders foster collaboration among teachers to design and refine reading recovery strategies,                    | 4.60                       | Strongly Agree               |
| 6. The school encourages active involvement of parents and guardians in supporting pupils' reading development.            | 4.60                       | Strongly Agree               |
| 7. Student reading progress and RRP results are included in performance reviews, meetings, and school-based planning.      | 4.68                       | Strongly Agree               |
| 8. Reading-related goals and targets are clearly communicated and shared across the school community.                      | 4.50                       | Strongly Agree               |
| 9. The school environment supports a reading culture through displays, programs, and literacy-focused events.              | 4.40                       | Strongly Agree               |
| 10. School management actively responds to challenges in RRP implementation through appropriate interventions and support. | 4.63                       | Strongly Agree               |

Table 4 presents the management support provided by school heads to the Reading Recovery Program (RRP). The results indicate that school leadership strongly integrates the RRP into the School Improvement Plan (SIP) to support literacy goals, which received the highest mean rating of 4.85. This suggests that school heads view the RRP not merely as a supplementary remedial activity but as a core component of the school's strategic direction. The high rating for student reading progress in performance reviews and planning ( $M = 4.68$ ) reflects a culture of accountability where literacy outcomes are tied to institutional performance. Furthermore, the active

management response to challenges ( $M = 4.63$ ) implies that school heads in District IV are acting as instructional leaders who facilitate problem-solving rather than just providing administrative oversight. This data implies that the strategic layer of management is functioning at an optimal level, ensuring that literacy goals are institutionalized rather than sporadic.

In terms of operational dynamics, the results highlight a proactive approach to shared responsibility. The indicators for fostering collaboration among teachers and encouraging active parent/guardian involvement both received strong ratings of 4.60. This implies that the school heads recognize that successful reading recovery cannot be achieved by the reading teacher alone; it requires a whole-school and community-based approach. By promoting collaboration, the management is breaking down silos between remedial and regular instruction. However, a slight variance is observed in the tangible support systems. While still rated as “Strongly Agree,” the lowest mean scores were attributed to the sufficient allocation of time, space, and instructional materials ( $M = 4.37$ ); support of a reading culture through displays and events ( $M = 4.40$ ); and continuous training and coaching for teachers ( $M = 4.32$ ).

This disparity between the highest and lowest scores offers a critical inference: while the strategic commitment (planning, SIP integration) is exceptional, the logistical and developmental support (materials, training, physical space) lags slightly behind. The lower score on continuous training ( $M = 4.32$ ) is particularly concerning given the specialized nature of reading recovery interventions. It suggests that while school heads are excellent at planning and monitoring, there is a gap in providing the ongoing technical upskilling and physical resources necessary for teachers to execute those plans effectively. It implies that addressing resource and training gaps could lead to high-level strategic goals set in the SIP.

These findings align with recent educational literature. The strong focus on integrating reading goals into school planning resonates with Domingo (2020) who emphasized that aligning

reading program goals with school improvement plans could ensure sustained implementation and measurable learning gains. The positive impact of leadership engagement observed is also consistent with Leithwood et al.'s (2020) finding that active monitoring and collaboration by school leaders significantly contribute to improved student literacy. Regarding the collaborative and community aspects, Andres and Gascon (2022) likewise noted that collaborative structures like Learning Action Cells enhance instructional consistency, while Erdem et al. (2020) established that strong parent-school collaboration is a significant predictor of reading success. Finally, the identified gaps in training and resources parallel the reports from DepEd (2021) that challenges such as inadequate materials and the need for more trained teachers can hinder the full realization of RRP objectives. Duke and Cartwright's (2021) also asserted that systematic teacher coaching and resource support are requisite for embedding literacy improvements into the school culture.

**Table 5**

*Reading Proficiency Levels of Learners in Filipino Before and After Implementing the Reading Recovery Strategies, Programs, and Interventions*

| District     | Enroll<br>ment | Asses<br>sed | Pretest     |       |               |       |             |       | Enroll<br>ment | Asses<br>sed | Posttest    |       |               |       |             |      |
|--------------|----------------|--------------|-------------|-------|---------------|-------|-------------|-------|----------------|--------------|-------------|-------|---------------|-------|-------------|------|
|              |                |              | Frustration |       | Instructional |       | Independent |       |                |              | Frustration |       | Instructional |       | Independent |      |
|              |                |              | n           | %     | n             | %     | n           | %     |                |              | n           | %     | n             | %     | n           | %    |
| Alabat       | 953            | 953          | 365         | 38.3  | 239           | 25.08 | 349         | 36.62 | 959            | 748          | 70          | 9.36  | 214           | 28.61 | 464         | 62.0 |
| Atimonan     | 3543           | 3541         | 844         | 23.84 | 999           | 28.21 | 1698        | 47.95 | 3538           | 3309         | 463         | 13.99 | 1150          | 34.75 | 1696        | 51.2 |
| Calauag East | 1939           | 1938         | 331         | 17.08 | 649           | 33.49 | 958         | 49.43 | 1999           | 1513         | 103         | 6.81  | 412           | 27.23 | 998         | 65.9 |
| Calauag West | 2727           | 2721         | 748         | 27.49 | 1217          | 44.73 | 756         | 27.78 | 2700           | 2589         | 244         | 9.42  | 875           | 33.8  | 1470        | 56.7 |
| Guinayangan  | 2492           | 2489         | 674         | 27.08 | 829           | 33.31 | 986         | 39.61 | 2491           | 2414         | 265         | 10.98 | 726           | 30.07 | 1423        | 58.9 |
| Gumaca East  | 2288           | 2284         | 643         | 28.15 | 524           | 22.94 | 1117        | 48.91 | 2263           | 1459         | 160         | 10.97 | 491           | 33.65 | 808         | 55.3 |
| Gumaca West  | 2097           | 2097         | 415         | 19.79 | 474           | 22.6  | 1208        | 57.61 | 2099           | 1942         | 160         | 8.24  | 601           | 30.95 | 1181        | 60.8 |
| Lopez East   | 2776           | 2776         | 705         | 25.4  | 840           | 30.26 | 1231        | 44.34 | 2773           | 2752         | 259         | 9.41  | 726           | 26.38 | 1767        | 64.2 |
| Lopez West   | 3081           | 3080         | 815         | 26.46 | 997           | 32.37 | 1268        | 41.17 | 3091           | 2375         | 306         | 12.88 | 762           | 32.08 | 1307        | 55.0 |
| Perez        | 886            | 886          | 236         | 26.64 | 296           | 33.41 | 354         | 39.95 | 884            | 867          | 70          | 8.07  | 300           | 34.6  | 497         | 57.3 |
| Plaridel     | 582            | 582          | 142         | 24.4  | 87            | 14.95 | 353         | 60.65 | 577            | 244          | 46          | 18.85 | 93            | 38.11 | 105         | 43.0 |
| Quezon       | 1050           | 1048         | 258         | 24.62 | 278           | 26.53 | 512         | 48.85 | 1035           | 566          | 63          | 11.13 | 173           | 30.57 | 330         | 58.3 |
| Tagkawayan   | 4104           | 4076         | 857         | 21.03 | 1456          | 35.72 | 1763        | 43.25 | 4077           | 3540         | 331         | 9.35  | 1036          | 29.27 | 2173        | 61.3 |
| TOTAL        | 28518          | 28471        | 7033        | 24.7  | 8885          | 31.21 | 12553       | 44.09 | 28486          | 24318        | 2540        | 10.44 | 7559          | 31.08 | 14219       | 58.4 |

*Legend: n=frequency of responses; %=percentage of responses*

The data provided in Table 5 clearly demonstrates a highly successful outcome following the implementation of the Reading Recovery Program (RRP) in Filipino across the 13 districts that comprise the 4th Congressional District of Quezon Province. The primary objective of the RRP—to mitigate reading failure by reducing the number of critically struggling readers—was achieved with substantial success. The total population of learners at the “Frustration” level dropped sharply from 7,033 learners (24.70%) in the Pretest to 2,540 learners (10.44%) in the

Posttest. This dramatic reduction represents a 14.26% decrease in the number of pupils requiring intensive intervention, indicating that majority of the targeted struggling readers successfully moved out of the critical reading zone. This shift implies that the diagnostic and intervention mechanisms of the program are effectively identifying and remediating learning gaps before they become permanent academic disabilities.

Correspondingly, this success directly translated into a major increase in reading independence. The total number of “Independent” readers rose significantly from 12,553 (44.09%) in the Pretest to a high of 14,219 learners (58.47%) in the Posttest. This increase of 14.38% provides strong evidence that the RRP not only helped pupils avoid failure but also successfully accelerated a vast portion of them to become fluent, self-sufficient readers. The symmetry between the decrease in “Frustration” levels and the increase in “Independent” levels suggests a high degree of program fidelity; the interventions did not merely push students to a ‘Instructional’ level but propelled them toward full proficiency. The implication is that the individualized strategies employed in the district are robust enough to produce catch-up growth, effectively narrowing the achievement gap within the school year.

These positive outcomes are consistent with recent research on structured literacy interventions. The effectiveness of the intensive, individualized approach

observed in this study aligns with Kim et al. (2020) who concluded that personalized reading interventions generate robust learning gains for early-grade learners at risk of failure. The significant reduction in Frustration level learners mirrors the findings of DepEd-Bicol (2024) and Adapon and Mangila (2020), both of whom reported that structured, short-term remedial programs significantly boosted comprehension and fluency among non-readers in the Philippine context. Furthermore, the shift toward Independent reading supports Calipay (2024) who demonstrated that guided reading sessions enhance decoding and comprehension and are key components of reading independence. Finally, the capacity of the program to produce such distinct pre-to-post gains validates Holliman and Hurry (2021) who established that reading recovery initiatives lead to lasting literacy improvements when consistent progress monitoring is applied.

**Table 6**

*Reading Proficiency Levels of Learners in English Before and After Implementing the Reading Recovery Strategies, Programs, and Interventions*

| District     | Enroll<br>ment | Assessed | Pretest     |       |               |       |             |       | Enroll<br>ment | Asses<br>sed | Posttest    |       |               |       |             |      |
|--------------|----------------|----------|-------------|-------|---------------|-------|-------------|-------|----------------|--------------|-------------|-------|---------------|-------|-------------|------|
|              |                |          | Frustration |       | Instructional |       | Independent |       |                |              | Frustration |       | Instructional |       | Independent |      |
|              |                |          | n           | %     | n             | %     | n           | %     |                |              | n           | %     | n             | %     | n           | %    |
| Alabat       | 953            | 953      | 515         | 54.04 | 267           | 28.02 | 171         | 17.94 | 959            | 748          | 153         | 20.45 | 331           | 44.25 | 365         | 48.8 |
| Atimonan     | 3543           | 3541     | 1081        | 30.53 | 1030          | 29.09 | 1430        | 40.38 | 3538           | 3309         | 624         | 18.86 | 1205          | 36.42 | 1563        | 47.2 |
| Calauag East | 1939           | 1938     | 606         | 31.27 | 682           | 35.19 | 650         | 33.54 | 1999           | 1513         | 322         | 21.28 | 540           | 35.69 | 753         | 49.7 |
| Calauag West | 2727           | 2721     | 1135        | 41.71 | 1017          | 37.38 | 569         | 20.91 | 2700           | 2589         | 347         | 13.4  | 1133          | 43.76 | 1116        | 43.1 |
| Guinayangan  | 2492           | 2489     | 1025        | 41.18 | 858           | 34.47 | 606         | 24.35 | 2491           | 2414         | 407         | 16.86 | 995           | 41.22 | 1034        | 42.8 |
| Gumaca East  | 2288           | 2284     | 877         | 38.4  | 580           | 25.39 | 827         | 36.21 | 2263           | 1459         | 219         | 15.01 | 614           | 42.08 | 785         | 53.8 |
| Gumaca West  | 2097           | 2097     | 595         | 28.37 | 522           | 24.89 | 980         | 46.73 | 2099           | 1942         | 247         | 12.72 | 654           | 33.68 | 1068        | 54.9 |
| Lopez East   | 2776           | 2776     | 992         | 35.73 | 879           | 31.66 | 905         | 32.6  | 2773           | 2752         | 492         | 17.88 | 842           | 30.6  | 1418        | 51.5 |
| Lopez West   | 3081           | 3080     | 1247        | 40.49 | 876           | 28.44 | 957         | 31.07 | 3091           | 2375         | 589         | 24.8  | 861           | 36.25 | 1036        | 43.6 |
| Perez        | 886            | 886      | 318         | 35.89 | 312           | 35.21 | 256         | 28.89 | 884            | 867          | 121         | 13.96 | 317           | 36.56 | 443         | 51.1 |
| Plaridel     | 582            | 582      | 225         | 38.66 | 108           | 18.56 | 249         | 42.78 | 577            | 244          | 50          | 20.49 | 138           | 56.56 | 101         | 41.3 |
| Quezon       | 1050           | 1048     | 403         | 38.45 | 331           | 31.58 | 314         | 29.96 | 1035           | 566          | 122         | 21.55 | 262           | 46.29 | 310         | 54.7 |
| Tagkawayan   | 4104           | 4076     | 1506        | 36.95 | 1401          | 34.37 | 1169        | 28.68 | 4077           | 3540         | 680         | 19.21 | 1302          | 36.78 | 1721        | 48.6 |
| TOTAL        | 28518          | 28471    | 10525       | 36.97 | 8863          | 31.13 | 9083        | 31.9  | 28486          | 24318        | 4373        | 17.98 | 9194          | 37.81 | 11713       | 48.1 |

*Legend: n=frequency of responses; %=percentage of responses*

Based on the data presented in Table 6, the implementation of the Reading Recovery strategies, programs, and interventions resulted in a markedly positive impact on learners' English reading proficiency. The distribution of scores shows a clear upward shift in achievement, with a large proportion of the student population moving out of the "Frustration" level and into the "Instructional" and "Independent" categories. Prior to the intervention (Pretest), the "Frustration" level comprised the largest group at 36.97% (10,525 learners), while "Independent" readers accounted for only 31.90% (9,083 learners). Following the intervention (Posttest), the percentage of learners at the "Frustration" level declined sharply to 17.98% (4,373 learners), indicating that the combined Reading Recovery efforts successfully remediated the reading difficulties of nearly half of the initially struggling students. This pattern is consistent with earlier evidence that intensive,

targeted interventions can substantially reduce the proportion of non-readers and frustration-level readers when implemented with fidelity (Clay, 2016; Elbaum et al., 2000; Schmitt & Gregory, 2019).

At the same time, the data reveal substantial gains in both reading independence and instructional readiness. The “Independent” level posted the most notable increase, rising to 48.17% (11,713 learners) in the Posttest and becoming the dominant proficiency band. This shift suggests that the interventions not only assisted those at risk of failure but also accelerated the progress of learners who were previously at instructional levels, pushing many into full reading independence. The “Instructional” level also increased from 31.13% to 37.81%, functioning as a critical transition zone for learners who had moved up from frustration but had not yet reached full independence. This pattern of growth mirrors the findings of international and local research showing that structured, diagnostic-based programs combining decoding, fluency, and comprehension can move learners along the continuum from at-risk to proficient when sustained over time (Clay, 2016; Kim et al., 2020; DepEd-Bicol, 2024; Calipay, 2024).

Furthermore, the improvements were not isolated to a single locality but were observed consistently across districts. For example, several districts such as Alabat recorded more than a 50% reduction in frustration-level readers, while areas like Gumaca East and Quezon reported Independent-level rates exceeding 50% in the Posttest. These district-level trends reinforce earlier literature indicating that when reading interventions are systemically supported at the school and division levels—through planning, monitoring, and resource provision—the resulting gains are broad-based rather than localized (Domingo, 2020; Garcia & Buendia, 2021; Leithwood & Louis, 2019). The observed increase in independent readers also aligns with studies linking effective recovery and guided reading programs to sustained improvements in comprehension, confidence, and overall academic performance across learning areas (Sor & Caraig, 2021; Holliman & Hurry, 2021; Snow et al., 1998).

Taken together, the results in Table 6 validate the overall effectiveness of the Reading Recovery strategies, programs, and interventions in significantly enhancing learners' English reading capabilities. The marked reduction in frustration-level readers, coupled with strong gains in the instructional and independent bands, provides empirical confirmation that the division's approach is aligned with best practices documented in both international and Philippine research on early literacy and intervention (Clay, 2016; Schmitt & Gregory, 2019; Adapon & Mangila, 2020; Tolibas, 2025). These outcomes also support the study's broader conclusion that when intensive, data-driven reading interventions are embedded within a supportive management and leadership framework, they can meaningfully improve reading proficiency at scale.

**Table 7***Effectiveness of Reading Recovery Program as perceived by the teachers*

| Indicators                                                                                   | Descriptive Summary                                                       |                                                       |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------|
|                                                                                              | Mean                                                                      | Verbal Interpretation                                 |
| 1. My pupils have shown improvement in reading comprehension after participating in the RRP. | 4.52                                                                      | Strongly Agree                                        |
| 2. Pupils progressed from frustration to instructional or independent reading levels.        | 4.50                                                                      | Strongly Agree                                        |
| 3. Pupils have improved in decoding and word recognition skills.                             | 4.37                                                                      | Strongly Agree                                        |
| 4. Learners demonstrate increased confidence when asked to read aloud or engage with texts.  | 4.52                                                                      | Strongly Agree                                        |
| 5. Pupils show higher motivation and participation during reading activities.                | 4.50                                                                      | Strongly Agree                                        |
| 6. I observe better vocabulary use and word understanding among my pupils.                   | 4.43                                                                      | Strongly Agree                                        |
| 7. Pupils are more willing to read independently inside or outside the classroom.            | 4.45                                                                      | Strongly Agree                                        |
| 8. The use of leveled texts and one-on-one instruction contributed to pupils' reading gains. | 4.53                                                                      | Strongly Agree                                        |
| 9. My pupils' writing performance has improved due to better reading comprehension.          | 4.50                                                                      | Strongly Agree                                        |
| 10. Regular monitoring of pupils' reading progress has helped in adjusting instruction.      | 4.62                                                                      | Strongly Agree                                        |
| Legend:                                                                                      | 4.21 – 5.00 Strongly Agree<br>3.41 – 4.20 Agree<br>2.61 – 3.40 No Opinion | 1.81 – 2.60 Disagree<br>1.00 – 1.80 Strongly Disagree |

Table 7 presents the perceived effectiveness of the Reading Recovery Program (RRP), where teachers strongly agreed that the program has positively impacted pupils' reading development, with mean scores ranging from 4.37 to 4.62. The highest-rated indicator is the regular monitoring of pupils' reading progress to adjust instruction ( $M = 4.62$ ), followed by the use of leveled texts and one-on-one instruction ( $M = 4.53$ ), and improvements in reading comprehension ( $M = 4.52$ ). The dominance of these indicators suggests that the core strength of the RRP lies in its diagnostic and structural components. The high score for progress monitoring implies that the

program's effectiveness is rooted in data-driven instruction, where teachers constantly adapt to the learner's pace. Furthermore, the fact that comprehension was rated so highly indicates that the intervention is successfully moving students beyond mere decoding (reading words) to actual understanding, which is the ultimate goal of literacy.

Conversely, while still rated as "Strongly Agree," the lowest mean scores were observed in the improvement of decoding and word recognition skills ( $M = 4.37$ ), vocabulary use ( $M = 4.43$ ), and the increased willingness to read independently ( $M = 4.45$ ). This hierarchy of results offers an important implication: while the program is excellent at providing the skills for reading (comprehension and fluency), the habituation of reading (willingness to read independently) and the technical foundational skills (decoding) are slightly harder to solidify within the intervention period. However, the high ratings for increased confidence in reading aloud ( $M = 4.52$ ) and higher motivation during activities ( $M = 4.50$ ) suggest that the program is successfully addressing the affective domain. This boost in confidence is a critical precursor to independence; as students feel more capable, their willingness to read independently is likely to follow over time.

These findings are strongly supported by recent literature on literacy interventions. The efficacy of the diagnostic approach observed aligns with Kim et al. (2020) who emphasized that interventions combining progress monitoring with comprehension strategies are most effective in enhancing literacy outcomes. The high ratings for comprehension and confidence mirror the findings of DepEd-Bicol (2024) and Calipay (2024) who reported that structured reading interventions significantly boost learners' comprehension and academic confidence.

Additionally, the link between the use of leveled texts/one-on-one instruction and reading gains supports Holliman and Hurry (2021) who confirmed that individualized, data-driven approaches are highly effective in bridging proficiency gaps. Finally, the emphasis on using assessment results to adjust instruction (the highest-rated indicator) validates Duke and Cartwright

(2021) who found that integrating assessment into instructional decisions produces greater gains in reading compared to generic teaching methods.

**Table 8***Effectiveness of the Reading Recovery Program as Perceived by School Heads*

| Indicators                                                                                               | Descriptive Summary                                                       |                                                       |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------|
|                                                                                                          | Mean                                                                      | Verbal Interpretation                                 |
| 1. There has been a noticeable improvement in pupils' reading performance since the RRP was implemented. | 4.52                                                                      | Strongly Agree                                        |
| 2. Teachers effectively use differentiated reading strategies in their classrooms.                       | 4.60                                                                      | Strongly Agree                                        |
| 3. The number of pupils reading at the frustration level has decreased.                                  | 4.52                                                                      | Strongly Agree                                        |
| 4. The RRP has strengthened the reading culture in the school.                                           | 4.68                                                                      | Strongly Agree                                        |
| 5. Pupils are more actively engaged in reading-related tasks and activities.                             | 4.62                                                                      | Strongly Agree                                        |
| 6. There is a stronger collaboration among teachers in implementing reading interventions.               | 4.70                                                                      | Strongly Agree                                        |
| 7. Regular program monitoring and evaluation practices are in place.                                     | 4.65                                                                      | Strongly Agree                                        |
| 8. The school allocates sufficient resources (materials, time, staff) to support the RRP.                | 4.55                                                                      | Strongly Agree                                        |
| 9. Parental and community support for reading activities has increased.                                  | 4.50                                                                      | Strongly Agree                                        |
| 10. The RRP has contributed to the overall improvement of academic performance in the school.            | 4.60                                                                      | Strongly Agree                                        |
| Legend:                                                                                                  | 4.21 – 5.00 Strongly Agree<br>3.41 – 4.20 Agree<br>2.61 – 3.40 No Opinion | 1.81 – 2.60 Disagree<br>1.00 – 1.80 Strongly Disagree |

Table 8 presents the overall effectiveness of the Reading Recovery Program (RRP) regarding its impact on school culture and academic outcomes. The results indicate that teachers strongly agreed that the RRP has generated positive systemic changes, with the highest ratings observed in the “process” and “culture” aspects of the program. The top indicator, stronger collaboration among teachers ( $M = 4.70$ ), suggests that the RRP has successfully broken down instructional silos, transforming remedial reading from a solitary task into a collective responsibility. This is supported by the high rating for strengthening the school’s reading culture ( $M = 4.68$ ) and

the presence of regular program monitoring ( $M = 4.65$ ). The inference drawn here is that the program's greatest immediate success lies in establishing a professional ecosystem where literacy is prioritized, monitored, and shared among the faculty.

At the instructional level, the program shows strong evidence of pedagogical effectiveness. The high ratings for active student engagement ( $M = 4.62$ ) and the effective use of differentiated reading strategies ( $M = 4.60$ ) imply that the RRP has moved beyond generic remediation. Teachers are successfully tailoring instruction to individual needs, which correlates with the perceived contribution of the RRP to overall academic performance improvement ( $M = 4.60$ ). This suggests that the skills acquired in RRP sessions, such as decoding and comprehension, are transferring to other subject areas, thereby boosting the general academic standing of the learners.

However, a slight variance is observed between the internal school efforts and external outcomes. While still rated as "Strongly Agree," the lowest indicators were the noticeable improvement in reading performance ( $M = 4.52$ ), the decrease in frustration level readers ( $M = 4.52$ ), and increased parental support ( $M = 4.50$ ). The fact that collaboration (4.70) is rated higher than parental support (4.50) implies that while the school has optimized its internal operations, the bridge to the community remains a work in progress. It suggests that the program is highly effective within the school walls, but the external support system, specifically home involvement, has not yet matched the intensity of the school-based efforts. This highlights a critical area for sustainability; for reading gains to be maximized, the culture of reading established in the school needs to extend more effectively into the home environment.

These findings align with recent research on literacy program management. The strong emphasis on collaboration and monitoring supports Andres and Gascon (2022) who found that collaborative structures like Learning Action Cells (LACs) are essential for strengthening teacher capacity and program consistency. The link between differentiated strategies and program

effectiveness resonates with Kim et al. (2020) who concluded that personalized, data-driven interventions generate the most robust learning gains. Furthermore, the perception that RRP contributes to overall academic improvement validates Calipay (2024) who noted that literacy interventions correlate with broader academic achievement in subjects like science and social studies. Finally, the slightly lower rating for parental support reflects the challenges identified by Erdem et al. (2020) who emphasized that inconsistent home support can limit progress, reinforcing the need for the stronger school-home collaboration strategies mentioned by Cabalquinto (2021).

**Table 9**

*Strategies Employed to Enhance the Management and Effectiveness of the Reading Recovery Program as Perceived by the Teachers and School Heads*

| Indicators                                                                                                                                           | Teachers                                                                  |                       | School Heads |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------|--------------|-----------------------|
|                                                                                                                                                      | Mean                                                                      | Verbal Interpretation | Mean         | Verbal Interpretation |
| 1. One-on-one or small-group reading interventions are regularly conducted to support struggling readers.                                            | 4.48                                                                      | Strongly Agree        | 4.55         | Strongly Agree        |
| 2. Instructional strategies are contextualized to align with the student's home environment and involve parent/guardians to create learning harmony. | 4.47                                                                      | Strongly Agree        | 4.38         | Strongly Agree        |
| 3. Instructional leaders regularly monitor, assess, and provide feedback to teachers on RRP implementation.                                          | 4.48                                                                      | Strongly Agree        | 4.53         | Strongly Agree        |
| 4. Collaborative planning sessions are conducted among teachers to share and improve reading recovery strategies.                                    | 4.5                                                                       | Strongly Agree        | 4.48         | Strongly Agree        |
| 5. Individualized instruction is based on assessment data and pupils' parent/guardian's participation.                                               | 4.52                                                                      | Strongly Agree        | 4.47         | Strongly Agree        |
| 6. Professional learning sessions or coaching related to reading instruction are sustained and ongoing.                                              | 4.5                                                                       | Strongly Agree        | 4.65         | Strongly Agree        |
| 7. School leadership creates an environment that promotes a strong reading culture (reading corners, book fairs, reading clubs).                     | 4.57                                                                      | Strongly Agree        | 4.67         | Strongly Agree        |
| 8. Parents are engaged through meetings, reading activities, or communication regarding pupils' reading progress.                                    | 4.58                                                                      | Strongly Agree        | 4.3          | Strongly Agree        |
| 9. Time is regularly allocated in the school schedule for RRP sessions.                                                                              | 4.52                                                                      | Strongly Agree        | 4.45         | Strongly Agree        |
| 10. Challenges in implementation are reviewed and addressed through action planning and leadership support.                                          | 4.48                                                                      | Strongly Agree        | 4.5          | Strongly Agree        |
| Legend:                                                                                                                                              | 4.21 – 5.00 Strongly Agree<br>3.41 – 4.20 Agree<br>2.61 – 3.40 No Opinion |                       |              |                       |
|                                                                                                                                                      | 1.81 – 2.60 Disagree<br>1.00 – 1.80 Strongly Disagree                     |                       |              |                       |

Table 9 summarizes the strategies employed to enhance the management and effectiveness of the Reading Recovery Program (RRP) as perceived by teachers and school heads.

As perceived by teachers, there is strong agreement that these strategies are consistently implemented, with mean scores ranging from 4.47 to 4.58. The highest-rated strategies prioritize the external and environmental factors of learning: engaging parents through meetings and reading activities ( $M = 4.58$ ) and fostering a strong reading culture through initiatives like book fairs and reading clubs ( $M = 4.57$ ). This indicates that teachers view the success of the RRP not just as a classroom activity, but as a partnership with the home and the broader school environment. The high rating for individualized instruction ( $M = 4.52$ ) further suggests that teachers are keenly aware of the need to tailor interventions to specific learner deficits. However, it is notable that contextualizing instructional strategies to the home environment received the lowest rating ( $M = 4.47$ ) from teachers. This creates an interesting inference: while teachers value parent engagement highly (their top strategy), they find the actual pedagogical act of aligning instruction with the home context to be the most challenging aspect to implement, pointing to a potential area for professional development.

On the other hand, the school heads' perception offers a slightly different strategic focus. While they also strongly agreed on the implementation of strategies, their top priorities were the creation of a reading culture ( $M = 4.67$ ) and sustained professional learning sessions or coaching ( $M = 4.65$ ). Unlike the teachers, who prioritized parent engagement, school heads rated engaging parents as their lowest strategy ( $M = 4.30$ ). This discrepancy reveals a significant divergence in management focus: school heads are prioritizing systemic inputs such as infrastructure (reading corners) and human capital (teacher training) while teachers are prioritizing relational inputs (parents). The high rating for coaching (4.65) by school heads implies that the administration believes the key to enhancing RRP effectiveness lies in upskilling the workforce. This alignment of resources suggests that the management strategy is currently top-down, focusing on equipping the school and the teacher, rather than aggressively mobilizing the community.

Synthesizing these findings, the data suggests that the management of the RRP is multidimensional but slightly misaligned regarding community integration. Both groups agreed that a supportive reading culture is essential, validating the need for an environment that celebrates literacy. However, the gap in prioritizing parental engagement suggests that while teachers feel the immediate need for home support to make the program work, the school administration may not be emphasizing or facilitating this link as strongly as they are emphasizing teacher training. The implication for the program is clear: to fully optimize the RRP, the strong internal systems (training and culture) built by the school heads need to be bridged with the external needs (parental partnership) identified by the teachers.

These findings are consistent with contemporary research on literacy program sustainability. The school heads' focus on professional development aligns with Andres and Gascon (2022) who found that regular capacity-building, such as Learning Action Cell (LAC) sessions, is critical for strengthening teachers' ability to design targeted interventions. The emphasis on leadership monitoring and feedback supports Garcia and Buendia (2021) who argued that active principal engagement in data-based planning creates stronger accountability. Regarding the critical role of the home environment identified by the teachers, Erdem et al. (2020) confirmed that inconsistent home support limits progress, while Cabalquinto (2021) found that consistent home-school partnerships are necessary to improve reading fluency. Finally, the effectiveness of the individualized instruction strategies mentioned by both groups is supported by Kim et al. (2020) who highlighted that personalized, explicit instruction is the most effective method for remediating early-grade reading difficulties.

**Table 10**

*Challenges Encountered by the Teachers in Reading Recovery Program Implementation*

| <b>Indicators</b>                                            | <b>Frequency<br/>(n = 60)</b> | <b>Percent</b> |
|--------------------------------------------------------------|-------------------------------|----------------|
| 1. Lack of instructional materials                           | 30                            | 50.0           |
| 2. Inadequate training in differentiated reading instruction | 29                            | 48.3           |
| 3. Limited time for individualized sessions                  | 53                            | 88.3           |
| 4. Diverse reading levels in one class                       | 31                            | 51.7           |
| 5. Insufficient support from school administration           | 4                             | 6.7            |
| 6. Low engagement from parents/guardians                     | 31                            | 51.7           |
| 7. Irregular student attendance                              | 47                            | 78.3           |

Table 10 details the challenges encountered by teachers in implementing the Reading Recovery Program (RRP). The data reveals that the obstacles are primarily logistical and operational rather than administrative. The most frequently reported challenge is the limited time for individualized sessions, affecting a substantial 88.3% of respondents (n = 53). This overwhelming response implies that while teachers are willing to implement the RRP, the rigid structure of the school day and competing academic responsibilities create a bottleneck that hinders the one-on-one nature of the intervention. Closely related to this is the issue of irregular student attendance,

reported by 78.3% of teachers ( $n = 47$ ). This high percentage suggests that the intervention's dosage is inconsistent; the RRP relies on cumulative progress, and frequent absences disrupt the continuity required for struggling readers to catch up. Together, time constraints and attendance issues constitute the primary barriers to program fidelity.

Secondary challenges include low engagement from parents/guardians (51.7%), diverse reading levels within a single class (51.7%), and a lack of instructional materials (50.0%). The fact that half of the teachers struggle with materials and diverse levels indicates a resource-capability gap. Teachers are attempting to facilitate differentiated instruction—a complex pedagogical task—often without the necessary tools (leveled texts) or the homogeneity in learner groups to make it efficient. However, a positive inference can be drawn from the lowest-rated challenge: insufficient support from school administration (6.7%). This low figure is significant because it validates the findings in previous tables where school heads were perceived as highly supportive. It implies that the challenges in District IV are not due to a lack of leadership will, but rather due to systemic constraints (scheduling, resources, and socio-economic factors affecting attendance) that even supportive principals have difficulty overcoming.

These findings are strongly corroborated by recent literature on reading program implementation. The dominance of time constraints and workload issues aligns with Rominimbang and Barrera (2024) and Abril et al. (2022) who found that limited time allocation and overlapping non-teaching duties significantly diminish the fidelity of reading instruction. Tomas et al. (2021) further support this by contending that programs become fragmented when schools fail to designate specific time blocks. Regarding the resource gaps, the findings mirror DepEd-Bicol (2024) and Calipay (2024) who reported that insufficient assessment tools and leveled texts weaken intervention quality. The attendance and parental engagement issues are consistent with Cabalquinto (2021) and Erdem et al. (2020) who observed that absenteeism and low home support

negate school-based efforts. Finally, the need for better training to handle diverse learners supports Andres and Gascon (2022) and Duke and Cartwright (2021) who emphasized that without continuous professional development, teachers struggle to align interventions with learners' diverse needs.

**Table 11***Challenges Encountered by School Heads in Managing Reading Recovery Program*

| Indicators                         | Frequency<br>(n = 60) | Percent |
|------------------------------------|-----------------------|---------|
| 1. Limited funding/resources       | 33                    | 82.5    |
| 2. High teacher workload           | 30                    | 75.0    |
| 3. Scheduling constraints          | 25                    | 62.5    |
| 4. Insufficient training           | 20                    | 50.0    |
| 5. Lack of assessment tools        | 16                    | 40.0    |
| 6. Inconsistent student attendance | 35                    | 87.5    |
| 7. Low stakeholder engagement      | 32                    | 80.0    |

Table 11 details the challenges encountered in managing the Reading Recovery Program (RRP) using a check all that apply format. The results reveal that the most significant hurdles to program management are external and resource-based rather than pedagogical. The most commonly reported challenge is inconsistent student attendance (87.5%, n = 35), followed closely by limited funding/resources (82.5%, n = 33) and low stakeholder engagement (80.0%, n = 32). This hierarchy of challenges implies that the school management's primary struggle is not in understanding how to teach reading, but in securing the necessary conditions (student presence and funding) to do so. The high prevalence of high teacher workload (75.0%, n = 30) and scheduling constraints (62.5%, n = 25) further suggests that the RRP is being implemented in an environment where human resources are already stretched thin, potentially compromising the one-on-one fidelity required by the program. Conversely, challenges related to technical capacity, such as insufficient training (50.0%) and lack of assessment tools (40.0%), were reported less frequently, indicating that while technical gaps exist, they are secondary to the overwhelming logistical and socio-economic barriers.

The inference drawn from these findings is that the management of the RRP is currently

hindered by a resource-participation gap. The fact that inconsistent attendance (87.5%) and low stakeholder engagement (80.0%) are the top two issues suggests a strong correlation: the schools are struggling to mobilize the community and parents to ensure learners actually show up for the intervention. Without consistent attendance, the cumulative benefits of the RRP are nullified, regardless of teacher competence. Furthermore, the high report of limited funding (82.5%) implies that school heads are facing difficulties in resource mobilization, which likely affects the availability of leveled readers and localized materials necessary for the program. This suggests that for the RRP to move from 'implemented' to 'highly effective,' management strategies must pivot from purely instructional supervision to more aggressive community liaison work and resource generation.

These findings are strongly corroborated by recent literature on educational management and literacy interventions. The prominence of attendance and stakeholder engagement as top barriers aligns with Cabalquinto (2021) who observed that absenteeism and low parental engagement often negate school-based reading efforts, and Erdem et al. (2020) who identified that inconsistent home support limits learner progress. Regarding the resource and funding constraints, the results support Calipay (2024) who noted that insufficient availability of leveled texts weakens intervention quality and Adapon and Mangila (2020) who highlighted that sustainability depends heavily on material support from local government units (LGUs). The challenge of teacher workload resonates with Abril et al. (2022) who found that overlapping duties diminish the fidelity of reading instruction. Finally, the need for management to address these systemic barriers supports Garcia and Buendia (2021) who argued that school leaders must play a decisive role in mitigating logistical barriers through structured planning and clear role assignments.



**Table 12**

*Test of Significant Difference of Reading Recovery Program Indicators as to Teachers' Gender*

| Indicators         | Gender | Mean | Test Statistic (Z) | p-value | Decision             | Conclusion                       |
|--------------------|--------|------|--------------------|---------|----------------------|----------------------------------|
| Management Support | Female | 4.49 | -1.830             | 0.067   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | Male   | 4.90 |                    |         |                      |                                  |
| Effectiveness      | Female | 4.47 | -0.262             | 0.794   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | Male   | 4.70 |                    |         |                      |                                  |
| Strategies         | Female | 4.47 | -1.866             | 0.062   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | Male   | 4.90 |                    |         |                      |                                  |

Table 12 compares the Reading Recovery Program (RRP) across gender in terms of management support, program effectiveness, and strategies to enhance the program. The Mann-Whitney U test was utilized to examine differences between male and female teachers. The results indicate that female teachers reported slightly lower mean scores in all three indicators compared to male teachers (Management Support: 4.49 vs. 4.90; Effectiveness: 4.47 vs. 4.70; Strategies: 4.47 vs. 4.90). However, statistical analysis reveals that these differences are not significant (Management Support:  $Z = -1.830$ ,  $p = 0.067$ ; Effectiveness:  $Z = -0.262$ ,  $p = 0.794$ ; Strategies:  $Z = -1.866$ ,  $p = 0.062$ ). The p-values for all indicators exceed the 0.05 significance level, confirming that there is no statistical disparity in how male and female teachers perceive the program's operations.

The inference drawn from these findings is that the implementation and perception of the RRP in District IV are consistent and equitable, regardless of the teacher's gender. The lack of significant difference implies that the school administration is providing a standardized level of support that permeates across the faculty, ensuring that both male and female educators feel equally equipped and supported. Furthermore, it suggests that teaching competence in reading recovery is professional rather than biological; male teachers (though fewer in number, as indicated in the demographic profile) are just as engaged and perceive the program's effectiveness just as

positively as their female counterparts. This uniformity is crucial for program fidelity, as it ensures that learners receive a consistent quality of intervention regardless of whether their reading teacher is male or female.

These findings are consistent with recent educational research regarding teacher efficacy. The observation that gender does not dictate instructional perception supports Kim et al. (2020) who emphasized that the effectiveness of interventions relies on the specific pedagogical strategies used (such as explicit instruction and monitoring) rather than teacher demographics. Furthermore, the high ratings from both genders on management support align with Garcia and Buendia (2021) who noted that when principals provide clear, structured planning, teachers exhibit strong accountability and confidence irrespective of background. Finally, the shared positive perception of program strategies (such as engaging parents and individualized instruction) reflects the consensus found in Andres and Gascon (2022) that professional development mechanisms like Learning Action Cells (LACs) are effective in standardizing best practices across the entire teaching workforce.

**Table 13**

*Test of Significant Difference of Reading Recovery Program Indicators as to School Heads' Gender*

|                            | Indicators         | Gender | Mean | Test          | p-value | Decision             | Conclusion                       |
|----------------------------|--------------------|--------|------|---------------|---------|----------------------|----------------------------------|
|                            |                    |        |      | Statistic (Z) |         |                      |                                  |
| able<br>13<br>pres<br>ents | Management Support | Female | 4.58 | -0.397        | 0.692   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                            |                    | Male   | 4.51 |               |         |                      |                                  |
|                            | Effectiveness      | Female | 4.62 | -0.226        | 0.821   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                            |                    | Male   | 4.58 |               |         |                      |                                  |
|                            | Strategies         | Female | 4.50 | -0.041        | 0.967   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                            |                    | Male   | 4.50 |               |         |                      |                                  |

the comparative analysis of the Reading Recovery Program (RRP) assessment by school heads across gender, covering the indicators of management support, program effectiveness, and

enhancement strategies. Using the Mann-Whitney U test, the results reveal no significant differences between female and male school heads in terms of management support ( $Z = -0.397$ ,  $p = 0.692$ ), effectiveness ( $Z = -0.226$ ,  $p = 0.821$ ), and strategies to enhance the management of the RRP ( $Z = -0.041$ ,  $p = 0.967$ ). All calculated p-values are significantly higher than the 0.05 threshold, confirming that the null hypothesis is sustained. This statistical uniformity indicates that gender does not influence how school administrators perceive their support duties, the program's success, or the strategic directions needed for improvement.

The inference drawn from these findings is that the leadership culture within District IV regarding literacy intervention is highly standardized and professionalized. The lack of disparity suggests that the execution of the RRP is driven by institutional guidelines and a shared educational vision rather than by personal leadership styles that might be associated with gender. Whether the school is led by a male or female administrator, the level of support provided to the RRP, ranging from resource allocation to strategic planning, remains consistent. This implies that the Department of Education's training and guidelines for school heads have effectively established a baseline of competency and expectation, ensuring that the management of reading programs is equitable and systematic across the district.

These results are supported by contemporary research on educational leadership. The findings align with Leithwood et al. (2020) who emphasized that successful program implementation is driven by active engagement in planning and monitoring—competencies that are professional rather than gender-dependent. Furthermore, the consistency in management strategies reported by both genders supports the observations of Garcia and Buendia (2021) who noted that effective principals, regardless of background, prioritize structured planning and clear role

assignments to mitigate implementation barriers. This reinforces the conclusion that leadership efficacy in the context of the RRP is a function of administrative competence and adherence to mandate, rather than demographic attributes.

**Table 14**

*Test of Significant Difference of Reading Recovery Program Indicators as to Teachers' Age Group*

| Indicators         | Age Group      | Mean | Test Statistic s (H) | p-value | Decision             | Conclusion                       |
|--------------------|----------------|------|----------------------|---------|----------------------|----------------------------------|
| Management Support | 20 to 29 years | 4.33 | 4.905                | 0.179   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 30 to 39 years | 4.41 |                      |         |                      |                                  |
|                    | 40 to 49 years | 4.59 |                      |         |                      |                                  |
|                    | 50 to 59 years | 4.66 |                      |         |                      |                                  |
| Effectiveness      | 20 to 29 years | 4.30 | 4.327                | 0.228   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 30 to 39 years | 4.35 |                      |         |                      |                                  |
|                    | 40 to 49 years | 4.52 |                      |         |                      |                                  |
|                    | 50 to 59 years | 4.69 |                      |         |                      |                                  |
| Strategies         | 20 to 29 years | 4.18 | 6.491                | 0.090   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 30 to 39 years | 4.42 |                      |         |                      |                                  |
|                    | 40 to 49 years | 4.52 |                      |         |                      |                                  |
|                    | 50 to 59 years | 4.69 |                      |         |                      |                                  |

Table 14 presents the comparative analysis of the Reading Recovery Program (RRP) implementation across different teacher age groups, specifically regarding management support, program effectiveness, and enhancement strategies. The Kruskal-Wallis H test was employed to examine differences among the four age groups (20-29, 30-39, 40-49, and 50-59 years). The statistical results reveal that there are no significant differences in perceptions across the generations for management support ( $H = 4.905$ ,  $p = 0.179$ ), effectiveness ( $H = 4.327$ ,  $p = 0.228$ ), or strategies ( $H = 6.491$ ,  $p = 0.090$ ). Since all p-values exceed the 0.05 threshold, the null hypothesis is sustained. This indicates that a teacher's chronological age is not a decisive factor in how they view the RRP; a novice teacher in their 20s and a veteran in their 50s perceive the program's operations and success with statistical similarity. This finding implies that the RRP implementation in District IV is sufficiently standardized, allowing it to transcend generational gaps in the teaching workforce.

However, while the statistical difference is not significant, a closer examination of the descriptive data reveals a notable observational trend: there is a gradual increase in mean scores corresponding with age. The youngest group (20-29 years) consistently reported the lowest means (Management Support = 4.33, Effectiveness = 4.30, Strategies = 4.18), while the oldest group (50–59 years) reported the highest across all indicators (Management Support = 4.66, Effectiveness = 4.69, Strategies = 4.69). This gap offers a critical inference: older teachers, likely due to their tenure and accumulated pedagogical experience, feel more confident and supported in executing the strategies. The younger teachers, while still rating the program positively, appear slightly less assured. This implies that while the program is functionally effective for all, the new generation of teachers (20–29) may benefit from more targeted mentoring or scaffolding to reach the same level of perceived mastery and confidence as their senior colleagues. It suggests that professional experience acts as a buffer, allowing older teachers to navigate implementation challenges with greater ease.

These findings are supported by recent educational research regarding teacher development and program fidelity. The observation that age is less significant than the program structure supports Kim et al. (2020) who found that systematic reading interventions are effective primarily because of their design—explicit instruction and monitoring—rather than the demographic profile of the implementer. The finding that older teachers (who typically have had more exposure to training) rated strategies higher aligns with Andres and Gascon (2022) who emphasized that access to continuous professional development, such as Learning Action Cells (LACs), is what strengthens a teacher's capacity to design targeted interventions. Furthermore, the uniformity in perceived management support across ages validates Garcia and Buendia (2021) who noted that when principals actively engage in data-based planning, teachers demonstrate strong accountability regardless of their career stage. Finally, the trend suggesting younger teachers need more support

reinforces Domingo's (2020) conclusion that embedding peer mentoring—where experienced teachers guide novices—is key to enhancing overall teacher efficacy and program sustainability.

**Table 15**

*Test of Significant Difference of Reading Recovery Program Indicators as School Heads' Age Group*

| Indicators         | Age Group          | Mean | Test Statistic (H) | p-value | Decision             | Conclusion                       |
|--------------------|--------------------|------|--------------------|---------|----------------------|----------------------------------|
| Management Support | 25 to 30 years     | 4.50 | 1.612              | 0.807   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 36 to 40 years     | 4.51 |                    |         |                      |                                  |
|                    | 41 to 45 years     | 4.70 |                    |         |                      |                                  |
|                    | 46 to 50 years     | 4.46 |                    |         |                      |                                  |
|                    | 51 years and above | 4.49 |                    |         |                      |                                  |
| Effectiveness      | 25 to 30 years     | 4.45 | 3.562              | 0.469   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 36 to 40 years     | 4.79 |                    |         |                      |                                  |
|                    | 41 to 45 years     | 4.68 |                    |         |                      |                                  |
|                    | 46 to 50 years     | 4.55 |                    |         |                      |                                  |
|                    | 51 years and above | 4.41 |                    |         |                      |                                  |
| Strategies         | 25 to 30 years     | 4.45 | 0.865              | 0.930   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 36 to 40 years     | 4.54 |                    |         |                      |                                  |
|                    | 41 to 45 years     | 4.53 |                    |         |                      |                                  |
|                    | 46 to 50 years     | 4.55 |                    |         |                      |                                  |
|                    | 51 years and above | 4.38 |                    |         |                      |                                  |

Table 15 presents the comparative analysis of the Reading Recovery Program (RRP) assessment by school heads across different age groups, covering the indicators of management support, program effectiveness, and enhancement strategies. The descriptive data reveals minor fluctuations in mean scores across the generations. For management support, school heads aged 41 to 45 years reported the highest mean (4.70), while those aged 46 to 50 years had the lowest (4.46). For program effectiveness, the highest rating came from the 36 to 40 years group (4.79), whereas the lowest was observed in the 51 years and above group (4.41). Regarding strategies, the means were tightly clustered, with the 46 to 50 years group recording the highest (4.55) and the oldest group recording the lowest (4.38). Despite these variations, the Kruskal–Wallis H test confirms that there are no significant differences in management support ( $H = 1.612$ ,  $p = 0.807$ ),

program effectiveness ( $H = 3.562$ ,  $p = 0.469$ ), or strategies ( $H = 0.865$ ,  $p = 0.930$ ). As all p-values exceed the 0.05 threshold, the null hypothesis is sustained.

The inference drawn from these findings is that the age of the school administrator is not a determinant of how the RRP is managed or perceived. Whether the school head is in their mid-30s or nearing retirement, their approach to supporting the program, their perception of its success, and their strategic implementation remain statistically consistent. This suggests a high degree of professional standardization within the district. It implies that the administrative functions required for the RRP, such as monitoring, resource allocation, and strategic planning, are executed based on institutional guidelines and professional training rather than personal leadership styles associated with age or tenure. The slight dip in effectiveness scores for the oldest group (51+), while not significant, may simply reflect a more critical or tempered view born of long experience, but it does not translate into a statistical deviation in how they support the program.

These findings align with contemporary research regarding educational leadership and program fidelity. The observation that demographic variables do not significantly skew leadership perception supports Leithwood et al. (2020) who highlighted that successful program implementation is driven by active engagement in planning and collaboration, which are professional competencies rather than age-dependent traits. Furthermore, the uniformity in management support across age groups validates the assertion by Garcia and Buendia (2021) that effective school leaders play a decisive role in mitigating barriers through structured planning and clear role assignments, regardless of their career stage. Finally, the consistency in strategies employed supports Domingo (2020) who noted that the sustainability of reading programs relies on administrative support and supervision, reinforcing the idea that leadership competence in District IV is institutionalized and equitable across all generations of school heads.



**Table 16**

*Test of Significant Difference of Reading Recovery Program Indicators as to Teachers' Years in Service*

| Indicators         | Years in Service   | Mean | Test Statistic (H) | p-value | Decision             | Conclusion                       |
|--------------------|--------------------|------|--------------------|---------|----------------------|----------------------------------|
| Management Support | 0 to 3 years       | 4.22 | 5.246              | 0.263   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 4 to 9 years       | 4.90 |                    |         |                      |                                  |
|                    | 10 to 15 years     | 4.54 |                    |         |                      |                                  |
|                    | 16 to 20 years     | 4.56 |                    |         |                      |                                  |
|                    | 21 years and above | 4.54 |                    |         |                      |                                  |
| Effectiveness      | 0 to 3 years       | 4.10 | 2.738              | 0.603   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 4 to 9 years       | 4.85 |                    |         |                      |                                  |
|                    | 10 to 15 years     | 4.59 |                    |         |                      |                                  |
|                    | 16 to 20 years     | 4.44 |                    |         |                      |                                  |
|                    | 21 years and above | 4.55 |                    |         |                      |                                  |
| Strategies         | 0 to 3 years       | 4.02 | 7.813              | 0.099   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 4 to 9 years       | 4.95 |                    |         |                      |                                  |
|                    | 10 to 15 years     | 4.63 |                    |         |                      |                                  |
|                    | 16 to 20 years     | 4.51 |                    |         |                      |                                  |
|                    | 21 years and above | 4.55 |                    |         |                      |                                  |

Table 16 presents the comparative analysis of the Reading Recovery Program (RRP) implementation across different teacher groups based on years of teaching experience. The study focused on management support, program effectiveness, and enhancement strategies using the Kruskal-Wallis H test to determine if significant differences existed among the five groups (0-3, 4-9, 10-15, 16-20, and 21 years and above). The statistical results reveal no significant differences in perceptions across these experience levels for management support ( $H = 5.246$ ,  $p = 0.263$ ), effectiveness ( $H = 2.738$ ,  $p = 0.603$ ), or strategies ( $H = 7.813$ ,  $p = 0.099$ ). Since all p-values exceed the 0.05 threshold, the null hypothesis is sustained. This indicates that tenure is not a primary determinant of how a teacher perceives the RRP; a newly hired teacher with less than 3 years of service and a veteran with over 20 years perceive the program's management and success in a

statistically similar manner.

Despite the lack of statistical significance, the descriptive mean scores reveal an interesting pattern. Teachers with 4-9 years of experience generally reported the highest means for management support (4.90), effectiveness (4.85), and strategies (4.95). In contrast, the least experienced group (0-3 years) reported the lowest means across all indicators (Management Support = 4.22, Effectiveness = 4.10, Strategies = 4.02). This suggests that the mid-career phase (4-9 years) may be the sweet spot for program engagement, where teachers have moved past the initial survival phase of their careers and have gained enough competence to fully utilize the RRP strategies, yet are still fresh enough to be highly responsive to new interventions. The lower scores for the 0-3 years group imply that novice teachers may still be grappling with the complexities of the program, highlighting a potential need for more intensive induction or mentoring during the first three years of service to boost their confidence and perceived effectiveness.

These findings align with contemporary educational research regarding teacher efficacy. The observation that experience alone does not dictate program success supports Kim et al. (2020) who emphasized that the structure of the intervention—its explicit instruction and monitoring components—is more critical than the teacher's tenure. The high engagement of the 4-9 year group and the overall uniformity in perception validate Andres and Gascon (2022), who found that continuous professional development, such as Learning Action Cells (LACs), is instrumental in standardizing instructional quality across all experience levels. Furthermore, the consistency in perceived management support resonates with Garcia and Buendia (2021) who argued that strong administrative leadership and structured planning minimize performance disparities, ensuring that even less experienced teachers can implement programs effectively when properly supported. Finally, the need to support the 0-3 year group reflects Duke and Cartwright (2021) who noted that without adequate coaching, teachers (especially newer ones) may struggle to align interventions

with diverse learner needs.

**Table 17**

*Test of Significant Difference of Reading Recovery Program Indicators as to School Heads' Years in Service*

| Indicators         | Years in Service   | Mean | Test Statistic (H) | p-value | Decision             | Conclusion                       |
|--------------------|--------------------|------|--------------------|---------|----------------------|----------------------------------|
| Management Support | Less than 1 year   | 4.82 | 5.780              | 0.328   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 1 to 3 years       | 4.44 |                    |         |                      |                                  |
|                    | 4 to 6 years       | 4.50 |                    |         |                      |                                  |
|                    | 7 to 9 years       | 4.90 |                    |         |                      |                                  |
|                    | 10 to 12 years     | 4.50 |                    |         |                      |                                  |
|                    | More than 12 years | 4.47 |                    |         |                      |                                  |
| Effectiveness      | Less than 1 year   | 4.80 | 3.555              | 0.615   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 1 to 3 years       | 4.46 |                    |         |                      |                                  |
|                    | 4 to 6 years       | 4.55 |                    |         |                      |                                  |
|                    | 7 to 9 years       | 5.00 |                    |         |                      |                                  |
|                    | 10 to 12 years     | 4.44 |                    |         |                      |                                  |
|                    | More than 12 years | 4.63 |                    |         |                      |                                  |
| Strategies         | Less than 1 year   | 4.57 | 3.821              | 0.576   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 1 to 3 years       | 4.34 |                    |         |                      |                                  |
|                    | 4 to 6 years       | 4.43 |                    |         |                      |                                  |
|                    | 7 to 9 years       | 5.00 |                    |         |                      |                                  |
|                    | 10 to 12 years     | 4.47 |                    |         |                      |                                  |
|                    | More than 12 years | 4.55 |                    |         |                      |                                  |

Table 17 presents the comparative analysis of the Reading Recovery Program (RRP) assessment by school heads across their years of service, covering the indicators of management support, program effectiveness, and enhancement strategies. The Kruskal–Wallis H test was utilized to determine if tenure significantly impacts leadership perception. The statistical results indicate no significant differences across the experience groups for management support ( $H = 5.780$ ,  $p = 0.328$ ), program effectiveness ( $H = 3.555$ ,  $p = 0.615$ ), or strategies ( $H = 3.821$ ,  $p = 0.576$ ). Since all p-values exceed the 0.05 threshold, the null hypothesis is sustained. This signifies that the length of service as a school head, whether they are new to the role (1-3 years) or seasoned administrators (10+ years), does not dictate how they perceive the RRP's management

or success. It suggests that the administrative approach to literacy intervention in District IV is driven by professional standards and institutional mandates rather than by the personal tenure of the leader.

Despite the lack of statistical significance, the descriptive data reveals an interesting peak in the 7 to 9 years of service group. This cohort reported the highest mean scores across all three indicators: management support (4.90), program effectiveness (5.00), and enhancement strategies (5.00). Conversely, the lowest means were consistently observed in the 1 to 3 years group (Management Support = 4.44, Strategies = 4.34) and the 10 to 12 years group (Effectiveness = 4.44). This 'inverted-U' pattern allows for a nuanced inference: school heads in the middle tenure phase (7-9 years) may be at their peak efficacy regarding this specific program. They likely possess enough experience to navigate systemic challenges confidently but have not yet reached the point of potential burnout or routine fatigue that might affect those with longer tenures. The lower scores for novice principals (1-3 years) suggest they are still acclimatizing to the complexities of managing specialized interventions like the RRP, indicating a need for targeted induction support during these initial years.

These findings are consistent with contemporary research on educational leadership. The observation that administrative tenure does not fundamentally alter perception supports Leithwood et al. (2020) who argued that successful school leadership is defined by specific practices, such as active monitoring and collaboration, rather than years on the job. The peak performance of mid-tenure leaders resonates with Garcia and Buendia (2021) who noted that principals who actively engage in structured planning (often honed over several years) create stronger accountability systems. Furthermore, the uniformity in strategic approach across all tenure groups validates Domingo's (2020) findings that aligning reading program goals with school improvement plans ensures sustained implementation regardless of the leader's experience level. Finally, the need to

support newer school heads reflects the broader management principles outlined in DepEd Order No. 31, s. 2023, which underscores the importance of adaptive management and continuous capacity building for school leaders to sustain learning recovery efforts.

**Table 18**

*Test of Significant Difference of Reading Recovery Program Indicators as to School Heads' Educational Attainment*

| Indicators         | Educational Attainment | Mean | Test Statistic (Z) | p-value | Decision             | Conclusion                       |
|--------------------|------------------------|------|--------------------|---------|----------------------|----------------------------------|
| Management Support | Bachelor's             | 4.44 | 0.059              | 0.971   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | Doctorate              | 4.56 |                    |         |                      |                                  |
|                    | Master's               | 4.58 |                    |         |                      |                                  |
| Effectiveness      | Bachelor's             | 4.40 | 3.412              | 0.182   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | Doctorate              | 4.60 |                    |         |                      |                                  |
|                    | Master's               | 4.68 |                    |         |                      |                                  |
| Strategies         | Bachelor's             | 4.28 | 4.493              | 0.106   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | Doctorate              | 4.54 |                    |         |                      |                                  |
|                    | Master's               | 4.58 |                    |         |                      |                                  |

Table 18 presents the comparative analysis of the Reading Recovery Program (RRP) assessment by school heads, categorized by their educational attainment (Bachelor's, Master's, and Doctorate). The descriptive data reveals a consistent pattern where those with advanced degrees report higher mean scores. In terms of management support, Master's degree holders reported the highest mean (4.58), closely followed by Doctorate holders (4.56) and Bachelor's degree holders (4.44). A similar trend is observed for program effectiveness, with Master's holders again leading (4.68), and for strategies to enhance effectiveness (4.58). This pattern allows for the inference that advanced academic training (Master's level) may provide school heads with a deeper theoretical understanding or a broader strategic perspective, enabling them to feel slightly more confident in their management and assessment of the program. The slight dip for Bachelor's degree holders suggests that those without advanced degrees might perceive their support systems as slightly less robust, potentially due to less exposure to advanced educational management theories.

However, despite these descriptive variations, the Mann–Whitney U test results indicate no

statistically significant differences across the groups for management support ( $Z = 0.059$ ,  $p = 0.971$ ), program effectiveness ( $Z = 3.412$ ,  $p = 0.182$ ), or strategies ( $Z = 4.493$ ,  $p = 0.106$ ). Since all  $p$ -values exceed the 0.05 threshold, the null hypothesis is sustained. This signifies that the level of formal education of the school head does not significantly dictate how they perceive the success or management of the RRP. It implies that the practical skills required to manage the RRP, such as monitoring implementation, allocating resources, and fostering a reading culture, are competencies likely developed through on-the-job experience and specific DepEd training rather than purely through academic degrees. Thus, a school head with a Bachelor's degree is statistically just as effective in their perception of managing the program as one with a Doctorate.

These findings are consistent with recent research on educational leadership. The observation that educational attainment does not significantly alter perception supports Leithwood et al. (2020) who argued that successful school leadership is defined by specific practices and active engagement rather than academic credentials. Furthermore, the lack of significant difference reinforces the findings of Garcia and Buendia (2021) who emphasized that effective principals, regardless of their background qualifications, drive program success through structured planning and clear role assignments. Finally, the operational consistency across all education levels validates the principles in DepEd Order No. 31, s. 2023, which focuses on adaptive management and capacity building as the key drivers for sustaining learning recovery efforts, suggesting that the department's own training programs are effective equalizers among school administrators.

**Table 19**

*Test of Significant Difference of Reading Recovery Program Indicators as to Number of Reading Recovery Program*

| Indicators         | Number of RRP | Mean | Test Statistic (H) | p-value | Decision             | Conclusion                       |
|--------------------|---------------|------|--------------------|---------|----------------------|----------------------------------|
| Management Support | 1             | 4.51 | 1.147              | 0.887   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 2             | 4.61 |                    |         |                      |                                  |
|                    | 3             | 4.48 |                    |         |                      |                                  |
|                    | 4             | 4.45 |                    |         |                      |                                  |
|                    | 5             | 4.80 |                    |         |                      |                                  |
| Effectiveness      | 1             | 4.46 | 5.619              | 0.229   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 2             | 4.61 |                    |         |                      |                                  |
|                    | 3             | 4.31 |                    |         |                      |                                  |
|                    | 4             | 5.00 |                    |         |                      |                                  |
|                    | 5             | 5.00 |                    |         |                      |                                  |
| Strategies         | 1             | 4.47 | 4.945              | 0.293   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 2             | 4.61 |                    |         |                      |                                  |
|                    | 3             | 4.39 |                    |         |                      |                                  |
|                    | 4             | 5.00 |                    |         |                      |                                  |
|                    | 5             | 5.00 |                    |         |                      |                                  |

Table 19 analyzes the teachers' perceptions of the Reading Recovery Program (RRP) based on the number of programs they were handling, examining management support, program effectiveness, and enhancement strategies. The Kruskal-Wallis H test was utilized to determine if the workload (handling 1, 2, 3, 4, or 5 RRP) created significant differences in perception. The statistical analysis indicates that the number of programs handled does not lead to significant differences in how teachers perceive management support ( $H = 1.147$ ,  $p = 0.887$ ), program effectiveness ( $H = 5.619$ ,  $p = 0.229$ ), or strategies ( $H = 4.945$ ,  $p = 0.293$ ). Since all p-values exceed the 0.05 threshold, the null hypothesis is sustained. This finding is crucial as it implies that program workload volume is not a determining factor in the perceived quality of the RRP. Whether a teacher is managing a single RRP class or juggling five, their assessment of the support they have received

and the program's efficacy remains statistically consistent.

Despite the lack of statistical significance, the descriptive mean scores present a counter-intuitive trend. Teachers handling the highest volume—five RRP—reported the highest means for management support (4.80), effectiveness (5.00), and strategies (5.00). Conversely, those with a moderate workload (three RRP) reported the lowest means across all indicators (Management Support = 4.48, Effectiveness = 4.31, Strategies = 4.39). This high-volume, high-satisfaction result suggests that teachers entrusted with multiple programs may be highly specialized or experienced master teachers who have developed efficient systems for managing larger caseloads. Their high ratings likely reflect a high degree of competence and perhaps prioritizing administrative support for these key personnel. In contrast, the dip in the three programs' group might represent a tipping point where the workload becomes challenging for the average teacher before they develop the efficiencies of the high-volume specialists.

These findings align with recent research on literacy program fidelity. The observation that the number of interventions does not degrade perceived quality supports Pinnell et al. (2020) who emphasized that the fidelity of implementation is determined more by the quality of the instructional framework than by the sheer quantity of interventions. The high ratings from teachers with heavy caseloads validate the findings of Shanahan and Barr (2020) who noted that sustaining program effectiveness depends heavily on teacher expertise. Furthermore, the uniformity in perceived management support across all workload levels resonates with Garcia and Buendia (2021) who argued that structured administrative support helps mitigate potential performance variations, ensuring that even those with

heavy loads feel supported. Finally, this consistency reflects the principles in DepEd Order No. 24, s. 2022, which advocates for establishing robust reading committees to ensure that literacy interventions are consistently implemented regardless of individual teacher load.

**Table 20**

*Test of Significant Difference of Reading Recovery Program Indicators as to Number of Years Implementing Reading Recovery Program*

| Effectiveness      | Number of Years Implementing RRP | Mean | Test Statistic (H) | p-value | Decision             | Conclusion                       |
|--------------------|----------------------------------|------|--------------------|---------|----------------------|----------------------------------|
| Management Support | 0                                | 4.50 | 10.510             | 0.062   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 1                                | 4.70 |                    |         |                      |                                  |
|                    | 2                                | 4.56 |                    |         |                      |                                  |
|                    | 3                                | 4.33 |                    |         |                      |                                  |
|                    | 4                                | 4.83 |                    |         |                      |                                  |
|                    | 5                                | 4.31 |                    |         |                      |                                  |
|                    | Above 5                          | 4.95 |                    |         |                      |                                  |
| Effectiveness      | 0                                | 4.10 | 4.681              | 0.456   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 1                                | 4.59 |                    |         |                      |                                  |
|                    | 2                                | 4.59 |                    |         |                      |                                  |
|                    | 3                                | 4.39 |                    |         |                      |                                  |
|                    | 4                                | 4.67 |                    |         |                      |                                  |
|                    | 5                                | 4.74 |                    |         |                      |                                  |
|                    | Above 5                          | 5.00 |                    |         |                      |                                  |
| Strategies         | 0                                | 4.40 | 8.063              | 0.153   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | 1                                | 4.47 |                    |         |                      |                                  |
|                    | 2                                | 4.50 |                    |         |                      |                                  |
|                    | 3                                | 4.26 |                    |         |                      |                                  |
|                    | 4                                | 4.60 |                    |         |                      |                                  |
|                    | 5                                | 4.59 |                    |         |                      |                                  |
|                    | Above 5                          | 5.00 |                    |         |                      |                                  |

Table 20 presents the comparative analysis of the Reading Recovery Program (RRP) assessment by teachers based on the number of years they have been implementing the program. The analysis covers the three key indicators: management support, program effectiveness, and enhancement strategies. The Kruskal–Wallis H test was utilized to determine if the duration of implementation experience creates significant variances in perception. The statistical results indicate no significant differences across the implementation groups for management support ( $H =$

10.510,  $p = 0.062$ ), program effectiveness ( $H = 4.681$ ,  $p = 0.456$ ), or strategies ( $H = 8.063$ ,  $p = 0.153$ ). Since all  $p$ -values exceed the 0.05 threshold, the null hypothesis is sustained. This finding is significant as it suggests that a teacher's familiarity with the RRP, whether they are novices with 0 years or veterans with over 5 years of implementation, does not fundamentally alter their perception of how well the program is managed or how effective it is. This uniformity implies that the RRP's structure is robust enough to be understood and appreciated relatively quickly by new implementers, without a steep buy-in curve that often affects long-term adoption.

Despite the lack of statistical significance, the descriptive mean scores reveal a clear upward trend correlating with experience. Teachers with more than 5 years of implementation consistently reported the highest mean scores (Management Support = 4.95, Effectiveness = 5.00, Strategies = 5.00). In contrast, those with 0 years (likely new inductees) reported lower effectiveness scores (4.10). This descriptive gap allows for the inference that while all teachers view the program positively, long-term implementers possess a deeper level of efficacy and satisfaction. The perfect score of 5.00 for effectiveness and strategies from the most experienced group suggests that the RRP is a program that grows on its users; the more a teacher uses it, the more they see its value. Conversely, the lower scores for beginners suggest that the initial year involves a learning curve where the program's full impact might not yet be visible to the teacher, highlighting a need for reassurance and quick wins during the first year of implementation to boost confidence.

These findings align with recent research on teacher professional development and program sustainability. The observation that experience enhances confidence without statistically altering overall perception supports Kim et al. (2020) who noted that while explicit instruction improves with practice, the core effectiveness of a well-designed intervention remains stable. The high satisfaction among long-term implementers validates Andres and Gascon (2022) who emphasized that sustained engagement in professional learning communities (like LAC sessions)

strengthens a teacher's capacity to design targeted interventions over time. Furthermore, the fact that management support is perceived consistently across all groups resonates with Garcia and Buendia (2021) who argued that strong administrative leadership ensures that even new teachers feel supported. Finally, the trend suggests that retaining teachers in the RRP is beneficial, as their perceived effectiveness maximizes over time, a concept supported by Shanahan and Barr (2020) who linked teacher expertise to the long-term success of literacy initiatives.

**Table 21**

*Test of Significant Difference in Reading Recovery Program Indicators as to Teachers' Training Participation*

| Indicator          | Attended RRP | Mean | Test Statistic (Z) | p-value | Decision             | Conclusion                       |
|--------------------|--------------|------|--------------------|---------|----------------------|----------------------------------|
| Management Support | Yes          | 4.53 | -0.225             | 0.822   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | No           | 4.51 |                    |         | Fail to Reject $H_0$ | No Significant Difference Exists |
| Effectiveness      | Yes          | 4.48 | -0.067             | 0.947   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | No           | 4.54 |                    |         | Fail to Reject $H_0$ | No Significant Difference Exists |
| Strategies         | Yes          | 4.50 | -0.190             | 0.850   | Fail to Reject $H_0$ | No Significant Difference Exists |
|                    | No           | 4.56 |                    |         | Fail to Reject $H_0$ | No Significant Difference Exists |

Table 21 compares the perceptions of teachers regarding the Reading Recovery Program (RRP), specifically concerning management support, program effectiveness, and enhancement strategies, based on whether they had attended RRP training. The Mann-Whitney U test was utilized to determine if training attendance created a significant divergence in perception. The

statistical results indicate no significant differences between the two groups for management support ( $Z = -0.225$ ,  $p = 0.822$ ), effectiveness ( $Z = -0.067$ ,  $p = 0.947$ ), or strategies ( $Z = -0.190$ ,  $p = 0.850$ ). Since all p-values far exceed the 0.05 threshold, the null hypothesis is sustained. This finding is particularly intriguing: it suggests that formally trained teachers do not perceive the program significantly differently than those who have not yet received specific RRP training. Both groups rated the program's operations and impact with nearly identical high positivity.

The descriptive mean scores further illustrate this uniformity. Teachers who attended training reported mean scores of 4.53 for management support, 4.48 for effectiveness, and 4.50 for strategies. In comparison, those who did not attend training reported scores of 4.51, 4.54, and 4.56, respectively. The fact that untrained teachers rated effectiveness and strategies slightly higher than their trained counterparts allows for a nuanced inference. It implies that the untrained teachers are not operating in a vacuum; they are likely receiving strong on-the-job scaffolding, peer mentoring, or localized orientation that effectively compensates for the lack of formal training. It suggests that the school's internal support mechanisms (management support) are robust enough to onboard new or untrained staff quickly, ensuring that they feel just as competent and supported as the formally certified cohort. Alternatively, it could imply that the trained teachers, having a deeper theoretical understanding, are more critical in their assessment, while untrained teachers are evaluating based on immediate practical outcomes.

These findings are supported by recent research on teacher efficacy and professional development. The observation that formal training is not the sole driver of positive perception supports Kim et al. (2020) who noted that while training is essential, the effectiveness of interventions often relies on the clarity of the instructional framework itself, which can be transferred through means other

than formal workshops. The similarity in ratings suggests a strong community of practice, validating Andres and Gascon (2022) contention that collaborative structures like Learning Action Cells (LACs) allow untrained teachers to absorb best practices from their trained colleagues. Furthermore, the high ratings from untrained teachers regarding management support resonate with Garcia and Buendia (2021) who argued that active principal engagement and structured planning are critical for ensuring all teachers feel supported, regardless of their formal credentialing status. Finally, this consistency aligns with Shanahan and Barr (2020) who emphasized that sustained effectiveness relies on consistent administrative support and instructional fidelity, which appear to be present in District IV.

**Table 22**

*Test of Significant Difference in Reading Recovery Program Indicators Based on School's Receipt of RRP Training Support*

| Indicator          | Received RRP Support | Mean | Test Statistic (Z) | p-value | Decision     | Conclusion                       |
|--------------------|----------------------|------|--------------------|---------|--------------|----------------------------------|
| Management Support | Yes                  | 4.56 | -1.117             | 0.264   | Fail to      | No Significant Difference Exists |
|                    | No                   | 4.38 |                    |         | Reject $H_0$ |                                  |
| Effectiveness      | Yes                  | 4.63 | -1.458             | 0.145   | Fail to      | No Significant Difference Exists |
|                    | No                   | 4.25 |                    |         | Reject $H_0$ |                                  |
| Strategies         | Yes                  | 4.51 | -1.001             | 0.317   | Fail to      | No Significant Difference Exists |
|                    | No                   | 4.35 |                    |         | Reject $H_0$ |                                  |

Table 22 presents a comparative analysis of teachers' perceptions regarding the Reading Recovery Program (RRP) based on whether they received specific program support. The analysis covers three key indicators: management support, program effectiveness, and enhancement strategies. The descriptive statistics reveal a consistent pattern where teachers who received support reported higher mean scores across all domains. For management support, supported teachers reported a mean of 4.56 compared to 4.38 for those without support. Similarly, they rated program effectiveness higher ( $M = 4.63$  vs.  $4.25$ ) and were more positive about enhancement strategies ( $M = 4.51$  vs.  $4.35$ ). This observable gap, particularly in the effectiveness indicator (a difference of 0.38), allows for the inference that tangible support mechanisms, whether in the form of materials, coaching, or administrative backing, directly bolster a teacher's confidence in the program's success. It suggests that when teachers feel supported, they are more likely to view the intervention as efficacious, potentially because they have the resources to execute it properly.

However, despite these descriptive differences, the Mann–Whitney U test results indicate that these variations are not statistically significant for management support ( $Z = -1.117$ ,  $p = 0.264$ ), program effectiveness ( $Z = -1.458$ ,  $p = 0.145$ ), or strategies ( $Z = -1.001$ ,  $p = 0.317$ ). Since all p-

values exceed the 0.05 threshold, the null hypothesis is sustained. This statistical outcome implies that while support is beneficial, its absence does not fundamentally cripple the teachers' perception of the program. Even those who identified as not receiving specific RRP support still rated the program highly (with means above 4.25), suggesting a high degree of resilience and professional commitment among the faculty. It implies that the unsupported teachers are likely resourceful enough to find alternative ways to implement the program effectively, or that the general school environment is supportive enough that the lack of specific RRP aid is not a fatal flaw.

These findings align with recent educational research on teacher efficacy and program implementation. The observation that support enhances confidence without statistically altering the fundamental view of the program supports Shanahan and Barr (2020) who noted that sustained effectiveness relies on consistent application of the instructional framework, which committed teachers can achieve even with varying levels of support. The resilience of the unsupported group validates Andres and Gascon (2022) who found that collaborative cultures (like LAC sessions) can buffer against resource gaps, allowing teachers to maintain instructional quality. Furthermore, the trend where support leads to higher (though not significantly different) ratings resonates with Pinnell et al. (2020) who emphasized that while training and support contribute to preparedness, implementation fidelity is often driven by the teacher's professional attitude and the broader school culture.



**Table 23**

*Correlation Among Indicators of the Reading Recovery Program as Perceived by Teachers*

| Indicator 1                   | Indicator 2                                                       | Spearman Rho | p-value | Decision  | Conclusion                      |
|-------------------------------|-------------------------------------------------------------------|--------------|---------|-----------|---------------------------------|
| Management Support to the RRP | Effectiveness of the RRP                                          | 0.755        | <0.001  | Reject Ho | Significant Relationship Exists |
| Management Support to the RRP | Strategies to Enhance the Management and Effectiveness of the RRP | 0.805        | <0.001  | Reject Ho | Significant Relationship Exists |
| Effectiveness of the RRP      | Strategies to Enhance the Management and Effectiveness of the RRP | 0.861        | <0.001  | Reject Ho | Significant Relationship Exists |

Table 23 presents the Spearman's Rho correlation analysis, revealing highly significant positive relationships among all indicators of the Reading Recovery Program (RRP): management support, program effectiveness, and enhancement strategies. The data shows a strong correlation between management support and program effectiveness ( $\rho = 0.755$ ,  $p < 0.001$ ), meaning that as the level of administrative backing increases, the perceived success of the program rises substantially. Even stronger is the relationship between management support and enhancement strategies ( $\rho = 0.805$ ,  $p < 0.001$ ), suggesting that supportive leadership is the catalyst that allows strategic practices (like teacher collaboration and parent engagement) to be implemented. Finally, the highest correlation was observed between program effectiveness and enhancement strategies ( $\rho = 0.861$ ,  $p < 0.001$ ). This powerful link demonstrates that the strategies are not merely theoretical; when executed well, they are the direct drivers of the program's success.

The inference drawn from these strong interrelationships is that the RRP operates as a

cohesive ecosystem rather than a set of isolated components. The high correlation coefficients suggest that effectiveness is not an accident but a direct output of a chain reaction that starts with management. Without strong management support, strategies cannot be fully implemented ( $p = 0.805$ ), and without those strategies, effectiveness cannot be achieved ( $p = 0.861$ ). This implies that any attempt to improve reading outcomes must begin at the leadership level; equipping school heads to provide better support is likely the most efficient lever to raise overall program quality. It also suggests that the strategies currently in place (such as individualized instruction and monitoring) are the correct ones, as they are strongly validated by their link to effectiveness.

These findings are consistent with recent research on educational leadership and program sustainability. The critical role of management support in driving outcomes aligns with Leithwood et al. (2020) who demonstrated that instructional leadership is a primary mediator of student success. The strong link between strategies and effectiveness supports Kim et al. (2020) and Shanahan and Barr (2020) who emphasized that the fidelity of implementing evidence-based strategies, such as explicit instruction and progress monitoring, is what determines literacy gains. Furthermore, the holistic nature of these correlations resonates with Pinnell et al. (2020) who argued that successful reading recovery is not just about the teacher in the classroom but about an integrated system of administrative commitment, ongoing professional development, and strategic execution.

**Table 24**

*Correlation Among Indicators of the Reading Recovery Program as Perceived by School Heads*

| Indicator 1                   | Indicator 2              | Spearman Rho | p-value | Decision     | Conclusion                      |
|-------------------------------|--------------------------|--------------|---------|--------------|---------------------------------|
| Management Support to the RRP | Effectiveness of the RRP | 0.587        | <0.001  | Reject $H_0$ | Significant Relationship Exists |
| Management                    | Strategies to            | 0.704        | <0.001  | Reject $H_0$ | Significant                     |

|                          |                                                                   |       |        |              |                                 |
|--------------------------|-------------------------------------------------------------------|-------|--------|--------------|---------------------------------|
| Support RRP              | Enhance the Management and Effectiveness of the RRP               |       |        |              | Relationship Exists             |
| Effectiveness of the RRP | Strategies to Enhance the Management and Effectiveness of the RRP | 0.814 | <0.001 | Reject $H_0$ | Significant Relationship Exists |

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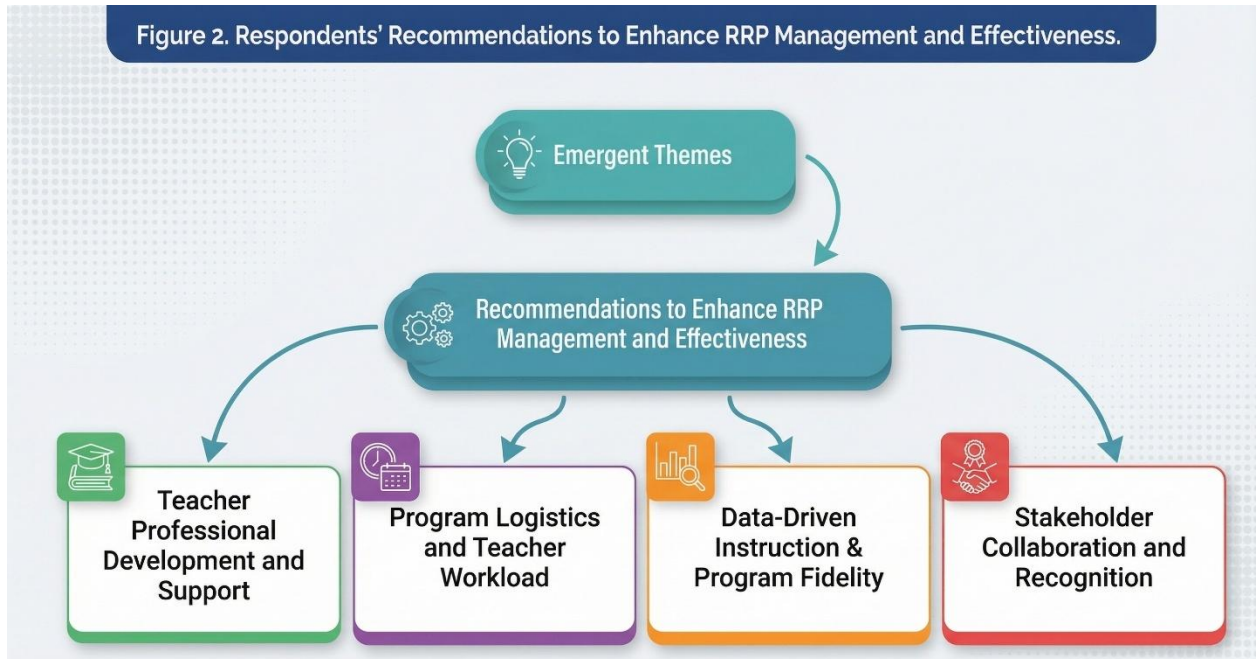
The Spearman's Rho correlation analysis presented in Table 24 indicates significant positive relationships among the three key indicators of the Reading Recovery Program (RRP) as reported by the school heads. The results reveal that management support to the RRP is significantly associated with the effectiveness of the program ( $\rho = 0.587$ ,  $p < 0.001$ ). This statistical evidence suggests that a higher degree of administrative backing, such as resource allocation and moral support, directly corresponds to better program outcomes. Furthermore, management support showed a strong significant relationship with strategies to enhance the management and effectiveness of the RRP ( $\rho = 0.704$ ,  $p < 0.001$ ). This highlights that active involvement from school leaders is a precursor to the development and implementation of robust strategic improvements. Additionally, the effectiveness of the RRP was found to be very strongly related to the strategies employed for enhancing its management ( $\rho = 0.814$ ,  $p < 0.001$ ). This indicates that when strategies are well-defined and effectively implemented, they align closely with higher program efficacy. These findings draw the inference that the success of the Reading Recovery Program is not an isolated instructional endeavor but a systemic one that relies heavily on the administrative backbone of the school. The strong correlation between management support and strategic application implies that leadership is the catalyst for operationalizing reading interventions; without active management, strategies remain theoretical and fail to translate into program effectiveness. The data suggests that

for the RRP to achieve its goal of bridging literacy gaps, school heads must move beyond mere supervision to active strategic planning. The interconnectivity of these variables implies that a holistic approach, where management support fuels strategy, and strategy drives effectiveness, is essential for sustainability. These results are consistent with recent literature emphasizing that administrative support, strategic planning, and systematic monitoring are critical to the successful implementation of literacy programs. Leithwood et al. (2020) affirmed that effective leadership practices are central to improving student outcomes. This aligns with the findings of Duke and Cartwright (2021) who emphasized that leadership support and systematic assessment are key to embedding literacy improvement in school culture. Furthermore, Garcia and Buendia (2021) found that principals who actively monitor reading initiatives and provide coaching create accountability that translates into performance, a sentiment echoed by Domingo (2020) regarding the importance of data-based reflection. Additionally, Kim et al. (2020) and Holliman and Hurry (2021) support the finding that structured, monitored interventions lead to robust gains, provided there is consistent post-intervention support. Finally, the necessity of continuous professional development in executing these strategies is supported by Andres and Gascon (2022) who noted that consistent Learning Action Cell (LAC) sessions improve instructional consistency and learner gains.

## Part 2. Qualitative Data Gathered from the Interview

**Figure 2**

*Recommendations to Enhance RRP Management and Effectiveness*



### Theme 1: Teacher Professional Development and Support

This theme shows that teachers strongly feel the need for continuous training and better support to help them teach reading more effectively. Their suggestions for more workshops, coaching, and LAC sessions mean that many of them still want to improve their skills, especially in handling struggling readers. This also suggests that consistent and well-planned training can boost their confidence and help them apply effective reading strategies in the classroom.

The comments about sharing the RRP teachers' specialized training school-wide show an important point: reading success should not depend on one teacher alone. Instead, the whole school should work together so that all teachers can use the same strong reading practices. Teachers also mentioned the importance of motivation, recognition, and having enough resources.

This indicates that when teachers feel supported emotionally and professionally, they are more likely to stay committed and perform better.

One of the participants suggested several key initiatives, including the following:

*“Continuous training for teacher improvement; enhance the resources availability; incorporate motivation and recognition...”* [PT22]

Meanwhile, one of the school heads suggested school-wide integration emphasizing the need for broader application of specialized knowledge:

*“Integrate RRP Expertise School-Wide (The RRP teacher’s intensive, one-year training makes them a literacy expert).”* [PSH6]

## **Theme 2: Program Logistics and Teacher Workload**

This theme shows that many of the problems teachers face come from system or administrative issues, not from a lack of willingness to teach. Respondents shared that heavy workloads and lack of time make it hard for them to give proper reading interventions. This implies that even good teaching strategies will not work well if teachers do not have enough time to use them. Their suggestions, like hiring more tutors or reducing class sizes, show that they want long-term solutions that will allow them to focus on students who need help the most.

The repeated call for the timely release of RRP funds and complete materials also indicates that delays and shortages slow down the program. If teachers do not receive resources on time, the interventions become less effective. Some teachers mentioned personal time management, which shows they are trying to cope, but this also means that individual effort alone cannot fix system-wide problems. The overall message is clear: the program needs stronger planning, faster fund distribution, and better logistical support for teachers.

In terms of workload and time Management, PT 18 suggested,

*“Give teachers enough time to tutor their struggling pupils in reading. It is said that there will be hired tutors for the ARAL Tutees... I hope that for the next ARAL... there will be more hired tutors.”* [PT18]

One participant highlighted the necessity of personal initiative, noting,

*“Being resourceful (personal strategy to cope with resource limitations) ...”* [PT13]

While another participant suggested a key programmatic improvement, specifically emphasizing the need for,

*“...on time downloading of funds for the program.”* [PSH11]

### Theme 3: Data-Driven Instruction and Program Fidelity

This theme highlights that teachers see the value of using clear, accurate data to guide their instruction. Their suggestions for regular assessments throughout the year show that they want to understand exactly what each learner struggles with. This means they believe that reading interventions become more effective when they are based on real, up-to-date information. The idea of tailoring instruction to each child's needs also suggests that some current practices may still be too general or not specific enough.

Teachers also pointed out the importance of using the right materials and keeping the program faithful to its original design. This implies that if the RRP drifts away from evidence-based strategies or lacks proper monitoring, its effectiveness will drop. Their suggestions show that assessment results should not just be recorded but must be used to improve teaching practices, both in the RRP sessions and in regular classroom instruction. The implication is that the program needs a strong flow of data, feedback, and follow-up to stay effective.

In the Assessment and Monitoring aspect, one of the participants suggested focus on tailoring the instruction:

*“Focus on individualized instruction, tailor the intervention to address specific reading difficulties.”* [PT5]

Under Resource Suitability, one participant noted the importance of actionable feedback from resources:

*“...provide us with the result of the evaluation, accompanied by the strategies that we need to apply.”* [PT19]

Finally, addressing both resources and oversight, one participant suggested,

*“...strengthen monitoring and evaluation, allocate sufficient support especially in reproduction of localized materials suited for the learners.” [PSH10]*

#### **Theme 4: Stakeholder Collaboration and Recognition**

This theme shows that the participants believe that the success of the RRP depends on teamwork, not only inside the school but also with parents, LGUs, and the community. Their suggestions for stronger parent involvement show that reading improvement requires support at home, not just in school. Parent orientations and home visits were mentioned because they help address issues like absenteeism and help parents understand how they can assist their children.

The suggestions for better communication with stakeholders and support from LGUs highlight that schools cannot address all reading needs alone. They need partners who can provide funding, materials, and community support. The request for award systems also shows how recognition can motivate both teachers and students. The implication is that when everyone works together and literacy efforts are celebrated, the reading culture becomes stronger and more sustainable.

**With regard to parental engagement, it highlights the importance of connecting with guardians. A broader suggestion was offered to enhance the program’s overall effectiveness:**

*“...to enhance the program's management and outcomes, I recommend increasing pupil and parent involvement in the planning and implementation phases.” [PSH28]*

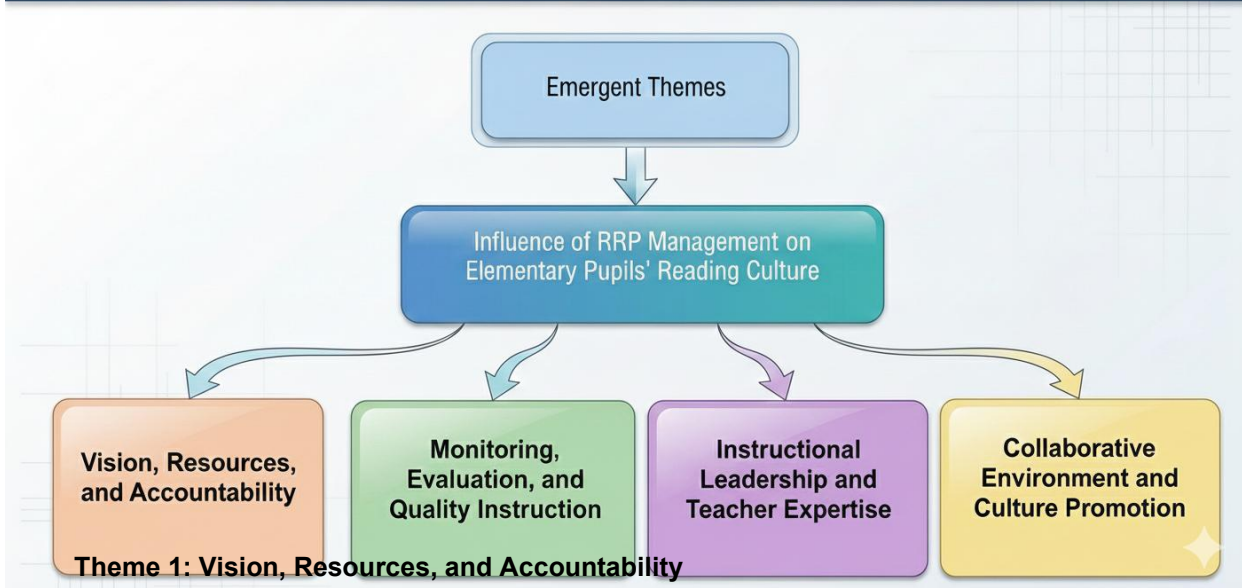
Effective administrative support often relies on strong communication channels. To further solidify commitment and participation, a suggestion was made to recognize successful efforts:

*“Continue the good practices and intensify the award system with this project (Recognition strategy). [PSH1]*

The qualitative data reveals that optimizing the Reading Recovery Program (RRP) requires a systemic management shift addressing both logistical constraints and instructional fidelity. The participants emphasized that while professional development (Theme 1) is essential, its impact is negated by time poverty and resource delays (Theme 2). The specific calls for hiring dedicated tutors and ensuring on-time fund release imply that administrative bottlenecks currently hinder program success. Furthermore, the participants' insistence on individualized, data-driven instruction (Theme 3) and strong parental engagement (Theme 4) suggests that the RRP cannot operate as a generic intervention. The findings imply that for the program to be effective, school leadership must transition from mere supervision to active enablement, specifically by reducing teacher workload to prevent burnout and fostering external partnerships to extend literacy support beyond the classroom.

These findings align with Rominimbang and Barrera (2024) and Abril et al. (2022) who identified teacher workload and competing duties as primary barriers to intervention fidelity. The cited logistical challenges mirror DepEd-Bicol (2024) and Calipay (2024) who noted that resource shortages weaken public school literacy initiatives. Regarding professional support, the results validate Andres and Gascon (2022) and Domingo (2020) who confirmed that continuous coaching is vital for instructional consistency. Moreover, the shift toward data-driven customization is supported by Duke and Cartwright (2021) and Kim et al. (2020), while the critical role of home-

school collaboration resonates with Cabalquinto (2021) and Erdem et al. (2020).

**Figure 3***Influence of RRP Management on Elementary Pupils' Reading Culture***Figure 3.** *Influence of RRP Management on Elementary Pupils' Reading Culture*

This theme shows how school leaders shape the overall direction of the reading program.

When leaders set a clear vision for literacy, provide needed resources, and include the RRP in formal school plans like the SIP and AIP, they send a strong message that reading is a major priority. This formal inclusion also ensures continuity, which means the program will continue even when people change roles.

The responses reveal that when school heads secure funds, teaching materials, and needed training, they make the program stable and long-lasting. The deeper meaning of these responses is that leadership does not only guide teachers; it creates the conditions that make a strong reading culture possible. When school leaders consistently prioritize the RRP, they influence how teachers work, how pupils behave, and how the entire community views reading.

Although the participants mentioned things like setting goals and offering support, the

implication is that strong leadership shapes the school's identity. A school that invests in reading becomes a school where reading is valued, expected, and supported daily. This implies that without clear leadership direction, the reading culture would weaken or become inconsistent. As one of the participants noted:

*"I as school headsets clear literacy vision, provides resources, and supports the teachers in their training. These will help for the sustainability of the program."*

[PSH13]

In a similar vein, another participant affirmed the critical nature of the school leader's influence:

*"A school leader's influence is critical to the RRP's success, primarily by ensuring the program has resources, fidelity, and support."* [PSH6]

## **Theme 2: Monitoring, Evaluation, and Quality Instruction**

This theme focuses on how leaders make sure the reading program is working. Continuous monitoring, evaluation, and the use of data help them check if teaching strategies are followed, if interventions help learners, and if improvements are happening. Through these actions, leaders ensure that the program remains effective and responsive to learners' needs.

The responses show that leaders understand that RRP success depends on regular assessment and timely decision-making. The deeper implication is that monitoring is not just about checking work, it shapes the quality of teaching and guarantees accountability. When school heads study Phil-IRI results, observe classes, and guide teachers based on data, they model a culture of improvement. This reinforces to teachers and pupils that reading progress is taken seriously.

The interpretation here goes beyond the statements: monitoring builds trust. When teachers see that decisions are grounded in real data, they are more confident that their efforts matter.

Likewise, pupils benefit because their struggles are identified early, and support is adjusted quickly. The implication is that a strong reading culture grows when leaders use evidence to guide every action, not assumptions or guesswork.

As one of the participants noted, they recognize their impact on the process:

*“My significant role in monitoring and Evaluation and planning influence the success of the RRP in our school.” [PSH2]*

Furthermore, another participant emphasized that this oversight extends to making the most crucial instructional and administrative decisions:

*“Monitoring and evaluation play a great role in the implementation of the RRP....if the non-reader learner may not able to read after the teacher have done already everything they can, it was the school head who can decide whether or not to promote the learner.” [PSH4]*

### **Theme 3: Instructional Leadership and Teacher Expertise**

This theme highlights the importance of school leaders as instructional guides, not just administrators. When leaders provide coaching, mentoring, and continuous support, teachers gain confidence in handling the specialized tasks required by the RRP. Collaboration between the RRP specialist and classroom teachers strengthens consistency in teaching approaches.

The deeper meaning from the responses is that teachers thrive when leadership invests in their growth. Strengthening teacher expertise leads to better instruction, which directly improves pupils' reading abilities. The implication is clear: reading culture becomes stronger when teachers feel supported and capable. Leaders who invest in ongoing training help build a professional environment where teachers continuously learn and improve.

More importantly, this theme shows that reading success does not depend on individual

effort, it is a shared professional responsibility. Leaders who support collaboration encourage teachers to move away from working alone and instead share strategies, challenges, and best practices. This team-based approach creates a more unified and positive reading environment for pupils.

As one of the participants noted, the strategy involves a two-pronged approach:

*“Staffing and support: Ensuring the RRP teacher receives the required ongoing professional development and actively facilitating collaboration between the RRP teacher and classroom teachers.” [PSH18]*

Another participant highlighted the collective guidance and provision provided by the school administration:

*“SH and MT guide and support the teachers, provide what they need for reading activities, and encourage everyone to keep improving.” [PSH20]*

#### **Theme 4: Collaborative Environment and Culture Promotion**

This theme shows how leaders build a school atmosphere where reading is celebrated and practiced by everyone, not just struggling readers. Activities like DEAR, storytelling sessions, and literacy events help make reading a normal and enjoyable part of school life. Leaders strengthen the reading culture by including teachers, pupils, parents, and community members in these activities.

Beyond the participants' statements, the implication is that reading culture becomes strong only when the entire school community is involved. When leaders provide opportunities for fun, engaging literacy activities, they help pupils build positive attitudes toward reading. This also lessens the stigma surrounding remedial programs, because reading becomes a shared school-wide experience rather than something only struggling pupils do.

This theme also shows that leadership influences motivation. When pupils see their teachers and school heads actively engaging in reading activities, they become more encouraged to participate. This suggests that culture-building is intentional: leaders shape attitudes, not just implement programs. As a result, reading becomes a collective habit that strengthens over time.

As one of the participants noted, this approach balances support, innovation, and oversight:

*“...foster collaborative environment, promotes innovation in teaching method, and ensure accountability for program outcomes.” [PSH27]*

Another participant specifically highlighted the use of motivating activities to embed reading into the daily life of the school:

*“Promote a school-wide culture of reading by initiating programs such as “Drop Everything and Read (DEAR),” storytelling sessions, and literacy celebrations. These activities motivate learners and reinforce the joy and value of reading as part of daily life.” [PSH26]*

The qualitative analysis reveals that effective management acts as the primary driver of school-wide reading culture. Respondents emphasized that when leaders align vision with resource allocation (Theme 1) and rigorous monitoring (Theme 2), they signal to the community that literacy is a non-negotiable priority. Furthermore, by providing instructional coaching (Theme 3) and initiating inclusive activities like “Drop Everything and Read” (Theme 4), management shifts reading from a remedial task to a shared community value. The key inference is that a robust reading culture is not accidental but is deliberately engineered through leadership that balances strict accountability with supportive, school-wide engagement.

These findings validate Garcia and Buendia (2021), who identified active monitoring as crucial for accountability, and align with DepEd Order No. 31, s. 2023 regarding the necessity of resource mobilization. The observed impact of instructional coaching supports Andres and Gascon

(2022) and Domingo (2020) who linked mentoring to sustained teacher efficacy. Finally, the role of inclusive activities in motivating learners corroborates Cabalquinto (2021) and Erdem et al. (2020), confirming that broad stakeholder engagement is essential for normalizing reading habits.

### **Part 3. Convergent Analysis of Quantitative and Qualitative Findings**

The findings from both quantitative and qualitative strands paint a comprehensive picture of the Reading Recovery Program (RRP) in District IV. Quantitative data from 60 teachers, 40 school heads, and district-wide reading assessments revealed consistently high ratings for RRP strategies, management support, and perceived effectiveness, with means exceeding 4.40 out of 5. Learners at the frustration level significantly decreased from 24.70% to 10.44%, while independent readers increased from 44.09% to 58.47%. No significant differences were observed across teacher or school head demographics, yet strong correlations emerged between management support, instructional strategies, and program effectiveness. Qualitative interviews complemented these findings by highlighting themes that enhance RRP management, such as professional development, program logistics, fidelity to instructional strategies, and stakeholder collaboration. Themes related to reading culture included clear vision and accountability, quality instruction, instructional leadership, and collaborative learning environments. Taken together, these findings suggest that while the RRP is effective and structurally sound, its long-term success depends on addressing

gaps in time allocation, resources, and home–school partnerships, which is central to the design of Project READ-UP.

The profile of RRP implementers reveals a dedicated and experienced workforce. Teachers were predominantly female (91.7%), mostly between 30 and 39 years old, and had extensive tenure, with two-thirds serving for 16 years or more. Most taught early grades, aligning with the critical window for literacy development, and 80% had undergone RRP training. School heads were gender-balanced, mid- to late-career, and highly educated, with the majority holding master's degrees and 90% receiving relevant training. Quantitative data showed no differences in perceptions of RRP effectiveness across demographic factors. However, interviews revealed that novice teachers and newly appointed school heads benefit from structured mentoring, and that the expertise of RRP specialists should be shared more broadly within schools rather than remaining isolated. These convergent insights suggest that professional competence in RRP is more dependent on organizational support and internal capacity-building than on individual characteristics, a principle operationalized by Project READ-UP through job-embedded upskilling that spreads expertise across staff.

Teachers consistently reported implementing core RRP strategies, such as collaborative planning, vocabulary development, and integration of comprehension and decoding, with high mean ratings between 4.42 and 4.62. Qualitative accounts

confirmed these practices but also highlighted the challenge of contextualizing instruction to home realities, often constrained by socio-economic factors and inconsistent parental involvement. On the management side, school heads rated their support highly, particularly for integrating RRP into the School Improvement Plan, using reading results to guide planning, and addressing challenges as they arose. Teachers' perceptions mirrored these high ratings, and statistical analyses confirmed strong correlations between management support, instructional strategies, and program effectiveness. Interviews further emphasized the role of leadership in vision-setting, resource allocation, monitoring, and fostering a culture of reading. The integration of both strands illustrates that while fidelity to RRP strategies is strong within classrooms, it is more fragile when it comes to connecting with families and home contexts—a gap that Project READ-UP directly addresses through continuous coaching and contextualized instructional support.

The RRP has produced measurable gains in student reading outcomes. District assessments showed a significant reduction in frustration-level readers and a corresponding increase in independent readers. Teachers and school heads alike reported that struggling learners had gained confidence, motivation, and competence, particularly in reading aloud and comprehension. Ratings of RRP effectiveness were uniformly high across multiple indicators, although slightly lower scores were noted for decoding, vocabulary development, and independent

reading. Qualitative narratives supported these findings, describing how individualized instruction, leveled materials, and regular progress monitoring helped learners overcome challenges. The convergence of quantitative and qualitative data underscores that the RRP not only improves technical reading skills but also positively influences learner attitudes, while Project READ-UP emphasizes sustaining these gains through reinforcement at home and continuous professional support.

Despite its success, the program faces notable challenges. Teachers reported limited time for individualized instruction, irregular student attendance, diverse reading levels within classes, and insufficient instructional materials. Interviews painted a vivid picture of “time poverty,” with teachers juggling heavy workloads, large classes, and additional responsibilities, often improvising materials to fill gaps. School heads identified parallel challenges, including student absenteeism, limited funding and resources, low stakeholder engagement, and the difficulty of balancing teachers’ RRP responsibilities with other programs. Both strands converge on the conclusion that these are systemic issues, not deficiencies in teacher skill or leadership commitment. The insights point to the importance of structural solutions, such as protected intervention time, additional support personnel, and reliable material provision, all of which are incorporated into Project READ-UP through strategic planning and capacity-building initiatives.

While both teachers and school heads strongly endorsed core RRP strategies, a subtle divergence emerged in priorities. Teachers emphasized parental engagement as critical for sustaining reading gains, while school heads prioritized building a reading culture and professional development within schools. Interviews revealed that teachers often experience the immediate impact of disengaged parents, whereas school leaders focus on systemic structures and internal capacity. This convergence-divergence pattern highlights a misalignment in attention to internal versus external supports. Project READ-UP addresses this gap by embedding stakeholder engagement tasks, such as home literacy plans and LGU partnerships, into both teacher and leader responsibilities, thereby linking school-level systems with the relational needs of learners.

Quantitative data indicate that schools maintain a clear literacy vision, actively use reading results to inform planning, and implement structured monitoring and evaluation practices. Strong correlations between leadership practices and program effectiveness reinforce this finding. Interviews illustrated how school heads translate vision into action through instructional coaching, classroom observations, and support for collaborative practices. Collaborative initiatives such as DEAR sessions, storytelling, book fairs, and recognition programs further promote a culture of reading and normalize participation in RRP. Together, these findings suggest that reading culture is not an abstract ideal but a

lived reality shaped by leadership and daily instructional practice. Project READ-UP builds on this strength by formalizing these practices into a replicable, job-embedded framework.

Overall, the convergent findings show that the RRP is effective, systematized, and capable of producing measurable improvements in learner outcomes. Leadership is a central driver of success, while challenges such as limited time, resources, irregular attendance, and uneven home support constrain full program fidelity. Sustained professional development, strategic workload alignment, and deliberate stakeholder engagement emerge as essential levers for further improvement. Project READ-UP operationalizes these insights by embedding continuous, data-driven coaching, aligning teacher and leader workloads with RRP needs, structuring community and home partnerships, and targeting measurable improvements in intervention delivery and learner engagement.

## 7. Conclusions

The following are the conclusions of the study based on the findings:

7.1. The teachers and school heads involved in the Reading Recovery Program (RRP) came from different age groups, sexes, lengths of service, educational backgrounds, and training experiences. However, these differences did not affect how they view the management support, effectiveness, and enhancement strategies of the program. This shows that the program is implemented in a consistent way across schools in District IV.

7.2. Teachers implement a wide range of reading recovery strategies, such as one-on-one instruction, use of leveled texts, regular reading assessment, and collaboration with reading coordinators. These strategies are consistently applied and are aligned with the goals of improving learners' reading skills.

7.3. School heads provide strong management support for the Reading Recovery Program, particularly in planning, monitoring, and integrating the program into the School Improvement Plan. However, providing enough time, learning materials, and continuous training remains a challenge, indicating a gap between program plans and actual available resources.

7.4. Learners' reading proficiency in both Filipino and English significantly improved after the implementation of the Reading Recovery Program. Many learners moved from the frustration level to the instructional and independent levels, confirming that the program is effective in improving reading performance.

7.5. Both teachers and school heads perceive the Reading Recovery Program as effective. They agree that the program improves reading comprehension, decoding skills, learner confidence, and overall reading culture within the school.

7.6. Several strategies are used to improve the management and effectiveness of the program, such as collaborative planning, continuous monitoring, teacher coaching, and establishing

reading-friendly school environments. However, involving parents and connecting reading activities to the home environment are less consistently implemented.

7.7. The main challenges encountered in implementing the Reading Recovery Program include limited time for reading sessions, lack of instructional materials, heavy teacher workload, irregular learner attendance, and low parental involvement. These challenges are interconnected and affect the smooth implementation of the program.

7.8. There is no significant difference in management support, effectiveness, and enhancement strategies of the Reading Recovery Program when teachers and school heads are grouped according to their profile. This indicates that the issues and strengths of the program are systemic and not influenced by personal or demographic factors.

7.9. There is a significant relationship between management support and the effectiveness of the Reading Recovery Program. Strong leadership, regular monitoring, and clear planning contribute greatly to improved learner reading outcomes.

7.10. Teachers and school heads suggest that the Reading Recovery Program can be improved by providing more reading materials, allocating protected time for reading sessions, strengthening parent involvement, and providing continuous professional development for teachers.

7.11. The management of the Reading Recovery Program plays a key role in strengthening the reading culture among elementary pupils. While schools are successful in promoting a reading culture within the campus, stronger school–home partnerships are needed to sustain reading habits beyond the classroom.

## **8. Recommendations**

Based on the findings, the following are the recommendations of the study:

8.1. The Division Office should shift focus from basic training to advanced mentorship.

Instead of repeating standard seminars, experienced teachers should be tapped to mentor new hires. This ensures that the high level of skill identified in the study is maintained and passed on, keeping the workforce implementation-ready.

8.2. School heads must move beyond just writing the program into the School Improvement Plan (SIP). They need to provide actual, physical support. This means ensuring funds are released on time, providing a dedicated space for reading, and supplying necessary learning materials. Support must be felt in the classroom, not just seen on paper.

8.3. The Division Office and teachers should develop contextualized reading materials, such as simple Home Reading Kits, that reflect the students' daily lives. Teachers should also guide parents on how to use these materials, ensuring that the reading progress made in the classroom continues at home.

8.4. School heads should formalize parental involvement. Instead of relying on voluntary help, schools should create structured "Parent-Teacher Reading Partnerships." Schools should host regular community literacy events to ensure the reading culture extends beyond the school gates and into the community.

8.5. School heads should review and adjust teacher schedules. Teachers handling the Reading Recovery Program should be given protected time, specific hours dedicated solely to one-on-one remedial instruction and be relieved of minor administrative tasks to prevent burnout and ensure quality teaching.

8.6. The Division Office should issue a standardized policy for RRP implementation to ensure that every school receives the same guidelines and support, preventing any school from being left behind due to a lack of clear direction.

8.7. The Division Office should train school heads specifically on how to monitor reading progress and coach teachers. Active, visible commitment from the leader is required to drive the

strategies that improve student reading levels.

8.8. The Division Office should view the RRP not just as a fix for struggling readers, but as a long-term foundation for the school's culture. Policies should be put in place to ensure that reading programs are permanently funded and supported year-round, rather than treated as temporary or ad-hoc projects.

8.9. The Division Office and school heads should adopt Project READ-UP (Reading Excellence through Assessment, Development, and Upskilling Program) which is a Job-Embedded Learning (JEL) developed in this study to strengthen the implementation and management of the Reading Recovery Program (RRP) in public elementary schools in District IV, Division of Quezon.

8.10. Future researchers should conduct follow-up studies to test the effectiveness of the proposed project after it has been implemented. Additionally, research could be expanded to other districts to see if the same systemic issues (time and resource constraints) exist elsewhere, which would help in formulating regional policy.

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## **Appendix A. An example appendix**

### **9. Major Final Output**

#### **Project READ-UP (Reading Excellence through Assessment, Development, and Upskilling Program): A Job-Embedded Learning Initiative**

##### **Summary**

Project READ-UP (Reading Excellence through Assessment, Development, and Upskilling Program) is a Job-Embedded Learning (JEL) initiative designed to strengthen the implementation and management of the Reading Recovery Program (RRP) in public elementary schools in District IV, Division of Quezon.

Developed as a Workplace Application Plan (WAP) following the Quezon Division capacity building, this project addresses identified gaps in contextualized instruction, continuous coaching, and home-school partnerships. Utilizing collaborative methodologies such as stretch assignments, special projects, and integrated data analysis, READ-UP aims to institutionalize sustainable, evidence-based reading practices. The terminal objective is to enable teachers and school heads to design, implement, and monitor data-driven RRP strategies, achieving at least 80% improvement in intervention delivery effectiveness and learner engagement. This paper outlines the theoretical framework, methodological design, and anticipated systemic impact of Project READ-UP as a model for performance-based professional development in literacy education.

The proposal of Project READ-UP serves as the direct practical implication of this study's findings. The identified gaps in RRP management, specifically regarding instructional consistency and partnership building, imply that traditional, sporadic training is insufficient. Consequently, this Job-Embedded Learning (JEL) initiative is designed to operationalize the study's recommendations by replacing passive oversight with active, performance-based upskilling. By utilizing stretch assignments and integrated data analysis, the project directly addresses the time poverty and

capacity issues raised by respondents, aiming to institutionalize a sustainable, data-driven reading culture with a target of 80% improvement in intervention delivery.

The shift toward embedded professional development aligns with Andres and Gascon (2022) who confirmed that consistent, school-based mechanisms (like LACs) are superior for sustaining instructional fidelity. The project's rigorous focus on data utilization supports Duke and Cartwright (2021) and Kim et al. (2020) who established that systematic monitoring is the primary driver of literacy gains. Furthermore, the integration of community engagement strategies validates Cabalquinto (2021), while the overall framework adheres to DepEd Order No. 31, s. 2023, which mandates school-based innovation as essential for learning recovery.

## **I. Introduction**

This manual provides a complete, ready-to-use guide for school heads, master teachers, reading coordinators, and classroom teachers in planning, executing, monitoring, and sustaining Project READ-UP in their respective schools. The manual operationalizes the research findings and recommendations into concrete procedures, tools, and matrices that can be directly applied at the school level.

## **II. Rationale and Background**

The findings of the study established that the Reading Recovery Program (RRP) in District IV is technically sound and effective. After its implementation, the proportion of learners at the frustration level in Filipino decreased from 24.70 percent to 10.44 percent, and independent readers increased from 44.09 percent to 58.47 percent.

However, the study also identified persistent constraints:

- limited time for individualized reading sessions;

- heavy teacher workload and multiple ancillary tasks;
- irregular student attendance;
- limited and delayed provision of contextualized reading materials;
- uneven home–school partnerships and low parental engagement; and
- need for continuous, job-embedded professional development.

Quantitative results showed very strong correlations between management support, enhancement strategies, and perceived program effectiveness. Qualitative themes highlighted the importance of leadership vision, monitoring and evaluation, instructional leadership, and collaborative school-wide promotion of reading.

Project READ-UP translates these findings into a structured, school-based initiative that:

- deepens teacher and school head competencies through job-embedded learning;
- strengthens data-driven and contextualized reading instruction;
- optimizes scheduling, resources, and workload for RRP;
- builds sustainable home–school–community partnerships for literacy; and
- institutionalizes a strong reading culture within and beyond the classroom.

### ***III. Goals and Objectives of Project READ-UP***

#### **1. General Goal**

To enhance the competency levels of teachers and school heads in delivering and managing the Reading Recovery Program (RRP), thereby improving pupils' reading proficiency and cultivating a sustained reading culture in elementary schools.

## 2. Specific Objectives

By the end of one full implementation cycle of Project READ-UP, the school aims to:

- design and implement differentiated, data-driven, and contextualized reading interventions aligned with the Reading Recovery framework;
- strengthen the capacity of teachers to interpret reading assessment data (Phil-IRI and school-based tools) and use it for instructional decision-making;
- optimize time allocation, teacher workload, and resource utilization for RRP implementation;
- institutionalize structured parent–teacher literacy partnerships and home reading practices;
- integrate RRP and reading culture initiatives into the School Improvement Plan (SIP) and Annual Implementation Plan (AIP); and
- develop a functional monitoring and evaluation system for reading progress and RRP fidelity.

### **3. Terminal Objective for the JEL Intervention**

By the end of the Job-Embedded Learning (JEL) intervention, teachers and school heads (Audience) will be able to design, implement, and monitor data-driven and contextualized Reading Recovery strategies (Behavior) within their respective schools through collaborative planning, mentoring, and classroom-based applications (Condition) with at least 80 percent improvement in the effective delivery of reading interventions and learner engagement as reflected in monitoring tools and reading assessment results (Degree).

### **4. Governance and Roles**

The success of Project READ-UP relies on clear roles and shared accountability among key actors.

#### **4.1. School Head**

- Sets the literacy vision and ensures alignment with Division priorities and national policies.
- Integrates RRP and READ-UP activities into the SIP and AIP.
- Allocates time, space, and resources (materials, budget, human resources) for RRP and JEL activities.
- Issues school memoranda and office orders to formalize implementation.

- Conducts instructional supervision, coaching, and progress conferences with teachers.
- Leads monitoring, evaluation, and action planning based on reading data.
- Initiates and maintains partnerships with LGUs, NGOs, PTAs, and community volunteers for reading advocacy.

#### **4.2. Master Teacher / Reading Coordinator**

- Serves as lead facilitator and coach for Project READ-UP.
- Conducts Learning Action Cell (LAC) sessions on reading pedagogy and assessment.
- Guides teachers in designing individualized and small-group reading interventions.
- Assists in developing and contextualizing reading materials and home reading kits.
- Consolidates reading assessment data and prepares school reading profiles.
- Supports school head in monitoring implementation and addressing instructional gaps.

#### **4.3. Classroom Teachers / RRP Implementers**

- Administer pre- and post-reading assessments and maintain learner reading profiles.
- Plan and conduct one-on-one or small-group RRP sessions.
- Integrate reading recovery strategies in regular classroom instruction.
- Document learners' progress and adjust instruction based on data.
- Communicate regularly with parents regarding reading performance and home support.
- Participate actively in LAC sessions, peer observations, and coaching cycles.

#### **4.4. Parents and Community Stakeholders**

- Participate in orientation sessions and family reading activities.
- Support home reading routines using school-provided home reading kits.
- Attend progress conferences and respond to teacher communication regarding reading.
- PTA and barangay officials provide logistical, financial, or volunteer support for reading programs.

## 5. Core Design of Project READ-UP

Project READ-UP is structured as a Job-Embedded Learning intervention composed of interrelated components implemented within the regular work of teachers and school heads.

### 5.1. Major Components

- Component 1: Teacher Upskilling in Differentiated and Contextualized Reading Instruction
- Component 2: Strengthening Data-Driven Instruction and Progress Monitoring
- Component 3: Program Logistics, Time Management, and Resource Optimization
- Component 4: Home–School Literacy Partnerships
- Component 5: Reading Culture Integration into SIP/AIP and School Climate
- Component 6: Collaborative Problem-Solving and RRP Improvement Planning

### 5.2. Implementation Timeframe

A typical full cycle of Project READ-UP may run for one semester or one school year. The core JEL plan from the study provides a suggested sequence of activities from June to November; this can be adjusted to the school calendar.

### 5.3. Policy Anchors

- DepEd Order No. 24, s. 2022 – National Reading Program
- DepEd Order No. 31, s. 2023 – National Learning Recovery Program
- DepEd Order No. 35, s. 2016 – Learning Action Cell (LAC) as a School-Based CPD Strategy
- DepEd Order No. 42, s. 2017 – Philippine Professional Standards for Teachers (PPST)
- DepEd Order No. 44, s. 2015 – Enhanced School Improvement Planning (SIP) Guidelines

## 6. Project READ-UP Implementation Matrix

The following consolidated matrix merges and improves the Major Final Output matrix from the study. It presents the objectives, activities, timelines, responsible persons, resources, and means of verification for Project READ-UP.

| Component / Objective                                                                     | Key Activities                                                                                                                                               | Timeline                              | Persons Responsible                              | Required Resources                                                                                                                                             | Means of Verification                                                                                                                               |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Enhance teacher expertise in differentiated, contextualized reading instruction</b> | Conduct LAC sessions on Reading Recovery pedagogy, scaffolding, and contextualization; organize lesson study cycles and peer demonstration teaching focusing | Weeks 1–2 of cycle (e.g., June 16–27) | Master Teacher, Reading Coordinator, School Head | DepEd policy references; leveled reading texts in Filipino and English; contextualized storybooks and local print materials; LAC session plans; RPMS-classroom | LAC minutes and attendance; annotated lesson plans; observation notes; teacher reflection logs; pre- and post-self-assessment of teacher competence |

|                                                                             |                                                                                                                                                                                                                                         |                                      |                                                          |                                                                                                                                                  |                                                                                                                                                        |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             | on one-on-one and small-group interventions using leveled and real-world texts.                                                                                                                                                         |                                      |                                                          | observation forms; ICT for presentations                                                                                                         |                                                                                                                                                        |
| <b>2. Strengthen data-driven reading assessment and progress monitoring</b> | Administer baseline reading assessments (Phil-IRI or equivalent); prepare individual learner reading profiles; analyze results during MEPA/ SMEPA; set individual and class reading targets; design individualized or small-group plans | Weeks 3–6 (e.g., June 30–July 31)    | Classroom Teachers, Reading Coordinator, School Head     | Phil-IRI tools or school-based reading assessments; learner profile templates; MEPA data matrices; laptops or printed forms for encoding results | Completed reading profiles; MEPA/SMEPA presentations; target-setting documents; updated class reading charts                                           |
| <b>3. Optimize RRP scheduling, workload, and resource allocation</b>        | Conduct time and task analysis for teachers handling RRP; redesign class and intervention schedules to include protected RRP time; conduct resource mapping; create a school reading resource inventory and sharing system              | Weeks 7–8 (e.g., August 4–15)        | School Head, Master Teacher, Grade Level Chairs          | Division or school memos on scheduling; SIP/AIP; teacher timetables; inventory forms; simple Gantt or matrix for time-allocation planning        | Approved class and RRP schedules; resource inventory reports; photos of reading corners and designated RRP areas; teacher feedback on workload balance |
| <b>4. Build strong home–school literacy partnerships</b>                    | Conduct parent orientation on RRP and reading culture; distribute and demonstrate use of home reading kits;                                                                                                                             | Weeks 9–11 (e.g., August 18–Sept, 5) | School Head, PTA Officers, Reading Coordinator, Teachers | School memos; parent invitation letters; home reading kits (simple leveled texts, reading                                                        | Attendance logs for orientations and events; signed reading logs from home; parent feedback forms; photos/                                             |

|                                                                             |                                                                                                                                                                                                                                               |                                           |                                                                         |                                                                                                                                                                                  |                                                                                                                                                                    |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             | organize family reading events such as “Basa Mo, Kwento Ko”; set up regular parent–teacher communication regarding reading progress.                                                                                                          |                                           |                                                                         | logs, guidance sheets); communication templates; sound system and space for events                                                                                               | documentation of literacy events                                                                                                                                   |
| <b>5. Integrate RRP and reading culture into SIP/AIP and school climate</b> | Review SIP/AIP to align goals with RRP targets; draft and approve a School Reading Culture Plan (including DEAR, storytelling sessions, school book fairs, reading clubs); assign reading committees and focal persons                        | Weeks 12–15 (e.g., September 9–October 4) | School Head, School Planning Team, EPS/PSDS (as coach)                  | SIP/AIP documents; planning templates; previous reading performance data; office orders for committees; simple calendar of literacy activities                                   | Revised SIP/AIP sections; approved Reading Culture Plan; calendar of activities; committee composition orders; SBM/SMEPA reports citing reading initiatives        |
| <b>6. Develop and implement an RRP Improvement Action Plan</b>              | Conduct root-cause analysis of persistent RRP challenges (time, materials, attendance, parental engagement); form an RRP Improvement Committee; draft and implement a detailed action plan with timelines, persons responsible, and resources | Weeks 16–20 (e.g., October 7–November 8)  | School Head, RRP Improvement Committee, PSDS/EPS (technical assistance) | Division memos on learning recovery; action planning tools (SWOT, fishbone, logical framework); meeting venues and documentation materials; ICT equipment for report preparation | Approved RRP Improvement Action Plan; minutes and attendance of committee meetings; implementation status reports; updated reading performance after interventions |

## 7. Monitoring and Evaluation

The Monitoring and Evaluation (M&E) system for Project READ-UP serves as a straightforward tool to track the implementation, progress, and overall effectiveness of the program across its major components. Designed for practical use by school heads, master teachers, reading coordinators, and classroom teachers, this simplified M&E table provides a clear snapshot of key activities, indicators, responsibilities, and documentation requirements. Through regular monitoring, schools can ensure that Reading Recovery Program (RRP) interventions are delivered with fidelity, teacher competencies continue to improve, learners' reading progress is consistently measured, and home-school partnerships remain active. The M&E tool supports evidence-based decision-making, timely adjustments, and continuous improvement, ultimately contributing to the strengthening of reading proficiency and a sustained culture of literacy in the school.

| <b>Project Component</b>                                   | <b>Key Indicators</b>                                                           | <b>Data Source / Means of Verification</b>               | <b>Frequency</b> | <b>Persons Responsible</b>          | <b>Status / Remarks</b> |
|------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------|------------------|-------------------------------------|-------------------------|
| <b>1. Teacher Upskilling (LAC, Coaching, Lesson Study)</b> | LAC sessions conducted; teachers applying strategies; completed reflection logs | LAC minutes, attendance, observation notes               | Monthly          | Master Teacher, Reading Coordinator |                         |
| <b>2. Data-Driven Reading Assessment</b>                   | Baseline, midline, endline completed; updated learner profiles; targets set     | Phil-IRI results, reading profiles, class reading charts | Quarterly        | Teachers, School Head               |                         |
| <b>3. RRP Scheduling &amp; Resource Optimization</b>       | Protected RRP time followed; updated resource                                   | Schedules, class programs, inventory lists               | Monthly          | School Head                         |                         |

|                                                                |                                                                                                         |                                                        |           |                                      |  |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------|--------------------------------------|--|
|                                                                | inventory;<br>organized<br>reading areas                                                                |                                                        |           |                                      |  |
| <b>4. Home–<br/>School<br/>Literacy<br/>Partnership</b>        | Parents<br>attending<br>orientations;<br>home reading<br>logs submitted;<br>communication<br>maintained | Attendance logs,<br>reading logs,<br>messages/feedback | Monthly   | Teachers,<br>PTA                     |  |
| <b>5. Reading<br/>Culture<br/>Integration<br/>(Schoolwide)</b> | DEAR<br>sessions done;<br>reading events<br>conducted;<br>reading<br>corners<br>functional              | Photos, memos,<br>activity<br>documentation            | Quarterly | School Head,<br>Reading<br>Committee |  |
| <b>6. RRP<br/>Improvement<br/>Planning</b>                     | Action plan<br>implemented;<br>issues<br>documented;<br>committee<br>meetings<br>conducted              | Action plan,<br>minutes, reports                       | Quarterly | School Head,<br>RRP<br>Committee     |  |

## 8. Detailed Procedures per Component

### 8.1. Component 1: Teacher Upskilling in Reading Recovery Pedagogy

This component focuses on building classroom-level competence for delivering intensive, individualized reading support.

#### Step 1: Conduct a Needs Assessment

- Use a simple teacher self-assessment tool mapped to PPST Domains 1, 4, and 5 specific to reading instruction.
- Review classroom observation records related to reading sessions..

- Identify priority topics such as phonemic awareness, decoding, fluency, comprehension strategies, and contextualization.

### **Step 2: Plan and Implement LAC Sessions**

- Master Teacher or Reading Coordinator prepares a 2–3 session LAC plan on Reading Recovery-aligned strategies.
- Each session includes a short input, demonstration, planning, and reflection segment.
- School Head ensures official scheduling of LAC within in-service or designated CPD slot.

### **Step 3: Lesson Study and Demonstration Teaching**

- Small groups of teachers co-plan an RRP session or a reading-enhanced lesson
- One teacher conducts the lesson while others observe using focused observation tools.
- After the session, the group reflects on learner engagement, scaffolding, and differentiation and revises the lesson accordingly.

### **Step 4: Documentation and Reflection**

- Teachers keep a simple reflection log after each LAC or demonstration cycle.

- Master Teachers compile promising practices into a school reading strategy guide.

## **8.2. Component 2: Data-Driven Instruction and Monitoring**

This component ensures that reading instruction and RRP interventions are rooted in solid evidence of learner performance.

### **Step 1: Administer Baseline Reading Assessment**

- Use Phil-IRI or an equivalent validated tool at the beginning of the cycle.
- Assess at least accuracy, fluency, and comprehension in Filipino and, where needed, English.
- Record results per learner, disaggregated by frustration, instructional, and independent levels.

### **Step 2: Prepare Learner Reading Profiles**

- For each learner identified at the frustration or low instructional level, prepare a profile indicating strengths, specific difficulties, and preferred learning modalities.
- Link each profile to planned RRP sessions and individualized strategies.

### **Step 3: Use Data in MEPA / SMEPA**

- Present summarized reading data in school and district monitoring meetings.
- Analyze trends by grade level, sex, or other relevant variables.

- Formulate agreements on school-wide adjustments based on the data.

#### **Step 4: Conduct Formative Monitoring**

- During the cycle, use running records, checklists, and quick comprehension checks at least every 2–3 weeks.
- Adjust grouping, texts, and specific strategies based on these small assessments.

#### **Step 5: Post-Test and Evaluation**

- At the end of the cycle, re-administer reading assessments.
- Compare pre- and post-test data and compute movement between reading levels.
- Use results for next-cycle planning and for recognizing successful learners and teachers.

### **8.3 Component 3: Program Logistics, Time, and Resource Optimization**

This component addresses the systemic issues of time allocation, teacher workload, and resource sufficiency that were identified as major barriers.

#### **Step 1: Time and Task Analysis**

- School head and teachers list all regular teaching loads, ancillary duties, and special assignments.
- Identify which tasks may be streamlined, delegated, or scheduled outside of core reading periods.

**Step 2: Design Protected RRP Time**

- Allocate daily or at least 3–4 times weekly blocks of 30 minutes for one-on-one or small-group interventions.
- Ensure that RRP sessions are not regularly displaced by non-academic activities.

**Step 3: Resource Mapping and Procurement**

- Prepare a school-level inventory of available reading materials and identify gaps by grade level and language.
- Maximize existing materials while advocating for additional resources from LGU, NGOs, and the Division Office.
- Encourage creation of localized reading texts using simple desktop publishing and community stories.

**8.4. Component 4: Home–School Literacy Partnerships**

This component targets the documented weakness in parental engagement and aims to extend reading support beyond the classroom.

**Step 1: Parent Orientation**

- Explain what RRP is, why their child is involved, and what progress is expected.
- Demonstrate simple ways for parents to support reading at home even if they have limited formal schooling.

## Step 2: Home Reading Kits

- Provide each target learner with a kit containing 2–3 leveled texts, a reading log, and simple guidance for parents.
- Rotate or refresh kits every 2–3 weeks.

## Step 3: Family Reading Activities

- Conduct events such as “Basa Mo, Kwento Ko” where learners read or retell stories with their parents present.
- Encourage parents to share stories from local culture or everyday life, even orally, to strengthen language exposure.

### 8.5. Component 5: Integrating Reading Culture into School Systems

This component ensures that reading is institutionalized as a central value in school life.

#### Key Strategies

- Institutionalize daily or weekly DEAR (Drop Everything and Read) sessions.
- Organize storytelling sessions, reading month celebrations, and simple book fairs.
- Create or enhance reading corners in every classroom and common areas.
- Include reading outcomes as a standing item in faculty meetings and school reports.

## 8.6. Component 6: Collaborative RRP Improvement Planning

This component transforms the accumulated learning from implementation into long-term, systemic change.

## 10. Statement of AI Declaration

I declare that the following AI tools were utilized:

| AI Tools<br>(1) | Descriptions of<br>how the<br>information was<br>generated<br>(2)           | Prompts Used<br>(3)                                                                                                                                                                     | Descriptions of how<br>the output was used<br>in your work<br>(4)                                                                                                  |
|-----------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ChatGPT         | To refine the introduction's clarity and emphasize the problem's rationale. | Here is my draft: enhance the clarity of my write-up, emphasizing the context of the problem. Enhance the results and discussions and insert the correct citations for each discussion. | The output was reviewed line by line and further modified to ensure that my original idea was preserved. The results and discussions are more refined and concise. |
| Grammarly       | To Check the correctness and soundness of the                               | The Grammarly put colors on each word that may be                                                                                                                                       | The manuscript is free from errors and the words that is not necessary are deleted                                                                                 |

|  |            |            |                                       |
|--|------------|------------|---------------------------------------|
|  | statements | incorrect. | and change into more appropriate one. |
|--|------------|------------|---------------------------------------|

## Appendices

### A. Curriculum Vitae of the Researcher



**Name:** ARNIELYN BAMBA CAPARROS  
**Address:** Sitio Ibaba Brgy Villa Jesus Weste Alabat, Quezon  
**Email:** arnielyn.caparros@deped.gov.ph  
**Contact No.** 09091067737  
**Position:** School Principal I  
**License/s:** PRC – \_\_\_\_\_  
PASSER-National Qualifying Examination for School Heads (NQESH)  
Fiscal Year 2023

### Education

#### **Manuel S. Enverga University Foundation, Lucena City**

Institute of Graduate Studies and Research

Doctor of Education major in Educational Management

June 2023 to Present

#### **Marinduque State University**

Boac, Marinduque

Master of Arts in Education major in Educational Management

July 2023

#### **Pambayang Kolehiyo ng Mauban**

Bachelor of Arts in Secondary Education – English

April 2010

### Research Experience

Effects of Students' Extracurricular Activities to Schools' Internal Efficiency:

Basis for School Improvement Management Plan

Poster Presenter in the Division of Quezon

## **Awards**

2<sup>nd</sup> Place, Best Oral Presenter of the Action Research entitled “Effects of Pupils’ Extracurricular Activities to School’s Internal Efficiency: Basis for School Improvement Management Plan

March 12, 2024

School Level

Outstanding Senior High School Master Teacher in the GAWAD  
MANINGNING 2024

School Level Category

## **Publications**

Caparros, A.B. (2024). Effects of pupils’ extracurricular activities to school’s internal efficiency: Basis for school improvement management plan.

*Psychology and Education: A Multidisciplinary Journal.*

## B. Research Instruments

### MANAGEMENT OF THE READING RECOVERY PROGRAM (RRP) TO IMPROVE READING CULTURE IN ELEMENTARY SCHOOLS IN DISTRICT IV

#### To the Respondents:

This study seeks to evaluate the effects of the implementation of the Reading Recovery Program on the learners' reading proficiency, and the challenges and strategies. The goal is to contribute to the enhancement of reading instruction and promote a stronger reading culture in our schools.

In this regard, I am respectfully requesting your participation as a respondent. Your honest responses to the survey questionnaire regarding your experiences, strategies, and insights in implementing the Reading Recovery Program will be highly valuable. The information you provide will serve as a basis for analyzing effective reading interventions and school-based management practices.

Please be assured that all data collected will be treated with strict confidentiality and will be used solely for academic purposes.

Your cooperation and input will significantly help in developing a more responsive and effective approach to improving pupils' reading outcomes and strengthening literacy practices across schools.

Thank you very much for your time and support.

The Researcher

### TEACHER-IMPLEMENTER SURVEY QUESTIONNAIRE

#### A. Profile of Respondents

Please provide the following details:

Name (Optional): \_\_\_\_\_

Gender: ☐ Male ☐ Female

Age: \_\_\_\_\_

Years of Teaching Experience: \_\_\_\_\_

Grade Level Handled: \_\_\_\_\_

Name of RRP implemented in your school: \_\_\_\_\_

RRP Training Attended: ☐ Yes ☐ No

Number of RRP cycles facilitated: \_\_\_\_\_

## B. Reading Recovery Strategies, Programs, and Interventions currently implemented in Elementary School

Instructions: Indicate the extent to which the following strategies are applied in your RRP sessions.

Legend: 5 – Strongly Agree | 4 – Agree | 3 – Neutral | 2 – Disagree | 1 – Strongly Disagree

| Statement                                                                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Scaffolded reading instruction suited to each student's learning needs is provided                                                                                      |   |   |   |   |   |
| 2. One-on-one reading sessions to address pupils' reading gaps are used.                                                                                                   |   |   |   |   |   |
| 3. Pupils interact with leveled texts appropriate to their reading abilities.                                                                                              |   |   |   |   |   |
| 4. Vocabulary development through contextual strategies is promoted.                                                                                                       |   |   |   |   |   |
| 5. Reading comprehension and decoding skills are integrated in every session.                                                                                              |   |   |   |   |   |
| 6. Formative reading assessments to monitor pupils' progress regularly are administered during reading sessions.                                                           |   |   |   |   |   |
| 7. Reading and writing are taught as interconnected skills.                                                                                                                |   |   |   |   |   |
| 8. Instructional strategies are contextualized to align with the student's home environment and involve parent/guardians to create learning harmony.                       |   |   |   |   |   |
| 9. Learners are involved in constructing meaning from real-world reading materials.                                                                                        |   |   |   |   |   |
| 10. Collaboration with co-teachers or reading coordinators for intervention planning consistently done to address the learning gaps observed during reading interventions. |   |   |   |   |   |

### C. Effectiveness of the Reading Recovery Program

**Instructions:** Evaluate the effectiveness of the RRP based on your observations.

**Legend:** 5 – Strongly Agree | 4 – Agree | 3 – Neutral | 2 – Disagree | 1 – Strongly Disagree

| Statement                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. My pupils have shown improvement in reading comprehension after participating in the RRP. |   |   |   |   |   |
| 2. Pupils progressed from frustration to instructional or independent reading levels.        |   |   |   |   |   |
| 3. Pupils have improved in decoding and word recognition skills.                             |   |   |   |   |   |
| 4. Learners demonstrate increased confidence when asked to read aloud or engage with texts.  |   |   |   |   |   |
| 5. Pupils show higher motivation and participation during reading activities.                |   |   |   |   |   |
| 6. I observe better vocabulary use and word understanding among my pupils.                   |   |   |   |   |   |
| 7. Pupils are more willing to read independently inside or outside the classroom.            |   |   |   |   |   |
| 8. The use of leveled texts and one-on-one instruction contributed to pupils' reading gains. |   |   |   |   |   |
| 9. My pupils' writing performance has improved due to better reading comprehension.          |   |   |   |   |   |
| 10. Regular monitoring of pupils' reading progress has helped in adjusting instruction.      |   |   |   |   |   |

### D. Strategies to Enhance the Management and Effectiveness of the RRP

**Instructions:** Please indicate the extent to which the following strategies have been employed in your school to improve the implementation and impact of the Reading Recovery Program (RRP).

**Legend:** 5 – Strongly Agree | 4 – Agree | 3 – Neutral | 2 – Disagree | 1 – Strongly Disagree

| Statement                                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. One-on-one or small-group reading interventions are regularly conducted to support struggling readers.                                            |   |   |   |   |   |
| 2. Instructional strategies are contextualized to align with the student's home environment and involve parent/guardians to create learning harmony. |   |   |   |   |   |
| 3. Instructional leaders regularly monitor, assess, and provide feedback to teachers                                                                 |   |   |   |   |   |

| Statement                                                                                                                              | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| on RRP implementation.                                                                                                                 |   |   |   |   |   |
| 4. Collaborative planning sessions are conducted among teachers to share and improve reading recovery strategies.                      |   |   |   |   |   |
| 5. Individualized instruction is based on assessment data and pupils' parent/guardian's participation.                                 |   |   |   |   |   |
| 6. Professional learning sessions or coaching related to reading instruction are sustained and ongoing.                                |   |   |   |   |   |
| 7. School leadership creates an environment that promotes a strong reading culture (e.g., reading corners, book fairs, reading clubs). |   |   |   |   |   |
| 8. Parents are engaged through meetings, reading activities, or communication regarding pupils' reading progress.                      |   |   |   |   |   |
| 9. Time is regularly allocated in the school schedule for RRP sessions.                                                                |   |   |   |   |   |
| 10. Challenges in implementation are reviewed and addressed through action planning and leadership support.                            |   |   |   |   |   |

### E. Challenges Encountered in RRP Implementation

Instructions: Check all challenges encountered and elaborate below.

- ☐ Lack of instructional materials
- ☐ Inadequate training in differentiated reading instruction
- ☐ Limited time for individualized sessions
- ☐ Diverse reading levels in one class
- ☐ Insufficient support from school administration
- ☐ Low engagement from parents/guardians
- ☐ Irregular student attendance
- ☐ Others (please specify): \_\_\_\_\_

### F. Strategies to Overcome Challenges

Instructions: Answer the following questions.

1. How do you address the challenges you face in implementing the RRP?

- 

*(For use by teachers based on Phil-IRI or classroom-based assessments)*

[illegible]

- FI – Frustration

- IN – Instructional
- INDEP – Independent

## **MANAGEMENT OF THE READING RECOVERY PROGRAM (RRP) TO IMPROVE READING CULTURE IN ELEMENTARY SCHOOLS IN DISTRICT IV**

### **To the Respondents:**

This study seeks to evaluate the effects of the implementation of the Reading Recovery Program on the learners' reading proficiency, and the challenges and strategies. The goal is to contribute to the enhancement of reading instruction and promote a stronger reading culture in our schools.

In this regard, I am respectfully requesting your participation as a respondent. Your honest responses to the survey questionnaire regarding your experiences, strategies, and insights in implementing the Reading Recovery Program will be highly valuable. The information you provide will serve as a basis for analyzing effective reading interventions and school-based management practices.

Please be assured that all data collected will be treated with strict confidentiality and will be used solely for academic purposes.

Your cooperation and input will significantly help in developing a more responsive and effective approach to improving pupils' reading outcomes and strengthening literacy practices across schools.

Thank you very much for your time and support.

The Researcher

### **SCHOOL HEAD SURVEY QUESTIONNAIRE**

#### **A. Respondent Profile**

Please fill in the following information:

Name (Optional): \_\_\_\_\_ Gender: ☐ Male ☐ Female

Age: \_\_\_\_\_ Years in Service as School Head: \_\_\_\_\_

Educational Attainment: ☐ Bachelor's ☐ Master's ☐ Doctorate

Has the school received RRP training support? ☐ Yes ☐ No

Number of years implementing RRP in your school: \_\_\_\_\_

## B. Management Support to the Reading Recovery Program (RRP)

**Instructions:** Indicate the extent to which the following management practices are applied to support the Reading Recovery Program and promote a strong reading culture in your school.

**Legend:** 5 – Strongly Agree | 4 – Agree | 3 – Neutral | 2 – Disagree | 1 – Strongly Disagree

| Statement                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. The school leadership integrates the RRP into the School Improvement Plan (SIP) to support literacy goals.              |   |   |   |   |   |
| 2. Sufficient time, space, and instructional materials are consistently allocated for RRP implementation.                  |   |   |   |   |   |
| 3. Teachers and reading facilitators receive continuous training and coaching on RRP strategies and interventions.         |   |   |   |   |   |
| 4. RRP sessions and outcomes are regularly monitored and evaluated to improve program implementation.                      |   |   |   |   |   |
| 5. School leaders foster collaboration among teachers to design and refine reading recovery strategies.                    |   |   |   |   |   |
| 6. The school encourages active involvement of parents and guardians in supporting pupils' reading development.            |   |   |   |   |   |
| 7. Student reading progress and RRP results are included in performance reviews, meetings, and school-based planning.      |   |   |   |   |   |
| 8. Reading-related goals and targets are clearly communicated and shared across the school community.                      |   |   |   |   |   |
| 9. The school environment supports a reading culture through displays, programs, and literacy-focused events.              |   |   |   |   |   |
| 10. School management actively responds to challenges in RRP implementation through appropriate interventions and support. |   |   |   |   |   |

### C. Effectiveness of the Reading Recovery Program

**Instructions:** Indicate the extent to which the following management practices are applied to support the Reading Recovery Program and promote a strong reading culture in your school.

**Legend:** 5 – Strongly Agree | 4 – Agree | 3 – Neutral | 2 – Disagree | 1 – Strongly Disagree

| Statement                                                                                                | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. There has been a noticeable improvement in pupils' reading performance since the RRP was implemented. |   |   |   |   |   |
| 2. Teachers effectively use differentiated reading strategies in their classrooms.                       |   |   |   |   |   |
| 3. The number of pupils reading at the frustration level has decreased.                                  |   |   |   |   |   |
| 4. The RRP has strengthened the reading culture in the school.                                           |   |   |   |   |   |
| 5. Pupils are more actively engaged in reading-related tasks and activities.                             |   |   |   |   |   |
| 6. There is a stronger collaboration among teachers in implementing reading interventions.               |   |   |   |   |   |
| 7. Regular program monitoring and evaluation practices are in place.                                     |   |   |   |   |   |
| 8. The school allocates sufficient resources (materials, time, staff) to support the RRP.                |   |   |   |   |   |
| 9. Parental and community support for reading activities has increased.                                  |   |   |   |   |   |
| 10. The RRP has contributed to the overall improvement of academic performance in the school.            |   |   |   |   |   |

### D. Strategies to Enhance the Management and Effectiveness of the RRP

**Instructions:** Please indicate the extent to which the following strategies have been employed in your school to improve the implementation and impact of the Reading Recovery Program (RRP).

**Legend:** 5 – Strongly Agree | 4 – Agree | 3 – Neutral | 2 – Disagree | 1 – Strongly Disagree

| Statement                                                                                                                              | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. One-on-one or small-group reading interventions are regularly conducted to support struggling readers.                              |   |   |   |   |   |
| 2. Reading materials are contextualized and aligned with learners' developmental levels and interests.                                 |   |   |   |   |   |
| 3. Instructional leaders regularly monitor, assess, and provide feedback to teachers on RRP implementation.                            |   |   |   |   |   |
| 4. Collaborative planning sessions are conducted among teachers to share and improve reading recovery strategies.                      |   |   |   |   |   |
| 5. Individualized instruction is based on assessment data and pupils' parent/guardian participation.                                   |   |   |   |   |   |
| 6. Professional learning sessions or coaching related to reading instruction are sustained and ongoing.                                |   |   |   |   |   |
| 7. School leadership creates an environment that promotes a strong reading culture (e.g., reading corners, book fairs, reading clubs). |   |   |   |   |   |
| 8. Parents are engaged through meetings, reading activities, or communication regarding pupils' reading progress.                      |   |   |   |   |   |
| 9. Time is regularly allocated in the school schedule for RRP sessions.                                                                |   |   |   |   |   |
| 10. Challenges in implementation are reviewed and addressed through action planning and leadership support.                            |   |   |   |   |   |

## E. Challenges in Managing RRP

**Instructions:** Check all that apply to you.

- ☐ Limited funding/resources
- ☐ High teacher workload
- ☐ Scheduling constraints
- ☐ Insufficient training
- ☐ Lack of assessment tools
- ☐ Inconsistent student attendance
- ☐ Low stakeholder engagement
- ☐ Other: \_\_\_\_\_

## F. Challenges encountered during the implementation of the RRP

**Instructions:** Answer the following questions.

1. What are the strongest aspects of RRP implementation in your school?

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2. What recommendations do you have to enhance the program's management and outcomes?

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3. How does your leadership role influence the RRP's success in your school?

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## C. Transcripts of Interviews

| On the Recommendations to Enhance RRP Management and Effectiveness |     |                                                                                               |
|--------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------|
| A. Teacher Professional Development and Support                    |     |                                                                                               |
| Source                                                             | ID  | Verbatim Recommendation                                                                       |
| Teacher                                                            | PT1 | "To improve the Reading Recovery Program, I suggest providing continuous teacher training..." |
| Teacher                                                            | PT9 | "...some trainings need if teachers and school heads that involve in some RRP"                |

|             |       |                                                                                                                                                                                                                            |
|-------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher     | PT13  | "Give Training for the teachers"                                                                                                                                                                                           |
| Teacher     | PT14  | "Reading recovery requires specialized training... which can be expensive"                                                                                                                                                 |
| Teacher     | PT20  | "Free trainings and workshop to attend."                                                                                                                                                                                   |
| Teacher     | PT21  | "Teachers training to refresh each skills."                                                                                                                                                                                |
| Teacher     | PT22  | "Continuous training for teacher improvement..."                                                                                                                                                                           |
| Teacher     | PT23  | "Being new hired I obsessed to know better and encourage sustained reading habits inside and out of the classroom."                                                                                                        |
| Teacher     | PT24  | "Organize capacity-building sessions or learning action cells (LACs) focused on differentiated reading strategies, phonics instruction, and comprehension skills to equip teachers with updated and effective techniques." |
| Teacher     | PT35  | "Let's encourage a team environment for teacher training..."                                                                                                                                                               |
| Teacher     | PT36  | "Teachers and school leaders involved in RRP need some training sessions."                                                                                                                                                 |
| Teacher     | PT39  | "Give the teachers training to improve their skills."                                                                                                                                                                      |
| Teacher     | PT43  | "Teachers need continuous training to improve..."                                                                                                                                                                          |
| Teacher     | PT46  | "Since I'm new, I want to learn better ways to encourage kids to read regularly both in and out of the classroom."                                                                                                         |
| Teacher     | PT46  | "We should hold training sessions (LACs) on specific skills like phonics and different teaching strategies."                                                                                                               |
| Teacher     | PT48  | "To improve RRP, I suggest continuous teacher training..."                                                                                                                                                                 |
| Teacher     | PT54  | "Since RRP needs special training..."                                                                                                                                                                                      |
| Teacher     | PT57  | "We should be able to attend free workshops and training sessions."                                                                                                                                                        |
| School Head | PSH6  | "Integrate RRP Expertise School-Wide: The RRP teacher's intensive training makes them a literacy expert."                                                                                                                  |
| School Head | PSH6  | "Literacy Coaching: Redesign the RRP teacher's role to include time for coaching of kindergarten and first-grade classroom teachers..."                                                                                    |
| School Head | PSH8  | "Training of teachers"                                                                                                                                                                                                     |
| School Head | PSH11 | "...giving technical assistance to teachers"                                                                                                                                                                               |
| School Head | PSH12 | "...the mentoring and coaching rendered to them"                                                                                                                                                                           |
| School Head | PSH13 | "Provide continuous coaching and refresher training for Reading Recovery teachers to sustain high instructional quality."                                                                                                  |
| School Head | PSH16 | "...trainings for teachers..."                                                                                                                                                                                             |
| School Head | PSH17 | "Continuous training..."                                                                                                                                                                                                   |
| School Head | PSH19 | "Proper training"                                                                                                                                                                                                          |
| School Head | PSH20 | "We need more teacher training..."                                                                                                                                                                                         |
| School Head | PSH24 | "MORE TRAININGS"                                                                                                                                                                                                           |
| School Head | PSH27 | "More PD for teachers..."                                                                                                                                                                                                  |
| School Head | PSH28 | "...providing ongoing professional development for teachers..."                                                                                                                                                            |
| School Head | PSH31 | "We should spread the deep knowledge of the Reading Recovery (RRP) teacher to all of our K-1 classrooms."                                                                                                                  |
| School Head | PSH33 | "The RRP teacher needs time to coach regular classroom teachers, sharing proven methods..."                                                                                                                                |
| School Head | PSH35 | "We need to train more teachers and provide regular coaching and refreshers to keep instructional quality high."                                                                                                           |

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|--------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Head                                      | PSH40   | "We need more professional training (PD) for teachers..."                                                                                                           |
| <b>B. Program Logistics and Teacher Workload</b> |         |                                                                                                                                                                     |
| Source                                           | ID      | Verbatim Recommendation                                                                                                                                             |
| Teacher                                          | PT2     | "Give more time and support reading program in school."                                                                                                             |
| Teacher                                          | PT3     | "enough time for collaboration..."                                                                                                                                  |
| Teacher                                          | PT4     | "Complete Reading Materials for diverse learners"                                                                                                                   |
| Teacher                                          | PT6     | "I hope that for the next ARAL-Math and Science, there will be more hired tutors."                                                                                  |
| Teacher                                          | PT7     | "Provide High-Quality Reading Materials: Select reading materials that are appropriate for the student's skill level..."                                            |
| Teacher                                          | PT9     | "Provide some reading and instructional material that need in RRP for each pupils"                                                                                  |
| Teacher                                          | PT10    | "suited materials for the learners need,"                                                                                                                           |
| Teacher                                          | PT11    | "complete supplies, lessen teacher's tasks to concentrate on the program."                                                                                          |
| Teacher                                          | PT12    | "Teachers are Overload"                                                                                                                                             |
| Teacher                                          | PT14    | "...materials and one on one instruction... reduce the number of children in grade [1]"                                                                             |
| Teacher                                          | PT15    | "one, there should only be 15 children in one class, if there is too much, another section will be added so that the teacher can focus on the children in reading." |
| Teacher                                          | PT18/19 | "Give teachers enough time to tutor their struggling pupils in reading. KS1 should focus on reading especially the grade 1 learners."                               |
| Teacher                                          | PT18/19 | "By providing the needed LR's, provide reading level materials..."                                                                                                  |
| Teacher                                          | PT22    | "Enhance the resources availability..."                                                                                                                             |
| Teacher                                          | PT25    | "Prepare more engaging reading materials."                                                                                                                          |
| Teacher                                          | PT28    | "We need to give the reading program more time and more support within the school day."                                                                             |
| Teacher                                          | PT34    | "We need to provide high-quality reading materials that are at the right level and keep students interested."                                                       |
| Teacher                                          | PT37    | "We need to provide reading and teaching materials for every student in RRP."                                                                                       |
| Teacher                                          | PT38    | "To help teachers focus, we need complete supplies and to reduce their paperwork and other tasks."                                                                  |
| Teacher                                          | PT40    | "RRP is good, but we should reduce first-grade class sizes (maybe to 15 kids) so teachers can focus on reading early and avoid the need for recovery later."        |
| Teacher                                          | PT43    | "...we must boost the available resources..."                                                                                                                       |
| Teacher                                          | PT49    | "Provide enough and varied reading materials for all the different kids we teach."                                                                                  |
| Teacher                                          | PT50    | "The program needs more hired tutors (especially for other subjects like ARAL, Math, and Science) so teachers can focus on reading."                                |
| Teacher                                          | PT52    | "We must have materials that perfectly fit what each learner requires."                                                                                             |
| Teacher                                          | PT53    | "Find ways to reduce the amount of work teachers are overloaded with."                                                                                              |
| Teacher                                          | PT54    | "finding funding is difficult and should be addressed."                                                                                                             |
| Teacher                                          | PT56    | "Teachers need enough specific time to tutor struggling readers, and K-1 classrooms should prioritize reading heavily."                                             |
| School Head                                      | PSH3    | "craft more localized materials"                                                                                                                                    |
| School Head                                      | PSH4    | "There must be no conflict on teacher's schedule and teacher's load"                                                                                                |
| School Head                                      | PSH9    | "be resourceful and creative"                                                                                                                                       |

|             |       |                                                                                                               |
|-------------|-------|---------------------------------------------------------------------------------------------------------------|
| School Head | PSH10 | "...allocate sufficient support especially in reproduction of localized materials suited for the learners..." |
| School Head | PSH11 | "on time downloading of funds for the program"                                                                |
| School Head | PSH12 | "Provide adequate and appropriate learning resources in advance so that it can be utilized on time"           |
| School Head | PSH15 | "Include the fund allocation the hiring of addition reading teachers."                                        |
| School Head | PSH16 | "Substantial reading resources..."                                                                            |
| School Head | PSH17 | "...additional budget to compensate other tutors and teachers"                                                |
| School Head | PSH20 | "...more storybooks..."                                                                                       |
| School Head | PSH23 | "Allocate sufficient fund for the program"                                                                    |
| School Head | PSH25 | "Effective use of time and scheduling"                                                                        |
| School Head | PSH26 | "...allocate support where it's most needed."                                                                 |
| School Head | PSH29 | "...find extra money for the program."                                                                        |
| School Head | PSH30 | "Teachers must have manageable schedules so their teaching duties don't conflict or overload them."           |
| School Head | PSH35 | "Teachers need to ensure their teaching materials and language match the RRP program..."                      |
| School Head | PSH36 | "The program needs more reading books and materials..."                                                       |
| School Head | PSH39 | "The money for the program must be delivered on time. We need to use our time and scheduling effectively..."  |

### C. Data-Driven Instruction & Program Fidelity

| Source  | ID   | Verbatim Recommendation                                                                                                                                          |
|---------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher | PT1  | "...strengthening assessment to better support students' reading progress."                                                                                      |
| Teacher | PT7  | "Utilize Evidence-Based Practices: Implementing research-based reading intervention programs is crucial..."                                                      |
| Teacher | PT7  | "Focus on Individualized Instruction... use assessment data to identify areas of weakness."                                                                      |
| Teacher | PT7  | "Incorporate Frequent Progress Monitoring: Continuously assess and monitor students' progress..."                                                                |
| Teacher | PT8  | "Frequent monitoring"                                                                                                                                            |
| Teacher | PT16 | "Make adjustments to the program that does not meet the specific needs and tailor your approach to achieve the goal of the program."                             |
| Teacher | PT19 | "Provide us with the result of the evaluation, accompanied by the strategies that we need to apply to those learners who are still on the low level of reading." |
| Teacher | PT24 | "Conduct regular reading assessments at the beginning, middle, and end of the school year to accurately identify learners' reading levels..."                    |
| Teacher | PT31 | "We should use teaching methods proven by research and make sure they match each student's needs."                                                               |
| Teacher | PT31 | "We need to focus on teaching each student individually to target their specific reading problems."                                                              |
| Teacher | PT33 | "We must constantly check and track student progress to see if our teaching is working and make changes quickly."                                                |
| Teacher | PT41 | "We must change the program rules that don't fit our students and tailor our methods to reach the main goal."                                                    |

|             |       |                                                                                                                                                |
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| Teacher     | PT42  | "We need the results of the program review along with clear teaching strategies for students still reading below grade level."                 |
| Teacher     | PT46  | "We need to test reading levels often (beginning, middle, end of year) to know exactly what help each student needs."                          |
| Teacher     | PT48  | "...making assessments stronger."                                                                                                              |
| Teacher     | PT51  | "We need to do more frequent checking of student work and progress."                                                                           |
| Teacher     | PT60  | "We must focus on individualized teaching using data to pinpoint weaknesses, ensuring every student gets the exact support they need."         |
| School Head | PSH2  | "Proper Implementation, monitoring and evaluation of the program."                                                                             |
| School Head | PSH3  | "data where intact and used for continuous improvement..."                                                                                     |
| School Head | PSH5  | "consistency of reading implementation"                                                                                                        |
| School Head | PSH6  | "Data Translation: Use the detailed Observation Survey data gathered by the RRP teacher to inform Tier 1 (whole-class) instruction..."         |
| School Head | PSH6  | "Curriculum Alignment: Ensure that the materials and language used by the RRP teacher are consistently reinforced in the general classroom..." |
| School Head | PSH10 | "Strengthen monitoring and evaluation... integrate the program with regular classroom instruction"                                             |
| School Head | PSH18 | "Enhance Post-Discontinuation Monitoring: Establish a formal follow-up plan for students who have successfully discontinued..."                |
| School Head | PSH21 | "Implement regular and timely assessments to develop an assessment system to track learner progress..."                                        |
| School Head | PSH22 | "Properly implemented the reading assessment and evaluation"                                                                                   |
| School Head | PSH26 | "Use data-driven decision-making to refine instructional strategies..."                                                                        |
| School Head | PSH27 | "...enhanced data tracking for student progress."                                                                                              |
| School Head | PSH28 | "...establishing a clear system for data collection and analysis to track the program's effectiveness."                                        |
| School Head | PSH33 | "We must use the detailed test results from RRP to fix common learning problems across all grade-level classes."                               |
| School Head | PSH37 | "We must set up a clear plan to check on students who successfully leave the program to make sure their gains last in later grades."           |
| School Head | PSH39 | "...make sure all reading tests are done correctly."                                                                                           |
| School Head | PSH40 | "...better system to track student progress data."                                                                                             |

#### D. Stakeholder Collaboration and Recognition

| Source  | ID      | Verbatim Recommendation                                                                                             |
|---------|---------|---------------------------------------------------------------------------------------------------------------------|
| Teacher | PT1     | "...involving parents..."                                                                                           |
| Teacher | PT3     | "enough time for collaboration between parents, reading coordinator and school head"                                |
| Teacher | PT5     | "Parents Willingness and encouragement for their children to attend the RRP session will be of great help..."       |
| Teacher | PT7     | "Encourage a Collaborative Environment: Foster a collaborative atmosphere that encourages... parental involvement." |
| Teacher | PT8     | "Parents, school and community need to work collaboratively."                                                       |
| Teacher | PT17    | "Ask the support from the stakeholders and parents"                                                                 |
| Teacher | PT18/19 | "...encouraging parents for academic support."                                                                      |

|             |         |                                                                                                                        |
|-------------|---------|------------------------------------------------------------------------------------------------------------------------|
| Teacher     | PT22    | "Incorporate motivation and recognition."                                                                              |
| Teacher     | PT24    | "Enhance parents and community engagement."                                                                            |
| Teacher     | PT25    | "Consistent support from parents and administration as well as LGU."                                                   |
| Teacher     | PT29    | "We need enough time for parents, the reading coordinator, and the school head to talk and plan together."             |
| Teacher     | PT30    | "The program would be much better if parents were willing and encouraged their kids to attend RRP sessions regularly." |
| Teacher     | PT35    | "...getting parents involved."                                                                                         |
| Teacher     | PT43    | "...we should use rewards and recognition to motivate everyone."                                                       |
| Teacher     | PT45    | "We need the parents, the school, and the community to unite and work together."                                       |
| Teacher     | PT47    | "We need to get parents and the community more involved in supporting reading."                                        |
| Teacher     | PT48    | "...involving parents..."                                                                                              |
| Teacher     | PT55    | "We should ask for more support from stakeholders and parents."                                                        |
| Teacher     | PT58/59 | "We need consistent support from parents, school management, and local government."                                    |
| Teacher     | PT58/59 | "We need to make sure students attend the program regularly."                                                          |
| School Head | PSH1    | "Continue the good practices and intensify the award system with this project"                                         |
| School Head | PSH1    | "To maximize and strengthen stakeholders or external partnership for additional funding."                              |
| School Head | PSH8    | "Coordination with internal and external stakeholders"                                                                 |
| School Head | PSH16   | "...high percentage of involvement from parents and other stakeholders"                                                |
| School Head | PSH20   | "...more parent support to keep learners interested in reading."                                                       |
| School Head | PSH28   | "...increasing pupil and parent involvement in the planning and implementation phases..."                              |
| School Head | PSH29   | "We need to reach out to more community groups and partners..."                                                        |
| School Head | PSH36   | "...plus a high level of help from parents and the community."                                                         |

### On the Influence of RRP Management on Elementary Pupils' Reading Culture

#### A. Vision, Resources, and Accountability

| ID    | Verbatim Response                                                                                                                                                                                                                           |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PSH1  | "Strategic planning and effective monitoring and evaluation were employ to have a successful implementation of the program."                                                                                                                |
| PSH6  | "A school leader's influence is critical to the RRP's success, primarily by ensuring the program has resources, fidelity, and support."                                                                                                     |
| PSH8  | "Leadership skill grade is a separate concept that focuses on the quality of leadership in managing the program, including providing teacher training, allocating resources, and creating a supportive environment for struggling readers." |
| PSH10 | "I supported the reading program by setting goals, providing needed materials and ensuring continuous guidance and monitoring. Promote teamwork among our stakeholders to build a strong reading culture within our school."                |
| PSH13 | "I as school head sets clear literacy vision, provides resources, and supports the teachers in their training. These will help for the sustainability of the program."                                                                      |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PSH21 | "Being a leader, I am the one who set directions to establish a clear goals and visions for different instructions aligning with the division, district, or school objectives. Providing teachers with training, support and resources to enhance their instructional skills. A leader also creating a supportive environment for the success implementation of different school programs, projects and activities." |
| PSH28 | "In my leadership role, I actively promote and support RRP by advocating for its integration into the school policies and practices, allocating resources for training and materials and fostering collaborative environment among teachers, pupils and parents."                                                                                                                                                    |
| PSH31 | "The school leader's influence is critical for giving the program what it needs and making sure it's run correctly."                                                                                                                                                                                                                                                                                                 |
| PSH32 | "I set a clear reading vision, provide resources, and back up teachers' training to keep the program going."                                                                                                                                                                                                                                                                                                         |
| PSH37 | "We formally include RRP goals in the school's yearly plans (SIP/AIP)."                                                                                                                                                                                                                                                                                                                                              |

#### B. Monitoring, Evaluation, and Quality Instruction

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ID    | Verbatim Response                                                                                                                                                                                                                                                                                                                                                                                                                            |
| PSH2  | "My significant role in monitoring and Evaluation and planning influence the success of the RRP in our school"                                                                                                                                                                                                                                                                                                                               |
| PSH4  | "As school leader we are not stick to one decision. As the program started we consider the different consequences how the program flow better until we met the target. Monitoring and evaluation play a great role in the implementation of the RRP....if the non-reader learner may not able to read after the teacher have done already everything she/he can it was the school head who can decide whether or not to promote the learner" |
| PSH5  | "data where intact and used for continuous improvement i terms of reading program and interschool initiated projects"                                                                                                                                                                                                                                                                                                                        |
| PSH11 | "through monitoring and giving technical assistance to teachers The regular monitoring of the implementation of the RRP, the technical assistance provided to the teachers..."                                                                                                                                                                                                                                                               |
| PSH14 | "By continuous monitoring and evaluation of the implementation of the program"                                                                                                                                                                                                                                                                                                                                                               |
| PSH22 | "Proper monitoring and evaluation."                                                                                                                                                                                                                                                                                                                                                                                                          |
| PSH29 | "My monitoring, evaluation, and planning work is essential for the RRP to succeed in our school."                                                                                                                                                                                                                                                                                                                                            |
| PSH30 | "I must use data and facts when making decisions about the program's future."                                                                                                                                                                                                                                                                                                                                                                |
| PSH34 | "We properly check and review how well the program is doing. The school head must decide if a student who still can't read after getting all the help should be promoted to the next grade."                                                                                                                                                                                                                                                 |

#### C. Instructional Leadership and Teacher Expertise

|       |                                                                                                                                                                                                 |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ID    | Verbatim Response                                                                                                                                                                               |
| PSH9  | "by being a good instructional leader"                                                                                                                                                          |
| PSH12 | "the teachers, the mentoring and coaching rendered to them and the implementation of the reading intervention myself contributed in the success of the RRP"                                     |
| PSH17 | "By supporting and providing technical assistance to the program itself."                                                                                                                       |
| PSH18 | "Staffing and Support: Ensuring the RRP teacher receives the required ongoing professional development and actively facilitating collaboration between the RRP teacher and classroom teachers." |
| PSH19 | "By providing them some technical assistance and coaching."                                                                                                                                     |
| PSH20 | "SH and MT guide and support the teachers, provide what they need for reading activities,                                                                                                       |

|                                                           |                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | and encourage everyone to keep improving."                                                                                                                                                                                                                          |
| PSH33                                                     | "I check on teachers and give them technical help to guide their instruction."                                                                                                                                                                                      |
| PSH38                                                     | "The School Head and Master Teacher guide and support the teachers, supply them with materials, and encourage continuous improvement."                                                                                                                              |
| PSH39                                                     | "We ensure the RRP teacher gets ongoing training and help them work closely with classroom teachers."                                                                                                                                                               |
| <b>D. Collaborative Environment and Culture Promotion</b> |                                                                                                                                                                                                                                                                     |
| ID                                                        | Verbatim Response                                                                                                                                                                                                                                                   |
| PSH16                                                     | "High support, motivation to teachers and clear communication to learners and parents and including RRP to SIP/AIP of the school."                                                                                                                                  |
| PSH23                                                     | "Love and compassion for the learners, dedication and commitment to the reading program"                                                                                                                                                                            |
| PSH26                                                     | "Promote a school-wide culture of reading by initiating programs such as 'Drop Everything and Read (DEAR),' storytelling sessions, and literacy celebrations. These activities motivate learners and reinforce the joy and value of reading as part of daily life." |
| PSH27                                                     | "Foster collaborative environment, promotes innovation in teaching method, and ensure accountability for program outcomes."                                                                                                                                         |
| PSH36                                                     | "I provide strong support and motivation to teachers and communicate clearly with parents and students."                                                                                                                                                            |
| PSH40                                                     | "help create a team environment, promote new teaching ideas, and make sure everyone is responsible for the results of the reading program."                                                                                                                         |

