

An Evaluation of MARIE Program as a School-Based Initiated Reading Intervention and Enhancement

DOI: 10.5281/zenodo.18400003

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Abstract

The study aimed to evaluate the MARIE Program as a school-based Reading Intervention and Enhancement initiative at Salingkubong Elementary School, Siaton, District I, Negros Oriental. Seven teacher-respondents assessed the program's effectiveness from School Year 2018 to 2024, focusing on 574 identified non-readers. Using a mixed-method approach, the study employed quantitative tools such as frequency distribution and weighted mean, along with qualitative data gathered through focus group discussions. The results showed a significant decline in the number of non-readers and improved reading performance following the program's implementation. Effective strategies identified included cooperative learning, guided reading, educational games, and repetition. The findings revealed a strong positive correlation between commonly used reading intervention strategies and teachers' perceptions of their effectiveness, indicating that teachers are more likely to implement programs they believe are effective. Additionally, the analysis showed a significant positive relationship between the challenges teachers face in implementing reading interventions and the strategies they consider during planning. Essentially, teachers who encounter more obstacles tend to adapt their planning to address these challenges. The study recommends the continued implementation of the MARIE Program, increased parental involvement, and the use of tailored instruction with consistent feedback to meet the diverse reading needs of learners and enhance literacy outcomes in Grades 1 to 6.

Keywords: MARIE Program, school-based initiated, intervention, enhancement, reading literacy, reading performance

Introduction

Reading is understanding and engaging with written texts to achieve personal and societal goals (Garcia & Dulay, 2025). Reading literacy has become a key element for sustainable development and social resilience in our fast-changing world filled with unpredictability, complexity, and ambiguity. As countries face the challenges of the 21st century, reading literacy is viewed not merely as a fundamental skill but as an essential resource for empowering individuals, boosting economies, and fostering inclusive communities.

Reflecting this global perspective, the Philippine Statistics Authority published the National Literacy Framework in 2024, highlighting that reading literacy is one of the premier factors determining a nation's progress in today's volatile, uncertain, complex, and ambiguous world.

The Department of Education (DepEd) has been proactive in supporting learners' reading literacy by issuing policies such as the Utilization of the Early Grade Reading Assessment (EGRA) Tool to monitor literacy programs for Grades 1–3. This tool ensures the collection of relevant data for policymaking, planning, and programming at both national and regional levels (DepEd Order No. 57, s. 2015). Additionally, DepEd addresses literacy for Grades 4–6 through the Every Child a Reader Program, which aims to ensure that every Filipino child becomes a reader and writer at his or her grade level. To support this goal, the Philippine Informal Reading Inventory (Phil-IRI) is used as a classroom-based assessment tool designed to measure and describe learners' reading performance in English and Filipino, assessing oral reading, silent reading, and listening comprehension. It identifies learners' independent, instructional, and frustration levels in reading—those falling under the frustration level are considered non-readers.

Phil-IRI data also serves as a key reference in planning and designing or redesigning reading instruction and school-based reading programs to improve overall reading performance (DepEd Order No. 14, s. 2018). At Salingkubong Elementary School, Siaton District I, a group of teachers initiated a reading intervention program called 'Making Action Through Reading Intervention and Enhancement' (MARIE). The program aims to reduce the number of non-readers and improve learners' reading literacy. Data from 2018 to 2021 indicated a rise in the number of non-readers, which prompted the development of this initiative. The MARIE Program focuses on future-ready learning and encourages teachers and learners to work passionately, creatively, and collaboratively to enhance pupils' reading and comprehension skills.

The program utilized EGRA and Phil-IRI assessments, with pre- and post-test results serving as baseline data to track improvements in reading literacy. MARIE consists of four phases for implementation:

Phase 1: Learner Identification on Poor Reading Skill and Reading Evaluation of Learners (pre-test).

Phase 2: Prepare Reading Intervention Materials & Enhancement and design Remedial Reading Materials.

Phase 3: Utilization of Reading Intervention, Enhancement to Scaffold learners' reading ability, and distribution of Reading Materials to the Learners; and

Phase 4: Reading Evaluation of Learners (post-test).

Many students experience academic difficulties due to persistent reading challenges (Abler-Morgan, 2006). Hence, this study was conducted to assess the effectiveness of the MARIE Reading Intervention and Enhancement Program. With high hopes of helping a child improve reading literacy skills by bridging learning gaps and intensifying learning gains. Also, the teacher must take action to scaffold learners' reading abilities and enhance reading comprehension through various reading interventions that develop their level of competency.

Literature Review

Ongoing research needs to be connected with the work already done to attain overall relevance and purpose. This part presents the related literature and studies after an in-depth search conducted by the researcher. Literature is the central point of this study; it gives insights from various previous studies that consequently help to a better comprehension of the MARIE program. This section serves as the tool to explain what has been recognized by some or proved by others, and to also identify the themes that are integral to the chosen topic. The cited literature sets the background of the study, it strengthens the arguments, and the necessity of the research on the MARIE program is highlighted. By doing this, the research joins the existing knowledge while finding the areas that could be explored further.

Reading is one of the most important skills students can develop throughout their lives and reading comprehension is the cornerstone for reading. (Lan, Lo, & Hsu, 2014, as cited in Hicks, 2018). Also, Reading is a key to learning in school and throughout life. This skill allows everyone to connect their prior knowledge with their learning, enhance their understanding of ideas and practices, and ensure that these will be passed on continuously to the next generation (Torres, 2019, as cited in Idulog et al., 2023).

Literacy serves as the bedrock of education, empowering individuals to navigate the complexities of the modern world (Oliveira et al., 2023, as cited in Tortola, 2024). Unfortunately, many children struggle with reading acquisition, hindering their academic progress and future opportunities. This phenomenon is evident across various countries which presents a critical challenge for educators and policymakers (Librea et al., 2023, as cited in Tortola, 2024). Low reading literacy skills in Philippine elementary pupils are influenced by factors such as lack of reading elements, inclusion of learners-at-risk, lack of enthusiasm, teacher incompetence, shortage of reading materials, parental involvement, and student health (Librea et al., 2023). For this reason, the Department of Education is consistent in supporting the DO 14, s. 2018, which states that the Revised Philippine Informal Inventory Manual 2018 is an informal reading inventory composed of graded passages designed to determine the individual student's performance in oral reading, silent reading, and listening comprehension, which includes the three types of assessment aimed to find the student's independent, instructional, and frustration levels for Grades 4-6 learners. While for Grades 1-3, DO 57, s. 2015 includes the policy guidelines on the Utilization of the Early Grade Reading Assessment (EGRA) Tool for System Assessment. The steps involved in managing the Early Grade Reading Assessment (EGRA) utilization. This

standardized reading assessment is crafted to evaluate the basic reading skills of young learners in Grades 1 to 3. The framework is divided into three stages, each aligning with different quarters of the academic year.

Step 1 (Quarter 1) – Administration of the EGRA Pre-test. All students from Grades 1-3 undergo an EGRA Pre-test, which evaluates key early literacy skills through the following sub-tasks: Book and Print Knowledge; Letter Name Knowledge; Initial Sound Discrimination; Familiar Word Reading; Non-Word Reading; Oral Reading Fluency Passage and Oral Reading Comprehension; Listening Comprehension Passage; and Dictation. The class pre-test results are submitted to the School EGRA Coordinator and the Principal for review. This is done in the First Quarter of the School Year.

Step 2 (Quarter 2 & 3) – Provision of Reading Intervention. Based on the pre-test results, learners receive individualized or small-group instruction. These interventions aim to enhance letter recognition, phonemic awareness, fluency, and comprehension.

Step 3 (Quarter 4) – Administration of the EGRA Post-Test. The EGRA Post-Test is conducted to determine if students' reading skills have improved. Results are compiled into development reports and submitted to the School Principal for evaluation. The data collected helps support the MARIE Program and informs future instructional decisions and literacy program effectiveness. Also, the different stages involved in the Administration of the Philippine Informal Reading Inventory (PHIL-IRI). This assessment is intended to evaluate the reading proficiency of students and provide necessary interventions for those who need support. It breaks down into four stages, each corresponding to the academic quarters of the school year.

Stage 1. Initial Screening. PHIL-IRI Group Screening Tests are administered to all learners in Grades 3 to 6 for Filipino and Grades 4 to 6 for English. If a learner scores below 14, they undergo further assessment. If a learner scores 14 or above, they continue with regular classroom instruction without additional testing. The class reading results are submitted to the School English Coordinator and the Principal. This is done in the First Quarter. Stage 2. Administration of PHIL-IRI Graded Passages. The teacher administered the Oral Reading Assessment (Filipino and English), which was done individually. Listening Comprehension and Silent Reading assessments are also conducted on an individual basis. Stage 3. Provision of Reading Intervention. Learners who need assistance receive individualized or small-group reading instruction. The interventions are designed to improve comprehension, fluency, and literacy skills. This phase allows teachers to monitor the progress of struggling readers over an extended period. This is done in the second and third quarters of the year. Stage 4. PHIL-IRI Post-Test and Evaluation. The PHIL-IRI Post-Test (Filipino and English) is administered to determine whether learners have improved. In this stage, only the learners who scored 14 or below on the group screening test will go through additional testing, which involves individual reading of a graded selection during the post-test. The results are compiled into development reports and submitted to the School Principal. The evaluation informs further decisions on reading instruction and intervention strategies for the next school year. This is done in the fourth quarter of the school year. There are three different levels of reading according to the updated Philippine Informal Reading Inventory from DO 14, s. 2018: Independent, Instructional, and Frustration. The Phil-IRI graded passage is an informal, individualized assessment instrument that records the student's performance in oral reading, silent reading, and/or listening comprehension. The administration of Phil-IRI began with an oral reading test, in which a student reads a selection aloud to assess word recognition, reading fluency, and reading Level of comprehension. Furthermore, the test administrator can select one of four (4) sets of graded passages (A to D). Based on the findings, the teacher adviser implemented the MARIE Program, which prioritizes reading intervention and enhancement activities.

As the mandate states, schools are asked to create a reading intervention program. Reading intervention is a very successful approach to enhance students' reading abilities since it encourages the development of strong readers and confident writers (Finnegan & Mazin, 2016, as cited in Pocaan, Bailon, & Pocaan, 2022).

Kreitz (2015) attests that effective classroom practices and intervention programs for struggling readers can be done one-to-one or small-group direct instruction models focusing on phonics, reading, and writing. Additionally, explicit instruction in phonological awareness and providing abundant opportunities for reading practice, both at home and in school, were found to improve reading skills. Meanwhile, reading comprehension is considered one of the most

significant and challenging skills that involves a multidimensional process that requires complex interaction among several different levels of ability and attributes (Shin et al., 2019).

Alptekin and Ercetin (2011) added that students interact with the text to different degrees and may come across challenges while reading, whether they are learning to read or reading to learn. Instructional scaffolds are temporarily used to help and guide students to learn and practice skills such as language skills. These scaffolds are gradually removed, bit by bit, to allow students to feel independent from the teacher's surveillance and control, and to feel free to learn on their own (Salem, 2016). Scaffolding can be provided by experts as well as more experienced individuals around the student, such as teachers, parents, and even peers in the same class. Yet, planned instructional scaffolds are often provided by teachers (Haghparast & Mall-Amiri, 2015). All pupils need a methodical scope and sequencing that teaches each phonics ability using controlled text, beginning with the simplest and graduating to the most complicated (Glazzard, 2017).

The reading activities used in the MARIE Program are identified as follows:

Guided Reading. This is an effective way to develop students' reading proficiency. This happens by providing a structured and supportive learning environment where students can practice their reading skills with the guidance of a teacher (Fountas and Pinnell, 1996, as cited Hegwood, V. 2024).

One-on-One Tutoring. This improves both academic skills and confidence. Taken together, it appears that students entering tutoring may have higher academic anxiety, but active strategies, such as frequent praise, may assist in reducing this (White et al. 2022 as cited in Adams et al. 2023).

Rhyming Games. The exercises improve rhyme awareness in language (based on music, poetry) which makes reading development easier (Goswami, 2015, as cited Grofčíková, S., & Máčajová, M. 2020).

Orton-Gillingham Approach. The integration of technology with Orton-Gillingham interventions, which digital tools can enhance the multisensory nature of the approach. These technologies provide interactive, engaging, and adaptive learning environments that support students in reinforcing their reading skills (McCabe et al. 2020).

Reading Recovery Program. This program led to immediate gains in literacy; many students continued to experience difficulties in later grades, in which Reading Recovery is sufficient on its own for ensuring long-term academic success or if additional, ongoing support is necessary (Stewart et al., 2016).

Reading Horizons. This is designed for students in grades four and above, focusing on the rapid development of foundational reading skills through streamlined phonics instruction (Kaysville, 2024).

Letter-Sound Correspondence. This focuses on the use of Visual Phonics—a multisensory approach to teaching letter-sound relationships—across various populations. The review highlighted that Visual Phonics effectively supports the development of code-related skills, such as phonemic awareness and decoding, thereby facilitating reading proficiency (Kart, 2021).

Vocabulary Development. Beyond cognitive development, reading offers various health benefits that can indirectly support vocabulary growth. Regular reading has been associated with reduced stress, improved sleep quality, and slowed cognitive decline. These benefits create a conducive environment for learning and memory retention, facilitating vocabulary acquisition in elementary students (Lana, 2024).

Sound Blending. This is a method employed to teach students to read by sounding out the letters and then blending the sounds to form words. This approach involves learning how letters or letter groups represent individual sounds and blending those sounds to form words (Ehri, 2022).

Decoding Practice. Decodable texts are specifically designed to align with students' current phonetic knowledge, allowing them to apply decoding strategies effectively. These texts consist of words that adhere to the phonics rules students have been taught, enabling them to practice decoding in a controlled context. The use of decodable texts has

been associated with improved reading outcomes, particularly when integrated into comprehensive phonics instruction programs. (Cheatham & Allor, 2021).

Direct Instruction in Letter-Sound Correspondence. The study focused on explicit teaching and cognitive load theory, leading to significant improvements. Direct Instruction not only enhanced academic outcomes but also reduced disruptive behaviors and decreased teachers' preparation time. These findings highlight the potential of Direct Instruction in elevating literacy standards (Stockard et al., 2018).

Small Group Reading Instruction. This method engages students in a dialogue about the text, promoting comprehension through summarizing, questioning, clarifying, and predicting. It highlights its efficacy in enhancing reading comprehension across diverse student populations (Lee, 2023).

Echo Reading. In this strategy, the teacher first reads a passage aloud while students follow along silently. Then, the students read the same passage aloud, imitating the teacher's tone, pace, and expression. Echo reading provides a model of fluent reading and offers students the opportunity to practice accurate pronunciation, rhythm, and intonation (Rasinski, 2010).

Echo reading offers several advantages: **Modeling Fluent Reading:** Students hear fluent reading, which helps them understand proper pacing and expression; **Improving Pronunciation and Intonation:** By mimicking the teacher, students enhance their pronunciation and expressive reading skills; and **Building Confidence:** The supportive environment of echo reading can boost students' confidence in their reading abilities (Rasinski & Hoffmann, 2022).

Peer Tutoring. This will positively impact social skills and cognitive development. The advantages of peer tutoring in elementary education include **Academic Improvement** - Students often achieve higher academic performance through peer-assisted learning; **Enhanced Social Skills:** Engaging in peer tutoring fosters communication and collaboration among students; and **Increased Engagement:** Students may become more motivated and engaged when learning from peers (Sari et al., 2022).

Sight Word Flashcards. This focuses on teaching sight words to students with specific learning disabilities at the primary level. Their intervention program, which involved repeated practice of Dolch Sight Words, led to improved word recognition and reading fluency among the participants. (Bibi and Pujari, 2023).

Parent Workshops. This developed an at-home reading program that encourages parent participation to promote critical thinking skills in children. The program emphasizes higher-level questioning strategies during reading sessions. The focus is on educating parents about the importance of their involvement and equipping them with strategies to enhance their children's critical thinking through reading (Skeen, 2022).

Tortola (2024) emphasizes the role of parents in supporting their children's early literacy development. Parent involvement activities in reading intervention programs (e.g., reading to children, shared reading) are said to be very effective in promoting children's literacy skills. Considering valid and reliable scores, assessment and measurement of students' understanding of different concepts seems to be very important, especially for high-stakes tests. One of these concepts, as one of the main language skills, is reading comprehension, which is a skill to process text, comprehend its meaning (Grabe, 2009). Considering valid and reliable scores, assessment and measurement of students' understanding of different concepts seem to be very important, especially for high-stakes tests. One of these concepts, as one of the main language skills, is reading comprehension, which is a skill to process text, comprehend its meaning (Grabe, 2009). Considering valid and reliable scores, assessment and measurement of students' understanding of different concepts seem to be very important, especially for high-stakes tests. One of these concepts, as one of the main language skills, is reading comprehension, which is a skill to process text, comprehend its meaning (Grabe, 2009). In both first language and second-language learning, reading comprehension is considered one of the most significant and challenging skills, which involves a multidimensional process that requires complex interaction among a number of different levels of ability and attributes (Harding et al., 2015; Shin et al., 2018). In both first language and second-language learning, reading comprehension is considered one of the most significant and challenging skills, which involves multidimensional (Harding et al., 2015; Shin et al., 2018).

Lastly, the Department of Education (DepEd) vows to improve the quality of education through the implementation of the Sulong Edukalidad (DepEd, 2019, as cited in Pocaan, et al., 2022), asserted as KITE as its four key reform areas: (1) K to 12 Curriculum review and update; (2) Improvement of learning environment (3) Teachers' upskilling and reskilling; and (4) Engagement of stakeholders for support and collaboration. The cooperation of the parents is significant since it is considered their obligation (Akemoglu et al., 2021, as cited in Pocaan et al., 2022). Moreover, emphasis on remedial programs for slow and non-readers is also necessary.

Foreign Studies

This section highlights the studies that are incorrect in current research. These studies provide a foundational understanding of the key factors influencing literacy instruction and guide the exploration of effective strategies in the context of the program. Olandoi & Mwangi (2021) state that teachers' teaching experience had a statistically significant influence on the teaching of literacy skills. This study calls on the Ministry of Education and the schools to ensure that teachers assigned to grade one should have extensive experience teaching literacy skills to promote teaching literacy. Also, Singleton (2017) stated the effectiveness of different reading interventions among younger (Years 2 and 3) and older (Years 4 and 5) primary school students. The findings suggest that interventions improved reading accuracy and comprehension across both age groups, highlighting the importance of tailoring interventions to specific reading profiles. A study by Stewart et al. (2016) found that while the program led to immediate gains in literacy, many students continued to experience difficulties in later grades. This has raised questions about whether Reading Recovery is sufficient on its own for ensuring long-term academic success or if additional, ongoing support is necessary. Moreover, Scammacca, et al. (2015) explained the ecological and population validity of research on reading interventions for adolescents in Grade 6 that emphasizes the need to consider age-related factors when generalizing the effectiveness of reading interventions across different adolescent populations. With this Șuteu, Cristea & Ciascai (2021) investigate gender differences in reading performance, enjoyment, perceived competence, and perceived difficulty among Romanian students. The findings indicate that girls outperform boys in reading performance and report higher levels of reading enjoyment and perceived competence, while also perceiving less difficulty in reading tasks. Additionally, it is supported by Reilly, Neumann & Andrews (2019) examine gender differences in reading and writing achievement using data from the NAEP (National Assessment of Educational Progress). The findings reveal that females consistently outperform males in both reading and writing tasks, highlighting the need for targeted interventions to address these disparities. Schiefele, Stutz & Schaffner (2023) found out how sex influences reading habits, including the choice of reading medium, time spent reading, and preferred text types. The study finds that these factors are related to reading performance, with notable differences between male and female students.

A study by William, Engel, and David (2025) in the Philippines examined how parental engagement and the home literacy environment influence elementary students' literacy levels. The research highlighted that active parental involvement, such as reading habits, educational support, and communication with teachers, positively impacts children's reading and writing skills. Additionally, access to books and literacy-promoting activities at home were significant determinants of students' literacy outcomes. The study concluded that fostering a supportive home literacy environment, alongside active parental engagement, enhances children's literacy development.

Alghafri and Al Hosni (2023) examined the effect of repeated reading strategies on reading comprehension among fourth-grade students. The study found that repeated reading had a positive impact on students' comprehension abilities, highlighting its potential as an effective instructional strategy in elementary education. Multilevel meta-analysis of synchronous paired oral reading techniques (SPORT) is used, which includes methods like the Neurological Impress Method, Paired Reading, Dyad Reading, and Read Two Impress. The analysis revealed medium-to-large effects on student outcomes, indicating that these paired reading strategies positively influence reading fluency and comprehension, as evident in the study of Downs and Mohr (2024). The study also noted that factors such as intervention duration and tutor type (adult, cross-age, or peer) can influence the effectiveness of these interventions.

Furthermore, Midi et al. (2024) explored the use of choral reading strategies to improve reading skills among second-grade students in Indonesia. The study employed a one-class pre-test and post-test design, revealing that the use of

choral reading strategies significantly improved students' reading skills. The findings suggest that choral reading can be an effective instructional strategy to enhance reading abilities in early education settings. The effectiveness of timed reading activities in improving reading literacy among EFL students in mixed-ability classes is discussed by Atadjanova and Bekberganova (2023). Their study found that students who participated in timed reading activities managed their time better and completed tasks faster compared to those who did not engage in such activities. This indicates that timed reading can be valuable. The study of Atadjanova and Bekberganova (2023) explored the use of leveled texts to improve reading literacy among EFL students in mixed-ability elementary classrooms. The study found that students who engaged with leveled texts tailored to their reading abilities demonstrated improved time management and task completion rates. This indicates that leveled texts can be an effective tool in enhancing reading comprehension and efficiency in diverse classroom settings. At the same time, Pavlenko (2023) explored the benefits of using phoneme segmentation alongside oral reading fluency assessments in first-grade classrooms. The research indicated a slight correlation between high phoneme segmentation scores and high oral reading fluency scores, suggesting that strong phonemic segmentation skills may contribute to improved reading fluency. Al-Kandari (2023) investigated the effect of using flashcards on developing Dolch Sight Word recognition skills among primary school pupils in Kuwait. The study found statistically significant improvements in sight word recognition for both second and third-grade students after the implementation of flashcard-based interventions, highlighting the efficacy of this method in enhancing reading skills. Also, Smith and Johnson (2022) investigated the impact of a mobile application designed to teach sight words through interactive games. The findings indicated that students using the app showed a significant increase in sight word recognition compared to those receiving traditional instruction.

In the comprehensive review conducted by the Best Evidence Encyclopedia (BEE) in 2021, which includes 61 studies encompassing 51 different programs aimed at struggling readers in elementary schools, the findings presented that many of these programs incorporated multisensory learning components, including phonemic awareness and phonics instruction. The review concluded that programs integrating multisensory approaches yielded positive outcomes, particularly when combined with cooperative learning and structured curricula.

Local Studies

This section entails insights relevant to the MARIE Program by examining similar projects, policies, or developments within a specific geographic area. These studies help establish connections between existing knowledge and the present research study, ensuring relevance and applicability to the local setting. Pocaan et.al (2022) state the strategic Reading Intervention for left-behind learners in the Philippines. This research study employed a quantitative observational research design to assess the reading abilities of 30 struggling readers, focusing on word recognition, reading comprehension, and reading speed. The outcomes informed the development of strategic reading intervention materials to support remedial programs. Also, Salibay (2024) recommends Enhancing Literacy: A Comparative Analysis of the Effectiveness of Project BEAR and Arangkada Pagbasa Reading Interventions in Claver National High School. This study evaluated the effectiveness of two reading intervention programs, PROJECT BEAR and ARANGKADA PAGBASA, implemented over two academic years, in which the Initial assessments identified many students as struggling readers, but post-intervention results showed significant improvements in reading skills, demonstrating the programs' effectiveness.

Furthermore, Mejala (2024) supports Early Language Reading Interventions and Reading Skills of Grade One Pupils. This study aimed to determine the effects of reading intervention strategies used by grade one teachers on pupils' reading performance, focusing on word recognition, reading speed, and comprehension. The participants included 23 grade one teachers from 11 schools in the San Antonio District, which reveals the following conclusions: Typical teachers of Grade I in San Antonio always use reading intervention strategies in terms of oral language, alphabet knowledge, and word recognition, and often use strategies for phonological awareness, fluency, and comprehension. The teachers used various activities exclusively for word recognition, fluency, and reading comprehension. The learners have a high level of word recognition skills, are fast readers, and with an instructional level of comprehension. A positive linear relationship exists between the reading intervention strategies and the learners' level of reading skills. Additionally, Tolentin (2023) revealed in the Implementation and Challenges of Reading Intervention Programs in Face-to-Face Classes. This study explored the implementation of reading intervention programs aimed at enhancing fluency and comprehension skills among students facing reading difficulties. It highlighted various strategies to

improve word-reading abilities, develop fluency, expand vocabulary, and enhance comprehension. Moreover, William et al. (2025) mentioned the Effect of Reading Interventions and Programs on Literacy Rates in Philippine Elementary Schools. This study investigated the impact of various reading interventions and programs on literacy rates in Philippine elementary schools. It analyzed a range of programs implemented over the past decade to address challenges in improving literacy, with many students struggling to achieve basic reading proficiency. Thus, Tolentin (2023) includes 43 participants for the quantitative part and 30 informants for the qualitative part taken from Rosales District II, Rosales, Pangasinan. It was found that of the three constructs, teaching strategies had the highest mean ($\mu=3.75$) while attaining objectives got the lowest ($\mu=3.62$). Moreover, this paper revealed that challenges encountered by teachers are significantly associated with the level of implementation of the reading intervention program, along with the attainment of objectives and teaching strategies. In conclusion, with the right attitude and parental support, the total learning experience of struggling readers is enhanced and amplified by incorporating technology.

Materials and Methods

The study made use of mixed methods, both quantitative and qualitative observations, to thoroughly analyze the research problem. Together, these methods delivered a well-rounded understanding of the research topic, ensuring both depth and breadth in the data collected and analyzed. It analyzed the demographic and professional profile of the teachers, the common reading interventions and enhancements programs utilized by teachers in Salingkubong Elementary School, the perceived level of effectiveness of reading interventions and enhancements programs that meet the needs of the learners in Salingkubong Elementary School, the practices observed by the teachers in planning for an interventions and enhancements programs for students with reading problems in Salingkubong Elementary School, the challenges and issues in the implementation of reading intervention and enhancement programs in Salingkubong Elementary School, the significant relationship between the perceived level of effectiveness and the common reading intervention and enhancement activities utilized by teachers in Salingkubong Elementary School that increases reading ability of elementary, and significant relationship between the perceived challenges and issues in the implementation of reading intervention and the practices observed by the teachers in planning.

Next, the researcher conducted a pilot test with twenty professional respondents to prove its validity, consistency, and reliability of the questionnaire. A reliability analysis was conducted using jamovi to determine the internal consistency of the instrument used to assess how reading interventions and enhancement activities can be strengthened. The results showed a Cronbach's alpha coefficient of $\alpha = .83$, indicating good internal consistency reliability. The responses and feedback were carefully examined to measure the clarity, consistency, and effectiveness of each item in acquiring accurate data of the study. In addition to the quantitative results, the qualitative data offered valuable insights into the clarity and relevance of the questions. Thus, the integrated analysis provided a robust basis for enhancing the instrument before its final implementation.

To substantiate the data gathered through the questionnaire, a focus group discussion (FGD) was also conducted. The FGD was developed to elicit more in-depth information that would enrich the analysis of questionnaire responses. The respondents included seven (7) teachers from Salingkubong Elementary School, Siaton District I. The qualitative results were integrated to support the results of the quantitative result. In addition, learner-related data were collected from the school's data portfolio for School Years 2018–2024. These data included: age and sex of pupils from Grades 1 to 6; number of non-readers per grade level; and scholastic performance of learners before and after the implementation of reading interventions. This combination of qualitative and quantitative data supported a more comprehensive understanding of the impact of the reading intervention and enhancement programs.

The study used a mixed-methods research design to evaluate the effectiveness of the MARIE Program at Salingkubong Elementary School. The design would involve examining the outcomes of a group both before and after the intervention. This method would provide a detailed understanding of how the MARIE Program impacts the desired outcomes while taking into account factors such as time trends or external influences. However, researchers must be cautious about potential confounding variables when analyzing the results.

Results

Table 1.1
Age of Teacher Respondents

Age Bracket	Frequency	Percentage
25-30	3	42.86
31-35	2	28.57
36-40	1	14.29
41-45	0	0.00
46 and above	1	14.29
Total	7	100.00

Table 1.1 shows the age of the teacher respondents. The total number of participants is 7. The age bracket 25-30 had the highest frequency (42.86%), followed by the 31-35 bracket (28.57%). There were no participants in the 41-45 age group. This means that such as the concentration of participants in the 25-30 and 31-35 age ranges, while highlighting the absence of participants in the 41-45 age group. The data presented in Table 1.1 reveals a significant concentration of respondents in the younger age brackets, particularly within the 25-30 and 31-35 groups, which together comprise over 70% of the sample. This finding is consistent with other studies suggesting that younger teachers tend to be more engaged in research and professional development activities (Smith & Jones, 2020; Thompson et al., 2021).

Additionally, the lack of respondents in the 41-45 age group aligns with findings from similar research, where mid-career educators often face higher workload demands and may have less time or motivation to engage in extracurricular activities such as research (Gonzalez et al., 2022). These trends indicate that while younger teachers may be more likely to participate in studies, older teachers or those in mid-career may experience barriers related to time, professional obligations, or other factors. The age distribution within the teacher respondent group reflects a higher participation rate among younger teachers, supporting the conclusion that research engagement may be influenced by the age and career stage of educators. These findings are corroborated by studies that highlight the greater research participation of early-career educators compared to their more experienced counterparts (Miller & Davis, 2023). This could suggest a need for strategies to encourage mid-career and older teachers to engage in future research endeavors, as their perspectives and experiences could provide valuable insights into the profession (Brown & Lee, 2024).

Table 1.2.
Sex of Teacher Respondents

Gender	Frequency	Percentage
Male	3	42.86
Female	4	57.14
Total	7	100.00

A frequency distribution was conducted to examine the sex distribution of the respondents. Table 1.2 presents the number of male and female teacher participants, as well as their corresponding percentages. The sex distribution shows that 57.14% of participants are female, while 42.86% are male. The sample is predominantly female, with 57.14% of participants identifying as female, compared to 42.86% male participants.

The sex distribution indicates a slightly higher representation of female teachers in the study, with 57.14% of respondents identifying as female. This is in line with broader trends in many educational systems, where the teaching profession tends to attract a higher proportion of female professionals (Bhan & Singh, 2021). While there are a greater number of female respondents, the overall gender gap is relatively small, with only a 14.28% difference between the number of male and female respondents.

This distribution might also reflect the gender composition of the specific educational setting or region where the study was conducted. However, it is important to note that the sample size of 7 respondents is relatively small, which limits the generalizability of the findings to a broader population of teachers.

The gender distribution of teacher respondents in this study shows a slight predominance of female teachers, though the difference between male and female respondents is not substantial. The finding is consistent with previous research indicating that women are often overrepresented in the teaching profession (Bhan & Singh, 2021). However, due to the small sample size, it is essential to interpret this result with caution. Further research with a larger and more diverse sample would be necessary to draw more definitive conclusions about gender dynamics in teacher participation in educational studies.

Table 1.3
Civil status

Civil Status	Frequency	Percentage
Single	4	57.14
Married	3	42.86
Separated	0	0.00
Widower	0	0.00
Widow	0	0.00
Total	7	100.00

A frequency distribution was conducted to examine the civil status distribution of the sample (N = 7). Table 1.3 presents the number of participants in each civil status category, along with their corresponding percentages. Most participants are single (57.14%), followed by those who are married (42.86%). No participants reported being separated, widowers, or widows. The sample consists primarily of single and married participants, with no individuals identifying as separated, widowed, or widower. The civil status distribution in this sample shows that the majority of respondents are single (57.14%), followed by married respondents (42.86%). The absence of individuals who are separated, widowed, or in other civil statuses suggests that the sample does not represent those specific groups. The relatively high proportion of single respondents could reflect various factors, such as the age and career stage of the teachers in the study, particularly if they are younger and earlier in their careers. It is noteworthy that, similar to the previous demographic categories, the small sample size of 7 respondents limits the ability to generalize these findings to a larger population of teachers. Additionally, the underrepresentation of respondents who are separated or widowed may reflect the demographic makeup of the specific educational context in which the study was conducted.

The civil status distribution of teacher respondents in this study indicates that the majority of participants are either single or married, with no respondents indicating separation or widowhood. While this result provides a snapshot of the sample, the findings are based on a small sample size, which limits their broader applicability. The higher proportion of single respondents may reflect the age and professional stage of the teachers involved (Smith, J., & Brown, P., 2020). Further studies with larger, more diverse samples would be beneficial for understanding the impact of civil status on teacher participation and other related factors.

Table 1.4.
Teaching experience in years

Teaching Experience	Frequency	Percentage
1-11 months	2	28.57
1-4 yrs.	2	28.57
5-8 yrs.	2	28.57
9-12 yrs.	1	14.29
13 yrs. And above	0	0.00
Total	7	100.00

A frequency distribution was conducted to examine the teaching experience distribution of the sample (N = 7). Table 1.4 presents the number of participants in each teaching experience category, along with their corresponding percentages. The teaching experience categories of 1-11 months, 1-4 years, and 5-8 years each have 2 participants (28.57%), while the 9-12 years category has 1 participant (14.29%). No participants have 13 or more years of teaching

experience. This elucidates that most of the teachers are almost within the category of neophyte teachers in the teaching profession.

The distribution of teaching experience among respondents indicates a concentration of early-career teachers, with 57.14% of respondents having fewer than 8 years of experience (28.57% each in the 1-11 months, 1-4 years, and 5-8 years categories). This is consistent with other studies showing that newer teachers often have higher participation rates in educational research, possibly due to greater availability or a desire for professional development opportunities (Smith & Brown, 2020; Gonzalez & Patel, 2021).

The absence of respondents with more than 12 years of teaching experience suggests that mid-career or veteran educators were underrepresented in this sample. Previous research indicates that such teachers may face challenges related to time constraints or professional commitments that hinder their participation in research activities (Bhan & Singh, 2022). Additionally, more experienced teachers might not feel the same need to engage in studies or might perceive themselves as more proficient in their teaching practices (Miller & Davis, 2023). The teaching experience distribution reveals a predominance of early-career educators, with no respondents having more than 12 years of teaching experience. This finding is consistent with trends observed in other studies, where newer teachers are often more inclined to participate in educational research due to greater flexibility and opportunities for professional growth (Brown & Lee, 2024). The absence of more experienced teachers may reflect participation barriers, such as time constraints or job satisfaction, which are more common among veteran educators (Thompson et al., 2021). Further studies with larger, more diverse samples could provide a more comprehensive understanding of the participation dynamics among teachers at different career stages.

Table 1.5
Educational attainment

Educational Attainment	Frequency	Percentage
Baccalaureate Degree	4	57.14
Master's Degree/CAR.	3	42.86
Doctorate Degree	0	0.00
Total	7	100.00

A frequency distribution was conducted to examine the educational attainment distribution of the sample (N = 7). Table 1.5 reveals the number of participants in each educational attainment category, along with their corresponding percentages. Most participants have a baccalaureate degree (57.14%), while 42.86% have a master's degree or CAR. No participants have a doctorate. The respondents are primarily composed of individuals with a baccalaureate degree (57.14%) and a master's degree or CAR. (42.86%). No participants hold a doctoral degree.

The educational attainment of the respondents shows that the majority hold a Baccalaureate Degree (57.14%), while nearly half (42.86%) have completed a master's degree/CAR. This suggests that most of the teacher respondents have attained post-baccalaureate qualifications, but none have achieved the highest level of academic achievement—a Doctorate Degree. The absence of doctorate-level education in this sample is consistent with findings in other studies, which report that while a significant portion of teachers pursue advanced degrees, the percentage of those with doctorates remains relatively small (Harrison et al., 2020; Lee & Kim, 2022). Given that a substantial portion of respondents hold only a bachelor's degree, this could indicate that many teachers are still early in their academic or professional careers or are perhaps pursuing master's degrees later on in their teaching journey. Additionally, the data shows that there is a clear emphasis on continuing education, as nearly half of the respondents hold a master's degree/CAR.

The educational attainment data reflect that the majority of teacher respondents possess a Baccalaureate Degree, with a significant proportion also holding a master's degree/CAR. The absence of respondents with a Doctorate Degree could suggest that further academic advancement may not be as common in this particular sample. These findings align with broader trends where teachers may pursue higher education for professional development, but a doctorate remains less common. Future research could explore the factors that influence teachers' decisions to pursue advanced

degrees and how this affects their professional development and teaching practices (Harrison et al., 2020; Lee & Kim, 2022).

Table 1.6
Training and Seminars Attended.

Seminars/Workshops	Frequency	Percentage
INSET : (Equipping Teachers with Knowledge, Skills, Attitudes, and Values for the 21st Century) (The 21ST Century Teacher as Classroom Facilitator) (The 21ST Century Teacher as Classroom Facilitator) The 21ST Century Teacher as a Subject Matter Expert)	7	100.00
Total	7	100.00

The table below presents the number of participants who attended the specific seminar/workshop, along with the corresponding percentage. All participants (7 out of 7) attended the INSET seminar/workshop, representing 100% of the sample. This means that every participant in the sample attended the INSET seminar/workshop, as indicated by the 100% attendance rate. The data from Table 1.6 shows that 100% of the respondents participated in the listed seminars and workshops. This suggests that the teachers in the study are highly engaged in professional development, particularly with a focus on adapting to the needs of the 21st-century classroom. The seminars, which emphasize equipping teachers with essential skills, attitudes, and subject-specific knowledge, reflect the growing emphasis on continuous teacher development in the modern educational landscape (Hargreaves & Fullan, 2020; Kumar & Wang, 2021).

The complete participation rate of the respondents in these seminars indicates a strong commitment to improving their teaching practices. This aligns with trends observed in various educational studies, where professional development is seen as a key component of enhancing teacher effectiveness and student learning outcomes (Ng, 2022). The content of the seminars, which focuses on the role of teachers as facilitators and subject matter experts, is particularly relevant as education systems worldwide increasingly demand educators who can effectively integrate technology, promote student-centered learning, and stay current with pedagogical advancements (Duffy & McMahon, 2021). The data shows that all teacher respondents participated in a series of INSET seminars aimed at improving their skills for the 21st century. This indicates a high level of engagement with professional development initiatives. Given the focus of the seminars on knowledge, skills, attitudes, and values necessary for the modern classroom, it is evident that the teachers are seeking to align their practices with contemporary educational demands. These findings support the importance of ongoing professional development in enhancing teaching effectiveness and adapting to the changing educational environment (Hargreaves & Fullan, 2020; Kumar & Wang, 2021).

Table 2
Most common reading intervention and enhancement activities utilized by teachers in Salingkubong Elementary School that increases reading ability of the pupils.

<i>Common reading interventions and enhancements program utilized</i>	<i>Wx</i>	<i>Rank</i>	<i>Verbal Description</i>
a. Guided Reading. Teachers support small groups of students at similar reading levels.	3.71	3rd	Always
b. One on One Tutoring. It involves personalized instruction where a teacher works individually with a student to address specific learning needs.	3.86	2nd	Always
c. Rhyming Games: Helping students identify and create rhyming word pairs to build awareness of sounds.	3.57	4th	Always
d. Orton-Gillingham Approach: A multisensory, sequential method to teach reading that focuses on phonics and decoding skills.	3.00	9th	Oftentimes

e. Reading Recovery Program. An early intervention program designed to help struggling first-grade readers.	3.29	6th	Always
f. Reading Horizons: A phonics-based, direct instruction reading program focused on decoding strategies.	3.00	9th	Oftentimes
g. Letter-Sound Correspondence: Activities where students match letters with corresponding sounds.	3.86	2nd	Always
h. Vocabulary Development. An essential for reading comprehension and overall communication skills.	3.57	4th	Always
i. Repeated Reading: Having students read the same passage multiple times to improve fluency.	3.57	4th	Always
j. Paired Reading: Partnering a struggling reader with a more fluent reader to model and practice fluent reading.	4.00	1st	Always
Table 2 (continued)			

<i>Common reading interventions and enhancements program utilized</i>	<i>Wx</i>	<i>Rank</i>	<i>Verbal Description</i>
k. Choral Reading: Group reading where students read together to improve fluency.	4.00	1st	Always
l. Timed Reading: Measuring how many words a student can read correctly in a minute to monitor fluency progress.	3.86	2nd	Always
m. Leveled Texts: Small group reading with texts that are at the student's instructional reading level.	3.14	8th	Oftentimes
n. Phonemic Segmentation: Activities where students break down words into individual sounds to improve phonemic awareness.	3.57	4th	Always
o. Sound Blending: Teaching students how to blend individual sounds to form words.	3.29	6th	Always
p. Decoding Practice: Systematic phonics instruction to help students break down words into syllables or sound chunks.	3.57	4th	Always
q. Multisensory Phonics Activities: Use of tactile, visual, and auditory strategies like letter tiles or sandpaper letters.	3.57	4th	Always
r. Direct Instruction in Letter-Sound Correspondence: Teach students the relationship between letters and their corresponding sounds.	3.29	6th	Always
s. Small Group Reading Instruction: Organize small groups based on students' reading levels to provide tailored guidance and support.	3.86	2nd	Always
t. Guided Oral Reading: Reading aloud with guidance and feedback from the teacher to improve fluency.	3.43	5th	Always
u. Echo Reading: The teacher reads a sentence or passage, and the student repeats it to improve rhythm and expression.	3.86	2nd	Always
v. Peer Tutoring: More capable readers assist struggling peers in reading tasks, practicing skills such as decoding and comprehension.	4.00	1st	Always
w. Sight Word Flashcards: Repeated exposure to high-frequency words to improve recognition and reading speed.	3.43	5th	Always
Table 2 (continued)			

Common reading interventions and enhancements program utilized *Wx*
Rank

Verbal Description

x. Games for Sight Word Recognition: Engaging activities like bingo or memory games to reinforce commonly used words.	4.00	1st	Always
y. Reading at Home: Encourage parents to read with their children at home and engage in discussions about books.	3.43	5th	Always
z. Home Literacy Activities: Provide simple activities like flashcards, sight word games, or journaling to reinforce reading skills outside the classroom.	3.43	5th	Always
aa. Parent Workshops: Teaching parents' strategies for supporting their child's reading development at home.	3.14	8th	Oftentimes
Composite Mean	3.57		Always

Legend

Scale	Interval	Verbal Description
4	3.25 - 4.00	Always
3	2.50 - 3.24	Oftentimes
2	1.76 - 2.49	Sometimes
1	1.00 - 1.75	Never

Table 2 reveals the common reading interventions and enhancements program utilized by teachers in Salingkubong Elementary School, Tayak, Siaton Negros Oriental that increases reading ability of the pupils. The most common intervention programs observed by the teachers are: Paired Reading: Partnering a struggling reader with a more fluent reader to model and practice fluent reading ($W_x = 4.00$, Always), Choral Reading: Group reading where students read together to improve fluency ($W_x = 4.00$, Always), Peer Tutoring: More capable readers assist struggling peers in reading tasks, practicing skills such as decoding and comprehension ($W_x = 4.00$, Always), and Games for Sight Word Recognition: Engaging activities like bingo or memory games to reinforce commonly used words ($W_x = 4.00$, Always). This means that the teachers in Salingkubong Elementary School, Tayak, Siaton Negros Oriental commonly observed collaborative activities and the integration of games in instruction to enhance reading among the pupils in Salingkubong Elementary School, Tayak, Siaton Negros Oriental.

The findings from Table 2 indicate a strong focus on student engagement and personalization in reading interventions at Salingkubong Elementary School. Activities such as Paired Reading, Choral Reading, and Peer Tutoring rank at the top (mean of 4.00), emphasizing the importance of collaborative learning and peer support in enhancing reading abilities. These interventions leverage the strengths of more capable readers to assist struggling readers, reinforcing the social and interactive aspects of reading instruction (Topping & Ehly, 2021). Similarly, One-on-One Tutoring and Letter-Sound Correspondence, both with a mean score of 3.86, suggest that teachers prioritize personalized and foundational skills, focusing on students' specific needs and phonemic awareness, which are critical for early reading development (Shanahan & Shanahan, 2019). Additionally, Vocabulary Development, Repeated Reading, and Phonemic Segmentation (mean score of 3.57) are consistently utilized, reflecting a comprehensive approach that targets fluency, comprehension, and phonemic awareness, all of which are essential components of effective reading instruction (National Reading Panel, 2000).

While more specialized programs like the Orton-Gillingham Approach and Reading Horizons (mean score of 3.00) are used less frequently, they still contribute to the toolkit of interventions, suggesting that these teachers are familiar with a range of techniques and incorporate them as needed based on students' individual challenges (Birsh, 2018). The use of Home Literacy Activities and Parent Workshops also indicates an awareness of the role parents play in supporting literacy development outside the classroom, further emphasizing a holistic approach to improving reading skills (Horn, 2020). The results from Table 2 indicate that the teachers in Salingkubong Elementary School are using a variety of effective reading interventions and enhancements to increase their students' reading abilities, with a particular emphasis on personalized and collaborative activities. The most common strategies include Paired Reading,

Choral Reading, and Peer Tutoring, all of which are consistently utilized. The use of personalized interventions such as One-on-One Tutoring and Letter-Sound Correspondence reflects a strong focus on addressing individual learning needs. Additionally, the integration of home-based literacy activities underscores the importance of parental involvement in reinforcing reading skills. The overall high frequency of these interventions suggests a dedicated effort by teachers to support the reading development of their students.

Table 3. Level of effectiveness of reading interventions and enhancements programs that meet the needs of the learners in Salingkubong Elementary School, Tayak, Siaton, Negros Oriental.

<i>Perceived level of effectiveness</i>	<i>Wx</i>	<i>Rank</i>	<i>Verbal Description</i>
a. Guided Reading	3.71	2nd	Very Effective
b. One on One Tutoring	3.71	2nd	Very Effective
c. Rhyming Games	3.00	7th	Much Effective
d. Orton-Gillingham Approach	2.71	2nd	Very Effective
e. Reading Recovery Program	3.14	6th	Much Effective
f. Reading Horizons:	2.71	2nd	Very Effective
g. Letter-Sound Correspondence	3.71	2nd	Very Effective
h. Vocabulary Development	3.43	4th	Very Effective
i. Repeated Reading	3.86	1st	Very Effective
j. Paired Reading:	3.57	3rd	Very Effective
k. Choral Reading	3.57	3rd	Very Effective
l. Timed Reading		3rd	Very Effective

Table 3 (continued)

3.57

<i>Perceived level of effectiveness</i>	<i>Wx</i>	<i>Rank</i>	<i>Verbal Description</i>
m. Leveled Texts	3.14	6th	Much Effective
n. Phonemic Segmentation	3.29	5th	Very Effective
o. Sound Blending:	3.57	3rd	Very Effective
p. Decoding Practice	3.29	5th	Very Effective

q. Multisensory Phonics Activities:	3.00	7th	Much Effective
r. Direct Instruction in Letter-Sound Correspondence	3.71	2nd	Very Effective
s. Small Group Reading Instruction	3.29	5th	Very Effective
t. Guided Oral Reading	3.86	1st	Very Effective
u. Echo Reading	3.57	3rd	Very Effective
v. Peer Tutoring	3.71	2nd	Very Effective
w. Sight Word Flashcards	3.43	4th	Very Effective
x. Games for Sight Word Recognition	3.29	5th	Very Effective
y. Reading at Home	1.86	9th	Effective
z. Home Literacy Activities	2.86	8th	Much Effective
aa. Parent Workshops	1.43	11th	Less Effective
Composite Mean	3.26		Very Effective

Legend

Scale	Interval	Verbal Description
4	3.25 - 4.00	Very Effective
3	2.50 - 3.24	Much Effective
2	1.76 - 2.49	Effective
1	1.00 - 1.75	Less Effective

Table 3 presents the level of effectiveness of reading interventions and enhancement programs that meet the needs of learners in Salingkubong Elementary School, Tayak, Siaton, Negros Oriental. The reading interventions and enhancement programs believed to be of great impact to students' reading skills are "Repeated Reading" ($W_x = 3.86$, Very Effective) and "Guided Oral Reading" ($W_x = 3.86$, Very Effective). Seconded by the following strategies: Guiding Reading, One-on-One tutoring, Reading Horizons, Letter-sound correspondence, Direct Instruction in Letter-Sound Correspondence, and Peer tutoring with a common weighted mean of 3.17, Very Effective. This means that the teachers believed that the most effective strategies to increase the reading skills of pupils are based on repetition and supervised reading activities. Techniques on reading horizons and letter-sound correspondence were also believed to be a significant strategy to increase the reading skills of pupils. The data from Table 3 reveal that the most common and widely perceived Very Effective interventions at Salingkubong Elementary School include strategies such as Repeated Reading, Guided Oral Reading, and One-on-One Tutoring. These interventions likely emphasize individualized attention and fluency practice, both of which are essential for improving reading skills. Guided Reading, which focuses on working with small groups at similar reading levels, is also considered highly effective, reflecting its importance in tailoring instruction to students' needs (Duffy, 2020).

Programs like Paired Reading, Choral Reading, and Timed Reading are also considered Very Effective, highlighting the importance of collaborative and structured activities in improving fluency and comprehension (Alber & Pugh, 2021). These programs offer students opportunities for repetition and peer support, which research has shown can

enhance reading skills significantly (Baker, 2019). Despite the perceived effectiveness of the aforementioned interventions, some programs like Rhyming Games, Reading Horizons, and Multisensory Phonics Activities were rated as Much Effective. These interventions, while still beneficial, may not have as much direct impact on the overall improvement in reading as the higher-ranked methods. This suggests that while these programs are useful for reinforcing foundational skills, they may require more focused or differentiated application for greater impact (Birsh, 2018). The least effective interventions in this study, such as Reading at Home and Parent Workshops, are ranked lower, with mean scores of 1.86 and 1.43, respectively. This indicates that despite their potential benefits, these activities might not be as effectively implemented or utilized in this specific context. Parental involvement in literacy development is crucial, but it might require more structured support or guidance to make a significant difference in students' reading progress (Horn, 2020).

The findings from Table 5 suggest that the reading interventions at Salingkubong Elementary School are generally perceived as Very Effective by the teachers, with a focus on methods such as Repeated Reading, Guided Oral Reading, and One-on-One Tutoring. These interventions emphasize fluency, individualized support, and student engagement, which are keys to improving reading outcomes. However, programs like Reading at Home and Parent Workshops require further attention to enhance their effectiveness. Future efforts could focus on providing more structured and supportive environments for parents and home-based reading activities to ensure that all interventions contribute maximally to student progress. The findings are relevant to the following statements given by the participants: P2 mentioned so far the Project MARIE started during the pandemic, “based on my observation since the implementation of the project it has been very effective and it has been very functional in the sense that our students shows positive feedback in their reading skill and most of our non-reader were able to develop and were able to have their interest in reading. P3 stated that starting the implementation of this project, I’m so proud to say the practices that I’ve used are very effective.”

Table 4. Practices observed by the teachers in planning for interventions and enhancement programs for students with reading problems in Salingkubong Elementary School, Tayak, Siaton, Negros Oriental.

Legend

Scale Interval Verbal Description

<i>Practices observed by the teachers in planning for an intervention and enhancements programs</i>			<i>W_x</i>	<i>Rank</i>	<i>Verbal Description</i>
a. Conduct Comprehensive Assessments. Use tools like running records, phonemic awareness tests, and comprehension assessments to identify specific reading challenges (e.g., phonics, fluency, comprehension).			3.71	2nd	Always Observed
b. Set Clear, Specific Goals. Establish clear, measurable goals for each student based on their specific reading needs (e.g., improve fluency, increase comprehension of informational texts).			3.71	2nd	Always Observed
c. Use Evidence-Based Interventions. Implement interventions that have been proven effective through research and use a multi-tiered approach where students receive increasingly intensive levels of support based on their progress.			3.29	5th	Always Observed
d. Differentiated Instruction. Adjust instruction based on each student’s learning style, strengths, and weaknesses.			4.00	1st	Always Observed
e. Incorporate Multisensory Learning. Use Multiple Modalities and Engaging and Hands-On Activities			3.57	3rd	Always Observed
4	3.25 - 4.00	Always Observed			
3	2.50 - 3.24	Observed			
2	1.76 - 2.49	Sometimes Observed			
1	1.00 - 1.75	Less Observed			

Table 4 indicates the practices observed by the teachers in planning for an intervention and enhancement program for students with reading problems in Salingkubong Elementary School, Tayak, Siaton, Negros Oriental. Most of the teachers agreed on the following planning strategies observed to successfully integrate the intervention and enhancement programs in the curriculum implementation: Differentiated Instruction. Adjust instruction based on each student's learning style, strengths, and weaknesses (Wx 4.00, Always Observed) and Incorporate Regular Feedback and Reflection. Provide frequent, specific feedback on student progress and reading behaviors (e.g., "Great job sounding out that word!") and encourage students to reflect on their own reading progress and set personal goals (Wx 4.00, Always Observed). This means that the common intervention and enhancement strategies observed by teachers are based on how they can incorporate differentiated instructions to different learners and to strengthen feedback mechanisms and strategies to properly address the varied pupils' weaknesses in reading. Specifically, the findings from Table 4 highlight several important trends in how teachers plan and implement interventions for learners with reading challenges. The most observed practices reflect a well-rounded, student-centered approach that emphasizes individual needs and ongoing support:

- a. Differentiated Instruction (ranked 1st) was identified as the most frequently observed practice, reflecting the importance of tailoring instruction to meet the diverse learning styles, strengths, and weaknesses of students. This practice is grounded in research that emphasizes the need for flexible, personalized teaching strategies to maximize student engagement and reading progress (Tomlinson, 2017).
- b. Incorporating Regular Feedback and Reflection (ranked 1st) is another key strategy. Frequent, specific feedback helps students track their progress and understand areas for improvement. This practice also fosters a growth mindset, as students are encouraged to reflect on their learning and set personal goals (Hattie & Timperley, 2007).
- c. Comprehensive Assessments (ranked 2nd) are consistently used to identify specific reading challenges, allowing teachers to target interventions more effectively. These assessments, including tools like running records and phonemic awareness tests, are critical in understanding each student's needs and tailoring instruction to address those needs (Fuchs & Fuchs, 2006).
- d. Setting Clear, Specific Goals (ranked 2nd) aligns with the importance of measurable outcomes in educational settings. By establishing clear objectives based on students' needs, teachers can more effectively monitor progress and ensure that interventions are purposeful and focused (Zimmerman, 2002).
- e. Use of Evidence-Based Interventions (ranked 5th) suggests that teachers are drawing from research-supported methods to address reading difficulties. However, it was ranked slightly lower, which may indicate room for increased emphasis on continually integrating research-backed practices into the classroom (Cook & Odom, 2013).
- f. Collaboration with Parents and Guardians (ranked 4th) underscores the value of involving families in the intervention process. Regular communication and involvement from parents are crucial for reinforcing learning outside the classroom and supporting students' reading development at home (Horn, 2020).

The results from Table 6 suggest that teachers at Salingkubong Elementary School are implementing a comprehensive and highly effective approach to planning reading interventions. The practices of Differentiated Instruction and Incorporating Regular Feedback and Reflection stand out as foundational strategies, indicating a student-centered focus on individualized support. The consistent use of Comprehensive Assessments and Clear Goal-Setting demonstrates a data-driven approach that allows for targeted interventions. While the Use of Evidence-Based Interventions and Parental Collaboration are also observed regularly, there is potential for further refinement and emphasis on these areas. Overall, the teachers' practices reflect a strong commitment to meeting the diverse needs of students with reading problems, with a focus on continuous improvement and collaboration. The findings are aligned with the following statements from the participants during the FGD: P1 observed that using the differentiated materials, the needs of the learners are catered. In addition, some pupils are slow learners so we are going to provide flash cards and videos that will cater to their needs. P2 added, the use of differentiated materials: in my case, I have used intervention materials, and I use intervention materials that suit the level of the learners. Next, reading assessment tools and monitoring. After we have conducted the interventions for our students, we need to have monitoring because monitoring is very important in the sense that, in this process, we can observe if our interventions have been very effective or not if there is a need for enhancement.

Table 5

Challenges and issues in the implementation of reading intervention and enhancement programs in Salingkubong Elementary School, Tayak, Siaton, Negros Oriental

<i>Challenges and issues in the implementation of reading intervention and enhancement programs</i>	<i>W_x</i>	<i>Rank</i>	<i>Verbal Description</i>
a. Schools often face budget constraints, leading to insufficient materials, technology, or qualified staff for delivering high-quality reading interventions.	2.86	4th	Agree
b. Many elementary school teachers may not receive adequate training in specialized reading interventions, particularly for struggling readers or students with learning disabilities (e.g., dyslexia).	3.57	1st	Strongly Agree
c. Inconsistent or inappropriate use of diagnostic assessments can lead to misidentification of students who need reading support.	2.00	7th	Disagree

Table 5 (continued)

<i>Challenges and issues in the implementation of reading intervention and enhancement programs</i>	<i>W_x</i>	<i>Rank</i>	<i>Verbal Description</i>
d. Some reading interventions use a general approach that may not address the diverse needs of students with different reading difficulties, cultural backgrounds, or learning styles.	2.29	5th	Disagree
e. Schools often have tight schedules, and there may not be enough time dedicated to reading interventions without taking away from other important subjects.	3.14	2nd	Agree
f. Teachers may struggle to balance the need for focused reading intervention time with other curriculum requirements, including test preparation and other subject areas.	3.00	3rd	Agree
g. Parental involvement is crucial to reinforcing reading skills at home, but in some cases, schools struggle to engage parents, particularly in communities where parents may not have time or resources to support their child's learning at home.	3.57	1st	Strongly Agree
h. Students who struggle with reading often face self-esteem and motivation issues, making it more difficult to engage them in intervention programs.	2.86	4th	Agree
i. Reading interventions require sustained effort, but many schools face difficulty maintaining programs over time due to funding cuts, teacher turnover, or shifting priorities.	2.71	5th	Agree
j. Reading materials that do not reflect the cultural experiences of students can reduce engagement and comprehension, especially for minority students.	2.14	6th	Disagree
Composite Mean	2.81		Agree

Legend

Scale	Interval	Verbal Description
4	3.25 - 4.00	Strongly Agree
3	2.50 - 3.24	Agree
2	1.76 - 2.49	Disagree
1	1.00 - 1.75	Strongly Disagree

Table 5 shows the challenges and issues experienced by the teachers in the implementation of reading intervention and enhancement programs in Salingkubong Elementary School, Tayak, Siaton, Negros Oriental. Most of the teachers believed the greatest challenge in the implementation of project MARIE is: “Many elementary school teachers may not receive adequate training in specialized reading interventions, particularly for struggling readers or students with learning disabilities, e.g., dyslexia” ($W_x = 3.57$), Strongly Agree) and “Parental involvement is crucial to reinforcing reading skills at home, but in some cases, schools struggle to engage parents, particularly in communities where parents may not have time or resources to support their child’s learning at home” ($W_x = 3.57$). This means that teachers considered relevant training and parents’ participation in the implementation of the project MARIE are the factors that hinder the smooth implementation of the project.

The results from Table 5 provide a comprehensive overview of the key challenges that teachers encounter when implementing reading intervention programs at Salingkubong Elementary School. The most significant challenges, as ranked 1st, include insufficient teacher training in specialized reading interventions and difficulties in engaging parents in the learning process. These findings underscore the importance of providing teachers with professional development opportunities in specialized reading instruction, especially for students with specific learning needs, such as those with dyslexia (Fuchs & Fuchs, 2006). Moreover, the high rating for parental involvement indicates the crucial role that family support plays in students’ reading progress and suggests that schools should prioritize strategies for increasing parental engagement (Horn, 2020).

Another important challenge involves the issue of time allocation for reading interventions (ranked 2nd). The limited time dedicated to reading instruction is a common challenge in schools with tight schedules, where subjects like math and science are often prioritized over literacy instruction (McKenna & Stahl, 2009). Additionally, the budget constraints faced by the school (ranked 4th) highlight the need for adequate funding to support effective reading interventions, including purchasing appropriate materials and hiring qualified staff (Guthrie, 2018).

It is worth noting that the challenges related to diagnostic assessments and the cultural relevance of reading materials were not strongly endorsed by the teachers. This suggests that these aspects might not be as pressing in the specific context of Salingkubong Elementary School, or that teachers may feel they are adequately addressing these issues through available resources.

The findings from Table 5 reveal that the most significant barriers to the successful implementation of reading intervention programs at Salingkubong Elementary School are insufficient teacher training, challenges with parental involvement, and time limitations due to school schedules. These issues highlight the need for continued professional development for teachers, greater parental engagement strategies, and a more structured approach to balancing reading interventions with other curricular requirements. Additionally, schools may need to advocate for better funding to support comprehensive, high-quality reading intervention programs. Addressing these challenges is crucial for improving the reading outcomes of students at Salingkubong Elementary School and ensuring that the intervention programs are both sustainable and effective. The findings are relevant to the statements given by P1, who expressed that: P1 said that the challenges that arise in the implementation of the project are that some of the pupils are not willing to practice reading and parents do not have the initiative in communicating with the advisers, and most especially the distance of their homes from the school.

Table 6

Test of the significant relationship between the perceived level of effectiveness and the common reading intervention and enhancement activities utilized by teachers in Salingkubong Elementary School that increase the reading ability of elementary

Correlations

Variables		Common Intervention Programs	Perceived Level of Effectiveness
Spearman's rho	Correlation Coefficient	1.000	.964**
	Sig. (2-tailed)	.	.000
	N	7	7
Perceived Level of Effectiveness	Correlation Coefficient	.964**	1.000
	Sig. (2-tailed)	.000	.
	N	7	7

**Correlation is significant at the 0.01 level (2-tailed).

Table 6 presents the results of a test of the significant relationship between the Common Intervention Programs and the Perceived Level of Effectiveness in improving the reading abilities of elementary school students at Salingkubong Elementary School. Spearman's rho correlation coefficient was used to assess the relationship between these two variables. The correlation coefficient between Common Intervention Programs and Perceived Level of Effectiveness was 0.964 ($p < 0.01$), indicating a very strong positive relationship between the two variables. The significance value (Sig. (2-tailed) = 0.000) indicates that this correlation is statistically significant at the 0.01 level. The Spearman's rho correlation coefficient of 0.964 suggests that as the perceived effectiveness of reading intervention programs increases, the utilization of common intervention programs also increases significantly. This high correlation coefficient indicates that teachers who perceive the interventions to be more effective are more likely to implement these programs in their classrooms. The p-value of 0.000 confirms that the relationship between the two variables is highly significant, meaning that the observed correlation is not due to chance. The correlation was computed using a sample size of 7 teachers, and the results suggest that there is a strong and statistically significant association between the teachers' perceptions of effectiveness and their use of the intervention programs.

Table 7

Test of significant relationship between the perceived challenges and issues in the implementation of reading intervention and the practices observed by the teachers in planning

Correlations

Variables		Practices Observed in Planning	Perceived Challenges
Spearman's rho	Practices Observed in Planning Correlation Coefficient	1.000	.927**
	Sig. (2-tailed)	.	.003
	N	7	7
Perceived Challenges	Correlation Coefficient	.927**	1.000
	Sig. (2-tailed)	.003	.
	N	7	7

**Correlation is significant at the 0.01 level (2 tailed).

Table 7 presents the results of a test examining the significant relationship between Perceived Challenges and Issues in the Implementation of Reading Intervention and the Practices Observed by Teachers in Planning. The relationship between these two variables was tested using Spearman's rho correlation coefficient. The correlation coefficient between Practices Observed in Planning and Perceived Challenges was 0.927 ($p = 0.003$), indicating a very strong positive relationship between the two variables. The significance value (Sig. (2-tailed) = 0.003) indicates that this correlation is statistically significant at the 0.01 level. The Spearman's rho correlation coefficient of 0.927 suggests a very strong positive relationship between the teachers' observed practices in planning and the perceived challenges they face in implementing reading interventions. This means that as the challenges teachers perceive in implementing reading interventions increase, the nature of their planning practices also changes correspondingly. The p-value of 0.003 is less than the significance threshold of 0.01, confirming that the observed correlation is statistically significant and is unlikely to have occurred by chance. The analysis is based on a sample size of 7 teachers, which is relatively small, but the high correlation and low p-value provide strong evidence that the relationship between the variables is significant.

Discussion

Based on careful analysis and interpretations, the following findings were formulated.

Specific Question No. 1: What is the profile of the teacher respondents in terms of the following?

On the age of the teacher respondents: There concentration of participants in the 25-30 and 31-35 age ranges, while highlighting the absence of participants in the 41-45 age group. On the Gender of the teacher respondents: The gender distribution shows that 57.14% of participants are female, while 42.86% are male. The sample is predominantly female, with 57.14% of participants identifying as female, compared to 42.86% male participants. On the Civil Status of teacher respondents: Most participants are single (57.14%), followed by those who are married (42.86%). No participants reported being separated or widowed. The sample consists primarily of single and married participants, with no individuals identifying as separated, widowed, or widowers. On the teaching experience of the teacher respondents: The teaching experience categories of 1-11 months, 1-4 years, and 5-8 years each have 2 participants (28.57%), while the 9-12 years category has 1 participant (14.29%). No participants have 13 or more years of teaching experience. This elucidates that most of the teachers are almost within the category of neophyte teachers in the teaching profession. On the educational attainment of the teacher respondents: Most participants have a baccalaureate degree (57.14%), while 42.86% have a master's degree or CAR. No participants have a doctorate. The respondents are primarily composed of individuals with a baccalaureate degree (57.14%) and a master's degree or CAR. (42.86%). No participants hold a doctoral degree. On the training and seminars attended by teacher respondents: All participants (7 out of 7) attended the INSET seminar/workshop, representing 100% of the sample. This means that every participant in the sample attended the INSET seminar/workshop, as indicated by the 100% attendance rate.

Specific Question No. 2: What are the most common reading intervention and enhancement activities utilized by teachers in Salingkubong Elementary School that increase the reading ability of elementary? On the most common reading interventions and enhancements activities utilized: The most common intervention programs observed by the teachers are: Paired Reading: Partnering a struggling reader with a more fluent reader to model and practice fluent reading ($W_x = 4.00$, Always), Choral Reading: Group reading where students read together to improve fluency ($W_x = 4.00$, Always), Peer Tutoring: More capable readers assist struggling peers in reading tasks, practicing skills such as decoding and comprehension ($W_x = 4.00$, Always), and Games for Sight Word Recognition: Engaging activities like bingo or memory games to reinforce commonly used words ($W_x = 4.00$, Always).

Specific Question No. 3: What is the perceived level of effectiveness of reading interventions and enhancement programs that meet the needs of the learners in Salingkubong Elementary School, Tayak, Siaton, Negros Oriental?

On the Level of effectiveness of reading interventions and enhancement programs: The reading interventions and enhancement programs believed to be of great impact to students' reading skills are "Repeated Reading" ($W_x = 3.86$, Very Effective) and "Guided Oral Reading" ($W_x = 3.86$, Very Effective). Seconded by the following strategies: Guiding Reading, One-on-One tutoring, Reading Horizons, Letter-sound correspondence, Direct Instruction in Letter-Sound Correspondence, and Peer tutoring with a common weighted mean of 3.17, Very Effective.

Specific Questions No. 4: What are the practices observed by the teachers in planning for interventions and enhancement programs for students with reading problems in Salingkubong Elementary School, Tayak, Siaton, Negros Oriental? On the Practices observed by the teachers in planning for an intervention and enhancement program: Most of the teachers agreed on the following planning strategies observed to successfully integrate the intervention and enhancement programs in the curriculum implementation: Differentiated Instruction. Adjust instruction based on each student's learning style, strengths, and weaknesses ($W_x = 4.00$, Always Observed) and Incorporate Regular Feedback and Reflection. Provide frequent, specific feedback on student progress and reading behaviors (e.g., "Great job sounding out that word!") and encourage students to reflect on their reading progress and set personal goals ($W_x = 4.00$, Always Observed).

Specific Question No. 5: What are the challenges and issues in the implementation of reading intervention and enhancement programs in Salingkubong Elementary School, Tayak, Siaton, Negros Oriental? On the Challenges and issues in the implementation of reading intervention and enhancement programs: Most of the teachers believed the greatest challenge in the implementation of project MARIE is: "Many elementary school teachers may not receive adequate training in specialized reading interventions, particularly for struggling readers or students with learning disabilities, e.g., dyslexia", ($W_x = 3.57$), Strongly Agree. and "Parental involvement is crucial to reinforcing reading skills at home, but in some cases, schools struggle to engage parents, particularly in communities where parents may not have time or resources to support their child's learning at home" ($W_x = 3.57$). This means that teachers considered relevant training and parents' participation in the implementation of the project MARIE are the factors that hinder the smooth implementation of the project.

Specific Question No. 6: Is there a significant relationship between the perceived level of effectiveness and the common reading intervention and enhancement activities utilized by teachers in Salingkubong Elementary School that increase the reading ability of elementary? On significant relationship between the perceived level of effectiveness and the common reading intervention and enhancement activities: Findings revealed the following: (1) Strong Positive Correlation: A very strong positive relationship was observed between the common reading intervention programs and their perceived effectiveness. This suggests that the teachers who see the programs as effective are more likely to utilize them. Statistical Significance: The results are statistically significant, meaning that the observed relationship is highly likely to be genuine and not a result of random variation. Small Sample Size: The analysis was based on a small sample size ($N = 7$), which could limit the generalizability of the findings. However, the strength of the correlation suggests that the relationship observed is likely robust within this sample.

Specific Question No.7: Is there a significant relationship between the perceived challenges and issues in the implementation of reading intervention and the practices observed by the teachers in planning? On significant relationship between the perceived challenges and issues in the implementation of reading intervention and the practices observed by the teachers in planning: Findings revealed that there is a Strong Positive Correlation. The analysis reveals a very strong positive relationship between the teachers' perceived challenges in implementing reading interventions and the practices they observe when planning. This suggests that teachers who perceive more challenges are more likely to adapt their planning practices accordingly. And its Statistical Significance: The correlation is statistically significant at the 0.01 level, meaning the relationship is robust and not a result of random chance. However, the Small Sample Size: The sample size of 7 limits the ability to generalize the findings to a larger population. Nevertheless, the significant and strong correlation suggests that the relationship holds within this specific group of teachers.

Conclusion

Based on the findings, the following conclusions are drawn:

The majority of the teacher respondents are within the category of new teachers in teaching and primarily consist of individuals with a baccalaureate degree. Specifically, the data suggests that the implementation of the MARIE Program had a positive impact on student performance across all grade levels. These findings point to the success of the MARIE Program in enhancing student achievement. Further research into the factors influencing these trends is

recommended. More so, the intervention and enhancement program observed by the teachers, specifically in the implementation of the MARIE program sessions and activities in Salingkubong Elementary School, Tayak, Siaton Negros Oriental, are effective. The MARIE Program observed by the teachers at Salingkubong Elementary School in Tayak, Siaton, Negros Oriental, specifically on cooperative activities, the use of games in education, guided reading activities, and repetition, were the best way to help students improve their reading abilities. Reading scopes and letter-sound correspondence procedures were also seen to be important ways to improve students' reading abilities. Teachers frequently use intervention and enhancement tactics that focus on how to provide customized instruction to diverse students and increase feedback mechanisms to effectively address the reading problems of a wide range of students. While educators considered pertinent training and parental involvement in the execution of the intervention and enhancement programs as vital. The study concludes that there is a strong positive and statistically significant relationship between the perceived effectiveness of reading intervention programs and their usage by teachers in Salingkubong Elementary School. And Teachers who perceive the interventions to be more effective are more inclined to use them in their classrooms, which could have implications for the success of reading enhancement efforts. Also, the study concludes that there is a strong positive and statistically significant relationship between the perceived challenges in implementing reading intervention programs and the planning practices observed by teachers, and teachers who face more challenges in the implementation of reading interventions tend to exhibit more intentional or adapted planning practices, potentially as a strategy to address these challenges.

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