



Teachers' Practices, and Compliance in the Implementation of the School Reading Program

DOI: <https://doi.org/10.5281/zenodo.11406587>

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Abstract:

School Reading Program is one the flagship programs of the Department of Education, whose mission is to make every learner a proficient reader and to help learners develop their reading skills. The key purpose of this study is to find out the practices and compliance in the implementation of a school reading program in one of the districts of a large-sized division in the central Philippines. Descriptive-quantitative research was conducted, and a 63-item survey questionnaire was used as a tool to gather data from seventy-seven (77) reading teachers and to find out the existing situation of the implementation of the program. The results revealed a high level of teachers' practices in the implementation of school reading programs in the pre-implementation, implementation, and post-implementation phases. There was a great extent of teachers' compliance in implementing school reading programs in the areas of implementation, tracking of student progress, and reporting. According to civil status, a significant difference existed in the level of practices in implementing school reading programs in the pre-implementation phase. A significant difference existed in the post-implementation phase compared to their highest educational attainment. The results of this study serve as a springboard and call for future improvements of the existing guidelines in implementing the program.

Keywords: Teacher's practices, compliance, pre-implementation, implementation, post-implementation, student progress and school reading program.

Introduction:

Nature of Problem

School Reading Program is implemented in response to *Hamon: Bawat Bata Bumabasa* program by intensifying the schools' advocacy for reading to make every learner a reader at his/her grade level (DepEd Memo 173, s. 2019). To ensure smooth program implementation, the program is paralleled with the objectives of the reading programs of the DepEd and in consideration of the framework of the K to 12 Curriculum. Likewise, the school reading program shall be part of the School Improvement Plan and, therefore, be allotted funds. Schools are provided an avenue to share their practices in reading education, and necessary adjustments shall be made to implement school reading programs (Regional Order No. 1477, s. 2021).

The implementers must use best practices and strategies to improve the school reading program. Strict compliance with these practices by reading implementers spells the difference in lessening the number of non-reader learners. Problems encountered are those instances and factors that affect the implementation of school reading programs. The problems encountered must be addressed to lessen the barriers that affect the future implementation of school reading programs. Identifying and profiling target-poor reader learners during the pre-implementation phase have been a rocky path, particularly in the research venue. Some parents were hesitant to participate in school reading program orientation. Many learners failed to attend reading sessions at the onset of implementation because of the distance from home to school. Also, some parents refused to let their children attend because of financial problems. Another reason they lack practice in their reading comprehension is that they need to have available reading books appropriate to their level and interest.

The researcher, as a reading teacher, had faced challenges and issues relative to the consistency of school reading program implementation. Based on the issues discussed during the pre-implementation, implementation, and post-implementation phases of the implementation of the school reading program, these reasons motivated the researcher to conduct this study. The researcher desires to determine the school's practices, compliance, and problems in the school reading program to propose an action plan.

Current State of Knowledge



Effective Reading programs provide substantial explicit reading instruction, which includes technology. Technology is an innovative way to engage students in reading and make learning gains in reading. Effective instruction developed from stellar reading programs is at the core of reading instruction. Guided practice is an influential component of providing instruction to students with a small group approach. Guided group instruction allows teachers to teach the basic skills that student's lack. In this way, students receive attention from the instructor to accommodate their specific needs. However, students need to have a strong ability to comprehend text at their grade level. Therefore, ensuring that the basics of reading are mastered in guided groups increases students' abilities to become proficient readers (Jones, 2021).

Shared reading practices are an instructional approach where teachers model the skills and strategies of proficient readers while students also have access to the text and share in the reading workload. Students have the opportunity to observe an expert reading a text with fluency and expression but also to take on some of the reading responsibilities. Shared reading is most valuable for explicit demonstration opportunities with shared text, so this practice shares elements of interactive read-aloud and guided reading elements (Burkins, 2016).

Research evidence shows the effectiveness of reading programs established in developing countries (Friedlander & Goldenberg, 2016). Progress monitoring, especially of struggling readers, is an important part of reading instruction as it gives the teacher information to be able to hone in on the exact reading skills and strategies that a student needs to work on (Opiela, 2018). Moreover, progress checking likewise permits instructors to follow the advancement of understudies throughout some undefined time frame. Progress checking prompts an information-driven dynamic about additional educational administrations. With this system's utilization, teachers can continue dazedly or speculate about what is best for a given understudy. However, while progress observation is utilized successfully, educators come to sound conclusions about every understudy's informative arrangement. Instructors will know which understudies are succeeding and which understudies need remediation administrations. Understudy accomplishment and development are expanded as guidance becomes more individualized and separated given information (Bolling, 2020).

The quality and common sense of the program are different variables that influence execution. A portion of the variables influencing the quality and common sense of the perusing program are time and assets. Disturbances to the school day (for example, congregations and fire drills) and understudy unlucky deficiencies can diminish understudies' educational time. These variables might weaken the guidance force and affect the understanding of the project's viability. Assets like educational plan materials, staffing, and admittance to preparation are vital to guaranteeing the quality and adequacy of the guidance. In the last implementation period, an arrangement for proceeding or supporting the change should be arranged. Educators are bound to keep supporting a change exertion assuming they feel it will further develop accomplishment or, on the other hand, in the event that improvement toward the objective is being made (Opiela, 2018).

Theoretical Underpinnings

The present investigation was anchored on Practice Theory (Pierre Bourdieu, 1972) and Compliance Theory (Fred Lunenburg, 2012).

The first theory anchored in this study is the Practice Theory of Pierre Bourdieu (1972). Practice Theory seeks to understand and explain the social and cultural world by analyzing the repetitive practices in daily life. Practice Theory is generally recognized to account for social life by synthesizing societal structures and a person's dispositions. Bourdieu (1972) argued the thread that connects activism with his method is his understanding of society as a struggle of symbolic and material forces, in which the "truth" about reality is constructed both from the interpretation and from structural necessity imposed by a dominant symbolic structure, which treats its version of reality as natural. Bourdieu's basic outline for a theory of practice involves three major conceptual categories—habitus, field, and capital—as well as concepts of struggle and strategy, which evoke intentionality on the part of individuals, families, and social groups as they seek to manipulate their position in various social fields. In brief, habitus refers to durable dispositions, to a sense of one's place in the social world, and it embodies our understanding of the logic of society and the place we have in it. A system of objective relations of power between positions in the field defines fields. Capital is a socially valued good. But capital also structures our everyday lives using judgments about taste, social hierarchy, and methods of discernment.

As linked in the present study, Practice Theory explains how School Reading activities are understood by repetitive actions to produce a more realistic goal that will contribute to achieving the final intended impacts. A Practice Theory can be used for strategic planning or program/policy planning to identify the current situation (in terms of needs and opportunities), the intended situation, and what needs to be done to move from one to the other. This helps establish a common understanding of the strategies to be used to achieve the goals.

Another theory anchored on the present study is the Compliance Theory by Fred Lunenburg (2012). Compliance Theory is an approach to organizational structure that integrates several ideas from the classical and participatory management models. According to compliance theory, organizations can be classified by the type of



power they use to direct the behavior of their members and the type of involvement of the participants. In most organizations, types of power and involvement are related in three predictable combinations: coercive-alienative, utilitarian-calculative, and normative-moral. Schools tend to be normative organizations (Lunderbug, 2012). Many professional people work in normative organizations. Such organizations include churches, political organizations, hospitals, universities, and professional associations. Public schools fit this category for the most part. However, there are vast differences in their use of power to gain member compliance, particularly the control of learners and teachers. Compliance refers to acquiescence to expectations that can take a range of forms: rules, standards, proposals, entreaties, orders, suggestions, etc. Compliance is defined as a behavior influenced by social pressure. Compliance is measured through belief, acceptance, and action. Belief means that individuals believe that following the order will positively impact the individual. Accept means that individuals accept existing orders. Action means when individuals do what is accepted and believed by a rule. Compliance can include consent as well as obedience (Lunderbug, 2012).

As linked in the present study, to successfully implement the school reading program, everyone in the school community must comply. School implementers, teachers, parents, learners, and stakeholders must believe in standard practices and rules, accept the existing practices and rules, and do what is accepted. With the essence of these theories, the researcher finds it complete to support and justify the contents of the present study on the practices and compliance by public elementary school teachers in the implementation of school reading programs.

Objectives of the Study

The main objective of this study was to determine the level of practices, extent of compliance and degree of problems in the implementation of school reading program in one of the districts of a large-sized division in central Philippines for the School Year 2022-2023, as basis for a capability building plan. Specifically, this study sought to answer the following questions: 1) the level of practices of public elementary school teachers in the implementation of the school reading program according to pre-implementation phase, implementation phase and post-implementation phase; 2) the extent of compliance of public elementary school teachers in the implementation of school reading programs according to implementation, tracking of student progress and reporting; 3) the significant difference in the level of practices of public elementary school teachers in the implementation of the school reading program when grouped and compared according to variables; and 4) the significant difference in the extent of compliance of public elementary school teachers in the implementation of the school reading program when grouped and compared according to variables.

Methodology

This section presents the methodology of the study, which includes the research design, locale, respondents, data gathering instrument and its validity and reliability, data gathering procedure, ethical considerations, analytical schemes, and statistical tools.

Research Design

This study utilized the descriptive research method to determine the level of practices, the extent of compliance, and degree of problems in the implementation of a school reading program in one of the districts of a large-sized division in Central Philippines for the School Year 2022-2023. According to Carlson (2018), descriptive research is invaluable when it comes to supplying information on which a scientific assessment of the current study can be made. Moreover, studies that seek to understand current conditions, practices, prevailing opinions and beliefs, processes and effects, and emerging trends are well suited for a descriptive design. This research design follows a scientific methodology that entails observing and characterizing a subject's behavior without exerting any influence on it.

Respondents

The respondents of the study were 77 Grades 1-3 teachers from a total population of 96. Since the number of respondents is quite large to handle, a stratified random sampling technique was used, and the Cochran formula was used to find the sample size.

Instruments

This study used a self-made questionnaire to gather all the data needed. It was subjected to validity (4.95-excellent) and reliability (0.967-excellent for level of practices and 0.978-excellent for extent of compliance). All of them were interpreted as worthy and good, respectively. This comprised of two parts. Part 1 contains queries on respondents' profiles, such as age, civil status, highest educational attainment and length of service. Part 2 contained the questions to determine the level of practices and compliance in the implementation of school reading programs in the aforementioned areas. Part 2B was the extent of compliance in implementing the school reading



program in the areas and was measured from the continuum of 5 to 1 using a Likert scale rating with 5 as always, 4 as often, 3 as sometimes, 2 as rarely, and 1 as almost never.

Data Gathering Procedure

For the smoother conduct of the study, the researcher employed the following procedures. A letter of request addressed to the Schools Division Superintendent for the conduct of the study was submitted for approval. Upon approval, a letter request was distributed to the school heads of all component schools. After securing the approval for the second request, questionnaires were administered to target respondents. The researcher also included her contact number and messenger account in the research instrument in case teachers encounter difficulty answering the instrument. The researchers personally visited the concerned schools to ensure 100% retrieval of data. The data gathered from the responses of the respondents was tallied and tabulated using the appropriate statistical tools.

Data Analysis and Statistical Treatment

Objective no. 1 used the descriptive analytical scheme and mean to determine the level of practice of public elementary school teachers in the implementation of school reading programs in the pre-implementation phase, implementation phase, and post-implementation phase. Objective No. 2 used the descriptive analytical scheme and mean to determine the extent of compliance of public elementary school teachers in the implementation of school reading programs in the areas of implementation, tracking of student's progress, and reporting. Objective No. 3 used the comparative analytical scheme and the Mann-Whitney U test to determine the significant difference in the level of practices of public elementary school teachers in implementing school reading programs when compared according to variables. And objective no. 4 used the comparative analytical scheme and the Mann-Whitney U test to determine the significant difference in the extent of compliance of public elementary school teachers in the implementation of school reading programs when compared according to variables.

Ethical Considerations

The guidelines that must be adhered to when performing any research are ethical considerations. Human rights are upheld, and research projects are conducted with no secret agendas, thanks to ethical considerations. The study's participants were protected, responders' voluntary involvement, informed consent, risk of injury, confidentiality, and anonymity were all considered important by the researcher. In exchange for their voluntary participation in the study, the respondents are asked to sign a consent form or indicate their agreement by filling in a data entry slot or blank line with their initials or an alias. They may still leave at any moment and without explanation, though. Regarding risk of harm, the participants were not placed in any circumstances where their participation might put them in danger of harm. To maintain participant confidentiality, the researcher promised that no one not directly involved in the study would be able to access the participants' identifying information. To maintain their anonymity, the respondents also used initials or aliases to hide their identities from the researcher and other participants.

Results and Discussion

In this section, the data gathered were further treated here- presented, analyzed, and interpreted to focus on the specific problems of the study. It presents the study's findings through statistical tools and treatment of descriptive and inferential data.

Table 1. Level of Practices in the Implementation of School Reading Program in the Area of Pre-Implementation Phase

Items	Mean	Interpretation
<i>As a reading teacher, I...</i>		
1. conduct profiling of non-reader and poor reader learners using the results from the Philippine Informal Reading Inventory (Phil-IRI) and Early Grade Reading Assessment (EGRA).	4.48	High Level
2. conduct capacity-building for all reading implementers before the start of the school reading program.	4.39	High Level
3. conduct information and advocacy campaigns for the community of the planned school reading program.	4.42	High Level
4. benchmark with other schools to elicit best practices on reading programs.	4.38	High Level
5. conduct orientation to the parents on their roles and responsibilities for the school reading program.	4.57	Very High Level
6. engage in a strong partnership with the stakeholders to effectively implement the program.	4.56	Very High Level
7. prepare contextualized and localized reading curricula to be used for	4.42	High Level



the implementation of school reading programs.

Overall Mean **4.46** **High Level**

Table 1 presents the level of practice in the implementation of school reading programs in the area of the implementation phase. It obtained an overall mean score of 4.46, interpreted as a high level. Veering closely, item No. 5 obtained the highest mean of 4.57, or a very high level. On the other hand, the lowest mean score of 4.38, or moderate level, was obtained by item No. 4. The result implies that most reading implementers rarely conduct benchmarking activities from other schools. This is mainly because most of them are also teachers handling multiple subjects at the primary level and have many lessons to prepare administrative reports and ancillary responsibilities. While some respondents believed benchmarking is optional since they can manage school reading programs properly. This suggests that benchmarking rules that the school must do. Thus, school heads and teachers must believe in the importance of benchmarking activities and how they can benefit the school. This finding relates to that of Sudaryanto et al. (2018), whose results revealed the benchmarking activities were relevant to the work of the respondents and can be applied. The finding also showed that benchmarking effectively improved the quality of their work and increased the competency of respondents significantly.

Table 2. *Level of Practices in the Implementation of School Reading Program in the Area of Implementation Phase*

Items	Mean	Interpretation
1. provide sufficient books and other reading materials during the school reading program.	4.66	Very High Level
2. set up a conducive reading classroom for the participant learners for the program.	4.42	High Level
3. use tutoring or small group instruction for learners who require additional instructional support.	4.39	High Level
4. implement reading strategies and techniques appropriate to their grade level, reading abilities, and reading materials of interest.	4.53	Very High Level
5. conduct various reading interventions to balance the school's reading program.	4.55	Very High Level
6. utilize ICT-based instruction in school reading programs to stimulate learners' interest in reading.	4.48	High Level
7. involve parents in the remediation teaching.	4.48	High Level
Overall Mean	4.50	Very High Level

Table 2 shows the result of an overall mean of 4.50, interpreted as very high level of practice in the implementation of the school reading program in terms of the implementation phase. Further, the highest mean of 4.66, interpreted as a very high level, was on item no. 1 and the lowest mean score of 4.39, or a high level, was obtained by item no. 3. This shows that most of the respondents are applying their best practices to ensure a successful implementation of the school reading program. However, not all respondents have enough time to implement tutoring or small-group instruction for learners who require additional instructional support. This is because most teachers are already overworked and have very tight schedules. It is unreasonable to expect a very high level of dedication from the teachers, especially those who are new in the service and have less experience in implementing the school reading program. Truly, guided practice is an influential component of providing instruction to students with a small-group approach. This result confirms the finding of this study by Jones (2021) that guided group instruction increases the ability of pupils to become proficient readers.

Table 3. *Level of Practices in the Implementation of School Reading Program in the Area of Post-Implementation Phase*

Items	Mean	Interpretation
<i>As a reading teacher, I...</i>		
1. assess school reading program implementation if it meets goals and objectives.	4.13	High Level
2. compare baseline data with end results to formulate a road map for better implementation of the school reading program.	4.21	High Level
3. formulate a future action plan based on the outcome of program implementation.	4.06	High Level
4. recommend corrective measures for the improvement of the school reading program.	4.03	High Level
5. formulate guidelines for promoting and sustaining school reading programs.	4.27	High Level
6. discuss the progress of the reading program among teachers and stakeholders.	4.03	High Level
7. research the result of the school reading program to affirm its	3.99	High Level



effectiveness.

Overall Mean

4.10

High Level

Table 3 depicts the level of practice in implementing school reading programs in the post-implementation phase with an overall mean score of 4.10 and interpreted as a high level. The highest mean of 4.27 was on item no. 5 and the lowest mean score of 3.99 on item no. 1 which both interpreted as high level. This implies that some of the respondents could not conduct follow-up research on the program's results to verify and affirm its effectiveness. This is because not all respondents are knowledgeable about conducting research, while others said it is time-consuming as they also have other priorities. Some reading teachers believe that as long as the reading literacy skills of the learners are improved, researching the results of reading programs is not necessary anymore. The finding contradicts that of Karimi (2020), who concluded that research assisted teachers in understanding what works and why, what short- and long-term implications are, providing justifications and rationale for decisions and actions, helping to deal with unexpected and identify problems and helps improve.

Table 4. Extent of Compliance in the Implementation of School Reading Program in the Area of Implementation

Items	Mean	Interpretation
<i>As a reading teacher, I...</i>		
1. ensure accurate profiling of the participants for the school reading program.	4.10	Great Extent
2. provide sufficient printed and digital reading materials.	4.17	Great Extent
3. employ a variety of reading assessments.	4.12	Great Extent
4. effectively use instructional time schedules and activities of the reading program.	4.13	Great Extent
5. apply appropriate reading strategies and methods.	4.23	Great Extent
6. utilize reading instructional time and schedules properly.	4.17	Great Extent
7. involve stakeholders in the planning and implementation of the reading program.	4.16	Great Extent
Overall Mean	4.15	Great Extent

Table 4 reveals the results wherein the extent of compliance in the implementation of the school reading program in the area of implementation was great. This is supported by the respondents' responses with an overall mean score of 4.15, which is interpreted to a great extent. Examining further, item no. 6 got the highest mean score of 4.23 while the lowest mean of 4.10 was on item no. 1 and both interpreted as great extent. The result implies that some implementers did not properly profile the participants based on their specific reading difficulties and the possible reading intervention needed. This is because some reading implementers only relied on the Phil-IRI results they conducted during the opening of the classes, and it is troublesome for them if they conduct separate and individualized profiling of the learners' reading skills. The indispensability of profiling learners is emphasized in a study conducted by Boakye (2017). The researcher concluded that the diversity of students' reading backgrounds and the specific nature of the difficulties in reading must be taken into consideration to ensure appropriate reading intervention.

Table 5. Extent of Compliance in the Implementation of School Reading Program in the Area of Tracking of Student Progress

Items	Mean	Interpretation
<i>As a reading teacher, I...</i>		
1. regularly assess students' reading fluency and phonological awareness.	4.31	Great Extent
2. track students' vocabulary development and word recognition.	4.26	Great Extent
3. frequently evaluate students' reading speed and comprehension.	4.27	Great Extent
4. determine students' reading habits and reading behavior.	4.43	Great Extent
5. discuss with students their reading progress from time to time.	4.44	Great Extent
6. identify the reading difficulties of students.	4.31	Great Extent
7. provide immediate actions to students left behind.	4.31	Great Extent
Overall Mean	4.34	Great Extent

Table 5 presents an overall mean of 4.34, with highest mean score of 4.44 on item no. 5 and the lowest mean of 4.26 on item no. 2 and all interpreted as great extent. The result implies that some reading implementers are presumed to be less compliant, particularly in tracking learners' vocabulary development and word recognition. This is because some reading teachers needed to put extra effort into confirming the ability of learners in vocabulary and word recognition individually. Therefore, some learners needed help to receive appropriate intervention. As a result, there are still learners who can read but need help comprehending what they are reading. Vayre (2014) supports the finding on compliance in the implementation of a modified reading program in an urban high school setting. Findings revealed that the teachers in this study did not implement the program as prescribed, particularly on vocabulary, re-reading, guided questions, blending/structural analysis, exiting, follow-up, and whole group instruction.



Table 6. Extent of Compliance in the Implementation of School Reading Program in the Area of Reporting

Items	Mean	Interpretation
<i>As a reading teacher, I...</i>		
1. inventory of students' reading ability to school heads, district, and division offices.	4.05	Great Extent
2. matrix of reading strategies and assessments implemented.	4.03	Great Extent
3. results of the actual monitoring and evaluation of the reading program.	4.19	Great Extent
4. database of individual analysis of the reading results of the students.	4.25	Great Extent
5. list of students that need remediation after the reading program ends.	4.30	Great Extent
6. list of feedback coming from stakeholders during and after implementing the program.	4.21	Great Extent
7. action plans to be implemented in the future reading program.	4.25	Great Extent
Overall Mean	4.18	Great Extent

Table 6 shows an overall mean score of 4.18 with the highest mean score of 4.30 on item no. 2, and the lowest mean of 4.03 on item no. 2, and all interpreted as great extent. This implies that the majority of the respondents made a great effort to comply with the needed reports after the actual implementation of the school reading program. However, there were instances wherein the respondents failed to record the reading strategies they applied to the learners during the reading intervention activities because the reading teachers also have other responsibilities and reports to be submitted on time, so the recording of learners' individual reading reports was not done accurately. Hence, some of the reading implementers needed help in planning and designing/ redesigning reading instruction and materials for the next schedule of school reading activities. The results align with that of Adriano (2018), wherein the researcher found out that the problem was the school's capacity to implement the program due to the administration's lack of reporting, monitoring, and follow-through.

Table 7. Difference in the Level of Practices in the Implementation of School Reading Program in the Area of Pre-Implementation Phase When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	38	39.53	721.00	0.834		Not Significant
	Older	39	38.49				
Civil Status	Single	22	28.68	378.00	0.008	0.05	Significant
	Married	55	43.13				
Highest Educational Attainment	Lower	55	41.99	440.50	0.056		Not Significant
	Higher	22	31.52				
Length of Service	Shorter	38	38.09	706.50	0.718		Not Significant
	Longer	39	39.88				

Table 7 shows the statistics on the significant differences in the level of practices in the implementation of school reading programs in the area of the pre-implementation phase when grouped and compared according to profile variables.

As reflected in Table 48, for variable age, the computed U is 720.00 with a *p*-value of 0.834, which is greater than the 0.05 significance level and thus interpreted as insignificant. Therefore, when grouped and compared according to age, the hypothesis that there is no significant difference in the level of practice in the implementation of school reading programs in the pre-implementation phase is accepted.

On variable civil status, the computed U is 378.00 with a *p*-value of 0.008, less than the 0.05 significance level, and thus interpreted as significant. Thus, when grouped and compared according to civil status, the hypothesis stating there is no significant difference in the level of practices in the implementation of school reading programs in terms of the pre-implementation phase is rejected.

On the highest educational attainment variable, the computed U is 440.50 with a *p*-value of 0.056, which is greater than the 0.05 level and thus interpreted as insignificant. Therefore, the hypothesis stating there is no significant difference in the level of practices in the implementation of school reading programs in the pre-implementation phase when grouped and compared according to the highest educational attainment is accepted.



Furthermore, as to the length of service, the computed U is 706.50 with a p -value of 0.718, which is greater than the 0.05 level and thus interpreted as not significant. This prompts the acceptance of the null hypothesis that there is no significant difference in the level of practices in the implementation of school reading programs in the pre-implementation phase when grouped and compared according to the length of service.

This implies that the level of practices in the implementation of school reading programs in the pre-implementation phase varies when grouped and compared according to civil status while not according to age, highest educational attainment, and length of service. It is significant in terms of civil status because married teachers were more compassionate in providing reading instructions to learners as to their children as they are more experienced in parenting children.

However, the finding contradicts that of Rizvi (2016). It was found out from his study that there is no significant difference between the professional adjustment of married and unmarried teachers. It clearly shows that marital status is not at all related to teachers' careers.

Table 8. *Difference in the Level of Practices in the Implementation of School Reading Program in the Area of Implementation Phase When Grouped and Compared According to the Aforementioned Variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	38	42.68	601.00	0.146	0.05	Not Significant
	Older	39	35.41				
Civil Status	Single	22	32.73	467.00	0.113	0.05	Not Significant
	Married	55	41.51				
Highest Educational Attainment	Lower	55	40.20	539.00	0.449	0.05	Not Significant
	Higher	22	36.00				
Length of Service	Shorter	38	41.03	664.00	0.424	0.05	Not Significant
	Longer	39	37.03				

Table 8 reveals the statistics on the significant differences in the level of practices in the implementation of school reading programs in the area of implementation phase when grouped and compared according to profile variables.

As revealed in Table 49, for variable age, the computed U is 601.00 with a p -value of 0.146, which is greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of practices in the implementation of school reading programs in terms of the implementation phase when they are grouped and compared according to age is accepted.

For variable civil status, the computed U is 467.00 with a p -value of 0.113, which is greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of practices in the implementation of school reading programs in terms of the implementation phase when grouped and compared according to civil status is accepted.

Similarly, for the highest educational attainment variable, the computed U is 439.00 with a p -value of 0.449, which is greater than the 0.05 level and thus interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the level of practices in the implementation of school reading programs in terms of the implementation phase when grouped and compared according to highest educational attainment is accepted.

Further, for a variable length of service, the computed U is 664.00 with a p -value of 0.424, which is greater than the 0.05 level and thus interpreted as not significant. Therefore, when grouped and compared according to the length of service, the hypothesis stating there is no significant difference in the level of practices in the implementation of school reading programs in terms of implementation phase is accepted.

The overall result indicates no significant difference as to all variables considered. This is because the majority of the reading teachers are performing effectively to ensure the best outcome of the program regardless of their profile background. They make sure to implement the necessary policies and guidelines of the school reading program.



The result supports Herrera (202) that the effectiveness of teachers in the remedial reading program did not vary in age, gender, civil status, length of service, highest educational qualification, teaching position, and number of teaching years.

Table 9. Difference in the Level of Practices in the Implementation of School Reading Program in the Area of Post-Implementation Phase When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	38	37.92	700.00	0.674		Not Significant
	Older	39	40.05				
Civil Status	Single	22	44.64	481.00	0.159	0.05	Not Significant
	Married	55	36.75				
Highest Educational Attainment	Lower	55	35.58	417.00	0.033		Significant
	Higher	22	47.55				
Length of Service	Shorter	38	37.17	671.50	0.476		Not Significant
	Longer	39	40.78				

Table 9 shows the statistics on the significant differences in the level of practices in the implementation of school reading programs in the area of the post-implementation phase when grouped and compared according to profile variables.

As shown in Table 50, for variable age, the computed U is 700.00 with a p -value of 0.674, which is greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of practices in the implementation of school reading programs in the post-implementation phase when they are grouped and compared according to age is accepted.

On variable civil status, the computed U is 481.00 with a p -value of 0.159, which is greater than the 0.05 level of significance and thus interpreted as not significant. Hence, the hypothesis stating there is no significant difference in the level of practices in implementing school reading programs in terms of the post-implementation phase when they are grouped and compared according to civil status is accepted.

However, for the variable highest educational attainment, the computed U is 417.00 with a p -value of 0.033, which is less than the 0.05 level and thus interpreted as significant. Therefore, the hypothesis stating there is no significant difference in the level of practices in the implementation of school reading programs in the post-implementation phase when grouped and compared according to highest educational attainment is rejected.

Moreover, for a variable length of service, the computed U is 671.50 with a p -value of 0.476, which is greater than the 0.05 level, thus interpreted as not significant. This prompts the acceptance of the null hypothesis that there is no significant difference in the level of practices in the implementation of school reading programs in the post-implementation phase when grouped and compared according to the length of service.

The level of practice in the implementation of school reading programs during the post-implementation phase is significant only to the highest educational attainment. This indicates that the majority of the teachers with higher educational attainment performed their tasks more efficiently than those with lower educational attainment. They implemented various unique reading strategies during the program. Meanwhile, teachers with lower education stick to the previous reading strategies implemented in previous years.

The result confirms that of Moon and Young (2021), revealing those teachers' educational qualifications and training can implement the reading program effectively and create powerful learning environments.

Table 10. Difference in the Extent of Compliance in the Implementation of School Reading Programs in the Area of Implementation When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
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Age	Younger	38	38.51	722.50	0.849	Not Significant
	Older	39	39.47			
Civil Status	Single	22	46.00	451.00	0.080	Not Significant
	Married	55	36.20			
Highest Educational Attainment	Lower	55	34.45	355.00	0.004	Significant
	Higher	22	50.36			
Length of Service	Shorter	38	37.78	694.50	0.633	Not Significant
	Longer	39	40.19			

Table 10 divulges the statistics on the significant differences in the extent of compliance in the implementation of school reading programs in the area of implementation phase when grouped and compared according to profile variables.

As divulged in Table 51, for variable age, the computed U is 722.50 with a p -value of 0.849, which is greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the extent of compliance in the implementation of school reading programs in the area of implementation when they are grouped and compared according to age is accepted.

Likewise, for variable civil status, the computed U is 451.00 with a p -value of 0.080, which is greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the extent of compliance in the implementation of school reading programs in the area of implementation when they are grouped and compared according to civil status is accepted.

However, for the variable highest educational attainment, the computed U is 355.00 with a p -value of 0.004, which is less than the 0.05 level and thus interpreted as significant. This prompts the rejection of the null hypothesis, stating there is no significant difference in the extent of compliance in the implementation of school reading programs in the area of implementation when they are grouped and compared according to the highest educational attainment.

Further, for a variable length of service, the computed U is 694.50 with a p -value of 0.633, which is greater than the 0.05 level and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the extent of compliance in the implementation of school reading programs in the area of implementation when they are grouped and compared according to the length of service is accepted.

The extent of compliance in implementing school reading programs during the implementation period, when compared according to highest educational attainment, differs. This is because teachers with higher educational attainment performed better than the other teachers in implementing the school reading program. In addition, most of them had undergone much reading training compared to other groups of teachers.

The result is supported by that of Arden et al. (2017). They revealed that teachers' lack of educational preparation and training will affect children because not all children will receive the instruction needed to learn foundational reading skills. Hence, schools must promote training to educators and increase teachers' knowledge of how to use the reading program effectively.

Table 11. Difference in the Extent of Compliance in the Implementation of School Reading Program in the Area of Tracking Student Progress When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	38	37.86	697.50	0.655	Not Significant	
	Older	39	40.12				
Civil Status	Single	22	42.80	521.50	0.343	Not Significant	
	Married	55	37.48				
Highest Educational Attainment	Lower	55	36.14	447.50	0.074	Not Significant	
	Higher	22	46.16				



Length of Service	Shorter	38	38.39	718.00	0.813	Not Significant
	Longer	39	39.59			

Table 11 discloses the statistics on the significant differences in the extent of compliance in the school reading program's implementation in tracking student progress when grouped and compared according to profile variables.

As disclosed in Table 52, for variable age, the computed U is 697.50 with a p -value of 0.655, which is greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the extent of compliance in the implementation of school reading programs in the area of tracking student progress when they are grouped and compared according to age is accepted.

For variable civil status, the computed U is 521.50 with a p -value of 0.343, which is greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the extent of compliance in the implementation of school reading programs in the area of tracking student progress when they are grouped and compared according to civil status is accepted.

In the same vein, for the variable highest educational attainment, the computed U is 447.50 with a p -value of 0.074, which is greater than the 0.05 level and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the extent of compliance in the implementation of school reading programs in tracking student progress when grouped and compared according to highest educational attainment is accepted.

Moreover, for a variable length of service, the computed U is 718.50 with a p -value of 0.813, which is greater than the 0.05 level and thus interpreted as not significant. This prompts the acceptance of the null hypothesis, stating there is no significant difference in the extent of compliance in the implementation of school reading programs in tracking student progress when grouped and compared according to the length of service.

The extent of compliance in implementing the school reading program in terms of tracking students' progress when grouped and compared according to age, civil status, highest educational attainment, and length of service remained the same. It can be inferred that the willingness of all teachers to comply with the implementation of the school reading program was the same and cannot be compared.

The result is supported by that of January et al. (2018). The research revealed that progress monitoring and assessment in the reading of students at risk of reading difficulty done by reading teachers did not differ regardless of their profile qualifications.

Table 12. Difference in the Extent of Compliance in the Implementation of School Reading Program in the Area of Reporting When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	38	40.53	683.00	0.551	0.05	Not Significant
	Older	39	37.51				
Civil Status	Single	22	34.91	515.00	0.306	0.05	Not Significant
	Married	55	40.64				
Highest Educational Attainment	Lower	55	36.87	488.00	0.183	0.05	Not Significant
	Higher	22	44.32				
Length of Service	Shorter	38	41.53	645.00	0.324	0.05	Not Significant
	Longer	39	36.54				

Table 12 depicts the statistics on the significant differences in the extent of compliance in the implementation of school reading programs in the area of reporting when grouped and compared according to profile variables.

As depicted in Table 53, for variable age, the computed U is 683.00 with a p -value of 0.551, which is greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the extent of compliance in the implementation of school reading programs in the area of reporting when they are grouped and compared according to age is accepted.



For variable civil status, the computed U is 515.00 with a p -value of 0.306, which is greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the extent of compliance in the implementation of school reading programs in the area of tracking of reporting when they are grouped and compared according to civil status is accepted.

Similarly, for the variable highest educational attainment, the computed U is 488.00 with a p -value of 0.183, which is greater than the 0.05 level and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the extent of compliance in the implementation of school reading programs in the area of reporting when they are grouped and compared according to the highest educational attainment is accepted.

Further, for a variable length of service, the computed U is 645.00 with a p -value of 0.324, which is greater than the 0.05 level and thus interpreted as not significant. This prompts the acceptance of the null hypothesis, stating there is no significant difference in the extent of compliance in the implementation of school reading programs in the area of reporting when they are grouped and compared according to the length of service.

This implies that the extent of compliance in implementing school reading programs in terms of reporting, when grouped and compared according to age, civil status, highest educational attainment, and length of service, is similar. That is because the profile variables of the teachers are not an intervening factor that affects their compliance in implementing the school reading program, particularly in reporting the outcome of the reading program. All reading teachers tried their best to comply with the needed reports for the program.

Desta (2020) supports the above results. The study revealed that English teacher's compliance with reading assessment and reporting on phonological awareness, alphabetic principle, reading comprehension, oral fluency, vocabulary, and phonemic awareness of the learners were similar.

Conclusion

Based on the foregoing findings, the conclusions that were arrived at are as follows: the research locale is manned by more senior respondents who are married, have low educational backgrounds, and have longer teaching experience. This study found a high level of practice in the implementation of the school reading program. The extent of compliance in implementing the school reading program was great. This study found a great extent of compliance in implementing the school reading program. When compared according to their civil status, there is a variation of practices in the pre-implementation phase of the school reading program of reading teachers. Educational attainment of the reading teachers may affect performance during the post-implementation of the school reading program. The educational attainment of the reading teachers is a predicting factor for their compliance with school reading programs. Based on the findings the following recommendations were advanced: 1) conduct benchmarking activities from other schools related to school reading program implementation to elicit best practices on reading program implementation; 2) initiate a district-wide reading implementer training on the use of tutoring or small group reading instruction for learners who require additional instructional support; 3) conduct a periodic assessment, monitoring, and evaluation of the results of the reading program and necessary adjustments and improvements as soon as possible to address the gaps in the implementation of the program; 4) design a standardized reading profiling tool that considers learners' backgrounds. Conduct lac sessions on profiling of learners' reading background; 5) develop efficient processes, methods, and strategies in tracking learners' vocabulary and word recognition; 6) re-visit the guidelines and policies in reading assessment and intervention reporting. Accurate recording of reading strategies and assessments implemented and complied with; 7) conduct a series of training on developing various reading assessment tools. Initiate in-service training on conceptualization and localization of reading assessment tools; 8) conduct special training and workshops on reading strategies and methodologies. Simulation of the utilization of best reading strategies and intervention activities; and 9) conduct fundraising activities in partnership with various stakeholders. Invite higher education institutions (HEIs) as a resource provider for a specific reading activity as part of their community outreach program.

Acknowledgement

This endeavor will not become successful without the concerted effort and support of the following personalities. Dr. Melba S. Tumarong, the researcher's adviser who always extended his untiring guidance and assistance in the making of this research; panel members for the abilities and skills being shared for the realization of this work; her husband, who serves as her strength and for extending his moral and financial support and to those who, in one way or another, have contributed to the realization of this work.



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