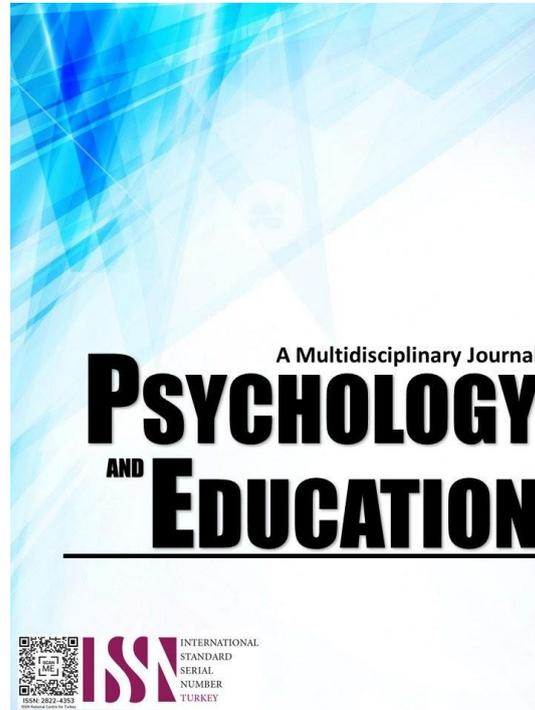


# IMPLEMENTATION AND CHALLENGES OF READING INTERVENTION PROGRAMS IN FACE- TO-FACE CLASSES



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## Implementation and Challenges of Reading Intervention Programs in Face-to-Face Classes

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### Abstract

A reading intervention program refers to a pedagogical approach aimed at enhancing the fluency and comprehension skills of those who experience difficulties in Reading. The instructional approach encompasses strategies to enhance word reading abilities, develop fluency, expand vocabulary, and improve comprehension. Additionally, peer discourse is utilized to foster reading engagement and enhance comprehension for individuals facing difficulties in Reading. This paper determined the level of implementation of the reading intervention program in terms of attainment of the objectives, teaching strategies, and the availability and adequacy of the learning resources. Also, this paper captured the challenges experienced by the participants in implementing the reading intervention program. The study employed an exploratory-sequential strategy to gather data pertaining to the variables and phenomena under investigation. In the study, there were 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 the implementation of the reading intervention program along with the attainment of objectives and teaching strategies. The experiences in the performance of the reading intervention program were captured in the following themes: reading intervention program offers new learning experiences and caters to different learning styles; diverse materials are being used in the reading intervention program; incorporating technology in the reading intervention program; values manifested towards the reading intervention program; parental support plays a pivotal role in the reading intervention program; workloads and transfer of knowledge pose a challenge in reading intervention program; rewards as incentives in reading intervention program; and taking accountability and responsibility in reading intervention program. In conclusion, with the right attitude and parental support, the total learning experience of struggling readers is enhanced and amplified by incorporating technology.

**Keywords:** *reading intervention program, exploratory-sequential design, public elementary schools, public elementary schools*

### Introduction

Quality education is widely recognized as a potent and empirically supported catalyst for promoting sustainable development. It encompasses a broad range of educational settings, both formal and non-formal, and yields numerous advantages for the broader populace (Gonzalez Garcia et al., 2020). "Quality Education" is one of the United Nations Sustainable Development Goals (SDGs) (Tekin, 2019). It highlights the significance of providing inclusive and equitable quality education to all people, regardless of age, gender, socioeconomic background, or other considerations. One of the critical components of quality education is the development of solid reading abilities among learners. Enhancing reading skills contributes to equitable access to Education, foundational learning, empowerment, critical thinking, and societal progress.

Reading proficiency is an essential skill that significantly impacts an individual's academic (Boakye, 2017) and personal and professional success (Guthrie & Wigfield, 2000). It is crucial for accessing

information and learning across different subjects and contributes to critical thinking, communication skills, and overall cognitive development. Acquiring reading skills is a fundamental goal in Early Education, and encountering challenges can lead to significant adverse outcomes (Wigfield et al., 2016). As students advance in their Education, they are expected to read and write across disciplines with increasing skill, flexibility, and insight. The proficiency of these abilities is contingent upon the progression of preceding fundamental reading skills, namely phoneme awareness and letter knowledge, during the early stages of childhood. These two crucial components are integral to reading words and sentences (Hulme & Snowling, 2013).

A reading intervention program is implemented in primary Education to address the students' reading abilities. A reading intervention program refers to a pedagogical approach aimed at enhancing the fluency and comprehension skills of those who experience difficulties in Reading. The primary objective of this program is to support students in attaining the desired level of proficiency in fundamental academic abilities, including literacy and numeracy (Sudhakar, 2018).

The instructional approach encompasses guidance to enhance word reading abilities, fluency, vocabulary acquisition, and comprehension. Additionally, peer discourse is employed to foster reading engagement and cultivate awareness among individuals facing difficulties in Reading (Kim et al., 2017). The objective is to provide a methodical methodology to enhance reading skills and promote oral language development among primary school students who face difficulties in this area (Gonzales-Valenzuela et al., 2017).

A recent report revealed that around 584 million children need reading intervention (UNESCO, 2020). Due to the pandemic, over 100 million children were reported to read below the required proficiency level. In the Philippines, 80% of students still need to meet the minimum level of reading proficiency (PISA, 2018). According to another report from UNICEF, only about three out of every 20 schoolchildren can read simple texts. To help Filipino students, the Department of Education (DepEd) launched a reading intervention program such as Bawat Bata Bumabasa (3Bs) through DepEd memorandum no. 173, s. 2019. Teachers are advised in classroom instruction using the Philippine Informal Reading Inventory (PHIL-IRI). This is used to diagnose reading difficulties and identify each student's reading level. Also, the Functional Literacy Assessment Tool (FLAT) is used to assess a learner's key stages, and the assessment result becomes the basis for formulating a reading intervention program.

As observed, there are greater chances of becoming fluent or independent readers later in life if struggling students in Reading are identified early. Children who have not mastered reading skills by the third grade will continue to fall behind and probably never catch up without the proper intervention. When the teachers of Rosales District II administered the PHIL-IRI Group Screening Test (GST) at the intermediate level, many students struggled to read the preset text and non-readers. In the figure, only 39.18% of the students (710 out of 1812) passed the reading test, and 60.82% (1102 students) needed a reading intervention.

Relevant and timely data can be drawn by conducting a study on implementing the reading intervention program and its challenges. This study highlights areas that need improvement and some intervening aspects of the program that make it a success or failure. The formulation of a sustainable reading intervention program can be achieved by the utilization of the exploratory sequential technique, using the recommendations derived from the empirical evidence presented in this research.

## Research Questions

This study sought to determine the implementation and challenges of reading intervention programs in face-to-face classes in Rosales District II for SY 2022-2023. The primary objective of this study was to address the following research inquiries:

1. What is the level of implementation of the program in terms of :
  - 1.1 attainment of objectives;
  - 1.2 teaching strategies; and
  - 1.3 availability and adequacy of learning resources?
2. What are the challenges the participants encountered in implementing the reading intervention program?
3. Is there a significant relationship between the level of the implementation of the reading intervention program and the challenges encountered by the participants?
4. What recommendation can be formulated based on the findings of the study?

## Methodology

This section provides an overview of the research methodologies and procedures employed by the researcher in order to address the specific research questions under examination methodically. Specifically, the research design and strategy, setting, respondents, instrument, data gathering procedure, and treatment of the data used for accurate data analysis and interpretation are explained in this chapter.

## Research Design and Strategy

The present study employed an exploratory sequential approach. The researcher utilized a sequential methodology, beginning with the acquisition and examination of qualitative data and subsequently on to the collection and analysis of quantitative data. Creswell (2013) posited that qualitative research encompasses various measures, including data organization, first archival review, transcription and concept arrangement, data indication, and analytic development. Using this design, the researcher had opportunities to study contextual factors such as the participant's experiences with the challenges in implementing the reading intervention. Remarkably, the qualitative part of the study used a descriptive phenomenological design, while the quantitative descriptive method was used for the quantitative part.

The descriptive phenomenological design developed by Edmund Husserl was used in this study. Phenomenological research is employed to uncover the fundamental framework of collective essences pertaining to certain social phenomena (Worthington, 2013). This approach centers on an individual's encounter's intrinsic nature or establishment (Merriam, 2002). The primary objective of employing the phenomenological technique is to reveal the authentic and unadulterated encounter with the phenomenon being examined (Turunen et al., 1994). This study discovered and gave meaning to the participants' lived experiences on the challenges they encountered in the implementation of the reading program. Through this, relevant data straight from the participants were generated so that a timely and relevant reading intervention could be drawn to help improve the student's reading proficiency.

Within this perspective, this study utilized descriptive phenomenology or Eidetic following the works of Husserl. The researcher follows the four (4) steps in descriptive phenomenological Eidetic design: bracketing, intuiting, analyzing, and describing (Peres, 2017). First, the researchers identify preconceived beliefs and opinions about the phenomenon of bracketing. This is known as the *epoche*. The researcher's expectations and assumptions are bracketed prior to doing the analysis. Accordingly, the researcher wrote her own experiences regarding challenges experienced in implementing reading intervention. The researcher considers the phenomenon as free from prejudice and biases.

For the quantitative part, a questionnaire on implementing the reading program and its challenges was also administered to the participants. Quantitative data was also captured in the study using a quantitative descriptive design.

### Population and Locale of the Study

The researcher conducted the study in Rosales District II, Rosales, Pangasinan. Rosales is a first-class municipality in the province of Pangasinan, Philippines. It is sometimes called Carmen, based on its prominent barangay, Carmen (now split into two barangays). The establishment of Rosales as an independent municipality was facilitated by a Royal Decree issued in 1852. The designation was bestowed as a tribute to Don Antonio Rosales. The seventeen schools that participated in the said study were Acop Elementary School, Balincanaway Elementary School, Bakit-Bakit Elementary School, Calanutan Elementary School, Carmay Elementary School, Capitan Tomas

Pine Elementary School, Casanicolasan Elementary School, Liseng Giap Elementary School, Rosales North Central School, Rizal Elementary School, San Angel Elementary School, San Antonio Elementary School, San Luis Elementary School, Salvacion Elementary School, San Pedro East Elementary School, San Pedro West Elementary School and San Vicente Elementary School. Teachers from various schools implemented multiple intervention and remediation programs in response to the Department of Education's mandate (Lagarto, 2021). Educational institutions frequently implement reading intervention programs to assist pupils identified as experiencing reading difficulties (Bippert, 2019).

This study had three sets of participants: 43 teachers for the quantitative part, ten teachers, and 20 students for the qualitative part. These participants were taken from grade 5 and grade 6 levels. For the qualitative part, the study utilized in-person and online-focus group discussion as one form of rapid appraisal technique in gathering data. Purposive sampling was used to identify the qualified participants. According to Rai (2015), the utilization of purposive sampling was justified based on its characteristics as a non-probability sampling technique. To ensure that qualitative data on the challenges of the implementation of the reading intervention program is captured, inclusion criteria such as participants should be handling English subjects, have handled the reading intervention program for at least one year, were elementary public-school teachers, and have experienced problems in implementing the reading intervention program. Student participants should be one of the beneficiaries of the Reading Intervention Program implemented at their respective schools. While qualitative data on the challenges encountered by the students in implementing the reading intervention program was also done through a focus group discussion, 20 students were taken from grade 5 and 6 levels through random sampling. This data has driven the researcher to conduct the study at these levels since they were about to enter high school. Lessons are becoming more complex in high school and require higher reading abilities. Thus, addressing this alarming issue in reading at grade 5 and 6 levels is necessary.

For the quantitative data on implementing the reading intervention program, 43 teachers were included in the study through a universal sampling. This means that all teachers handling English subjects and reading intervention programs were used as the sample in the study. The distribution of the teacher participants is shown in Table 1.

Table 1. *Distribution of the Teacher-Participants*

<i>Grade</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Grade 5	5	18	23
Grade 6	4	16	20
Total	9	34	43

### Data Gathering Tool

Since the study followed a mixed method, qualitative data on the participants' challenges was collected through Online Focus Group Discussion (FGD) for the teachers and In-Person Focus Group Discussion for the students (Yulianti & Sulistyawanti, 2021), while quantitative data was collected through a survey questionnaire. In the qualitative part of the study, online focus group discussion (FGD) was utilized for a group of 10 informants, which is the maximum number of participants. The utilization of online focus groups has witnessed a notable surge in supplementing or potentially supplanting in-person research connections with technologically facilitated alternatives (Lobe, 2017). Focus methodology was used as this brings several advantages that are most relevant when studying the challenges experienced by the informants in implementing the reading intervention program. Focus group discussion allows the informants to interact with one another rather than with the researcher of the study. Also, focus group discussion allows observation of how meaning is formed, questioned, explained, and disputed inside the group, providing insight into the interaction among informants (Morgan, 1996). A focus group discussion brings people with similar backgrounds or experiences to explore a particular topic of interest. Informants in focus group talks are free to converse with other group members; unlike other research methodologies, it encourages participants to converse with one another (Baral et al., 2016). In this study, the four stages in FGD were applied: introduction, rapport-building stage, in-depth discussion, and closure. In the introduction stage, the moderator outlined the discussion's objectives, informed the confidentiality of the session, and introduced the participants. Informants are encouraged to start conversing and sharing by asking simple questions in the rapport-building stage. The moderator focused on the central questions in the topic guide, enabling participants to express their feelings and thoughts through conversation during an in-depth discussion. Finally, the moderator wrapped up the impressions or conclusions gathered, and participants clarified, confirmed, or elaborated on the information at the closure stage.

### Treatment of Data

The current investigation employed the technique of thematic analysis (TA) as delineated by Braun and Clarke (2019). Regarding this matter, the researcher adhered to six processes in doing thematic analysis (TA): familiarization, coding, topic generation, theme review, theme definition and naming, and writing up. First, in familiarization, the researcher became acquainted with their data by taking initial notes and getting familiar with it. Second, in coding, the researcher highlighted the sections of the text for an overview of the common meanings. Third, the researcher generated themes to identify patterns from the codes to formulate themes. Fourth, in reviewing themes, the researcher ensured that the themes were valuable and accurate data representations. Fifth, in defining and naming themes, the researcher figured out how the themes helped them understand the data. Lastly, in writing up, the researcher accounted for the analysis of the data. For the treatment of quantitative data, the following statistical tools were used: weighted mean and test of independence. The weighted mean will be used to determine and analyze the reading intervention program's implementation level. A test of independence was used to test the relationship between the variables under investigation.

### Results and Discussion

#### Level of Implementation of the Reading Intervention Programs in Terms with the Attainment of Objectives

Table 52 shows the level of implementation of the reading intervention program and the attainment of objectives. According to the data in the table, indicator 1 reveals that the educational institution utilized the Philippine Informal Reading Inventory (Phil-IRI) and FLAT assessments to assess and categorize students' reading abilities. These assessments aimed to assist school administrators in developing appropriate reading programs or activities that would improve students' academic performance. Notably, this indicator obtained the highest mean score ( $\mu=3.91$ ). This suggests that elementary public schools have consistently implemented Phil-IRI and FLAT as tools to assess the reading comprehension level of the students.

Further, this reveals that these tools were crucial in updating and redesigning the reading intervention program's implementation. Moreover, teachers were using data taken from Phil-IRI and FLAT to devise



reading strategies that would be helpful for the learners. Creating tools to measure reading skills is necessary for implementing the reading intervention (Scammacca et al., 2016).

Table 2. Level of Implementation of the Programs in Terms with Attainment of Objectives

Attainment of Objectives Statements	WM	DE
1. The school administered the Philippine Informal Reading Inventory (Phil-IRI) and FLAT to measure and describe students' reading performance and to assist school leaders in planning appropriate school reading programs or activities for improved student learning outcomes.	3.91	Highly Implemented
2. Constant follow-up on the student's reading abilities is done to ensure the effectiveness of the reading intervention program.	3.86	Highly Implemented
3. PTA meetings were held to inform parents about the Phil-IRI test results of their children and to solicit their cooperation in implementing the Reading Intervention Program.	3.74	Highly Implemented
4. With the support of the school heads, teachers, and parents, the school has implemented the Reading Intervention Program for struggling readers.	3.72	Highly Implemented
5. During weekends, students are assigned to practice reading at home.		Highly Implemented
6. Implementing the Reading Intervention program has been given more importance among all students' skills.	3.62	Highly Implemented
7. The parents of the students can be relied on to assist their children in improving their reading skills.	3.53	Highly Implemented
8. Monthly formative tests are conducted to assess students' reading progress.	3.44	Highly Implemented
9. The school has enough facilities to conduct the Reading intervention program.	3.44	Highly Implemented
10. Home visitations are conducted to personally solicit the parents' help improving their children's reading skills.	3.26	Highly Implemented
Weighted Mean	3.62	Highly Implemented

Legend:  
 1.00-1.74 Not Implemented 1.75-2.49 Less Implemented  
 2.50-3.24 Implemented 3.25-4.00 Highly Implemented

On the other hand, indicator 10, pertaining to home visitations aimed at personally engaging parents in enhancing their children's reading skills, had the lowest mean ( $\mu=3.26$ ). This means that the teachers do home visitation to follow up with learners diagnosed with low performance in reading comprehension. Partnering with the parents through home visitation is rarely implemented as a strategy to obtain the objectives of the reading intervention program. Shared

reading programs, as delivered, can have long-lasting effects on extratextual talk during shared Reading and may enhance aspects of parents' involvement with children's Education (Timperley et al., 2022). According to Lavelli et al. (2019), notable improvements were observed in the engagement and verbal output levels during shared Reading among children whose moms adopted the intervention.)

In general, the level of implementation of the reading program in terms of its attainment of objectives got a mean of 3.62, which is interpreted as *highly implemented*. This implies that the reading intervention program has consistently attained its goals. The objectives of the reading intervention program were targeted by the reading activities employed by the teachers. Reading program success can be ascribed to well-defined goals, effective implementation tactics, engaging content, qualified educators, constant assessment, and a supportive learning environment. These aspects all contribute to the success and impact of reading programs (Merto, 2019).

### Level of Implementation of the Reading Intervention Programs in Terms of Teaching Strategies

Table 3 shows the level of the implementation of the reading intervention program along with the teaching strategies. Based on the data shown in Table 4, it is evident that indication 1 demonstrates a successful utilization of books that are appropriately matched to the student's reading proficiency levels, hence effectively reducing the likelihood of encountering frustration. Additionally, indicator 10 demonstrates tailored instruction and activities that cater to the student's individual needs, including read-aloud sessions, word analysis exercises, and guided Reading. Notably, both indicator 1 and indicator 2 received the highest mean score, with a mean value of ( $\mu=3.81$ ). This implies that the teachers used books as a primary tool in delivering the reading intervention program. Teachers have also considered the students' learning needs by giving them age- and need-appropriate materials. Apart from providing reading materials, guided Reading was also done by the teachers. The use of narrative and expository was found to be effective in the reading intervention program (Capellini et al., 2015). Teachers used individualized learning to let students improve their reading skills. The efficacy of book-sharing interventions in promoting and expediting infant language development has been substantiated as a successful approach within reading intervention, as demonstrated by Dowdall et al. (2020).



Table 3. *Level of Implementation of the Programs in Terms of the Teaching Strategies*

Teaching Strategies Statements	WM	DE
1. Utilize books that are appropriate to the reading level of the students to avoid frustration	3.81	Highly Implemented
2. Give instruction and activities to the students that are specific to their needs, such as read-aloud, word analysis, and guided Reading	3.81	Highly Implemented
3. Work with a small group of students to help them improve their reading skills by supporting and instructing them as they read texts at their level of difficulty	3.79	Highly Implemented
4. Provide literacy corners in the classrooms, such as reading corners, word work, spelling, and writing	3.79	Highly Implemented
5. Encourage the students to read aloud in school with their classmates and at home with their parents	3.77	Highly Implemented
6. Use phonics lessons to help students learn the various sounds that letters make and provide practice exercises for students to work on	3.77	Highly Implemented
7. Give timely feedback on the Reading progress of the students and give rewards when they perform well in Reading	3.72	Highly Implemented
8. Allow the students more reading time by letting them take their time in class or provide extra time at home to complete their homework.	3.70	Highly Implemented
9. Use word analysis to improve students' reading skills by teaching them the meanings of prefixes, suffixes, and root words and then giving them practice using this knowledge to determine the importance of new words	3.67	Highly Implemented
10. Assist the student in breaking down words into smaller parts by teaching them to sound out words or helping them understand the meaning of new words	3.63	Highly Implemented
Weighted Mean	3.75	Highly Implemented

Legend:  
 1.00-1.74 Not Implemented 1.75-2.49 Less Implemented  
 2.50-3.24 Implemented 3.25-4.00 Highly Implemented

Indicator 3, which aids students in word analysis by instructing them to decode words or comprehend the definitions of unfamiliar words phonetically, exhibited the lowest mean score ( $\mu=3.63$ ). This finding indicates that dividing sentences into smaller segments is rarely employed as a tactic within reading intervention programs. Unfamiliar words become a barrier to the reading performance of the students. Nevertheless,

teachers have given less attention to finding ways to acquaint the students with this new vocabulary. Facilitative effects of synthetic phonics were reduced when demographic and Verbal IQ covariates were included in the growth-curve models. However, the most significant mediator of intervention effects was initial differences in phonological and orthographic processing skills (Foorman et al., 2021).

In general, the level of the implementation of the reading intervention program in terms of teaching strategies got a mean of 3.75, which is interpreted as *highly implemented*. This implies that varied techniques have been implemented in the reading intervention program. This allows the reading intervention program to become more meaningful and helpful for those struggling readers. The successful implementation of a reading intervention program can be ascribed to strategically integrating these tactics into the curriculum. Educators can effectively support students in increasing their reading abilities and attaining good learning outcomes by adapting instruction to individual needs, creating a supportive learning environment, and applying evidence-based strategies (Dwiningtiyas, Sofyan, & Puspita, 2020).

**Level of Implementation of the Reading Intervention Programs in Terms of Availability and Adequacy of Learning Resources**

Table 4 shows the reading intervention program's implementation level with the availability and adequacy of learning resources. According to the data shown in Table 5, it can be observed that indicator 1, which pertains to the provision of printed reading materials to pupils, including short stories, poems, sentences, phrases, and consonant-vowel-consonant combinations, obtained the highest mean score ( $\mu=3.91$ ). This implies that the reading intervention program supplied diverse reading materials. The utilization of appropriate reading materials is readily apparent and effectively employed in implementing the reading intervention program. By having these reading materials, the reading intervention program was delivered appropriately to struggling readers. According to the findings of Olson et al.'s (2021) study, it was observed that children who received beginning instruction in phonological abilities showed more substantial improvements in phonological awareness, phonological decoding, and untimed word recognition by the conclusion of the training period.

Conversely, indication 10, which represents the presence of a reliable internet connection within the educational institution, exhibited the lowest average

score ( $\mu=3.37$ ). This finding indicates that integrating online reading media is comparatively less accessible across the educational community, particularly among teachers and students. Furthermore, this suggests that the potential of utilizing technology and online platforms to enhance pupils' reading abilities was not fully realized. Technology, including interventions for struggling learners, is increasingly important in educational practice (O'Brien et al., 2019). Further, this reveals that internet connectivity posed a challenge in extending the implementation of the reading intervention program online. Both struggling reader groups made equivalent gains across literacy measures, although there were more significant gains on one child literacy measure in the webcam group (Vernon-Feagans et al., 2015).

Table 4. *Level of the Implementation of the Programs in Terms of Availability and Adequacy of Learning Resources*

<i>Availability and Adequacy of Learning Resources Statements</i>	<i>WM</i>	<i>DE</i>
1. Printed reading materials, such as short stories, poems, sentences, phrases, and consonant-vowel-consonant combinations, are available to the students.	3.91	Highly Implemented
2. Printers and duplicating machines are readily available for teachers to prepare reading materials in every classroom.	3.86	Highly Implemented
3. The reading materials provided are suitable based on their reading ability.	3.84	Highly Implemented
4. The reading materials available in the classroom Reading Corner or mini library are within the interest and vocabulary level of the students.	3.79	Highly Implemented
5. Teaching guides in Reading are available and adequate.	3.77	Highly Implemented
6. Television or LED monitors are available in every classroom to make reading activities enjoyable.	3.72	Highly Implemented
7. Printed reading materials are from the Learning Resource Management and Development System.	3.70	Highly Implemented
8. Textbooks, dictionaries, charts, posters, worksheets, and activities are available in every classroom.	3.70	Highly Implemented
9. The school has a library/reading corner where students can read books during their free time.	3.67	Highly Implemented
10. A strong internet connection is available in the school for teachers and students.	3.37	Highly Implemented
Weighted Mean	3.73	Highly Implemented

Legend:

1.00-1.74 Not Implemented 1.75-2.49 Less Implemented  
2.50-3.24 Implemented 3.25-4.00 Highly Implemented

In general, the level of implementation of the reading intervention program in terms of the availability and adequacy of learning resources got a mean of 3.73,

which is interpreted as *highly implemented*. This implies that the reading materials used in the reading intervention program were sufficient and accessible to the students and teachers. Judge (2011) asserts that the availability of books holds significant importance in sustaining the longevity of an extended reading program within a school setting. Within this context, the reading materials are not a barrier to implementing the reading intervention program. A successful reading intervention program relies on the availability of adequate reading resources. By catering to individual requirements, encouraging engagement, and providing opportunities for practice and skill growth, these resources support a comprehensive approach to literacy development. Educators can significantly improve the status of struggling readers and assist them in their reading journeys by including various reading materials (Manjale & Abel, 2017).

### Summary of the Constructs of the Level of Implementation of the Reading Intervention Programs

Table 5 summarizes the level of implementation of the reading intervention programs in terms of attainment of objectives, teaching strategies, and availability and adequacy of learning resources. Of the three constructs, *teaching strategies* were found to have the highest mean ( $\mu=3.75$ ), while *the attainment of objectives* got the lowest mean ( $\mu=3.62$ ). This implies that the delivery of the reading intervention program becomes a crucial part of its implementation. The teachers' role and strategies in teaching Reading were found to be most significant in the performance of the reading intervention program, as identified by the participants. Based on the study's findings, there is a need to enhance the implementation, especially in facilitating the process of word analysis for students by instructing them in phonetic decoding or aiding their comprehension of unfamiliar vocabulary. Educators must consistently enhance their efforts in assessing students' comprehension and devising novel and purposeful literacy engagements that are captivating, enjoyable, and remarkable (Damayanti et al., 2019). Furthermore, the pedagogical approaches implemented within the reading intervention program have a crucial role in shaping the students' acquisition and enhancement of their reading abilities. According to Graham et al. (2018), implementing the reading intervention program can improve reading abilities.

On the other hand, the availability and adequacy of learning resources got a total mean of 3.73, highly implemented, which implies that the presence and sufficiency of reading materials play pivotal roles in



the effective execution of reading intervention initiatives. As per the International Bureau of Education - UNESCO, learning resources encompass a wide range of materials, both in print and non-print formats, as well as online and open-access resources. The primary objective of reading intervention programs is to deliver focused assistance and pedagogy to persons who encounter difficulties in reading proficiency. The study by Gir, Korkmaz, and Mede (2017) aimed to examine and emphasize the efficacy of reading resources, particularly in assessing their appropriateness, purpose, alignment with learner requirements, and impact on vocabulary acquisition revealed that relevant and appropriate reading materials are essential. According to Dockx et al. (2020), textbooks play a significant role in shaping the material conveyed and the didactic signals provided by teachers. This, in turn, contributes to enhancing students' reading engagement and comprehension levels. In contrast, the lowest mean was observed for the availability of a robust internet connection within the school premises, which is intended for utilization by both teachers and students. This finding indicates that the availability of internet connectivity presented a significant obstacle in expanding the online implementation of the reading intervention program.

Finally, the attainment of objectives yielded a mean score of 3.62, indicating a high level of implementation. Of the three constructs, the attainment of objectives got the lowest mean. Home visitations are undertaken to engage parents to enhance their children's reading abilities personally, which got the lowest mean. Three of the indicators got the lowest mean from the different indicator statements compared to the other two constructs, implying a need to enhance the program's goals and how it has been executed. The findings indicate that the interaction between parents and teachers has a significant role in successfully implementing reading programs to improve the skills of struggling readers. The research study by Sheridan and Moorman (2016) titled "Family-School Partnerships in Context" demonstrates that parental involvement yields beneficial effects in various samples, academic skills, subjects, and intervention techniques. The potential of parental participation has been identified as a strategy to support a significant proportion of pupils who require improvement in their reading abilities (Mitchell & Begeny, 2014).

Table 5. Summary of the Level of Implementation of the Reading Intervention Programs

Level of Implementation of the Program	Weighted Mean	Description
Teaching Strategies Availability and Adequacy of Learning Resources	3.75	Highly Implemented
Attainment of Objectives	3.62	Highly Implemented
Overall Mean	3.70	Highly Implemented

Legend:  
 1.00-1.74 Not Implemented 1.75-2.49 Less Implemented  
 2.50-3.24 Implemented 3.25-4.00 Highly Implemented

### Challenges and Experiences in the Implementation of the Reading Intervention Programs

In this section, the participants' experiences in implementing the reading intervention programs were captured. These experiences are expressed in eight themes: Theme 1: Various technological devices and educational resources that can enhance reading proficiency; Theme 2: The reading intervention program offers new learning experiences and caters to different learning styles; Theme 3: Diverse materials are being used and incorporating technology in the reading intervention program; Theme 4: Values manifested towards the reading intervention program; Theme 5: Parental support plays a pivotal role in the reading intervention program; Theme 6: Workloads and transfer of knowledge pose a challenge in reading intervention program; Theme 7: Rewards as incentives in reading intervention program; and Theme 8: Taking accountability and responsibility in reading intervention program.

Table 6. Challenges and Experiences in the Implementation of the Reading Intervention Program

Challenges and Experiences of Students	Challenges and Experiences of Teachers
Theme 1: Various technological devices and educational resources that can enhance reading proficiency.	Theme 5: Parental support plays a pivotal role in the reading intervention program
Theme 2: The reading intervention program offers new learning experiences and caters to different learning styles.	Theme 6: Workloads and transfer of knowledge pose a challenge in reading intervention program
Theme 3: Diverse materials are being used and incorporating technology in the reading intervention program	Theme 7: Rewards as incentives in the Reading Intervention program
Theme 4: Values Manifested towards the Reading Intervention Program	Theme 8: Taking accountability and responsibility in the Reading Intervention Program

### Challenges and Experiences of Students

#### Various technological devices and educational resources that can enhance reading proficiency

A wide array of technology equipment and educational tools possess the potential to augment reading competence significantly. These tools utilize



technological advancements to offer individualized learning experiences, enhance understanding, and enhance the appeal of Reading (Special Issue: Innovation Starts with Education, 2019). The participants shared that many devices and educational resources could enhance their reading ability. These diverse materials will help them learn better in Reading. The participants' responses indicated that smartphones were the most chosen technical item, while radio was the least frequently selected option. Multiple research projects have identified that using smartphones containing educational apps is associated with improved student motivation and a positive attitude (Klimova & Zamborova, 2020).

Conversely, in the context of printed materials, books were reported as the most frequently utilized reading materials based on the responses obtained from the participants. At the same time, newspapers and encyclopedias had the lowest number of mentions. Understanding the suitable types of reading materials that might enhance students' understanding is crucial for educators and learners (Kharisma et al., 2021).

Table 7. *Various Technological Devices and Educational Resources*

<i>Electronics/ Gadgets</i>	<i>No. of Students</i>	<i>Printed materials</i>	<i>No. of Students</i>
cellphone	5	books	3
TV	2	dictionary	2
tablet	2	newspaper	1
computer	3	encyclopedia	1
laptop	2	storybooks	1
radio	1		

**The reading intervention program offers new learning experiences and caters to different learning styles.**

As participants immersed themselves in the reading intervention program, they experienced that it was an avenue for new learning situations in improving their reading skills. They have cited that they enjoy how the reading intervention program was implemented. This unique learning experience paved the way to attend the reading intervention program. Activities given differed from what they experienced in the classroom, thus making it more entertaining for them. Kazakoff et al. (2018) saw a significant decrease in the proportion of students at risk for reading difficulties after participating in a reading intervention program.

Furthermore, participants have also highlighted that their learning differences were considered. As expressed by the participants, they were exposed to games as a medium to learn new words. Indeed, interactive learning was evident in implementing the reading intervention program by employing peer or group reading. Using diverse methodologies in reading intervention programs benefits learners with distinct learning styles. In order to advance the profession, educators should expand upon the research above by designing and analyzing initiatives targeting students across various age groups. These endeavors aim to ascertain effective instructional strategies that foster a passion for reading in the classroom.

Additionally, educators should strive to incorporate diverse narrative and informative resources into their teaching practices (Wigfield et al., 2016). Though adversities such as boredom with the reading topics or reading materials were given, these did not hamper the participants' learning experience in the reading intervention program. A multifaceted reading intervention program showed a promising tool for struggling learners (Taboada et al., 2015).

**Diverse materials are being used and incorporating technology in the reading intervention program.**

As shared by the participants, many reading materials were used to implement the reading intervention program. These diverse reading materials increase the interaction between the participants and the reading material. Having these more reading topics helped them improve their reading skills. As told by the participants, reading materials would be more interactive if these were appropriate for the struggling readers' difficulty level. They have expressed that reading materials should be age-appropriate.

Moreover, they stressed that reading materials become more effective if the learners can relate to them. It is noted that the topics or genres of stories must be relatable to the learners' experiences. Thus, reading materials to be used in the reading intervention program should be up to date to make it more relevant to the learners' current understanding. Nevertheless, Wanzek et al. (2016) contended that there were no discernible disparities in the outcomes associated with intervention type, instructional group size, grade level, intervention implementer, or the duration of intervention hours.

Technology has become an indispensable medium in today's instruction. As the participants shared, reading

intervention programs are more entertaining when incorporated by technology. They have cited that educational games are becoming more helpful in improving one's reading skills. However, this becomes a significant setback in extending the reading intervention program online. Participants have expressed that they need more gadgets for the program. At the same time, they also have cited that while technology is valid, it also causes distraction among struggling learners to focus on improving their reading skills. Reading is required to be learned, but different from the way it is done in a traditional classroom. Children can benefit from the strategies of reading comprehension when they use graphics and text together (Omar & Bidin, 2015). When using technology, whether online or offline, participants have shared that reading materials should focus more on mastering CVC sounds through the sing-and-dance method, making the reading experience more engaging. According to O'Brien et al. (2019), using technology resulted in improvements among individuals with reading difficulties across many literacy indicators. Additionally, implementing a phoneme-level intervention showed a notable advantage in enhancing their reading proficiency.

### **Values manifested towards the reading intervention program**

Valuing the importance of reading skills and the values shown on learning how to read is crucial in acquiring reading skills. As expressed by the participants, one primary reason learners still need help in Reading is their laziness and poor response to reading intervention programs. The motivation to engage in reading activities has been observed to exhibit gender differences, with girls displaying higher levels of positive motivation than boys (Wigfield et al., 2016). Their attitudes determined how inclined they were to improve their reading skills. As captured in the study, students' absenteeism and lack of discipline are the most common causes of why implementing the reading intervention program seemed ineffective. Participants expressed their dismay at these values exhibited by the struggling learners. Besides, learners spend more time playing mobile games than allotting time for Reading. This situation posed a significant challenge in implementing the reading intervention program. Findings have shown that behavioral engagement fosters struggling adolescents' reading growth (Kim et al., 2017). Another issue affecting how students value the reading intervention program is the overlapping school activities. As told by the participants, learners were bombarded with these school activities, which made them miss the time

allotted for the reading intervention. This causes them to withdraw and lose interest in the school's reading intervention program.

### **Challenges and Experiences of Teachers**

#### **Utmost importance in the implementation of the reading intervention program**

The role of parents has been one of the essential aspects in improving learners' reading skills. Parent-child interactive shared reading can benefit young children's language and emergent literacy skills (Timperley et al., 2022). The reinforcement at home is as vital as the learning experience in the classroom. This strengthens further what has been learned and practiced in the reading intervention program. According to Lavelli et al. (2019), parents have the potential to successfully employ extralinguistic tactics, which can effectively enhance children's engagement and language production in the short term. As shared by the participants, lack of support and parental involvement in the reading process was a challenge in improving the learners' reading skills. Parents have shown little interest in helping their children enhance their reading skills. This proves there was little to no motivation to partner with the school to implement the reading intervention program. In the study of Dowdall et al. (2020), parents who share picture books with their children are seen as a strategy for supporting their child's language development. It was also captured that parents tolerated their children from not participating in the reading intervention program. As stressed by the participants, there should be a collaborative effort from parents and teachers to improve the learners' reading skills by implementing a reading intervention program. Open communication between the parents and teachers must be established to have a smooth follow-through and follow-up of the reading activities given to struggling readers. By creating a rapport and partnership, a home becomes an extension of the reading intervention program wherein parents become the facilitators. This way, the progress of struggling readers' reading performance is continuously monitored.

#### **Workloads and transfer of knowledge pose a challenge in reading intervention programs.**

The number of paperwork to be delivered by the teachers threatens implementing the reading intervention program. As shared by the participants, they were exhausted already, which gave them little energy to spend delivering the reading intervention activities. There were sometimes more concerns about

accomplishing this paperwork since the deadline had been set. It was highlighted that teachers have limited time to spare for the reading intervention due to school-related work and responsibilities. Participants have uttered that they were overloaded. This scenario led them to lose their focus and concentration in implementing the reading intervention program. Aside from the workloads, participants have also identified that the presence of mother tongue-based posed a threat. The transition period from mother tongue to English and Filipino becomes a challenge among the learners. It was also noted that teachers needed to improve their pedagogy and master the skill of teaching phonetics and grammar. This posits a hindrance in teaching struggling readers. According to Torgesen et al. (2021), the word-reading skills of children can be enhanced through the appropriate level of competence and explicitness in the Education of phonological awareness and phonetic decoding procedures. This confirms that teachers are integral to implementing the reading intervention program.

### **Rewards as Incentives in the Reading Intervention Program**

As expressed by the participants, the reward system is one of the effective ways to sustain the motivation of struggling readers to continue in the program. Metacognitive reading strategies and reading motivation play a significant role in enhancing the reading skills of students (Meniado, 2016). They have cited that teachers should be more understanding and provide adequate time to let struggling readers process the words or the reading materials. Their level and their reading needs must be diagnosed correctly so that the kind of materials being provided to them do not mismatch with their current reading phase. As told by the participants, positive reinforcements urged a higher motivation among struggling readers. There was a positive correlation between reading strategies and reading motivation (Meniado, 2016). Praising the Reading progress of struggling readers has supported their reading performance (Andersen & Nielsen, 2016). In order to facilitate increased engagement with reading materials among struggling learners, it is recommended that the reading intervention program incorporate educational resources such as comics. These materials can effectively develop students' enthusiasm for reading. The provision of mini-libraries gives struggling readers a place to practice their reading skills comfortably.

### **Taking Accountability and Responsibility in the Reading Intervention Program**

Teaching becomes a call and a devotion. As shared by the participants, they kept the fire burning in implementing the reading intervention program because they were thinking of the future of their students. It becomes a lifetime commitment to ensure learners know how to read. Participants believed good reading skills would help them excel in their chosen field. The same commitment saddened the participants if they saw any of their learners who were non-readers or struggling readers. It hurts them to see students make fun of those struggling with Reading. Teachers feel guilt feeling if there are non-readers. Ultimately, teachers have expressed that they are accountable for it. Thus, they ensure they provide all means to help struggling readers. They take responsibility by being cautious in teaching the students the right way to not to add burden on the part of the struggling readers. Kim et al. (2017) conducted a study to investigate the impact of teachers' emotional and cognitive participation assessments on students' reading ability. As expressed by the participants, the habit of Reading should start with the teachers for the students to emulate it. However, teachers are apprehensive when failing a non-reader or a struggling reader. Because of the mass promotion idea, students and struggling readers tend to relax, knowing they can still be promoted to the next grade level. Because teachers take responsibility and accountability for these struggling readers who are being promoted, this, in turn, creates dissatisfaction on the teachers' part. As suggested by participants, there should be stricter implementation of the promotion policy.

### **Relationship Between the Level of the Implementation of the Reading Intervention Programs and the Challenges Encountered by the Participants**

For the Eta Coefficient, the minimum tolerance for a statistically significant association between variables is above 0.2. Table 8 shows the test of the relationship between the level of the implementation of the reading intervention program and the challenges encountered by the teachers using the Eta coefficient. Results revealed that the challenges the teachers face are significantly associated with the level of the implementation of the reading intervention programs and the attainment of objectives and teaching strategies. According to a similar research study conducted by Velten and Mokhtari (2016), despite the tremendous efforts to include good teaching techniques, schools should be prepared to run into difficulties while creating and putting in extra interventions for underperforming leaders. School teams can foresee and proficiently tackle these issues

by fostering a shared set of values, goals, and tactics to enhance student learning. This can be achieved by cultivating collective responsibility for student performance among team members and empowering them through robust school leadership and support. The development of adequate reading instructions is influenced by innovative strategies, challenging tasks, and intrinsic motivation of the reading instructor, in conjunction with the cognitive preparedness of the student. Furthermore, the tasks' authenticity further enhances the program's efficacy. Consequently, the teacher plays a crucial role as a facilitator of the remedial reading program within the educational setting (Sancada, 2022).

Table 8. *Relationship Between the Level of the Implementation of the Reading Intervention Programs and the Challenges Encountered by the Participants*

<i>Implementation of the Reading Intervention Program</i>	<i>Eta coefficient</i>
Attainment of Objectives	0.272
Teaching Strategies	0.201
Availability and Adequacy of Learning Resources	0.187

The relationship between the extent to which reading intervention programs are implemented, and the challenges experienced by participants may be complex and varied. It is crucial to recognize that the effectiveness of reading intervention programs depends on the execution quality and the level of engagement demonstrated by participants. In order to maximize the efficacy of programs aimed at improving reading skills and literacy levels, it is imperative to address challenges through strategic planning, judicious allocation of resources, thorough training provisions, and ongoing evaluations (Tomas et al., 2021).

## Conclusion

The following conclusions were derived from the presented findings: (1) The effectiveness of a reading intervention program depends on the degree to which it is implemented, as this variable can substantially impact the program's effects on participants' reading skills and overall academic performance. When a reading program is implemented extensively, individuals are more likely to experience improvements in their reading abilities. On the other hand, impediments during the execution phase might lead to suboptimal outcomes and limited positive

effects. The achievement of program objectives is supported by implementing various teaching strategies, including using age-appropriate books, word decoding exercises, reading aloud, cultivating phonemic awareness, word analysis, and group reading activities. These tactics have been crucial in contributing to the program's overall achievement. The provision of reading materials enhances the efficacy of the reading intervention program, bolstering its ability to improve the proficiency of struggling readers. The achievement of successful implementation necessitates the active participation of educators, administrators, policymakers, and various other stakeholders. This collaborative effort is crucial to handle difficulties and effectively realize the program's intended advantages.

(2) Implementing a reading intervention program is a varied and intricate undertaking that presents educators, students, and other stakeholders with various challenges and experiences. There exists a wide range of technology equipment and educational tools that have the potential to augment reading skills. Various technological devices, such as smartphones, laptops, televisions, computers, and radios, have become increasingly prevalent in numerous domains, particularly in enhancing reading proficiencies among learners. The reading intervention program provides novel educational opportunities for individuals who face reading challenges while accommodating diverse learning modalities. The utilization of various resources enhances engagement and should be tailored to the age group of learners to facilitate their connection and comprehension. The integration of technology into educational games can also provide an engaging experience. In order to attain this objective, learners must possess a high level of motivation and demonstrate a strong inclination toward enhancing their reading abilities. If learners do not place importance on Reading, implementing the reading program is likely unsuccessful. With the right attitude towards the reading intervention program, the total learning experience is enhanced. It is highlighted that parental support has played a crucial role in the continuous implementation of the program beyond the school. Engaging parents in the intervention process might present difficulties, particularly when they need more knowledge regarding the objectives and methodologies of the program. The establishment of effective communication is crucial in promoting and facilitating collaboration. A transition period from mother tongue to English and Filipino becomes challenging for learners. The acquisition of appropriate training for educators or facilitators is of utmost importance in ensuring the effective execution of program implementation. (3) The efficacy of reading intervention programs is frequently contingent upon

the quality of their implementation and the level of engagement exhibited by participants. How a reading program is executed can directly influence the experiences and outcomes of the individuals involved, and specific difficulties may occur. It is crucial to recognize that the effectiveness of reading intervention programs depends on the execution quality and the level of engagement demonstrated by participants. In order to optimize the effectiveness of endeavors aimed at enhancing reading competence and fostering literacy, it is crucial to address obstacles by employing strategic planning, prudent resource allocation, comprehensive training provisions, and continuous evaluations.

Based on the results of the study, the following recommendations can be made to enhance the implementation of the reading intervention programs in Rosales District II: (1) The educational institution should develop initiatives to foster effective communication between educators and parents of students facing challenges in reading proficiency. Thus, the involvement of parents in the reading intervention program is enhanced. It is imperative to have a monthly joint session focusing on the parent-teacher conversation to closely assess the improvement of struggling readers regarding their reading performance. (2) To guarantee that students are provided with a diverse range of reading materials, educational institutions must devote sufficient cash from the school's Maintenance and Other Operating Expenses (MOOE) to ensure the availability and adequacy of such resources. There is a need to allocate funding towards enhancing the reading intervention program by utilizing digital technologies and internet connectivity. Educational institutions can receive contributions, endowments, legacies, and subsidies to enhance educators' proficiency, enhance and broaden school infrastructure, and procure instructional resources and equipment (Department Order 24, 2016). (3) Hold a professional learning community at the end of the quarter to discuss the learners' reading performance. Educational institutions can periodically evaluate students' literacy proficiency to track their development and pinpoint areas that require enhancement. These assessments can potentially provide valuable insights to inform instructional decisions and actions. (4) The researcher has the option to distribute the findings of the study to school administrators and educators. (5) Propose an In-Service Training highlighting the enhancement of best practices and strategies in implementing reading programs. It is imperative for the educational institution to conduct In-Service Training sessions focused on various reading skills. These sessions aim

to emphasize the participants' experiences, facilitate knowledge acquisition from these experiences, and ultimately strengthen their abilities to contribute to the successful execution of reading programs effectively. The educators will construct professional networks and form a community of practice through LAC sessions, training, workshops, and orientation. In-service training will enhance the development and ensure the quality of a digital learning package focused on a reading intervention program. The provision of training on the pedagogical strategy and strategies for delivering the reading intervention program is crucial to guarantee that teachers possess the requisite skills and abilities to instruct reading proficiently.

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