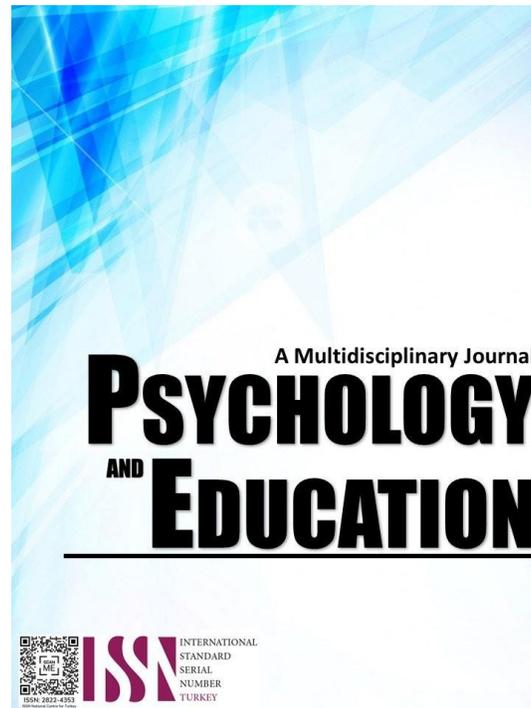


**THE LEVEL OF IMPLEMENTATION OF THE READING PROGRAM  
AND PUPILS READING LEVEL IN RELATION  
TO THEIR ACADEMIC ACHIEVEMENT IN  
ARALING PANLIPUNAN**



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## The Level of Implementation of the Reading Program and Pupils Reading Level in Relation to their Academic Achievement in Araling Panlipunan

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### Abstract

This study aimed to determine the level of implementation of the reading program and its relationship to the reading level and academic achievement of the learners in District V, Division of Valencia City, School year 2023-2024. Specifically, it aimed to determine the level of implementation of the reading programs in terms of Phil-IRI, Read-a-thon, Reading Camp, Remedial Reading and Project DEAR; find out the significant relationship between the level of Implementation in the reading program and pupil's reading level; and find out any single or combination from the independent variables that significantly influence the pupil's reading level. This study used quantitative survey method utilizing a researcher-made instrument as the main tool for gathering. The following are the findings of the study: Phil-IRI, Read-a-thon, Reading Camp, Remedial Reading and Project DEAR were very much implemented in schools; there was no significant relationship between the implementation of the reading programs and the reading level of the learners; there was no significant relationship between any of the reading level of the learners; and (Phil-IRI, Read-a-thon, Reading Camp, Project DEAR and Remedial Reading) to the reading levels of the learners. The following are the recommendations are offered: School leadership may unite the entire staff in support of a collective vision of reading instruction and must thoroughly understands the elements of a research-based reading program, and school culture that values effectively, research-based, proven reading program practices. Teachers may learn the necessary knowledge and expertise in the different reading programs and stakeholders must help in designing, implementing, and sustaining an effective reading program and provide support to the school's efforts and improve students reading outcomes and also improve the academic achievement in Araling Panlipunan.

**Keywords:** *implementation of reading program, Phil-IRI, Read-a-Thon, reading camp, Project DEAR, remedial reading, academic achievement in Araling Panlipunan*

### Introduction

Helping learners to cultivate a love for reading is easier said than done. Teaching a child to read is great. Helping a child to develop a love for reading is even better, because he/ she will more than likely pass that love for reading, on to their own children one day. It is very well documented and common observation in the school that students' reading habits are changing. Some may even argue that students are not reading less; they are just reading differently. For example, people are exchanging the traditional books for electronic books. But as teachers, we have observed that many students lack the ability to carry out sustained reading and we have the mandate of helping them to be able to do so. Here in the school, people are quick to tell that they live in an oral culture. This makes it even more challenging to cultivate a love for reading in students.

Last academic year, teachers and administrators faced with this very dilemma in the school. Students were just not doing enough reading whether for pleasure or information. The reasons were many; not being able to choose books at their correct reading levels, not finding things they were interested in or simply not making the time to read. It is said that everything a learner reads fills his/her head with new bits of information, and he/she never know when it might come in handy. Educators must therefore encourage students to read on topics that were of interest to them. That is part of a guideline apart from them ensuring they could understand what they read. Students often reported learning something new each time they had reading time. These are not always what teachers could describe as big things but it added to the body of knowledge they are developing over the year.

Reading ability is central to learners' learning, to their success in school, and ultimately to their success in life. Individuals, are seriously disadvantaged if they cannot read well. Instruction for the struggling readers must provide those learners with strategies to develop or strengthen the metacognitive strategies that will help them monitor their comprehension, and adjust their approaches to achieve comprehension. Such learners need to add meaning to their lives through enhancement of their literacy development. Contextualized, skills-focused orientation to literacy instruction is obviously needed for these kind of learners. Struggling readers need to break the code as much as emergent readers.

### Research Questions

This study aimed to determine the level of implementation of the reading program and its relationship to the reading level and academic achievement of the learners in Valencia City District V, SY 2019-2020. Specifically, it aimed to answer the following questions:

1. What is the level of implementation of the reading program in terms of Phil-IRI, Read-a-thon, Reading Camp, Remedial Reading and Project DEAR?
2. What is the level of achievement of elementary grades pupils in Araling Panlipunan,

3. Is there a significant relationship between the level of implementation of the reading program and pupils' reading level?
4. Is there a significant relationship between the level of implementation of the reading program and pupils' academic achievement in Araling Panlipunan?
5. Is there any variable singly or in combination from the independent variables that significantly influence the pupils' reading level?

## Methodology

### Research Design

This study used descriptive-correlational research design utilizing a researcher-made instrument as the main tool for data gathering. Data collection was taken from the respondents who were chosen with the use of purposive sampling method. The data were gathered through the use of a survey questionnaire in an actual survey on learner leadership styles which was conducted personally by the researcher.

### Respondents

The respondents of this study were the teachers in Valencia City District V. They were selected from the following schools who have been implementing similar reading programs: (1) Lourdes Integrated School; (2) Guinuyoran Central School; (3) Tugaya Elementary School; (4) Magsal Elementary School; and (5) Barobo Elementary School.

This study used purposive sampling or complete enumeration for the teacher-respondents. It was the researcher who selected a sample based on his/her knowledge about the study and population. The respondents were selected based on the purpose of the sample, in this case are the teachers of selected schools in Valencia City District V whom the researcher considered as people who employ different leadership styles in their instruction.

Table 1 presents the distribution of respondents by school.

Table 1. *Distribution of Respondents by School*

<i>Name of School</i>	<i>Number of Respondents</i>
Lourdes Integrated School	13
Guinuyoran Central School	30
Tugaya Elementary School	14
Magsal Elementary School	8
Barobo Elementary School	18
Total	83

### Instrument

The instrument that was used in this study was a Criteria for Evaluating a Reading Program. The said survey questionnaire was tried out to determine its validity and reliability.

### Procedure

The researcher asked permission from the superintendent, supervisor, principals, and teachers for the administration of questionnaires and collection of required data. The researcher personally administered the collection and retrieval of the questionnaires after the respondents were able to completely answer the said instruments. After that, the researcher prepared a tabular form where the entries were recorded and tallied. Then the data were scored, tabulated, analyzed and interpreted.

### Data Analysis

In analyzing and interpreting the data of the study, the following statistical measures were employed.

To determine the level of implementation of the reading program in terms of Phil-IRI, Read-a-thon, Reading Camp, Remedial Reading and Project DEAR, weighted mean and standard deviation were used.

To determine the pupil's academic achievement in Araling Panlipunan, weighted mean and standard deviation were used.

To determine if there is a significant relationship between the level of implementation of the reading program and pupils' reading level, Pearson Product Moment Coefficient Correlation (Pearson  $r$ ) was used.

To determine if there was any single or in combination from the independent variables that significantly influence the pupil's academic achievement in Araling Panlipunan, regression analysis was used.

## Results and Discussion

This section presents the analysis and interpretation of data gathered from the conduct of this study. The data obtained were based on the questionnaire with the public elementary school teachers on the level of implementation on the reading program implementation

and the pupils reading level.

The level of implementation of the reading program Phil-IRI is presented in the following sections.

Table 2 reflects the level of implementation of the reading program Phil-IRI in terms of content accuracy

Table 2. *Level of Implementation of the Reading Program Phil-IRI in terms of Content Accuracy*

<i>Performance Indicator</i>		<i>Mean</i>	<i>SD</i>	<i>QD</i>
1.	Provides topics that conform to K to 12 curriculum prescribed content. It contains instructions that are clear and easy to understand. Present concepts factually and accurately	4.28	0.58	VM
2.	Provides questions that integrate other discipline to facilitate learning. It contains text suited to the students' comprehension level	4.22	0.63	VM
3.	Contains themes that gives appeal to the lessons. It integrates well the processes and language skills in the activities	4.20	0.69	VM

Legend: 4.20–5.00 – Very Much (VM) / 3.40–4.19 – Much (M) / 2.60–3.39 – Just Enough (JE) / 1.80–2.59 – Not Much (NM) / 1.00–1.79 – Not At All (NA)

Table 2 reveals that Phil-IRI reading program was very much accurately implemented in the schools. It can be gleaned that Phil-IRI reading program implementation in the schools provided topics that conform to K to 12 curriculum prescribed content. It contains instructions that are clear and easy to understand. This means that the topics were presented factually and accurately. In other words, the Philippine Informal Reading Inventory (Phil-IRI) is an initiative Department of Education (DepEd) that directly addresses its thrust to make every Filipino child a reader. It is anchored on the flagship program of the Department: “Every Child A Reader Program,” which aims to make every Filipino child a reader and a writer at his/her grade level.

This supports the idea of Llego (2018) that Phil-IRI is designed to determine the individual student's performance in oral reading, silent reading and listening comprehension. Such assessments aim to find the student's independent, instructional and frustration levels. The data from these measures could be used to design or adjust classroom, small group or individualized instruction to fit the students' needs and abilities. It also provides the holistic reading performance of the students; it only provides an approximation of the students' abilities and could be used in combination with other reliable tools of assessment. The data shall also serve as one of the bases in planning, designing/redesigning the reading programs or activities in the school to improve the overall school reading performance.

It implies further that classroom teachers use Phil-IRI reading program for measuring and describing reading performance. It is an assessment tool composed of graded passages designed to determine a student's reading level. It is important to note that the Phil-IRI only provides an approximation of the learner's abilities and may be used in combination with other reliable tools of assessment (Pado et.al, 2018).

On the other hand, the Phil-IRI reading program as implemented in the selected schools of Valencia 5 districts got the lowest mean in terms of themes' appeals to lessons. This implies that it needs further to be integrated in the processes and language skills in the activities conducted by the teachers and the learners inside and outside of the classroom. This can be supported by the ideas of Sadiku (2015) who asserted that reading program designed to develop the process and language skills of learners involve a communicative ability to use language to chat and transmit messages in different and appropriate situations. That is to say it is an important skill which deserves more attention in the learning of students because it reflects their thoughts and personalities.

Reading programs like Phil-IRI involves basic processes underlying the activity of students and teachers nowadays. Learning process puts both parties toward each other, what it teaches, and what it takes, the teacher and the student. Today takes great importance to the training of students to teach themselves, their education, equipping them with the skills of independent work with the most advanced methods of learning conscious, sustainable, active and creative (Sadiku, 2015).

Table 3 reflects the level of implementation in the reading program Phil-IRI in terms of Clarity.

Table 3. *Level of Implementation of the Reading Program Phil-IRI in terms of Clarity*

<i>Indicator</i>		<i>Mean</i>	<i>SD</i>	<i>QD</i>
1.	Contains added information that enhance students' understanding	4.43	0.69	VM
2.	Provides learning activities that are well-organized	4.33	0.67	VM
3.	Poses questions that are well-developed. Use clear and standard print. It leads the students to follow instructions independently or by group.	4.28	0.69	VM
4.	Provides instruction that are complete and written in clear and simple language	4.37	0.61	VM
<b>Mean</b>		<b>4.35</b>	<b>0.59</b>	<b>VM</b>

Legend: 4.20–5.00 – Very Much (VM) / 3.40–4.19 – Much (M) / 2.60–3.39 – Just Enough (JE) / 1.80–2.59 – Not Much (NM) / 1.00–1.79 – Not At All (NA)

Table 3 reflects the level of implementation in the reading program Phil-IRI in terms of clarity. The table reveals that Phil-IRI reading program were very much clearly implemented in the schools. It can be gleaned that the use of Phil-IRI reading program clearly contains added information that enhance students' understanding. This means that Phil-IRI reading program taking what was just read and deriving meaning from those words. In simpler terms, it enhances the learners' ability to read, understand, process, and recall what was just read. This sustains Morrow's ideas that reading programs will improve student's reading comprehension skills. It increases their enjoyment and implementation of reading and helps them not only academically, but professionally, and in their personal lives. Being able to understand the meaning behind the text helps children develop intellectually, socially, and professionally.

On the other hand, it has been low in terms of posing questions that are well-developed. Use clear and standard print. It leads the students to follow instructions independently or by group. This implies that students should be guided in reading so as help them learn to be independent and cooperative in their reading initiatives and motivation. The most effective techniques is to help them how to accept responsibility for their actions and empower them to exercise self-control. This ideas supports Adler's propositions that learners' must be assisted with in their developing students' comprehension. They must be guided and navigated in their reading materials, especially difficult reading passages.

Table 4 reflects the level of implementation in the reading program Phil-IRI in terms of Appropriateness.

**Table 4. Level of Implementation of the Reading Program Phil-IRI in terms of Appropriateness**

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>QD</i>
1. Are well-designed to show integration of disciplines. It accommodates individual differences.	4.20	0.62	VM
2. Encourage students active involvement features and assessment procedure	4.37	0.71	VM
3. Poses questions at an appropriate level. Aid the students to attain the stated objectives	4.26	0.65	VM
	<b>Mean</b>	<b>4.28</b>	<b>0.59</b> VM

*Legend: 4.20–5.00 – Very Much (VM) | 3.40–4.19 – Much (M) | 2.60–3.39 – Just Enough (JE) | 1.80–2.59 – Not Much (NM) | 1.00–1.79 – Not At All (NA)*

Table 4 reveals that Phil-IRI reading program were very much appropriately implemented in the schools. This can be inferred that using Phil-IRI, teachers were able to encourage students' active involvement features and assessment procedure. Engagement is "students' cognitive investment in, active participation in, and emotional commitment to their learning." Or, engagement is "students' involvement with activities and conditions likely to generate high-quality learning. Students engage when they act as their own learning agents working to achieve goals meaningful to them. This means that what students believe about themselves as learners is very important. They must believe they can learn, including that they can overcome and learn from failure.

Giving students some control over learning processes helps develop this confidence and commitment to learning. When institutions provide opportunities for students to learn both autonomously and with others, and to develop their sense of competence, students are more likely to be motivated, to engage and succeed." Not unrelated to the first recommendation, the focus here is on cultivating intrinsic motivation, which fosters the self-determination that leads to engagement.

Teachers need to create rich educational experiences that challenge students' ideas and stretch them as far as they can go. Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences. Instructors who adopt a student-centered approach to instruction increase opportunities for student engagement, which then helps everyone more successfully achieve the course's learning objectives.

Active learning requires students to participate in class, as opposed to sitting and listening quietly. Strategies include, but are not limited to, brief question-and-answer sessions, discussion integrated into the lecture, impromptu writing assignments, hands-on activities, and experiential learning events. As you think of integrating active learning strategies into your course, consider ways to set clear expectations, design effective evaluation strategies, and provide helpful feedback.

The reading program provided learners with suitable assistance and guidance in accordance with their abilities and learning needs. This was done by enabling each student to attain all-round development according to his/her own level of reading ability to read.

This results supports William's (2015) idea that in order to address the needs of students, teachers should provide them with a variety of learning opportunities for effective learning, such as using diversified resources rather than focusing only on textbooks, and making use of a spectrum of intelligences and multi-sensory experiences to tap the different potential of students.

Table 5 shows the level of implementation of Read-a-Thon Reading Program in terms of format.

It can be gleaned from Table 5 that in Read-a-Thon reading program, teachers were using high quality reading material in the production process. The illustrations of the reading material were appropriate to the activities and the reading materials were readable. This result implies that Read-a-thon materials should be culturally relevant and must be written in appropriate languages.

**Table 5. Level of Implementation of the Reading Program Read-a-Thon in terms of Format**

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>QD</i>
1. General Appearance and Component	4.26	0.65	VM
2. Are the reading material for read-a-thon likely to appeal to the user's (learner and teacher) aesthetic sense. Does the reading material for read-a-thon contain many components that the teacher will have difficulty in keeping track of them?			
3. Quality and Appropriateness of illustrations	4.35	0.57	VM
4. Did the researcher use high quality reading material for read-a-thon in the production process? Are the illustrations of the reading material for read-a-thon appropriate to the activities? Is the reading material for read-a-thon readable?			
	<b>Mean</b>	<b>4.30</b>	<b>0.53</b> VM

*Legend: 4.20–5.00 – Very Much (VM) | 3.40–4.19 – Much (M) | 2.60–3.39 – Just Enough (JE) | 1.80–2.59 – Not Much (NM) | 1.00–1.79 – Not At All (NA)*

It should cover a range of levels and genres including fiction and non-fiction texts; gender sensitive and useful for promoting equality;

written and/or chosen for use by teachers/librarians with instructional strategies in mind; engaging and inspiring for supporting the love of reading; and provide information on issues of interest for the target audience.

This supports Wilkinson's (2015) ideas that instructional materials are essential tools in the classroom. They allow students to interact with words, images, and ideas in ways that develop their abilities in multiple literacies such as reading, listening, viewing, thinking, speaking, writing, and technology.

Because instructional materials are a primary resource-hence they must be selected wisely. The cornerstone of consistent, pedagogically sound selection practices is a clear, written policy for the selection of materials. Such a policy not only helps teachers to achieve program goals, but also helps schools protect the integrity of the reading programs increasingly under various learning interests.

On the other hand, Read-a-Thon reading program materials had the least appeal to the user's (learner and teacher) in terms of its aesthetic sense. But the reading material contained many components that the teacher will have less difficulty in keeping track of them. It can be inferred that such reading materials were drawn upon students' backgrounds. Both comprehension and engagement are enhanced when students can activate relevant background knowledge as they read, connecting their personal experiences with vicarious experiences. This supports Hiebert's (2015) ideas that the value of reading significantly was relevant of the work to students' daily lives or to the lives of their imaginations. It is worthy of consideration in the reading process. Age-appropriateness is sufficient reason to be used in the teaching and learning process including those which are suited to the maturity level of the learners for whom they are intended (Scott, 2016).

Table 6 reflects the level of implementation in the reading program Read-a-Thon in terms of organization and content.

It can be gleaned from the table that the reading material for read-a-thon include activities that the teachers will find interesting and rewarding.

**Table 6. Level of Implementation of the Reading Program Read-a-Thon in terms of Organization and Content**

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>QD</i>
1. Approach and instructional objectives	4.15	0.63	M
2. Does the researcher use an approach consistent with the prescribed curriculum? Are the objectives compatible with the ones prescribed in the curriculum? Are they acceptable to the teacher?			
3. Scope and Sequence	4.26	0.65	VM
4. Is the scope and sequence of the reading material for read-a-thon compatible with the curriculum?			
5. Assessment Device and comprehensibility	4.22	0.66	VM
6. Does the reading material for read-a-thon contain tests and other assessment devices that will help the teacher?			
7. Individualization and length	4.33	0.60	VM
8. Does the design of the reading material for read-a-thon allow teachers to use them differently into the teacher's schedule? Is the reading material for read-a-thon on appropriate length so that they can fit conveniently into the teacher's schedule?			
9. Instructional Pattern and management system	4.28	0.66	VM
10. Is the primary instructional pattern likely to excite the interest of the teachers? Is the use of the reading material for read-a-thon easily managed by the teacher?			
11. Motivational properties	4.37	0.71	VM
12. Is the reading material for read-a-thon likely to excite the interest of the teacher?			
13. Role of the teacher	4.52	0.59	VM
14. Does the reading material for read-a-thon include activities that the teachers will find interesting and rewarding?			
<b>Mean</b>	<b>4.27</b>	<b>0.51</b>	<b>VM</b>

*Legend: 4.20–5.00 – Very Much (VM) | 3.40–4.19 – Much (M) | 2.60–3.39 – Just Enough (JE) | 1.80–2.59 – Not Much (NM) | 1.00–1.79 – Not At All (NA)*

It can be implied that Read-a-Thon reading program contains materials that are rewarding and interesting to the teachers as well as to the learners.

This supports Day's (2017) ideas who said that, "The key characteristics of very good reading program are as follows: (1) Students read the materials a lot and read often; (2) There is a wide variety of text types and topics to choose from; (3) The texts are not just interesting but they are also engaging/ compelling; (4) Students choose what to read; (5) Reading purposes focus on: pleasure, information and general understanding; (6) Reading is its own reward; (7) Materials are within the language competence of the students; (8) Reading is individual, and silent; (9) Speed is faster, not deliberate and slow; and (10) It enables the teacher to explain the goals and procedures clearly, then monitors and guides the students."

Lastly, for effective reading programs, the teacher is a role model...a reader, who participates along with the students (Atwell, 2006).

Both common sense observation and copious research evidence bear out the many benefits which come from Read-a-Thon (Waring, 2006). It develops learner autonomy. There is no cheaper or more effective way to develop learner autonomy. Reading is, by its very nature, a private, individual activity. It can be done anywhere, at any time of day. Readers can start and stop at will, and read at the

speed they are comfortable with. They can visualize and interpret what they read in their own way. They can ask themselves questions (explicit or implicit), notice things about the language, or simply let the story carry them along.

On the other hand, it has been revealed in this study that Read-a-Thon has least implementation on approach and instructional objectives. The approaches used were least consistent with the prescribed K-12 curriculum. The objectives compatible with the ones prescribed in the curriculum. This means that reading program must be the most readily available form of comprehensible input, especially in places where there is hardly any contact with the target language. If carefully chosen to suit learners' level, it offers them repeated encounters with language items they have already met. This helps them to consolidate what they already know and to extend it.

There is no way any learner will meet new language enough times to learn it in the limited number of hours in class. The only reliable way to learn a language is through massive and repeated exposure to it in context. It must enhance general language competence. In ways we so far do not fully understand, the benefits of Read-a-Thon must extend beyond reading. There is 'a spread of effect from reading competence to other language skills - writing, speaking and control over syntax. (Hafiz, 2013).

The same phenomenon is noted by Bamford (2008) but they even note evidence of improvements in the spoken language. So reading copiously seems to benefit all language skills, not just reading. Reading program must help develop general, world knowledge. Many, if not most, students have a rather limited experience and knowledge of the world they inhabit both cognitively and affectively. Reading program opens windows on the world seen through different eyes.

Table 7 reflects the level of implementation in the reading program reading camp reading program in terms of student achievement & choices.

*Table 7. Level of Implementation of the Reading Program Phil-IRI in terms of Student Achievement & Choices*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>QD</i>
1. Stories and pacing are appropriate.	4.24	0.67	VM
2. Provides options for adapting program and learners improved their reading skills	4.33	0.56	VM
3. Other factors help as much such as reading program which made a lot of difference to the learners' achievement and performance.	4.22	0.63	VM
4. Students' phonics skills improved as well as their vocabulary skills.	4.22	0.59	VM
5. Students' comprehension improved and they enjoy the literature.	4.17	0.68	VM
6. Students develop love for reading and they develop different strategies for words and stories.	4.26	0.61	VM
<b>Mean</b>	<b>4.24</b>	<b>0.46</b>	<b>VM</b>

*Legend: 4.20–5.00 – Very Much (VM) | 3.40–4.19 – Much (M) | 2.60–3.39 – Just Enough (JE) | 1.80–2.59 – Not Much (NM) | 1.00–1.79 – Not At All (NA)*

Table 7 reflects that in terms of the level of implementation in the reading program reading camp reading program particularly on student achievement & choices, it provided options for adapting in the program and learners had improved their reading skills. Selecting materials requires in-depth knowledge: not just of students' backgrounds and learning experiences, but also of their abilities and interests; not just of educational objectives, but of the best practices and range and quality of materials for meeting them. The result implies that reading camp improved student's reading comprehension and the learners enjoy literature while reading. This supports Krashen's notion that reading camp helps teachers to improve learner's achievement and choices. Learners reading shows how extensive reading feeds into improvements in all areas of language competence. If this is true for learners, how much more true for teachers. Regular wide reading can add zest and pleasure to our own use of the language.

Nancie. (2006) further noted that the enjoyment of reading, as well as that of any other human endeavor, requires readiness. The teacher has two responsibilities--to discover the student's previous literary experiences, and to be thoroughly familiar with the problems involved in the development of literary appreciation.

Assuming that the learner has acquired the basic skills of reading in his native language and that he can read in English with some fluency, it is extremely important that his attitude towards reading literature be positive. To achieve this, he must have been introduced to the literary world at a comfortable, uncomplicated level, where the theme was not too unfamiliar and the vocabulary load not an obstacle to comprehension and enjoyment (Motoo, 2013).

The reader must also develop skill in perceiving implied meanings, generalizing, grasping and relating important ideas, anticipating events and predicting outcomes, and recognizing sound patterns and rhythm which evoke sensory images. It is suggested that teachers avoid exhausting every line, crowding materials, lecturing instead of teaching, and spending too much time on historical or social background. Teachers should look out for misinterpretations due to cultural differences, and not assume skills or emotional maturity. Selection and presentation of various literary forms are discussed (Gelpi, 2016).

Table 8 reflects the level of implementation in the reading program reading camp reading program in terms of students' sense of accomplishment.

It can be gleaned from Table 8 that through reading camp program, students who achieving low can achieve higher or even excel if they like to. It can be implied that a slow learner who learns at a pace a little behind others of their age and grade level can actually consider themselves not always learning disabled. However, according to Bamford, (2014), academic subjects are a challenge for them.

Reading camp is one way of helping slow learners. It is one of encouraging slow learners by working with them patiently and by celebrating their successes through reading camp. This reading program for slow readers provide comprehensive, well-organized instructional plans and practice opportunities that permit all children to make sense of reading. Some children begin school with a well-developed understanding of many aspects of reading and become accomplished readers with minimal instruction.

Table 8. *Level of Implementation of the Reading Program Phil-IRI in terms of Students' Sense of Accomplishment*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>QD</i>
1. Students see themselves as readers	4.30	0.66	VM
2. Instilled sense of accomplishment	4.30	0.73	VM
3. Lower achieving students as readers	4.46	0.62	VM
4. Lower achieving students accomplish the objectives of the program implementation.	4.35	0.57	VM
<b>Mean</b>	<b>4.35</b>	<b>0.53</b>	<b>VM</b>

Legend: 4.20–5.00 – Very Much (VM) | 3.40–4.19 – Much (M) | 2.60–3.39 – Just Enough (JE) | 1.80–2.59 – Not Much (NM) | 1.00–1.79 – Not At All (NA)

On the other hand, reading camp as revealed in the study had least effect on making students see themselves as readers or instill themselves a sense of accomplishment. In this case, according to Prowse (2009), reading camp must address not only the existing problems on reading deficiencies of learners in both elementary and secondary levels but further nurture and hone the individual's love of reading thus exposing them to various learning opportunities where reading skills will be enhanced through play, fun games, oral interpretation, videos and other enjoyable activities.

Cameron (2000) further suggested that this summer reading program shall be an outdoor activity, depending on the school situation, facilities and weather condition. Reading helps by helping non-readers read; frustration readers comprehend what they read; develop instructional readers' comprehension skills and improve oral interpretation skills; enhancing the reading abilities of individuals through various literary activities; hone teacher-volunteers' teaching capacities/competencies in teaching reading; recognizing the value of selections read through literary appreciation to wit: verbalizing emotional response, identifying sensory impressions, understanding figurative language, and appreciating poetry/prose works. Reading camp also enhance slow readers' comprehension skills by teaching them how to use their experiences and their knowledge to make sense of what they are reading (Schmidt, 2016).

Table 9 reveals the level of implementation in the reading program Project DEAR (Drop Everything and Read).

Table 9. *Level of Implementation of the Reading Program in terms of Project DEAR (Drop Everything and Read)*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>QD</i>
Some material not appropriate	4.02	0.86	M
Presence of physical movement or manipulatives in the lesson and/or activities which guide or contributed to the program's inappropriateness with kindergarten and elementary learners.			
Writing of program designs/ lessons / activities are adequate	4.15	0.79	M
The writing aspects of the program offers young and older students the training they needed in achieving the desired competencies to meet the K-12 curriculum standards.			
Strong phonics components are observable in the program	4.24	0.67	VM
The phonics aspect of the program is a strength that develops spelling, word knowledge, and vocabulary skills.			
Participants/ learners were consistently satisfied with the intensive phonics component.	4.30	0.63	VM
Teacher-friendly nature	4.43	0.62	VM
The program is easy for teachers to use.			
Practice materials are well organized by type of material and there is a number of choices.			
Ample support for teachers is available. The teacher guides provide help for teaching low, medium, and high learners.	4.43	0.54	VM
The program is flexible and modifiable to meet the needs of students.	4.39	0.58	VM
Program is very comprehensive	4.30	0.59	VM
The program contains supplemental materials to for its implementation. There are adequate supplement for phonics, spelling, grammar, and comprehension to ensure the students receive ample practice.			
Teachers supplement as much as 100% of the time depending on the needs of their students. The program contains materials that enable teachers to ample information for difficult for some "sort through" activities for the learners.	4.39	0.61	VM

Enjoyable literature Many stories are interesting and increase children's desire to seek out additional literature. The literature provided is satisfactory, and the multicultural stories expose students to different people and cultures, increasing student interest and a love for reading.	4.20	0.62	VM
	Mean	4.29	0.45 VM
<i>Legend: 4.20–5.00 – Very Much (VM) / 3.40–4.19 – Much (M) / 2.60–3.39 – Just Enough (JE) / 1.80–2.59 – Not Much (NM) / 1.00–1.79 – Not At All (NA)</i>			

Table 9 reveals that Project DEAR was a teacher-friendly reading program by nature. It implies that the program is easy for teachers to use. Practice materials are well organized by type of material and there is a number of choices.

As Waring, (2000) noted, Project DEAR makes a teacher to be relaxed, friendly, and effectively efficient because the learning situation for students is more fun. The more learners connect with the instructor, the more likely they are to learn. However, I think the key is to set a standard. The challenge is to be relaxed in your teaching style, but make sure students do not mistake that for an "easy assessor". Teaching is always a balance of being fun and engaging yet ensuring delivery of content and maintaining standards of assessment.

According to Rob (2006) teaching a child to read is great. Helping a child to develop a love for reading is even better, because he/ she will more than likely pass that love for reading, on to their own children one day. It is very well documented that students' reading habits are changing. Some may even argue that students are not reading less; they are just reading differently. For example, people are exchanging the traditional books for electronic books. But as teachers, we have observed that many students lack the ability to carry out sustained reading and we have the mandate of helping them to be able to do so. Students were just not doing enough reading whether for pleasure or information. The reasons were many; not being able to choose books at their correct reading levels, not finding things they were interested in or simply not making the time to read.

DEAR time was used to replace the morning assembly three times each week. It made the start to those days so much calmer. Students and teachers along with all other members of staff came to school on those days, went straight to their classrooms or offices and read silently for pleasure for the first twenty minutes of the school day (Prowse, 2014). This goes with the above benefit: the more the students read, the more words they gained exposure to, and these words will inevitably make their way into their everyday vocabulary. Being articulate and well-spoken is a great result of a reading program that any teacher would be proud of. It could even aid in their future career, as those who are well-read, well-spoken and knowledgeable on a variety of topics tend to do better, career wise (Cameron, 2009).

Reading books is also vital for second language learners, as non-native speakers gain exposure to words used in context, which will ameliorate their own speaking and writing fluency. This goes hand-in-hand with the expansion of vocabulary: exposure to published, well-written work has a noted effect on student's own writing, as observing the cadence, fluidity, and writing styles of other authors will invariably influence their own writing.

However, the study also revealed that Project DEAR had some limitations. It was revealed that some of Project DEAR materials were not appropriate to the learners especially the slow ones. Presence of physical movement or manipulatives in the lesson and/or activities which guide or contributed to the program's inappropriateness with kindergarten and elementary learners. This result can be supported by what (Maley, 2008) said that the factors such as word structure, decodability, vocabulary, number of multisyllable words, sentence length and structure, grammar, and complexity are important aspects of an effective reading program.

The teacher-facilitator must therefore evaluate various types of reading materials. Information can come from virtually anywhere — media, blogs, personal experiences, books, journal and magazine articles, expert opinions, encyclopedias, and web pages. A key feature of effective teaching is the selection of instructional materials that meet the needs of students and fit the constraints of the teaching and learning environment (Moses, 2008). There are many pressures for educators to match the audiovisual stimuli of television, computers, and electronic games with which students are experienced. The speed of personal computers and the ease of authoring systems permit instructors to design and customize computer-based audiovisual presentations and to develop computer-based assignments for their students.

The tremendous increases in rates of information transfer, access to the Internet, and posting of materials on the World Wide Web give instructors and students an almost limitless supply of resource material. In addition, the ease of electronic communications between an instructor and students, and among students, provides new opportunities for sharing questions, answers, and discussions during a course. At the same time, there remains a major role for student use of textbooks and for instructional use of demonstrations, films, videos, slides, and overhead transparencies (Gunning, 2000).

Carefully scripted presentations and activities run the risk of emphasizing teacher delivery rather than student learning. Carefully planned and prepared instructional resources sometimes tempt instructors to race ahead and to cover more. The rapid-fire presentations combined with audiovisual overload can tempt students to remain intellectually passive. One way to avoid this is to intersperse activities which assess student understanding and encourage reflection and critical thinking (Moats, 2009).



Table 10 reflects the level of implementation in the reading program remedial reading program Implementation.

Table 10 reveals that all indicators under the remedial reading were very much implemented. The table also shows that in implementing the reading program, the school head asked the researcher’s opinion about reading intervention programs before choosing to implement the remedial reading program in our school.

Table 10. *Level of Implementation of the Reading Program in terms of Remedial Reading*

<i>Indicator</i>		<i>Mean</i>	<i>SD</i>	<i>QD</i>
1.	I was involved in making the decision to implement the remedial reading program in our school.	4.48	0.62	VM
2.	I feel I am able to implement the remedial reading program correctly.	4.41	0.65	VM
3.	I was provided with appropriate training for conducting and implementing the remedial reading program.	4.35	0.71	VM
4.	Teachers at my grade level support the remedial reading program.	4.41	0.69	VM
5.	The principal asked my opinion about reading intervention programs before choosing to implement the remedial reading program in our school.	4.59	0.54	VM
6.	I have had appropriate support since beginning the remedial reading program.	4.48	0.59	VM
7.	My students are transferring what they learn in remedial reading program to when they are reading at other times.	4.52	0.62	VM
8.	Fluent reading praised. Dysfluent reading corrected with model-test.	4.41	0.50	VM
9.	Appropriate question strategies are used. <ul style="list-style-type: none"> <li>• Teacher gets attention.</li> <li>• Teacher asks question.</li> <li>• Teacher gives wait time for individual responses.</li> </ul>	4.39	0.58	VM
10.	Teacher calls on group or individual to respond. I monitor the progress of independent works of learners. I check workbooks regularly. I always see to it that Incorrect answers are corrected.	4.50	0.59	VM
<b>Mean</b>		<b>4.45</b>	<b>0.44</b>	<b>VM</b>

Legend: 4.20–5.00 – Very Much (VM) | 3.40–4.19 – Much (M) | 2.60–3.39 – Just Enough (JE) | 1.80–2.59 – Not Much (NM) | 1.00–1.79 – Not At All (NA)

This result is supported by Scammaca et al.,( 2007) who said that effective reading intervention should contain the following: (1) Phonemic awareness and the teaching of phonics; (2) Decoding and word studies, including the learning of a sight vocabulary; (3) Language development, to include vocabulary development; (4) The explicit teaching of comprehension strategies; (5) Meaningful writing experiences; (6) The development of fluent reading by reading and rereading familiar texts; (7) A wide-range of reading materials; and (8) Opportunities for both guided and independent reading.

This is further supported by Joshi (2014) who claimed that teachers need to ensure that students are given a healthy, balanced diet of literacy activities. However, it is not the remit of the learning support/ resource teacher to deliver all elements cited above. Shared reading, the teaching of subject specific comprehension skills and vocabulary building should all be happening in the mainstream classroom or subject lesson. The task of the learning support teacher is to identify the area of greatest deficit or need. In our experience, the areas of greatest need for the majority of students with reading difficulties are phonic knowledge, word reading and reading fluency.

However, as reflected in the result of the study, it was revealed also that the remedial reading program had least provided the appropriate training for conducting and implementing the remedial reading program. This result implies that in considering the needs of struggling readers, the program must be suitable for very young children, may be wholly inappropriate for older readers.

Additionally, interventions may need to target particular aspects of reading; one student may need help with reading comprehension (for example, an inference training program while another may need explicit teaching of particular phonics. Therefore, teachers need to seek out interventions relevant to their particular context and the individual needs of the student. There is an increasing emphasis on evidence based interventions: interventions where there is research evidence to support the efficacy of the approach, (Brooks, 2007). The goal of remedial reading is to dramatically reduce the number of students who have extreme difficulty learning to read and write.

Remedial Reading is a highly effective short-term intervention of tutoring struggling readers in both an individualized and small group setting. Remedial Reading teachers are highly trained professionals who work closely with students and design prescriptive and strategic instruction to address individual student needs. Once students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, they are released from Remedial Reading but are still monitored closely to ensure academic success.

Table 11 reflects the reading level of pupils.

Table 11. *Reading Level of the Pupils*

	<i>Frequency</i>	<i>Percent</i>
Independent	439	29.84
Instructional	620	42.15
Frustration	363	24.68
Non-reader	49	3.33

Table 11 reveals that after the implementation of the different reading programs ( Phil-IRI, Read-a-Thon, Project DEAR, Reading Camp and Remedial Reading ), 29.84 % became independent readers, 42.15% were instructional readers, 24.68% remain frustration readers and only about 3.33% were still considered and assessed as non-readers. This implies that the reading programs implemented were effective in reducing the number of non-readers in the schools where the programs were implemented. The result shows that the said programs determined its implementation in reducing nonreaders. This means that there were adjustments, effective strategies, and scaffolds utilized by teachers in handling nonreaders; differentiate the teachers' reading adjustments, strategies and scaffolds in teaching nonreaders; and analyze the teaching reading efficiency of nonreaders using effective teaching reading strategies.

Handling nonreaders in order to read and understand better in the lesson is an arduous act, yet; once done with implementation and passion, it yielded a great amount of learning success. Effective teaching practices in handling nonreaders comprised the use of teachers' adjustments, strategies, and scaffolds to establish reading mastery, exposing them to letter sounds, short stories, and the use of follow-up. Variations of reading teachers' nature as: an enabler, a facilitator, a humanist, a behaviorist, and an expert, as regards to their teaching practices, were proven significant to students' reading implementation (Hall, 2014).

The test of significant relationship between the level of implementation in the reading program and pupils' reading level is shown in the next section.

Table 12 presents the relationship between the level of implementation of the reading program and pupils' reading level.

Table 12. *Relationship between the Level of Implementation of the reading Program and Pupils' Reading Level (n = 46)*

<i>Reading Program</i>	<i>r-value</i>	<i>p</i>	<i>Interpretation</i>
Phil-IRI Reading Program	.289	.051	Not Significant
Read-a-Thon Reading Program	.223	.136	Not Significant
Reading Camp Reading Program	.093	.537	Not Significant
Project DEAR (Drop Everything and Read)	.097	.520	Not Significant
Remedial Reading Program	.159	.290	Not Significant

\*. Correlation is significant at the 0.05 level (2-tailed).  
 \*\*. Correlation is significant at the 0.01 level (2-tailed).

It can be gleaned from Table 12 that the reading programs which were implemented in the school like Phil-IRI Reading Program, Read-a-Thon, Reading Camp, Project DEAR, and Remedial Reading Program are not significantly related to the reading level of the learners Padua (2011). This means that learners may need to be exposed to numerous strategies and approaches other than reading programs in order to make them ready, motivated and eager to learn how to read and understand what they have been reading. However, the table reflects that of the five reading programs that were implemented, Reading camp and Project DEAR have the highest p-value compared to Phil-IRI, Read-a-Thon and Remedial Reading. This means that schools may have regularly implemented those two programs as compared to the other programs for reading.

For Phil-IRI, the problem with the learners' understanding of the English language second to their native dialect hinders them from being able to develop a keen sense of understanding of the different concepts and ideas of their reading materials used. There are ample benefits of using mother tongue in education (Padua, 2011). Children learn better and faster in a language they can understand (preventing delays in learning).

This result was supported by the study of Barrows (2006) whose results showed that learners tend to show increased self-esteem and parents' participation is increased. Parents can help with homework and can participate in school activities because the concepts and terminologies are not difficult to them. Studies have reported that when children take advantage of their multilingualism they also enjoy higher socioeconomic status, including higher earnings.

Mother tongue education refers to any form of schooling that makes use of the language or languages that children are most familiar with. This is usually the language that children speak at home with their family. The 'mother tongue' does not have to be the language spoken by the mother. Children can and often speak more than one or even two languages at home. Although there is overwhelming evidence that children learn best in and through their mother tongues, millions of children around the world receive education in a different language (Padua, 2011). This is usually the dominant language of the country they live in.

Children who speak a different language at home than the language in which they are taught at school will by definition become bilingual or multilingual. The degree to which they become bilingual may vary considerably however and depends on the goal of the school program.

The Department of Education implements bilingual education programs that aim at teaching children a second language at no expense to their first language. In such programs equal importance is given to learning in and through both languages and children learn how to take full advantage of their multilingualism and biliteracy (Hurst, 2013). The majority of schools however offer education only in and through one language. Children who are not fluent speakers of the school language may be offered some form of language support or no support at all. The latter is also known as 'sink or swim'.

According to Jenkins (2009), children lose or leave behind their mother tongues and use only the language of the school. A third option,

increasingly popular, are schools which offer bilingual education and which are aimed at bilingualism, but not in any of the languages spoken by the child at home. By this we do not mean that children should be offered education in their mother tongues only. We believe that in today's globalized world, all children benefit from a multilingual education which offers them an opportunity to become fluent in their mother tongues as well as in the official language of the state, and one or more foreign languages, allowing them to pursue higher education, to communicate easily in more than one language, through different media and to contribute meaningfully to society (Jones, 2015).

Overwhelming evidence demonstrates that the best way to achieve this is by educating children in and through their mother tongues, alongside a second and/or third language. Ultimately, mother tongue education is about creating a level playing field, about creating equal opportunities for all, regardless of economic status, ethnic background or geographic location.

Table 13 shows the regression analysis showing the extent of the influence of the reading programs towards the Reading level of pupils

Table 13. Regression Analysis showing the Extent of the Influence of the Reading Programs towards the Reading Level of Pupils

Model	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	Std. Error	Beta		
(Constant)	1.896	1.126		1.685	.100
Phil-IRI Reading Program	.350	.276	.286	1.268	.212
Read-a-Thon Reading Program	.396	.391	.295	1.014	.317
Reading Camp Reading Program	-.086	.263	-.062	-.325	.747
Project DEAR (Drop Everything and Read)	-.339	.373	-.237	-.909	.369
Remedial Reading Program	-.066	.324	-.045	-.204	.840
	R = .336	R Square = .113	F = 1.016	p = 0.421	

Table 13 revealed that's the extent of influence of Phil-IRI Reading Program to the reading level of pupils is 28.60% with the  $p = 0.212$ . This means that there is no significant relationship between Phil-IRI reading program to the reading levels of the learners. One factors that may lead to the result was probably due some factors like intrinsic neurological and cognitive factors within the individual student. Every teacher has had experience with a student who struggles with reading difficulty, despite having a planned reading programs, a dedicated family, a nurturing school environment, average or above-average intelligence, and many economic advantages.

This result can be supported by the study conducted by Morgan (2016) that one of probable reason on learner's inability to read and comprehend is on the neurological factors within the brain that are related to reading problems. This can be supported by Morgan's (2016) brain research which had led to clues about the role of neurological factors that are associated with an individual's reading problem. The brain research shows strong evidence of differences in brain function between poor readers and normal readers (Shaywitz, Morris, & Shaywitz, 2008). The term dyslexia is sometimes used to describe individuals with severe reading disabilities, individuals who acquire reading abilities with extreme difficulty.

Another cause of such problem may be attributed to genetic differences in the brain make learning to read a struggle for children with dyslexia. Luckily, much of our brain development occurs after we are born, when we interact with our environment. Nevertheless, some teaching techniques can actually retrain the brain, especially when the instruction happens early (Shaywitz et al., 2008). The research shows that dyslexia affects different parts of the brain depending upon whether the child uses an alphabet-based writing system (such as English) or a symbolic writing system (such as Chinese). Learning to read in English, an alphabet-based writing system, requires awareness of the sounds of language (phonemic awareness). In contrast, learning to read in Chinese, a symbol-based writing system, requires abilities with pictorial and visual symbols (Hotz, 2008; Siok, Niu, Jin, Perfetti, & Tan, 2008).

When we consider neurological or cognitive factors, we take into account the way in which an individual's brain operates during the process of learning to read. The term cognitive processing refers to the mental activities that an individual uses in learning, such as visual processing, auditory processing, memory abilities, or language related abilities.

Cognitive processing deficits can interfere with the way that students understand information presented to them. For some students with a reading disability, cognitive processing deficits can play a major role. Cognitive processing differences are also recognized in special education law, specifically in the individuals with disabilities education improvement. Students with learning disabilities are identified as having "disorders in psychological processing." Research shows that poor readers display more differences in cognitive processing than good readers (Lerner & Johns, 2012; Shaywitz et al., 2008).

The extent of influence of Read-a-Thon Reading Program to the reading level of pupils is 29.5% with the  $p = .317$ . This implies that there is no significant relationship between Read-a-Thon reading program and the pupil's reading level. This result can be attributed to some environmental factors that are associated with reading disability. Students live and grow in several different environments, and each environment has a strong influence on student desires and abilities to learn. Environments include the student's home environment, school environment, social environment, and cultural environment. Each of these environments can affect a student's reading. This result of the study can be supported by Joshi (2009) whose notion stated that the home is the child's first environment. The child's



home environment can be the foundation for tremendous cognitive growth and development. Studies that compare good and poor readers show that students who experience success are much more likely to have a favorable home environment. Parents can also stimulate their child's love for reading. Parents who read to children, take them to libraries, and buy books as presents teach children to value reading.

Palincsar (2013) further stressed that when children observe parents who are readers, the parents provide a role model for literacy. Further, the parental role continues to be crucial even after the child enters school. Youngsters who experience difficulty learning to read need satisfying family relationships. Parents can alleviate some of the psychological and emotional consequences of reading failure by what they do in the home environment. Parents can provide love, acceptance, and other opportunities for success. Today, many children come from increasingly risk-filled home environments. For example, poverty is a major factor that is related to a child's risk levels in the areas of health, education, emotional welfare, and delinquency. According to Donahue (2010), about 22% of all children are living in poverty. Homes that are weighed down by poverty, family instability, and neighborhoods where violence is commonplace increase the likelihood that children will be at risk for school failure.

Health and emotional problems tend to increase when children live in difficult environments. Poorer mothers are less likely than more affluent mothers to seek prenatal care. Alcohol addiction in parents may affect a child in two ways: the child may be born with fetal alcohol syndrome, and the parent may not have the energy to nurture the child's education. Children who are hungry or homeless have little energy to focus on school. Their overburdened, often undereducated parents and guardians may lack the time and skills to nurture literacy by sharing books with them, encouraging them to do homework, or communicating with their teachers. Some families are able to rise above their problems and provide warm, nurturing places that support education, but the sad fact remains that children born into poor or unstable families are at risk for educational failure. Thus, many family and home environmental causes combine to produce an increased risk for reading problems Donahue. (2007).

The extent of influence of Reading Camp Reading Program to the reading level of pupils is 29.5% with the  $p = .747$ . This means that there is no significant relationship between reading camp and the reading levels of the learners. This result can be attributed to school experiences of the learners which sometimes or even oftentimes may contribute to the learner's lack of motivation to learn reading. At times, even a well-meaning, stable family may not be able to prepare a child for the school situation. Even in affluent neighborhoods, teachers are noticing changes in the home environment, such as an increase in family breakups. School problems are multiplied in less-fortunate settings. As family instability increases, teachers in all schools are instructing at-risk children (Lerner & Johns, 2012).

Some school practices can actually contribute to a child's reading problems. For example, in some cases, teachers might give up entirely on trying to teaching a child to read, and instead simply read everything to the child. During reading time, these children might be expected to sit quietly and do nothing. In such situations, the school system does little to help the child with significant reading problems. In the school environment, students with reading problems do not read as much as students who are good readers. In an extensive line of research, Allington (1986) and Stanovich (1993–1994) compared the time spent and amount of reading in lowachieving and average students. Unskilled readers spent less time reading in school than did average students. Poor readers read only a third as many words as average students in school. Students who already have reading problems are not practicing enough to improve their reading skills (Lerner & Johns, 2012). Students with reading problems often have unsatisfactory relationships with adults in the schools. Studies show that poor achievers tend to be perceived negatively by teachers, paraprofessionals, and principals.

Teachers often identify poor readers as aggressive, lacking self-discipline, and unmotivated. Low achievers receive less praise or acknowledgment from teachers, and they are more likely to be criticized. Instruction that does not meet a student's needs can be an important factor in a reading problem. For example, when immature children are given formal reading instruction before they can profit from it, they may become frustrated and develop reading problems. If children do not receive sufficient instruction in critical skills, they may fail in the initial stages of learning to read. For example, research demonstrates that an important link exists between phonemic awareness and early reading. If children do not develop the critical skill of phonemic awareness by first grade, their reading in all of the following grades is affected. Finally, low-achieving students often do not read enough to become better readers (Blachman, Tangel, & Ball, 2004). Although students with reading problems are a challenge to teach, they still must be provided with the best instruction possible. Many of the suggestions provided in this book can help youngsters with reading problems break the cycle of reading failure and help them learn to love reading.

Successful interactions with friends provide students with many satisfactions and opportunities to gain confidence in themselves. Many students with reading problems, however, also have social difficulties. These students have difficulty making friends, have problems interacting with others, and do not understand the nuances of social situations. A sizable body of evidence shows that social unpopularity tends to accompany school failure. Poor achievers often are rejected or ignored by classmates and are uninvolved in extracurricular activities (Lavoie, 2007).

When children develop typically, they learn social skills in a casual and informal manner. Through many incidental experiences, they learn appropriate ways of acting with people—what to say, how to behave, and how to give and take in a social situation. Students with reading and social problems, however, may not be sensitive to social nuances, and they may be unaware of how others interpret their behavior. Further, in contrast to normal achievers, low-achieving students tend to overestimate their own popularity. They seem unable to recognize their own social shortcomings and have difficulty relating to peers in a social setting. Often, students with reading and

social problems may be unable to accommodate themselves to another person's point of view. Their chances for successful social interaction with peers are reduced because they fail to consider the needs of other people.

The extent of influence of Project DEAR (Drop Everything and Read) to the reading level of pupils is -23.7% with the  $p = .369$ . This means that there is no significant relationship between Project DEAR and the reading levels of the learners. This could mean that cultural environment could be a determining factor in the successful reading skill progress of learners. This supports Lambert's (2017) notion that students in schools who come from diverse cultural and linguistic populations have the greatest challenges that schools face in providing an excellent and effective reading program to students of all cultures, whatever their geographical origin, socioeconomic status, or language.

Because significant numbers of many families live below a specified poverty level, teachers need to be aware of the possible effects of poverty on students' academic performance. A recent study shows that poverty can take a toll on the brain development of children, leading to learning disabilities as well as behavior and emotional problems (Action for Children, 2008). Although individuals with incomes below the poverty level come from diverse backgrounds, they tend to have certain similarities.

Parents are likely to have less energy to devote to their children's development if they are necessarily concerned with basic survival needs. Often, children from these families must care for themselves at a young age and may come to school with relatively limited background experiences (Ortiz, 2007). Cultural differences, particularly those arising from a culture of poverty, may lead to intense suspicion and discomfort toward individuals perceived to be in the dominant culture (Lerner & Johns, 2012).

These generalizations do not, of course, hold true for all low-income students. In many poor families, education is cherished, the values of the school are upheld, and family members are encouraged to read and achieve. The opportunity to progress from poverty to economic security is a fundamental promise of democratic nations.

Failing readers, particularly if they have a long history of failure, often have accompanying emotional problems that impede reading. Emotional problems tend to increase as a youngster moves up through the elementary years and enters adolescence. Sometimes it is hard to determine whether a reading problem is the result of an underlying emotional disorder or if emotional problems have developed because of a reading disability. Often, a constructive approach is to help the student experience success in reading, and this success in turn becomes a kind of therapy. A therapeutic approach to the teaching of reading can build confidence, establish self-esteem, and capture the pupil's interest. However, students with severe emotional disorders may need psychotherapy or counseling (Silver, 2006).

Students react to having reading problems in different ways. Although some failing readers seem to have little evidence of emotional reactions, many display a variety of emotional reactions. One helpful informal assessment measure that can be used by teachers is the sentence completion activity. Occasionally, teachers may need to refer a student to mental health specialists (such as psychiatrists, psychologists, or social workers) for further evaluation and possible psychotherapy or counseling. Such referrals are needed when emotional problems are so severe that they interfere with reading progress to the extent that the student achieves little growth over an extended period of instruction Donahue. (2007).

The extent of influence of Remedial Reading Program to the reading level of pupils is -20.4% with the  $p = .840$ . It means that there is no significant relationship between Remedial Reading program to the reading levels of the learners. This implies that there is no association between the changes in the reading programs and the shifts in the reading level of the pupils. There is insufficient evidence to conclude that there is an effect at the population level.

Such result may be attributed to the intelligence and intellectual factors of the students. A student's intelligence may provide an estimate of his or her ability to learn. Teachers have long noted a variation in their students' response to reading instruction: One student grasps the lesson quickly, another student learns the lesson in an unusual or unique way, and a third student has great difficulty catching on. This variation is often attributed to "intelligence" (Morris et al., 2012). Students' ability to express and receive thoughts through oral language provides the foundation for reading; in other words, reading is based on language development. It is therefore not surprising that reading is an integral part of the language system of literate societies. Some students with reading problems have underlying problems with language (Dimiro, 2006).

This can be further supported by several studies on language system of every learner. Language is an integrated system linking the oral language forms of listening and talking to the written language forms of reading and writing. As children mature, language plays an increasingly important part in the development of thinking and the ability to grasp meaning. Words become symbols for objects, classes of objects, and ideas Donahue. (2007).

As children gain competence using language in one form, they also build knowledge and experience with the underlying language system, and this learning carries over to learning language in another form. Oral language provides a knowledge base for reading and writing. Similarly, practice in writing improves both reading and oral language. Oral language problems can contribute to reading disability. About 8% of children fail to develop speech and language at the expected age (Tallal, Miller, Jenkins, & Merzenich, 2007).

Children who have delayed speech and language development often experience problems in reading. According to Merzenich (2007), at times a student may appear to have poor language abilities because he or she engages in little conversation or gives one-word replies to questions. However, oral expressive language can be influenced by a student's comfort level. Therefore, teachers must consider the

student's language abilities in both receptive and expressive language.

Finally, reading is an integral part of the language system. Underlying problems with language can affect the ability to read. Two types of language problems are speech problems and language disorders. Speech Problems. Children display three kinds of speech problems: articulation problems (the inaccurate production of sounds), voice disorders (improper pitch or intonation), and stuttering (breath or rhythm problems). Although low-achieving readers have a somewhat higher incidence of speech problems, these problems do not necessarily lead to reading problems Adams (2011). Nevertheless, students who exhibit speech difficulties should be referred to a speech-language specialist for further evaluation and, if needed, therapy. If a speech problem is noted, hearing acuity should be tested, because sometimes a hearing impairment is the cause of a speech problem. Students with speech problems can be embarrassed when asked to read orally, and therefore oral reading should be avoided for them.

Language disorders refer to the slow or atypical development of receptive and expressive oral language. The child with a language delay is slow at talking and poor in vocabulary development and may have difficulty learning to formulate sentences. Language delay is often a forerunner of later difficulty in reading. If a reading teacher suspects an underlying language disorder, a speech-language specialist can provide further evaluation and treatment. Some children with language delays have difficulty with rapid automatized naming; that is, they cannot quickly and automatically name objects and are slow with word finding. For example, when given the task of naming pictures as they are shown, these children cannot rapidly produce the names of the pictures. A slowness in word finding and naming is an accurate predictor of later reading disabilities. Slowness in naming is probably due to memory retrieval problems that make accessing verbal and phonological information difficult (de Jong & Vrieling, 2004; German, 2001).

Summary table of all the reading programs is shown below.

*Table 14. Summary Table of all Reading Programs*

<i>Reading Program</i>	<i>Quantitative Description</i>	<i>Average Mean</i>
Phil-IRI	Very Much Implemented	4.290
Read-a-thon	Very Much Implemented	4.285
Reading Camp	Very Much Implemented	4.284
Remedial Reading	Very Much Implemented	4.350
Project DEAR	Very Much Implemented	4.290
Over-all		4.2998

*Legend: 4.20–5.00 – Very Much (VM) | 3.40–4.19 – Much (M) | 2.60–3.39 – Just Enough (JE) | 1.80–2.59 – Not Much (NM) | 1.00–1.79 – Not At All (NA)*

It can be gleaned from Table 14 that all reading programs were much implemented in the schools. This means that schools administrators, teachers, and learners were working collaboratively in maintaining and sustaining the reading program. The ability to see clearly is critical to the reading process. However, the relationship between reading and vision is complicated. A particular visual impairment may impede reading in one individual, but another person with a similar problem may be able to read effectively. Several types of visual impairment are of concern to the reading teacher. These impairments include myopia, hyperopia, astigmatism, binocular vision problems, and color perception.

Students with reading problems should be screened for possible visual difficulties. An adequate visual screening should at least test nearsightedness, farsightedness, and binocular visual functioning. As with the hearing tests that are used by the reading teacher, visual tests given by schools or teachers are intended only for screening purposes.

Several reasons have been suggested for more boys than girls being identified with reading disabilities: Boys mature physically later than girls. At the age of beginning reading instruction, boys may not have developed certain skills that aid in reading, such as the ability to pay attention and the ability to manage pencils and books. The school environment may affect boys and girls differently Adams, C. (2011).

Good physical health is also an important basic condition for learning. The pupil who is listless, tires easily, and cannot maintain attention may have an underlying medical problem. Prolonged illness, especially if accompanied by high fevers and long periods of absence from school, can also contribute to a reading problem.

General Health and Nutrition. Nutrient deficiency in infancy or early childhood has been shown to result in anatomical and biochemical changes in the brain Bender, W. (2006). Early malnutrition impairs growth, both of the body in general and of the central nervous system in particular.

Table 15 shows the level of effectiveness in the implementation of Reading Programs in different context.

Table 15 shows the Summary Table on the level of Effectiveness in the Reading Program in different context. It can generally inferred that in the different contexts like: (1) Phil-IRI; (2) Readathon; (3) Reading Camp; (4) Remedial Reading; and (5) Project DEAR were very effective in improving achievements of the learners.

The table revealed that reading programs is a “follow-up or remediation” to address the problem on the very low reading comprehension level of pupils. It caters to the needs of individual pupils. This means that the different levels of the pupils' performance must be classified and grouped according to their abilities.

Table 15. *Summary Table on the Level of Effectiveness in the Utilization of Reading Programs in Different Context*

Reading Program Context	Weighted Mean	Standard Deviation	Qualitative Description
Phil-IRI	4.290	0.03	Very Effective
Readathon	4.285	0.05	Very Effective
Reading Camp	4.284	0.02	Very Effective
Remedial Reading	4.350	0.08	Very Effective
Project DEAR	4.290	0.03	Very Effective
Over-all	4.299	0.04	Very Effective

The importance of the reading program is to develop the reading skills of the pupils, reduce the number of non-readers, help children build their interest in reading and encourage them to read and love books. Students who read a lot and who understand what they read usually get good grades. A lot of support for interventions can be found in looking through several peer-reviewed journal articles. No interventions in the studies show a negative impact on students, although the demographics, interventions, research methods, and quality of the articles vary. In fact, many interventions show a positive effect on all types of students, especially those who are struggling readers. "It is easier to prevent reading difficulties in the early grades before they emerge than to try and remediate them after they become entrenched and intractable" (Coyne, Zipoli, & Ruby, 2006). Response to Intervention models have been found to increase school-aged student achievement relative to control conditions with an effect size (Tran, Sanchez, Arellano, & Swanson, 2011).

Table 16 shows the level of achievement of pupils in Araling Panlipunan

Table 16. *Level of Achievement of Elementary Grades Pupils in Araling Panlipunan*

Grade Level	Weighted Mean	Standard Deviation	Qualitative Description
Grade 1	83.369	2.194	Satisfactory
Grade 2	83.789	2.016	Satisfactory
Grade 3	83.579	2.479	Satisfactory
Grade 4	83.643	2.032	Satisfactory
Grade 5	84.213	2.921	Satisfactory
Grade 6	83.654	2.543	Satisfactory
Total	83.708	2.364	Satisfactory

It was revealed in Table 16 that all pupils of Grades 1 to 6 achieved a satisfactory level of performance (highest in Grade 5 followed by Grades 6 and 3). The satisfactory performance of pupils could be attributed to the fact there are so many factors that may affect pupil achievement aside from the type of reading intervention programs and the teaching strategies used by the teacher. This could mean that pupils exposed to reading interventions and those who are not could achieve comparatively in their studies. Focused effort in a school is important if school-wide teaching and student learning are to improve. Reading is vital in the life of every student. It is germane to academic performance of students. Imbibing reading habits will help them become lifelong learners. Some learners are not used to their time for reading and they purposely read for examination, self-development and for developments of spoken and written.

Many of the learners mostly read notebooks, textbooks and electronic resources. The reading habits effects the academic performance of students. Students should be encouraged by their lectures to read different information resources other than their notebooks and handouts, they should have a blueprint of their time schedule for reading and also academic institutions should monitor use of social media, so that students will meticulously use it for educational purposes.

Reading is the fundamental process of learning. It is the practice of comprehending and acquiring knowledge for personal growth and development. It is an essential process that aids the conception of thoughts and knowledge in ones chosen field of study or specialization.

The ability to read is at the heart of self-education and lifelong learning and that it is an art capable of transforming life and society. Therefore, for students in tertiary institutions to perform well in their academic pursuit, reading is the basis to effective learning. Reading habits will enable students to have effective study skills, knowledge of different information resources, and effective retention capacity. Reading is an essential tool for knowledge transfer and the habit of reading is an academic activity that increases skills in reading strategies. Thereof, cultivating reading habits is tantamount to students' academic performance.

The academic success of learners is likely a multidimensional phenomenon that includes languages proficiency, learning, study strategies and certain personal characteristics. And this could be achieve when one imbibe a good reading habits which will make him/her a lifelong learner. Early imbibing of reading habits is an essential skill necessary in the acquisition of knowledge which is highly demanding in the life of every student in the academic environment.

Table 17 shows the data on test for significant difference on the Level of Implementation in the Reading Programs in terms of Phil-IRI.

Table 17. *Test for Significance on the Level of Effectiveness in the Implementation Reading Programs in terms of Phil-IRI*

Source	df	SS	MS	F	p-value	Remarks
Phil-IRI	5	379.8	78.56	203.72	0.000	Significant
Error	355	145.4	0.38			
Total	369	533.2				

Level of Significance:  $\alpha = 0.05$

The data in Table 17 showed that with the level of significance set at  $\alpha = 0.05$ , the level of effectiveness in the implementation of Reading Programs through Phil-IRI is significant ( $F=203.72$ ,  $p\text{-value}=0.000$ ).

The table showed that there is a significant relationship on the use of Phil-IRI Reading Program to the academic achievement of pupils in Araling Panlipunan. This implies that The Phil-IRI is used as a classroom-based assessment tool aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension. These three types of assessment aim to determine the learner's independent, instructional and frustration levels. The Phil-IRI data shall also serve as one of the bases in planning, designing/redesigning the reading instruction of the teachers and the school's reading programs or activities to improve the overall school's reading performance.

Literacy is one of the most fundamental skills a child can learn. Reading is the foundation for all academic learning. Learning to read, write and count is crucial to a child's success in school and in later life. Literacy improvement is one of the priorities of the Department of Education (DepEd). It is anchored on the flagship program of the Department: "Every Child A Reader Program," which aims to make every Filipino child a reader and a writer at his/her grade level.

The Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool is aimed to be used as a classroom-based assessment tool to measure and describe students' reading performance. Information gathered from the assessment can help classroom teachers design and provide appropriate reading instruction for their students. This diagnostic approach to describing how children read embraces inclusionary principles that emphasize the need for education that is learner-oriented, responsive and culturally sensitive. At the school level, the information from Phil-IRI assessment will help school heads plan for appropriate school reading programs or activities for improved student learning outcomes. Informal reading inventories are designed to provide greater insight into an individual learner's reading level vis-a-vis a specific passage in order to allow teachers to customize instruction to the needs of their students (Rutledge, 1998). The underlying assumption is that an approximation of a student's literacy abilities is best shown through his/her performance in actual reading and writing tasks. This is in contrast to formal reading tests that are standardized and often conducted for the purpose of comparing a student's performance with that of others (Weaver, 2014).

Table 18 presents the test for significant relationship on the level of effectiveness in the Reading Program in terms of Read-a-Thon.

Table 18. *Test for Significance on the Level of Implementation in the utilization of Reading Program in terms of Read-a-Thon*

Source	df	SS	MS	F	p-value	Remarks
Read-a-Thon	5	259.7	49.97	141.59	0.000	Significant
Error	354	126.3	0.35			
Total	359	354.8				

Level of Significance:  $\alpha = 0.05$

Table 18 shows the Test for significance on the Level of Effectiveness in the Reading Program in terms of using or implementing. It revealed that there is a significant relationship between the use of Readathon reading intervention and the academic achievement of pupils. Readathon is vital in the achievement of learners. It is an effective means to assimilate and comprehend knowledge for imbibing reading habits of students to a more responsible and independent reading. Therefore to be highly focus, versatile and knowledgeable in the course of reading; students need to be motivated and encouraged by their teachers to read different information resources other than their notebooks and handouts so as to be exposed to diverge and broader views to knowledge. They should be encouraged to have a blueprint of their time schedule for reading.

This supports Rashotte (2001) idea that those students who were instructed with Read-a-thon reading intervention showed a statistical significance in phonetic decoding and sight word. Furthermore, fluency and comprehension resulted in statistical significance in both groups. This result also supported the idea and findings of Torgesen (2006) who examined Read-a-thon's implementation with third-grade learners. The study found significant effects of Read-a-thon in phonetic decoding and sight word efficiency. When Torgesen et al. (2006) examined the effects of fluency, they found no statistical significance in that area. Further when comprehension was examined, the researchers did not find statistical significant effects in that area.

Read-a-thon is a substantial reading program to examine with more studies because it was a program that was created for learners in special education (FCRR, 2009). Furthermore, its scope of use is typically with struggling readers who are 2 or more years behind in their reading level who are in special education or English language learners (USDE, 2009). The FCRR (2009) found that in a sample of learners who were intervening with Read-a-thon, 53% were in special education. Hence, they also found that many of these struggling

readers made significant gains in their reading skills (FCRR, 2009). Nevertheless, the National Reading Panel (n.d.) explained that learning separate reading skills may not be helpful or effective in overall reading achievement.

Furthermore, in both of the studies conducted on Read-a-thon in which met evidence standards, neither of them examined the effects of Read-a-thon on general reading achievement (USDE, 2009). In addition, no study has surveyed teachers' attitudes on the implementation of the program (FCRR, 2009; USDE, 2009). Duncan-Owens (2009) has noted that it is the teacher who is the critical component behind any commercial reading program more so than the specific instructional methodologies.

Table 19 presents the Test for significance on the Level of Implementation in the Reading Program in terms of Reading Camp.

Table 19. *Test for Significance on the Level of Implementation in the Reading Program in terms of Reading Camp*

Source	df	SS	MS	F	p-value	Remarks
Reading Camp	5	440.27	86.06	486.39	0.000	Significant
Error	344	63.53	0.18			
Total	359	482.91				

*Level of Significance:  $\alpha = 0.05$*

Table 19 shows the Test for significance on the Level of Implementation in the utilization of Reading Program in terms of Reading Camp. The table shows that there was a significant relationship between Reading Camp and the academic achievement of the pupils. This findings supports Kamil (2008) notion that reading camp promote the benefits of reading to enhance the individual's personal growth and knowledge as well as to better their life, promote the importance of growing literacy of learners, increase the availability of books through the concept of a library, and generate excitement and enthusiasm that would translate into more reading. Reading camp when paired with a reward system, act as motivation for the learners to read more, both in the classroom and outside of it. It creates an opportunity for teachers to work with parents to instill good reading habits at home. This can provide the base they need for a life-long love of reading.

When parents are involved in their children's education at home, they do better in school. And when parents are involved in school, children go farther in school and the schools they go to are better. Readers must employ a rate of reading that is appropriate to the task (i.e., neither too fast nor too slow) in order to facilitate comprehension. Of course, the brain must process information that is reasonably accurate in order for comprehension to occur. Thus, comprehension is impaired or limited by reading too fast, too slow, or inaccurately and is facilitated by reading at the appropriate rate for the task with reasonable accuracy. In other words, fluent reading assists comprehension.

To be considered on level in fluency, students should be able to read aloud an unrehearsed passage (i.e., either narrative or expository, fiction or non-fiction, and perhaps 200 to 300 words in length) from a grade-level text with at least 95% accuracy in word reading. As students read aloud, their reading should sound as effortless as if they were speaking (Hasbrouck & Glaser, 2012). If teachers time students reading orally for 1 min and count the errors made during that period, they should expect to see a score of approximately 150 words or more correct for students, at least by the end of the year when the students have had a chance to benefit from a year's worth of practice and experience at that grade level (Hasbrouck & Tindal, 2006).

It is likely that students have not acquired sufficient fluency skills if the words-correct-per-minute score is less than 150; accuracy on the entire passage is below 95%; and reading is halting, labored, or oddly paced. Students may also be struggling with other reading issues such as vocabulary, word recognition, or decoding. Poor fluency indicates that there may be a reading problem, but what is causing the problem cannot be known until further assessment is completed (Hasbrouck, 2010). Note: It is sufficient for students to read unpracticed, grade-level text at the 50th percentile of oral reading fluency norms (Hasbrouck, 2006); teachers do not need to have students read faster because there is no evidence that reading faster than the 50th percentile increases comprehension.

Students who read fluently with appropriate prosody tend to have adequate comprehension (Kuhn, Schwanenflugel, & Meisinger, 2010). There are students who are accurate word callers but read with no prosody and limited comprehension. Reading with prosody, as evidenced by appropriate phrasing and emphasis on accurate word reading as well as pausing and stopping appropriately, indicates an understanding of the passage.

It must be noted that it is very difficult to achieve significant improvement in the fluency of secondary students with reading disabilities (Scammacca et al., 2007; Torgesen et al., 2007; Vaughn & Fletcher, 2012). However, with a well implemented, targeted intervention, adolescents can make significant gains in fluency (Hasbrouck, Innot & Rogers, 1999).

Therefore, it is important that secondary teachers are aware of technology (e.g., recorded books, computer programs) that can support students in accessing the curriculum. Teachers must instruct students to use technology to ensure that students continue to develop vocabulary and content knowledge and that they not be limited only to material they can read fluently.

Table 20 presents the Test for significance on the Level of Implementation in the implementation of reading program in terms of remedial reading.

Table 20. *Test for Significance on the Level of Implementation in the Reading Program in terms of Remedial Reading*

Source	df	SS	MS	F	p-value	Remarks
Remedial Reading	5	402.21	80.3	336.95	.000	Significant
Error	354	83.38	0.24			
Total	369	475.78				

Level of Significance:  $\alpha = 0.05$

Table 20 shows the Test for significance on the level of implementation in the implementation of reading program in terms of remedial reading. It revealed that an effective remedial reading program is one that is directed by a highly trained remedial instructor and has gained the cooperation and support of teachers, administrators, and parents. The implementation of such a program is achieved only by long range planning in which everyone involved is made cognizant of the aims and objectives of the program.

A remedial reading program is developed when a need for it exists. Teachers may experience a need for a special reading program as a result of meeting with failure in instructing certain learners by conventional methods. Administrators may feel a need for a remedial reading program after studying comprehensive plans to improve classroom instruction in reading. Encountering the demands of a technological age, the public may express a desire for such a program. Nevertheless, once the need is established, the good school system takes immediate action.

This implies that an effective remedial reading program is one that is directed by a highly trained remedial instructor and has gained the cooperation and support of teachers, administrators, and parents. The effectiveness of such a program is achieved only by long range planning in which everyone involved is made cognizant of the aims and objectives of the program. This supported the notions of Nederveld (2011) that remedial reading program is developed when a need for it exists.

Teachers may experience a need for a special reading program as a result of meeting with failure in instructing certain students by conventional methods. Administrators may feel a need for a remedial reading program after studying comprehensive plans to improve classroom instruction in reading. Encountering the demands of a technological age, the public may express a desire for such a program. Nevertheless, once the need is established, the good school system takes immediate action.

The remedial teacher is concerned with creating a desirable climate in which the program can begin. While it is necessary to inform the teachers of the specific goals and objectives of the program, it is also important to establish good relations with them. The remedial teacher might strive to accomplish this through a meeting, designed to introduce the program to the faculty. At the meeting, the remedial teacher herself, or perhaps a visiting consultant in reading, would acquaint the faculty with the goals of a remedial program, the criteria by which students are selected, the methods and materials utilized in the program. Teachers would also be familiarized with their duties with respect to the program.

Table 21 presents the test for significance on the level of effectiveness in the implementation of reading program in terms of Project DEAR.

It means that Project DEAR (Drop Everything and Read) provided learners with much more than a just-sit-there-and-read experience. It gives the teacher a structured time to touch base with each learner over a period of time, assess progress, and target instruction. Even more important, it gives learners time to read what they want to read, share what they've read, and receive the support they need for further reading explorations and reflections.

Table 21. *Test for Significance on the Level of Implementation in the Utilization of Program in terms of Project DEAR*

Source	df	SS	MS	F	p-value	Remarks
Project DEAR	5	261.95	52.39	242.86	0.000	Significant
Error	354	76.37	0.22			
Total	359	338.32				

Level of Significance:  $\alpha = 0.05$

This further supported Dewey's (1938) notion that the teacher is a guide in learners' education. Learners learn by experiences, and teachers can help them by using their previous experiences as a strength from which to work as well as by using a variety of learning styles to accommodate the needs of the learners (Dewey, 1938). As Dewey envisioned it, learners gain knowledge through experiences, past and present. Through hands-on experience, the learner would process learning into knowledge. Dewey was a proponent of learners being active in their classroom and education. For example, when the schools began teaching home skills, he had criticisms, but he also saw the merits of this as it kept children active and engaged in their learning and eager to participate, as opposed to being docile and passively listening to lessons (Dewey, 1938).

The result also supported Foertsch (2009) ideas that through Project DEAR, learners learn best in a community of learners in a safe environment; when reading, writing, speaking, and listening occur across the curriculum; when literacy instruction blends demonstration and explanation, guided and independent practice, teacher and learner support, individual pursuits, learner choices, and teacher direction; and when learning is learner-centered, with hands, minds, and hearts engaged.

Kolb (1984) believed that education is built upon previous experiences and individual learning styles. He asserted that previous experiences make up a variety of knowledge. Similar to Dewey, Kolb contended that Project DEAR is the process that takes place when social knowledge and personal knowledge are fused together to create learning. The difference between the two types of knowledge is that social knowledge is comprised of cultural experiences in an individual's life, while personal knowledge is the individual's life experiences, which Kolb believed is more objective. Kolb believed that "knowledge results from the transaction between these objective and subjective experiences in a process called learning".

Kolb (1984) also noted that knowing and understanding an individual's learning style assist the learners in learning, which can be crucial in reading instruction. He pointed out that learning to fit each individual is not random but is needed to create a well-rounded individual. He explained, "It appears that the physiological structures that govern learning allow for the emergence of unique individual adaptive processes that tend to emphasize some adaptive orientations over others"). He did not believe this process is random, as he asserted, "When the matter is viewed from an evolutionary perspective, there appears to be good reason for this variability and individuality in human learning processes".

Table 22 presents the test of relationship between the pupil's achievement in Araling Panlipunan and the level of implementation of reading program.

Table 22. *Test for Relationship between the Pupils's Academic Achievement in Araling Panlipunan and the Level of Implementation of the Reading Programs*

Reading Program	r	p-value	Remarks
Phil-IRI	-0.179	0.000	Significant
Readathon	-0.117	0.000	Significant
Reading Camp	-0.164	0.000	Significant
Remedial Reading	-0.126	0.000	Significant
Project DEAR	-0.136	0.000	Significant

Level of Significance:  $\alpha = 0.05$

Table 22 divulged that all the interventions in implementing the reading program were significant; Phil-IRI ( $r = -0.179$ ,  $p\text{-value} = 0.000$ ), Readathon ( $r = -0.117$ ,  $p\text{-value} = 0.000$ ), Reading Camp ( $r = -0.164$ ,  $p\text{-value} = 0.000$ ), Remedial Reading ( $r = -0.126$ ,  $p\text{-value} = 0.000$ ) and Project DEAR ( $r = -0.136$ ,  $p\text{-value} = 0.000$ ). Hence, pupil's achievement has no relation to the level of effectiveness on the implementation of reading programs.

The result implies that the implementation of reading programs in terms of Phil-IRI, Readathon, Reading Camp, Remedial Reading, and Project DEAR had a significant relationship to the academic achievement of learners in Araling Panlipunan. This can be attributed to the fact that whether teachers implemented the reading programs or other forms of pedagogical approaches, the result could be considered comparable to the other teaching pedagogies and techniques. There are a lot of other factors that may influence student performance or achievement.

Teaching is a complex craft. In some ways, it is impossible to capture in a page or two the sophistication of what good teaching do. In explicit teaching, teachers strive to motivate and engage all their pupils in learning rather than simply accepting that some pupils cannot be engaged and are destined to do poorly. They believe every pupil is capable of achieving success at school and they do all they can to find ways of making each pupil successful. Explicit teaching encourages teachers to have high expectations of pupils in terms of both their standard of learning and their behaviour, and they help their pupils meet those expectations. They also have high expectations of themselves and their own learning. In explicit teaching, teachers personalise the learning for their pupils. They understand that pupils develop at different rates and that in every classroom there will be a range of pupil abilities and aptitudes. They accommodate the different needs of pupils in their class rather than pitch their teaching to the middle, letting some pupils be bored while others struggle or are unable to do the work.

It is crucial that teachers are thoughtful about which words deserve valuable instructional time; they must determine which words they should directly teach to students how to read and which words students can independently learn. Ebbers and Hougen (2014) recommended that, when possible, teachers select academic words that are unique to their content and words that occur across all subject areas. In other words, teachers should teach discipline-specific words like amoeba, hypotenuse, and allegory—words that flow from their texts. These are called Tier 3 words, or bricks of meaning. Also, to support general academic growth, teachers should teach Tier 2 words—words that occur in many school texts. These words are the scholarly mortar that fills the spaces between the bricks in academic texts—words like demonstrate, diminish, and extrapolate. While selecting words to teach, teachers should strive to choose words that belong to a large morphological family. A morphological family is a set of words, such as vapor, evaporate, evaporation, vaporize, and evaporative, that share the same base. In contrast, teachers should consider the lonely isolation of mistletoe and umbrella, which are not bolstered by several morphologically related words. Readers tend to read words more quickly and more accurately if they belong to a fairly large and semantically tight morphological family (Carlisle & Katz, 2006). Readers access such words more readily because they appear to reinforce each other in the mind.

In addition, teachers should consider teaching the linguistic concept of multiple meanings, or polysemy, to all students. Words that convey more than one meaning may be particularly problematic for language learners (Snow & Kim, 2007; Stahl, 1999). For example, power has several meanings and applications. How is it used in math? In science? In everyday speech? (Ebberts & Hougen, 2014). Archer & Hughes (2011) suggested selecting words that are (a) unknown; (b) important for understanding the text; (c) likely to be heard, read, written, and spoken in the future; (d) difficult to learn and need interpretation (i.e., unknown or complex concepts); (e) abstract; and (f) difficult to pronounce. Strategies were summarizing, self-questioning, story structure instruction, graphic and semantic organizers, and comprehension monitoring (Dole et al., 1991; Solis et al., 2012). Recently, the importance of teaching students to read disciplinary texts (i.e., science, mathematics, English/language arts, and social studies/history) has been emphasized (Fang, 2012; Jetton & Shanahan, 2012; Lee & Spratley, 2010; Moje, 2008; Schoenbach, Greenleaf, & Murphy, 2012; Shanahan, 2012; Shanahan & Shanahan, 2008). Each discipline uses language in unique ways and requires different perspectives in order to arrive at deep understandings of the texts.

## Conclusions

Based on the findings of the study, the following conclusions were drawn:

Schools in Valencia City District V were very much implementing the Reading Programs such Phil-IRI, Read-a-Thon, Reading camp, Project DEAR and Remedial Reading.

The pupils under the reading program only have a satisfactory academic achievement. Therefore, the satisfactory performance of pupils could be attributed to the fact there are so many factors that may affect pupil achievement aside from the type of reading intervention programs and the teaching strategies used by the teacher.

The implementation of the reading programs does not have a relationship to the reading level of the learners.

The level of effectiveness of the implementation of Reading Programs through Phil-IRI, Readathon, Reading Camp, Remedial Reading, and Project DEAR is significantly related to the academic achievement of the learners.

The following are the recommendations offered:

The school heads may unite the entire staff in support of a collective vision of reading instruction. The school principal may thoroughly understand the elements of a research-based reading program and may establish a school culture that values effective, research-based, proven practices.

The school heads may be more responsible for marshalling resources, providing time, and staying the course. The school leadership must be “heroic,” able to resist the many forces that may inhibit implementation of an effective reading program. The school principal needs to identify other leaders and use their expertise to build a solid leadership team. This team will be essential to successful reading program implementation.

Teachers may learn deeply the theoretical underpinnings of the teaching approach, which is the traditional workshop and consists of readings, lecture, discussion, and interaction. Because reading instruction is complex and because research-based reading practices have not been the norm in many schools, teachers learn the necessary knowledge and expertise in the different reading programs. They need the best possible instructional tools.

Stakeholders may help in designing, implementing, and sustaining an effective reading program. It requires well-designed and ongoing professional development to equip educators with the knowledge base they need for effective reading instruction; it requires the selection of appropriate tools that are tightly linked to the research; and, finally, it requires support systems initiated by the local leadership to ensure smooth implementation and enduring effects. They must learn the key information to know about supporting the school’s efforts to improve student reading outcomes; collaborate with school leaders to identify the variables they can influence which can make a difference in student outcomes;• advocate at the community and national government levels for systems supports-policies, priorities, training, and resources which will support improved reading outcomes; and support and promote the improvement agenda of the schools and the Department of Education in general.

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