

Bridging Reading Gaps: Analyzing the Impact of the National Reading Program on Grade 1 to 3 Learners in Kiliog Elementary School

Richelle P. Bete

Xavier University – Ateneo de Cagayan, Cagayan de Oro City, Philippines

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ABSTRACT

This study investigates the impact of the National Reading Program (NRP) on the reading proficiency of Grade 1 to 3 learners at Kiliog Elementary School. Utilizing the Comprehensive Rapid Literacy Assessment (CRLA), the research analyzed pre-test and post-test scores to evaluate learner progress in reading comprehension, fluency, and vocabulary. The findings revealed statistically significant improvements across all domains, affirming the effectiveness of the NRP's structured and daily interventions. In addition to quantitative data, the study explored implementation challenges such as time constraints, limited resources, large class sizes, and insufficient training support, which affected program delivery. Teachers' recommendations for enhancing the program emphasized the importance of sustained professional development, stronger community and parental engagement, and the provision of adequate reading materials.

The study concludes that while the NRP has made notable contributions to early-grade literacy development, its full potential can only be realized through systemic support and collaborative efforts. These findings contribute valuable insights for education stakeholders aiming to refine early literacy policies and ensure more equitable access to reading interventions in public schools.

Keywords: National Reading Program, reading proficiency, early-grade learners, Comprehensive Rapid Literacy Assessment, literacy intervention, Kiliog Elementary School, reading comprehension, education policy

INTRODUCTION

Reading proficiency is fundamental to educational development as it allows students to comprehend and engage with various subjects, fostering critical thinking, problem-solving, and communication skills. It is a way to acquiring knowledge across disciplines, from mathematics and science to literature and history. A strong foundation in reading not only enhances academic performance but also nurtures a lifelong love for learning, empowering individuals to adapt to new information and navigate complex ideas. Moreover, proficient readers develop confidence and independence in their studies, equipping them with the skills necessary for higher education and future career opportunities. Ultimately, reading proficiency is not just an academic skill but a crucial tool for personal growth, social participation, and continuous self-improvement.

In the Philippines, literacy challenges have been a persistent concern, as highlighted by various national and international assessments. The 2022 Program for International Student Assessment (PISA) reported that Filipino students continue to struggle with fundamental reading skills, ranking 77th out of 81 participating countries. This poor performance reflects the widespread difficulties in reading comprehension, critical thinking, and the ability to analyze texts, skills that are essential for academic success and future employment. Moreover, the COVID-19 pandemic has intensified the learning gap, with many students facing challenges in remote learning due to limited internet access and inadequate support at home. Given these alarming trends, there is an urgent need to implement comprehensive literacy interventions, particularly in the early grades, to strengthen foundational reading skills. Initiatives such as structured reading programs, teacher training, parental involvement, and improved access to age-appropriate learning resources can significantly enhance literacy development. Addressing these challenges is crucial to equipping Filipino students with the necessary skills to

compete globally and secure better opportunities in the future.

To address these challenges, the Department of Education (DepEd) implemented the National Reading Program (NRP), aiming to enhance reading skills among early-grade learners. The NRP focuses on improving reading comprehension, fluency, and vocabulary development through structured interventions. As part of its implementation, the NRP is integrated into the class program of teachers in DepEd, with a dedicated 30-minute session every morning throughout the entire school year. During this time, teachers conduct targeted reading interventions and enhancements based on the specific needs of their learners, emphasizing reading fluency and comprehension. This daily structured approach ensures that struggling readers receive consistent support while proficient readers continue to develop their skills. Evaluating the effectiveness of such programs is crucial for informed policy-making and educational planning, ensuring that literacy initiatives effectively address the needs of Filipino students.

At Kiliog Elementary School, the implementation of the National Reading Program (NRP) provides an opportunity to assess its impact on Grade 1 to 3 learners. The school strongly upholds the NRP as it is anchored on the two-year reading advocacy titled *Batang Kiliog: Makabasa!*, which aims to help learners become proficient readers. This advocacy reinforces the commitment to improving literacy by ensuring that structured reading interventions and enhancements are effectively delivered. To measure the reading abilities of learners, particularly in the early grades, the school also places strong emphasis on the use of DepEd-provided reading assessments. These assessments serve as a crucial tool in identifying learners' reading levels, guiding teachers in implementing targeted instruction. Additionally, this study aims to evaluate the program's effectiveness using the Comprehensive Rapid Literacy Assessment (CRLA), a tool designed to quickly determine the reading profiles of early-grade learners and assist teachers in developing appropriate instructional strategies. By continuously assessing and refining reading interventions, Kiliog Elementary School remains dedicated to fostering a culture of literacy and ensuring that every child develops essential reading skills.

Recent studies have explored the impact of national reading programs on literacy development in the Philippines. A study published in 2024 highlighted successes such as increased reading comprehension rates, alongside challenges including resource limitations and program sustainability. Olabiyi, Shaon, and Rebecca (2025) conducted a study on the effectiveness of national reading programs in improving literacy development among Filipino students. Their research examined initiatives such as Brigada Pagbasa and Every Child a Reader Program (ECARP), utilizing a mixed-methods approach that combined quantitative assessments of reading performance with qualitative insights from educators and policymakers. The findings revealed notable improvements in reading comprehension but also identified challenges such as resource constraints and concerns about program sustainability. The authors emphasized the need for stronger implementation strategies, adequate resource allocation, and long-term support to ensure the effectiveness of reading interventions across diverse communities in the Philippines.

The CRLA has been utilized in various contexts to assess and improve reading proficiency. A three-year longitudinal study conducted in the Schools Division Office of Makati analyzed the reading proficiency development of Grade 1 to 3 learners using the CRLA, addressing critical gaps in understanding literacy development in multilingual educational settings. Additionally, research has demonstrated the effectiveness of the CRLA in bridging gaps in reading levels and academic performance among early-grade learners, particularly in the mother tongue.

Casingal, Laud, and Balaba (2025) conducted a longitudinal study examining the effectiveness of the Comprehensive Rapid Literacy Assessment (CRLA) in monitoring and improving reading proficiency among Grade 1 to 3 learners in the Schools Division Office of Makati over a three-year period (2022–2025). Their research emphasized the role of mother tongue-based instruction and dual-language development in addressing literacy gaps, particularly in multilingual educational settings. The findings indicate that systematic early intervention, when combined with mother tongue-based instruction, significantly strengthens foundational literacy skills, contributing to post-pandemic recovery efforts in Philippine basic education. The study underscores the importance of targeted assessments like the CRLA in identifying and addressing reading proficiency gaps to ensure sustained literacy development in young learners.

These studies underscore the importance of targeted reading interventions and the use of reliable assessment tools like the CRLA to monitor and enhance reading proficiency among early-grade learners. By examining the impact of the NRP at Kiliog Elementary School, this study aims to contribute to the body of knowledge on effective literacy programs and inform future educational strategies.

Objectives

Early literacy is a critical foundation for academic success, yet many young learners face significant challenges in developing effective reading skills. In response to these challenges, the National Reading Program was introduced with the aim of enhancing reading proficiency among early-grade students. However, its effectiveness in bridging reading gaps among Grade 1 to 3 learners at Kiliog Elementary School remains underexplored.

This study aims to: (1) Assess the reading proficiency levels of Grade 1 to 3 learners at Kiliog Elementary School before and after the implementation of the National Reading Program (NRP) using the Comprehensive Rapid Literacy Assessment (CRLA). (2) Analyze the impact of the NRP on learners' reading comprehension, fluency, and vocabulary development based on CRLA results. (3) Compare pre-test and post-test CRLA scores to determine whether significant improvements occurred after the NRP implementation. (4) Identify the strengths and challenges encountered in implementing the NRP at Kiliog Elementary School. (5) Provide recommendations for improving early literacy interventions to better address reading gaps among primary school learners.

Statement Of the Problem

Reading proficiency is essential for a child's academic success, yet many early-grade learners continue to struggle despite the implementation of the National Reading Program (NRP). At Kiliog Elementary School, assessing the impact of the NRP through the Comprehensive Rapid Literacy Assessment (CRLA) is crucial in determining improvements in reading comprehension, fluency, and vocabulary development. This study examines the effectiveness of the NRP, the challenges faced by teachers and students in its implementation, and the significance of changes in reading proficiency levels.

Research Questions

This study aims to answer the following research questions:

1. What is the reading proficiency level of Grade 1 to 3 learners at Kiliog Elementary School, as assessed by the Comprehensive Rapid Literacy Assessment (CRLA), before and after the implementation of the National Reading Program (NRP)?
2. How do the CRLA results reflect the impact of the National Reading Program on learners' reading comprehension, fluency, and vocabulary development?
3. Is there a significant difference between pre-test and post-test CRLA scores after the implementation of the NRP?
4. What challenges do teachers and students face in implementing the NRP at Kiliog Elementary School?
5. What strategies can be proposed to enhance the effectiveness of the NRP in improving reading proficiency among early-grade learners?

METHODOLOGY

The study will employ a combination of quantitative and qualitative methods to effectively address all research questions. To determine the reading proficiency levels of Grade 1 to 3 learners before and after the implementation of the National Reading Program (NRP), the study will analyze Comprehensive Rapid Literacy Assessment (CRLA) Pre-Test and Post-Test reports from Kiliog Elementary School. Descriptive statistics, including frequency distribution, mean, and standard deviation, will be used to summarize and interpret the results. Additionally, to assess the impact of the NRP on reading comprehension, fluency, and vocabulary development, the study will examine CRLA sub-scores, utilizing mean scores and percentage distribution to

compare student performance across these domains before and after program implementation. To determine whether the changes in reading proficiency are statistically significant, a Paired Sample T-Test will be conducted to compare Pre-Test and Post-Test CRLA scores.

In addition to evaluating reading proficiency levels, the study will investigate the challenges faced by teachers and students in implementing the NRP through a survey questionnaire. This survey will incorporate a Likert Scale format to assess various challenges, with responses analyzed using descriptive statistics, such as frequency distribution, mean, and standard deviation. Qualitative responses will also be reviewed for deeper insights. Furthermore, to propose strategies for enhancing the effectiveness of the NRP, the study will gather feedback through open-ended survey questions and focus group discussions with selected teachers. Thematic analysis will be applied to qualitative responses to identify key themes and actionable recommendations. By integrating these methodologies, the study aims to provide a comprehensive evaluation of the National Reading Program's impact, identify existing challenges, and propose data-driven solutions for improving early-grade literacy outcomes.

RESULTS AND DISCUSSION

Reading Proficiency Level of Grade 1 To 3 Learners (As Assessed by the CRLA, Before and After the Implementation Of NRP).

The study revealed the results of the Comprehensive Rapid Literacy Assessment (CRLA) administered to Grade 1 to 3 learners at Kiliog Elementary School, before and after the implementation of the National Reading Program (NRP). The assessment focused on two key subject areas such as Filipino and English. There are a total of 147 learners participated in both the pre-test and post-test conducted by their respective Grade one to three advisers.

Descriptive Statistics				
Subjects	Pre-Test Mean	Post-Test Mean	Standard Deviation (Post)	Observed Gain
Filipino	2.34	3.33	0.81	+0.99
English	2.14	3.26	0.86	+1.12

As illustrated in the table above, learners showed considerable improvement in both subject areas, with post-test averages nearing the proficiency ceiling score of 4. This gain indicates a positive impact of the NRP on early-grade literacy.

The pre-test scores indicated that many learners were at the early stages of developing literacy skills, with mean scores just above 2 for both Filipino and English. After the consistent implementation of the program, these scores increased significantly, demonstrating improved reading proficiency among learners in both subjects. The improvement in the reading proficiency levels of learners from Grades 1 to 3 implies that systematic early interventions in literacy development critically influence the overall academic trajectory of students.

Reading proficiency serves as a foundational skill that enables comprehension across various subject areas, thus directly affecting future educational success. Early mastery of reading not only supports cognitive development but also fosters learner confidence and engagement in classroom activities. This result highlights the need for continuous, well-supported reading initiatives at the primary level, integrated with differentiated instruction, sufficient resources, and ongoing professional development for teachers. Giving focus in early-grade reading lays the groundwork for improved academic performance across later stages of education, contributing to broader national literacy and educational goals.

Olabiya et al. (2025) investigated the impact of national reading programs on literacy development in the Philippines. Their findings highlighted successes, such as increased reading comprehension rates, alongside challenges, including resource limitations and program sustainability. The study provides recommendations for

enhancing national reading initiatives to foster long-term improvements in literacy rates across diverse communities in the Philippines.

Impact Of CRLA Results in The National Reading Program on Learners Comprehension, Fluency and Vocabulary Development.

The growth in mean scores can be interpreted as evidence of enhanced reading comprehension, fluency, and vocabulary development. Learners who previously scored 1 or 2 improved to 3 or 4, suggesting that the NRP's interventions (e.g., guided reading, phonics, and vocabulary exercises) effectively addressed foundational literacy skills.

The increase in CRLA scores indicates that regular early-grade assessments help identify struggling readers early and provide timely interventions. This supports the idea that early detection of reading difficulties through standardized assessments like CRLA is critical in closing learning gaps before they widen. The primary purpose of the Implementation of CRLA in 2023 which aimed to enhance early literacy assessment for Grades 1 to 3. CRLA helps teachers identify specific areas where learners are struggling such as phonological awareness, letter-sound correspondence, decoding, vocabulary, and comprehension before these gaps widen and negatively affect future learning.

William et al. (2025) analyzed various reading interventions and programs in Philippine elementary schools. Their research found that well-structured and culturally relevant reading interventions can substantially enhance literacy rates. The effectiveness of these programs was influenced by factors such as teacher training, resources, and community involvement. He emphasized that the effectiveness of reading interventions is significantly influenced by the quality of teacher training. Teachers equipped with comprehensive training in literacy instruction are better prepared to implement reading programs effectively. This includes understanding diverse instructional strategies, assessment methods, and the ability to adapt to various learning needs. Continuous professional development ensures that teachers remain updated on best practices, which is crucial for the success of literacy programs.

Significant Difference Between Pre-Test and Post-Test CRLA Scores After the Implementation of The NRP.

To determine the statistical significance of these data, a **paired sample t-test** was conducted:

Filipino	English
$t(146) = 23.30, p < 0.001$	$t(146) = 23.34, p < 0.001$

The extremely low p-values obtained from the paired t-tests indicate that there is a statistically significant difference between the pre-test and post-test CRLA scores. Therefore, the improvement in learners' reading proficiency can be attributed to the interventions provided by the National Reading Program.

The analysis of the CRLA scores through a paired sample t-test revealed an extremely low p-value for both Filipino ($t(146) = 23.30, p < 0.001$) and English ($t(146) = 23.34, p < 0.001$) assessments. These results indicate that the difference between the pre-test and post-test scores is statistically significant. In other words, the improvement observed in the learners' reading proficiency after the implementation of the National Reading Program (NRP) is unlikely to have occurred due to random chance. The statistical evidence strongly supports the conclusion that the NRP interventions had a meaningful and measurable positive impact on the learners' foundational literacy skills. Thus, there is a statistically significant difference between the pre-test and post-test CRLA scores of Grade 1 to 3 learners at Kiliog Elementary School following the NRP implementation.

To strengthen the integrity and applicability of future studies on reading interventions such as the National Reading Program (NRP), several important considerations have emerged from this research. One inherent limitation of this study lies in its focus on a single school setting. While the localized context of Kiliog

Elementary School offers meaningful insight into how the NRP functions at the grassroots level, the findings may not fully represent the diversity of experiences in other schools, particularly those in urban or differently resourced areas. Thus, expanding the scope of future research to include a broader, more varied sample of schools across geographic and socioeconomic contexts is crucial for enhancing the generalizability of results and informing wider educational policy.

Another area that warrants attention is the complex web of external factors that were beyond the scope of this investigation. Variables such as home literacy environments, parental involvement, and the qualifications or teaching styles of educators undoubtedly play a role in learners' reading development. Although this study focused on classroom-based interventions, future research would benefit from integrating these factors to better understand how they interact with institutional programs like the NRP. Moreover, the short duration of this study may have limited its ability to capture the full trajectory of learners' reading progress. Improvements observed over a single school year, while significant, may not fully reflect the long-term impact of sustained reading interventions. Longitudinal research designs would allow scholars to track learner outcomes across multiple academic years, offering a richer perspective on how foundational reading skills are acquired, retained, or evolve over time.

It is also worth reflecting on the tools used in this study. While the Comprehensive Rapid Literacy Assessment (CRLA) provided timely and practical insight into learner proficiency, its reliance on rapid diagnostics may not account for deeper literacy skills or developmental nuances. Future studies might consider complementing CRLA data with more standardized, psychometrically validated instruments to enhance both precision and comparability. Finally, meaningful change in reading outcomes does not occur in isolation. Stronger collaboration with school and community stakeholders, such as parents, local leaders, and educational authorities—can significantly bolster the impact of programs like the NRP. Their involvement in the design, delivery, and evaluation of reading interventions ensures that initiatives remain contextually relevant, culturally responsive, and broadly supported. Emphasizing this collaborative dimension not only enriches the research process but also reinforces the shared responsibility of nurturing every child's right to literacy.

Challenges In the Implementation of The National Reading Program At Kiliog Elementary School

The implementation of the National Reading Program (NRP) at Kiliog Elementary School is fraught with multiple systemic, instructional, and resource-based challenges that hinder its full realization. Quantitative data gathered through a Likert-scale questionnaire administered to five teachers revealed recurring themes that reflect the broader difficulties experienced in public school settings, particularly in rural and under-resourced communities.

One of the most prominent challenges reported was time constraints, which received a high mean score of 4.6. Teachers indicated that the current academic structure does not allow for the consistent and sufficient integration of NRP reading activities into the daily schedule. With numerous curricular demands and administrative tasks, reading sessions are often shortened, rushed, or deprioritized. This compromises the program's goal of providing structured and sustained reading instruction, especially for struggling readers. According to Kim et al. (2021), regular and uninterrupted instructional time is a critical factor in the success of early-grade literacy programs. When reading sessions are reduced or inconsistently delivered, the effectiveness of interventions declines significantly.

Another major concern was large class sizes, with a mean score of 4.2. Teachers shared that handling more than 30 students in one classroom greatly limits their ability to provide individualized instruction, monitor progress, or manage behavior effectively. This situation not only reduces the quality of reading instruction but also places an additional emotional and logistical burden on educators. Large class sizes have been identified in global studies, such as the work by Kraft and Hill (2020), as a factor that negatively affects both teaching efficacy and student learning outcomes, particularly in early literacy development where personalized instruction is crucial.

The issue of limited instructional materials also emerged, with a mean score of 3.8. Teachers often resorted to using outdated or improvised materials due to the unavailability of leveled readers, phonics tools, and engaging

visual aids. This lack of access affects their ability to cater to diverse reading levels and deliver effective lessons. As Baye et al. (2019) have noted, the presence of age-appropriate and engaging reading materials is strongly correlated with literacy achievement. The absence of such resources can contribute to disengagement among learners and teaching fatigue among educators.

Further compounding these issues is the inadequacy of teacher training and support, which also received a mean score of 4.2. While initial training sessions were conducted, teachers felt that these were too brief and lacked the contextual depth necessary to address the specific challenges in their classrooms. Respondents expressed a need for ongoing professional development that includes classroom demonstrations, peer mentoring, and collaborative learning opportunities. This aligns with the findings of Al Otaiba et al. (2020), who argue that sustained, job-embedded professional development is essential for translating literacy policies into meaningful classroom practice.

The fifth challenge noted was the difficulty in implementing differentiated instruction, with a moderate mean score of 3.6. Teachers acknowledged the need to tailor instruction to students' varying reading abilities but struggled due to large class sizes, time limitations, and a lack of appropriate materials. Differentiation is widely recognized as an essential strategy in addressing reading gaps (Perry et al., 2020); however, without adequate training and resources, teachers are often unable to implement it effectively.

Overall, these findings reveal a clear gap between the policy intent of the NRP and the realities of its implementation on the ground. Teachers at Kiliog Elementary School demonstrate commitment to the program, but they are constrained by structural limitations that reduce their capacity to deliver high-quality reading instruction. Addressing these issues will require a comprehensive approach involving systemic reforms such as reduced class sizes, increased material support, contextualized and sustained teacher training, and adequate scheduling of reading sessions. As Wolf, Barzymowski, and Dunne (2022) suggest, empowering educators through supportive systems and community-based literacy partnerships is vital in achieving equitable reading outcomes for all learners.

Proposed Strategies To Enhance The Effectiveness Of The National Reading Program (NRP)

The analysis of teachers' responses revealed several key strategies that can enhance the effectiveness of the National Reading Program (NRP) in improving early-grade reading proficiency. A primary concern expressed by respondents was the limited time allocated for daily NRP sessions due to competing academic and administrative demands. Teachers noted that despite numerous paperwork and reporting requirements, the daily conduct of reading sessions should remain a priority, especially for learners identified as emergent or struggling readers. This observation supports the growing consensus that sustained and consistent literacy instruction is essential in the foundational years to build reading fluency and comprehension (Castles, Rastle, & Nation, 2019).

Another significant strategy identified was the need to actively engage parents and the community in the reading development of learners. Teachers emphasized that students show more significant progress when their families are involved in monitoring, practicing, and supporting reading activities at home. Building school-family partnerships is seen as a powerful reinforcement mechanism for classroom instruction. This view is echoed in the study of Kim et al. (2021), which highlights that family involvement in literacy practices correlates positively with reading outcomes in early learners, particularly when parents are guided by teachers in structured home-based reading activities.

In terms of instructional strategies, teachers cited the use of phonics-based methods such as the Marungko approach, as well as read-aloud techniques and one-on-one reading interventions. These practices cater to learners' individual needs and foster a more engaging and personalized reading experience. Teachers also expressed the need to strengthen instruction on phonemic awareness, vocabulary development, and comprehension. These are consistent with the science of reading framework, which emphasizes the importance of explicit and systematic instruction in foundational reading skills (Perry et al., 2020).

A recurring challenge also pertained to the lack of sufficient, engaging, and level-appropriate reading materials. Teachers recommended increasing the availability of high-quality books that are relevant to learners' interests

and aligned with the objectives of the NRP. The importance of a resource-rich learning environment is supported by Baye et al. (2019), who found that the provision of structured and engaging reading materials significantly boosts learners' motivation and reading performance.

Furthermore, there was a strong call for enhanced teacher training focused on the practical application of reading strategies and learner-centered approaches. Teachers suggested that professional development programs should be frequent, targeted, and supported by coaching or mentoring. They also stressed the value of collaboration with families and communities in such training. Al Otaiba et al. (2020) affirm that sustained and job-embedded professional development contributes to improved instructional practices and learner outcomes, particularly in early literacy.

Finally, teachers proposed that schools collaborate with local government units, non-government organizations (NGOs), and community literacy advocates to expand support systems for learners. Such partnerships could provide supplementary materials, training, and extended reading programs, especially in underserved communities. According to Wolf, Barzymowski, and Dunne (2022), collaborative literacy initiatives between schools and community stakeholders can strengthen reading ecosystems and promote equity in early reading development.

These findings highlight the need for a multifaceted and collaborative approach to implementing the NRP effectively. Addressing issues related to instructional time, family engagement, resource availability, teacher development, and community partnerships can lead to more meaningful reading gains and a stronger foundation for lifelong literacy among Filipino learners.

CONCLUSION

This study examined the effectiveness of the National Reading Program (NRP) in enhancing the reading proficiency of Grade 1 to 3 learners at Kiliog Elementary School. Using the Comprehensive Rapid Literacy Assessment (CRLA) as both a diagnostic and evaluative tool, the study found significant gains in learners' reading comprehension, fluency, and vocabulary. These improvements highlight the critical role of structured, daily reading interventions in building foundational literacy skills in the early grades. More importantly, the data affirmed that when teachers are equipped with practical tools and consistent reading routines, learners, even those in resource-constrained settings—can achieve meaningful literacy progress.

At the same time, the study surfaced several implementation challenges that are common in many public schools in the country. Time constraints, insufficient training, large class sizes, and limited instructional materials continue to hinder the full realization of reading programs like the NRP. These issues reflect not merely programmatic gaps, but systemic ones, calling for more robust institutional support, sustainable policy measures, and collaborative engagement among educators, parents, and policymakers.

While the findings of this study are promising, they are not without limitations. The focus on a single school limits the transferability of insights, and the short duration of the assessment may not capture long-term literacy development. Moreover, external factors such as learners' home literacy environments and the pedagogical styles of teachers were not deeply examined. Future researchers are encouraged to address these gaps by employing mixed-methods approaches, engaging broader school samples, and including voices from various stakeholders. Doing so would not only strengthen the empirical basis of literacy studies but also make findings more applicable to different educational contexts across the country.

This paper is also intended to be useful for practitioners in the field—teachers, school leaders, and reading advocates—who may wish to adapt its findings in their own settings. The practical insights gathered from this research, particularly those related to instructional strategies and program implementation, may serve as a springboard for school-based interventions or literacy advocacy campaigns. It is my hope that this study contributes to ongoing conversations on reading education, and that it inspires further work aimed at nurturing every Filipino child's right to read, learn, and thrive in school and in life.

Ultimately, strengthening literacy in the early years is not a one-time intervention but a sustained, community-

based effort. As educators and researchers, we share in the responsibility of creating enabling environments where reading is not just taught, but deeply supported, meaningfully resourced, and passionately sustained. This study is but one small step toward that goal.

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