



Implementation of Reading Literacy Programs in Selected Public Secondary Schools in the Division of Catanduanes: An Analysis

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Abstract

This study examined the implementation and effectiveness of reading literacy programs in 22 public secondary schools in the Division of Catanduanes through a mixed-methods approach involving 38 teachers, 18 school heads, and 110 students. Guided by the Input-Process-Output model and supported by Systems Theory, Ecological Systems Theory, Theory of Planned Behavior, and Diffusion of Innovations, the study employed stratified purposive and random sampling, validated instruments, and descriptive and thematic analyses. Findings revealed that programs such as Catch-Up Friday, the Remedial Reading Program, and region-specific initiatives like the 5Bs and 6Bs were generally “Fully Implemented” and perceived as “Highly Effective,” yet challenges persisted in learner engagement, vocabulary development, instructional resources, and community involvement. Teachers and school heads responded with targeted interventions including differentiated instruction, peer-assisted learning, CPD, and leadership coordination. These insights informed a Strategic Action Plan for SY 2025–2026, proposing localized materials, flexible scheduling, and strengthened stakeholder collaboration. The study concludes that sustained support, inclusive practices, and context-responsive strategies are essential for improving literacy outcomes in Catanduanes and recommends further research on differentiated instruction, contextualized materials, and peer-driven literacy interventions.

Keywords: Reading Literacy Programs; Public Secondary Schools; Mixed-Methods Research; Differentiated Instruction; Strategic Action Plan



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INTRODUCTION

Reading literacy is a critical foundation for academic achievement and lifelong learning, yet it remains a persistent challenge in the Philippines, particularly in geographically isolated and disadvantaged areas like the Division of Catanduanes. In response, the Department of Education (DepEd) has launched several initiatives, including Catch-Up Friday (DepEd Memorandum No. 001, s. 2024; DepEd Order No. 013, s. 2023), which integrates values education and reflective journaling into structured reading sessions. Region V's 5Bs and 6Bs programs (DepEd Region V Memorandum No. 157, s. 2019; Division Memorandum No. 009, s. 2024) provide contextualized, data-driven interventions tailored to Bicolano learners, while the Remedial Reading Program (DepEd Order No. 13, s. 2018) offers individualized support for struggling readers through

collaborative stakeholder engagement. These programs emphasize personalized instruction, community involvement, and culturally relevant materials.

Although these initiatives share a common goal of improving literacy, they differ in scope and delivery. Catch-Up Friday is a national intervention embedded in the school calendar, while the Remedial Reading Program operates outside regular hours. The 5Bs and 6Bs are region-specific and culturally grounded. Maintaining distinct implementation frameworks ensures alignment with each program's objectives, yet challenges persist. Teachers and school heads report low learner motivation, limited access to contextualized materials, and inconsistent community support. National and international data further highlight the urgency: the Philippine Statistics Authority (Gatchalian, 2024) estimates that 18 million

graduates between 2019 and 2024 are functionally illiterate. Phil-IRI EoSY 2024–2025 results show only 53.2% of Grades 7–10 learners nationwide are independent readers, with Catanduanes slightly higher at 59.57%. Studies by Campilla and Cariño (2024), Idulog et al. (2023), and PISA 2018 (OECD, 2019; DepEd, 2019) link literacy outcomes to socio-economic status, parental education, and reading exposure. Haw, King, and Trinidad (2021) emphasize that need-supportive teaching significantly enhances reading proficiency.

To address these gaps, this study evaluates the implementation and effectiveness of reading literacy programs in 46 public secondary schools in Catanduanes. Using a mixed-methods design, it explores stakeholder perceptions, identifies barriers, and documents interventions. The research is guided by the Input-Process-Output (IPO) model and four theoretical frameworks: Theory of Planned Behavior (Ajzen, 1991; Fishbein & Ajzen, 2015), Systems Theory (Von Bertalanffy, 2017; Jackson & Beare, 2019), Diffusion of Innovations Theory (Rogers, 2003), and Ecological Systems Theory (Bronfenbrenner, 1979; Tudge et al., 2016). These frameworks provide a multidimensional lens for analyzing stakeholder motivations, systemic dynamics, and environmental influences. The IPO model structures the study's conceptual framework, culminating in a strategic action plan that synthesizes empirical findings into practical, evidence-based recommendations for improving literacy programs in the Division of Catanduanes.

LITERATURES

Literacy Programs in the Philippines. Literacy programs in the Philippines are designed to cultivate functional literacy, equipping learners not only with basic reading and writing skills but also with the ability to interpret, evaluate, and apply information critically (DepEd Order No. 25, s. 2018). Central to this vision is the Mother Tongue-Based Multilingual Education (MTB-MLE) initiative, which enhances early literacy by using students' native languages as the medium of instruction (Villaneza, 2016). Programs such as the Philippine Educational Placement Test

(PEPT) integrate 21st-century skills—critical thinking, creativity, collaboration, and communication—into literacy instruction (Bach, 2016), while digital literacy training ensures learners can navigate the demands of a technology-driven society (UNESCO, 2011). Community and parental involvement further strengthen these programs, creating a supportive ecosystem for literacy development (Bartolome, et al., 2019). Continuous assessment and data-driven interventions, as emphasized by the Literacy Coordinating Council (2016), help tailor instruction to learner needs and improve educational outcomes.

These literacy initiatives align with broader educational reforms and legal mandates that promote inclusivity, adaptability, and lifelong learning. Programs like the “Every Child a Reader Program” (ECARP), Brigada Pagbasa, and the Alternative Learning System (ALS) are backed by DepEd policies and national legislation, including DepEd Order No. 45, s. 2002; DepEd Memorandum No. 32, s. 2020; Republic Act No. 8525; Republic Act No. 9155; and Republic Act No. 11510. These frameworks ensure accessibility and quality across diverse learning contexts, particularly for marginalized groups. Collectively, Philippine literacy programs aim to produce well-rounded, future-ready individuals capable of contributing meaningfully to both local and global communities.

Program Implementation Levels. The implementation of literacy programs in the Philippines is shaped by multiple factors, including adherence to DepEd frameworks, teacher training, resource availability, and linguistic diversity. Mendoza and Perez (2021) emphasize that strict alignment with DepEd Order No. 39, s. 2019 and the K to 12 Curriculum enhances literacy outcomes, though challenges like overcrowded classrooms and limited materials often necessitate adjustments. Balane et al. (2018) highlight the complexities of implementing the Mother Tongue-Based Multilingual Education (MTB-MLE) program (DepEd Order No. 74, s. 2009), noting that linguistic diversity and insufficient teacher training hinder fidelity. Garcia and Santiago

(2019) stress the importance of ongoing professional development (DepEd Order No. 16, s. 2017), while Dizon and Cruz (2020) underscore the role of monitoring and evaluation systems (DepEd Order No. 40, s. 2012) in maintaining program fidelity. Without consistent M&E mechanisms, schools struggle to assess effectiveness and make timely adjustments.

Leadership, resources, and community involvement further influence implementation levels. Capuno and Rivera (2021) find that strong school leadership (DepEd Order No. 42, s. 2017) fosters commitment to literacy goals, while Bautista and Ramirez (2019) identify resource shortages as major barriers, despite efforts like DepEd Order No. 8, s. 2015. Cruz and Salazar (2020) show that active parental and community engagement (DepEd Order No. 33, s. 2016) improves adherence and student motivation. Lopez, et al. (2020) argue for flexible teaching strategies in multicultural regions, supported by MTB-MLE's adaptive framework. Dizon and Cruz (2020) caution that while policy alignment (DepEd Order No. 16, s. 2015) enhances consistency, overly rigid guidelines may limit responsiveness to local needs. Overall, successful implementation requires balancing structured policy adherence with contextual flexibility, supported by leadership, training, resources, and community collaboration.

Perceived Program Effectiveness. Perceived effectiveness of literacy programs in the Philippines is shaped by multiple factors, including adherence to DepEd frameworks, teacher preparedness, student engagement, and contextual relevance. DepEd Order No. 55, s. 2016 and DepEd Order No. 16, s. 2012 (MTB-MLE) provide structural guidance, emphasizing cultural and linguistic alignment. Mendoza and Perez (2021) note that fidelity to these frameworks improves student outcomes, while Garcia and Santiago (2019) highlight the role of continuous professional development (DepEd Order No. 42, s. 2017) in enhancing teacher capacity. Student engagement, supported by the K-12 Curriculum's emphasis on interactive and culturally relevant materials (Cruz & Salazar, 2020), further contributes to program success.

Padilla and Roldan (2018) stress the importance of parental involvement, aligned with DepEd Order No. 39, s. 2016, which promotes active family participation in literacy development.

Leadership and community support also influence program effectiveness. Capuno and Rivera (2021) emphasize the role of school heads in fostering literacy-friendly environments, supported by DepEd Order No. 11, s. 2015. Bautista and Ramirez (2019) underscore the value of community partnerships, reflected in Barangay-Based Education Programs (DepEd Order No. 25, s. 2018). Regular monitoring and evaluation, as discussed by Dizon and Cruz (2020), ensure program relevance and adaptability, with mechanisms like the Learning Action Cell (DepEd Order No. 35, s. 2016) providing structured feedback loops. Together, these interconnected elements—policy alignment, capacity building, stakeholder engagement, and sustainability—shape the perceived and actual effectiveness of literacy programs across the Philippines.

Challenges to Effective Program Implementation. Literacy program implementation in the Philippines faces persistent challenges rooted in resource limitations, teacher preparedness, and classroom conditions. Sanchez and Reyes (2019) highlight the lack of instructional materials, especially in rural schools, which undermines teaching quality and student engagement. De Leon and Santos (2020) emphasize gaps in teacher training, despite DepEd Order No. 42, s. 2017, which promotes professional standards. Overcrowded classrooms further hinder individualized instruction (Alba & Castillo, 2021), while socioeconomic barriers limit parental involvement (Flores & Valdez, 2018), weakening home-school literacy reinforcement. Cultural and linguistic diversity complicates the implementation of MTB-MLE (DepEd Order No. 74, s. 2009), as Morales et al. (2020) note the difficulty of applying a common instructional language in multilingual regions.

Additional barriers include weak monitoring systems, limited administrative support, and

inconsistent policy execution. Garcia and Cruz (2019) stress the absence of systematic evaluation, despite DepEd Order No. 44, s. 2015, which calls for feedback-driven program improvement. Capuno and Navarro (2021) found that disengaged school leadership (DepEd Order No. 32, s. 2010) reduces teacher motivation and resource access. Student disengagement, driven by uninspiring curricula, also affects outcomes (Salazar & Bautista, 2018). Technological gaps, especially in rural areas, prevent schools from leveraging digital tools (Delos Santos & Tan, 2020). Finally, Reyes and Almonte (2022) highlight policy instability and bureaucratic delays, which disrupt program continuity despite DepEd Order No. 13, s. 2015. Addressing these interconnected challenges is essential for improving literacy outcomes and sustaining effective program implementation nationwide.

Interventions Employed by School Heads and Teachers. Effective literacy program implementation in Philippine public secondary schools relies on targeted interventions led by school heads and teachers. Continuous professional development, as emphasized by De Leon and Santos (2020) and supported by DepEd Order No. 42, s. 2016, equips educators with evidence-based strategies for diverse learners. Resource management is also critical; Sanchez and Reyes (2019) advocate for resource-sharing initiatives, aligned with DepEd Order No. 25, s. 2013. Parental engagement, promoted through workshops and home-based literacy strategies (Flores & Valdez, 2018), is reinforced by DepEd Order No. 39, s. 2016. Small group instruction helps address overcrowded classrooms (Alba & Castillo, 2021), supported by DepEd Order No. 47, s. 2016. Culturally relevant materials and MTB-MLE (DepEd Order No. 74, s. 2009) enhance inclusivity and engagement (Morales et al., 2020), while digital tools bridge instructional gaps (Delos Santos & Tan, 2020), in line with DepEd Order No. 16, s. 2017.

Ongoing evaluation and strong leadership further strengthen program delivery. Garcia and Cruz (2019) highlight the importance of feedback mechanisms, supported by DepEd Order No. 8,

s. 2015. School heads play a key role in resource allocation and teacher support (Capuno & Navarro, 2021), as outlined in DepEd Order No. 27, s. 2020. Collaborative practices such as peer mentoring and Professional Learning Communities (Salazar & Bautista, 2018; DepEd Order No. 32, s. 2020) foster shared growth among educators. Advocacy for stable policies and sustained funding aligns with DepEd Order No. 42, s. 2017, ensuring long-term program viability. Together, these interventions form a comprehensive approach to improving literacy outcomes and fostering academic success.

Approaches to Literacy Program Implementation. Effective literacy program implementation requires context-responsive strategies that integrate community engagement, adaptive leadership, and structured frameworks. Mbale & Hara (2020) emphasize participatory approaches, showing that community involvement enhances program relevance and sustainability. Liansari et al. (2021) propose a phased model—habituation, development, and learning—that supports longitudinal literacy growth, while Pak et al. (2020) highlight adaptive leadership as essential for navigating shifting educational demands. Darling-Hammond et al. (2017) and Erdamar and Akpunar (2020) underscore the role of continuous professional development in improving teacher confidence and instructional quality. These insights align with the present study's aim to evaluate literacy programs in Catanduanes through localized, stakeholder-driven approaches.

Resource constraints and teacher perceptions further shape implementation strategies. Gurara, et al. (2017) identifies funding and infrastructure gaps as major barriers, suggesting the need for alternative support mechanisms. Liansari et al. (2021) stress tailoring interventions to local demographics and cultural contexts, reinforcing the importance of flexibility. Darling-Hammond et al. (2017) and Erdamar and Akpunar (2020) link teacher preparedness to student outcomes, advocating for targeted in-service training. Pak et al. (2020) emphasize leadership responsiveness, especially in underserved

regions like Catanduanes. Collectively, these studies inform the present research's strategic action plan, which seeks to enhance literacy program effectiveness through community collaboration, leadership development, and sustained teacher support.

Factor Affecting Literacy Development and Program Effectiveness in the Philippines.

Literacy development in the Philippines is shaped by home, school, and community factors. Parental involvement, while present, is often limited to basic support (Caban et al., 2024), and deeper engagement requires targeted strategies and training (Tatel-Suatengco & Florida, 2020). Family literacy practices—such as storytelling and writing—play a vital role in reinforcing literacy at home (Tatel-Suatengco & Florida, 2020). Community-driven programs like Brigada Pagbasa demonstrate the impact of volunteerism and local networks on student reading progress (Gallardo, 2024; Mbale & Hara, 2020). Technology integration, as seen in READTECH 1.0, offers personalized support for struggling readers (Quimsing & Cruz, 2024).

School-level and systemic factors also influence program effectiveness. Educator readiness, professional development, and resource availability are critical (Allam & Martin, 2021). Leadership support and stakeholder collaboration enhance sustainability (AIMR, 2024). Systemic barriers – such as infrastructure gaps and limited training – hinder innovative teaching approaches (Valdes & Gutierrez, 2023). Addressing these challenges requires coordinated efforts across families, schools, and communities. The present study in Catanduanes builds on these insights to assess how literacy programs can be strengthened through inclusive, well-supported, and context-sensitive implementation strategies.

METHODS

Population and Sampling. To achieve representative and context-sensitive data collection across Catanduanes, the study utilized a stratified purposive sampling

approach, supported by simple random sampling, with proportional school selection from the West and East Districts. The target population included teachers, school heads, and students from diverse educational contexts. The teacher and administrator groups were characterized by varied tenure and qualifications, with a predominantly female teaching workforce and a more balanced gender distribution among school heads. Teachers tended to be younger and hold bachelor's degrees, while school heads were generally older and possessed higher academic credentials, in alignment with DepEd standards (DepEd Order No. 42, s. 2017). Student participants ranged in age from 13 to 19, with a mean age of 15, and were drawn from a broad range of grade levels, reflecting typical secondary school demographics and national enrollment patterns. These population characteristics were considered in designing the study to ensure meaningful insights into stakeholder engagement and to support the development of context-responsive literacy interventions, consistent with Ecological Systems Theory (Tudge et al., 2016).

Instrumentation. To evaluate the effectiveness of reading literacy programs in Catanduanes, the study utilized a mixed-methods approach with validated quantitative and qualitative instruments. Structured surveys using a 3-point Likert scale assessed implementation and effectiveness across school heads, teachers, students, and parents, with scale interpretation guided by Pimentel (2010) for statistical clarity. Semi-structured interviews and FGDs provided contextual insights into challenges and interventions. Instrument validity was ensured through expert review (Fitzpatrick et al., 2019; Polit & Beck, 2017; Yarbrough et al., 2018), while reliability was confirmed via a pilot test involving 12–20 purposively selected participants (Palinkas et al., 2015) and a test-retest method over a 10-day interval (Cohen & Swerdlik, 2017), yielding high reliability ratings (Spector, 2019). Triangulation of data sources enhanced validity, and the instruments informed the final report and strategic action plan with evidence-based recommendations for literacy improvement.

Data Gathering Procedure. This study employed a mixed methods design to gather quantitative and qualitative data on literacy program implementation and effectiveness in Catanduanes, ensuring ethical access through formal permissions from education officials. Validated surveys were administered to school heads, teachers, and students over two weeks to assess implementation levels, perceived effectiveness, and challenges, with statistical analysis used to identify trends and stakeholder perspectives. Semi-structured interviews with educators, students, and parents, along with Focus Group Discussions (FGDs) with students, provided deeper insights into barriers and interventions, which were analyzed thematically to enrich and contextualize the survey results. Ethical protocols—including informed consent, confidentiality, and voluntary participation—were rigorously observed to uphold data integrity and participant protection (Creswell & Poth, 2017; Dillman, Smyth, & Christian, 2014).

Data Analysis. The study utilized descriptive statistics—frequency, percentage, and weighted mean—to analyze survey data on literacy program implementation and effectiveness in Catanduanes. Frequency and percentage were applied to summarize respondent demographics and response patterns, while the weighted mean, derived from a 3-point Likert scale, measured implementation and effectiveness levels using the following intervals: 1.00–1.66 (Not Implemented/Not Effective), 1.67–2.33 (Partially Implemented/Somewhat Effective), and 2.34–3.00 (Fully Implemented/Highly Effective). These scale intervals were calculated using equal-width divisions, ensuring clarity and consistency in interpreting ordinal data, in line with quantitative research standards (Pimentel, 2010).

RESULTS

Level of implementation of the reading literacy programs as perceived by implementers and recipients. Table 1 presents the perceived level of implementation of reading literacy programs in selected public secondary schools in

Catanduanes, with all nine indicators rated “Fully Implemented” (mean = 2.53), suggesting consistent program execution across implementers and recipients.

Table 1
Level of Implementation of Reading Literacy Programs in Selected Public Secondary Schools in the Division of Catanduanes as Perceived by Implementers and Recipients

Indicators	Level of Implementation			Mean	Numerical Rating	Adjectival Rating
	Implementers		Recipients			
	Teachers	School Heads	Students			
1. Reinforce individual learning progress through reflective journaling on reading experiences, values, health, and peace.	Fully Implemented	Fully Implemented	Fully Implemented	2.55	3	Fully Implemented
2. Develop an appreciation for values through engaging pre-reading, during-reading, and post-reading activities.	Fully Implemented	Fully Implemented	Fully Implemented	2.57	3	Fully Implemented
3. Enhance literacy by integrating motivating activities targeting comprehension and creativity	Fully Implemented	Fully Implemented	Fully Implemented	2.61	3	Fully Implemented
4. Achieve reading proficiency by ensuring learners can read and comprehend independently at their grade level.	Fully Implemented	Fully Implemented	Fully Implemented	2.53	3	Fully Implemented
5. Improve learning outcomes by fostering a culture of reading through collaboration in schools and communities	Fully Implemented	Fully Implemented	Fully Implemented	2.53	3	Fully Implemented
6. Provide quality-assured, contextualized reading materials and establish Reading Centers to support reading development.	Fully Implemented	Fully Implemented	Fully Implemented	2.46	3	Fully Implemented
7. Address reading difficulties by enhancing comprehension, fluency, and fostering a love for reading.	Fully Implemented	Fully Implemented	Fully Implemented	2.57	3	Fully Implemented
8. Support struggling readers through individualized learning plans and tailored interventions.	Fully Implemented	Fully Implemented	Fully Implemented	2.53	3	Fully Implemented
9. Ensure sustainable progress by engaging parents, stakeholders, and teachers in monitoring learners' reading skills.	Fully Implemented	Fully Implemented	Fully Implemented	2.48	3	Fully Implemented
Mean Response	Fully Implemented	Fully Implemented	Fully Implemented	2.53	3	Fully Implemented

While structures are in place, qualitative responses reveal challenges such as low student motivation, limited instructional materials, and uneven community engagement (Christina & Vinogradova, 2017; DepEd Order No. 55, s. 2016; Gallardo, 2024; Sanchez & Reyes, 2019). Teachers and school heads cited scheduling efforts and the need for contextualized resources, while students expressed mixed engagement and reading anxiety. These findings highlight the importance of teacher training (De Leon & Santos, 2020; Garcia & Santiago, 2019), culturally responsive instruction, and sustained home-school collaboration (Caban et al., 2024; Tatel-Suatengco & Florida, 2020). Systems Theory (Von Bertalanffy, 2017) explains the varied perceptions across stakeholder roles, reinforcing the need for differentiated, context-sensitive strategies to strengthen and provide a much effective and robust literacy program outcomes.

Level of effectiveness of the reading literacy programs as perceived by school heads and teachers.

Table 2

Level of Effectiveness of Reading Literacy Programs in Selected Public Secondary Schools in the Division of Catanduanes as Perceived by Teachers and School Heads

Indicators	Level of Effectiveness		Weighted Mean	Numerical Rating	Adjectival Rating
	Teachers	School Heads			
•Use fun songs, chants, and pre-reading games to engage students.	Highly Effective	Highly Effective	2.49	3	Highly Effective
•Encourage students to predict the content of the story to activate prior knowledge.	Highly Effective	Highly Effective	2.63	3	Highly Effective
•Use interactive games and flashcards to introduce new vocabulary.	Highly Effective	Highly Effective	2.66	3	Highly Effective
•Incorporate word breakdown activities (prefixes/suffixes)	Highly Effective	Highly Effective	2.65	3	Highly Effective
•Integrate picture-word matching activities to enhance comprehension.	Highly Effective	Highly Effective	2.69	3	Highly Effective
•Conduct repetition of words and pronunciation exercises.	Highly Effective	Highly Effective	2.66	3	Highly Effective
•Engage students in preliminary reading activities before diving into the text.	Highly Effective	Highly Effective	2.76	3	Highly Effective
•Guide students in identifying the main idea and supporting details of the text.	Highly Effective	Highly Effective	2.71	3	Highly Effective
•Use creative activities like puzzles or art to assess comprehension.	Highly Effective	Highly Effective	2.72	3	Highly Effective
•Encourage students to reflect on the story through journal writing or discussions.	Highly Effective	Highly Effective	2.63	3	Highly Effective
•Ask students to identify and share their favorite part of the story.	Highly Effective	Highly Effective	2.69	3	Highly Effective
•Facilitate group discussions where students share insights and learn from each other.	Highly Effective	Highly Effective	2.65	3	Highly Effective
•Involve students in think-pair-share or group-pair-share activities.	Highly Effective	Highly Effective	2.67	3	Highly Effective
•Provide opportunities for students to read both independently and collaboratively.	Highly Effective	Highly Effective	2.69	3	Highly Effective
•Model the importance of reading during reading sessions to inspire students.	Highly Effective	Highly Effective	2.73	3	Highly Effective
•Minimize movement or distractions to help students stay focused on their books.	Highly Effective	Highly Effective	2.69	3	Highly Effective
•Create opportunities for students to express their views and share their favorite books or story parts.	Highly Effective	Highly Effective	2.68	3	Highly Effective
•Facilitate brief discussions on the importance of reading with students.	Highly Effective	Highly Effective	2.71	3	Highly Effective
•Ask students to share their reading logs with the group.	Highly Effective	Highly Effective	2.57	3	Highly Effective
•Promote reading culture in the classroom by organizing activities and providing reading materials.	Highly Effective	Highly Effective	2.66	3	Highly Effective
•Conduct assessments to help identify reading strengths and areas for improvement.	Highly Effective	Highly Effective	2.63	3	Highly Effective
•Participate in reading programs designed to match specific needs and background.	Highly Effective	Highly Effective	2.62	3	Highly Effective
•Collaborate with classmates during reading activities to improve skills.	Highly Effective	Highly Effective	2.58	3	Highly Effective
•Use available reading spaces, books, and materials.	Highly Effective	Highly Effective	2.57	3	Highly Effective
•Benefit from strategies learned by the teacher in professional development.	Highly Effective	Highly Effective	2.55	3	Highly Effective
•Participate in events and activities that promote reading	Highly Effective	Highly Effective	2.57	3	Highly Effective

•Use grade-appropriate and contextualized reading materials	Highly Effective	Highly Effective	2.62	3	Highly Effective
•Engage with supplementary print and non-print reading materials that make reading enjoyable.	Highly Effective	Highly Effective	2.63	3	Highly Effective
•Conduct assessments to identify if extra support is needed in reading.	Highly Effective	Highly Effective	2.72	3	Highly Effective
•Follow an individualized reading plan to improve reading skills.	Highly Effective	Highly Effective	2.77	3	Highly Effective
•Conduct regular communication between teachers, parents, and the community for support.	Highly Effective	Highly Effective	2.67	3	Highly Effective
•Use reading materials that are accessible and enjoyable.	Highly Effective	Highly Effective	2.71	3	Highly Effective
•Benefit from training on remedial reading strategies provided by the teacher.	Highly Effective	Highly Effective	2.60	3	Highly Effective
•Track progress regularly through monitoring in the reading program.	Highly Effective	Highly Effective	2.66	3	Highly Effective
•Attend extra reading sessions to improve skills.	Highly Effective	Highly Effective	2.56	3	Highly Effective
•Feel support from parents and the community to ensure the success of the program.	Highly Effective	Highly Effective	2.58	3	Highly Effective
Mean Response	Highly Effective	Highly Effective	2.65	3	Highly Effective

Table 2 presents the perceived effectiveness of reading literacy programs in selected public secondary schools in Catanduanes, with both teachers and school heads rating all indicators as “Highly Effective” (mean = 2.65), indicating that core activities consistently meet program goals. This alignment between classroom practices and administrative support reflects the synergy emphasized in Systems Theory (Von Bertalanffy, 2017). The findings support student-centered and motivational strategies (Christina & Vinogradova, 2017; Padilla & Roldan, 2018), targeted interventions in remedial programs (Namanya, 2017; DepEd Order No. 14, s. 2018), and the need for contextualized materials (Gallardo, 2024), underscoring the importance of collaborative implementation for sustained literacy success.

Level of effectiveness of the reading literacy programs as perceived by the students. Table 3 presents students’ assessment of the effectiveness of reading literacy programs in selected public secondary schools in Catanduanes, with an overall mean of 2.41 and a rating of “Highly Effective,” indicating that program activities are perceived to meet their intended goals. While students expressed general satisfaction, qualitative responses revealed varied engagement, comprehension challenges, and a need for more personalized support.

Table 3
Level of Effectiveness of Reading Literacy Programs as Perceived by Students

Indicators	Level of Effectiveness		
	Weighted Mean	Numerical Rating	Adjectival Rating
• Participate in fun songs, chants, and pre-reading games to engage with the lesson.	2.55	3	Highly Effective
• Predict the content of the story based on the title, pictures, or clues to activate my prior knowledge.	2.42	3	Highly Effective
• Learn new vocabulary through interactive games and flashcards.	2.45	3	Highly Effective
• Break down words into parts (like prefixes and suffixes) to better understand their meaning.	2.40	3	Highly Effective
• Match pictures and words to help improve my understanding of the story.	2.48	3	Highly Effective
• Repeat words and practice pronunciation exercises to improve my reading skills.	2.60	3	Highly Effective
• Participate actively in preliminary reading activities to engage with the text.	2.40	3	Highly Effective
• Identify the main idea and support details with my teacher's guidance.	2.34	3	Highly Effective
• Perform creative activities like puzzles or art to show my understanding of the story.	2.28	3	Highly Effective
• Reflect on the story by writing in a journal or joining discussions.	2.28	3	Highly Effective
• Identify and talk about my favorite part of the story	2.50	3	Highly Effective
• Join group discussions to share my thoughts and learn from others.	2.42	3	Highly Effective
• Participate in think-pair or group-pair activities to better understand the story.	2.55	3	Highly Effective
• Read both independently and with my classmates.	2.46	3	Highly Effective
• Join reading sessions where the teacher shows the importance of reading.	2.48	3	Highly Effective
• Keep focused on books with minimal distractions.	2.47	3	Highly Effective
• Express my thoughts or share my favorite books or parts of the story.	2.37	3	Highly Effective
• Discuss the importance of reading with my teacher and classmates.	2.35	3	Highly Effective
• Read aloud from my reading log and share it with my group.	2.34	3	Highly Effective
• Participate in school activities that promote reading culture.	2.36	3	Highly Effective
• Take part in assessments to help identify reading strengths and areas for improvement.	2.45	3	Highly Effective
• Participate in reading programs that are designed to match specific needs and background.	2.44	3	Highly Effective

• Collaborate with classmates during reading activities to improve reading skills.	2.39	3	Highly Effective
• Use reading spaces, books, and available supplemental materials.	2.42	3	Highly Effective
• Benefit from the strategies the teacher learns from professional development sessions.	2.42	3	Highly Effective
• Join events, programs, and activities in the school community that promote reading.	2.41	3	Highly Effective
• Use grade-appropriate and contextualized reading materials to practice reading.	2.43	3	Highly Effective
• Engage with supplementary print and nonprint reading materials that make reading more enjoyable.	2.43	3	Highly Effective
• Take part in assessments that help identify if extra support in reading is needed.	2.43	3	Highly Effective
• Follow an individualized reading plan designed to help the students improve.	2.45	3	Highly Effective
• Notice regular communication between my teachers, parents, and the community to support reading progress.	2.49	3	Highly Effective
• Use reading materials that are accessible and enjoyable.	2.43	3	Highly Effective
• Benefit from my teacher's training in strategies that make remedial reading effective.	2.41	3	Highly Effective
• Track my progress as part of the regular monitoring in the reading program.	2.29	3	Highly Effective
• Attend extra reading sessions that are scheduled to help improve reading skills.	2.35	3	Highly Effective
• Feel supported by parents and the community in making the reading program successful.	2.41	3	Highly Effective
Overall Mean	2.41	3	Highly Effective

These findings align with literature advocating student-centered, culturally relevant strategies (Salazar & Bautista, 2018; Christina & Vinogradova, 2017), individualized instruction (De Leon & Santos, 2020; Garcia & Santiago, 2019; Namanya, 2017), and stronger homeschool collaboration and feedback mechanisms to support learners, especially those facing reading anxiety (Caban et al., 2024).

Challenges perceived by school heads and teachers that hinder the effective implementation of the reading literacy programs. Table 4 presents the challenges hindering effective implementation of reading

literacy programs in Catanduanes, as perceived by teachers and school heads.

Table 4

Challenges that Hinder the Effective Implementation of Reading Literacy Programs as Perceived by School Heads and Teachers

Thematic Finding	Codes / Issues	Actions / Interventions	Perceived Challenges
Targeted and Contextualized Instruction	Struggling learners, skills gaps-literacy conflict, student hesitation, reluctant students	Adapting teaching strategies, small group instruction; linking reading to technical subjects; grouping by skill	• "There are those students that really struggle, even if they are participative." • "Some technical-vocational students focus more on skills subjects and struggle to find interest in reading." • "Hesitation among students to participate in reading activities is an issue." • "Students are reluctant to participate in reading activities."
Student Motivation and Engagement	Disinterest in reading, low motivation, participation reluctance	Use of engaging materials; peer encouragement; tangible reinforcement	• "May mga estudyante na talagang dae mahilig magbasa, kaya kaipuhan pa sinda i-engganyo." • "Some students are not motivated to read because they don't see its relevance to their daily lives."
Strengthened Home-School-Community Collaboration	Limited parental engagement, inconsistent parental involvement, weak community support	PTA meetings; home-school linkages; community meetings and promotion	• "Minsan, kulang sa suporta an mga magurang ta busy sa trabaho." • "Monitoring the effectiveness of these programs is a challenge due to inconsistent parental involvement." • "We rely on community engagement, but participation is not always strong." • "We lack updated instructional materials, and sometimes we have to improvise."
Instructional and Material Support	Lack of updated materials, lack of assessment tools, class interruptions, teacher workload	Use of online resources, improvisation, collaboration among teachers, ADM provision	• "Some teachers have a heavy workload, making it difficult to focus on remedial reading sessions." • "Interruptions of classes, like suspension, affect the continuity of the reading program." • "There is a need for more structured assessment tools to track student progress effectively."
Capacity-Building and Leadership Support	Need for training, overlapping programs, communication gaps	CPD programs, literacy program integration, strong coordination	• "Some teachers need additional training to better implement literacy programs." • "We conduct PTA meetings to inform parents about reading programs."

grouped into five themes: targeted instruction, student motivation, home-school-community collaboration, instructional support, and capacity-building. Respondents cited the need for differentiated strategies for diverse learners (Garcia & Santiago, 2019; De Leon & Santos, 2020), culturally relevant materials to boost engagement (Christina & Vinogradova, 2017), and stronger parental and community involvement (Gallardo, 2024; Mbale & Hara, 2020). Logistical issues such as outdated materials, class interruptions, and heavy workloads were addressed through improvisation and collaboration (Fernando, 2019; Panganiban et al., 2019). Finally, the call for ongoing teacher training and leadership support affirms the importance of professional development and administrative coordination in sustaining literacy efforts (Namanya, 2017).

Challenges perceived by students that hinder the effective implementation of the reading literacy programs. Table 5 presents students perceived challenges in reading literacy program implementation in Catanduanes,

highlighting five key themes: peer influence, language support, learning environment, material relevance, and flexible scheduling.

Table 5

Challenges that Hinder the Effective Implementation of Reading Literacy Programs as Perceived by Students

Thematic Finding	Codes / Issues	Actions / Interventions	Perceived Challenges
Peer Influence and Participation	Peer disengagement, peer reluctance	Listening to others, peer encouragement, group work	• "Sometimes, we don't feel like joining because our classmates don't participate." • "Some of us enjoy the activities, but others just stay quiet and don't join in." • "The reading activities in school are okay but find it hard to understand some words."
Language and Vocabulary Support	Vocabulary difficulties, fear of mistakes	Use of dictionaries, apps, peer support, home practice	• "I feel embarrassed to read aloud for fear of making mistakes." • "Mahirap basahin yung ibang salita kasi hindi ko po sila naintindihan."
Learning Environment Challenges	Classroom distractions, fear of judgment	Quiet reading spaces, teacher guidance	• "Distractions in the classroom make it hard to focus."
Relevance and Interest in Reading	Boring materials, low engagement content	Use of interesting and relatable stories	• "Some reading materials are boring and not interesting."
Flexibility and Extended Learning	Irregular attendance	Flexible reading time, make-up reading activities	• "Flexible time uses for reading."

Peer disengagement affects participation (Espiritu et al., 2021), while vocabulary difficulties and reading anxiety hinder fluency (Estrada-Madronero, 2019). Classroom distractions reduce focus (Grabe & Stoller, 2013), and unengaging materials limit interest (Gallardo, 2024). Irregular attendance calls for flexible reading schedules (Reyes et al., 2022). These findings underscore the need for socially responsive, emotionally supportive, and contextually adaptive literacy interventions.

Interventions employed by school heads and teachers in addressing the challenges that hinder the effective implementation of literacy programs. Table 6 presents the interventions employed by teachers and school heads to address challenges in implementing reading literacy programs in Catanduanes, organized into five themes: personalized instruction, home-school-community linkages, resource innovation, capacity-building, and motivation strategies. Respondents adapted teaching methods, contextualized reading for TVL students, and used small group instruction (De Leon & Santos, 2020; Garcia & Santiago, 2019). They optimized resources through online platforms and integrated programs (Fernando, 2019; Panganiban et al., 2019; Mendoza & Perez, 2021) and strengthened collaboration via CPD and peer support (Namanya, 2017). To boost engagement, they applied culturally relevant

materials, flexible scheduling, and reinforcement strategies (Christina & Vinogradova, 2017; Abril et al., 2022), while leadership coordination aligned with Systems Theory (Von Bertalanffy, 2017).

Table 6
Interventions Employed by Teachers and School Heads in Addressing the Challenges that Hinder the Effective Implementation of Reading Literacy Programs

Thematic Finding	Codes / Issues	Employed Interventions
Personalized and Adaptive Instruction	Struggling learners, TVL curriculum relevance, reluctance to participate, student hesitation	•Adapting teaching strategies, small group instruction" •Contextualizing reading in technical subjects" •Peer encouragement, interactive reading tasks" •4PM reading sessions, differentiated reading activities" •Informing parents during PTA meetings"
Strengthened Home-School and Community Linkages	Lack of parental support, inconsistent parental engagement, weak community participation	•Conducting PTA meetings, home-school linkages" •Promoting collaboration, organizing community meetings" •Use of online platforms, improvisation" •Implementation of structured assessment tools" •Integration of Catch-Up Fridays" •Provision of CPD programs (e.g., trainings, workshops)"
Resource Optimization and Innovation	Lack of updated materials, lack of assessment tools, program overlap	•Collaboration among teachers" •Verbal and tangible reinforcement" •Use of engaging and relatable reading materials"
Capacity-Building and Peer Collaboration	Teachers' need for training, teacher workload	•Adjusting schedules, provision of ADM" •Strong coordination and leadership presence"
Motivation and Engagement Strategies	Low student motivation, disinterest in reading, class interruptions, communication gaps	

The above findings affirm that holistic, context-responsive interventions are very essential for effective literacy program delivery.

Proposed strategic action plan. Table 7 outlines a strategic action plan for enhancing reading literacy program implementation in Catanduanes for SY 2025–2026, based on findings from Tables 5 to 10. Key strategies include standardized monitoring tools to ensure consistent implementation (Table 5), differentiated and learner centered instruction for diverse learners, especially those in TVL tracks (Tables 8–10; De Leon & Santos, 2020), and development of localized reading materials with stakeholder support (Tables 7–9; Gallardo, 2024). To boost learner engagement, peer-assisted reading, school-based camps, and reading portfolios are proposed (Tables 5 & 7; Espiritu et al., 2021). Strengthening home-school-community linkages through literacy-focused PTA meetings and barangay partnerships addresses weak parental involvement (Tables 8 & 10; Mbale & Hara, 2020).

Table 7
Strategic Action Plan for Enhancing Reading Literacy Program Implementation for School Year 2025–2026

Key Result Area	Findings	Strategic Objectives	Proposed Strategies/Activities	Persons Involved	Timeline	Expected Output
Program Implementation	Literacy programs are "Fully Implemented" but show variability across schools.	Ensure consistent implementation and fidelity across schools.	•Regular monitoring and monitoring visits •Use of a standardized implementation checklist •Conduct training on differentiated strategies (e.g., small-group instruction) •Integrate literacy in TVL and contextualized subjects	School Heads, Reading Coordinators, Division Supervisors	Quarterly	Consistent and standardized literacy program delivery
Instructional Strategies	Teachers apply chants, flashcards, differentiated tasks, and contextualization.	Strengthen differentiated, learner centered, and contextualized instruction.	•Develop localized and level appropriate reading materials •Enhance reading centers in schools •Implement reading buddy and peer assisted learning •Organize "Reading Fridays" and interactive reading camps •Introduce learner reading journals	Teachers, Master Teachers, EPS	Every 2 grading periods	Increased student participation and deeper comprehension
Learning Materials	Outdated, insufficient, or improvised materials were reported.	Improve availability and contextual relevance of reading resources.	•Develop localized and level appropriate reading materials •Enhance reading centers in schools •Implement reading buddy and peer assisted learning •Organize "Reading Fridays" and interactive reading camps •Introduce learner reading journals	School Librarians, Teachers, Stakeholders, LOUs	Within SY 2025–2026	Increased access to relevant, engaging materials
Learner Engagement	Issues include low motivation, reading anxiety, peer disengagement.	Enhance student confidence and interest in reading.	•Implement reading buddy and peer assisted learning •Organize "Reading Fridays" and interactive reading camps •Introduce learner reading journals	Class Advisers, Reading Teachers, Guidance Counselors	Monthly	More motivated and engaged readers
Assessment and Monitoring	Progress tracking is "Somewhat Effective"; students lack awareness of their growth.	Foster learner ownership of reading progress.	•Conduct student-led reading progress conferences with parents •Conduct literacy-focused PTA sessions •Engage barangay officials in supporting reading centers and home programs •Provide CPD on inclusive/remedial literacy •Implement peer coaching and collaborative planning sessions	Reading Teachers, Students, Parents	Bimonthly	Improved monitoring, accountability, and feedback
Home-School Community Linkages	Weak parent involvement and minimal community support.	Strengthen collaboration among stakeholders.	•Conduct literacy-focused PTA sessions •Engage barangay officials in supporting reading centers and home programs •Provide CPD on inclusive/remedial literacy •Implement peer coaching and collaborative planning sessions	School Heads, Parents, LOUs, Community Leaders	Quarterly	Heightened parental and community participation
Capacity Building	Teachers expressed need for CPD and peer collaboration.	Build teacher competence in remedial and inclusive reading practices.	•Implement peer coaching and collaborative planning sessions •Allow flexible reading times before/after class or via ADM •Schedule make-up reading for irregular absences	Principals, Master Teachers, External Trainers	SY 2025–2026	More confident and competent literacy implementers
Scheduling and Flexibility	Students recommend flexible reading schedules to address absences and learning pace.	Provide adaptive and flexible learning opportunities.	•Allow flexible reading times before/after class or via ADM •Schedule make-up reading for irregular absences	Teachers, Coordinators, Learners	Weekly	More accessible and learner-responsive sessions

Capacity-building efforts include CPD and peer coaching (Tables 4 & 6), while flexible scheduling through ADM supports inclusive participation (Table 7; Reyes et al., 2022). The plan integrates stakeholder insights into responsive, context-driven interventions to improve literacy outcomes.

DISCUSSION

This study investigated the implementation and effectiveness of reading literacy programs in selected public secondary schools in Catanduanes through a mixed-methods approach involving 38 teachers, 18 school heads, and 110 students. Quantitative findings indicated that programs were generally "Fully Implemented," supported by consistent structures and scheduling. However, qualitative responses revealed gaps in student engagement, comprehension, and reading confidence, suggesting that implementation fidelity varies across contexts and is shaped by factors such as resource availability and community involvement (Christina & Vinogradova, 2017; Von Bertalanffy, 2017).

Teachers and school heads rated the programs as "Highly Effective," citing strengths like individualized instruction, guided reading strategies, and assessment tools.

Students also responded positively but noted challenges with vocabulary, motivation, and self-direction. These findings underscore the importance of differentiated instruction, scaffolding, and culturally responsive materials (De Leon & Santos, 2020; Garcia & Santiago, 2019; Padilla & Roldan, 2018). The alignment between instructional practices and leadership support reflects Systems Theory's emphasis on coherence among school subsystems (Von Bertalanffy, 2017). Both groups identified key barriers, including struggling learners, low motivation, weak parental involvement, outdated materials, peer disengagement, and classroom distractions, highlighting the need for holistic and inclusive strategies (Espiritu et al., 2021; Estrada Madronero, 2019; Gallardo, 2024; Reyes et al., 2022).

In response, teachers and school heads implemented interventions such as small group instruction, contextualized reading tasks, peer-assisted learning, home-school linkages, digital platforms, CPD programs, and leadership coordination—practices aligned with learner-centered and systems-based approaches (Namanya, 2017; Fernando, 2019; Mendoza & Perez, 2021). These insights informed a Strategic Action Plan for SY 2025–2026, which includes standardized monitoring, localized materials, reading portfolios, flexible scheduling via ADM, and strengthened community engagement. Pilot-testing is recommended to assess its feasibility across diverse school contexts. Overall, while literacy programs in Catanduanes are structurally sound and positively received, their long-term success depends on sustained support, contextual responsiveness, and inclusive practices. Future research may explore differentiated instruction for TVL students, contextualized reading materials, literacy monitoring tools, and peer-driven interventions to further enhance literacy outcomes and inform educational policy.

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