VMC ANALYTIKS

Perceived Gains, Implementation Barriers, and Effectiveness of Reading Recovery Strategies: Evidence from Viga East and West Districts, Schools Division of Catanduanes

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Abstract

Reading proficiency remains a critical predictor of learners' academic success, socio-emotional development, and lifelong engagement with learning. Despite national and regional efforts, early literacy deficits persist in rural Philippine contexts, particularly in low-resource, geographically isolated districts. Structured interventions such as Reading Recovery (RR) programs have demonstrated potential to enhance decoding, comprehension, motivation, and learner confidence; however, localized evidence on their implementation, perceived gains, and operational barriers remains limited. This study examined teachers' perceptions of gains, barriers, and overall effectiveness of RR strategies in the Viga East and West Districts of the Schools Division of Catanduanes. Employing a descriptive-correlational design, data were collected from 128 teachers across 28 public elementary schools using a validated survey instrument. Descriptive statistics summarized levels of perceived gains, implementation barriers, and program effectiveness, while Pearson correlation assessed relationships among these variables. Findings indicate that teachers perceive RR strategies as effective in fostering learner confidence, motivation, home–school collaboration, and moderate improvements in fluency and comprehension. The most frequently encountered barriers were learner attendance, time constraints, limited reading materials, and insufficient teacher training. Correlation analyses revealed that perceived gains significantly relate to overall program effectiveness (r = .518), while implementation barriers also exhibit a strong positive association with effectiveness (r = .650), highlighting the influence of both program strengths and operational challenges on instructional outcomes. Based on these findings, a context-specific intervention plan is proposed, focusing on enhancing learner engagement, optimizing instructional time, strengthening teacher capacity, expanding access to culturally relevant reading materials, and institutionalizing monitoring mechanisms. The study provides empirical insights for improving early literacy interventions in rural, resource-constrained settings and contributes actionable strategies for sustaining Reading Recovery programs in the Philippines and similar educational contexts.

Keywords: reading recovery, early literacy, implementation barriers, program effectiveness, Viga East and West Districts, Catanduanes

INTRODUCTION

Reading proficiency remains a foundational predictor of learners' long-term academic achievement, socio-emotional development, and overall school engagement. Global assessments continue to reveal persistent challenges in early literacy, particularly in low- and middle-income countries where structured reading interventions are crucial for addressing learning gaps (Arquero et al., 2024; UNESCO, 2022). In the Philippines, national assessments such as the Early Language, Literacy, and Numeracy Assessment (ELLNA) and the Southeast Asia Primary Learning Metrics (SEA-PLM) have consistently identified large proportions of learners performing below grade-level expectations in reading (DepEd, 2020; SEAMEO-INNOTECH, 2021). These results underscore the urgent need to strengthen

school-based reading recovery initiatives that explicitly target fluency, comprehension, motivation, and sustained literacy development. Reading Recovery, a structured and evidence-based early literacy program originally developed by Marie M. Clay, provides individualized daily reading instruction for struggling readers in the first years of schooling (Clay Research Centre, 2020; University College London, 2019). Its core components focus on enhancing decoding skills, vocabulary, comprehension, and reading confidence through scaffolded and tailored interventions (Castles, Rastle, & Nation, 2018; Snow & Matthews, 2016). In this study, a locally adapted Reading Recovery program was implemented in the Viga East and West Districts of the Schools Division of Catanduanes. Adaptations included the use of culturally relevant Filipino texts, adjusted session duration to accommodate rural school timetables, and home-based reinforcement activities to support learners in geographically isolated communities.

Contemporary scholarship emphasizes the effectiveness of structured literacy interventions such as Reading Recovery in improving early decoding, comprehension, and learner confidence (Kim et al., 2021; Wanzek et al., 2021; Wanzek & Vaughn, 2020). Studies also highlight the importance of teacher expertise, instructional resources, and strong home-school partnerships in ensuring program success (García & Cain, 2022). Nonetheless, systemic barriers—such as limited instructional materials, insufficient teacher training, time constraints, and learner absenteeism—continue to challenge program effectiveness, especially in resource-constrained and rural contexts (Hernandez, 2023; Amrein-Beardsley & Barnett, 2023).

Despite these insights, important research gaps persist. Few empirical studies have examined the combined influence of perceived gains, implementation barriers, and overall strategy effectiveness of Reading Recovery in Philippine rural and disaster-prone settings (Bernardo, 2021; Kim et al., 2021). Evidence on how these variables interact in geographically isolated

island provinces, where educational disruptions may be frequent and contextual challenges distinct, remains scarce. This lack of localized, context-responsive research limits the development of sustainable, data-driven reading recovery models that school districts can implement effectively.

To address this gap, the present study investigated the perceived gains, implementation barriers, and overall effectiveness of a locally adapted Reading Recovery program in the Viga East and West Districts of the Schools Division of Catanduanes. It further explored the relationships among these key variables to generate evidence-based insights for enhancing early literacy outcomes. The findings aim to support the design of a localized, data-driven framework for reading recovery that strengthens program implementation and improves learner reading performance.

Statement of the Problem. This study examined the perceived gains, implementation barriers, and overall effectiveness of reading recovery strategies in the Viga East and West Districts under the Schools Division of Catanduanes. It also analyzed the relationships among these key variables to generate evidence-based insights that can inform the enhancement of reading interventions and learner outcomes. Specifically, the study sought to answer the following research questions:

1. What are the perceived gains derived from the implementation of reading recovery strategies in terms of:
   1.1 Improvement in reading fluency;
   1.2 Enhancement of reading comprehension;
   1.3 Development of learner confidence and motivation; and
   1.4 Strengthening of home-school collaboration?

2. What implementation barriers are encountered by teachers in applying reading recovery strategies in terms of:
   2.1 Limited availability of reading materials and resources;

2.2 Time constraints for conducting intervention sessions;

2.3 Insufficient teacher training and instructional expertise; and

2.4 Learner attendance, participation, and engagement issues?

3. What is the level of effectiveness of reading recovery strategies in terms of:
   3.1 Achieving target reading proficiency levels;
   3.2 Addressing individual learning needs and reading difficulties;
   3.3 Sustaining reading gains over time; and
   3.4 Supporting learners' overall academic performance?

4. Is there a significant relationship between the perceived gains and the implementation barriers of reading recovery strategies?

5. Is there a significant relationship between the perceived gains and the level of effectiveness of reading recovery strategies?

6. Is there a significant relationship between the implementation barriers and the level of effectiveness of reading recovery strategies?

7. What intervention plan may be proposed to strengthen the implementation and sustainability of reading recovery strategies in the Viga East and West Districts?

Null Hypotheses. This study tested the following null hypotheses at the 0.05 level of significance:

1. There is no significant relationship between the perceived gains and the implementation barriers of Reading Recovery strategies.

2. There is no significant relationship between the perceived gains and the perceived level of effectiveness of Reading Recovery strategies.

3. There is no significant relationship between the implementation barriers and the perceived level of effectiveness of Reading Recovery strategies.

Scope of the Study. This study examined teachers' perceptions of the gains, implementation barriers, and effectiveness of Reading Recovery (RR) strategies in public elementary schools of the Viga East and West Districts, Schools Division of Catanduanes, during the 2025–2026 school year. It focused on the impact of RR strategies on reading fluency, comprehension, learner confidence, motivation, and home–school collaboration, while identifying challenges including limited resources, time constraints, teacher preparedness, and learner engagement. Data were systematically collected from teachers directly implementing RR strategies, providing evidence-based insights to guide the optimization, sustainability, and strategic enhancement of literacy recovery interventions in early-grade education.

Theoretical/Conceptual Framework. This study is anchored in two complementary theoretical perspectives that explain how young learners acquire literacy skills. Vygotsky's Sociocultural Theory views reading development as a socially mediated process in which learners progress through scaffolded support within their Zone of Proximal Development. Contemporary studies affirm that structured scaffolding, dialogic mediation, and responsive feedback significantly enhance early reading fluency, comprehension, and motivation (Hammond, 2021). Rosenblatt's Transactional Theory, on the other hand, describes reading as a dynamic interaction between the reader and the text shaped by prior knowledge, emotional engagement, and contextual experiences. Recent scholarship emphasizes that literacy interventions must strengthen reader–text engagement and promote meaningful sense-making to help struggling learners overcome decoding and comprehension difficulties (Graham & Duke, 2020; Villarama et al., 2024). Together, these theories highlight that effective literacy support crucially depends on meaningful reader–text interactions, consistently reinforced through intentional and context-sensitive instructional practices.

Guided by these foundations, the present study examines a localized adaptation of the Reading Recovery (RR) program implemented in the Viga East and West Districts of Catanduanes. Unlike the traditional one-on-one RR model developed by Marie Clay (Clay, 2016), the version investigated here has been adjusted to match local classroom conditions, including large class sizes, limited resources, and community-specific literacy needs. Core RR principles such as guided reading, culturally relevant leveled texts, repeated reading, and individualized scaffolding remain central but are delivered through small-group instruction supported by contextualized materials that reflect learners' linguistic and cultural backgrounds. Recent RR research shows that well-designed contextual adaptations can preserve the integrity of the program while improving its feasibility in underserved settings (May et al., 2015; Schwartz, 2021). This localized version also responds to a significant research gap: despite extensive global evidence on RR, there is little Philippine-based research examining how adaptations, perceived gains, and implementation challenges influence program effectiveness. By analyzing these interconnected elements, the study enriches both national and local literacy scholarship and proposes a conceptual model in which perceived gains, implementation barriers, and applied RR strategies collectively determine the overall effectiveness of the adapted program within a socio-culturally mediated learning environment.
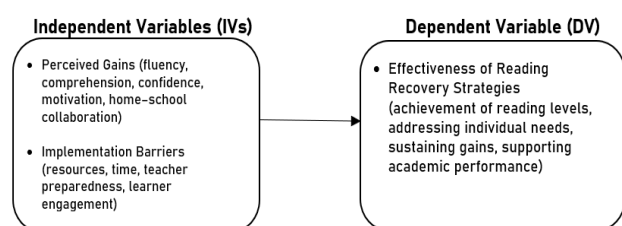

Figure 1
The Conceptual Paradigm of the Study

LITERATURE REVIEW

Reading recovery and early literacy interventions have been widely recognized for their effectiveness in addressing foundational reading difficulties among young learners.

Evidence consistently shows that structured literacy programs, when implemented with fidelity, significantly improve reading fluency, phonological awareness, and comprehension (Castles, Rastle, & Nation, 2018; Snow & Matthews, 2016; Villarama et al., 2025; Wanzek et al., 2021). A recurring theme across the literature is that learner engagement, motivation, and confidence are critical mediators of literacy gains. Interventions promoting meaningful reader–text interaction, authentic literacy experiences, and strong home–school collaboration are associated with higher engagement and sustained reading improvements (Guthrie et al., 2021; Kim & Quinn, 2021; Villarama et al., 2025; Wang et al., 2021).

Despite the demonstrated benefits, implementation challenges persist, particularly in resource-constrained settings. Limited access to culturally relevant instructional materials, insufficient teacher training in evidence-based reading instruction, and time constraints for individualized sessions continue to hinder program effectiveness (Amrein-Beardsley & Barnett, 2023; Opfer & Pedder, 2021; Tosto et al., 2022). Learner absenteeism and inconsistent participation further compromise literacy gains, underscoring the importance of addressing both structural and behavioral factors to sustain progress (Denton et al., 2020; Morris & Nelson, 2021; Villarama et al., 2025).

Another key insight is that optimal literacy outcomes depend not only on program design but also on alignment with learners' developmental readiness and ongoing support tailored to individual needs (Graham & Duke, 2020; Villarama, 2025). However, much of the current research lacks integrated analyses that examine how perceived gains, implementation barriers, and program components interact to influence overall intervention effectiveness. This gap is particularly pronounced in rural Philippine contexts, where geographic isolation, resource constraints, and variability in teacher training may uniquely shape literacy outcomes (Bernardo, 2021).

Taken together, the literature highlights a critical research gap: few studies investigate

the relational dynamics among perceived gains, implementation barriers, and intervention effectiveness in Southeast Asian rural schools. The present study addresses this gap by providing contextualized empirical evidence from public elementary schools in the Viga East and West Districts. By examining how these factors interact, this research offers insights for developing localized, data-driven reading recovery initiatives that enhance early literacy outcomes and inform policy and practice in similar contexts.

METHODS

Research Design. This study employed a descriptive-correlational design to examine teachers' perceptions of gains, implementation barriers, and effectiveness of Reading Recovery strategies in the Viga East and West Districts (Creswell & Creswell, 2021). Descriptive analyses captured levels of perceived gains, barriers, and overall effectiveness, while correlational methods assessed relationships among these variables (Fraenkel et al., 2020). Data were collected via a structured survey administered to teachers directly implementing the program, providing context-specific and actionable insights (Mertens, 2022). Reading Recovery, a structured, evidence-based early literacy intervention, offers individualized daily reading and writing instruction for struggling first-grade learners. In this study, a locally adapted version incorporated culturally relevant Filipino texts, adjusted lesson pacing and schedules, and home-based reinforcement activities for learners in geographically isolated communities (Clay Research Centre, 2020; University College London, 2019). This design enabled a systematic assessment of program benefits and challenges, identification of implementation barriers, and formulation of evidence-based recommendations to enhance sustainable reading recovery practices in Philippine rural schools.

Population, Samples and Sampling Technique. The study involved 28 public elementary schools in the Viga East and West Districts, with a total population of 188 teachers, from which a sample of 128 was determined using Slovin's

formula to ensure statistical representativeness (Israel, 2020). Stratified random sampling was employed to proportionally select participants from each school, preserving district-level distribution and minimizing selection bias (Etikan et al., 2020). This approach enabled the collection of reliable, generalizable data on teachers' perceptions of reading recovery strategies, implementation barriers, and program effectiveness.

Table1
Population and Sample Distribution

District	Number of Schools	Total Population (N)	Sample (n) (Slovin's Formula)
Viga East	10	56	38
Viga West	18	132	90
Overall Total	28	188	128

Instrumentation. A self-made questionnaire was utilized to examine teachers' perceptions of the gains, implementation barriers, and effectiveness of Reading Recovery strategies in the Viga East and West Districts. The instrument comprised three sections aligned with the study objectives: Section 1 assessed literacy gains, including reading fluency, comprehension, learner confidence, motivation, and home-school collaboration; Section 2 explored implementation barriers, such as limited resources, time constraints, teacher preparedness, and learner engagement; and Section 3 evaluated the perceived effectiveness of Reading Recovery strategies in achieving target reading levels and sustaining progress.

Table 2
Likert Scale Scoring for Perceived Gains, Implementation Barriers, and Effectiveness of Reading Recovery Strategies

Likert Score	Numerical Range	Perceived Gains	Implementation Barriers	Effectiveness of RR Strategies
4	3.25 – 4.00	Highly Evident	Frequently Encountered	Very Effective
3	2.50 – 3.24	Evident	Occasionally Encountered	Effective
2	1.75 – 2.49	Less Evident	Rarely Encountered	Less Effective
1	1.00 – 1.74	Not Evident	Not Encountered	Not Effective

Content validity was established through review by four experts in language and literacy education, curriculum development, and school administration. Reliability was confirmed via a pilot test with 20 teachers not included in the

main study sample, using the Split-Half Method, yielding a Spearman-Brown coefficient of .729, indicating acceptable internal consistency. Responses were measured using a 4-point Likert scale (Table 2) to ensure consistent scoring, facilitate comparative analysis, and guide evidence-based enhancements of literacy interventions.

Data Analysis. Data were analyzed using descriptive statistics to summarize perceived gains, barriers, and effectiveness, while Pearson correlation assessed relationships among variables, ensuring rigorous, evidence-based insights consistent with recent educational research (Fraenkel et al., 2020; Mertens, 2022).

Ethical Considerations. The study adhered to established ethical guidelines to ensure the protection, rights, and well-being of all participants. Prior to data collection, informed consent was obtained from all teacher participants, clearly explaining the study's purpose, voluntary participation, confidentiality, and the right to withdraw without penalty (Mertens, 2022). Participant anonymity was maintained through coded survey responses, and data were securely stored to prevent unauthorized access (Fraenkel et al., 2020). Additionally, the study respected institutional protocols, securing permission from the Schools Division of Catanduanes, while the questionnaire underwent expert review to ensure culturally appropriate and non-intrusive content (Israel, 2020). These measures aligned with contemporary educational research standards for ethical conduct.

RESULTS

Perceived gains derived from the implementation of reading recovery strategies. As shown in Table 3, teachers generally perceive the strategies as effective, with an overall weighted mean of 3.22 (Evident). Improvement in Reading Fluency (3.19 ± 0.044) and Enhancement of Reading Comprehension (3.17 ± 0.074) reflect moderate gains with low variability, indicating consistently favorable classroom outcomes. Development of Learner

Confidence and Motivation (3.26 ± 0.081) and Strengthened Home-School Collaboration (3.26 ± 0.134) show strong positive effects, though wider variation in home-school collaboration highlights differing experiences in parental engagement.

Table 3
Composite Scores of Teachers' Perceived Gains in Reading Recovery Strategies

Variable	Weighted Mean	SD	Verbal Interpretation	Rank
Improvement in Reading Fluency	3.19	± 0.044	Evident	4
Enhancement of Reading Comprehension	3.17	± 0.074	Evident	3
Development of Learner Confidence and Motivation	3.26	± 0.081	Highly Evident	1.5
Strengthened Home-School Collaboration	3.26	± 0.134	Highly Evident	1.5
Overall weighted mean	3.22		Evident	

Implementation barriers encountered by teachers in applying reading recovery strategies. Table 4 indicates that teachers encounter notable barriers, with an overall mean of 3.28 (Frequently Encountered). Learner Attendance and Engagement Issues (3.52 ± 0.039) and Time Constraints for Intervention Sessions (3.35 ± 0.057) are the most prominent, demonstrating high occurrence with minimal-to-moderate variability. Limited Availability of Reading Materials and Insufficient Teacher Training (3.19 ± 0.052; 3.05 ± 0.052) are moderately observed barriers, reflecting consistent yet less severe challenges. These results identify priority areas for targeted support to maximize program implementation.

Table 4
Composite Scores of Teachers' Perceptions of Implementation Barriers in Reading Recovery Strategies

Variable	Weighted Mean	SD	Verbal Interpretation	Rank
Limited Availability of Reading Materials and Resources	3.19	± 0.052	Occasionally Encountered	3
Time Constraints for Intervention Sessions	3.35	± 0.057	Frequently Encountered	2
Insufficient Teacher Training and Expertise	3.05	± 0.052	Occasionally Encountered	4
Learner Attendance and Engagement Issues	3.52	± 0.039	Frequently Encountered	1
Overall weighted mean	3.28		Frequently Encountered	

Effectiveness of reading recovery strategies. In terms of perceived effectiveness (Table 5), teachers report high impact across domains, with an overall mean of 3.44 (Very Effective). Supporting Overall Academic Performance (3.52 ± 0.089) and Addressing Individual Learning Needs (3.51 ± 0.028) show the

strongest effects, with relatively low SDs indicating consistency across classrooms. Achieving Target Reading Levels (3.29 ± 0.147) exhibits slightly higher variability, suggesting differences in teacher experiences. Collectively, these results confirm the program's substantial and uniform effectiveness, while SDs highlight areas where perceptions vary.

Table 5
Composite Scores of Teachers' Perceived Level of Effectiveness of Reading Recovery Strategies

Variable	Weighted Mean	SD	Verbal Interpretation	Rank
Achieving Target Reading Levels	3.29	± 0.147	Very Effective	4
Addressing Individual Learning Needs	3.51	± 0.028	Very Effective	2
Sustaining Reading Gains Over Time	3.42	± 0.030	Very Effective	3
Supporting Overall Academic Performance	3.52	± 0.089	Very Effective	1
Overall weighted mean	3.44		Very Effective	

Relationship between the perceived gains and the level of effectiveness of reading recovery strategies. Correlation analyses further illuminate relationships among gains, barriers, and effectiveness. As presented in Table 6, the negligible correlation between perceived gains and implementation barriers (r = 0.043) indicates that teachers' experiences of student improvement occur largely irrespective of the challenges they encounter. The very weak, positive direction suggests only minimal co-occurrence, reinforcing the notion that gains are not meaningfully hindered or enhanced by barriers, and that teachers may be effectively paying constraints during implementation.

Table 6
Pearson Correlation between Perceived Gains and Implementation Barriers of Reading Recovery Strategies

Variables	Statistical Test	Computed r	Critical r @ .05	Decision	Interpretation
Perceived Gains vs. Implementation Barriers	Pearson r	.043	.195	Failed to Reject Ho	No significant relationship

Relationship between the perceived gains and the level of effectiveness of reading recovery strategies. Conversely, Table 7 demonstrates a moderate positive correlation (r = 0.518) between perceived gains and overall effectiveness, indicating that improvements in reading fluency, comprehension, learner

motivation, and home–school collaboration strongly shape teachers' judgments of program success. This pattern highlights perceived gains as a central predictor of how well the intervention is evaluated.

Table 7
Pearson Correlation between Perceived Gains and Level of Effectiveness of Reading Recovery Strategies

Variables	Statistical Test	Computed r	Critical r @ .05	Decision	Interpretation
Perceived Gains vs. Level of Effectiveness	Pearson r	.518	.195	Reject Ho	Significant relationship

Relationship between the implementation barriers and the level of effectiveness of reading recovery strategies. Interestingly, Table 8 reveals a moderate-to-strong positive correlation (r = 0.650) between implementation barriers and effectiveness. This counterintuitive association suggests that teachers who experience more barriers may also develop a heightened awareness of the program's value when positive outcomes still emerge. Such a dynamic underscores the complexity of implementation contexts, where challenges can sharpen teachers' recognition of successful practices and emphasize the need for targeted support to sustain program impact.

Table 8
Pearson Correlation between Implementation Barriers and Level of Effectiveness of Reading Recovery Strategies

Variables	Statistical Test	Computed r	Critical r @ .05	Decision	Interpretation
Implementation Barriers vs. Level of Effectiveness	Pearson r	.650	.195	Reject Ho	Significant relationship

Overall, these findings collectively suggest that Reading Recovery strategies yield multifaceted benefits across literacy domains, with effectiveness closely tied to observed student gains and teacher experiences. They underscore the critical role of targeted support, sufficient resources, and professional development in maximizing program impact, while also revealing areas, such as home-school collaboration and intervention logistics, where variability warrants focused attention.

Proposed Intervention Plan to Strengthen the Implementation of Reading Recovery Strategies Rationale. The effective implementation of

Reading Recovery strategies in the Viga East and West Districts continues to face challenges that limit its full instructional impact. Findings from the study reveal that while teachers consistently observe meaningful learner gains—particularly in confidence, motivation, and home–school collaboration (Table 3)—they also encounter persistent barriers such as learner attendance and engagement issues (WM = 3.52), time constraints (WM = 3.35), limited reading resources (WM = 3.19), and insufficient teacher training (WM = 3.05) (Table 4). These constraints hinder the consistent delivery of individualized literacy support and affect the sustainability of intervention efforts.

Despite these challenges, teachers perceive Reading Recovery strategies as highly effective (overall WM = 3.44), especially in supporting overall academic performance and addressing individual learning needs (Table 5). Moreover, significant relationships were observed between perceived gains and effectiveness (Table 7) and between implementation barriers and effectiveness (Table 8), highlighting that both program strengths and operational challenges shape teaching outcomes.

In response, this proposed intervention plan aims to systematically address these barriers by focusing on enhancing learner engagement, optimizing instructional time, building teacher capacity, and improving access to quality reading materials. These initiatives directly support the National Learning Recovery Program under DepEd Order No. 13, s. 2023, which prioritizes early literacy as a foundation for academic success and long-term learning continuity.

Objectives

1. To improve learner attendance and engagement in Reading Recovery sessions through motivational, behavioral, and parental support strategies.

2. To optimize time management and scheduling to ensure consistent and effective delivery of reading intervention sessions.

3. To strengthen teacher competence and confidence in implementing Reading Recovery strategies through sustained professional development and mentoring.

4. To enhance the availability and utilization of localized, culturally responsive reading materials to support differentiated literacy instruction.

Table 9

Matrix of proposed strategic intervention plan

Objectives	Activities / Strategies	Persons Involved	Time Frame	Resources Needed	Expected Outcomes / Results
1. Improve learner attendance and engagement	- Implement a Learner Attendance and Engagement Monitoring System (daily log, weekly feedback). - Conduct parent literacy orientation sessions to emphasize the importance of intervention attendance. - Provide recognition incentives for consistent attendance (certificates, rewards). - Integrate gamified reading tasks to increase motivation.	Reading teachers, School Heads, Parents, GPTA, Guidance Personnel	Monthly monitoring; orientations per quarter	Attendance sheets, certificates, rewards, digital/printed activity sheets	Increased learner attendance and active participation in Reading Recovery sessions; reduced absenteeism-related disruptions.
2. Optimize instructional time for interventions	- Develop a flexible Reading Recovery schedule aligned with class timetables. - Allocate dedicated reading intervention time blocks per grade level. - Integrate short, high-impact reading routines during homeroom or remediation periods.	School Heads, Teacher Coordinators, Reading Teachers	Quarterly scheduling; weekly implementation	Revised class schedules, administrative memos, time-allocation guides	More consistent intervention sessions; reduced time-related barriers; improved continuity of reading instruction.
3. Strengthen teacher capacity and expertise	- Conduct district-wide training workshops on Reading Recovery strategies, assessment tools, and differentiated instruction. - Implement peer mentoring and lesson study cycles to enhance practice. - Provide coaching and classroom observation feedback to strengthen teacher proficiency.	District Supervisors, Reading Specialists, School Heads, Teachers	Semi-annual trainings; monthly coaching	Training modules, honoraria for trainers, observation tools	Improved teacher competence, confidence, and strategy application; reduced barriers related to limited training.
4. Improve access to reading materials and resources	- Develop localized reading materials based on learners' cultural and linguistic contexts. - Build school-level Reading Resource Corners. - Produce leveled reading passages and comprehension tasks for remediation.	Reading Teachers, LR Coordinators, School Heads	Material development quarterly; resource center ongoing	Printing materials, books, digital resources, budget allocation	Increased availability of differentiated and culturally relevant materials, supporting effective intervention delivery.
5. Strengthen home-school collaboration	- Conduct quarterly Reading Progress Conferences with parents. - Provide take-home reading kits to reinforce learning outside school. - Implement parent–child reading logs monitored by teachers.	School Heads, Teachers, Parents, GPTA	Quarterly	Reading kits, journals/logs, printed guides	Enhanced literacy support at home; improved reading confidence and sustained learner motivation.
6. Enhance monitoring and evaluation of program effectiveness	- Use simple assessment tools to track reading gains (fluency checks, comprehension tasks). - Conduct mid-year and year-end evaluations of program implementation. - Present data in district reading conferences for continuous improvement.	Teachers, School Heads, District Supervisors	Semi-annual evaluations	Assessment tools, reporting templates, evaluation rubrics	Data-driven decision-making; improved program sustainability and adaptation based on trends and outcomes.

The proposed intervention plan directly addresses the primary barriers identified in the study. By improving learner engagement, strengthening teacher training, optimizing instructional time, and expanding access to relevant reading materials, the plan aims to reinforce the effectiveness already evident in Reading Recovery implementation. With structured monitoring and parent involvement, learners are expected to demonstrate more consistent progress in fluency, comprehension, motivation, and overall academic performance. Ultimately, the plan promotes a more resilient Reading Recovery program aligned with national literacy recovery priorities.

DISCUSSION

The following discussion presents an analysis of teachers' perceptions and experiences with

the implementation of Reading Recovery in the Viga East and West Districts, emphasizing learner outcomes, instructional challenges, and program effectiveness. The findings from Tables 3 to 8 offer a comprehensive picture of teachers' perceptions of Reading Recovery implementation, highlighting learner gains, instructional barriers, and overall program effectiveness in the Viga East and West Districts. When viewed alongside relevant literature and ongoing national literacy initiatives, the results underscore both the potential and the challenges of delivering early literacy interventions in rural Philippine settings. Teachers consistently reported positive outcomes from Reading Recovery strategies, with an overall mean of 3.22 (Evident). Substantial improvements were noted in reading fluency (3.19) and comprehension (3.17), which reflect moderate and uniform learning progress. These outcomes align with longstanding research demonstrating that structured and scaffolded reading interventions—particularly those emphasizing phonological awareness, decoding, fluency, and comprehension—lead to steady gains in early literacy (Castles, Rastle, & Nation, 2018; Snow & Matthews, 2016; Wanzek et al., 2021). The strong development of learner confidence and motivation (3.26) further reinforces evidence that cognitive growth and affective factors are interconnected components of successful reading programs, consistent with studies highlighting the roles of motivation, self-efficacy, and engagement in sustaining literacy development (Guthrie, Klauda, & Ho, 2021; Kim & Quinn, 2021). These outcomes parallel patterns observed in Philippine initiatives such as the "Every Child a Reader Program" (ECARP) and DepEd's 2023 National Learning Recovery Program, where confidence building and parental involvement were key predictors of reading progress.

The study also reflects teachers' generally positive perceptions of strengthened home–school collaboration (3.26), though the relatively higher variability (SD = 0.134) suggests inconsistent levels of parental engagement across households. This echoes earlier findings that while some families actively support literacy activities at home, others encounter constraints related to work, limited literacy proficiency, or lack of materials—concerns frequently documented in Philippine literature on home literacy practices (Bernardo, 2021). Such variability highlights the need for stronger community-based literacy partnerships, particularly in geographically isolated communities where regular school–home interaction may be difficult.

Teachers also identified multiple barriers to implementation, with an overall rating of 3.28 (Frequently Encountered). The most prominent challenge was learner attendance and engagement (3.52), consistent with research showing that irregular attendance undermines the cumulative skill-building required in structured interventions (Denton et al., 2020; Morris & Nelson, 2021). Attendance issues are commonly reported in rural Philippine schools, where transportation problems, family responsibilities, and socioeconomic pressures frequently disrupt learners' daily participation. Time constraints (3.35) emerged as another persistent barrier, reflecting difficulties in scheduling individualized instruction in multi-grade or highly populated classrooms—an issue similarly acknowledged in DepEd evaluations of literacy programs. These concerns mirror global findings that the dosage, intensity, and scheduling of interventions are central to their success (Ayeras et al., 2024; Opfer & Pedder, 2021).

Moderate challenges were also reported in resource availability (3.19) and teacher training (3.05). The limited supply of leveled, culturally relevant reading materials remains a longstanding concern in many Philippine public schools, especially in districts with few instructional resources. Research consistently emphasizes that accessible, age-appropriate, and locally contextualized texts are essential for supporting comprehension and engagement (Tosto et al., 2022). Inadequate training likewise reflects wider patterns in literacy development programs, as teachers require sustained, evidence-based professional learning to implement interventions effectively and with fidelity (Amrein-Beardsley & Barnett, 2023).

Despite these challenges, teachers rated Reading Recovery as highly effective (overall mean = 3.44), with the strongest impacts observed in supporting academic performance (3.52) and addressing individual learning needs (3.51). These findings strengthen the argument that evidence-based literacy interventions are most effective when guided by continuous assessment and tailored to learners' unique profiles (Graham & Duke, 2020). The slightly higher variability in the ability to facilitate target reading levels (SD = 0.147) suggests differential conditions among classrooms, teacher expertise, and learner readiness.

Correlation analyses in Tables 6–8 further clarify the interplay between gains, barriers, and perceived effectiveness. The negligible correlation between gains and barriers (r = 0.043) indicates that teachers observe learner improvements even when facing obstacles, suggesting that adaptive teaching and professional resilience help maintain progress. This aligns with rural intervention research highlighting the persistence of educators in resource-constrained environments (Wanzek et al., 2021). The moderate positive correlation between gains and effectiveness (r = 0.518) confirms that teachers' perceptions of program success are largely informed by visible learner outcomes, consistent with evidence that formative assessments shape practitioners' judgments of instructional value (Snow & Matthews, 2016). Notably, the moderate-to-strong positive correlation between barriers and effectiveness (r = 0.650) reveals an important contextual nuance. Although seemingly contradictory, this finding suggests that teachers who encounter more challenges may concurrently develop greater awareness of effective practices or become more reflective and intentional in their implementation. This interpretation is supported by research on teacher learning, which shows that constraints often encourage innovation, adaptiveness, and responsive decision-making (Opfer & Pedder, 2021). Within Philippine rural schools, this dynamic highlights teachers' resilience and capacity to navigate limited and scarce resources while striving to deliver quality instruction.

Overall, the results demonstrate that Reading Recovery contributes meaningfully to strengthening foundational literacy skills, boosting learner motivation, and supporting differentiated instruction. However, attendance issues, time constraints, limited materials, and training gaps continue to hinder full implementation and must be strategically addressed to maximize program impact.

This study is limited by its use of teacher self-report measures, which may reflect subjective perceptions influenced by individual biases or contextual factors. Its geographic scope is also restricted to two districts, limiting the extent to which findings may be generalized to other parts of Catanduanes or the Philippines. Despite these constraints, the results provide meaningful insights with several implications. In terms of policy and program design, DepEd may consider integrating these findings into ongoing literacy recovery efforts, particularly in resource-limited settings. Instructional support should emphasize coaching, mentoring, and sustained professional development to address pedagogical gaps. Resource allocation efforts must prioritize the development of localized, culturally relevant reading materials for rural schools. To strengthen community engagement, initiatives encouraging parental involvement—particularly in geographically isolated barangays—are essential. Finally, monitoring and evaluation processes should combine teacher perceptions with direct measures of learner performance to ensure more comprehensive assessments of program effectiveness.

This study concludes that Reading Recovery strategies generate consistent and meaningful gains in reading fluency, comprehension, motivation, and home–school collaboration. Teachers view the program as highly effective, especially in enhancing academic performance and addressing individual learning needs. Nonetheless, persistent barriers—particularly poor attendance, time constraints, limited reading materials, and insufficient training—continue to affect implementation fidelity. Correlational analyses demonstrate that learner gains strongly predict teachers'

perceptions of program effectiveness, while the unexpected positive relationship between barriers and effectiveness reflects teachers' adaptability and reflective practice in challenging rural contexts. Overall, the findings affirm the value of Reading Recovery as a key component of literacy improvement initiatives in Philippine rural schools.

To further strengthen the implementation of Reading Recovery, several recommendations are proposed. First, learner attendance initiatives must be intensified through improved monitoring systems, strengthened communication with parents, and engaging reading activities that motivate consistent participation. Equally important is the protection of structured reading time by establishing dedicated reading blocks or well-planned pull-out schedules that preserve core instructional periods. Teacher capacity should also be enhanced through continuous coaching, lesson study cycles, and professional development grounded in evidence-based reading practices. Expanding access to reading materials remains essential; thus, schools are encouraged to develop mini libraries and collaborate with local government units to produce localized and culturally relevant resources. Strengthening home–school collaboration is likewise vital, which may be achieved by conducting literacy workshops for parents and providing take-home reading materials to support learning outside the classroom. In addition, strong monitoring systems should be implemented through simple yet effective assessment tools that track learner progress and inform instructional adjustments. Finally, the program should be scaled and adapted for use in other districts, ensuring that its implementation is responsive to the unique needs and contextual realities of different communities.

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