

Implementation of Reading Programs of Reading Coordinators in Public Elementary Schools in Pangasinan Division II: Input for Leveled Reading Toolkit

Rayhana S. Tanjilil

School of Professional Studies, Universidad de Dagupan, Arellano St., Dagupan City, Pangasinan, Philippines
kmtanjra@gmail.com

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ABSTRACT

This study assessed the implementation of school-based reading programs in public elementary schools in Pangasinan Division II during School Year 2023–2024 and used the findings as input for a leveled reading toolkit. A quantitative descriptive-survey design was employed with 150 reading coordinators and 60 school heads. Multi-stage sampling was used to identify participating municipalities and respondents. Data were gathered through a researcher-developed questionnaire-checklist validated by four education specialists and pilot-tested among 30 respondents; the instrument demonstrated excellent internal consistency for level of implementation (Cronbach's $\alpha = .981$) and challenges encountered ($\alpha = .975$). Frequency counts, percentages, weighted means, and the inferential procedures reported in the results—Kruskal-Wallis H, Mann-Whitney

U, and chi-square tests—were used to analyze the data. Most schools implemented programs focused on reading intervention and enhancement for non-readers and developmental strategies (63.3%). Reading coordinators and school heads both rated overall implementation as moderately implemented ($M = 3.38$ and $M = 3.18$, respectively). Major challenges included lack of parental involvement (50.0%), limited time and resources among teachers (32.7%), and limited community support and partnerships (73.3%). Significant differences were found across reading-program types for teaching strategies and overall implementation, and between reading coordinators and school heads for learning resources, assessment techniques, enabling mechanisms, and overall implementation. Student-related and school/community-related challenges were significantly associated with overall implementation. The findings indicate a need to strengthen differentiated instruction, access to appropriate reading materials, assessment and monitoring, parent-community participation, and teacher capability. A leveled reading toolkit tailored to learners' age and reading ability is therefore recommended to support more responsive and sustainable school-based reading intervention.

Keywords: *reading program implementation, reading coordinators, reading intervention, leveled reading, literacy, public elementary schools*

INTRODUCTION

Literacy is a foundational capability that supports academic learning, personal development, social participation, and economic opportunity. Reading proficiency is especially important in the elementary years because later learning increasingly depends on the ability to comprehend written information across subject areas. Early difficulties in decoding, vocabulary, fluency, and comprehension can therefore become cumulative barriers when learners progress through school (Hulme & Snowling, 2013; Guthrie & Wigfield, 2000).

The Philippine basic education system has responded to persistent reading difficulties through school-based intervention programs, the Philippine Informal Reading Inventory, and national initiatives such as Bawat Bata Bumabasa. Despite these interventions, many learners remain at frustration level or below expected reading proficiency. The source study cites evidence from DepEd Region I and local schools showing continuing numbers of non-readers and struggling readers, underscoring the need for targeted, sustained, and context-sensitive interventions.

Reading intervention effectiveness depends not only on program availability but also on how programs are implemented. Objectives, teaching strategies, learning resources, assessment techniques, and enabling mechanisms must function together. Teachers require evidence-based instructional approaches, suitable materials, adequate time, and opportunities to monitor progress. Family and community support also matter because reading development extends beyond the classroom (Desimone, 2009; Wasik & Slavin, 2008).

Previous research has demonstrated the value of individualized and differentiated reading support, metacognitive strategies, technology-supported instruction, and explicit comprehension teaching (Meniado, 2016; O'Brien et al., 2019; Cadime et al., 2022). However, implementation conditions differ across schools. This study therefore examined which reading programs were implemented in Pangasinan Division II, the extent of implementation as perceived by reading coordinators and school heads, the challenges encountered, differences in implementation across program types and respondent groups, and the association between implementation and identified challenges. The findings were intended to guide the development of a leveled reading toolkit responsive to learner needs.

Literature Review

Reading Intervention and Foundational Literacy

Reading intervention provides additional, targeted instruction for learners who have not developed expected literacy skills through regular classroom instruction. Effective intervention is responsive to individual needs rather than based on a single strategy for all learners. Foorman (2016) identifies implementation quality as central to successful school-based reading intervention.

Foundational reading difficulties may involve phonological processing, decoding, vocabulary, fluency, and comprehension. Hulme and Snowling (2013) underscore the importance of early foundational skills in later reading development. Frankel and Pearson (2016) stress that reading difficulties may arise from different sources and should be addressed through flexible support aligned with the reader, text, and context.

Programs for struggling readers therefore need diagnostic assessment and instructional differentiation. Flippo (2014) emphasizes qualitative diagnosis and instruction, and Foorman et al. (2021) describe early intervention components intended to prevent persistent reading disability.

Teaching Strategies for Struggling Readers

Teaching strategies influence both reading engagement and skill development. Explicit instruction, scaffolding, peer assistance, picture clues, read-aloud activities, vocabulary instruction, and directed reading-thinking activities can help struggling readers process text more effectively. Grabe and Stoller (2002) emphasize purposeful reading instruction, while Meniado (2016) links metacognitive reading strategies with motivation and comprehension performance.

Technology can supplement traditional instruction when used strategically. O'Brien et al. (2019) examined technology-based literacy intervention and emphasized matching intervention features to learner differences. Cadime et al. (2022) similarly demonstrated the potential of digital tools for supporting learners with reading difficulties.

Strategy selection should remain responsive to learner needs and reading levels. Kazakoff et al. (2018) showed the potential of blended literacy approaches among English learners, while Graham et al. (2018) emphasized balanced literacy instruction.

Learning Resources and Leveled Reading Materials

Reading intervention depends on the availability, adequacy, accessibility, and appropriateness of learning resources. Materials need to match learners' reading levels, interests, language needs, and developmental stage. Inadequate or inaccessible materials can limit practice opportunities and reduce the effectiveness of differentiated instruction.

Digital and print resources can serve complementary functions. O'Brien et al. (2019) show that technology-based tools may extend literacy practice, while Omar and Bidin (2015) highlight the role of multimedia in reading instruction. Technology access, internet connectivity, device availability, and teacher readiness may nevertheless constrain implementation.

Leveled reading materials provide a practical response to learner diversity because texts can be organized according to increasing complexity. Such resources are useful when classrooms include non-readers, frustration-level readers, and learners progressing toward independent reading.

Assessment, Monitoring, and Enabling Mechanisms

Assessment is essential for identifying reading levels, diagnosing difficulties, and monitoring intervention progress. School-based programs may use inventories, screening tests, work samples, portfolios, anecdotal records, progress tracking, and baseline data such as Phil-IRI results.

Program monitoring extends assessment from the learner level to the implementation level. Enabling mechanisms include scheduled implementation, periodic feedback, analysis of evaluation reports, continuous-improvement planning, technical assistance, recognition systems, research on implementation gaps, and community partnerships.

Professional support is equally important. Desimone (2009) stresses the role of effective professional development in strengthening instructional practice. When reading coordinators have limited time, resources, or training, even well-designed programs may be implemented inconsistently.

Family and Community Support

Reading development is influenced by experiences beyond the school. Family participation can reinforce reading routines, provide encouragement, and increase opportunities for practice. Wasik and Slavin (2008) emphasize the contribution of family and community engagement to program effectiveness.

Community partnerships can provide volunteers, reading materials, financial support, and spaces for literacy activities. When partnerships are weak, schools may struggle to sustain reading programs or extend interventions beyond the classroom. The source study specifically identified limited community support and partnerships as the most frequently reported school/community challenge.

Parental engagement is especially relevant for struggling readers because progress often requires repeated practice and reinforcement. The findings therefore support communication systems, parent-teacher conferences, home reading activities, and community-supported literacy initiatives.

Theoretical and Conceptual Integration

The source study drew on Action Regulation Theory, cognitive-load and dual-route perspectives, Vygotsky's Zone of Proximal Development, Bruner's scaffolding concept, and multimodal literacy theory. Collectively, these perspectives explain reading intervention as goal-directed action supported by structured practice, appropriate cognitive demand, guided participation, gradual release, and multiple modes of meaning-making.

The conceptual framework used an Input-Process-Output model with feedback. Inputs included the reading program implemented, perceived implementation across major dimensions, and challenges encountered. The process consisted of analyzing survey data, and the output was input for a leveled reading toolkit designed to address priority improvement areas.

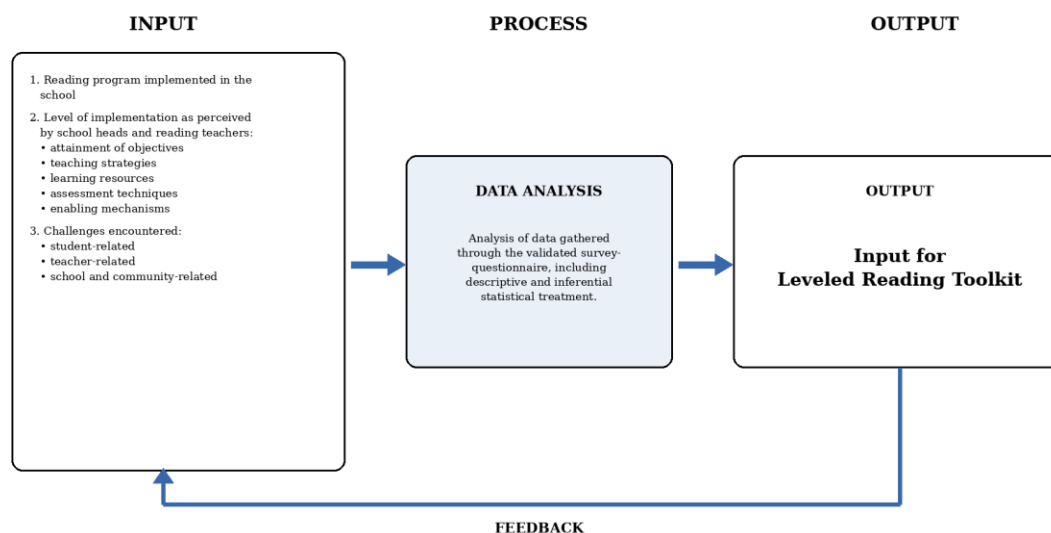


Figure 1. *Paradigm of the Study (source-faithful reconstruction)*

METHODS

Research Design

The study used a quantitative descriptive-survey design to examine the implementation of school-based reading programs in Pangasinan Division II. The design described existing reading programs, measured the perceived extent of implementation, documented implementation challenges, and examined differences and associations among study variables.

The source manuscript specified descriptive and inferential statistical analysis. In this journal conversion, the inferential procedures are reported according to the numerical results tables presented in the source, which included Kruskal-Wallis H tests, Mann-Whitney U comparisons, and chi-square tests of association.

Research Locale

The study was conducted in public elementary schools in the Division of Pangasinan II during School Year 2023–2024. Municipalities were selected from congressional districts using a multi-stage sampling procedure, allowing representation across the division.

Participants and Sampling Technique

The participants were 150 elementary reading teachers serving as reading coordinators and 60 public elementary school heads. Multi-stage sampling was used. Municipalities were first randomly selected within congressional districts, after which the desired sample size was distributed across the selected municipalities.

Reading coordinators and school heads were included because they directly implemented, coordinated, or supervised school-based reading programs.

Research Instrument

The researcher-developed questionnaire-checklist contained sections on the reading program implemented, level of implementation, and challenges encountered. Implementation was assessed in terms of attainment of objectives, teaching strategies, learning resources, assessment techniques, and enabling mechanisms. Challenges were categorized as student-related, teacher-related, and school/community-related.

Four validators—a Regional Education Program Supervisor, a Senior Education Program Specialist in Planning and Research, a Public Schools District Supervisor, and a School Principal—reviewed the instrument. A reliability test was conducted with 30 respondents outside the final sample. Cronbach’s alpha was .981 for level of implementation and .975 for challenges encountered.

Data Gathering Procedure

After validation and revision, the questionnaire was administered to the selected reading coordinators and school heads. Completed questionnaires were retrieved, checked, encoded, and organized for statistical analysis. The resulting data were used to answer the research questions and identify priority areas for the proposed leveled reading toolkit.

Data Analysis

Frequency counts and percentages were used to describe reading programs and implementation challenges. Weighted means summarized implementation across attainment of objectives, teaching strategies, learning resources, assessment techniques, and enabling mechanisms.

Kruskal-Wallis H tests were reported for differences across reading-program types, Mann-Whitney U tests for differences between reading coordinators and school heads, and chi-square tests for associations between implementation dimensions and challenge categories. Statistical decisions followed the significance values reported in the source results.

Ethical Consideration

The uploaded manuscript does not provide a separate detailed ethics section identifying an institutional ethics-review approval number or a formal data-retention protocol. Accordingly, this journal conversion does not introduce unsupported ethical-review details.

RESULTS AND DISCUSSION

Reading Programs Implemented in the Schools

Most schools implemented programs focused on Reading Intervention and Enhancement for Non-Readers and Developmental Strategy (95 respondents; 63.3%). Remedial Exercises and Activities for Struggling Readers accounted for 42 responses (28.0%), Reading and Understanding a Short Story Every Day for 9 responses (6.0%), and Read and Grow for 4 responses (2.7%).

Table 1. *Reading Programs Implemented by the Reading-Teacher Respondents*

Program	Frequency	Percent
Reading Intervention and Enhancement for Non-Readers and Developmental Strategy	95	63.3
Remedial Exercises and Activities for Struggling Readers	42	28.0
Reading and Understanding a Short Story Every Day	9	6.0
Read and grow	4	2.7

The emphasis on intervention for non-readers is consistent with the principle that reading instruction should respond to specific learner needs rather than assume that one intervention is suitable for all learners (Foorman, 2016; Frankel & Pearson, 2016).

Overall Level of Reading-Program Implementation

Across the five implementation domains, both respondent groups generally rated implementation as moderate. Reading coordinators reported an overall mean of 3.38, while school heads reported 3.18. Attainment of objectives received means of 3.46 and 3.44, teaching strategies 3.38 and 3.44, learning resources 3.21 and 2.91, assessment techniques 3.45 and 3.27, and enabling mechanisms 3.38 and 2.80 for reading coordinators and school heads, respectively.

Table 2. *Summary of Reading-Program Implementation*

Implementation Domain	Reading Coordinators	School Heads
Attainment of Objectives	3.46 - Moderately Implemented	3.44 - Moderately Implemented
Teaching Strategies	3.38 - Moderately Implemented	3.44 - Moderately Implemented
Learning Resources	3.21 - Moderately Implemented	2.91 - Moderately Implemented
Assessment Techniques	3.45 - Moderately Implemented	3.27 - Moderately Implemented
Enabling Mechanisms	3.38 - Moderately Implemented	2.80 - Moderately Implemented
Overall Mean	3.38 - Moderately Implemented	3.18 - Moderately Implemented

The lowest domain for reading coordinators was learning resources, whereas school heads rated enabling mechanisms lowest. These results indicate that instructional activity alone is insufficient when schools lack accessible resources, regular monitoring, technical assistance, feedback systems, and sustained implementation support (O'Brien et al., 2019; Desimone, 2009).

Challenges Encountered by Reading Coordinators

Student-related challenges were led by lack of parental involvement or support (75; 50.0%), lack of motivation or interest in reading (35; 23.3%), and limited access to resources or materials (16; 10.7%). Teacher-related challenges were led by limited time and resources (49; 32.7%), difficulty engaging struggling readers (35; 23.3%), and differentiated instruction for diverse needs (30; 20.0%). School/community-related challenges were dominated by limited community support and partnerships (110; 73.3%), followed by limited access to reading resources and limited school funds (16 each; 10.7%).

Table 3. *Leading Challenges in Reading-Program Implementation*

Challenge Category	Leading Challenge	Frequency	Percent
Student-related	Lack of parental involvement or support	75	50.0
Student-related	Lack of motivation or interest in reading	35	23.3
Teacher-related	Limited time and resources	49	32.7
Teacher-related	Engaging struggling readers	35	23.3
School/community-related	Limited community support and partnerships	110	73.3
School/community-related	Limited access to reading resources	16	10.7

These challenges show that reading intervention is not solely a teacher-level concern. Family engagement, school resources, community participation, and teacher capacity interact with learner motivation.

Differences by Reading Program Implemented

Kruskal-Wallis results showed no significant difference across reading-program types for attainment of objectives ($H = 5.29$, $p = .071$), learning resources ($H = 3.63$, $p = .163$), assessment techniques ($H = 4.69$, $p = .096$), or enabling mechanisms ($H = 1.79$, $p = .409$). A significant difference was found for teaching strategies ($H = 11.17$, $p = .004$) and for the overall implementation mean ($H = 7.45$, $p = .024$).

Differences Between Reading Coordinators and School Heads

Mann-Whitney comparisons indicated no significant differences between reading coordinators and school heads in attainment of objectives ($p = .691$) or teaching strategies ($p = .448$). Significant differences were reported for learning resources ($p < .001$), assessment techniques ($p = .029$), enabling mechanisms ($p < .001$), and overall implementation ($p < .001$).

Table 4. *Differences Between Reading Coordinators and School Heads*

Domain	Reading Coordinators	School Heads	p-value	Decision
Attainment of Objectives	3.46	3.44	.691	Not Significant

Teaching Strategies	3.38	3.44	.448	Not Significant
Learning Resources	3.21	2.91	< .001	Significant
Assessment Techniques	3.45	3.27	.029	Significant
Enabling Mechanisms	3.38	2.80	< .001	Significant
Overall Mean	3.38	3.18	< .001	Significant

Association Between Implementation and Challenges

The source chi-square analysis showed that student-related challenges were significantly associated with all five implementation domains. Teacher-related challenges were significantly associated with teaching strategies, learning resources, and assessment techniques. School/community-related challenges were significantly associated with attainment of objectives, teaching strategies, learning resources, assessment techniques, and the overall implementation mean.

For the overall implementation measure, student-related challenges were significant ($\chi^2 = 38.76$, $p = .001$) and school/community-related challenges were also significant ($\chi^2 = 8.16$, $p = .043$), whereas teacher-related challenges were not significant ($\chi^2 = 4.56$, $p = .336$).

Implications for a Leveled Reading Toolkit

The findings support the development of a leveled reading toolkit combining age- and ability-appropriate texts with explicit reading strategies, vocabulary development, decoding support, comprehension activities, progress-monitoring tools, and guidance for differentiated instruction. The toolkit should be usable in print and digital formats and should account for limited connectivity and varied resource conditions.

Its use should be paired with teacher capacity building, LAC sessions, parent engagement, community partnerships, systematic progress tracking, and appropriate school budgeting for reading resources.

CONCLUSION

School-based reading programs in Pangasinan Division II were diverse, but the largest proportion focused on intervention and enhancement for non-readers and developmental readers. Across major implementation domains, reading coordinators and school heads generally perceived the programs as moderately implemented, indicating that important program components were present but not yet consistently or fully institutionalized.

Learning resources and enabling mechanisms were among the weakest implementation areas, while parental involvement, teacher time and resources, and community partnerships emerged as prominent barriers. Significant differences between reading coordinators and school heads in learning resources, assessment, enabling mechanisms, and overall implementation further indicate that implementation conditions are experienced differently across organizational roles.

The significant association of overall implementation with student-related and school/community-related challenges shows that reading-program success depends on more than teacher effort. Effective intervention requires learner motivation, family participation, accessible materials, community support, systematic assessment, and sustained school mechanisms. A leveled reading toolkit is therefore most appropriate when embedded in a broader support system that combines differentiated resources with teacher development, progress monitoring, and stakeholder engagement.

Recommendation

1. Schools should enhance existing reading programs by aligning activities and materials with learners' assessed reading levels and priority needs rather than applying a uniform intervention to all struggling readers.
2. Reading coordinators and teachers should use varied strategies such as age-appropriate texts, decoding activities, read-aloud routines, vocabulary development, phonemic-awareness work, word analysis, guided reading, and group reading activities.

3. Schools should strengthen learning-resource provision through school MOOE and other lawful funding sources, ensuring that print and digital materials are sufficient, accessible, serviceable, and quality-assured.
4. Parent engagement should be strengthened through regular parent-teacher consultations, home reading support, progress feedback, and practical guidance on how families can reinforce reading practice.
5. School heads should strengthen enabling mechanisms through scheduled monitoring, technical assistance, program review, recognition of effective practices, research on implementation gaps, and risk identification.
6. Learning Action Cell sessions and in-service training should address differentiated reading instruction, assessment, use of Phil-IRI and related data, technology-supported literacy, and strategies for engaging struggling readers.
7. Division and district offices should encourage stronger school-community partnerships to expand volunteer support, reading materials, funding, and literacy activities beyond the school.
8. The proposed leveled reading toolkit should be developed, pilot-tested, and evaluated for usability and effectiveness across different learner reading levels and school contexts before wider adoption.

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