

Enhanced Reading Intervention Program (RIPro) for Junior High School Students

Fraulin Leslie S. Irisari

Teacher, Trento National High School, Agusan del Sur, Philippines

ABSTRACT

This developmental research aimed to validate the enhanced Reading Intervention Program (RIPro) for Junior High School students of Trento National High School (TNHS). The RIPro was developed based on the result of the evaluation of the program components of the existing Reading Intervention Program (RIP) of TNHS through a survey questionnaire, FGD, and Reading Proficiency Test. The program components evaluated were goals and objectives; reading materials, time allotment, reading facilities and other aids, reading intervention activities, program support, monitoring and evaluation, and effectiveness of the program. The evaluation participants were 101 parents, 102 student recipients, and 10 teachers who were involved in the implementation of the RIP from S.Y. 2015-2016 to S.Y. 2018-2019. Moreover, the results of the evaluation became the bases of developing the RIPro. The RIPro components which are goals and objectives, reading materials, time allotment, prototype reading material, reading intervention program activities, program support, and monitoring and evaluation were validated by the three experts using the program validation instrument which validity was measured using the mean scores of the ratings in each of the program components. The validation results showed that the enhanced RIPro was “outstanding” which means that the program excellently meets the requirements and is appropriate for Junior High School students. Recommendations for modification such as providing department order or memorandum in the rationale inline to the thoughts of the objectives, consistency in writing directions in each activity, adapting the Phil-IRI forms, adjusting the time depending on the response of the recipients, and maximizing library works were taken into consideration and incorporated into the revision of the RIPro.

KEYWORDS: Reading Intervention Program, Evaluation, Enhancement

I. INTRODUCTION

1.1. Background of the Study

Quality education is entwined with literacy, economic development, individual growth, and community well-being. The economy is enhanced when learners have higher literacy levels for this opens the doors to more educational and employment opportunities (Pelt, 2018). Consequently, developing literacy skills fundamentally in reading becomes the prime focus in the educational system.

However, despite the effort to develop the literacy level and large expansion of basic education, 17% of the world’s population remains illiterate. That is 1.3 billion out of 7.6 billion people in the world are non-

How to cite this paper: Fraulin Leslie S. Irisari "Enhanced Reading Intervention Program (RIPro) for Junior High School Students" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-6 | Issue-5, August 2022, pp.2048-2087, URL: www.ijtsrd.com/papers/ijtsrd51805.pdf



Copyright © 2022 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



readers and non-writers (Roser and Ospina, 2018). UNESCO Institute for Statistics (2017) also presented data that there are still 773 million illiterate adults around the world and six out of ten (10) children and adolescents are not achieving minimum proficiency levels in reading.

In another global survey, the Philippines landed at the last rank out of 79 countries in a reading literacy assessment conducted by the inter-government group Organisation for Economic Co-operation and Development (OECD). The OECD administered a two-hour Programme for International Student

Assessment (PISA) exam to 600,000 15-year-old students around the world in 2018. The 2018 PISA Results showed that Filipino students scored a mean of 340 points in the reading comprehension exam, which falls way below the OECD average of 487 points (OECD, 2019).

Furthermore, the 2018 Philippine National Achievement Test (NAT) for grade 10 shows the same performance among Filipino students who got an average of 45.11 mean percentage score (MPS) which is far below the target MPS of 75 percent in the Information Literacy test. Information literacy covers language and literacy which is divided into two components: mechanical component and meaning component. The mechanical component includes alphabet knowledge, phonics and word reading, and spelling while the meaning component consists of book and print knowledge, vocabulary, and grammar.

The aforementioned data show that the condition of the Philippines when it comes to reading literacy is deteriorating. This is also revealed in the 2017 NAT result in the CARAGA region. Grade 10 students in the region only got an average mean percentage score (MPS) of 43.615 in the Information Literacy test where grade 10 students of Trento National High School (TNHS) contributed an MPS of 40.498 (NAT, 2017). Moreover, the NAT result for the Information Literacy test is comparable to the Pre-oral reading test results conducted to grade 10 students of TNHS. The three consecutive school years show a notable percentage of grade 10 students who belong to the frustration reading level; S.Y. 2016-2017-43%, S.Y. 2017-2018-45%, and S.Y. 2018-2019-40% out of approximately 500 grade 10 students. For the past decade, teaching reading has been given concern in the Philippine Educational System. The Department of Education (DepEd) is exhausting programs that would help and promote reading and literacy among the pupils and students; one of which is the institutionalization of DepEd Order No. 12, s. 2015 that stipulates the "Every Child a Reader" Program (ECARP). Among the various reading activities in line with ECARP are Read-a-Thon, which aims to discover outstanding readers in class; the DEAR (Drop Everything and Read) program, which engages students in 15 minutes of reading daily; and reader's mentoring program, where older students are encouraged to assist younger readers with reading difficulties. This also implements the Pull-Out Remedial Class, Reading Assistance Program, Remediation Classes, and Intensified Remedial Reading. These are remedial lessons that are given to children in the frustration reading level by teachers or class advisers (officialgazette.gov.ph, 2011).

Moreover, The Reading Intervention Program of Trento National High School (TNHS) which was implemented in July 2004 is in line with DepEd Memorandum 324, S. 2004. This memorandum contains policy guidelines on the administration of the Philippine Informal Reading Inventory (Phil-IRI). The Phil-IRI is used as a classroom-based assessment tool that aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading, and listening comprehension. These three types of assessment aim to determine the learner's independent, instructional, and frustration levels. The Phil-IRI data shall also serve as one of the bases in planning, designing/redesigning the reading instruction of the teachers and the school's reading programs or activities to improve the overall school's reading performance.

The results of the pre-oral reading tests adapted from Phil-IRI have made TNHS look closely at how to give reading intervention for positive student outcomes. The institution wanted to continue the quality of education by remediating students' possible gaps in learning especially in reading. Thus, TNHS offered Reading Intervention Program with a vision that development in reading skills will eventually lead students to perform well in the different academic areas.

On the other hand, TNHS' RIP is solely intended for grade 7 students for it is believed that if students' reading deficits are remediated earlier then progress will take effect on the next curriculum levels. This also helps students to perform better in the National Achievement Test since it is viewed that if they perform well in both word recognition and word comprehension, their learning of other core subjects such as Mathematics and Science will be easy for them. Students in the higher curriculum levels; Grade 8, Grade 9, and Grade 10 who are identified in the frustration reading level, will be aided with reading activities by the English teachers during COL (Community of Learning). Furthermore, a 4-hour reading intervention class is conducted for 10 sessions every Saturday to the Grade 7 identified frustration reading level students. 50% of the English grades of the students were taken from the reading intervention class.

Nevertheless, even with the rendered reading intervention program, still, the number of students who belong to the frustration reading level has not decreased and result shows the same trend. The data of Junior High School pre-oral reading test results show percentage of students who belong to frustration reading level for four consecutive school years: S.Y.

2015-2016 (46%); S.Y. 2016-2017 (33%); S.Y. 2017-2018 (32%); and S.Y. 2018-2019 (41%). This is out of approximately 3, 500 students' total population.

Over a decade, TNHS's Reading Intervention Program was not evaluated since its implementation. There were no other steps done to assess the outcome and efforts to validate the existing reading intervention program implemented. With the call for reading literacy among Junior High School students, this study aims to evaluate and enhance the RIP. This study is further conducted to validate the enhanced Reading Intervention Program (RIPro) to determine whether the recommended solutions to the problems met are appropriate to the requirements of the program. Thus, validation of the RIPro is necessary to ensure that Junior High School students are receiving the most beneficial remedial program.

1.2. Research Questions

This study aims to evaluate and improve the Reading Intervention Program of TNHS. Specifically, this study aims to answer the following questions:

1. What are the perceptions of the participants grouped as teachers, parents and students on the implementation of the program in terms of:
 - 1.1. Goals v Objectives
 - 1.2. Reading Materials
 - 1.3. Time allotment
 - 1.4. Reading Facilities and Other Aids
 - 1.5. Reading Intervention Activities
 - 1.6. Program Support
 - 1.7. Monitoring & Evaluation
 - 1.8. Effectiveness of the Program
2. What are the problems encountered by the participants in terms of the components of the program?
3. Based on the findings of the study, what enhancement can be made in the Reading Intervention Program?
4. How valid is the enhanced Reading Intervention Program?

1.3. Definition of Terms

This section contains terms that are significant in this research. To give better comprehension of this study, the following terms are operationally defined:

Focused Group Discussion (FGD). This refers to a small group discussion in which participants responded to series of questions about the problems they encountered and prospects they could give regarding the implementation of the reading intervention program.

Program Evaluation. This refers to the evaluation of the components of the existing reading intervention

program for Junior High School students of Trento National High School. The components are goals and objectives, goals and objectives, reading materials, time allotment, reading facilities and other aids, reading intervention activities, program support, monitoring and evaluation, and effectiveness of the reading program.

Goals and Objectives. This stands for the desired achievement of the reading intervention program. This component was evaluated to assess whether the vision of the program is attained.

Reading Materials. These refer to the books and other printed materials used as instructional materials. These were evaluated to see if the reading materials were appropriate, adequate, and effective.

Time Allotment. This refers to the timeframe allocated for the students in the reading intervention program. It was assessed to test if the time given was enough to develop reading skills.

Reading Facilities and Other Aids. These pertain to the availability of the resources such as reading classrooms, reading room, books, technologies such as personal computer, television, audios and videos needed to deliver and facilitate reading instructions. This was evaluated to see if resources were adequate during the implementation of the reading intervention program.

Reading Intervention Activities. These were the activities and strategies of the reading intervention program evaluated to see if the program helps struggling readers develop their ability to read.

Program Support. This refers to the school, stakeholders, and parents support, encouragement and approval. This was evaluated to see if help during the implementation of the reading intervention program was extended or offered.

Monitoring and Evaluation. This refers to outputs, outcomes and impact of the reading intervention program. This was evaluated to find out whether the program has achieved its desired results.

Reading Intervention Program (RIP). This refers to the existing reading intervention program offered to Junior High School students of Trento National High School. This aims to help students who belong in the frustration level to experience better outcomes in reading. This was evaluated to find problems and prospects for enhancement.

Reading Intervention Program (RIPro). This refers to the developed reading intervention program. RIPro was crafted based on the evaluation result, was validated, and enhanced based on the experts' comments and suggestions.

Reading Proficiency Test. The reading proficiency test is administered to the student-participants. The result of this test is used to measure the reading skills of the participants, specifically their strengths and weaknesses.

Validation of the RPro. This refers to the validation of the developed Reading Intervention Program. The RPro was validated in terms of goals and objectives, reading intervention program activities, time allotment, prototype reading material, program support, and monitoring and evaluation.

1.4. Significance of the Study

Reading may be the single most important skill for students to learn, as it is a portal to the world of knowledge (Helman and Burns, 2012). Evaluating and improving the reading intervention program will help alleviate the reading gaps of the Junior High School students. The results of this study will be of great significance to the following:

Student-recipients. The student-recipients will enjoy the opportunity to practice new reading skills correctly and cultivate love for reading. The program and the reading intervention material which was developed through this study will help them become independent readers and use the knowledge they will acquire for their success in school.

Reading Coordinators. The reading coordinators will have a manual at hand that will serve as a guide to facilitate all the program activities and to oversee the success of the operation of the program.

Reading Teachers. The reading teachers will have a guide to effectively facilitate the students and appropriately remediate them using the reading intervention worktext.

Material Developers. This study will become a basis for the developers to design programs and activities to remediate students learning deficits in any subject areas and in any competencies in different context.

School Administrators. This study will be a call for the administrators to provide for the need of reading facilities and other aids to make the delivery of the program successful. This study will also motivate them to implement school programs and activities that would be beneficial to the academic needs of the students.

Researchers. This study will motivate future researchers to design programs and activities that would help students in their academic journey. This could give them insight to improve programs and activities in reading and other skills.

1.5. Scope and Limitation

This study was conducted to validate the enhanced Reading Intervention Program for Junior High School

students of Trento National High School. The RPro was developed based on the evaluation result of the existing RIP of TNHS. The RIP was evaluated by the teachers who provided the service during the implementation of the RIP; grades 7, 8, 9, and 10 student-recipients of the school who took the RIP for four consecutive school years, SY 2015-2016, 2016-2017, 2017-2018, and 2018-2019; and parents of the student-recipients.

Further, this study was limited to the components of the program design of the RIP for Junior High School. These components are goals and objectives, reading materials, time allotment, reading facilities and other aids, reading intervention activities, program support, monitoring and evaluation, and effectiveness of the reading program.

The teacher-participants evaluated all eight components of the program which are goals and objectives, reading materials, time allotment, reading facilities and other aids, reading intervention activities, program support, monitoring and evaluation, and effectiveness of the reading program. Parents of the student-recipients of the RIP were considered as the parent-participants and assessed the six program components. These components are goals and objectives, time allotment, reading facilities and other aids, program support, monitoring and evaluation, and effectiveness of the reading program.

Correspondingly, the students-participants evaluated the five components of the RIP which are reading materials, time allotment, reading facilities and other aids, reading intervention. Moreover, student-recipients of the RIP who were not reached, did not respond, and transferred out to other school were not part in the scope of this study. Student-participants also took the reading proficiency test. The test was administered to the students regardless of their grade level to evaluate their strengths and weaknesses in terms of reading skills for the development of instructional materials for the RPro.

Furthermore, the results of the evaluation of the RIP served as the bases in the development of the RPro. After the development of the RPro, a program validation was made. The participants who validated the RPro were the three program experts; one master teacher from Trento National High School, one master teacher from the office of the division of Agusan del Sur, and one secondary school head. The developed reading materials included in the RPro are prototype materials and will be used in teaching reading. The reading materials will serve as basis for further development of reading intervention materials.

II. Literature Review

This section discusses ideas and concepts relevant to the development of this thesis. This also presents studies that are useful in understanding the nature of this research.

2.1. Conceptual Literature

Evaluation. Evaluation is increasingly recognized as an important component of the effective implementation of different programs. According to Thi (2017), evaluation is the process of describing, finding, and providing information that are useful for making decisions and judgments about educational programs and curricula. Since it highlights the function of evaluative information in assisting decision-making, it plays an important role in understanding implementation process of complex interventions. Evaluation helps to highlight a range of system requirements such as new policies and capacity building to support program implementation (Limbani et al., 2019).

Moreover, Frey (2018) defines evaluation as a systematic, scientific, and rigorous investigation of a program's effectiveness. Through the evaluation of educational programs, the credibility, and accountability of related education entities such as curricula and educational services and educational systems can be assessed and improved. Furthermore, evaluation is not only applicable to educational programs but also programs across the discipline.

Evaluation across the Discipline. Smith and Ory (2014) provided a rationale about the importance of evaluation in public health initiatives. The purposes of such evaluation in public health education and promotion are to (1) determine the effectiveness of a given intervention and (2) assess and improve the quality of the intervention. Through this evaluation, they can identify the level of success in evoking desired outcomes and accomplishing desired objectives. This is accomplished by carefully formulating specific, measurable objective statements that enable evaluators to assess if the intervention influences intended indicators and/or if the correct measures were used to gauge effectiveness.

In business and technology, Lee, Park, & Fan (2012) established an evaluation model for the business value of a company's existing patents portfolio. The evaluation model was developed to improve the performance of the technology development and the company's competitiveness through identifying the right direction for technology development.

The evaluation is also used in policing. Kou and Shih (2017) evaluated the effect of community-oriented policing (COP) in Taiwan. Researchers found out that the program had a positive effect on resident's

perceptions for some police performance outcomes and job satisfaction among police officers. Thus, this shows that evaluation is useful in the different fields. As Frey (2018) emphasized that evaluation is crucial in understanding the impact of intervention implementation which is important in considering whether or not the intervention can be translated to other contexts. Moreover, the impacts of evaluation on the education curriculum are also discussed below.

Evaluation in Education Curriculum. De Grauwe & Naidoo (as cited in Aziz, 2018) stressed that evaluation is the center of all improvements whether in the matter of quality of education or the effective working of a school. Policy makers and researchers emphasize the need for evaluation of schools that helps in the quality control, monitoring of quality, quality assurance, and quality development. School evaluation is an important task that is based on different purposes including administrative, pedagogical and managerial improvements. Moreover, Frye and Hemmer (2012) stated that evaluation involves making a value judgment about information that one has available, at the most fundamental level. Thus, educational program evaluation uses information decide the value or worth of an educational program. In most educational settings, evaluation traditionally means assessing the learner to see if they met a particular standard. Afsahi (2016) pointed out that evaluation is the determination of the value of learning, instruction, and the overall program. The process of educational program evaluation is a systematic collection and analysis of information related to the design, implementation, and outcomes of a program, for monitoring and improving the quality and effectiveness of the program (Cook, 2010).

Efforts to alleviate academic performance should be guided by clear criteria of efficacy and effectiveness of the interventions. Educators need rigorous research and evaluation to guide their actions as they enhance practice, improve schools, and determine the future direction of programs. Research should tailor the appropriate methodology to address research questions to learn what works, why it works, and under what conditions, so that certain interventions may address the field's knowledge of effective educational practices, programs, and systems. Evaluation of a program is significant to evaluate the effects on the achievement of students after participating in a program (Nichols, 2014).

Significance of Program Evaluation. Gertler, Martinez, Premand, Rawlings, & Vermeerch (2011) emphasized that the impact of evaluations is part of a broader agenda of evidence-based policy making.

Evaluation is marked by a shift in focus from inputs to outcomes and results. Results are increasingly being used and required to enhance accountability, inform budget allocations, and guide policy decisions. Monitoring and evaluation are at the heart of evidence-based policy making. They provide a core set of tools to improve the quality, efficiency, and effectiveness of interventions at various stages of implementation, or in other words, to focus on results to obtain budget allocations to continue the program. Program evaluation is intended to understand the program through a routine, systematic, deliberate gathering of information to uncover and/or identify what contribute to the “success” of the program and what actions need to be taken in order to address the findings of the evaluation process (Durning, Hemmer, & Pangaro, 2010). Correspondingly, program evaluation tries to identify the sources of variation in program outcomes both from within and outside the program, while determining whether these sources of variation or even the outcome itself are desirable or undesirable (Frye and Hemmer, 2012).

Zint (2006) also stressed the need to evaluate a program since it can first, improve program design and implementation. It is important to periodically assess and adapt activities to ensure they are as effective as they can be. Evaluation can help identify areas for improvement and ultimately help realize goals more efficiently. Evaluation enables to demonstrate the program’s success or progress. The information collected better communicates the program's impact on others, which is critical for public relations, staff morale, and attracting and retaining support from current and potential funders.

According to the World Health Organization (2013), monitoring and evaluation of any program or intervention is vital to determine whether the program works. Evaluation is important to help refine program delivery, and to provide evidence for the continuing support of the program. Evaluation will not only provide feedback on the effectiveness of a program but will also help determine whether the program is appropriate for the target population, whether there are any problems with its implementation and support, and whether there are any ongoing concerns that need to be resolved as the program is implemented. Moreover, evaluation in many forms with different organizations as they may be bringing related ideas on how each program can be improved.

2.2. Research Literature

Several studies have already been conducted relative to program evaluation. These researches are respectively presented as Remediation Program Evaluation, Intervention Program Evaluation, and

Enhancement Program Evaluation to better understand this study.

Remediation Program Evaluation. One of the effective strategies in determining the effectiveness of remediation programs is conducting a program evaluation. Nichols (2014) evaluated the remedial reading program for middle-grade students in a Southeastern State Public School. The study evaluated the effects on the reading achievement of middle school students after joining the remedial reading program. The findings in this study revealed that an intensive reading intervention can significantly improve reading achievement for struggling adolescent readers when implemented with fidelity.

Program evaluation was also used to determine remediation program impact. Neuenschwander (2015) conducted a program evaluation of a remediation program for underprepared college students. This participant-oriented program evaluation study was prompted by the problem that a cohort remediation program for underprepared freshmen at a small, private university in Appalachia was implemented for 1 year and dropped without any review of the program’s impact on retention. The study conducted a summative program evaluation that recorded perceptions from the cohort program’s participants and to compare their retention rates with underprepared students’ retention rates from the subsequent year’s individualized remediation. Local positive social change will come from presenting the evaluation report to administrative stakeholders with the power to improve programs serving underprepared students.

The study of Balinas, Rodriguez, Santillan, and Valencia (2017) evaluated the best practices and impact of Remedial Reading Program of Angeles University Foundation-College of Education (AUF-CED) among 267 pupil-respondents. The reading performance was categorized under frustration level as indicated by difficulty in decoding, word recognition, miscues, slow reading speed, and poor comprehension. Findings revealed the program’s favorable impact on participants reading performance as evidenced by the significant differences in the pretest and posttest results. Lack of significant difference in the miscues committed and the reading speed attributed to program’s short span and tutees absenteeism.

Intervention Program Evaluation. Implemented intervention programs also seek ways to evaluate its success. It is shown in the dissertation of Chase (2011) where an evaluation of the effectiveness of the reading intervention program for upper elementary

students was conducted. In this study participants showed practical significant gains in listening comprehension. Moreover, students demonstrated statistically significant improvement in their positive attitudes toward recreational reading, while a slight improvement was noted in academic reading. The practical significance of this study will lead to broader investigation and evaluation of reading intervention programs and best practices that address the struggling reader's dilemma among older students.

Another study on intervention program evaluation was conducted by Quinn (2014). The study evaluated the effectiveness of a reading initiative in an alternative school utilizing the Stufflebeam's CIPP evaluation model. The most notable outcome of the program as measured by the program evaluation was its impact on some student reading levels. The "read to learn" model did not statistically impact student reading fluency or reading achievement. Though the statistical significance did not show positive impacts, it also did not show negative impacts. The purpose of the program evaluation was to evaluate whether the program was feasible and appropriate for the group of at-risk students.

Seward (2009) evaluated the effectiveness of a Short-Duration Reading Intervention on Grade One Phonological Awareness and Word Reading. The summer intervention is for children showing early signs of reading delay. Children participated in pre- and post-test assessments measuring literacy skills and general cognitive skills. Children in all three intervention groups showed positive change following the intervention compared to a comparison group of children with similar initial abilities who did not receive any intervention. Children who received both intervention components showed the most positive change following a follow-up assessment at the end of grade one. The frequency of home literacy activities with parents was related to positive improvement in children's phonological awareness and word reading skills.

Matthews (2015) examined an Early Intervention Program (EIP) to first grade students at the participating elementary public schools who struggled with reading skills and were not meeting the grade standards of the local school district. This quantitative program evaluation was intended to explore the effect of the EIP used at the participating elementary school on the reading levels of a convenience sample of 32 struggling first grade readers enrolled in the EIP. The scores showed that students who participated in the program for an entire school year demonstrated growth in their reading levels so that every student in

the program was reading on or above grade level. Based on this research, an evaluation report was prepared and included recommendations for possible expansion of the program and teacher professional development focused on reading intervention.

Enhancement Program Evaluation. Finally, educational programs designed to supplement the academic curriculum and facilitate the intellectual stimulation of students also needs evaluation. Enrichment programs provide learning opportunities for a broader or deeper examination of curricular or extracurricular topics and are popular in gifted education. Golle, Zettler, Rose, Trautwein, Hasselhorn, & Nagengast (2018) investigated the effectiveness of a statewide extracurricular enrichment program for gifted elementary school children in Germany. The program implemented a "grass roots" strategy by which local units developed and offered the enrichment courses, which spanned a broad array of topics. The courses targeted different outcomes, including students' cognitive abilities, school achievement, interests, creativity, self-control, self-concept, and social competencies. The study compared third-grade students attending the enrichment program with nonattending third-grade students by means of a propensity score analysis. The findings revealed positive program effects on academic achievement but not on the other targeted outcomes.

An evaluative study of Paracale (2018) found out the respondents' perceptions on the level of implementation of Science Enhancement Program of Agusan del Sur National Science High School. The level of implementation was tested in terms of goal setting, objectives, content, learning materials, learning activities, science interest, time allotment, program support, and monitoring and evaluation. Result shows that all of the components of Science Enhancement Program were perceived by respondents as convincingly effective and generally, the overall implementation of the program is considered convincingly effective. The major problem met in the implementation of the program is the time allotment to cover the entire content. The respondents perceived the program as very relevant thus; they recommended continuing its implementation.

Abeberese, Kumler, and Linden (2011) through TNS Philippines, the country's largest customized market research company studied on Improving Reading Skills by Encouraging Children to Read: A Randomized Evaluation of the Sa Aklat Sisikat Reading Program in the Philippines. This evaluated the program that aims to improve children's reading

skills by providing classes with age-appropriate reading material and incentivizing children to read through a 31-day read-a-thon. During the read-a-thon, the program significantly increased the propensity of children to read. They found out that this increase extend both after the end of the program and outside of school, although at lower rates.

These concepts and ideas presented are comparable to the present study since they focused on the evaluation of various programs. The perspectives of the different researchers served as guiding point of the present researcher. Consequently, these studies are valuable that supported this study even if the respondents, the programs, and the models used in program evaluation were presented in different ways.

2.3. Conceptual Framework

This part presents concepts that guided the researcher in evaluating and improving the reading intervention program. The researcher used the Context/Input/Process/Product (CIPP) model, socio-cultural constructivism, and transactional learning theory through which this study is anchored.

The CIPP framework was developed as means of linking evaluation with program decision-making. It aims to provide an analytic and rational basis for program decision-making, based on a cycle of planning, structuring, implementing and reviewing and revising decisions, each examined through a different aspect of evaluation – context, input, process and product evaluation. The CIPP set of approaches to evaluation is described by Daniel Stufflebeam, its proponent, as his response to an improvement on the dominant experimental design model of its time. Stufflebeam intended CIPP Model evaluations to systematically guide the conception, design, implementation, and assessment of service-learning projects, and provide feedback and judgment of the project's effectiveness for continuous improvement (Frye and Hemmer, 2012).

Hanchell (2014) stated that Stufflebeam's CIPP Evaluation Model determined the use of its four components namely the context (C), inputs (I), processes (P), and product (P). The context evaluation assesses needs, and provides rationale of the program, organizational strengths and opportunities for strengthening the program. The input evaluation assesses competing strategies, work plans and provides data about the human and physical resources allocation while process evaluation monitors, documents, and assesses program activities to improve, detect or predict defects in the design. Finally, product evaluation also referred to as "impact evaluation" because it assesses a program's reach to the targeted audience to make a judgment of the

extent the program addressed the needs of the population it serves.

According to Zhang et. al (2011) all four components of Stufflebeam's CIPP evaluation model play important and necessary roles in the planning, implementation, and assessment of a project. The first three elements of the CIPP model context, input, and processes are useful for improvement-focused (formative) evaluation studies. While the Product approach, the fourth element is very appropriate for summative (final) studies. In addition to the use of the four elements: Context includes the evaluation of goals, objectives, history and background of the program; Inputs evaluate material, time, physical and human resources needed for effective working of the school; Processes assess all the teaching and learning processes; and Product focuses on the evaluation on the quality of teaching learning and its usefulness and the potentials that benefit society (Aziz, 2018).

Zhang et.al (2011) made a remarkable review about CIPP evaluation model, stating that this model can be especially useful for guiding the planning, implementation, and assessment of service-learning projects. The model employs multiple methods, has been tested in a wide range of contexts, has evolved and strengthened over time, and is supported by theoretical and pragmatic literature. The model does not only assess the impact of a service-learning activity, but also helps to identify community needs by working with the community to identify needs and goals to be addressed and to formulate a project targeted to best meet those identified community needs, monitor project implementation, evaluate project outcomes, and provide recommendations for project improvement. (Carifio, 2012).

Through the CIPP evaluation model, the strengths and weaknesses of the Reading

Intervention Program of TNHS were answered. The RIP was evaluated based on the components of its program design; goals and objectives, reading materials, time allotment, reading facilities and other aids, reading intervention activities, program support, monitoring and evaluation, and effectiveness of the reading program.

Furthermore, Vygotsky's Socio-constructivism theory (1978) is one of the guiding principles in the development of the RIPro. Social constructivism methods require collaborative learning to develop teamwork skills and to see individual learning as essentially related to the success of group learning with equal learning level. So, when success is not achieved within a heterogeneous class, pull-out reading intervention is the next logical step to

bridging gaps (Boulay, Goodson, Frye, Blocklin, and Price, 2015). Thus, a Saturday session is proposed to be implemented in the RPro to provide students targeted reading instruction and immersed in content areas, in isolation and in alternate educational and social settings.

Moreover, the concepts presented were used as backbone of this study. With this, the researcher has developed a conceptual framework based on Stufflebeam’s CIPP evaluation model, socio-cultural constructivism, and transactional learning theory.

Figure 1 illustrates the relationship of the variables in this research. As shown in the figure, Reading Intervention Program of TNHS was evaluated through determining the level of implementation in every component of the program based on the perception of the students, parents, and teachers. Then, the prospects suggested by the participants were taken into consideration in the development of the RPro. The developed RPro was validated and enhanced based on the comments and suggestions of the validators.

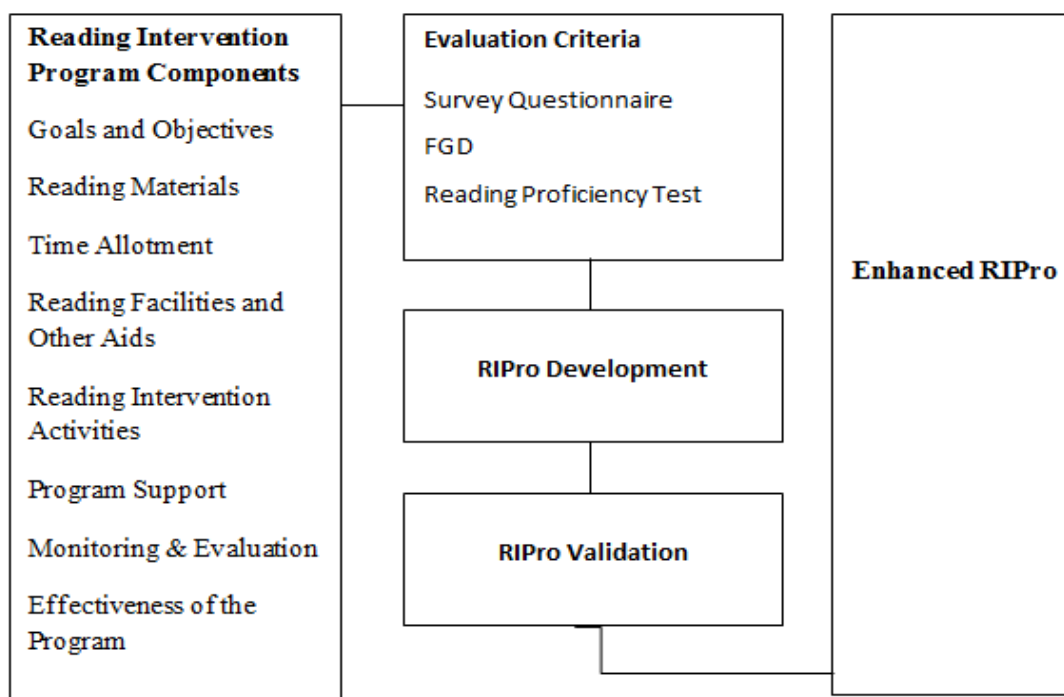


Figure 2.3.1 The research paradigm

III. Methodology

This chapter presents the steps followed in conducting the research. It discusses the research design, research locale, sampling and participants, instruments and procedures. The procedure of the research includes the assessment, development and validation phases. The potential ethical issues are also discussed in this chapter.

3.1. Research Design

This study is based on a developmental research design as it aimed at developing reading intervention program. Developmental research has been defined as the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet criteria of consistency and effectiveness (Ibrahim, 2016). Moreover, the development of the RPro was based on the result of the evaluation of the level of implementation of the existing RIP of Trento National High School. Developmental research design is as well utilized because the researcher developed a RPro that would be appropriate for the Junior High School Students. Thus, the developed RPro was validated and enhanced based on the experts’ comments and suggestions.

3.2. Research Locale

The study was conducted at Trento National High School, Trento, Agusan del Sur.

TNHS is a public high school under the Department of Education and become the study partner of the municipality’s administration in the realization of its mission, vision and goals. The school has continued to address the reading deficits among students and has annually implemented its reading intervention program. Trento National High School stands as the second biggest in population among secondary schools in the Division of Agusan del Sur. Figure 2 shows the map of Trento, Agusan del Sur where Trento National High School, the research locale is located.



Figure 2 Map of Trento, Agusan del Sur

3.3. Sampling and Participants

The participants of this study were the reading coordinator who is in-charge of the RIP and nine reading intervention teachers; the parents of the student-recipients of the Program and the students who participated the RIP in the school years 2015-2016, 2016-2017, 2017-2018, and 2018-2019 comprising with 102 student-participants. The participants of this research were selected through universal sampling.

Moreover, Table 3.1 shows that the 195 RIP student-recipients together with their parents were invited to participate, however only 102 students and 101 parents participated; others were not reached.

Table 3.1 List of participants in the program evaluation

Teachers	School Year	Grade Level	No. of RIP Recipients	Actual Participants	
				Students	Parents
10	2015-2016	Grade 7	72	54	53
	2016-2017	Grade 8	55	20	20
	2017-2018	Grade 9	35	15	15
	2018-2019	Grade 10	33	13	13
Total	10		195	102	101

3.4. Instruments

The researcher used the following instruments in conducting the study:

3.4.1. Survey Questionnaire

The survey questionnaire was used to evaluate the implementation of the RIP of TNHS in terms of its components which are *goals and objectives, reading materials, time allotment, reading facilities and other aids, reading intervention activities, program support, monitoring and evaluation, and effectiveness of the reading program*. The mean of each component was used for determining how the teachers, parents and students perceived the level of implementation of the existing RIP of TNHS.

3.4.2. Focus Group Discussion

The focus group discussion (FGD) contained questions about participants’ encountered problems and their proposed solutions to enhance the RIP. The FGD is composed of two parts. The first part is the relation building phase which includes self-introduction and orientation of the purpose of the study. The second part is the data collection phase where participants answered series of questions. The questions asked were: (1) *What benefits have you seen that this program had offered to you and to the students?* (2) *What problems have you encountered in the implementation of the program?* (3) *Do you still see the necessity of the continuation of the program? Why?* (4) *If yes, what are your recommendations to enhance the program and its implementation?*

3.4.3. Reading Proficiency Test

The reading proficiency test was administered to evaluate how well the RIP developed the students' reading skills. The reading proficiency test adapted from Marcon (2014) is a 50-item-test divided into ten (10) reading skills with five items in every skill. The reading skills tested were: *using phonetic analysis, using structural analysis, using contextual clues, vocabulary building, finding the main idea and supporting details, classifying and organizing facts, inferring meanings and drawing conclusions, following directions, using parts of a book, and using the dictionaries, encyclopedia, and other reference books.*

3.4.4. Program validation tool

This study developed the expert material evaluation tool which was validated by the three content experts from Philippine Normal University (PNU) Mindanao. The range interval and descriptive rating are shown in table 2.2. The rating scale in the instrument evaluation tool used was adapted from Butiong (2017). The results of the validation of evaluation tool were taken into account for the revision of the validity instruments.

Table 2.2 Intervals used to identify the boundaries between ratings

Numerical rating	Descriptive rating
5	Outstanding
4	Very Satisfactory
3	Satisfactory
2	Fair
1	Needs Improvement

The validation of the developed RPro was rated by the program experts in terms of goals and objectives, time allotment, prototype reading material, reading intervention program activities, program support, and monitoring and evaluation. The mean rating and overall mean ratings of the data acquired from the content validation were computed. Moreover, the scale adapted from Manpatilan (2019) on Table 3.3 was utilized by the researcher to identify the boundaries between the ratings given by the validation experts on the developed RPro.

Table 3.3 Scale in validity of the reading intervention program for junior high school

Numerical rating	Descriptive rating
4.20 – 5.00	Outstanding The reading intervention program excellently meets the requirement
3.40 – 4.19	Very Satisfactory The reading intervention program very satisfactorily meets the requirement
2.60 – 3.39	Satisfactory The reading intervention program satisfactorily meets the requirement
1.80 – 2.59	Fair The reading intervention program fairly meets the requirement
1.00 – 1.79	Needs Improvement The reading intervention program poorly meets the requirement

3.5. Procedures

The enhancement of the program was based on the result of the evaluation of the level of implementation of the existing RIP of Trento National High School (TNHS). The evaluation was conducted in terms of the program components presented to the teachers, parents, and students who participated in the implementation of the program. The data were collected from various methods which procedures were divided into eight stages.

First, the researcher prepared the survey questionnaire and FGD guide questions for the teachers, parents and students. These instruments were thoroughly validated by experts and revised accordingly.

Second, the level of implementation in terms of the program components of the RIP was determined through a survey. The problems encountered by every group of participants and possible solutions were identified for the enhancement of the program.

Third, a Focus Group Discussion was done to every group of participants to discuss problems and prospects to enhance the program. To preserve authenticity of data, interviews were audio recorded to facilitate accurate documentation for better interpretation and analysis.

Fourth, the researcher administered the reading proficiency test to the student-beneficiaries of the RIP. Through this test, the strengths and weaknesses in reading skills of the students who have undertaken the RIP were determined.

Fifth, the results of the survey, FGD, and reading proficiency test were analyzed and interpreted. Sixth, the researcher proposed an improvement to the existing RIP based on the findings of the study. The program was enhanced and further named it as Reading Intervention Program (RIPro).

Seventh, the RIPro was validated by the experts; two master teachers, and a school principal. Eighth, the RIPro was enhanced based on the comments and suggestions of the content experts.

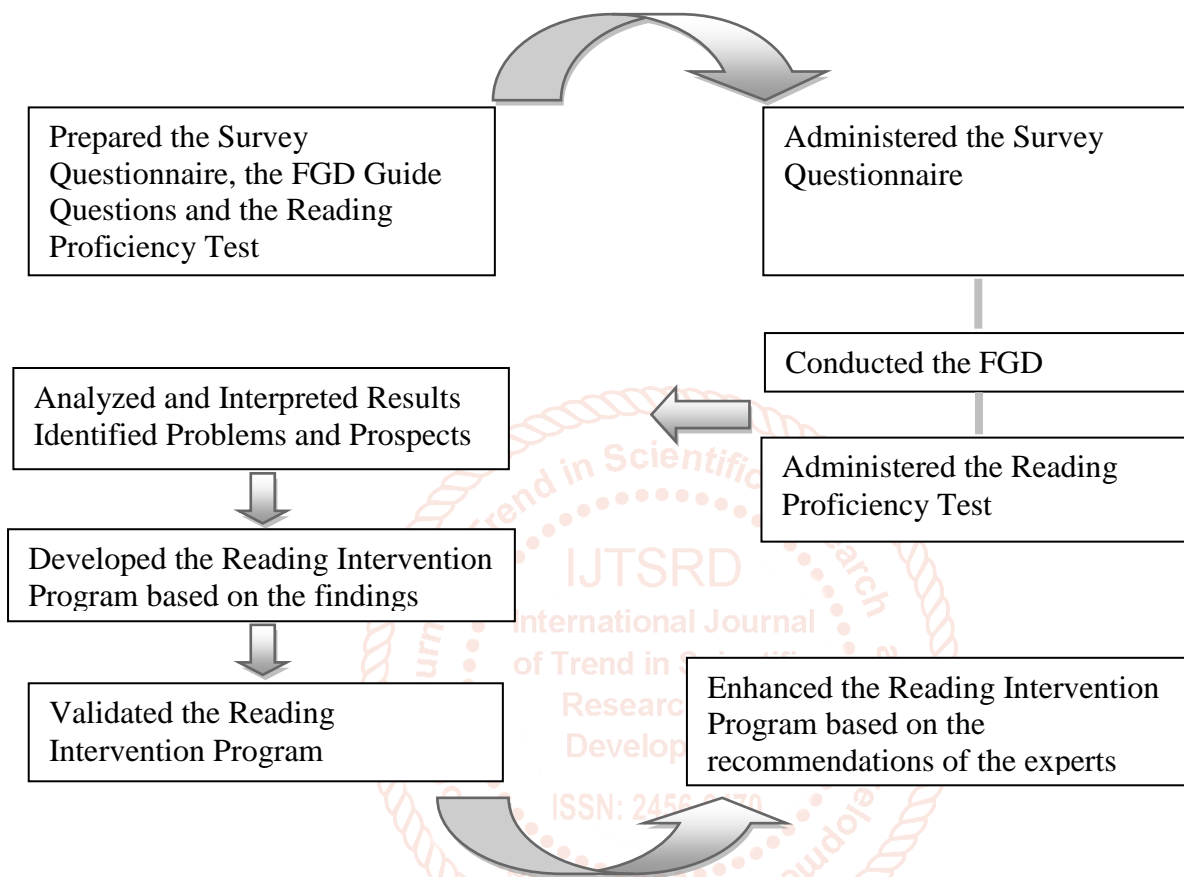


Figure 3.2 The research flow

3.5.1. Assessment Phase

The researcher used the mean of each of the components in evaluating the Reading Intervention Program. The components were goals and objectives; reading materials, time allotment, reading facilities and other aids, reading intervention activities, program support, monitoring and evaluation, and effectiveness of the program. These were interpreted using the intervals shown in table 2.4 adapted from Paracale (2018).

Table 3.4 Rating scale in interpreting the perceptions of the participants

Mean range	Verbal description
1.00 – 1.49	Not implemented (NI) which means convincingly not effective
1.50 – 2.49	Occasionally implemented (OI) which means less effective
2.50 – 3.49	Frequently implemented (FI) which means effective
3.50 – 4.49	Very frequently implemented (VFI) which means convincingly effective
4.50 – 5.00	Always implemented (AI) which means highly effective

Moreover, the researcher used FGD to validate the data gathered from the survey. This contained participants’ answers to the problems met and solutions suggested for the enhancement of the RIP. Answers in FGD were also gathered to confirm consistency of answers among the different groups of participants. To help ensure that the

responses are genuine, the discussion were recorded and transcribed and written down in verbatim by the researcher. Finally, mean score of each of the reading skills was used to determine the least mastered skills of the students in the reading proficiency test based on the rating scale shown in table 2.5 adapted from the research gate (2016). Thus, results have been tabulated and interpreted, and were used as basis in crafting the RPro.

Table 3.5 Rating scale in interpreting the reading proficiency skills of the participants

Mean range	Verbal description
4.21 – 5.00	Excellent
3.41 – 4.20	Above average
2.61 – 3.40	Average
1.81 – 2.60	Below average
1.00 – 1.80	Poor

3.5.2. Development Phase

The development of the enhanced RPro was based on the recommendations given by the program experts. The program components are *goals and objectives, reading intervention program activities, time allotment, reading intervention material, program support which includes support on the reading facilities and other aids, and monitoring and evaluation*. The suggestions in each of the components were taken into consideration in developing the enhanced RPro for Junior High School students.

The RPro is comprised with six parts. These parts are introduction, rationale, general program information, budgetary requirement, program blueprint, and the prototype reading intervention material.

The *introduction* states the overview of the program followed by the *rationale* which stipulates the *goals and objectives* of the program. The *general program information* stated the program description trailed with the *budgetary requirement* and *program blueprint*. The *program blueprint* gives the order of the program activities to be undertaken upon implementation. Next is the *program implementation* which explains the three significant phases; pre-implementation phase, implementation phase, and post implementation phase.

The *pre-implementation phase* describes the stages of activities to be done before the implementation of the program. This includes the presentation of the proposed RPro to the school principal, presentation of the proposed RPro to the teachers through Learning Action Cell (LAC), development of reading intervention materials and activities through seminar workshop, organization of the monitoring and evaluation team, identification of student-recipient through group screening test, and conference with the stakeholders. The *implementation phase* shows the actual process of the teaching reading. The *post-implementation phase* comprised with activities conducted after students have completed the reading classes. It includes reading proficiency post-test, culmination and recognition program, and program implementation LAC session. To better understand the program activities, Table 2.4 shows the program blueprint of the enhanced RPro.

Moreover, attached in the RPro activities is the developed prototype reading intervention material. This reading intervention material covers ten (10) lessons of the fundamental reading skills. These skills are: *Using Phonetic Analysis, Using Structural Analysis, Using Contextual Clues, Vocabulary Building, Finding the Main Idea and Supporting Details, Classifying and Organizing Facts, Inferring Meanings and Drawing Conclusions, Following Directions, Using Parts of a Book, and Using the Dictionaries, Encyclopedias, and Other Reference Books*.

Lesson 1, *Using Phonetic Analysis* introduces students to word analysis, phonics, and decoding using the relationships between spelling and pronunciation at the letter syllable and word levels to read and figure out meaning of unfamiliar words. Lesson 2, *Structural Analysis* allows students to discover what an unknown word means. Word parts which are composed of a root, a prefix, and/or a suffix contribute to the overall meaning of a word. Lesson 3, *Using Contextual Clues* assists students in deciphering the meaning of unknown words. By becoming more aware of particular words and phrases surrounding a difficult word, students can make logical guesses about its meaning. Lesson 4, *Vocabulary Building* demonstrates students how to use context, word structure, and dictionaries to improve basic strategies for vocabulary learning for better comprehension and communication. Lesson 5, *Finding the Main Idea and Supporting Details* helps students in locating the topic, main idea, and supporting details to understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase students' comprehension.

The other half of the material starts in Lesson 6, *Classifying and Organizing Facts Readers* helps students to sort and organize information from a selection and identify similar or distinct attributes to classify information. Lesson 7, *Inferring Meanings and Drawing Conclusions* provides students graphic organizers, illustrations, and

stories that will allow them to become proficient in making inferences including making predictions, drawing conclusions and inferring meaning. Lesson 8, *Following Directions* gives students strategies they can use to make sure they follow directions carefully and correctly. Lesson 9, *Using Parts of a Book* demonstrates students the parts of the book and how books are organized. This will give them a big advantage when it's time to use books during the rest of their academic careers. Lesson 10, *Using the Dictionaries, Encyclopedias, and Other Reference Books* gives students the strategies on how to access information effectively through encyclopedias, dictionaries, handbooks, and other reference material.

Table 3.6 Enhanced reading intervention program blueprint

Reading intervention program design for junior high school students

I. Introduction

II. Rationale

A. Goals

B. Objectives

III. General program information

IV. Budgetary requirement

V. Program implementation

A. Pre-implementation phase

1. Presentation of the proposed RPro to the school principal
2. Presentation of the proposed RPro to the teachers through learning action cell
3. Development of reading intervention materials and activities through seminar-workshop
4. Organization of the monitoring and evaluation team
5. Identification of student-beneficiaries through pre-oral reading test
6. Conference with the stakeholders

B. Implementation phase

1. Parents and student-beneficiaries meeting and orientation
2. 15-Saturday reading class session

C. Post-implementation phase

1. Reading proficiency post-test
2. Post-oral reading test
3. Culmination and recognition program
4. Evaluation of the implementation of the RPro

VI. *Dalimagmag* the reading intervention material

3.5.3. Validation Phase

After the RPro was developed, the program was validated by the three program experts. The validators were two master teachers and one secondary school head in the Department of Education, division of Agusan del Sur. The first validator is a Master Teacher II and is as well a reading coordinator, the second validator is a Master Teacher I and a school head, the third validator is a Secondary School Principal IV. The experts validated the RPro in terms of the program components. These components are: *goals and objectives, reading intervention program activities, time allotment, prototype reading material, program support, and monitoring and evaluation.*

3.6. Ethical Considerations

In this study the researcher asked permission and secure an approval from the school head of the research locale. The participants of this research, the teachers, parents, and students were provided with information about the evaluation in an accessible, plain language format. Participants were given time to consider the information and raised any queries before deciding on their involvement in the research. The researcher verified through consent that students are fully informed about the research and participated on their own will. The researcher also discussed the information and confirmed the students and all other recipients' willingness to participate.

Furthermore, the program validators were properly oriented. They were informed about the purpose of the research, how the data were used, and insured measures to safeguard their anonymity, and privacy. The researcher also notified participants that the data will be treated with utmost confidentiality.

IV. Findings

This chapter presents the research findings and interpretation of the data gathered. The results and discussion of the data are presented based on the results of the survey questionnaire, findings from focused group discussions,

and result of the reading proficiency test. Moreover, this includes the discussion on the validation of the reading intervention program for Junior High School students. It provides analysis of the responses that answers the specific problems stated in Chapter 1.

4.1. Perception of the Participants on the Implementation of the RIP

This section presents the perception of the participants grouped as teachers, parents, and students on the level of implementation of the reading intervention program. This also discusses the findings on the problems encountered and solutions recommended for the enhancement of the RIP.

The level of implementation of the RIP was evaluated by the teachers, parents, and students who were involved in the program from school years 2015-2016 to 2018-2019. The teacher-participants evaluated the level of implementation of the program in terms of goals and objectives, reading materials, time allotment, reading facilities and other aids, reading intervention activities, program support, monitoring and evaluation, and effectiveness of the program. The parent-participants evaluated the program in terms of goals and objectives, time allotment, reading facilities and other aids, program support, monitoring and evaluation and effectiveness of the program. And the student-participants assessed the level of the implementation of the program in terms of reading materials, time allotment, reading facilities and other aids, reading intervention activities, and effectiveness of the program. Every component was rated and perceptions were categorized respectively and interpreted and discussed based on their mean percentage score.

4.1.1. Perception of the Participants in Terms of Goals and Objectives

Table 3.1 reveals that teachers and parents agree that the level of implementation of the goals and objectives is highly effective as shown in the total mean of 4.675 and 4.672 correspondingly. This could imply that the goals and objectives were thoroughly crafted and understood by the people involved in the implementation.

On the other hand, it can be observed that teachers perceived item 2 as highly effective (4.700) while parents evaluated item 2 as convincingly effective (4.366). The different perceptions of the teachers and parents could imply that some of the parents do not have full awareness on the goals and objectives of the RIP. Since it was presented to the parents before the implementation, it was attested by participant 1 that not all parents were present during the parents' meeting and orientation.

Participant 1

Nagpatawag bitaw ko ug meeting for orientation ug pagpasabot sa program pero wala man mingtungha ang uban. Although duna nay letters gihatod even pa nga gi follow up sa advisers. (I called for a meeting and orientation so parents would fully understand the program. Although letters were sent and advisers do the follow up, still other parents failed to come.)

Table 4.1 Perception of the participants in terms of goals and objectives

Goals and objectives	Mean		Total mean	Description
	Teachers	Parents		
1. The goals and objectives of the program were presented to the parents and students before the program implementation.	4.700 AI	4.366 VFI	4.637 AI	Highly effective
2. The goals and objectives were collectively set by the administrators parents, students, teachers and other external stakeholders	4.700 AI	4.754 AI	4.533 AI	Highly effective
3. The goals and objectives of the program were directed to the improvement of the reading program.	4.700 AI	4.723 AI	4.711 AI	Highly effective
4. The goals of the program were toward the improvement of students' reading deficiency.	4.700 AI	4.723 AI	4.711 AI	Highly effective
5. The goals of the program were based on the needs of the students as revealed in different standard evaluations.	4.600 AI	4.762 AI	4.681 AI	Highly effective

6. The formulation of the objectives was based on the goals of the program.	4.700 AI	4.644 AI	4.672 AI	Highly effective
7. The objectives of the program were clearly understood by the teacher-service provider.	4.700 AI	4.743 AI	4.721 AI	Highly effective
8. The objectives were specific.	4.700 AI	4.485 VFI	4.593 AI	Highly effective
9. The objectives were measurable.	4.700 AI	4.574 AI	4.637 AI	Highly effective
10. The objectives were attainable.	4.600 AI	4.485 AI	4.543 AI	Highly effective
11. The objectives were reasonable.	4.700 AI	4.604 AI	4.652 AI	Highly effective
12. The objectives were time bounded.	4.600 AI	4.545 AI	4.639 AI	Highly effective
Total mean	4.675 AI	4.602 AI	4.639 AI	Highly effective
Description	Highly effective	Highly effective	Highly effective	

Note: NI Not implemented 1.00-1.49 (convincingly not effective)

VFI Very Frequently implemented 3.50-4.49 (convincingly effective)

OI Occasionally implemented 1.50-2.49 (less effective)

AI Always implemented 4.50-5.00 (highly effective)

FI Frequently implemented 2.50-3.49 (effective)

4.1.2. Perception of the Participants in Terms of Reading Materials

Table 3.2 shows that almost all aspects for the reading materials are convincingly effective for both teachers and students with a total mean of 3.836. However, variance is evident on item 4. Teachers say that 1:1 ratio of the books and other reading materials is convincingly effective (4.000). But to students, 1:1 ratio of the books and other reading materials is only effective (3.334). It only indicates that there is insufficiency on the numbers of the reading materials distributed to the students.

Participant 5 stated:

As of now gamay nalng pud nabilin. Kay ang mga bata manggamit, expect the unexpected nlang gyud. Gisigision gyud na nila oh (laughing), careless kayo. Gikan 1998, hangtod ron, 10 years na. Wala na gyud.

(As of now there are few books left. Because when children use books, expect the unexpected. They would tear them (laughing), they were careless. From 1998 until now and 10 years had passed, nothing has left.)

Based on the statements given by participant 1 and participant 5, books were inadequate. However, instructional materials should be adequate for these enhance the teaching and learning process. Learning materials unveils information essential to acquire knowledge and skills. Thus, reading materials should be accessed by each of the students.

Moreover, among the total means, item 8 is the only item evaluated as effective (3.475). Teachers say that the relevance of the reading materials to real life experiences is convincingly effective (3.700), while it is only effective (3.250) for students. This could mean that the program did not upgrade the reading materials, and these were not substantially contextualized, indigenized, and localized. Based on the study of Garin, Reyes, Domantay, and Rosals (2017) localization and contextualization can be done in all learning areas thus, more so in reading. Garin et.al (2017) emphasized that localization and contextualization maximize materials, activities, events, and issues that are readily available in the local environment. Results could mean that teachers must use authentic materials, and fasten teaching relevant to learners' real-life experiences.

Table 4.2 Perception of the participants in terms of reading materials

Reading materials	Mean		Total mean	Description
	Teachers	Students		
1 The reading materials, books, and other resources that are useful for teaching, learning, and assessing reading were freely accessed.	4.300 VFI	3.794 VFI	4.047 VFI	Convincingly effective
2. The intervention materials were sufficient and adequate.	3.700 VFI	3.592 VFI	3.646 VFI	Convincingly effective

3. The materials were suited to the needs of the students.	4.000 VFI	3.781 VFI	3.890 VFI	Convincingly effective
4. The ratio of the materials/handouts for students was 1:1.	4.000 VFI	3.334 FI	3.667 VFI	Convincingly effective
5. The materials were free from clerical errors and misconceptions.	4.000 VFI	3.708 VFI	3.854 VFI	Convincingly effective
6. The materials were aligned to the reading comprehension level of the students.	4.200 VFI	3.660 VFI	3.930 VFI	Convincingly effective
7. The activities were anchored on the reading competencies of the Junior High School.	4.100 VFI	3.914 VFI	4.007 VFI	Convincingly effective
8. The reading materials were contextualized, indigenized, and localized and relevant to students' real life experiences.	3.700 VFI	3.250 FI	3.475 FI	Convincingly Effective
9. The reading materials were appropriate and effective.	4.100 VFI	3.913 VFI	4.006 VFI	Convincingly Effective
Total mean	4.011 VFI	3.661 VFI	3.836VFI	Convincingly effective
Description	Convincingly effective	Convincingly effective	Convincingly effective	

Note: NI Not implemented 1.00-1.49 (convincingly not effective)
VFI Very Frequently implemented 3.50-4.49 (convincingly effective)
OI Occasionally implemented 1.50-2.49 (less effective)
AI Always implemented 4.50-5.00 (highly effective)
FI Frequently implemented 2.50-3.49 (effective)

4.1.3. Perception of the Participants in Terms of Time Allotment

Table 4.3 reveals that participants vary on their perception on the time allotment. Teachers evaluated time allotment as convincingly effective with a total mean of 4.033. Nevertheless, parents and students assessed time allotment as effective with 3.284 and 3.488 mean scores respectively. This could entail that parents and students have seen insufficiency on the time given. It could also be noted that item 3 got the lowest mean among the items assessed by the parents with a mean score of 3.297. This indicates that parents would want to add more time on the duration of the RIP. Moreover, result reveals that the time allotment is convincingly effective with a total mean of 3.602.

Table 4.3 Perception of the participants in terms of time allotment

Time allotment	Mean			Total mean	Description
	Teachers	Parents	Students		
1. Each session was enough for the concepts or competencies expected to be mastered.	4.100 VFI	3.149 FI	3.314 FI	3.521 VFI	Convincingly effective
2. There was sufficient time for every activity given.	4.000 VFI	3.406 FI	3.334 FI	3.580 VFI	Convincingly effective
3. The whole duration of the program enabled the attainment of target goals and objective	4.000 VFI	3.297 FI	3.816 FI	3.704 VFI	Convincingly effective
Total mean	4.033 VFI	3.284 FI	3.488 FI	3.602VFI	Convincingly effective
Description	Convincingly effective	Effective	Effective	Convincingly effective	

- Note: NI Not implemented 1.00-1.49 (convincingly not effective)
 VFI Very Frequently implemented 3.50-4.49 (convincingly effective)
 OI Occasionally implemented 1.50-2.49 (less effective)
 AI Always implemented 4.50-5.00 (highly effective)
 FI Frequently implemented 2.50-3.49 (effective)

4.1.4. Perception of the Participants in Terms of Reading Facilities and Other Aids

The result in table 4.4 shows that all participants grouped as teachers, parents, and students perceived reading facilities and other aids as effective indicated in the over-all mean score of 2.885. Among the participants, parents evaluated the component as less effective as shown in the total mean which is 2.366. This could indicate that parents have seen the inadequacy of reading facilities and other aids relevant to the implementation of the program. It was even confirmed by the teacher-participants when asked if the reading classroom is equipped with facilities and offers technologies. Respondent 5 stated:

Kana jud ang wala, such as personal computers, television, and audios and videos to facilitate reading instruction.

(That is what we don't have such as personal computers, television, and audios and videos to facilitate reading instruction.)

Further, participant 1 stated that the school does not have classroom intended for the RIP. Other reading aids were not set. Participant 1 emphasized:

Di gane magpahulam ug room. Masuko ug magklase mi didto.

(They do not even let us borrow the classroom. They get mad if we will have classes there.)

According to Boudreaux, Martin, and McNeal (2016), learning environment must have certain attributes in order to facilitate effective teaching and learning. Boudreaux et. al (2016) validate a strong correlation between the condition of school facilities and student achievement. Thus, the statements of the participants above have shown that there is a need to enhance the implementation of the RIP in terms of reading facilities and other aids.

Table 4.4 Perception of the participants in terms of reading facilities and other aids

Reading facilities and other aids	Mean			Total mean	Description
	Teachers	Parents	Students		
1. The reading classroom is available.	3.500 VFI	2.297 OI	2.926 FI	2.908 F	Effective
2. The reading classroom is conducive to learning and a comfortable place for students to read independently or with a partner or small group.	3.400 FI	2.851 FI	2.670 FI	2.974 FI	Effective
3. The resources such as books, dictionaries, encyclopedias, journals, manuscripts, word walls, and other reading materials that exposed students to a variety of print are available in the reading room.	3.400 FI	2.248 FI	3.158 FI	2.935 FI	Effective
4. Reading classroom is equipped with technologies such as PC, television, audios and videos to facilitate reading instructions.	3.200 FI	2.069 OI	2.901 FI	2.724 FI	Effective
Total mean	3.375 FI	2.366 OI	2.914 FI	2.885 FI	Effective
Description	Effective	Less effective	Effective	Effective	

- Note: NI Not implemented 1.00-1.49 (convincingly not effective)
 VFI Very Frequently implemented 3.50-4.49 (convincingly effective)
 OI Occasionally implemented 1.50-2.49 (less effective)
 AI Always implemented 4.50-5.00 (highly effective)
 FI Frequently implemented 2.50-3.49 (effective)

4.1.5. Perception of the Participants in Terms of Reading Intervention Activities

Table 4.5 indicates that participants have opposing perception on the level of implementation on the reading intervention activities. Teachers perceived that the reading intervention activities were convincingly effective (4.025), while students perceived it as effective (3.403). It could be noted that students' lowest mean score is on item 4. Students evaluated item 4 as effective (2.836) in contrast to teachers' evaluation which is convincingly effective (4.000). With 3.418, item 4 got the lowest mean percentage score and the only item perceived as effective. This would suggest that reading intervention activities must be updated to lead students to autonomy and independence, making it more learner-centered.

Moreover, Kaput (2018) stated that evidence of a student-centered learning is when students meet their unique needs. Since teaching and learning to read is an individualized process, each student shall be taught according to his own learning pace. Thus, result on table 3.5 indicates that it is time to design a reading program that sets all students success in reading.

Table 4.5 Perception of the participants in terms of reading intervention activities

Reading intervention activities	Mean		Total mean	Description
	Teachers	Students		
1. The objectives of the different activities were presented to the class	4.100 VFI	3.458 FI	3.779 VFI	Convincingly effective
2. The activities were varied, meaningful and related to the topics discussed.	4.000 VFI	3.254 FI	3.627 VFI	Convincingly effective
3. The learning activities were flexible and responsive to students' needs.	4.100 VFI	3.274 FI	3.687 VFI	Convincingly effective
4. The activities were learner-centered. effective	4.000 VFI	2.836 FI	3.418 FI	Convincingly effective
5. The learning activities aroused students' reading interest and develop their skills knowledge and strategies in reading.	4.000 VFI	3.497 FI	3.749 VFI	Convincingly effective
6. The teaching techniques motivated and engaged students' active participation and cooperation and allowed them to share results of the activities.	4.000 VFI	3.558 VFI	3.779 VFI	Convincingly effective
7. The learning activities recognized individual differences of the learners.	3.900 VFI	3.576 VFI	3.738 VFI	Convincingly Effective
8. The learning activities allowed learners reach independent reading level.	4.100 VFI	3.772 VFI	3.936 VFI	Convincingly effective
Total mean	4.025 VFI	3.403 FI	3.714 VFI	Convincingly effective
Description	Convincingly effective	Effective	Convincingly effective	

Note: NI Not implemented 1.00-1.49 (convincingly not effective)

VFI Very Frequently implemented 3.50-4.49 (convincingly effective)

OI Occasionally implemented 1.50-2.49 (less effective)

AI Always implemented 4.50-5.00 (highly effective)

FI Frequently implemented 2.50-3.49 (effective)

4.1.6. Perception of the Participants in Terms of Program Support

The table 4.6 reveals contrast between the perception of the teachers and parents in terms of program support with a total mean score of 3.567 and 3.234 respectively. The opposing perceptions are noticeable on the monetary incentive given to the reading teacher in item 4. Teachers rated item 4 as convincingly effective (3.900), while parents perceived the item as effective (2.545). The perception of the parents was supported by the parent- participants when asked about teachers' incentives and stated that:

Participant 2:

*O kada Sabado baynte, baynte ma'am.
(Yes, 20 pesos every Saturday, Ma'am.)*

Participant 1:

*Intawon ihatag sa teacher.
(To be given to the teacher.)*

Participant 3:

*Kay naa man nay mga, mga papel ba nga ilang trabahuon.
(Because they have papers works.)*

A teacher-participant also stressed that:

Participant 1:

Sa una maprioritize ang atuang reading festivals mao na diha giandam ang atuang collection. Unya ang mga parents karun kay di na baya ka makapugos ug pabayad baya.

(Before, because the reading festival was being prioritized so we are preparing for that. But now, we can't force the parents to pay.)

Another contrast shown in table 4.6 is on item 5 which refers to the perception of the participants on the budget for books, instructional materials, and facilities. Teachers evaluated item 5 as convincingly effective (3.8000) while students perceived it as effective (2.515). This entails that program support such as giving monetary incentives to the reading teachers and giving budget for instructional materials and facilities needed for the implementation of the RIPRO must be well addressed.

Table 4.6 Perception of the participants in terms of program support

Program support	Mean		Total mean	Description
	Teachers	Parents		
1. The school recognized the highly performing students in the remedial program through a conduct of culmination and recognition program.	4.100 VFI	3.663 VFI	3.882 VFI	Convincingly effective
2. The school supported the teachers involved in the program by way of giving credits to their effort in the program through service credits.	3.800 VFI	3.752 VFI	3.776 VF	Convincingly effective
3. The school provided logistics support in the implementation of the program.	3.900 VFI	3.693 VFI	3.797 VFI	Convincingly effective
4. The school gave monetary incentives to the teacher-implementer.	3.900 VFI	2.545 FI	3.222 FI	Effective
5. The school gave budget for books, instructional materials, and facilities.	3.800 VFI	2.515 FI	3.234 FI	Effective
Total mean	3.900 VFI	3.234 FI	3.567 VFI	

Note: NI Not implemented 1.00-1.49 (convincingly not effective)

VFI Very Frequently implemented 3.50-4.49 (convincingly effective)

OI Occasionally implemented 1.50-2.49 (less effective)

AI Always implemented 4.50-5.00 (highly effective)

FI Frequently implemented 2.50-3.49 (effective)

4.1.7. Perception of the Participants in Terms of Monitoring and Evaluation

Table 4.7 shows that teachers and parents have different perception in terms of RIP's monitoring and evaluation. Teachers evaluated monitoring and evaluation as convincingly effective (3.860) higher than the parents' total mean score; however, parents evaluated the level of implementation of monitoring and evaluation as effective (2.933). Along with this contrast, the table 3.7 also reveals that all items were rated differently by each group of participants. Teachers perceived all items as convincingly effective while parents perceived all items as effective. Among the combined mean score of both teachers and parents, item 2 got the lowest mean of 3.172. The item evaluation refers to the regular monitoring of the program implementation.

Table 4.7 Perception of the participants in terms of monitoring and evaluation

Monitoring and evaluation	Mean		Total mean	Description
	Teachers	Parents		
1. There were provisions for conducting assessment of the program whether the objectives are attained or not.	3.900 VFI	3.257 FI	3.579 VFI	Convincingly effective
2. The school administrator regularly monitored the program implementation	3.800 VFI	2.545 FI	3.172 FI	Effective
3. There was a regular monitoring and evaluation conducted by the reading coordinator/school head of the teachers who were handling the Reading Intervention Program.	3.800 VFI	2.634 FI	3.217 FI	Effective
4. There was a regular monitoring and evaluation conducted by the department head/school head among students who joined the reading intervention program.	3.700 VFI	2.950 FI	3.325 FI	Effective
5. The results of the evaluation were used as bases to improve the reading program.	4.100 VFI	3.277 FI	3.689 VFI	Convincingly effective
Total Mean	3.860 VFI	2.933 FI	3.396 VFI	
Description	Convincingly Effective effective		Convincingly effective	

Note: NI Not implemented 1.00-1.49 (convincingly not effective)
VFI Very Frequently implemented 3.50-4.49 (convincingly effective)
OI Occasionally implemented 1.50-2.49 (less effective)
AI Always implemented 4.50-5.00 (highly effective)
FI Frequently implemented 2.50-3.49 (effective)

Moreover, this shall be addressed since monitoring and evaluation plays a vital role in assessing a program. It is a management tool that provides continuous feedback on the project implementation as it identifies potential success factors, barriers, which approaches work and do not work that may guide in timely decisions (Biwott, Egesah, & Ngeywo, 2017).

Therefore, the shown distinction among participants' perception is an indication that teachers as implementers shall bridge the gap and consistently conduct monitoring and evaluation as integral part of the program.

4.1.8. Perception of the Participants in Terms of Effectiveness of the Program

Table 4.8 Perception of the participants in terms of effectiveness of the program

Effectiveness of the program	Mean		Total mean	Description
	Teachers	Parents		
1. The participants exhibited skills & strategies in reading & perform better in other subjects after attending the RIP	4.200 VFI	4.356 VFI	3.824 VFI	4.127 VFI Effective
2. The interest of the students in reading was boosted after attending the RIP.	4.300 VFI	4.307 VFI	3.671 VFI	4.083 VFI Convincingly effective
3. The reading level of the students advanced to higher level after attending the RIP	4.200 VFI	4.030 VFI	3.800 VFI	4.010 VFI Convincingly effective
4. Students' motivation towards reading had remarkably increased after attending the RIP.	4.400 VFI	4.267 VFI	3.488 VFI	4.052 VFI Convincingly effective
Total Mean	4.275 VFI	4.240 VFI	3.688 VFI	4.068 VFI

Description	Convincingly effective	Convincingly effective	Convincingly effective	Convincingly effective
Note: NI	Not implemented 1.00-1.49 (convincingly not effective)			
VFI	Very Frequently implemented 3.50-4.49 (convincingly effective)			
OI	Occasionally implemented 1.50-2.49 (less effective)			
AI	Always implemented 4.50-5.00 (highly effective)			
FI	Frequently implemented 2.50-3.49 (effective)			

Results in table 4.8 shows that all participants grouped as teachers, parents, and students have the same perception on the effectiveness of the implementation of the RIP.

Participants perceived the effectiveness of the program as convincingly effective with a total mean score of 4.068. However, the implementation of the RIP has not reached the highest level of its effectiveness. It could be interpreted that the Reading Intervention Program needs to be improved.

4.1.8.1. Reading Proficiency of the Student-recipients of the RIP

To further assess the effectiveness of the reading intervention program, the reading proficiency test was conducted to the student-participants. This specifically measures the reading skills of the students, their strengths and weaknesses. The result of the test will be the basis in crafting the reading intervention activities.

Moreover, Table 4.9 presents the reading proficiency of the Junior High School students who were recipients of the reading intervention program. The test was administered to students who were grouped according to their grade level to evaluate their strengths and weaknesses in terms of reading skills. The participants were the student-recipients of the RIP in various school years; grade 10 – S.Y. 2015-2016, grade 9 – S.Y. 2016-2017, grade 8 – S.Y. 2017-2018, and grade 7 – S.Y. 2018-2019 correspondingly. The results were used in the enhancement of the implementation of the reading intervention program particularly in the development of instructional materials.

Furthermore, Table 4.10 reveals that among the reading skills, the three least learned skills were using the dictionaries, encyclopedia, and other reference books (1.29), classifying and organizing facts (1.58), and inferring meanings and drawing conclusions (1.69). This could be noted that students should be taught more on these areas. Hence, students need access to different types of books and be exposed to more printed materials.

Moreover, reading proficiency among students varies when grouped according to grade level. It showed that grade 7 got the lowest mean percentage score (1.78), second is grade 8 (2.13), third is grade 9 (2.23) and the fourth that got the highest MPS is grade 10

(2.35). Based on the result, students' reading proficiency increased as they moved to the next grade level which may imply that age could affect the reading performance of a student. Similarly, in the study conducted by Filippou, Papadimitriou, & Walla (2015) older children got better scores than younger ones for reading fluency and reading comprehension, thus concluded that age has significant effect in students' reading performance. With the combined mean score, it could be interpreted that the reading proficiency of the student-recipients of the RIP is below average.

Table 4.9 Reading proficiency level of the student-recipients of the reading intervention program

Reading skills	Mean				Total mean by skill	Descriptive rating
	Grade 7	Grade 8	Grade 9	Grade 10		
I. Using phonetic analysis	1.85 BA	1.7 P	1.47P	2.15 BA	1.79	Poor
II. Using structural analysis	2.39 BA	2.95A	3.27AA	3.46 AA	3.02	Above average
III. Using context clues	2.06 BA	2.1BA	2.13BA	2.46 A	2.19	Average
IV. Vocabulary building	1.35 P	2.25BA	1.93BA	2 BA	1.88	Below average
V. Finding the main idea and supporting details	2.81 A	3.1A	2.93A	3.15 A	2.99	Average
VI. classifying and organizing facts	1.31 P	1.7P	1 P	2.30 BA	1.58	Poor
VII. Inferring meanings and drawing conclusions	1.54 P	1.75P	1.87 BA	1.62 P	1.69	Poor
VIII. Following directions	1.81BA	2.6 BA	3.4 A	2.92 A	2.68	Average

IX. Using parts of a book	1.56 P	1.6 P	1.93BA	3.23 A	.08	Below average
X. Using the dictionaries, Encyclopedia and other reference books	1 P	1.5 P	2.33A	0.23 P	1.29	Poor
Total mean by grade level	1.78	2.13	2.23	2.35		
Total mean of the reading proficiency			2.12	Below average		
Note: E Excellent	4.21 – 5.00		BA Below average	1.81 – 2.60		
AA Above Average	3.41 – 4.20		P Poor	1.00 – 1.80		
A Average	2.61 – 3.40					

4.1.9. Overall Perception on the Level of Implementation of the RIP

The overall result in table 3.9 reveals that the level of implementation of the Reading Intervention Program for Junior High School students of TNHS is convincingly effective with a mean score of 3.631. Among the eight components of the RIP, it can be observed that only the component goals and objectives has been evaluated as highly effective with a total mean of 4.639. This may suggest that the goals and objectives were collectively crafted and well disseminated for the improvement of the reading skills of the identified student-recipients.

Further, table 4.9 shows that participants evaluated reading facilities and other aids, and monitoring and evaluation as effective with a total mean of 2.885 and 3.397 correspondingly. This indicates that the program could be highly effective if reading facilities and other aids are sufficient and complete to help facilitate the teaching and learning reading. On the other hand, monitoring and evaluation needs to be improved through regular assessment to evaluate students' reading abilities and to track students' progress on reading and academic performance in general.

In addition, the table also presents that the rest of the RIP's components are evaluated as convincingly effective; reading materials (3.836), time allotment (3.602), reading intervention activities (3.714), program support (3.567), and effectiveness of the program (4.068). This could be interpreted that although participants find it convincingly effective, there are still areas that needs enhancement to fully implement the reading intervention program in its utmost effectiveness. This further signified that the gaps in implementing these components should be addressed accordingly.

Table 4.10 Summary of participants' perception in the overall level of implementation of the reading intervention program

Components	Mean			Total mean	Description
	Teachers	Parents	Students		
1. Goals and objectives	4.675 AI	4.602 AI	N/A	4.639 AI	Highly effective
2. Reading materials	4.011 VFI	N/A	3.661 VFI	3.836 VFI	Convincingly effective
3. Time allotment	4.033 VFI	3.284 FI	3.488 FI	3.602 VFI	Convincingly effective
4. Reading Intervention Activities	4.025 VFI	N/A	3.403 FI	3.714 VFI	Convincingly effective
5. Reading facilities and other aids	3.373 FI	2.366 OI	2.914 FI	2.885 FI	Effective
6. Program support	3.900 VFI	3.234 FI	N/A	3.567 VFI	Convincingly effective
7. Monitoring and evaluation	3.860 VFI	2.933 FI	N/A	3.397 FI	Effective
8. Effectiveness of the reading program	4.275 VFI	4.240 VFI	3.688 VFI	4.068 VFI	Convincingly effective
Total mean	4.019 VFI	3.443 FI	3.431 FI	3.631 VFI	
Description	Convincingly effective	Effective	Effective	Convincingly effective	

NI	Not implemented 1.00-1.49 (convincingly not effective)
VFI	Very Frequently implemented 3.50-4.49 (convincingly effective)
OI	Occasionally implemented 1.50-2.49 (less effective)
AI	Always implemented 4.50-5.00 (highly effective)
FI	Frequently implemented 2.50-3.49 (effective)

4.2. Problems Encountered by the Participants

This section shows the problems met by the participants in the implementation of the Reading Intervention Program. The participants' written answers to the survey questionnaire and responses to the Focus Group Discussion (FGD) were gathered and analyzed. The FGD was composed of seven different sessions and were conducted to different groups of participants. The first session is conducted to seven teacher-participants; the second and third sessions were conducted to the two groups of five parent-participants; and the rest of the four sessions were allotted to the group of five student-participants by grade level: grade 7, grade 8, grade 9 and grade 10 respectively. These data are the responses of the participants in the FGD sessions.

4.2.1. Problems Encountered by the Teachers

Table 4.11 reveals that all of the components of the Reading Intervention Program have gaps and hindering factors that affect the implementation of the program. It can be observed that teachers have seen few problems in the program's goals and objectives, and reading intervention activities. However, major problems were encountered concerning time allotment and program support. Participant 5 have stressed the following when asked why some students cannot come during Saturday sessions.

Participant 5

Dili pa eskwelahon ang bata kay patrabahuon nila. Tapos kung lagyo Tudela, Manat, Quimayong, wala'y kwarta ang parents. Parents support, transportation, unya patrabahuon ang bata ug sabado aron dili paeskwelahon.

(They won't allow the student to go to school, instead they will let him do chores. And if from afar like Tudela, Manat, Quimayong, the parents do not have money. Parents support, transportation, giving the student chores every Saturday so they can't go to school.)

Based on the statement given, there is much to work on the time allotment because this is the reason why students are not able to finish the RIP. If these students will be promoted to the next grade level, the same problems on reading will be dealt with such students the next school year because they were not able to receive the reading intervention they should have taken. On the other hand, participants also emphasized problems regarding program support and state that:

Participant 7

Sa una, Monkayo ko, muanhi ko ug Saturday, wala koy plete. Syemppre akoang, my allowance is budgeted for that month makuhaan na siya kay naa may Saturday. I was thinking that my fare for that particular day would be refunded because we are announcing to our students to collect for their 30 pesos, 30 or 20?

(Before, I was living in Monkayo, I went here during Saturdays, and I don't have budget for fare during Saturdays. Of course, my allowance is budgeted for that month and my fare will be taken from it. I was thinking that my fare for that particular day would be refunded because we are announcing to our students to collect for their 30 pesos, 30 or 20?

Participant 5

Tinuod gyud na siya. But the students cannot afford to pay because, yes, the hindering factors, walay kwarta. Atong analyson pag ayo, wala'y miyembro sa remedial class nga kwartahan. Dili ko makakuan, puro gyud pobre tanan.

That is true. But the students cannot afford to pay because, yes, the hindering factor, they don't have money. We have to analyze, the remedial class does not have rich recipients. Sorry to say but most of them belong to the lower class.)

The statements given by participants 7 and 5 prove that student-recipients contribute amount for the honorarium of their reading teacher and pay for the reproduction of the reading materials needed for their Saturday reading classes. These indicate that both teachers and students need financial support in this aspect to sustain the presence of the effectiveness of the implementation of the RIP.

Table 4.11 Problems met by the teacher-participants in the implementation of the reading intervention program

Components	Problems met
1. Goals and objectives	P1. The goals and Objectives are not updated and are not parallel to the K to 12 curriculum.
2. Reading materials	P1. The materials were not updated. P5. Reading materials are inadequate.
3. Time allotment	P4. After a decade of use, books were limited and already torn. P1. Time allotment needs to be extended. P4. Some students did not finish the program because they could not come during Saturday sessions. P5. Some parents lack support since they will not allow their students to go to Saturday sessions instead they let them work for living. Thus, lack of students' interest, distance from home to school, and financial problem. P6. Saturday class is the best option. Vacant times on weekdays were utilized for the remediation of other subjects.
4. Reading facilities and other aids	P1. There were no rooms for intervention classes and no allotted room for reading center. P2. There is lack of facilities for the intervention program.
5. Reading intervention activities	P11. Activities were not that varied and sometimes do not conform to the needs of the 21 st century learners
6. Program support	P1. There is inconsistently on the giving of monetary incentives to the reading teachers. P6. There is insufficiency of financial support specially on the instructional materials and facilities. P7. Parents were asked to voluntarily pay for the teachers. Since, most of the students under this program were from barrios and belong to the lower class of the society; they could not afford to pay even 20 pesos. Thus, the skills they would learn from the program were compromised.
7. Monitoring and evaluation	P1. Checking of students' attendance was not given 100% attention. The department head and the school head do not regularly monitor the program.
8. Effectiveness of the program	P1. Approximately 10% of the recipients were not able to finish the reading intervention program P5. Students who were not able to finish the reading intervention program are still identified in the frustration level. When students reach the next curriculum levels, the same problem in reading will be dealt with them.

4.2.2. Problems Encountered by the Parents

Table 4.12 presents insights of the parents regarding the implementation of the RIP. Based on the table, parents do not have problems concerning goals and objectives, reading facilities and other aids, reading intervention activities, and monitoring and evaluation. On the other hand, parents encountered problems on program support. The lack of reading teachers, the absence of parents' participation, and the lack of financial support to the program were being emphasized. Participant 3 proposed that the school shall pay for reading teachers' salary and state that:

Participant 3

Kami, magkamang man gyud mi sa yuta. Di mi maka panggabuan, wa gyud mi kwarta ma'am. Pero maskin sa kapobrehon mobayad man gyud ko. Ako gyud ng giantusan ang matag Sabado. Naa man juy kuan, naa man juy mga parents nga dili mubayad bisag naa or naa gyud puy mga parents nga maski naay kwarta pero dili nila priority ilahang anak nga muadtog Sabado. Siguro atong solusyon ana, unsa man, ang school nalang noh? Ang school nala'y mosweldo sa teacher.

(We, we are really working hard. If we will not work, we will have no money. However poor, I always see to it that I could pay. I endure that Saturday session. But, there are really parents who do not pay though they have money or there are also parent that even they have money, they just don't prioritize their children to go to school every Saturday. Maybe our solution to that is, what if the school, right? Let the school recompense for the teacher.)

The proposal made by the participant could imply that the school shall support the RIP by giving financial aid and allow students to undergo remedial class without contribution. Hence, if budget are not enough then there would be inadequacy of man power and materials needed to sustain the effectiveness of the program.

Table 4.12 Problems met by the parent-participants in the implementation of the reading intervention program

Components	Problems met
1. Goals and objectives	No problem identified.
2. Reading materials	P4. The materials were not adequate and were just reproduced according to the money available given by the parents.
3. Time allotment	P6. Saturday class is not effective for the Seventh Day Adventist students. Some students of the program were also grantees of a scholarship. There was conflict on the day since these scholars were having classes on the same day. P1. We don't have problem on Saturday because I always make it available for my child. We cannot do it on weekday afternoon because we live far from here.
4. Reading facilities & other aids	No problem identified.
5. Reading intervention activities	No problem identified.
6. Program support	P1. There were more than 60 students who took the reading program and there were only two (2) reading teachers. These two teachers could not focus because students were many. P2. Some parents were not cooperating and did not even bother to join meetings. Some of them do not support their students to come on Saturday sessions. And these students were not able to finish the RIP. P3. Students pay for the teachers' honorarium and for some of the reading instructional materials. No budget given from the school.
7. Monitoring and evaluation	No problem identified.
8. Effectiveness of the program	P5. There were students who were not able to finish the RIP.

4.2.3. Problems Encountered by the Students

Findings in table 3.13 show that students perceived minimal problems on the reading materials. Major problems were on the time allotment, reading facilities and other aids, and program support. Perception of the students imply that time conflict hinders students to fully benefit the program. Other students do not have Saturday class and they only went to the reading room during English time and participant 8 cited that:

Naa paman, lain man gud kong ang uban didtoa ma'am gapaminaw sa kadtong teacher sa English subject tapos diria ra mi (referring to the reading room) nag basa basa mi. Tapos, kung magsulod nami pagka-ugma tas kung paghuman namo

ug basa diri tas kung pangutan-on nami sa English Teacher namo kung unsa, wala man mi ikatubag kay naa man mi diria(refferring to the reading room).

(There is still a problem, it's not good because our classmates are listening to the English teacher, while us, we are here reading. The next day when we will join the class, and then our teacher will ask us regarding the lesson, we cannot give an answer because we were not there in her class.)

The statement of participant 8 implies that School year 2017-2018 the school did not implement a Saturday class and obliged student to have their reading class during their English time. This means that the learning competencies supposedly the students had learned during English class had been compromised. Moreover, another problems met by the students were on the reading facilities and other aids. It could be noted that today's students are technologically inclined, and they need facilities and materials that would suit their different learning styles. On the other hand, students hurdle much on program support. It is emphasized that parents had to pay for the instructional materials and for the monetary incentives of the reading teachers as confirmed by participant 1.

O, gamay lang nang amutan nga 30 kada sabado Ma'a,m. Pero usahay gani ma'am kay naay di makabayad. Unya, next napod sabado.

(Yes, 30 is just a small amount. But, sometimes, there were also some who cannot pay the contribution. Then, the next Saturday again.)

The statement of participant 1 is clear that there are students who could not afford to pay for the program. Likewise, another student stressed that there are students who work for a living during Saturdays and could not join the Saturday sessions. Participant 18 has cited:

Si papa kay na-hospital tong niagi. Dugay man pod kaayo si papa naayo. Unya, mao tong nag sige mi ug absent sa iskwela ug kanang Sabadokay nangita lagi ug kwarta kay ipalit ug bugas kay wala man pod si mama trabaho, nagbantay ra sa akong mga manghod. Di gyud ko kabayad sa 30 Ma'am.

(My father was hospitalized that time, and he recovered slowly. Since then, we leave classes especially during Saturdays because we work and earn to buy rice, because my mother has to look after my siblings. I could not really pay for 30 pesos Ma'am.)

Statement given by participant 18 must be addressed properly to help remediate students with reasonable circumstances. This entails that alternative time schedules must be set solely for students who fail to come for a Saturday remedial class.

Table 4.13 Problems met by the student-participants in the implementation of the reading intervention program

Components	Problems met
1. Goals and objectives	No problems identified.
2. Reading materials	P7. The reading materials should be from the basic, like from pronunciation to difficult level. P5. Reading materials are inadequate and contains the same lessons.
3. Time allotment	P2. During Saturdays I help my parents and I am a storekeeper. P3. I had attended four sessions. Most of my Saturdays were spent in our church because I am a Seventh Day Adventist. P8. We didn't have Saturday class that time. We just went to the reading room and read with a volunteer teacher. We want a Saturday class. P18. 10 Saturday class is better, our vacant time is not enough for to learn everything.
4. Reading facilities and other aids	P6. We need audio on how to properly pronounce words and audio to translate English words into Filipino. P19. We need computer. I am one of those who were into computer and it would be a great help if I can learn through computer. P16. I need a quiet place for reading. Reading room should be a big and quiet place for reading.
5. Reading intervention activities	No problems identified.
6. Program support	P7. We don't have culmination or recognition program since we don't have Saturday class during school year 2017-2018. P16. We were asked to pay 30 pesos each Saturday session that is a total of 260 pesos for the 10 Saturdays. I was not able to join the program since my father was injured that time and was not able to work and earn. P12. Parents shall continue to support financially but the school shall also contribute for the honorarium of the teachers and other needed materials.
7. Monitoring and evaluation	No problems identified.
8. Effectiveness of the program	No problems identified.

4.3. Recommendations for Enhancement of the Reading Intervention Program

Table 4.14 presents the recommendations of the participants grouped as teachers, parents and students for the enhancement of the reading intervention program. The participants have perceived problems of the implementation and suggested solutions to the sought problems in terms of the program components. Components are goals and objectives, reading materials, time allotment, reading intervention activities, reading facilities and other aids, program support, monitoring and evaluation, and effectiveness of the program.

The table 4.14 further reveals that teacher-participants have the most recommendations to enhance all the program components. Teachers suggested that goals and objectives must be in lined with the K to 12 reading competencies and must consider the inclusion of grade 8, grade 9, and grade 10 students to the Reading Intervention Program. This means that the reading materials, reading facilities and other aids, and reading intervention activities should be enhanced and shall incorporate the 21st century teaching and learning strategies encompassing all grade levels of the Junior High School.

Teachers also proposed that time allotment must be extended; program support shall be strengthened and maximized through providing reading teachers, reading specialist, classrooms for intervention classes, and functional reading room; and monitoring and evaluation must be done regularly.

On the other hand, parent-participants proposed week days class to remediate students who could not attend Saturday sessions. They too suggest that, parents of the absent student-recipient will be called for monitoring purposes. Monitoring to student-recipient must be reinforced appropriately to remediate reading deficiency effectively. They further suggested that parents should attend meetings, conferences, and all other activities related to the Reading Intervention Program to ensure that their students are taking the full advantage of being recipient of the program.

In addition, students suggest additional sessions. Instead of 10 Saturday classes, they proposed to make it 15 Saturdays. This would indicate that students have given greater chances of attending the class since it is extended. Students also suggested computers inside the reading room such as television, personal computer, and audios and videos that would help them learn in an easy and a fast way. This implies that students are now on the digital age and are into technologies. Suggesting such facilities would help teachers teach reading the way students learn.

Moreover, students view contribution as hindering factor why most of the students could not attend intervention classes. Addressing this issue, students suggest either lowering the amount of the payment from 30 pesos to 20, or tapping the school to provide for the reading teachers' incentives and reproduction of the instructional materials used for the remediation. This suggestion is supported by the teachers on their recommendations on the program support emphasizing that the school shall give monetary assistance for the reading teachers' incentives and instructional materials. Likewise, teacher- participants recommend tapping sponsors, and other stakeholders to support the students and give financial aid for the sustainability of the implementation of the Reading Intervention Program.

Table 4.14 Recommendations of the teachers, students, and parents for the enhancement of the reading intervention program

Components	Participants	Recommendations
Goals and objectives	Teachers	Goals and objectives must be updated in parallel to the K to 12 reading competencies. The program should encompass all grade levels of the Junior High School.
Reading materials	Teachers	The reading materials must be updated making it localized contextualized, and indigenized. Teachers shall develop different reading materials according to the different curriculum levels; for grade 7, grade 8, grade 9, and grade 10 respectively. There shall be a workshop in developing these materials.
Time allotment	Teachers	Time allotment for Reading Intervention Program needs to be extended, not just on Saturday but to have it during weekdays.
	Parents	Since Junior High School classes end at 4 o'clock, students who cannot attend the Saturday session may have their make-up class during weekdays.
	Students	10 Saturdays should be extended to 15 Saturdays.
Reading facilities and other aids	Teachers	The school shall provide rooms for intervention classes. 1 classroom per level and an additional room for reading resource center shall be added. There should be a reading coordinator and a reading specialist to track students' progress and academic performance.
	Parents	One (1) reading teacher shall be assigned to each grade level.
	Students	There should be computers, audios, and videos to help facilitate the teaching and learning reading.

Reading intervention activities	Teachers	The activities should be updated and varied to maximize participation and develop students' reading interest and skills.
Program support	Teachers	The school shall give financial support to the reading program specially on the incentives of the teachers and give budget for instructional materials. The school can tap sponsors like the alumni and other stakeholders.
	Parents	Parents should maximize their participation to meetings, conferences and evaluation. They too shall monitor their students.
	Students	The 30 pesos contribution must be lowered to 20 pesos or 10. It could still be 30 but teachers' incentives must not be fully shouldered by the parents.
Monitoring and evaluation	Teachers	The English Department Head, Reading Coordinator, Reading Specialist, should have scheduled monitoring and evaluation of the Reading Intervention Program.
	Parents	The reading teachers shall monitor the attendance of the Students. Parents will be informed if their students have not attended the Saturday session.

4.3.1. Enhancement of the Reading Intervention Program

The enhancement of the RIP was based on the recommendations given by the participants. Table 4.15 presents the changes made in the first four parts of the existing RIP. These parts are: *Title, Background* which includes the *Introduction and Rationale with Goals and Objectives*, the *Program Description*, and *Financial Plan*.

The consideration of changing the title RIP to RIPro is based on the three assessment types of students reading level adapted from Phil-IRI which are: independent, instructional, and frustration levels. This is the reason poor and syllabic readers were not mentioned in the RIPro. In stating the background of the RIP, it only includes the rationale of the program separated to its objectives without the goal statement. On the other hand, the developed RIPro states the introduction followed by the rationale that presents the program goals and objectives to ensure that RIPro is clear to the people involved in the implementation. Also, the suggestions of the program validators were taken into account in stating the goals and objectives.

Participant 1

Provide department order or memorandum in the rationale in line to the thoughts of the objectives.

Participant 2

Specify the percentage of the target increase of the frustration reading level students to be promoted to instructional and independent reading level.

Participant 3

Include the grade level of the recipients in the objective, example grade 7-10.

Enhancement on the program description is also evident. The section project description in the RIP is stated as *General Program Information* in the RIPro which presents the *Program Duration*, the *People Involved* in the implementation. The program duration composed of ten (10) Saturday reading classes is added with five more sessions a total of fifteen (15) Saturday sessions. Time schedule is also extended as it added two more hours every session. These adjustments were made based on the consolidated recommendations of the following group of participants:

Teachers

Time allotment for Reading Intervention Program needs to be extended, not just on Saturdays but also have it during weekdays.

Parents

Since Junior High School classes end at 4 o'clock, students who cannot attend the Saturday session may have their make-up class during weekdays.

Students

Ten (10) Saturdays should be extended to fifteen (15) Saturdays.

Moreover, it is also evident that a reading specialist is added on the personnel for the implementation of the program based on the suggestions of participants 7 and 1.

Participant 7:

You should put reading specialist since it is not easy to do the tracking.

Participant 1:

I agree, he will be the one to study the reading profile. It's not only after the program or how many Saturdays. It is necessary that the records are complete. It cannot be estimated.

With regards to the recipients of the program, it is recommended that RPro should not only be implemented to the grade 7 students but to all the Junior High School students. However, the student-recipients will no longer contribute any amount for the reading materials and reading teachers' honorarium. Budgets for facilities and other aids is agreed to be taken from the Maintenance and Other Operating Expenses (MOOE) and stakeholders such as the Local Government Unit (LGU), Parents Teachers Association (PTA) and sponsors from other private sectors. As suggested by participant 3 he stated: *Financial support may be realized through other sources, MOOE, solicitation, and donation.* Thus, strengthening the relationship between the institution and the stakeholders is necessary for the sustainability of the program.

Table 4.15 Enhancement of the title, introduction, rationale, program description, and financial plan of the reading intervention program

Parts	Existing reading intervention program	Enhanced reading intervention program
Title	The Reading Intervention Program (RIP) Improving reading abilities and comprehension skills among the poor and syllabic readers	Reading intervention program (RPro)
Background	I. Rationale	I. Introduction II. Rationale
Goals		The RPro aims to improve reading abilities and comprehension skills among identified frustration reading level JHS students
Objectives	<ol style="list-style-type: none"> To improve reading abilities and comprehension skills in English among the poor and syllabic readers To increase the number of instructional and independent readers both in word recognition and word comprehension To develop reading abilities of students from frustration level to independent level To improve students' academic performance in all subject areas 	<ol style="list-style-type: none"> To improve reading abilities and comprehension skills in English among the frustration reading level JHS students To develop reading abilities of frustration level JHS students to independent level To increase the number of instructional and independent readers to at least 80% both in word recognition and comprehension skills To improve student-recipients academic performance in all subject areas
Description (Duration)	III. Project description June-March 10 Saturdays - 8:00 AM to 10:00 AM	III. General program information June-March 15 Saturdays - 8:00 AM to 12:00 PM
(People involved)	School administrator English coordinator Reading coordinator English teachers	School Principal English department head Reading coordinator Reading specialist English teachers
Recipients	Grade 7 students	Junior high school students
Financial plan (Budget item)	IV. Project financial plan Overtime pay of personnel Reproduction of workbooks Supplies and materials	IV. Budgetary requirements Honorarium for reading teachers and staff Reproduction of the RPro with worktext School supplies Reading facilities and other aids

The implementation plan and monitoring and evaluation encompass great relevance in the implementation of the RPro as it gives an overview of the program activities. The implementation plan and monitoring and evaluation were enhanced according to the needs of the student-recipients and the people involved in the program.

As revealed in table 4.16, the RPro added two preliminary activities in the pre-implementation phase. These activities are: *Presentation of the Proposed RPro to the School Principal* and *Presentation of the Proposed RPro to the Teachers through Learning Action Cell*. These are added so that people may be involved in the RPro will have the knowledge on what to do during its implementation. *Conference with the Stakeholders* is also added to ensure the RPro is receiving support from parents, the LGU, and other private sectors that will enable the program to succeed in its first year of implementation.

In the implementation phase, *Parents and Student-recipient Meeting and Orientation* is added to ensure that students are aware that they will be part of the pull-out session and parents will be informed about the RPro and how it could help their children. *Observation of Reading Classes* is also included to give regular feedback to the reading teachers and *Meeting of the Reading Personnel and Parents* so that parents are aware of the development of the students. Also in the post-implementation phase, *Reading Proficiency Post-test* is added aside from the post-oral reading test. This is to measure the skills learned by the student-recipient while attending the reading intervention class. This also allows the reading teacher to review or remediate students' least learned skills. Thus, the reading specialist, as in-charge of tracking students' performance will be directed accordingly through the monitoring and evaluation guide.

Table 4.16 Enhancement of the reading intervention program implementation plan and monitoring and evaluation

Parts	Existing reading intervention program	Enhanced Reading intervention program
V. Implementation		
	Implementation plan	Implementation blueprint
	A. Pre-implementation stage	A. Pre-implementation stage
	1. Meeting of teachers	1. Presentation of the proposed RPro to the school principal
	2. Oral reading test	2. Presentation of the proposed RPro to the teachers through learning action cell
	3. Identification of clientele	3. Development of reading intervention materials and activities through workshop
	4. Meeting with parents	4. Organization of the monitoring and evaluation team
	5. INSET of teachers	5. Identification of student-recipient through pre-oral reading test
	6. Organize monitoring and evaluation team	6. Conference with the stakeholders
	B. Implementation stage	B. Implementation phase
	1. Conduct of monitoring project	1. Parents and student-recipient meeting and orientation
	2. Conduct regular meeting of implementers and parents	2. 15-Saturday reading class session
	3. Provide audio-visual aid and materials	3. Observation of reading classes
	4. Conduct regular feedback sessions	4. Meeting of the reading personnel and parents
	C. Post implementation stage	C. Post implementation phases
	1. Post oral reading test	1. Reading proficiency post-test
	2. Final post-test	2. Post-oral reading test
	3. Assessment and evaluation of the post-test result	3. Culmination and recognition program
	4. Closing program	4. Evaluation of the implementation of the RPro
	5. Meeting for suggestions and recommendation for the improvement of the program	
	D. Monitoring and evaluation	
	Student reading profile	Student reading profile
	Reading progress report	Reading progress report
	Classroom visits	Students' attendance report
	Students' achievement in periodic test	Reading class observation
	Achievement in the periodic test	Students' achievement in quarterly exams
	Post-oral reading test	Post-reading proficiency test
		Post-oral reading rest

Furthermore, the enhancement of the reading intervention material is an answer to the problems raised by the student-participants with considerations to the consolidated recommendations of the participants. Participants 7 and 5 stated:

Participant 7

The reading materials should be from the basic, like from pronunciation to difficult level.

Participant 5.

Reading materials are inadequate and contains the same lessons.

Problems raised by student-participants 7 and 5 were taken into account as it is evident in table 3.17 that lessons of learning the fundamental reading skills are sequenced from basic to difficult level. On the other side, teachers were very critical in evaluating the reading intervention material and suggested important elements for this program component. Based on the consolidated recommendations teacher-participants stated that the reading materials must be updated making it localized, contextualized, and indigenized. This suggestion is given consideration since the enhanced reading intervention material titled *Dalimagmag* provides lessons that were contextualized and localized. These lessons would also facilitate learning relevant to students' real-life experiences.

Table 4.17 also shows important features that were added to the enhanced reading intervention materials. These key features would allow students to use what they read and what they know to build meaning. This concept is applied in *Word Bundles*, a feature in the prototype reading intervention material where words are enfolded to assess understanding while reading. Through guided practice, *Dalimagmag* will also help students to work through reading *Your Text* and comprehend what they read through answering *Comprehension Questions* and further exercise word recognition and word comprehension through following activities in *Developing Reading Skills*.

Table 4.17 Enhancement of the reading intervention materials

Parts	Existing reading intervention program	Enhanced reading intervention program
Title	A workbook in reading remediation	<i>Dalimagmag</i> A prototype reading intervention activities
Contents	Identifying the sound and name of alphabet Exercises for better pronunciation Word attack skills Learning to follow directions Working on a series of puzzles Word stress Descriptive phrases and simple sentences Sequencing of events Classifying things according to its similarity Reading to get meaning Skimming and scanning Descriptive phrases and simple sentences Sequencing of events Classifying things according to its similarity Reading to get meaning Skimming and scanning Developing reading comprehension skills Interpreting road and non-road signs Cloze test Oral interpretation Parts of each lesson Reading selection Pronunciation Drill Comprehension questions	Lesson I. Phonetic analysis Lesson a. The short e sound Lesson b. The short a sound Lesson c. The short i sound Lesson d. The short o sound Lesson e. The short u sound Lesson II. Using structural analysis Lesson III. Using contextual clues Lesson IV. Vocabulary building Lesson V. Finding the main idea and supporting details Lesson VI. Classifying and organizing facts Lesson VII. Inferring meanings and drawing conclusions Lesson VIII. Following directions Lesson IX. Using parts of a book Lesson X. Using dictionaries, encyclopedia Elements of each lesson Lesson number and title Objectives Word bundles Your text

Comprehension check
 Developing reading skills
 Remember box
 Enrichment
 Evaluation

4.4. Validity of the RPro

After the RPro was developed, a program validation was made by the experts. In program validation, there were six components validated. These components were: *goals and objectives, reading intervention program activities, time allotment, prototype reading material, program support, and monitoring and evaluation*. The mean scores given by the program experts along with the corresponding descriptive ratings were presented. After the validation of the reading intervention program, data acquired from the result was taken into consideration for the revision of each part of the RPro.

4.4.1. Validity in terms of Goals and Objectives

As shown in table 4.15, the validators agreed that items 1 and 3 under goals and objectives of the program are toward the improvement of student's reading skills and are in lined with the K to 12 curriculum. The validators rated the items with a mean score of 5 which means outstandingly appropriate for the program. However, objectives must be more specific, measurable, attainable, reasonable, and time bounded (SMART). Items 4 to 8 got a rating of 4 from validator 3 with 4.66 total mean score. It could mean that however the items outstandingly meet the requirements of the reading intervention program, suggestions were taken into account for the revision of the program. It was noted and taken that a department order or memorandum shall be stated on the rationale of the program. A validator also commented that the target percentage of increase from frustration reading level to independent reading level must be specified in the objectives.

Table 4.18 Validity of the reading intervention program in terms of goals and objectives

Goals and objectives	Mean			Total mean	Description
	V1	V2	V3		
1. The goals of the program are toward the improvement of students' reading competency.	5	5	5	5	Outstanding
2. The formulation of the objectives is based on the goals of the program.	5	5	4	4.66	Outstanding
3. The goals and objectives of the program are in lined with the K to 12 curriculum.	5	5	5	5	Outstanding
4. The objectives are specific.	5	5	4	4.66	Outstanding
5. The objectives are measurable.	5	5	4	4.66	Outstanding
6. The objectives are attainable	5	5	4	4.66	Outstanding
7. The objectives are reasonable.	5	5	4	4.66	Outstanding
8. The objectives are time bounded.	5	5	4	4.66	Outstanding
Total mean	5 (O)	5 (O)	4.25 (O)	4.75	Outstanding

4.4.2. Validity in terms of Reading Intervention Program Activities

Table 4.18 shows that validator 1 rated 4 for item number 1. It could mean that item 4 which states that *the purpose of each activity is well defined* very satisfactorily meet the requirement of the program. Validator 1 further suggested that each activity shall be clear with its instructions and be consistent with the directions. This suggestion was taken into account and statements of the directions in each of the activities of the program were enhanced. Based on the result, the validators agree that RPro in terms of reading intervention program activities is outstandingly appropriate with a total mean of 4.94.

Table 4.19 Validity of the reading intervention program in terms of program activities

Reading intervention program activities	Mean			Total mean	Description
	V1	V2	V3		
1. The purpose of each activity is well-defined	4	5	5	4.66	Outstanding
2. The procedures of the different activities are well-defined.	5	5	5	5	Outstanding
3. The activities are organized, meaningful and relevant to the program.	5	5	5	5	Outstanding

4. The program activities are responsive to the needs of the students.	5	5	5	5	Outstanding
5. The schedules of the activities are specified.	5	5	5	5	Outstanding
6. Culmination and recognition programs are designed to recognize highly performing students.	5	5	5	5	Outstanding
Total mean	4.83 (O)	5 (O)	5 (O)	4.94 (O)	Outstanding

4.4.3. Validity in terms of Time Allotment

It can be interpreted in table 4.16 that the validators agree that the time given outstandingly meets the requirement of the program. The total mean rating of 5 could mean that the whole duration of the program is appropriate to attain its goals and objectives. Thus, the validators were satisfied of the RIPro in terms of time allotment.

Table 4.20 Validity of the reading intervention program in terms of time allotment

Time allotment	Mean			Total mean	Description
	V1	V2	V3		
1. Each session is enough for the competencies expected to master.	5	5	5	5	Outstanding
2. Sufficient time is given for every activity.	5	5	5	5	Outstanding
3. The whole duration of the program enables the attainment of the goals and objectives.	5	5	5	5	Outstanding
Total mean	5 (O)	5 (O)	5 (O)	5 (O)	Outstanding

4.4.4. Validity in terms of Prototype Reading Material

It could be noted in table 4.17 that validator 1 rated the prototype reading material with the lowest total mean of 4.45. Along with the descriptive rating were the suggestions considered in the revision of the RIPro. Validator 1 commented that each activity should have directions that will appropriately instruct and guide students on what to do. Validator 3 also suggests that the development of the material must be suited to the needs of the student-recipients depending on their reading level. Table 3.17 reveals that prototype reading material outstandingly meets the requirement of the reading intervention program with a total mean of 4.82.

Table 4.21 Validity of the reading intervention program in terms of the prototype reading material

Time allotment	Mean			Total mean	Description
	V1	V2	V3		
1. The reading material is useful for teaching, learning, and assessing reading.	4	5	5	4.66	Outstanding
2. The reading material is suited to the needs of the students.	5	5	5	5	Outstanding
3. The reading material is appropriate to the reading comprehension level of the students.	5	5	5	5	Outstanding
4. The materials show provisions for contextualization localization and relevant to students' real-life experiences.	4	5	5	4.66	Outstanding
5. The tasks are meaningful and substantial.	4	5	5	4.66	Outstanding
6. The activities aid the reading deficits of the Junior High School students	4	5	5	4.66	Outstanding
7. The learning activities are flexible and responsive to the needs of the students.	5	5	5	5	Outstanding
8. The reading activities aroused students' reading interest and develop their skills, knowledge and strategies in reading.	5	5	5	5	Outstanding
9. The reading material provides assessment activities throughout each lesson to track students' progress.	5	5	5	5	Outstanding

10. The reading activities allowed learners to reach independent reading level.	4	5	5	4.66	Outstanding
11. There is provision for enhancement activities if desired proficiency is not achieved.	4	5	5	4.66	Outstanding
Total mean	4.45 (O)	5 (O)	5 (O)	4.82 (O)	Outstanding

4.4.5. Validity in terms of Program Support

It could be interpreted in table 3.19 that validator 3 rated 4 for item number 3. This is the lowest rating among the items. Data shows that *facilities of the desired reading room such as personal computer, audios, and videos to aid reading instructions are specified* very satisfactorily meet the requirement of the program. Validator 3 further suggested that library use must be maximized. The suggestion was taken into consideration and integrated in the suggested activities during library works in some of the reading sessions. Table 3.19 also shows that the RPro in terms of program support outstandingly meet the requirement with a total mean of 4.89 and therefore appropriate and relevant to the program.

Table 4.22 Validity of the reading intervention program in terms of program support

Program support	Mean			Total mean	Description
	V1	V2	V3		
1. Monetary incentives or honorarium to the reading teachers is specified.	5	5	5	5	Outstanding
2. Budget for books, instructional materials, and facilities are indicated.	5	5	5	5	Outstanding
3. Facilities of the desired reading room such as personal computer, television, audios, and videos to aid reading instructions are specified.	5	5	4	4.66	Outstanding
Total mean	5 (O)	5 (O)	5 (O)	4.89 (O)	Outstanding

4.4.6. Validity in terms of Monitoring and Evaluation

Table 4.20 shows that validator 1 rated 4 for item number 2. It could mean that item 2 which states *there is provision for conducting assessment of the program whether the objectives are attained or not* satisfactorily meet the requirement of the program. Validator 1 further suggested that forms in the Phil-IRI shall be adapted to provide record and support strong monitoring and evaluation. This suggestion was taken into consideration and incorporated on the enhanced RPro. Based on the result, the validators agree that RPro in terms of monitoring and evaluation is outstandingly appropriate with a total mean of 4.92.

Table 4.23 Validity of the reading intervention program in terms of monitoring and evaluation

Monitoring and evaluation	Mean			Total mean	Description
	V1	V2	V3		
1. There is provision for conducting assessment of the program whether the objectives are attained or not.	5	5	5	5	Outstanding
2. Schedule for regular monitoring and evaluation of the program implementation is ensured.	4	5	5	4.66	Outstanding
3. Schedule for monitoring and evaluation of the reading coordinator/school head to the teachers handling the reading intervention classes is indicated.	5	5	5	5	Outstanding
4. Pre-test and post-test are included.	5	5	5	5	Outstanding
Total mean	4.75 (O)	5 (O)	5 (O)	4.92 (O)	Outstanding

4.4.7. Overall Rating of the Validity of the RPro

The data presented in table 3.21 shows that the content validity of the developed RPro based on the rating and comments of the content validators, outstandingly meets the requirement with a total mean of 4.88. This could therefore be interpreted that the RPro is appropriate and relevant for Junior High School students.

Table 4.24 Overall result of the validity of the reading intervention program

Monitoring and evaluation	Total mean	Description
1. Goals and objective	4.75	Outstanding
2. Time allotment	5	Outstanding
3. Prototype reading material	4.82	Outstanding
4. Reading intervention program activities	4.89	Outstanding
5. Program support	4.89	Outstanding
6. Monitoring and evaluation	4.92	Outstanding
Total mean	4.88	Outstanding

V. Summary, Conclusion, and Recommendations

This chapter presents the summary and results of this study. The conclusion is discussed based on the study findings and limitations. Moreover, a set of recommendations is presented for professionals interested in pursuing additional research to exceed the scope and findings of this study.

5.1. Summary of the Study

This study evaluated and improved the implementation of the Reading Intervention Program for Junior High School students of Trento National High School. The survey questionnaires were administered to ten (10) teachers, one hundred one (101) parents and one hundred two (102) students who participated the reading intervention program within the three consecutive school years from 2015-2016 to 2018-2019. Focus Group Discussion was conducted to determine problems and prospects relevant to the enhancement of the Reading Intervention Program, and reading proficiency test was conducted to determine students' reading skills; their mastered skills and least mastered skills. Moreover, based on the result, a RPro was developed. The RPro was validated by the three program experts: two master teachers and one school head. After the program validation, comments and suggestions were taken into account for the revision and enhancement of the RPro.

5.2. Summary of the Results

There were eight components of the Reading Intervention Program that were evaluated. These components are: goals and objectives; reading materials; time allotment; reading facilities and other aids; reading intervention activities; program support; monitoring and evaluation; and effectiveness of the program. The components of the program were evaluated variously with a total mean of 3.631. Thus, the program is perceived as convincingly effective.

The participants met problems with time allotment since there were students who could not attend Saturday classes. Participants also emphasized that reading materials were inadequate, reading facilities and other aids were insufficient, and program support was not evident since students pay for the

instructional materials and students contribute the reading teachers' incentives.

In connection to these problems encountered, participants recommended offering reading intervention to all identified frustration reading level students across all grade levels of Junior High School. This is to further improve reading abilities among students who need remediation. Thus, it was suggested to develop reading intervention materials and activities to all grade levels: grade 7, grade 8, grade 9, and grade 10 respectively. To improve the implementation of the Reading Intervention Program, participants recommended facilitating weekdays' reading intervention sessions to students who cannot attend Saturday classes. School should also provide classrooms for each grade level, reading teachers for each grade level, and a reading specialist to track students' reading and academic performance. It was also suggested that the school shall allocate fund for the instructional materials and all other materials needed for the RPro. It was further recommended that the parents shall no longer contribute for and school shall pay the reading teachers' honorarium. Continuous linkage among the stakeholders primarily the local government unit was also suggested for financial support. This is to raise funds needed for the sustainability of the implementation of the program. The recommendations mentioned were incorporated in developing the RPro. The RPro was validated and further enhanced for implementation.

5.3. Limitations

This study is limited to the development of the Reading Intervention Program for Junior High School students. The program activities crafted were based on the results of the RIP evaluation. The RPro activities was developed based on the recommendations given by the reading teachers, student-beneficiaries, and parents of the student-beneficiaries of the RIP from school year 2015-2016 to school year 2018-2019.

However, the findings of this study have to be seen in light of some potential limitations. The developed reading intervention material designed for reading remediation is a prototype material and its content

was not evaluated in terms of validity and usability. This validity and usability test has not been done by this research and therefore, time constraints have impacted this study. It is the aim of the researcher that this step will be done by future research.

5.4. Conclusion

Participants grouped as teachers, parents, and students encountered problems and recommended solutions for the enhancement of the Reading Intervention Program. Moreover, the following conclusions are drawn based on the results: (1) the level of implementation of the Reading Intervention Program for Junior High School of Trento National High School is convincingly effective; (2) reading intervention program must be offered to all grade level, time allotment should be flexible to the time table of the students, variety of reading materials and activities to every grade level should be developed and employed, increase administrative support through incentives and logistics; and (3) the developed RPro was rated outstanding and is therefore appropriate for Junior High School students to be implemented.

References

- [1] Abeberese, A., Kumler T., and Linden, L. (2011). *Improving reading skills by encouraging children to read: A randomized evaluation of the Sa Aklat Sisikat Reading Program in the Philippines*. Retrieved from <http://repec.iza.org/dp5812.pdf>
- [2] Afsahi, S., (2016). *The role of evaluation in curriculum design*. Retrieved from https://www.researchgate.net/publication/309556210_The_Role_of_Evaluation_in_Curriculum_Design. DOI: 10.13140/RG.2.2.10786.84165
- [3] Aziz, S, Mahmood, M., Rehman, Z. (2018). *implementation of cipp model for quality evaluation at school level: a case study*. Journal of Education and Educational Development. Vol. 5 No. 1.
- [4] Balinas, E., Rodriguez, J., Santillan, J., & Valencia, Y., (2017). *Remedial reading program of auf-ced: best practices and impact*. Advances in Social Science, Education and Humanities Research (ASSEHR), volume 109.
- [5] Biwott, T., Ngeywo, J., & Egesah, O.(2017). *Importance of monitoring and evaluation in the sustainability of constituency development fund (cdf) projects in Kenya*. Research gate. DOI: 10.21013/jmss.v7.n1.p6
- [6] Boudreaux M., McNeal, L., & Martin, R. (2016). *Perceptions and relationships to school resources and academic achievement: Implications for the principal as instructional leader*. DOI: 10.5861/ijrse.2016.1338
- [7] Boulay, B., Goodson, B., Frye M., Blocklin M., & Price, C., (2015). *Summary of research generated by striving readers on the effectiveness of interventions for struggling adolescent readers*. <https://files.eric.ed.gov/fulltext/ED560732.pdf>
- [8] Butiong, R. R. (2017). *Learning modules for English 4* (unpublished master's thesis). Philippine Normal University, Prosperidad, Agusan del Sur, Philippines.
- [9] Chase, T. (2011). *The children left behind: an evaluation of a reading intervention program for upper elementary students*. (Dissertation). St. John Fisher College. DOI: http://fisherpub.sjfc.edu/education_etd/28
- [10] Carifio, J. (2012). *the program assessment and improvement cycle today: A new and simple taxonomy of general types and levels of program evaluation*. Creative Education, Vol.3 No.6A. DOI: 10.4236/ce.2012.326145
- [11] Community Tool Box (2018). *Evaluating community programs and initiatives*. A Framework for Program Evaluation: A Gateway to Tools. Chapter 36, Section 1. Retrieved from <https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/framework-for-evaluation/main>
- [12] Cook, D. (2010). *Twelve tips for evaluating educational programs*. Article in Medical Teacher 32(4):296-301, DOI: 10.3109/01421590903480121
- [13] De La Cruz, C. (2009). *A program evaluation study of a literacy initiative for students with moderate to severe disabilities*. Retrieved from <https://scholarcommons.usf.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=2925&context=etd>
- [14] Department of Education Official Gazette (2011). Retrieved from <https://www.officialgazette.gov.ph/2011/09/28/make-every-child-a-reader-program-gets-p21-million-funding-support>
- [15] DepEd Order No. 12, s.2015, *guidelines on the early language, literacy, and numeracy program: professional development component*. Retrieved from <https://www.deped.gov.ph/2015/04/10/do-12-s-2015-guidelines-on-the-early-language->

- literacy-and-numeracy-program-professional-development-component/
- [16] DepEd Memorandum 324, S. 2004, *administration of the philippine informal reading inventory (phil-iri)*. Retrieved from <https://www.deped.gov.ph/2004/08/03/august-3-2004-dm-324-s-2004-administration-of-the-philippine-informal-reading-inventory-phil-iri/>
- [17] DiNardo, J. and Lee, D. (2010). *Program evaluation and research designs in handbook of labor economics*. Volume 4A. (DOI): 10.3386/w16016
- [18] Durning, S., Hemmer, P., & Pangaro L. (2010). *The structure of program evaluation: an approach for evaluating a course, clerkship, or components of a residency or fellowship training program*. NCBI Resources, DOI: 10.1080/10401330701366796
- [19] Filippou V., Papadimitriou A., Walla (2015). *Effect of age and gender on children's reading performance: the possible neural underpinnings*. <https://doi.org/10.1080/23311908.2015.1045224>
- [20] Frey B., (2018). the sage encyclopedia of educational research, measurement, and evaluation. Encyclopedia. <https://dx.doi.org/10.4135/9781506326139.n547>
- [21] Frye A. & Hemmer P. (2012). *Program evaluation models and related theories: AMEE Guide*, No. 67 Pages e288-e299. <https://doi.org/10.3109/0142159X.2012.668637>
- [22] Garin, R., Reyes, R., Domantay G., & Rosals, J. (2016). *contextualized and localized teaching as a technique in teaching basic statistics*. Asia Pacific Journal of Education, Arts and Sciences, Vol. 4 No. 1, January 2017. Retrieved from <http://apjeas.apjmr.com/wp-content/uploads/2017/05/APJEAS-2017.4.1.2.08.pdf>
- [23] Gertler, P., Martinez, S., Premand, P., Rawlings, L., & Vermeersch, C. (2011). *Impact evaluation in practice*. DOI: 10.1596/978-0-8213-8541-8
- [24] Golle J., Zettler I., Rose N., Trautwein U., Hasselhorn M., & Nagengast B. (2018). *Effectiveness of a "grass roots" statewide enrichment program for gifted elementary school children*. <https://doi.org/10.1080/19345747.2017.1402396>
- [25] Hanchell, V., (2014). *A program evaluation of a christian college baccalaureate program utilizing stufflebeam's CIPP model*. Education Dissertations and Projects. 13. https://digitalcommons.gardnerwebb.edu/education_etd/13https://pdfs.semanticscholar.org/99d3/289c054e67633f0d173ce98641594f0ff808.pdf
- [26] Hasan, A., Yasin, S., & Yunus, M. (2015). *A conceptual framework for mechatronics curriculum using stufflebeam cipp evaluation model*. iversity. Procedia - Social and Behavioral Sciences 195 (2015) 844 – 849 (<http://creativecommons.org/licenses/by-nc-nd/4.0/>)
- [27] Helman, L., & Burns, M., (2012). *A targeted approach to interventions for struggling readers*. <https://cehdvision2020.umn.edu/blog/interventions-for-struggling-readers/>
- [28] Ibrahim, A., (2016). *Definition purpose and procedure of developmental research: an analytical review*. Asian Research Journal of Arts & Social Sciences; Article no.ARJASS.30478SCIENCEDOMAIN international www.sciencedomain.org Ibrahim162016ARJASS30478.pdf
- [29] Kaput, K. (2018). *Evidence for student-centered learning*. Evidence for Student-Centered Learning. Retrieved from <https://files.eric.ed.gov/fulltext/ED581111.pdf>
- [30] Kaya, E. (2015). *The role of reading skills on reading comprehension ability of turkish efl students*. Volume 4 Issue 1-2 pp. 37-51. DOI:10.12973/unibulletin.412.4
- [31] Lee, S., Im, K., Park, S. and Fan, L. (2012). *"An evaluation model of business value for research and development of technology to improve the competitiveness of companies"*, Asian Journal on Quality, Vol. 13 No. 1, pp. 22-36. <https://doi.org/10.1108/15982681211237806>
- [32] Limbani, F., Goudge, J., Joshi, R. et al. (2019). *Process evaluation in the field: global learnings from seven implementation research hypertension projects in low-and middle-income countries*. BMC Public Health 19, 953 (2019). <https://doi.org/10.1186/s12889-019-7261-8>
- [33] Manpatilan, LM.B. (2019). *Modules in 21st century literature from the Philippines and the world. Program*. (Unpublished Thesis). PNU-Mindanao

- [34] Marcon, V. (2014). *Reading proficiency of first year students of philsaga high school foundation, inc.:basis fordeveloping reading intervention program* (Unpublished Thesis). PNU-Mindanao
- [35] Marynowski S., Denny C. and Colverson P. (2006). *Best practices guide to program evaluation best practices guide to program evaluation for aquatic educators*. Retrieved from <http://www.birds.cornell.edu/citscitoolkit/toolkit/steps/effects/resourcefolder/Best%20Practices%20Guide%20to%20Program%20Evaluation.pdf>
- [36] Matthews E. (2015). *analysis of an early intervention reading program for first grade students*. Walden University Scholar Works. Retrieved from <https://pdfs.semanticscholar.org/36df/7d326838d4d06753da90a16c2dc069ae8e61.pdf>
- [37] Mertens, D. & Wilson, A. (2012). *Program Evaluation Theory and Practice: A Comprehensive Guide*. Retrieved from https://www.guilford.com/excerpts/mertens2_old.pdf
- [38] Milstein, B. and Wetterhall, S. (2019). *a framework for program evaluation: a gateway to tools*, Chapter 36 Section 1. Retrieved from <https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/framework-for-evaluation/main>
- [39] NAT, (2017). *National achievement test results s.y. 2017-2018*. Department of Education, CARAGA Region
- [40] Neuenschwander, J. (2015). *A Program Evaluation of a Remediation Program for Underprepared College Students*. Walden Dissertations and Doctoral Studies. Retrieved from <https://scholarworks.waldenu.edu/dissertations/1365/>
- [41] Nichols, S. (2014). *An evaluation of a remedial reading program for middle-grade students in a southeastern state public school*. Dissertation, Gardner-Webb University, Education Theses, Dissertations and Projects. Retrieved from <https://pdfs.semanticscholar.org/12a7/7faf2b7096af766431677489abe582fa5fae.pdf>
- [42] OECD (2019). *PISA 2018 Results (Volume I): What Students Know and Can Do*. https://www.oecd.org/pisa/Combined_Executive_Summaries_PISA_2018.pdf
- [43] Official Gazette (2011). Memorandum No. 244, s. of 2011: *Declaring november as national reading month of every year and november 25, 2011 as the nationwide araw ng pagbasah*<https://www.officialgazette.gov.ph/2011/10/02/memorandum-no-244-s-2011/>
- [44] Paracale, W. (2018). *Science enhancement program of agusan del sur national high school: Problems and prospects. (Unpublished Thesis)*. PNU-Mindanao
- [45] Pelt, J., (2018). *What is the connection between literacy and economic development?* <http://www.wordsalive.org/blog/2018/2/22/what-is-the-connection-between-literacy-and-economic-development>
- [46] Quinn, J., (2014). *A program evaluation of the impact of a "read to learn" model on alternative high school students ' lexile levels and reading achievements*. Education Dissertations and Projects. Retrieved from <https://pdfs.semanticscholar.org/f08f/6d7af5dc9e786bcde1d35b8f993e1104b35c.pdf>
- [47] Roser, M. & Ospina, E. (2018). *Literacy*. Retrieved from <https://ourworldindata.org/literacy>
- [48] Seward, C. (2009). *evaluating the effectiveness of a short-duration reading intervention on grade one phonological awareness and word reading*. Retrieved from <https://scholars.wlu.ca/cgi/viewcontent.cgi?referer=https://www.google.com.ph/&httpsredir=1&article=2070&context=etd>
- [49] Smith M. & Ory M. (2014). *Measuring success: evaluation article types for the public health education and promotion section of frontiers in public health*. doi: 10.3389/fpubh.2014.00111
- [50] Suvedi, M. & Morford, S. (2003). *Conducting program and project evaluations: a primer for natural resource program managers in Columbia*. FORREX-Forest Research Extension. https://msu.edu/~suvedi/Resources/Documents/4_1_FS6.pdf
- [51] Thi, K. (2017). *Evaluating the implementation of action research course in an in-service teacher training program in Vietnam*. Journal of Nusantara Studies Vol 2(2) 88-97. DOI: 10.24200/jonus.vol2iss2pp88-97
- [52] UNESCO Institute for Statistics (2017) *More than one-half of children and adolescents are*

not learning worldwide. Retrieved from <http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf>

- [53] World Health Organization (2013). *How to Evaluate the Programme*. Evaluation Practice Handbook. Geneva, Switzerland Retrieved from <https://apps.who.int/iris/bitstream/handle/10665/96311/9789241548687eng.pdf;jsessionid=5077F6F21B98D066BBD537B3DA343B5F?sequence=1>
- [54] Zhang G., Zeller N., Griffith R., Metcalf D., Williams J., Shea C., and Misulis K. (2011).

Using the context, input, process, and product evaluation model (cipp) as a comprehensive framework to guide the planning, implementation, and assessment of service-learning programs. Journal of Higher Education Outreach and Engagement, Volume 15, Number 4, p. 57.

- [55] Zint, M. (2006). *Measuring progress: an evaluation guide for ecosystem and community-based projects. school of natural resources and environment*. Retrieved from www.snre.umich.edu/ecomgt/evaluation/templates.html

