Implementation of Adopt-A-Struggling Reader Program: A Basis for Localized Framework

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Abstract

In response to the growing number of struggling readers with the Division of Ilocos Sur, the Adopt-a-Struggling Reader Program under the 3Bs initiatives is being implemented. While there are studies that explored the status of the 3Bs Initiatives, none of them endeavored an exploration of the status of the Adopt-a-Struggling Reader Program within the Division. Hence, this study was conceptualized to describe the status of the Adopt-a-Struggling Reader Program and its perceived effects on both struggling readers and teachers, and the potential factors affecting its implementation as bases in developing a localized framework.

The study employed the Quantitative Descriptive Design, using a validated researcher-made survey questionnaire. It considered total enumeration covering the 122 teachers of the District, however only 51% of the targeted respondents responded to the call.

The study reveals that the program is highly implemented within the District. The perceived impact of the program on both teachers and struggling learners is very effective. Among the profiles of teachers, generation classification and educational attainment were found to be essential factors in successfully implementing the program. The findings mean that Quirino District is highly committed to the implementation of the program due to its visible effects on both teachers and struggling readers. Its successful implementation is driven by the time-tested experiences of teachers and their positive outlook on professional growth and development. These salient findings informed the development of the "Sulong ASRP Framework".

Quirino District may sustain its excellent culture of implementing the program by infusing it with the developed localized framework to continuously benefit from the program.

Keywords: Adopt-a-Struggling Reader Program, 3Bs Initiative, Quirino District, Sulong ASRP Framework

1. Introduction

Background of the Study

In a world saturated with information and digital distractions, the significance of reading cannot be overstated. As one navigates through an era of rapid technological advancement, the timeless practice of reading leads to intellectual enrichment and personal growth.

Reading is a fundamental skill crucial for both academic and lifelong learning, acting as a cornerstone for knowledge acquisition and understanding. It serves as a key tool that enables individuals to bridge existing knowledge with new information, thereby enhancing comprehension of ideas and practices. This pivotal skill ensures the continuous transmission of knowledge across generations (Torres, 2019).

Recognized as an essential skill for learners, reading is integral to success in school, serving as a prerequisite for proficiency in all learning areas and enabling effective engagement with various subjects. Its significance extends beyond language and literature, permeating all academic disciplines. The interconnectedness of reading proficiency with overall academic achievement underscores its importance; a struggle with reading and comprehension can hinder understanding in other subjects (Blything, Hardie, & Cain, 2020; Blything et al., 2020; Mariage, Englert, & Mariage, 2020).

Due to its profound importance and role in acquiring concepts from various disciplines, reading with comprehension has become a subject of numerous studies aimed at identifying quality solutions and interventions for schools. These studies, with a specific focus on teachers and learners, recognize the crucial role that proficient reading skills play in fostering a comprehensive understanding of content across different fields (e.g., Kim et al., 2021; Foorman et al., 2020; Capodieci et al., 2020; Gersten, 2020; Muller et al., 2020; Silverman et al., 2020; Andres, 2020; Donegan & Wanzek, 2021; Dietrichson et al., 2021; Duke et al., 2021).

Informed by various scientific investigations, educational organizations globally have taken decisive actions, resulting in diverse movements dedicated to improving the reading and comprehension skills of learners. A notable example is the United Nations Educational, Scientific and Cultural Organization's (UNESCO) flagship program, "Promoting Literacy for All," diligently implemented and monitored to ensure excellent proficiency in reading with comprehension for all individuals (UNESCO, 2020). Literacy for all has become the focus of the Sustainable Development Goal of the United Nations (UN, 2015).

Despite commendable global endeavors to enhance literacy, particularly in reading and comprehension, literature continues to underscore persistent challenges and concerns regarding the subpar reading performance of learners. Recent data from the United Nations reveals a staggering 757 million illiterate adults worldwide (UN, 2020).

In a study conducted by Wexler (2019), elementary-aged students throughout the United States exhibited a lack of substantial progress in reading and comprehension, as evidenced by assessments and standardized tests. Similarly, Reardon (2019) discovered that specific regions in the United States, particularly the suburban areas of Atlanta, Georgia, witnessed a significant disparity in scores among students, with many falling notably behind their counterparts before reaching the fourth grade. The educational landscape in areas surrounding Atlanta, Georgia, reflects a level of inequality greater than that observed in nearly any other community across the nation.

The challenge of poor reading performance among learners has been underscored by multiple studies conducted globally, encompassing diverse regions such as Indonesia, Africa, Texas, Ghana, Saudi Arabia, and more. This issue spans various grade levels and has been further exacerbated by the impact of the COVID-19 pandemic, despite the implementation of reading interventions (Gopal et al., 2023; Zimmerman, 2023; Agbofa, 2023).

The Philippines is not exempted to challenges in reading proficiency among learners. In a global student assessment conducted by the OECD for 15-year-old students, the Philippines ranked 77th out of 81 countries. The 2022 assessment revealed scores approximately 120 points below the global average,

with specific scores of 355 in math, 347 in reading, and 373 in science. This stark discrepancy highlights that the country lags behind, particularly in reading, compared to its counterparts worldwide (Servallos, 2023; Lucas et al., 2021).

Numerous Filipino authors have corroborated the findings of the PISA regarding the subpar performance of learners in reading and comprehension. Along the way, these authors have actively contributed to the development of interventions aimed at improving the reading performance of learners (Bonganciso, 2016; Gunobgunob-Mirasol, 2019; Bernardo, et al., 2021; Dizon & Sanchez, 2020; Lucas et al., 2021; Guimba & Alico, 2015; Adapon & Mangila, 2020; Villanueva, 2022; Calingasan, 2022; Tomas, 2021).

Similar to other nations, the Philippines shares a common concern for enhancing the reading and comprehension skills of its citizens. In alignment with this objective, the transition to the K to 12 Program, mandated by Republic Act 10533, also known as the Enhanced Basic Education Act of 2013, was implemented with the specific aim of improving the reading and comprehension abilities of learners, among other essential learning skills. In tandem with this legislative effort, various initiatives and activities have been launched to bolster the overall performance of learners in the crucial domain of reading (Department of Education, 2013). One notable initiative in this endeavor is the "Hamon: Bawat Bata Bumabasa" (3Bs Initiatives), designed to fortify the reading proficiency of each learner and cultivate a reading culture deemed essential across all content areas (Department of Education, 2019).

The implementation of the 3Bs initiatives faced challenges amid the pandemic, primarily due to socio-political issues. Notably, there were shortcomings in preparedness across schools, instructional methods, and among stakeholders, including school administrators, teachers, students, and parents, for a crisis of the scale triggered by the COVID-19 pandemic (Pelatero, 2023). This became the framework of the conceptualized reading intervention dubbed as "ADOPT – a – struggling Reader Program, Sa Pagbasa, tayo ay Magkasangga.

The "Adopt – a – Struggling Reader Program, Sa Pagbasa, tayo ay Magkasangga" is a reading intervention launched and executed in the Division of Ilocos Sur since February 22, 2022, through the Division Memorandum Order Number 53, series of 2022. This initiative was established in direct response to the urgent concerns regarding non-readers and struggling readers within the Division.

Despite the commendable intention behind the "Adopt – a – Struggling Reader Program, Sa Pagbasa, tayo ay Magkasangga," the current status of its implementation remains largely unexplored, lacking empirical evidence and scientific investigations focused on its practical implementations. This research aimed to fill this knowledge gap by examining the actual implementation of the program in the Quirino District, Quirino, Ilocos Sur. The study sought to generate concrete insights contributing to the development of a localized framework that can maximize the promises of the program and effectively address reading proficiency challenges among learners in the specified local context.

METHODOLOGY

Research Design

This research employed a descriptive survey as its research design, aiming to capture the perceptions, ideas, attitudes, and behaviors of respondents regarding a specific topic (Anderson, 2023). The study is said to be descriptive because it is directed towards comprehensively describing both the level of implementation and effectiveness of the Adopt-a-Struggling Reader Program. The study will utilize a questionnaire as the primary instrument to gather responses and address the research questions. This

design is considered fitting for the study's objectives and provides a structured approach to exploring the intricacies of the program's implementation.

Population and Locale of the Study

The research took place in Quirino District, Quirino, Ilocos Sur, throughout the School Year 2023-2024. The respondents of the study were the 128 elementary school teachers across various grade levels. To ensure a comprehensive understanding of the program's implementation, total enumeration sampling will be employed, providing a complete snapshot.

The breakdown of respondents is presented in Table 1.

Table 1: Distribution of Respondents

Name of Schools	Number of Respondents
1. Bab-asig Primary School	3
2. Banoen Primary School	2
3. Baybayatin Primary School	2
4. Bucnit Elementary School	7
5. Cayus Primary School	2
6. Dagman Primary School	2
7. Iteb Primary School	4
8. Lamag Elementary School	8
9. Malideg Elementary School	9
10. Namitpit Integrated School	15
11. Patiacan Elementary School	7
12. Patungcaleo Integrated School	15
13. Quirino Central School	15
14. Saoil Primary School	3
15. Suagayan Elementary School	8
16. Quirino National High School	26
Total	**128**

However, due to some reasons which are beyond the researcher`s control, only 66 of the respondents resoponded to the survey questionnaire. Considering their rights, the researcher did not force them to respond.

Research Instrument

To gather the needed data, the research employed a researcher-made questionnaire, consisting of three parts. Part 1 elicited the profiles of teachers and schools, while Part 2 was focused on assessing the level of Adopt-a-Struggling Reader Program implementation. Finally, Part 3 delves into evaluating the level of effectiveness of the reading program in various academic and personal arrays. It is important to highlight that the research instrument underwent rigorous validity checking. Feedback from validators was carefully considered and incorporated before the questionnaire was utilized in the study.

Data Gathering Procedure

In conducting the study, the researcher secured permission from concerned agencies and officials. Likewise, the consent of the respondents were sought through an informed consent form. They were assured also that participation in the study is voluntary, and they can withdraw any time they want. Finally, the researcher ensured that all data to be gathered in this study are treated with utmost confidentiality and are only used for research purposes.

Once approved, the questionnaires were personally administered to the respondents. Subsequently, after a designated period, the collected questionnaires were gathered. The data were then discussed and analyzed.

Ethical Consideration

Ethical considerations form a foundational framework to ensure the protection and well-being of respondents. Before the commencement of data collection, a comprehensive process of informed consent was executed. Respondents received detailed information about the study's purpose, methodologies, and potential risks. Their voluntary and informed consent was diligently sought, ensuring that participation was based on a clear understanding and agreement, free from any form of coercion.

The principles of confidentiality and anonymity were rigorously upheld throughout the study. Collected data were anonymized, with personal identifiers removed or coded, safeguarding the privacy of respondents.

Participation in the research is entirely voluntary, and respondents have the unequivocal right to withdraw at any stage without facing repercussions. No undue pressure or coercion was exerted, emphasizing the importance of respondents freely deciding to engage in the research.

The researcher committed to conducting the study with the utmost integrity and professionalism, adhering to ethical standards and research guidelines. Transparency and honesty were maintained throughout the research process, and any potential conflicts of interest were disclosed to uphold the credibility of the study.

To ensure ethical compliance, the research protocol underwent scrutiny and approval by the relevant ethics review board. Any modifications to the research design were communicated, and if necessary, re-evaluated for ethical implications.

Findings from the research were reported with accuracy and objectivity, avoiding misrepresentation or selective reporting. The researcher is committed to disseminating results responsibly, ensuring that conclusions drawn from the data are reliable, and valid, and contribute ethically to the broader body of knowledge.

Treatment of Data

To analyze the collected data, several statistical tools were employed. The initial tools, namely frequency count and percentage, served as the primary means for establishing the profiles of schools and teachers. Additionally, the mean were utilized to describe the Adopt-a-Struggling Reader Program's implementation level. To discern the relationships between variables, the Pearson correlation coefficient (denoted as 'r') was applied. These statistical methods collectively aim to offer a comprehensive understanding of the study's key aspects.

Data Categorization

To determine the levels of implementation of the reading program, the scale below was used:

Scale	Range	Descriptive Equivalent
5	4.51 – 5.00	Fully Implemented
4	3.51 – 4.50	Mostly Implemented
3	2.51 – 3.50	Partially Implemented
2	1.51 – 2.50	Minimally Implemented
1	1.00 – 1.50	Not Implemented

To determine the perceived level of effectiveness of the reading program, the scale below was used:

Scale	Range	Descriptive Equivalent
5	4.51 – 5.00	Very Much effective
4	3.51 – 4.50	Very effective
3	2.51 – 3.50	Effective
2	1.51 – 2.50	Slightly effective
1	1.00 – 1.50	Not effective

Chapter III
RESULTS AND DISCUSSIONS

Reading is one of the most essential skills an individual must master to successfully and productively survive the volatile, uncertain, complex, ambiguous (VUCA) world. This serves as the guiding principle of concerned agencies in implementing various reading programs including, among others, the Bawat Bata Bumabasa (3Bs) Initiatives of the Department of Education in the Philippines. However, this initiative, particularly the Adopt-a-Struggling-Reader Program`s status in the Country, particularly in its upland districts including the locale of the study remained hypothetical before the conduct of this investigation.

This section presents the status of the Adopt-a-Struggling-Reader Program in the Quirino District.

On the profile of schools

Table 2 presents the class-type delivery of schools in the Quirino District.

Table 2. Class-type delivery of schools

	Frequency	Percent
Multigrade	18	27.27
Small School	39	59.09
Integrated	9	13.64
Total	**66**	**100**

The table shows that most of the teacher-respondents are from small schools forming the highest percentage of 59.09% or 39 schools. Eighteen of them or 27.27% are multigrade teacher-respondents, while only nine of them are from integrated schools. The data show that all types of schools are well represented, hence the findings of the study are holistic. In consideration of the profile of schools, it can be claimed that most of the schools in the District are small and multigrade schools, and only a few of them are integrated schools. Notably, this suggests a manageable size that aligns with an optimal teacher-student ratio.

This proportionality in the teacher-student ratio implies efficient management within the schools. The fact that the number of students does not exceed a certain threshold indicates that the schools are well-organized, fostering an environment where projects, programs, activities, and policies can be assumed to be effectively implemented. This inference draws support from existing literature, as studies by Lee and Smith (2016), Guhn and Gouzouasis (2020), and Demirtas-Zorbaz et al. (2021) have highlighted the positive correlation between well-managed schools, an appropriate teacher-student ratio, and successful implementation of educational initiatives.

The composition of school types in Quirino District, with a predominant percentage of monograde schools, suggests a conducive environment for effective management and implementation of various

educational endeavors. This aspect can contribute significantly to the overall success and efficiency of educational projects and initiatives within the district.

On the profile of teachers

Table 2 presents the profile of teachers of Quirino District.

Table 2. Profile of the Respondents (N=66)		
	Frequency	Percentage
Gender		
Male	17	25.76%
Female	49	74.24%
Generation		
Baby Boomer	3	4.55%
Generation X	35	53.03%
Millennials	24	36.36%
Generation Z	4	6.06%
Educational Attainment		
Undergraduate	12	18.18%
With Master's Unit	37	56.06%
Master's degree	13	19.70%
With Doctorate units	2	3.03%
Doctorate	2	3.03%
Academic Position		
Teacher 1-3	55	83.33%
Master Teacher	7	10.61%
Head Teacher	3	4.55%
Principal	1	1.52%

As to gender, 74.24% or 49 of the teachers are female, while 25.76% or 17 of them are male teachers. The data mean that Quirino District is a female-dominated district. This contributes to the extensive literature claiming that the teaching profession is a female-dominated career or profession (ElAtia et al., 2024; González-Morales et al., 2010).

In terms of Generation Classification, teachers in the district are dominated by Generation X (53.03% or 35) and Millennials (36.36% or 24). Only a few of them are Baby Boomers and Generation Z. The data show that most of the teachers are in late adulthood. According to studies, Gen X are described as being opposed to authority, very individualistic, dependent on themselves, and family-oriented. They want direct, brief communication rather than long explanations or business speak. On the other hand, Millennials are described as self-entitled, needy, and self-assured digital thinkers. They favor routine feedback and problem-solving via technology (Sladek & Grabinger, 2014). Owing to these, it can be claimed that teachers in the district are challenging to manage, especially when new educational programs are introduced and implemented.

In the context of educational attainment, 56.06% or 37 of the teachers are in master`s units. Twenty percent or 13 are master`s degree holders. Notably, a few of them have doctorate units and are already doctorate holders. The data show that most of the teachers in the place are pursuing their advanced studies. This implies that teachers possess a positive outlook toward professional development. The

district has a positive culture of professional growth and development which is in support of the Code of Ethics for Professional Teachers. According to Estrada (2023), teachers who actively participate in such professional development endeavors are deemed to be more competent and professional compared to those with lower educational attainments, among other factors.

Along with academic position, most (or 83.33%) of teachers are holding an academic position of Teachers I – III. Ten point sisty-one or 7 are master teachers and the rest are head teachers. The data mean that teachers have still wide room for improvement. Given their positive outlook towards professional development, they can have greener pastures. This goes with the findings of Villanueva (2009) claiming that most public high school teachers belong to Teachers I to III.

On the level of implementation of the Adopt-a-Struggling Reader Program

The succeeding sections present the level of implementation of the Adopt-a-Struggling Reader Program along with planning, execution, and assessment.

Table 3. Level of Implementation of the Adopt-a-Struggling Reader Program along Planning (N=66)

Indicators	Mean	SD	Descriptive Interpretation
1. Administration of Pre-Reading Assessment in Mother Tongue, Filipino, and English at the start of the school year.	4.42	0.75	Highly Implemented
2. Identification of struggling readers based on the result of the pre-reading assessment.	4.50	0.66	Highly Implemented
3. Planning for reading remediation ahead of time by the school reading coordinator and the school head.	4.30	0.74	Highly Implemented
4. School heads assign all the teachers in the school to adopt a struggling reader from any grade level.	4.38	0.70	Highly Implemented
5. The number of struggling readers to be assigned per teacher depends on the number of identified learners needing reading remediation.	4.18	0.82	Highly Implemented
6. The school head and reading coordinator conduct orientation to the teachers who shall handle remediation.	4.24	0.84	Highly Implemented
7. The school reading coordinator gives the needed reading materials/passages per grade level	4.08	0.87	Highly Implemented
8. The school reading coordinator shares the appropriate reading interventions.	4.09	0.91	Highly Implemented
9. Each teacher prepares his/her Reading Remediation Plan to be submitted to the School Head for compilation.	4.14	0.89	Highly Implemented
Overall Mean	**4.26**	**0.81**	**Highly Implemented**

The table shows that in terms of planning, the Program is highly implemented as manifested by the mean of 4.26. This means that most of the teachers, as justified by the Standard Deviation of 0.81, perceive that the program is well-planned before its implementation. The rigorous planning carefully involves the thorough process of identifying qualified beneficiaries, conducting orientation and giving of assignments

by school heads, providing relevant instructional material, and developing of intervention plan tailored to the needs of the beneficiaries.

Looking closely at the table, the indicator *"Identification of struggling readers based on the result of the pre-reading assessment"* obtained the highest mean of 4.50, interpreted as highly implemented. Second in rank is the indicator " *Administration of Pre-Reading Assessment in Mother Tongue, Filipino and English at the start of the school year"* with a mean of 4.42 or highly implemented. These mean that during the planning phase, identifying the qualified beneficiaries across Mother Tongue, Filipino, and English is seriously done by teachers through pre-reading assessment. This process plays a vital role in the success of the program as these serve as the primary basis for developing the intervention plan and relevant instructional materials for the implementation.

Third in rank is *"School heads assign all the teachers in the school to adopt a struggling reader from any grade level"* with a mean of 4.38, described as highly implemented. This means that school heads of Districts dutifully delegate tasks among their teachers, making the activity a collaborative effort. Because everyone is included in the program, its objectives can be attained.

Among the indicators, *"School reading coordinator gives the needed reading materials/passages per grade level"* ranked the least with a mean of 4.08. Since the mean is relatively low, although it is described as highly implemented, it can be claimed that school heads, perhaps, do regularly provide the necessary materials needed by teachers in implementing the program. This can be attributed to the multifaceted duties of school heads in and out of their jurisdictions. To further elevate this indicator, practical actions may be undertaken such as delegations, or conduct of thorough orientation among teacher-implementers.

Given the positive perceptions of teachers in this area, it can be claimed that teachers value the importance of planning, especially in the implementation of educational initiatives such as the program under investigation as this ensures continuity and more productive outcomes (McKenzie et al., 2020; King et al., 2020).

Table 4 presents the implementation of the Adopt-a-Struggling Reader Program along Execution.

Table 4. Level of Implementation of the Adopt-a-Struggling Reader Program along Execution (N=66)

Execution	Mean	SD	Descriptive Interpretation
1. Reading teachers actively engage struggling learners in reading sessions.	4.39	0.80	Highly Implemented
2. The reading remediation plan becomes effective immediately upon approval by the school head.	4.20	0.88	Highly Implemented
3. The school head ensures the full implementation of activities outlined in the reading remediation plan.	4.30	0.72	Highly Implemented
4. Public school district Supervisors and Education Program Supervisors oversee the execution of the reading program and provide necessary technical assistance.	4.08	0.85	Highly Implemented
5. The teacher responsible for the Adopt-a-Struggling-Reader Program prioritizes effective time management during its implementation.	4.29	0.76	Highly Implemented
Overall Mean			Highly

		4.25	0.81	Implemented

Along with execution, the program is highly implemented as manifested by the overall mean of 4.25, described as Highly Implemented. This means that the program is well-executed, from promptly engaging the struggling learners in the reading sessions upon the approval of the school head, monitoring and supervision of the program, and employing effective time management during its implementation.

Among the indicators, *"Public school district Supervisors and Education Program Supervisors oversee the execution of the reading program and provide necessary technical assistance"* earned the lowest mean of 4.08. Although the indicator is described as highly implemented, the relatively low mean signifies the need to strengthen the monitoring and supervision and the provision of relevant and up-to-date technical assistance for teachers to effectively perform their duties, thereby optimizing the promises of the program. In education, various studies claim that close monitoring and supervision strengthen the implementation of a specific program and promise positive outcomes (e.g., Wahyu, 2022; Rusdiana et al., 2020; Noor & Sofyaningrum, 2020).

Table 5 presents the level of Implementation of the Adopt-a-Struggling Reader Program along with Assessment.

Table 5. Level of Implementation of the Adopt-a-Struggling Reader Program along Assessment (N=66)

Assessing	Mean	SD	Descriptive Interpretation
1. The school reading teacher is responsible for submitting a quarterly progress report to the School Reading Coordinator, who consolidates and then submits it to the school head.	4.24	0.75	Highly Implemented
2. The school head submits the Progress Report to the Public Schools District Supervisors and Education Program Supervisors.	4.35	0.83	Highly Implemented
3. One of the essential steps involves the conduct of a Post-Reading Assessment.	4.26	0.71	Highly Implemented
4. A School Learning Action Cell (LAC) Session is conducted to discuss the results of the quarterly progress report to ensure continuous improvement or maintenance of the reading remedial program, a	4.20	0.79	Highly Implemented
5. An evaluation is then performed to assess the overall conduct of the reading program and reading remediation, identifying both strengths and weaknesses.	4.18	0.74	Highly Implemented
6. The establishment of a local policy is undertaken to systematically document the school's best practices concerning reading.	4.18	0.76	Highly Implemented
Overall Mean	**4.23**	**0.76**	**Highly Implemented**

The overall mean of 4.23 indicates that the Program is highly implemented along with assessment (SD=0.76). This means that teachers and concerned authorities ensure that the program is well-assessed through the conduct of various assessment strategies such as the submission of quarterly progress reports, the conduct of post-reading assessments, evaluation endeavors, and the conduct of School Learning Action Cell (LAC) Sessions, among others.

Upon critically analyzing the means, teachers and school heads are religiously submitting their reports relative to the program implementation and outcomes to concerned authorities, as justified by their means of 4.24 and 4.35, both described as highly implemented, respectively. This shows the diligence of teachers and school heads in their given duties and responsibilities.

On the other hand, relative to the conduct of a general evaluation of the program to determine its weaknesses and strengths (mean=4.18) and the establishment of a localized policy of the Program (mean=4.18), their means were found to be relatively low. This means that along with assessment, these indicators need to be intensified by encouraging more potential researchers to scientifically and thoroughly conduct further studies using hybrid studies that are poised toward identifying the weaknesses and strengths of the program as offshoots in forwarding relevant interventions, so as the development of a localized policy that is tailored to the needs of the program.

The findings suggest that teachers' and school heads` positive perception towards assessment is indicative of their knowledge of its importance to educational undertaking. This validates the study of Mirza (2021) who claimed that teachers cannot get away with assessment due to its role in the provision of feedback for further improvement.

Table 6 presents the overall level of the implementation of the Adopt-a-Struggling Reader Program in the Quirino District.

Table 6. The overall level of the implementation of the Adopt-a-Struggling Reader Program

COMPONENTS	Mean	Descriptive Interpretation
1. Planning	4.26	Highly Implemented
2. Execution	4.25	Highly Implemented
3. Assessment	4.23	Highly Implemented
Overall Mean	**4.24**	**Highly Implemented**

Generally, the Adopt-a-Struggling Reader Program in Quirino District is highly implemented as manifested by the overall mean of 4.24. This means that the program is smoothly and efficiently carried out from planning, execution, and assessment. Owing to these, it can be claimed that the promises of the program are being felt within the district. Likewise, implementers perceive that the program is helpful in their teaching and struggling readers` endeavors.

While the program is well–planned and well-executed, the paper sees the need to further strengthen its assessment component. Ongoing evaluation and assessment are crucial to ensure that the program continues to meet its objectives and remains responsive to the evolving needs of students and educators. Regular feedback from participants, as well as data on student progress and outcomes, can help to inform any necessary adjustments or improvements to the program over time.

While there is a limited study on the Adopt-a-Struggling Reader Program, other related programs in reading were found to be highly implemented due to their positive impact on the reading skills of learners. For example, Neitzel et al. (2021) found that one-to-one tutoring is commonly utilized by teachers due to its substantial effects on the reading performance of struggling readers.

Considering the findings of the study and the cited literature, it can be claimed that reading programs inclined toward helping struggling readers are seriously implemented due to teachers` desire to help struggling readers overcome their reading difficulties and become more confident in reading and other subject areas. To further validate the study's findings relative to the status of the Adopt-a-Struggling Reader Program, scientific investigations may be conducted in other places. By doing so, weaknesses of the program, if there are any, may be given practical measures to fully optimize its promises.

On the level of effectiveness of the program

Table 6 presents the level of effectiveness of the Adopt-a-Struggling Reader Program.

Table 6. Level of Effectiveness of the Program as perceived by teachers (N=66)

Effectiveness	Mean	Descriptive Interpretation
1. The program helps struggling pupils improve their reading abilities.	4.32	Very Effective
2. The program benefits struggling readers from individualized attention and support from teachers who adopt them.	4.47	Very Effective
3. The program boosts the confidence of struggling readers.	4.29	Very Effective
4. The program fosters stronger bonds between teachers and struggling readers.	4.24	Very Effective
5. The program encourages collaboration among teachers, school heads, and supervisors, fostering a sense of unity in addressing literacy challenges.	4.39	Very Effective
6. The program allows educators to tailor interventions based on specific needs and track progress over time	4.30	Very Effective
7. The program benefits teachers with professional development opportunities	4.21	Very Effective
8. The program's impact extends to overall academic performance	4.29	Very Effective
9. The program fosters a sense of community within the school.	4.23	Very Effective
Overall Mean	**4.31**	Very Effective

Generally, the Adopt-a-Struggling Reader Program is found very effective as perceived by both teachers and school heads. Its high mean of 4.31 indicates that the program is seamlessly and efficiently carried out across its components, suggesting that the program`s promises to both the adopted struggling readers and the teachers are being fulfilled and felt within the district.

Looking closely at the table, the indicator *"The program benefits struggling readers from individualized attention and support from teachers who adopt them"* achieved the highest mean of 4.47, described as very effective. This suggests that it is successfully meeting the needs of struggling readers by providing them with the individualized attention and support they require to succeed academically. By fostering a close partnership between teachers and students, the program creates a supportive learning environment where all students have the opportunity to thrive.

Individualized attention is crucial for struggling readers because it allows teachers to identify and address their specific needs more effectively. By establishing a close relationship between the teacher and the struggling reader, the program creates a supportive environment where the student feels understood and valued. This personalized approach enables teachers to tailor their instruction to meet the unique learning challenges and preferences of each student, maximizing their potential for academic growth. The study by Kaleli (2021) found that individualized instruction is far different compared to other strategies.

Second in rank is the indicator *"The program encourages collaboration among teachers, school heads, and supervisors, fostering a sense of unity in addressing literacy challenges"* with a mean of 4.39, interpreted as highly implemented. This suggests that the program effectively promotes teamwork and cooperation among various stakeholders within the educational community. By encouraging collaboration between teachers, school heads, and supervisors, the program fosters a collective effort to address literacy challenges comprehensively. Furthermore, when educators work together towards a common goal, they can leverage their diverse skills and experiences to develop innovative strategies and interventions that are more likely to succeed.

The indicator that ranked third is *"The program helps struggling pupils improve their reading abilities"* with a commendable rating of 4.32, described as very effective. This signifies that the program is indeed fulfilling its primary objective of enhancing the reading skills of struggling pupils, thereby boosting students' confidence, engagement, and overall academic performance, positioning them for success both inside and outside the classroom (Martono, 2020).

On the contrary, the indicator *"The program benefits teachers with professional development opportunities" received the lowest mean of* 4.21, yet was interpreted as very effective. This means that teachers perceive the program as more of the struggling learners` benefits than themselves. To heighten this, a comprehensive orientation program relative to the program may be initiated by experts for teachers` benefits opening them up with further endeavors that allow them to grow and develop professionally. Such may include research studies on developing instructional materials tailored to the needs of learners and action research, among others.

The findings are positive feedback to its implementing guidelines. Its positive effect is being observed by teachers in Quirino District, which can be attributed to the high level of implementation of the whole program, as found earlier. This signifies that the District has a positive culture in implementing the program. This culture may be sustained through the conduct of comprehensive learning action cells where everyone is encouraged to showcase their localized practices. Furthermore, other studies such as action research may be conducted to determine the effect of the program on the learners` reading performance and attitude toward reading.

Table 7 presents the relationship of the levels of implementation of the reading program to class type delivery of schools, profiles of teachers, and the perceived levels of effectiveness of the program.

Table. Relationship of the levels of implementation of the reading program to class type delivery of schools, profiles of teachers, and the perceived levels of effectiveness of the program

Indicators	Pearson Correlation	P Value	Interpretation
1. Class type delivery of School	0.111	0.375	No significant relationship
2. Teacher's Profile			
a. Gender	0.107	0.391	No Significant relationship

b. Generation Classification	0.308	0.012	With significant relationship
c. Educational Attainment	-0.320	0.009	With significant relationship
d. Academic Positions	-0.182	0.143	No significant relationship
3. perceived level of effective-ness of the reading program	0.769	0.000	With significant relationship

There is a positive and no significant relationship between the class type of delivery of schools and the level of implementation of the program as measured by Pearson's correlation coefficient (r=0.111, p>0.05). This means that class-type delivery of schools (monograde, multigrade, or integrated school) does not, in any way, affect the level of implementation of the reading program, meaning the program can be well implemented regardless of the class–type delivery of schools. This invalidates the notion that big schools whose number of teachers is bigger implement better than small schools whose number of employers is lesser.

In terms of the teachers` profile, gender (r=0.107, P>0.05) and academic position coefficient (r=-0.182, p>0.05) show no significant relationship to the levels of implementation of the reading program. This means that academic position and gender do not, in any way, relate to the successful implementation of the program. Simply, these are not potential factors in the effective implementation of the reading intervention. This invalidates the notion that teachers whose academic position is higher perform or perceive better. Likewise, it rejects the claims of the disparities in performance or perception between and among genders.

On the other hand, the study found a significant correlation between generation classification (r=0.308, p<0.05) and educational attainment (r=-0.320, p<0.05) to the level of implementation of the program. This means that these variables are potential factors in the successful implementation of the program. As to generation classification, it can be claimed that Gen X and Millennials or teachers whose birth year ranges from 1964 to 1995 are playing significant factors in the successful implementation of the reading intervention. This may be attributed to their time–tested experiences and commitment to performing their duties and responsibilities in the service. Furthermore, it validates the findings that teachers who have a positive outlook on professional growth and development are assets in educational institutions. They play vital roles in program implementations, as they are poised academically. Hence, in the giving of major designations and assignments, these groups of teachers are of high priority.

Notably, the study found that there is a positive and significant relationship between the level of implementation of the program and its perceived levels of effectiveness as measured by Pearson's correlation coefficient (r=0.769, p<0.05). This simply means that if a particular program is highly implemented, then its level of effectiveness will be high, or the other way around. Hence, programs must have to be carefully implemented to ensure productive and successful results. This validates the claim that "what goes around; comes around".

Based on the findings, Educational Attainment of teachers and Generation Classifications are the potential pillars in the successful implementation of the program. Considering these, a promising Adopt-a-Struggling Reader Program can be established.

On localized Framework for the Adopt-a-Struggling Reader Program

The findings of the study illustrate that the Adopt-a-Struggling Reader Program in the context of Quirino District, Quirino, Ilocos Sur is highly implemented in general. It status of the program along with planning, execution, and assessment is excellent which conveys the serious implementation of the program due to its perceived impact on both the struggling readers and themselves.

Furthermore, it was found that generation classification and educational attainment are significant factors in a promising Adopt-a-Struggling Reader Program. These factors may be considered in the giving of major designations to teachers.

Considering the existing implementing guidelines of the program and the salient findings of the study, a localized framework of the program for Quirino District dubbed as "**Abante ASRP**" is proposed. The concept of this framework is further illustrated in Figure 2.
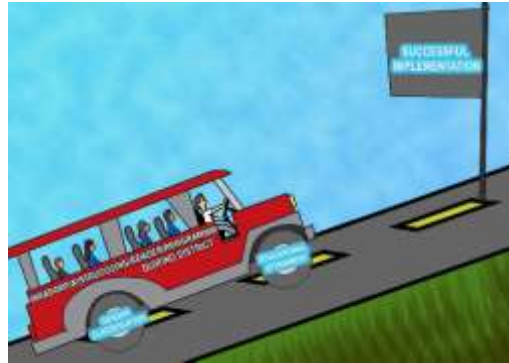

Figure 2: Abante ASRP Framework

Chapter IV
CONCLUSIONS AND RECOMMENDATIONS
CONCLUSIONS

Based on the findings, the following conclusions were formed:

1. Quirino District is a diverse educational institution that holds more Generation X and Y female teachers whose outlook on professional education is positive. Such profiles of teachers suggest that they differ in terms of perceptions and viewpoints, contributing to a dynamic working environment.
2. The District is wholeheartedly committed to implementing the Adopt-a-struggling reader program by exhibiting extensive and strategic planning, effective and efficient execution, and assessment. While its implementation is commendable, enhancing the assessment process could further ensure its seamless execution and effectiveness;
3. The program is highly visible and highly valued in the District because of its overarching benefits to both the struggling readers and teachers' professional growth.
4. The program implementation is greatly influenced by teachers` generation classification and their educational attainment.
5. The existing implementing guidelines are localized.

RECOMMENDATIONS

Based on the conclusion, the following recommendations are highly forwarded.

1. Concerned authorities may infuse professional activities such as team building into the culture of the district to help bridge gaps in perceptions and viewpoints stemming from the inherent diversity among its members.
2. District conventions may be regularly initiated to orient teachers on the implementing guidelines of the reading program and mentor one another by sharing their schools` best practices and challenges relative to the program implementation. Furthermore, considering the limited number of teachers who responded to the study, further studies may be conducted considering hybrid methodologies to fully establish the status of the program in the district.

3. Further studies may be conducted to further analyze the impact of the reading program on struggling readers` reading skills, attitudes towards reading, and motivation, among others.

4. A faculty development plan may be developed by school heads to further improve the profile of teachers in terms of professional growth and development.

5. The localized framework may be validated by experts before its utilization.

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