



# **Implementation of School Reading Initiatives in Relation to Pupils' Reading Performance**

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## **ABSTRACT**

The aimed of this study was to examine the implementation of school reading initiatives and their relationship to pupils' reading performance in selected elementary schools in Arakan, North Cotabato for the school year 2022–2023. This study employed a descriptive-correlational design, involving 80 teacher-respondents selected through purposive sampling. Data were collected using standardized survey questionnaires adapted from validated sources. Statistical tools utilized in data analysis included mean, Spearman Rho correlation, and multiple regression analysis. Based on the findings, teachers reported active involvement in reading initiatives, specifically in terms of program intensity and duration, curriculum material quality, and teacher training involvement. The study revealed a highly significant relationship between the implementation of reading initiatives and pupils' reading performance particularly in reading comprehension, reading fluency, and reading motivation and attitude. Among these, curriculum material quality emerged as the strongest predictor of pupils' reading comprehension, while program intensity and teacher training involvement also showed meaningful contributions. For reading fluency, program intensity and duration were the most influential factors, whereas reading motivation and attitude were best predicted by teacher training involvement and curriculum material quality. Furthermore, the results highlight that schools with well-structured reading initiatives are more capable of fostering improved literacy outcomes among learners. Teachers engaged in these programs contribute to the creation of structured and supportive reading environments that enhance engagement, comprehension, and motivation. These outcomes suggest the need for continuous investment in teacher training, curriculum development, and consistent program scheduling to improve overall reading proficiency. In conclusion, the study affirms that strong implementation of school reading initiatives grounded in program structure, quality materials, and active teacher participation significantly enhances pupils' reading performance. To sustain literacy improvement, schools must prioritize teacher capacity-building, resource provision, and consistent program delivery aligned with learners' needs and reading goals.

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## **INTRODUCTION**

Over the past decades, the implementation of school reading initiatives in relation to pupils' reading performance has been studied using various methods. However, the implementation of school reading initiatives has become a pressing educational issue as literacy rates among pupils globally show concerning trends (Slusser, E. 2023). Recent studies indicate that approximately 20% of school-aged children worldwide are not meeting the minimum proficiency levels in reading by the end of primary school. This alarming statistic underscores the significance of effective reading programs and interventions in schools to bolster literacy skills essential for academic success and lifelong learning (Borbon and Ylagan, 2021).

Aligned with this, the study conducted by Screiber, (2022) examines the impact of comprehensive reading programs across several countries. Their research highlights the positive outcomes of such initiatives, including significant improvements in reading fluency and comprehension among participants. By comparing programs in diverse educational settings, Smith and Johnson's (2020) work sheds light on the critical elements that contribute to the success of reading interventions, such as teacher training, curriculum development, and the inclusion of culturally relevant materials.

In the Philippines, a study by Magnaye and Ylagan (2021) demonstrated that a localized reading program significantly improved students' reading skills and motivation. Lansangan and Tuazon (2020) supported this by highlighting the benefits of using local literature and mother tongue-based instruction. Likewise, De Vera, Alonzo, and Cruz (2019) found that culturally relevant materials enhanced comprehension. These studies emphasize the importance of contextualized reading programs for effective learning

However, the implementation of school reading initiatives in relation to pupils' reading performance has received little attention. There exists a significant gap in the literature regarding the long-term sustainability of these reading interventions and their impact on students' academic achievement beyond literacy (Chiristo et al., 2021). While immediate gains in reading skills are well documented, less is known about how these improvements translate into overall educational success or how they are maintained over time. This gap highlights the need for further research on the lasting effects of reading programs and the factors that contribute to sustained academic growth (Westwood, 2022).

Locally, in the Municipality of Arakan, a recent study by Cruz and Mercado (2020) investigates the implementation of a school-based reading program designed to address the specific challenges faced by students in this region. Their research emphasizes the role of community involvement and support

in enhancing the effectiveness of reading initiatives. The findings suggest that when schools, families, and local organizations collaborate on literacy efforts, students are more likely to develop a positive attitude towards reading and show continuous improvement in their reading abilities.

The aim of this study is to evaluate the implementation of school reading initiatives and their impact on pupils' reading performance in Arakan District. It seeks to examine the strategies used by teachers, school leaders, and reading coordinators in promoting literacy among learners. The study will also identify the challenges faced during implementation and how these affect student engagement and outcomes.

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## METHODOLOGY

### Research Design

This investigation adopted a mixed-methods research framework, integrating both qualitative and quantitative approaches to achieve a nuanced understanding of the study's subject matter. This methodology allows for the acquisition of detailed, in-depth data via qualitative techniques while also facilitating the generalization of results through quantitative evaluation (Creswell, 2017).

During the quantitative segment of the study, survey questionnaires were utilized to collect information regarding the execution of school reading initiatives, focusing on three key indicators: the duration and intensity of the program, the quality of curriculum materials, and the extent of teacher training involvement. Additionally, the research assessed pupils' reading performance, specifically looking at aspects of reading comprehension, fluency, and motivation and attitude.

Moreover, this study highlights the pivotal connection between School Reading Initiatives and Pupils' Reading Performance, a link that is essential for the advancement of contemporary education. This relationship is fundamental to ensuring that educational methodologies are efficacious, pertinent, and forward-thinking.

In the qualitative component, the research included conducting interviews with participants to delve into the firsthand experiences of teachers regarding the implementation of school reading initiatives and their impact on pupils' reading performance (Creswell, 2017).

### Locale of the Study

This study would be conducted to the different elementary schools of the three Municipality namely: Arakan, Antipas, and President Roxas in Cotabato Division. Arakan, is a rural town nestled in lush landscapes, known for agriculture, friendly locals, cultural festivals, and scenic mountain vistas. Moreover, Antipas is a serene agricultural area in North Cotabato, known for its rice and corn production, and scenic rural landscapes. Furthermore, President Roxas is distinguished by its agricultural vitality, While President Roxas District supports local farming and is characterized by a strong sense of community (North Cotabato, Census of Population, 2015).

### Respondents of the Study

The respondents of the study would be the grade 3 teachers, the fifty-eight (58) teachers from selected elementary schools of the Municipality of Arakan, Antipas and President Roxas, North Cotabato Division.

In quantitative phase, the researcher used purposive enumeration sampling to select fifty-eight teachers. Complete enumeration sampling involves studying an entire population rather than a sample, ensuring every element is included for analysis, useful for small populations or when accuracy is paramount (Cresswell, 2017).

Meanwhile, in qualitative phase, the ten (10) selected teachers purposely selected using purposive sampling. Purposive sampling involves selecting specific individuals or elements from a population based on predetermined criteria, chosen deliberately to fulfill the research objectives or capture certain characteristics or experiences (Cresswell, 2017).

### Sampling Procedure

Sampling is a crucial process in research that involves selecting a representative subset from a larger target population. Due to the impracticality of studying an entire population of interest, researchers often rely on a smaller sample that mirrors the larger group's key attributes. This approach enables the derivation of generalizations about the population from the sample (Turner, 2020).

For the quantitative phase of this study, the complete enumeration sampling will be employed to select fifty-eight (58) teachers from various schools in three municipalities for the academic year 2024-2025. Thus, complete enumeration sampling guarantees the inclusion of every element for analysis, making it particularly advantageous for small populations or situations where precision is critical (Cresswell, 2017).

Conversely, the qualitative phase will utilize purposive sampling to identify ten (10) participants. This method is especially advantageous for research focused on specific phenomena, necessitating expert insights, or requiring an in-depth exploration of particular cases or contexts. Purposive sampling diverges from random sampling in that it does not involve the random selection of subjects. Instead, it is characterized by the deliberate selection of individuals based on the researcher's understanding of the population, the objectives of the study, and the distinct characteristics of subjects that are anticipated to yield the most insightful findings (Cresswell, 2017).

### Data Gathering Procedure

In the quantitative component of this investigation, the following data collection steps would be executed:

Initially, an official request for participation would be prepared through a formal letter addressed to the Dean, seeking authorization for the study's conduct. On the scheduled data collection day, potential respondents will be asked to sign a consent form, which will also be submitted to the departmental dean and the participating schools, to affirm their agreement to partake in the study as described in the research instrument.

Subsequently, participants would be presented with an informed consent form, accompanied by a detailed explanation, delivered through a script, outlining the study's objectives, its various elements, the rationale behind their selection, and the voluntary, confidential, and anonymous nature of their contribution. This explanation will also cover the usage of the information provided by them.

Only individuals who submit a completed informed consent form will be recruited as study participants. They will receive assurances regarding the anonymity of their responses and the confidentiality with which their identities will be treated throughout the publication process of the study.

Upon the collection of data, the researcher will systematically encode and categorize the responses. To maintain the confidentiality of the data, the researcher will directly administer the questionnaires. The gathered data will subsequently be organized and prepared for analysis and interpretation.

For the qualitative phase, the study employs a multi-faceted approach:

Initially, a structured interview guide questionnaire is utilized. Researchers conduct in-depth interviews to probe into participants' emotions, perceptions, and lived experiences. These interviews may be conducted in-person, telephonically, or through online mediums. Participants will be provided with a waiver ahead of the interviews to confirm their informed and voluntary consent.

Additionally, focus group discussions are organized, facilitating guided conversations among small groups on particular themes or subjects. The group dynamics often prompt disclosures and viewpoints that might not surface in one-on-one interviews, making this method essential for a deeper exploration of participants' insights and lived experiences.

Participant observation serves as a key technique in ethnographic research. Researchers immerse themselves within specific settings, communities, or scenarios to observe the behaviors and interactions of participants. This approach allows for the gathering of data on spontaneous behaviors within their natural contexts, offering a holistic view of the phenomenon being studied.

Finally, the study incorporates document and thematic analysis, reviewing existing documents and records to extract relevant historical or contextual insights. This could encompass an array of materials such as official documents, media content, or digital records, providing valuable background information that enriches the understanding of the study's subject from multiple angles.

### Research Instrument

The research instruments used in the study came from the notable authors. The questionnaires will be adopted and modified. The questionnaire will be validated first by the experts. After the validation of the questionnaires, it was subjected for pilot testing for the reliability test or Cronch Bach Alpha of the research instruments.

In Quantitative Phase, the following scale would be used to interpret the respondents' assessments pertaining to implementation of school reading initiatives in terms of program intensity duration, curriculum material quality, and teacher training involvement. The following grading scale will used:

**Table 3.** Likert Scale on Implementation of School Reading Initiatives

| Level | Range       | Description | Descriptive Interpretation  | Percentage |
|-------|-------------|-------------|---|------------|
| 5     | 4.21 – 5.00 | Always      | This level indicates a very high degree of skill or proficiency in implementing school reading initiatives, falling within the top 81-100% percentile.        | 81-100%    |
| 4     | 3.41 – 4.20 | Oftentimes  | Individuals or groups falling within this range are skilled in implementing school reading initiatives, with their abilities ranked in the 61-80% percentile. | 61-80%     |
| 3     | 2.61 – 3.40 | Sometimes   | This level is indicative of a moderate level of skill in the implementation of school reading initiatives, placing individuals in the 41-60% percentile.      | 41-60%     |
|       | 1.81 – 2.60 | Rarely      | Those assessed within this range are slightly skilled, with a proficiency that falls into the 21-40% percentile.  | 21-40%     |

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|   |             |             |  |        |
|---|-------------|-------------|--|--------|
| 1 | 1.00 – 1.80 | Very Rarely | This is the lowest level on the scale, indicating a very slight skill level in the implementation of school reading initiatives, with a ranking in the 1-20% percentile. | 01-20% |
|---|-------------|-------------|--|--------|

Moreover, for part two, pupils' reading performance in terms of reading comprehension, reading fluency, and reading motivation and attitude will be assessed by the selected teachers in selected schools in Municipality of Arakan, Antipas and President Roxas for the school year 2024-2025.

**Table 4.** Likert Scale on Pupils' Reading Performance.

| Level | Range       | Description          | Descriptive Interpretation  | Percentage |
|-------|-------------|----------------------|---|------------|
| 5     | 4.21 – 5.00 | Highly Practiced     | Individuals scoring in this range are considered highly practiced in reading, demonstrating exceptional reading skills and abilities. They are in the top 81-100% percentile. | 81-100%    |
| 4     | 3.41 – 4.20 | Practiced            | This level indicates individuals who are practiced in reading, with scores placing them in the 61-80% percentile.   | 61-80%     |
| 3     | 2.61 – 3.40 | Moderately Practiced | Individuals within this range are considered moderately practiced, with their reading abilities falling into the 41-60% percentile.   | 41-60%     |
| 2     | 1.81 – 2.60 | Less Practiced       | Scoring in the 21-40% percentile, individuals in this category are less practiced in reading.   | 21-40%     |
| 1     | 1.00 – 1.80 | Least Practiced      | The least practiced readers score in the 1-20% percentile, showing minimal proficiency in reading.  | 01-20%     |

In the qualitative phase, the researcher developed an interview guide questionnaire to assess the participants' challenges and experiences. Prior to distributing the questionnaire, it was validated by a panel of experts from the research committee.

In gathering and translating key informant responses, author will use coding to strengthen the confidentiality. Theming and processing of core ideas will be utilized to answer the main questions. The unit of analysis in pupils to measure this study, employing the EGRA-ERATA framework, focuses on individual pupils to measure the relationship between the implementation of reading initiatives and pupil's academic performance. Each pupil's reading proficiency and academic achievements are assessed, allowing for an analysis of how variations in academic outcomes which encountered the experiences of teachers. This approach facilitates understanding the impact of reading on pupil's academic performance.

#### Statistical Analysis

The following statistical tools are used in the study:

**Mean** refers to the average set of values. It is used to determine the degree of the variables in the study (Peter R. Nelson, 2022). This will be used to determine the level of the school reading initiatives in terms of program intensity duration, curriculum material quality, and teacher training involvement. Moreover, it is also used to determine the pupils' reading performance in terms of reading comprehension, reading fluency, and reading motivation and attitude.

**Spearman Rho Correlation** defines the significant relationships between the variables (Spearman, 1968). This would use to determine the significant relationship between implementation of school reading initiatives in relation to pupils' reading performance.

**Multiple Regression Analysis** is a statistical method that establishes a relationship between a dependent variable and one or more independent variables. A regression model can demonstrate whether observed changes in the dependent variable are related to changes in one or more explanatory variables (Amy Galo, 2015). This will be used to determine the significant influence between implementation of school reading initiatives in relation to pupils' reading performance.

## RESULTS AND DISCUSSIONS

### School Reading Initiatives

The first research problem is focused on determining the level of School Reading Initiatives in terms of program intensity and duration, curriculum material quality, and teacher training involvement.

#### Program Intensity Duration

Table 1 presents the level of school reading initiatives in terms of program intensity and duration. It has an overall weighted mean of 4.53 and is described as always. This means that reading initiatives are consistently implemented with sufficient time allocation, appropriate intensity aligned to pupils' capabilities, and structured scheduling that enhances reading outcomes.

This implies that strong program intensity and sufficient duration are consistently practiced and perceived as effective components in enhancing pupils' reading skills. The regularity and appropriate timing of reading activities contribute significantly to habit formation and sustained literacy development.

The findings of the study are emphasized by Gambrell and Morrow (2020), who state that frequent, well-structured reading opportunities within the school day led to improved reading achievement and motivation among learners. Therefore, ensuring a well-designed and time-conscious reading program is crucial for fostering consistent progress in pupils' reading performance and supporting long-term literacy goals.

**Table 1** Level of School Reading Initiatives in terms of Program Intensity Duration.

| Statement  |  | Mean | Description |
|------------|--|------|-------------|
| 1          | Finding the allocated time for reading initiatives sufficient for significantly improving pupils' reading skills.  | 4.60 | Always      |
| 2          | Believing the intensity of the reading program is appropriately matched with the pupils' learning capabilities.    | 4.59 | Always      |
| 3          | Feeling that extending the duration of reading sessions would beneficially impact the pupils' reading performance. | 4.54 | Always      |
| 4          | Being satisfied with how the reading program's schedule is structured to optimize learning outcomes.               | 4.39 | Always      |
| 5          | Thinking the frequency of reading activities within the program helps in reinforcing reading habits among pupils.  | 4.51 | Always      |
| Grand Mean |  | 4.53 | Always      |

| Level | Range       | Description |
|-------|-------------|-------------|
| 5     | 4.21 – 5.00 | Always      |
| 4     | 3.41 – 4.20 | Oftentimes  |
| 3     | 2.61 – 3.40 | Sometimes   |
| 2     | 1.81 – 2.60 | Rarely      |
| 1     | 1.00 – 1.80 | Very Rarely |

### Curriculum Material Quality

It was revealed in Table 2 that the level of school reading initiatives in terms of curriculum material quality had an overall weighted mean of 4.39, described as always. This shows that the reading materials provided are consistently high in quality, relevant to pupils' interests and levels, and designed to support skill development and engagement through diverse and interactive formats.

This suggests that the curriculum materials used in reading programs are effectively selected and structured, contributing significantly to pupils' interest, motivation, and reading progress. High-quality, varied, and interactive materials cater to different learning preferences and stimulate active participation in reading activities.

The findings of the study are corroborated by Duke and Cartwright (2021), who emphasized that well-designed reading materials that align with pupils' abilities and interests are essential in fostering literacy development and maintaining student engagement. As such, consistently high curriculum material quality, as reflected in the findings, plays a critical role in improving reading outcomes and supporting differentiated instruction.

**Table 2** Level of School Reading Initiatives in terms of Curriculum Material Quality.

| Statement   | Mean | Description |
|---|------|-------------|
| 1 Finding the reading materials provided in the program to be of high quality and relevant to the pupils' interests and levels. | 4.46 | Always      |
| 2 Believing that the variety of reading materials available stimulates interest and engagement in reading among pupils.         | 4.27 | Always      |
| 3 Feeling the reading curriculum is effectively designed to build upon the pupils' existing reading skills.                     | 4.43 | Always      |
| 4 Being confident in the ability of the current reading materials to cater to diverse learning needs and preferences.           | 4.30 | Always      |
| 5 Thinking the integration of multimedia and interactive resources in the curriculum enhances the reading experience.           | 4.49 | Always      |
| Grand Mean  | 4.39 | Always      |

| Level | Range       | Description |
|-------|-------------|-------------|
| 5     | 4.21 – 5.00 | Always      |
| 4     | 3.41 – 4.20 | Oftentimes  |
| 3     | 2.61 – 3.40 | Sometimes   |
| 2     | 1.81 – 2.60 | Rarely      |
| 1     | 1.00 – 1.80 | Very Rarely |

#### Teacher Training Involvement

The data shown in Table 3 presents the level of school reading initiatives in terms of teacher training involvement, with an overall weighted mean of 4.42, described as Always. This means that teachers consistently receive and apply training that enhances their ability to implement reading initiatives effectively. They feel prepared to meet diverse reading needs, utilize program strategies, and value the support and resources provided to them.

The results of the study implied that teacher training involvement is a critical element in the successful delivery of reading instruction, reflecting its significance in strengthening teacher confidence, competence, and consistency in applying evidence-based reading strategies. When teachers are well-supported and continuously trained, they are more capable of addressing learner variability and ensuring that reading initiatives are implemented with fidelity and effectiveness.

In support of the findings, Darling-Hammond et al. (2020) highlight that ongoing professional development is essential for improving instructional quality and student learning. Teachers benefit from opportunities to deepen their instructional practices through targeted training, collaborative learning, and sustained support. Access to relevant resources and structured development programs ensures that educators remain informed, confident, and capable of enhancing literacy outcomes through well-grounded instructional practices.

**Table 3** Level of School Reading Initiatives in terms of Teacher Training Involvement.

| Statement  | Mean | Description |
|--|------|-------------|
| 1 Having received adequate training to effectively implement the reading initiatives in my classroom.                              | 4.49 | Always      |
| 2 Feeling prepared to address the diverse reading needs of my pupils, thanks to the training provided.                             | 4.40 | Always      |
| 3 Believing ongoing professional development in reading instruction techniques is crucial for the success of the program.          | 4.49 | Always      |
| 4 Being confident in my ability to utilize the reading program's strategies and materials effectively.                             | 4.36 | Always      |
| 5 Finding the support and resources available for teacher training in reading initiatives to be valuable for my teaching practice. | 4.37 | Always      |
| Grand Mean   | 4.42 | Always      |

| Level | Range       | Description |
|-------|-------------|-------------|
| 5     | 4.21 – 5.00 | Always      |
| 4     | 3.41 – 4.20 | Oftentimes  |
| 3     | 2.61 – 3.40 | Sometimes   |
| 2     | 1.81 – 2.60 | Rarely      |
| 1     | 1.00 – 1.80 | Very Rarely |

### Pupils' Reading Performance

The second research problem focused on determining the level of Pupils' Reading Performance in terms of reading comprehension, reading fluency, and reading motivation and attitude.

### Reading Comprehension

The data revealed in Table 5 showed that the level of pupils' reading performance in terms of reading comprehension received an overall weighted mean of 4.43, described as Always. This shows that pupils consistently demonstrate improved comprehension skills, including interpreting reading materials, analyzing texts, and drawing inferences—thanks to the implementation of the reading program.

The findings highlight reading comprehension as a key indicator of the success of school reading initiatives. The consistent application of targeted reading strategies appears to enhance pupils' ability to think critically, understand texts more deeply, and engage more meaningfully with reading content.

Moreover, Cain and Oakhill (2021) emphasized that structured comprehension instruction, especially when embedded in well-designed reading programs, significantly boosts learners' critical thinking and analytical abilities. Equipping pupils with tools for text analysis not only strengthens their academic performance but also promotes lifelong literacy skills.

**Table 5** Level of Pupils' Reading Performance in terms of **Reading** **Comprehension.**

| Statement   | Mean | Description |
|---|------|-------------|
| 1 Notice a significant improvement in my pupils' ability to understand and interpret reading materials since the implementation of the reading program. | 4.43 | Always      |
| 2 Believes that the reading initiatives have been effective in enhancing critical thinking and comprehension skills among pupils.                       | 4.46 | Always      |
| 3 Feels that the strategies taught in the reading program have equipped my pupils with better tools for text analysis.                                  | 4.33 | Always      |

|                   |  |             |               |
|-------------------|--|-------------|---------------|
| 4                 | Satisfied with my pupils' progress in drawing inferences and conclusions from texts they read.                   | 4.40        | Always        |
| 5                 | Thinks that interactive reading sessions have contributed positively to the development of comprehension skills. | 4.51        | Always        |
| <b>Grand Mean</b> |  | <b>4.43</b> | <b>Always</b> |

| Level | Range       | Description |
|-------|-------------|-------------|
| 5     | 4.21 – 5.00 | Always      |
| 4     | 3.41 – 4.20 | Oftentimes  |
| 3     | 2.61 – 3.40 | Sometimes   |
| 2     | 1.81 – 2.60 | Rarely      |
| 1     | 1.00 – 1.80 | Very Rarely |

### Reading Fluency

Table 6 presents the level of pupils' reading performance in terms of reading fluency, which obtained an overall weighted mean of 4.43, described as Always. This indicates that pupils consistently exhibit improvements in reading speed, accuracy, intonation, and expression, as a result of targeted fluency practices embedded in the reading program.

The results suggest that enhancing reading fluency is a vital component of effective literacy instruction. Regular reading practice, phonics instruction, decoding strategies, and fluency drills contribute significantly to the development of automaticity and expressive reading. These skills not only support comprehension but also increase pupils' confidence and engagement with texts.

The results of the study are confirmed by Rasinski (2021), who emphasized that systematic fluency instruction—including repeated reading, phrasing, and performance reading—strengthens overall reading performance. Fluent readers are more likely to comprehend and enjoy reading, as they can process text efficiently and with proper expression.

**Table 6** Level of Pupils' Reading Performance in terms of **Reading Fluency**.

| Statement  | Mean        | Description   |
|--|-------------|---------------|
| 1 Observes noticeable improvements in my pupils' reading speed and accuracy due to the reading program.            | 4.43        | Always        |
| 2 Believes that regular reading practice has significantly contributed to the fluency of my pupils.                | 4.49        | Always        |
| 3 Feels that the emphasis on phonics and decoding strategies has improved my pupils' reading fluency.              | 4.44        | Always        |
| 4 Pleased with the advancements my pupils have made in reading with proper intonation and expression.              | 4.39        | Always        |
| 5 Thinks the fluency drills included in the curriculum are effective in enhancing the pupils' reading performance. | 4.39        | Always        |
| <b>Grand Mean</b>  | <b>4.43</b> | <b>Always</b> |

| Level | Range       | Description |
|-------|-------------|-------------|
| 5     | 4.21 – 5.00 | Always      |
| 4     | 3.41 – 4.20 | Oftentimes  |
| 3     | 2.61 – 3.40 | Sometimes   |
| 2     | 1.81 – 2.60 | Rarely      |
| 1     | 1.00 – 1.80 | Very Rarely |



### Reading Motivation and Attitude

It was shown in Table 7 that the level of pupils' reading performance in terms of reading motivation and attitude got an overall weighted mean of 4.46, described as Always. This means that pupils consistently show positive attitudes toward reading, display increased motivation, and actively engage in reading activities, especially when given choices and recognition for their achievements.

These findings show that fostering reading motivation and attitude is essential to developing lifelong readers. The reading initiatives have not only sparked enthusiasm and interest but also created a more engaging and empowering reading environment. Allowing pupils to choose materials and celebrating their progress boosts their confidence and nurtures a deeper love for reading.

In support of the findings, Guthrie and Wigfield (2020) emphasized that motivation is a central factor in reading development, and students who are motivated are more likely to engage deeply with texts and persist through reading challenges. Programs that encourage autonomy, recognize effort, and provide meaningful reading experiences contribute to stronger literacy outcomes. Thus, cultivating positive reading attitudes through supportive and learner-centered approaches is vital in sustaining pupils' reading growth and engagement.

**Table 7** Level of Pupils' Reading Performance in terms of **Reading Motivation and Attitude**.

| Statement         |  | Mean        | Description   |
|-------------------|--|-------------|---------------|
| 1                 | Sees a positive change in my pupils' attitudes towards reading since the start of the reading initiatives.                               | 4.51        | Always        |
| 2                 | Believes that the reading program has successfully fostered a love for reading among my pupils.  | 4.37        | Always        |
| 3                 | Feels that the inclusion of pupil-chosen materials in the reading sessions has increased their motivation to read.                       | 4.43        | Always        |
| 4                 | Encouraged by the eagerness and enthusiasm my pupils show towards participating in reading activities.                                   | 4.47        | Always        |
| 5                 | Thinks the recognition of reading achievements has played a significant role in boosting the pupils' confidence and interest in reading. | 4.51        | Always        |
| <b>Grand Mean</b> |  | <b>4.46</b> | <b>Always</b> |

| Level | Range       | Description |
|-------|-------------|-------------|
| 5     | 4.21 – 5.00 | Always      |
| 4     | 3.41 – 4.20 | Oftentimes  |
| 3     | 2.61 – 3.40 | Sometimes   |
| 2     | 1.81 – 2.60 | Rarely      |
| 1     | 1.00 – 1.80 | Very Rarely |

### Relationship between school reading initiatives and pupils' reading performance

The third research problem focused on determining whether there is a significant relationship between school reading initiatives and pupils' reading performance.

The relationship between school reading initiatives and pupils' reading performance is analyzed in terms of three key variables: program intensity and duration, curriculum material quality, and teacher training involvement.

The data indicate a highly significant relationship between the intensity and duration of reading programs and both reading comprehension ( $r = 0.454^{**}$ ,  $p = 0.000$ ) and reading fluency ( $r = 0.585^{**}$ ,  $p = 0.000$ ). There is also a significant relationship with reading motivation and attitude ( $r = 0.295^{*}$ ,  $p = 0.013$ ). These findings suggest that consistent and adequately sustained reading programs enhance learners' comprehension, fluency, and positive attitudes toward reading.

Curriculum materials were also found to significantly influence reading performance. Specifically, there is a highly significant correlation with reading comprehension ( $r = 0.614^{**}$ ,  $p = 0.000$ ), reading fluency ( $r = 0.496^{**}$ ,  $p = 0.000$ ), and reading motivation and attitude ( $r = 0.490^{**}$ ,  $p = 0.000$ ). These results suggest that high-quality, engaging, and age-appropriate reading resources contribute not only to skill development but also to cultivating a motivated and enthusiastic reading culture among learners.

Furthermore, teacher training involvement demonstrates a highly significant relationship with reading comprehension ( $r = 0.529^{**}$ ,  $p = 0.000$ ), reading fluency ( $r = 0.506^{**}$ ,  $p = 0.000$ ), and reading motivation and attitude ( $r = 0.614^{**}$ ,  $p = 0.000$ ). This emphasizes the importance of well-trained educators in delivering effective instruction, adapting to learner diversity, and fostering reading environments that promote skill acquisition and enjoyment.

These results imply that all three aspects of school reading initiatives structured implementation, quality materials, and continuous teacher development are key contributors to pupils' reading success. Their strong relationships with reading performance indicators validate the effectiveness of investing in comprehensive literacy programs.

Supporting this implication, Pressley and Allington (2020) emphasized that sustained reading initiatives, supported by effective training and instructional resources, positively influence reading development across multiple domains. A coordinated approach ensures that both skill-building and motivation are addressed, fostering well-rounded, competent, and confident readers. Thus, improving these elements within school reading initiatives is essential to enhancing pupils' reading performance.

#### **Influence of the school reading initiatives on pupils' reading performance**

**The fourth research problem is intended to determine the significant influence of school reading initiatives on pupils' reading performance. Instructional Practices on Students' Safety and Well-being**

The data in Table 11 presents the influence of school reading initiatives on pupils' reading performance, specifically in terms of reading comprehension. The data revealed that all three components of the reading initiatives had significant influence: program intensity and duration ( $\beta = 0.221$ ,  $p = 0.026$ ), curriculum material quality ( $\beta = 0.452$ ,  $p = 0.000$ ), and teacher training involvement ( $\beta = 0.255$ ,  $p = 0.007$ ).

The overall model was found to be statistically significant ( $F = 27.704$ ,  $p = 0.000$ ), with an  $R^2$  value of 0.557, indicating that 55.7% of the variance in pupils' reading comprehension can be explained by the combined effect of the three reading initiative components. This reflects a strong and meaningful influence of structured, well-resourced, and teacher-supported reading programs on learners' ability to comprehend texts effectively.

The findings suggest that comprehensive school reading initiatives substantially enhance reading comprehension when programs are delivered consistently, supported by quality instructional materials, and implemented by adequately trained educators. The synergy between these elements strengthens pupils' capacity to understand, analyze, and interpret reading content.

These results are reinforced by the work of Duke and Cartwright (2021), who emphasized that evidence-based reading interventions, high-quality instructional materials, and sustained teacher training significantly contribute to improving students' comprehension outcomes. When strategically aligned, these elements foster deeper cognitive engagement and stronger literacy foundations.

Therefore, investing in robust school reading initiatives is vital to advancing pupils' reading comprehension skills. Ensuring coherence between program design, materials, and teacher preparation allows schools to support learners in building the critical thinking and analytical abilities essential for reading success.

**Table 11 Influence of school reading initiatives on pupils' reading performance in terms of Reading Comprehension.**

| Metacognitive Practices      | Coef. $\beta$ | Std. Error | t – value | Probability |
|------------------------------|---------------|------------|-----------|-------------|
| (Constants)                  | .081          | .549       | .148      | .883        |
| Program Intensity Duration   | .272          | .119       | 2.276     | .026        |
| Curriculum Material Quality  | .406          | .092       | 4.405     | .000        |
| Teacher Training Involvement | .302          | .108       | 2.795     | .007        |

$R^2 = 0.557$

$F = 27.704^{**}$

Prob = 0.000

#### **School reading initiatives on pupils' reading performance in terms of Reading Fluency**

The results shown in Table 12 revealed the influence of school reading initiatives on pupils' reading performance, specifically in terms of reading fluency. The data revealed that two components of the reading initiatives had a significant influence: program intensity and duration ( $\beta = 0.463$ ,  $p = 0.000$ ) and teacher training involvement ( $\beta = 0.306$ ,  $p = 0.001$ ), while curriculum material quality ( $\beta = 0.180$ ,  $p = 0.083$ ) did not reach statistical significance at the 0.05 level.

The overall model was found to be statistically significant ( $F = 28.279$ ,  $p = 0.000$ ), with an  $R^2$  value of 0.562, indicating that 56.2% of the variance in pupils' reading fluency can be explained by the school reading initiatives. This suggests a strong predictive power of reading program components on students' ability to read accurately, fluently, and with expression.

The findings implied that consistent and intensive implementation of reading programs, along with well-trained educators, significantly improves pupils' fluency skills. These factors contribute to building reading automaticity, improving accuracy, and promoting smoother oral reading essential elements for literacy progression.

This is supported by Rasinski and Samuels (2020), who emphasized that repeated and meaningful reading experiences, paired with effective instruction and professional development, significantly enhance reading fluency. Teachers equipped with strong pedagogical training in fluency instruction can more effectively guide learners in pacing, decoding, and expressive reading.

Therefore, while instructional materials remain important, the findings underscore the critical roles of program intensity and teacher readiness in fostering reading fluency. Schools must prioritize these areas to ensure the delivery of effective and impactful literacy instruction that supports every learner's journey to fluent reading.

**Table 13** Influence of school reading initiatives on pupils' reading performance in terms of Reading Fluency.

| Metacognitive Practices      | Coef. $\beta$ | Std. Error | t – value | Probability |
|------------------------------|---------------|------------|-----------|-------------|
| (Constants)                  | .942          | .389       | 2.421     | .018        |
| Program Intensity Duration   | .406          | .085       | 4.801     | .000        |
| Curriculum Material Quality  | .115          | .065       | 1.763     | .083        |
| Teacher Training Involvement | .258          | .076       | 3.374     | .001        |

$R^2 = 0.562$

$F = 28.279^{**}$

Prob = 0.000

#### School reading initiatives on pupils' reading performance

The influence of school reading initiatives on pupils' reading performance in terms of reading motivation and attitude was revealed in Table 13. The overall model yielded a statistically significant result ( $F = 23.230$ ,  $p = 0.000$ ), indicating that the reading initiatives collectively influence pupils' motivation and attitude toward reading. The model explains approximately 51.4% of the variance in reading motivation and attitude, as shown by the  $R^2$  value of 0.514, while the remaining 48.6% is attributed to other factors not included in the study.

Among the components of the reading initiatives, teacher training involvement was found to have the most significant positive influence ( $\beta = 0.539$ ,  $p = 0.000$ ), followed by curriculum material quality ( $\beta = 0.242$ ,  $p = 0.028$ ). In contrast, program intensity and duration ( $\beta = 0.078$ ,  $p = 0.447$ ) did not show a statistically significant influence on pupils' reading motivation and attitude.

The results suggest that when teachers are well-trained and supported in delivering engaging and meaningful reading instruction—using high-quality materials—students are more likely to develop a positive attitude toward reading and become intrinsically motivated. The emotional and psychological engagement of pupils is strengthened by teachers who are confident, well-prepared, and equipped with relevant strategies and resources.

The results of the study are reinforced by Guthrie and Wigfield (2020), who emphasized that student motivation in reading thrives in classrooms where teachers foster autonomy, provide meaningful choices, and offer engaging materials paired with encouragement and feedback. Empowering teachers through ongoing training equips them to create motivating environments that promote reading enjoyment and sustained interest.

Therefore, school reading initiatives that prioritize teacher preparation and quality resources play a critical role in nurturing pupils' love for reading. Strategic investments in these areas are essential for cultivating a reading culture where learners feel confident, curious, and connected to what they read.

**Table 13** Influence of school reading initiatives on pupils' reading performance in terms of Reading Motivation and Attitude.

| Metacognitive Practices      | Coef. $\beta$ | Std. Error | t – value | Probability |
|------------------------------|---------------|------------|-----------|-------------|
| (Constants)                  | .875          | .491       | 1.780     | .080        |
| Program Intensity Duration   | .082          | .107       | .765      | .447        |
| Curriculum Material Quality  | .185          | .082       | 2.251     | .028        |
| Teacher Training Involvement | .543          | .096       | 5.632     | .000        |

$R^2 = 0.514$

$F = 23.230^{**}$

Prob = 0.000

**Table 10** Relationship between school reading initiatives and pupils' reading performance

|                |                                     | Reading Comprehension   | Reading Fluency | Reading Motivation and Attitude |
|----------------|-------------------------------------|-------------------------|-----------------|---------------------------------|
| Spearman's rho | <b>Program Intensity Duration</b>   | Correlation Coefficient | <b>.454**</b>   | <b>.585**</b>                   |
|                |                                     | Sig. (2-tailed)         | .000            | .013                            |
|                | <b>Curriculum Material Quality</b>  | Correlation Coefficient | <b>.614**</b>   | <b>.490**</b>                   |
|                |                                     | Sig. (2-tailed)         | .000            | .000                            |
|                | <b>Teacher Training Involvement</b> | Correlation Coefficient | <b>.529**</b>   | <b>.614**</b>                   |
|                |                                     | Sig. (2-tailed)         | .000            | .000                            |

\*\* Highly Significant

\* Significant at 5%

### Teachers' Narratology of Experiences

This section describes how teachers' experiences shape and influence the success of school reading initiatives in relation to pupils' reading performance. Their lived experiences reveal both the challenges and resilience strategies in implementing effective reading programs. Based on the study's findings, teachers encounter various challenges such as limited access to updated reading materials, insufficient time for reading sessions due to packed curricula, diverse learner reading levels, and inconsistent parental support at home. These obstacles impact the consistency and effectiveness of reading interventions across grade levels.

### Lived Experiences of Teachers in the Implementation of School Reading Initiatives in Relation to Pupils' Reading Performance

This section discusses nine major themes that emerged from the in-depth interviews and focus group discussions with the participants. Table 1 presents the emerging themes that reflect the lived experiences of teachers in shaping the school climate through their instructional practices and adaptability. The themes identified include: Adaptive Teaching Methods, Learner-Centered Approach, Classroom Management for Positive Behavior, Culturally Responsive Teaching, Integration of Technology, Reflective Teaching Practice, Collaboration and Teamwork, Student Engagement Strategies, and Socio-Emotional Support in the Classroom.

**Instructional and Time Constraints.** Teachers encounter instructional and time constraints as a significant barrier in the implementation of reading initiatives. These challenges manifest in the form of limited time allocation, competing responsibilities, and frequent interruptions in scheduled reading sessions. Such constraints hinder teachers from delivering consistent and meaningful reading instruction, often impacting pupils' reading development and overall engagement. During the interviews, participants highlighted these recurring issues.

As one teacher expressed:

*"One of the biggest challenges is the lack of sufficient time within the class schedule dedicated specifically to reading instruction." (IDI\_1)*

Another participant noted:

*"We're often overloaded with administrative tasks, leaving limited room for focused reading instruction." (IDI\_4)*

A focus group participant emphasized:

*"Reading time is often cut short by other school activities, reducing pupils' exposure to practice." (FGD\_1)*

These significant statements reflect the lived experiences of teachers who struggle to balance instructional responsibilities with institutional demands. The lack of protected, uninterrupted time for reading hinders their ability to deliver continuous, high-quality literacy instruction. This limitation also reduces opportunities for practice and follow-through, which are critical for developing pupils' comprehension, fluency, and motivation.

In support, Sanders and Lewis (2021) emphasize that instructional time is a core resource in literacy development. Schools that safeguard time for reading activities report greater consistency in pupil performance. The authors recommend structural changes in scheduling and administrative workflows to prioritize reading instruction.

Similarly, Tucker and Reyes (2020) found that reducing non-instructional demands on teachers allowed for more focused teaching and better pupil outcomes. They advocate for school-level reforms that ensure teachers are given the time and autonomy needed to fully implement literacy programs, reinforcing the importance of uninterrupted instructional time for reading success.

A key theme that emerged from the lived experiences of educators is the persistent challenge of **resource and material limitations** in implementing effective reading initiatives. Participants shared that the unavailability of updated, leveled, and engaging reading materials significantly hinders their ability to sustain pupils' interest and improve reading performance. Teachers emphasized that when learning resources do not align with pupils' needs and interests, learner engagement drops, and reading becomes a less meaningful experience.

As shared by the informant:

*"There is no updated reading material or digital tool to support guided reading." (IDI\_2)*

Another participant pointed out:

*"There are not enough age-appropriate or interest-based reading materials available in our classrooms or libraries." (IDI\_3)*

In a focus group discussion, a teacher reiterated:

*"The materials provided are often not aligned with pupils' reading interests or levels." (FGD\_3)*

These significant statements reflect the constraints educators face in accessing quality resources that match the developmental needs, cultural backgrounds, and personal interests of their learners. Without relevant and engaging reading materials, teachers struggle to fully implement reading initiatives and spark genuine interest among pupils. This lack of alignment between content and learner profile limits reading motivation and stifles academic growth, particularly among struggling readers.

In support, Morrow and Gambrell (2020) emphasized that reading engagement is greatly influenced by the availability of high-interest texts that are developmentally appropriate and culturally relevant. When pupils can connect with the content, their motivation and comprehension improve significantly. The authors advocate for resource-rich environments that promote independent and collaborative reading.

Similarly, Toste et al. (2021) found that well-resourced classrooms, equipped with diverse and learner-centered materials, experienced higher pupil engagement and reading gains. Their study recommends institutional support for updating reading collections and providing teachers with autonomy in material selection to better meet the diverse needs of learners.

Furthermore, the theme that emerges from these is **Learner Engagement and Support Gaps**. Teachers consistently noted that the lack of structured motivation systems, insufficient preparation, and limited emotional support for learners contributed to declining engagement in reading activities. When pupils do not feel recognized or supported, their interest in reading wanes, which directly affects their participation and performance. Teachers observed that engagement thrives when students feel seen, appreciated, and guided with purpose.

According to one informant:

*"When there's no recognition or reward system, pupils don't feel encouraged to participate." (IDI\_6)*

Additionally, another informant noted:

*"If the teacher is overwhelmed or unprepared, pupils also disengage." (IDI\_9)*

A focus group participant further emphasized:

*"We have no incentives or recognition system to motivate pupils in reading activities." (FGD\_5)*

These insights highlight that learner engagement requires more than just academic instruction; it calls for intentional systems of recognition, encouragement, and structured support. Pupils respond more positively when their efforts are acknowledged, and when teachers are equipped and emotionally present. The absence of these support mechanisms contributes to reduced motivation, especially among struggling readers who rely heavily on positive reinforcement to sustain their confidence and interest.

Research supports these findings on engagement and recognition. A study by Ryan and Deci (2021) demonstrated that intrinsic motivation is significantly enhanced when learners feel competent and acknowledged for their efforts. Recognition, even in small forms, builds a sense of achievement and increases persistence in academic tasks.

Likewise, Dela Cruz and Santos (2022) found that when schools implement structured reward systems and support mechanisms, pupils show improved participation in literacy activities and demonstrate greater confidence in their reading abilities. The researchers recommend establishing teacher readiness programs and school-wide recognition strategies to foster sustained engagement and reduce the risk of student disengagement, particularly in literacy learning contexts.

Similarly, a theme that emerges from the lived experiences of educators is

**Contextualized Instructional Strategies.** Teachers emphasize the value of tailoring instruction to meet the specific interests, abilities, and cultural backgrounds of their pupils. By developing materials and activities that resonate with learners' real-life experiences, educators foster deeper engagement and meaningful learning. These practices allow for instruction that is both relevant and responsive to student needs, supporting higher motivation and improved academic outcomes.

One informant shared:

*"I create my own reading materials tailored to my pupils' interests and reading levels." (IDI\_1)*

In a separate account, another informant expressed:

*"I use role-playing and dramatization to help pupils visualize the text and stay engaged." (IDI\_7)*

This was further supported by a focus group participant who mentioned:

*"We conduct reading competitions and games to make the initiative more engaging." (FGD\_4)*

These insights highlight that contextualized strategies go beyond mere content delivery they encompass a range of creative approaches designed to make learning relatable, interactive, and fun. Teachers actively adapt their instruction to the social, emotional, and cultural realities of their learners, promoting an inclusive and stimulating classroom environment. This responsiveness enables students to better connect with the material, take ownership of their learning, and develop essential reading competencies in a joyful and purposeful way.

Research reinforces the impact of contextualized instruction. A study by Flores and Santiago (2021) found that pupils perform better in literacy tasks when learning activities reflect their interests and everyday experiences. Personalized content increases participation, particularly among reluctant readers.

Similarly, Cheng and Ramos (2022) emphasized that contextualized teaching strategies such as games, storytelling, and student-centered materials enhance motivation and comprehension. The authors recommend professional development in adaptive pedagogy to support teachers in creating rich, culturally relevant, and learner-focused reading environments.

The theme of **Resource Maximization and Environmental Support**, where teachers display creativity and resourcefulness in enhancing the learning environment despite limited materials. In the absence of traditional resources, educators adopt hands-on strategies, repurpose available items, and utilize low-cost tools to support literacy development and classroom engagement. These practices demonstrate the teachers' commitment to creating inclusive, functional, and stimulating spaces for reading—even with minimal funding or infrastructure.

A teacher explained:

*"Even without a library, I set up a mini-reading corner in my classroom using donated books." (IDI\_9)*

Another informant described:

*"We created DIY big books using Manila paper and markers for group reading." (IDI\_2)*

This was further echoed by a participant who shared:

*"I use visual aids, flashcards, and pictures for early readers with limited vocabulary." (FGD\_5)*

These insights reflect how teachers overcome material constraints by crafting supportive learning environments through improvisation and purposeful planning. Rather than viewing limited resources as a setback, educators leverage available materials physical or digital to stimulate reading interest and comprehension. Their actions not only foster accessibility but also promote a culture of innovation, sustainability, and inclusion within the classroom.

Research supports this approach to resourceful teaching. A study by Torres and Medina (2021) highlights that teachers in under-resourced schools who actively create and curate materials foster higher learner engagement and performance. The study recommends school-level recognition and support for grassroots innovations in instructional design.

Similarly, David and Velasco (2022) emphasized that environmental structuring such as establishing print-rich classrooms and visual learning spaces greatly enhances early reading outcomes. Their findings confirm that even basic, teacher-made materials, when aligned with learner needs, can significantly improve literacy development and classroom atmosphere.

The theme **Monitoring Progress and Noticing Improvement** highlights the importance of consistent observation and assessment in understanding student development. Educators actively track learners' responses, engagement, and strategy use to identify positive changes and adjust instruction accordingly. By monitoring reading behaviors and comprehension performance, teachers gain insights into how students internalize and apply learned skills, leading to more effective teaching outcomes and improved learner achievement.

A participant reflected:

*"Reading journals show that pupils now write more thoughtful reflections on texts." (IDI\_3)*

Another informant noted:

*"Comprehension questions are answered with more accuracy and detail." (IDI\_9)*

This was further emphasized by a focus group participant who stated:

*"I noticed pupils using reading strategies like prediction and summarizing independently." (FGD\_1)*

These insights highlight how monitoring student progress allows teachers to observe specific learning gains and make instructional decisions based on evidence. By evaluating reading journals, comprehension responses, and strategy use, educators can assess comprehension depth and student autonomy. This real-time feedback mechanism supports differentiated instruction and empowers students to take ownership of their learning.

Research supports the importance of monitoring student progress. A study by Simmons and Walker (2020) emphasized that consistent tracking of literacy behaviors enables teachers to adjust instruction promptly, leading to better academic outcomes. Their findings indicate that data from journals, class discussions, and reading tasks serve as vital indicators of growth and comprehension.

Likewise, Nguyen and Castillo (2023) explored how formative assessments inform instructional planning. Their study found that educators who regularly observe and interpret student responses are more effective in identifying learning gaps and reinforcing reading strategies. The research advocates for tools such as learning portfolios and progress charts to guide instruction and support continuous improvement.

The theme **Curriculum Integration and Scheduling Strategies** underscores the strategic efforts of educators to embed reading instruction into the broader academic curriculum. Teachers recognize the need to align reading goals with subject-specific objectives and to allocate dedicated time for literacy development. Through intentional planning and scheduling, educators ensure that reading is not isolated but becomes a consistent part of daily instruction across all content areas.

One informant explained:

*"Allocate more dedicated time within the school schedule specifically for reading activities." (IDI\_1)*

Another participant shared:

*"By embedding reading targets within the lesson objectives across subjects." (IDI\_2)*

In addition:

*"Assigning one reading-focused lesson per week in every subject area." (FGD\_2)*

These findings imply that integrating reading into the overall curriculum allows teachers to maximize instructional time while reinforcing literacy skills across disciplines. Collaborative efforts in lesson planning make it possible to align reading activities with existing subject content, ensuring relevance and continuity. This approach supports consistent exposure to reading strategies and reinforces their application in varied academic contexts.

The value of these scheduling and integration strategies is supported by Kim and Lee (2022), whose study emphasizes the role of emotional awareness in collaborative teaching. The study reveals that teachers who engage in team planning and cross-cultural reflection are more effective in understanding students' emotional and cultural cues.

Likewise, Brown and Chen (2021) examine how teamwork among teachers enhances the ability to manage emotionally sensitive discussions in diverse classrooms. Their findings show that educators who participate in regular professional collaboration are better prepared to navigate conflicts, avoid missteps, and create safe, inclusive classroom environments. The study highlights the importance of building collaborative cultures in schools to strengthen collective teaching capacity.

Also, the theme **Instructional Innovation and Digital Integration** emerged from educators' reflections on incorporating technology into literacy instruction to enhance engagement and support diverse learners. Teachers are increasingly utilizing digital tools such as reading apps, e-books, and multimedia resources to make reading activities more accessible, interactive, and aligned with 21st-century learning environments. These innovations not only modernize classroom practices but also address different learning preferences and promote student-centered instruction.

An informant noted:

*"Integration of digital tools such as reading apps and interactive e-books." (IDI\_4)*

Another informant stated:

*"Incorporating reading apps and digital materials into computer time or ICT classes." (IDI\_5)*

This was further shared by an informant who said:

*"Utilize digital platforms and audio books to support diverse learning styles." (FGD\_3)*

These insights emphasize that digital integration enhances both the delivery and reception of reading instruction. By embedding technology into daily lessons, teachers provide students with engaging and multimodal experiences that stimulate interest and cater to various learning needs. The flexible use of apps, platforms, and digital texts allows for individualized pacing and supports learners who benefit from auditory, visual, or interactive formats.

The importance of these strategies is supported by Cooper and Garner (2021), whose research explores the link between student engagement and empathy-driven teaching. The techniques such as role-playing, real-life applications, and group activities significantly improve classroom dynamics and student involvement.

Additionally, Brown and Williams (2022) examine the impact of lesson interactivity and student expression on classroom motivation. Their findings highlight that interactive learning and creative project-based work foster greater enthusiasm, attention, and retention among students. This suggests that empowering students to participate actively in their learning process leads to stronger academic outcomes and improved emotional well-being.

The theme **Motivation, Recognition, and Learner Engagement** centers on how teachers use encouragement and reward systems to foster interest in reading and support students' emotional and academic development. By implementing recognition programs, promoting student choice, and celebrating progress, educators create a motivating learning environment where students feel seen, valued, and inspired to grow. These strategies not only boost student confidence but also build a sense of ownership and pride in their literacy journey.

An informant expressed:

*"Recognition programs for reader growth and participation." (IDI\_1)*

Another teacher shared:

*"Encourage student choice by letting them select books based on their interests." (IDI\_10)*

This was further supported by an informant who explained:

*"Recognize and reward reading achievements to motivate learners." (FGD\_1)*

These insights imply that recognition and autonomy play a vital role in promoting sustained engagement in reading. When students are allowed to make personal choices in their reading and are publicly acknowledged for their efforts, they become more invested in their learning. These motivational strategies cultivate a supportive atmosphere that nurtures both academic enthusiasm and emotional well-being.

The importance of these findings is supported by Jennings and Greenberg (2020), who explored the impact of emotional support on classroom climate and student outcomes. Their study found that teachers who consistently provide empathetic listening, calm presence, and emotional safety promote student engagement and reduce behavioral issues. The research suggests that these practices should be central to teacher training and professional development programs.

Additionally, Meiklejohn and Phillips (2021) examined how teacher empathy and emotional regulation influence student well-being. Their research concluded that students thrive in environments where they feel emotionally supported by their teachers. The study highlights the need for equipping educators with tools and strategies to build socio-emotional connections and foster inclusive, nurturing classroom spaces.

**Table 14:** Lived Experiences of Teachers in the Implementation of School Reading Initiatives in Relation to Pupils' Reading Performance

| Issues Probed  | Core Ideas/Statements   | Essential Themes                                       |
|--|---|--|
| Lived Experiences of Teachers in the Implementation of School Reading Initiatives in Relation to Pupils' Reading Performance | <ul style="list-style-type: none"> <li>● "One of the biggest challenges is the lack of sufficient time within the class schedule dedicated specifically to reading instruction." (IDI_1)</li> </ul> | <b>Instructional and Time Constraints</b>              |
|  | <ul style="list-style-type: none"> <li>● "We're often overloaded with administrative tasks, leaving limited room for focused reading instruction." (IDI_4)</li> </ul>                               |  |
|  | <ul style="list-style-type: none"> <li>● "Reading time is often cut short by other school activities, reducing pupils' exposure to practice." (FGD_1)</li> </ul>                                    |  |
|  | <ul style="list-style-type: none"> <li>● "There is no updated reading material or digital tool to support guided reading." (IDI_2)</li> </ul>   | <b>Resource and material limitations</b>               |
|  | <ul style="list-style-type: none"> <li>● "There are not enough age-appropriate or interest-based reading materials available in our classrooms or libraries." (IDI_3)</li> </ul>                    |  |
|  | <ul style="list-style-type: none"> <li>● "The materials provided are often not aligned with pupils' reading interests or levels." (FGD_3)</li> </ul>  |  |
|  | <ul style="list-style-type: none"> <li>● "When there's no recognition or reward system, pupils don't feel encouraged to participate." (IDI_6)</li> </ul>  | <b>Learner Engagement and Support Gaps</b>             |
|  | <ul style="list-style-type: none"> <li>● "If the teacher is overwhelmed or unprepared, pupils also disengage." (IDI_9)</li> </ul>   |  |
|  | <ul style="list-style-type: none"> <li>● "We have no incentives or recognition system to motivate pupils in reading activities." (FGD_5)</li> </ul>   |  |
|  | <ul style="list-style-type: none"> <li>● "I create my own reading materials tailored to my pupils' interests and reading levels." (IDI_1)</li> </ul>  | <b>Contextualized Instructional Strategies</b>         |
|  | <ul style="list-style-type: none"> <li>● "I use role-playing and dramatization to help pupils visualize the text and stay engaged." (IDI_7)</li> </ul>  |  |
|  | <ul style="list-style-type: none"> <li>● "We conduct reading competitions and games to make the initiative more engaging." (FGD_4)</li> </ul>   |  |
|  | <ul style="list-style-type: none"> <li>● "Even without a library, I set up a mini-reading corner in my classroom using donated books." (IDI_9)</li> </ul>   | <b>Resource Maximization and Environmental Support</b> |



|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● “We created DIY big books using Manila paper and markers for group reading.” (IDI_2)</li> <li>● “I use visual aids, flashcards, and pictures for early readers with limited vocabulary.” (FGD_5)</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>● “Reading journals show that pupils now write more thoughtful reflections on texts.” (IDI_3)</li> <li>● “Comprehension questions are answered with more accuracy and detail.” (IDI_9)</li> <li>● “I noticed pupils using reading strategies like prediction and summarizing independently.” (FGD_1)</li> </ul> | <b>Monitoring Progress and Noticing Improvement</b>     |
| <ul style="list-style-type: none"> <li>● “Allocate more dedicated time within the school schedule specifically for reading activities.” (IDI_1)</li> <li>● “By embedding reading targets within the lesson objectives across subjects.” (IDI_2)</li> <li>● “Assigning one reading-focused lesson per week in every subject area.” (FGD_2)</li> </ul>   | <b>Curriculum Integration and Scheduling Strategies</b> |
| <ul style="list-style-type: none"> <li>● “Integration of digital tools such as reading apps and interactive e-books.” (IDI_4)</li> <li>● “Incorporating reading apps and digital materials into computer time or ICT classes.” (IDI_5)</li> <li>● “Utilize digital platforms and audio books to support diverse learning styles.” (FGD_3)</li> </ul>   | <b>Instructional Innovation and Digital Integration</b> |
| <ul style="list-style-type: none"> <li>● “Recognition programs for reader growth and participation.” (IDI_1)</li> <li>● “Encourage student choice by letting them select books based on their interests.” (IDI_10)</li> <li>● “Recognize and reward reading achievements to motivate learners.” (FGD_1)</li> </ul>                                     | <b>Motivation, Recognition, and Learner Engagement</b>  |

## CONCLUSIONS

The conclusions of the study indicated that schools with strong and consistent reading initiatives are better equipped to support pupils' reading development across multiple dimensions, including reading comprehension, reading fluency, and reading motivation and attitude. Programs with well-structured intensity and duration, quality curriculum materials, and teacher training involvement contribute significantly to the effectiveness of reading instruction and learner outcomes.

Also, schools that invest in teacher involvement and the consistent implementation of reading initiatives play a critical role in shaping positive reading experiences for pupils. It is important for educational institutions to provide continuous support and capacity-building opportunities for teachers to ensure successful execution of reading programs.

Similarly, teachers involved in comprehensive reading initiatives are proficient in developing engaging and effective instructional settings that improve reading performance. Hence, active teacher participation in school reading initiatives can lead to better pupil outcomes. Teachers who are engaged in reading programs are more likely to design structured reading environments, resulting in increased reading proficiency among pupils. Effective school reading programs can enhance reading comprehension, fluency, and motivation through targeted strategies and collaborative support.

However, curriculum material quality emerged as the best predictor influencing pupils' reading comprehension, while teacher training involvement and program intensity and duration also showed significant contributions. These are all critical factors that can influence pupils' reading performance. By focusing on these areas, schools can strengthen their reading programs and foster improved literacy skills among learners.

Nevertheless, teacher training involvement and curriculum material quality were found to be the strongest predictors of pupils' reading motivation and attitude. This is because teachers who receive adequate training and have access to well-designed materials are more confident in implementing engaging reading strategies, leading to increased motivation and positive reading attitudes among pupils. This, in turn, fosters a more supportive and effective reading culture within the classroom.

However, program intensity and duration were the only significant predictors of pupils' reading fluency. This suggests that sustained and time-structured reading initiatives can improve fluency levels. Therefore, schools should prioritize consistent scheduling and continuous implementation of reading activities to enhance fluency and ensure long-term reading success.

## RECOMMENDATIONS

Based on the conclusion of the study the following recommendations were drawn

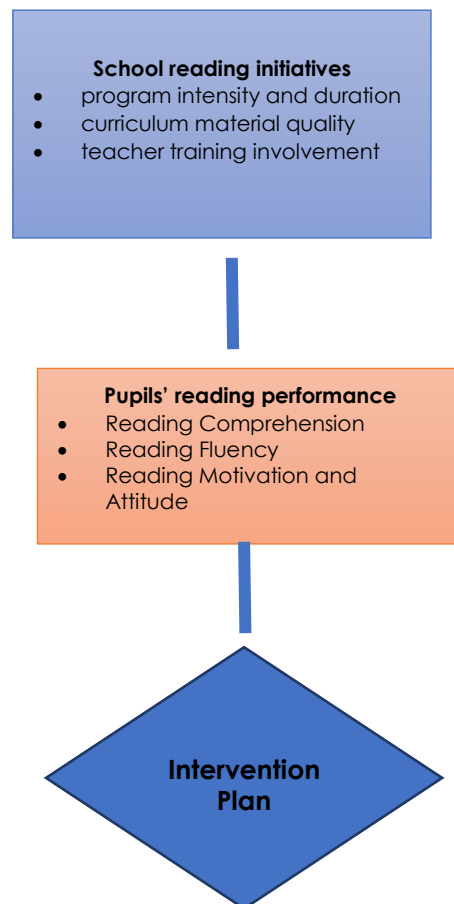
1. Schools should strengthen the implementation of reading initiatives by ensuring that programs are well-structured in terms of intensity and duration. Sustained, time-structured reading activities should be institutionalized to support pupils' reading fluency.
2. Teachers should be provided with access to quality curriculum materials that are research-based, level-appropriate, and engaging. These materials serve as the strongest predictor of improved reading comprehension and reading motivation among pupils.
3. Regular and meaningful teacher training programs should be conducted to develop the instructional capacity of teachers in delivering effective reading strategies. Training opportunities should focus on both pedagogy and content to ensure alignment with program goals.
4. Teachers are encouraged to actively participate in the design and delivery of school reading initiatives, as their involvement significantly contributes to pupils' overall reading performance. Collaborative planning and peer mentoring are recommended to build a culture of shared expertise.
5. School administrators and reading coordinators must assess the quality and effectiveness of existing reading programs, using data-driven insights to modify or enhance current practices in line with pupils' needs and performance levels.
6. Future researchers may replicate the study across different regions and settings, using mixed-method designs to gain deeper insights into how school reading initiatives affect diverse learner populations. This can improve the generalizability and applicability of findings.
7. Given the study's focus on North Cotabato, future investigations should expand the scope to include a larger and more diverse population, exploring additional variables such as instructional leadership, parental involvement, and school resources that may affect reading performance.
8. A modified intervention framework (Figure 3) is proposed to guide schools in crafting localized reading programs. The framework can support the creation of context-sensitive initiatives that are responsive to both learner needs and teacher competencies.
9. An intervention plan is prepared as a guide for district supervisors and school heads, aiming to enhance curriculum material quality, intensify program implementation, and reinforce teacher training. This plan is intended to improve the overall quality of school reading initiatives and promote better reading outcomes among pupils.

### Modified Framework of the Study

The following would be inferred from the research the suggested paradigm is formulated. The legend implies that the red line means there is a strong relationship between two variables, the green arrow means there is a strong relationship between two variables, and the blue line segment means there are other variables in between.

As revealed in Figure 3, the independent variables in this study are the school reading initiatives, with the following three (3) indicators: program intensity and duration, curriculum material quality, and teacher training involvement. Meanwhile, the dependent variable in this study is pupils' reading performance, measured through three (3) indicators: reading comprehension, reading fluency, and reading motivation and attitude.

Furthermore, the intervention plan for schools serves as the intervening variable, which is believed to strengthen the implementation of school reading initiatives and thereby enhance pupils' overall reading performance. Furthermore, the researcher believed that the independent and dependent variables have a significant strong relationship as influenced by the intervening variables.



**Figure 3.** Modified Framework of the study.

## INTERVENTION PLAN

### Rationale:

In today's evolving educational landscape, the effective implementation of school reading initiatives plays a critical role in enhancing pupils' reading performance. However, schools continue to face several challenges that hinder the full realization of these programs. These include inconsistent program intensity and duration, lack of high-quality curriculum materials, limited teacher training opportunities, and insufficient monitoring and support. Teachers may also struggle with implementing engaging and structured reading activities that target diverse reading needs across comprehension, fluency, and motivation.

Therefore, this intervention method will help educators and school leaders overcome these challenges. Its systematic application has the potential to strengthen reading instruction and lead to improved literacy outcomes for pupils.

This intervention program aims to:

1. Improve the implementation of school reading initiatives by enhancing program intensity and duration, ensuring availability and use of quality curriculum materials, and increasing teacher participation in reading-related training.
2. Increase pupils' reading performance by targeting specific areas of reading comprehension, reading fluency, and reading motivation and attitude through structured and sustainable literacy programs.

### Intervention Plan

Based on the result of the study, a proposed intervention plan was crafted.

Implementation of School Reading Initiatives in Relation to Pupils' Reading Performance.

| Area of Concern   | Program/<br>Project  | Objective   | Persons<br>Involved   | Success Indicator  |
|---|--|---|---|--|
| <b>Strengthening<br/>Program Intensity<br/>and Duration</b> | Literacy<br>Enhancement<br>Sessions  | To provide consistent and<br>time-bound reading sessions<br>that support fluency and<br>comprehension             | School Heads,<br>Teachers   | Reading fluency improved by<br>85% based on regular reading<br>assessments                 |
|   | Scheduled<br>Reading Hours<br>and Daily<br>Reading Routines  | To increase pupils'<br>exposure to structured<br>reading tasks within and<br>beyond classroom time                | Teachers, Pupils,<br>Parents  | Sustained implementation of<br>reading schedules in 90% of<br>classrooms                   |
| <b>Improving<br/>Curriculum<br/>Material Quality</b>        | Provision of<br>Level-<br>Appropriate<br>Reading<br>Materials  | To ensure availability of<br>high-quality, engaging, and<br>culturally relevant reading<br>materials              | Administrators,<br>Librarians,<br>Teachers  | 95% of classrooms equipped<br>with updated reading materials<br>aligned to learners' needs |
|   | Development of<br>Teacher-Made<br>Reading Modules  | To empower teachers to<br>create customized reading<br>content that addresses the<br>needs of diverse learners    | Teachers  | Increase in reading<br>comprehension scores by 80%   |
| <b>Enhancing Teacher<br/>Training<br/>Involvement</b>       | Professional<br>Development on<br>Reading<br>Strategies  | To train teachers on<br>effective reading instruction<br>techniques aligned with<br>current literacy frameworks   | School Heads,<br>Reading<br>Coordinators,<br>Teachers                                       | 90% of teachers trained in<br>evidence-based reading<br>interventions                      |
|   | Conduct of<br>Learning Action<br>Cell (LAC)<br>Sessions  | To promote collaboration<br>among teachers in<br>addressing reading<br>difficulties and sharing best<br>practices | Teachers, School<br>Heads   | Strengthened collaboration and<br>reflective practices among 95%<br>of teachers            |
| <b>Improving Pupils'<br/>Reading<br/>Performance</b>        | Reading<br>Motivation<br>Programs (e.g.,<br>Read-a-thon,<br>Book Clubs)  | To foster a positive attitude<br>towards reading and<br>increase learners'<br>motivation                          | Teachers,<br>Parents, Pupils  | 85% increase in pupil<br>participation and motivation in<br>reading activities             |
| <b>Individualized<br/>Reading<br/>Intervention Plans</b>    | To provide<br>targeted support<br>for struggling<br>readers across<br>comprehension,<br>fluency, and<br>attitude | Reading Teachers, Pupils  | Reading<br>comprehension<br>improved by<br>90% among<br>identified<br>struggling<br>readers | Individualized Reading<br>Intervention Plans   |

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