

Implementation Practices of Reading Programs in Elementary Education in Davao De Oro: A Multiple Case Study

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ABSTRACT

This research delves into the nuanced landscape of implementing reading programs for non-readers in Indigenous People (IP) schools, uncovering the experiences, challenges, and strategies encountered by school administrators and reading coordinators. The study, conducted in selected elementary schools in Davao De Oro, engages nine participants using a meticulously designed interview guide validated by experts. Adhering to ethical standards outlined in the Belmont Report, the data gathering process employs in-depth interviews, meticulously audio-recorded and transcribed verbatim to ensure reliability. The qualitative data undergoes a multiple case study analysis, following Creswell's qualitative method. Addressing four research questions, the study explores the implementation of reading practices, roadblocks faced, management strategies employed, and insights gained from IP school programs. Emerging themes highlight the significance of continuous practice, contextualization of materials, routinary reading activities, differentiated programs, and alternative reading approaches. Identified roadblocks encompass challenges in fundamental reading skills mastery, parental support deficiencies, language transition difficulties, and hesitant attitudes toward reading practices. Management strategies applied by school heads and reading coordinators focus on delegation, orientation, hands-on activities, parental involvement, and budget allocation for diverse learners. Insights emphasize the imperative to develop significant reading skills, involve parents in reading and writing acquisition, master letter names and sounds, strengthen reading practices, and ignite the interest of diverse non-readers in mastering reading skills. This research enriches the education field by providing a holistic perspective on challenges and strategies in implementing reading programs for non-readers in IP schools. The findings underscore the necessity of a multifaceted approach, integrating skill development, parental involvement, and tailored strategies to sustain interest in reading among diverse learners.

Keywords: Non-readers, Indigenous People (IP) schools, Reading program implementation, Management strategies, Parental involvement.

INTRODUCTION

The issue of reading proficiency among elementary education students, particularly in Indigenous Peoples (IP) schools, has persistently posed a significant challenge for educators. Encouraging young pupils in these schools to cultivate a love for reading has been a perennial concern. The introduction of the K to 12

curricula has compounded the complexities associated with reading at the elementary level (Snow, 2017).

There is a prevailing notion that a child who struggles with reading in their formative years, especially those in IP schools, may encounter ongoing difficulties in developing this critical skill. Students grappling with literacy issues often find it arduous to excel academically, and, regrettably, this predicament may lead to heightened stress levels and a decline in self-esteem, ultimately increasing the likelihood of these students prematurely discontinuing their education (Bautista, 2018).

As Claessen et al. (2020) aptly noted, reading difficulties remain a significant challenge on a global scale. This concern is underscored by the findings of the Program for International Student Assessment (PISA) 2018, which illuminated a concerning disparity in reading proficiency among Filipino students under the age of fifteen when compared to their international counterparts. The PISA 2018 results have raised pertinent questions about the state of elementary education in the Philippines, particularly in IP schools, and have ignited the need for a comprehensive exploration of the implementation practices of reading programs in these schools.

The Philippines faces a pressing challenge in the realm of education as it grapples with a significant proportion of students, especially those in IP schools, falling below the minimum proficiency level in reading, as demonstrated by their performance in PISA assessments. An alarming 80% of Filipino students struggle to attain a basic level of competence in reading, a deficiency that extends its detrimental effects to their performance in English, Mathematics, and Science. It is increasingly evident that a strong foundation in reading and comprehension skills is fundamental to academic success. To address this critical issue, the Department of Education (DepEd) has taken a bold step by initiating the Hamon: Bawat Bata Bumabasa (3Bs Initiatives), a concerted effort aimed at elevating the importance of reading and vowing to ensure that every learner achieves grade-level reading proficiency.

The schools and reading teachers within IP schools have different philosophies on early reading instruction (Henbest & Apel, 2017). Systematic phonics instruction is an effective way to help students develop their early reading skills. Administrators and reading coordinators all look for new and innovative educational ways to teach students effective reading skills. Training teachers on how to use a program is essential and builds teacher's pedagogy which in turn has shown to increase the reading achievement in children (Anderson, 2017). The reading implementation and practices as aligned with a teacher's belief system and philosophy of education can determine how they implement a program and create powerful learning environments (Irvine, 2020). The teaching style also plays a part in how a teacher implements a program. This study aims to highlight the unique challenges and opportunities present in IP schools, and how these factors influence the implementation of reading programs.

The researchers identify apparent evidence gap concerning Implementation practices of reading programs. Previous research has addressed some aspects that will strengthen this study. In the study of Moon (2019) entitled "Teacher Perception on Implementing Reading Program" recommended that district leaders examine the writing program connected with Reading Enhancement Program. Additional training may be needed by teachers. It was found that participants saw an insufficient number of interventions within the program. Folsom et al. (2019) noted in their study that children need instructional interventions to learn and improve reading strategies. Additionally, the study proposed by Callaway (2020) suggests the importance of exploring various reading programs, but the specific experiences of educators in implementing intensive early literacy programs for primary students remain underexplored.

Merto (2019) suggests that follow-up and related studies on reading programs could be conducted to delve into various aspects of the implementation of school-based reading programs. This could be achieved through a multiple case study approach, exploring real-life cases over time via detailed, in-depth data collection from multiple sources, and reporting multiple case descriptions and themes. Similarly, Sun (2023)

emphasizes the need for further exploration and research on how to provide reading supervision and support to learners with lower proficiency levels.

This is particularly crucial for those from lower socioeconomic backgrounds who may lack sufficient parental care and involvement. These insights underscore the importance of comprehensive research into the implementation of reading programs, especially in schools serving underprivileged communities. Such research should not only focus on the programs themselves but also consider the broader social and economic factors that can influence reading proficiency. By doing so, we can develop more effective strategies to improve reading skills among all students, regardless of their background or circumstances.

In addition, the study of Tomas et.al (2021) suggested reading programs and activities may form part in the creation of contextualized reading curricula and be used as reading literacy initiatives in the schools. These initiatives are categorized as Literacy Program, Individual Reading Recovery Program and Enrichment/Enhancement Program.

The Davao region, shows a concern over the rising rate of reading illiteracy across the region. Suddenly, a large number of identified students with reading difficulty in elementary level due to covid-19 pandemic shows great impact in educational system particularly in reading aspect. In response to the growing number of elementary pupils who are illiterate, the division of Davao de Oro advocated for the Department of Education (DepEd) and released Memorandum No. 173, series of 2019, named “Hamon: Bawat Bata Bumabasa (3Bs)”. In relation with this Elementary schools in Davao De Oro participated the program to address the province’s growing issue of illiteracy in elementary education. Each school participated in a school-based launch and unveiled the Seal of Commitment for the 3Bs Initiative among teachers, students, and stakeholders to support the cause.

Purpose of the Study

The purpose of this multiple case study is to reveal the implementation practices of reading programs in Elementary Education. At this stage in the research, the experiences of school administrators and reading coordinators were generally defined by the implementation practices, reading programs, and factors eliminating the reading difficulty of identified non-readers. This study could provide a significant concept that would possibly generate effective reading programs and practices in elementary education specifically in dealing students with reading difficulty.

Research Questions

Specifically, the study aimed to answer the following questions:

1. What are the reading programs implementation practices of IP school that promote reading remediation to the identified student with reading difficulty?
2. What are the roadblocks of school heads and reading coordinators in the implementation of reading program practices in IP school?
3. What are the management strategies for literacy applied by the school head and reading coordinators in the implementation of reading programs for struggling learners in IP school?
4. What are the insights of the school administrators and reading coordinators in the implementation practices of reading programs in elementary education of IP school?

Theoretical Lens

This study is anchored on the Literacy Theory, which forms the basis for early intervention programs to assist students struggling to meet literacy standards. However, considering the focus of the study on

implementation practices and management, it would be beneficial to incorporate a theoretical lens that addresses these aspects.

One such theory is the Implementation Science Theory. This theory provides a framework for understanding and working with the complex processes involved in the implementation of educational programs and interventions. It emphasizes the importance of various factors such as the fidelity of implementation, the context in which implementation occurs, and the individuals involved in the implementation process (Damschroder et al., 2009).

In the context of this study, the Implementation Science Theory can help in understanding how reading programs are implemented in schools serving Indigenous Peoples. It can shed light on the challenges and opportunities associated with the implementation process in these unique educational settings. Furthermore, it can guide the development of strategies to enhance the effectiveness of these programs, thereby improving reading proficiency among students.

In addition, the Diffusion of Innovations Theory by Rogers (2003) could also be relevant. This theory explains how, why, and at what rate new ideas and technology spread. In the context of reading programs, this theory can help understand how innovative teaching methods and interventions are adopted and implemented within schools.

By integrating these theories, the study can provide a more comprehensive understanding of the implementation practices of reading programs in schools serving Indigenous Peoples. This approach will not only address the teaching aspects but also the critical managerial elements involved in the successful implementation of these programs.

METHODOLOGY

Research Design

In the conducted research, a qualitative approach was employed, specifically adopting a multiple-case study design. The primary focus of this research methodology was to delve into the real-world settings of elementary education, aiming to comprehend and interpret the phenomena associated with the implementation practices of reading programs. Following the principles outlined by Creswell (2021), the researchers pursued an inquiry process that sought to unravel the meanings attributed to these phenomena by the individuals involved.

The choice of a multiple-case study design, as advocated by Creswell (2021) and Leavy (2022), was rooted in its appropriateness for educational topics. This design allowed the researchers to explore actual cases over an extended period, employing detailed data collection methods from multiple sources. The researchers conducted in-depth interviews with experienced Reading Coordinators and school administrators overseeing the implementation of reading programs in elementary schools. This qualitative design proved effective in understanding the experiences, human situations, and challenges associated with the initiatives undertaken to address reading difficulties among learners.

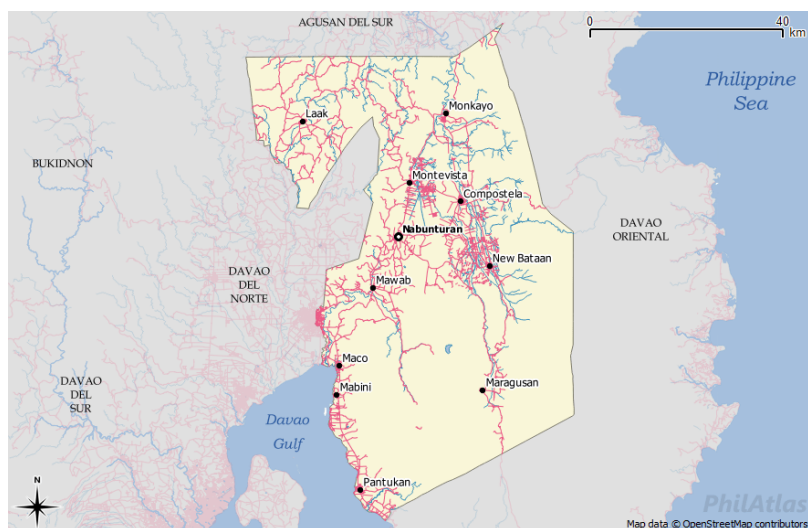
The study, situated within the realm of phenomenological research, aimed to uncover and explore the lived experiences of those directly involved in the implementation of reading programs. As articulated by Creswell (2021) and Khan (2016), the phenomenological design was chosen to capture essential information that described the actual situations faced by school heads and reading coordinators. The researchers sought to present a genuine portrayal of their perspectives, experiences, and perceptions, steering clear of preconceived notions and emphasizing the authenticity of their insights.

By employing the multiple-case study method within the broader phenomenological framework, the research strived to contribute valuable insights into the effectiveness of reading programs in elementary education. The study specifically focused on Indigenous People elementary schools in Davao de Oro, exploring the unique contextual factors influencing the success of these programs in eliminating reading difficulties among students. The researchers aimed to provide a comprehensive understanding of the experiences and practices surrounding the implementation of reading initiatives, shedding light on the multifaceted nature of the educational landscape in the selected context.

Research Locale

This study was conducted in the Division of Davao de Oro, identifying nine (9) schools as IP schools. The selected schools in Davao de Oro were chosen based on a set of standards for participants. The schools included New Barili Elementary School, Panangan Elementary School, New Visayas Elementary School, Liboac Elementary School, Singanan Elementary School, Calabcab Elementary School, Kaburakanan Elementary School, Lapulapu Elementary School, and Gayab Elementary School. All schools, categorized from small to large, actively implemented reading practices and programs for students who were at risk in reading. See Figure 1 below.

Figure 1. Map of Davao de Oro



Sampling Procedures

Purposive sampling served as the methodology for selecting key informants, namely school administrators and reading coordinators, for in-depth interviews (IDIs) in this study. As outlined by Creswell (2021), purposive sampling involves identifying individuals or groups with specific knowledge or experience related to the phenomenon of interest. By employing this method, participants were able to articulate their insights based on their experiences, implementation practices, and involvement in reading programs, thereby elucidating factors contributing to the reduction of non-readers in elementary education. Guided by this approach, the researchers identified potential participants using predefined inclusion criteria.

The selected schools for this study were those catering to Indigenous Learners, chosen through a random selection process based on the mentioned category. These schools faced challenges in implementing reading programs, prompting the use of a multi-case study to discern effective strategies for reading enhancement.

The study included nine school heads and nine school reading coordinators as participants. The inclusion criteria for school administrators were: 1) a DepEd school head or principal; 2) a current school leader of an

IP school with a minimum of three (3) years of service; and 3) identified as a reading program advocate. For reading coordinators, the inclusion criteria were: 1) a DepEd elementary teacher; 2) currently serving as a reading coordinator in an IP elementary school with at least three (3) years of experience; and 3) identified as an active reading program advocate.

Exclusion criteria encompassed: 1) busy school administrators and reading coordinators unable to participate in IDIs; 2) DepEd plain faculty members not holding administrative roles or acting as reading coordinators; and 3) school personnel without administrative functions and lacking an inclination toward reading supervision. Participant data are presented in tabular form below.

Table 1 The Research Participants of the Study

Number	Code	Sex	IP Dominated	Years in service	Designation	Study Group
1	IDI-M1		Mansaka		School Administrator	IDI
2	IDI-M2		Mansaka		School Administrator	IDI
3	IDI-M3		Mansaka		School Administrator	IDI
4	IDI-M4		Mansaka		School Reading Coordinator	IDI
5	IDI-M5		Mansaka		School Reading Coordinator	IDI
6	IDI-M6		Mansaka		School Reading Coordinator	IDI

Table 2 The Research Participants of the Study

Number	Code	Sex	IP Dominated	Years in service	Designation	Study Group
1	IDI-D1		Mandaya		School Administrator	IDI
2	IDI-D2		Mandaya		School Administrator	IDI
3	IDI-D3		Mandaya		School Administrator	IDI
4	IDI-D4		Mandaya		School Reading Coordinator	IDI
5	IDI-D5		Mandaya		School Reading Coordinator	IDI
6	IDI-D6		Mandaya		School Reading Coordinator	IDI

Table 3 The Research Participants of the Study

Number	Code	Sex	IP Dominated	Years in service	Designation	Study Group
1	IDI-O1		Manobo		School Administrator	IDI
2	IDI-O2		Manobo		School Administrator	IDI
3	IDI-O3		Manobo		School Administrator	IDI
4	IDI-O4		Manobo		School Reading Coordinator	IDI
5	IDI-O5		Manobo		School Reading Coordinator	IDI
6	IDI-O6		Manobo		School Reading Coordinator	IDI

Research Instrument

The principal tool employed for data collection was a researcher-developed interview guide, which underwent validation by expert personnel to ensure its reliability and efficacy. The questions within the instrument were thoughtfully crafted to elicit meaningful information regarding the experiences, implementation practices, reading programs, and factors contributing to the alleviation of reading difficulties among non-readers in selected elementary schools in Davao De Oro. This meticulous approach in formulating questions aimed to enhance the instrument's capability to gather robust and relevant data, thereby reinforcing the overall reliability of the data collection process.

Data Gathering Procedure

The collection of data from the in-depth interviews was conducted personally by the researchers employing a step-by-step procedure. According to Smith (2019), interviews have a beneficial impact on collecting data; they yield the finest data, facts, and perceptions of the participants. Since data collection is a critical portion of gathering information in research, particularly in a qualitative study, the researchers employed a systematic process adhering strictly to proper research protocols (Creswell, 2021).

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Identification of Research Goals

Prior to data collection, the research goals were thoughtfully delineated. The primary objective was to capture the rich experiences of school administrators and reading coordinators concerning implementation practices. Secondly, the study aimed to scrutinize the implementation of reading programs in elementary schools. Thirdly, a comprehensive exploration of factors contributing to the elimination of reading difficulties among students was undertaken, focusing on strategies employed by school heads and reading coordinators to navigate challenges during program implementation. Lastly, the research sought to extract valuable insights from respondents to not only highlight positive practices in the implementation of reading programs in elementary education but also to address and improve identified weaknesses and gaps in school reading practices. This strategic approach in defining research goals underscored the thoroughness and intentionality of the study design.

Permission to conduct the study.

The researchers went through two procedures of data collection. First, the researchers secured an approval letter from the DepEd authorities through the submission of a written request to the office of the Schools Division Superintendent in Davao de Oro. Second, the researchers secured permission to conduct in-depth interviews (IDIs) from the school heads who implemented reading practices in IP schools in Davao de Oro.

Conduct of the in-depth interview

There were nine (9) school heads and nine (9) reading coordinators who were invited to undergo in-depth interviews for the data gathering procedure. They were selected because they had direct experience in managing the implementation practices of reading programs. In-depth interviews were conducted to form a

framework based on the experiences of school administrators and reading coordinators in the implementation of reading practice programs for those identified students with reading difficulty. IDIs began with a short orientation about the content, the purpose of the study, and the method of collecting information.

Audio-recording of interviews

To ensure the accuracy of gathering data, all interviews in IDIs were audio-recorded through a recording device, either a laptop or cellular phone, with the consent of the participants. Recordings of the online interviews and discussions were used as the basis for transcription. Guide questions were also used as a reference for the smooth flow of the interview. The informants were allowed to express themselves in English, Filipino, or Cebuano languages when answering questions. Aside from audio recording, gestures such as shaking, thumbs-up signs, and other non-verbal communication manifesting agreement or disagreement of the informants were also noted.

Reliability & Validity of the data gathered.

All audio-recorded data were transcribed verbatim to make sure that all were captured. The researchers listened carefully to the recorded interviews and jotted down the answers of the participants word for word to avoid mistakes, omissions, and insertions of information during the transcription. The transcribed and coded answers were sent back to the informants for confirmation of the accuracy of the transcription. Data accuracy was ensured through this process. The validity of the data was signified by the informants through affixing their signatures on the extracted data page. The transcriptions for ID were the sources of information in the interpretation and formulation of themes.

Data Analysis

After the collection of relevant data from IDIs, a multiple case study analysis of the data was performed. Multiple procedures and processes were utilized in analyzing the qualitative data records. This stipulated the structure of explanation or interpretation of the experiences gathered from the people and from the condition that the researchers were investigating (Leavy, 2022). In this study, the assortment of open-ended data was created based on the general questions asked by the interviewer, and analysis was developed from the information given by the participants through IDIs. To formulate themes that led to the discussion of experiences of the school administrators and school reading coordinators in the implementation practices of reading programs, the data were examined using the Creswell qualitative method of analysis (Creswell, 2021).

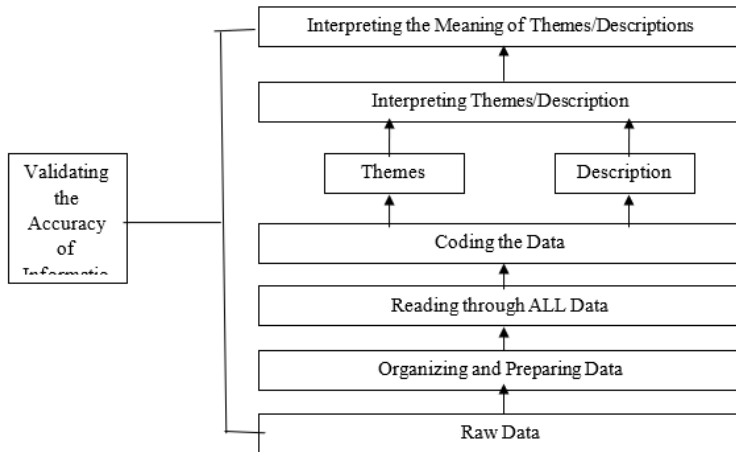
The preliminary step in this method was to gather the raw data from the participants. Responses from the participants were transcribed manually. The information gathered was analyzed to generate overall meaning. The general ideas, tone of ideas, credibility, and depth of the gathered responses were screened. Data were sorted and arranged accordingly. After this step, the data analysis continued using Creswell's qualitative data analysis (Creswell, 2021). The huge amount of information gathered was simplified to reduce the volume of raw information, followed by identifying and organizing the significant statements from the participants. Then, data were presented in a table using thematic analysis. In the coding process, responses were grouped to obtain a detailed description of the experiences of the participants in the implementation practices of the reading program. The thoughts formulated to create themes were revisited. Next, themes were generated to categorize the data anchored on the research questions. Data were organized into groups and portions representing categories in margins. Such themes were referred to as major themes. Each theme was defined sufficiently for clarity.

Lastly, the information was consolidated and finalized. The data were grouped according to significant

responses, formulated meanings, clustered themes, and major themes. Narrative presentations were also done with quotations from the original texts to help communicate their meanings to the readers. The qualitative analysis stage can be seen as presented in Figure 2.

Figure 2

*Data Analysis Procedure in Qualitative Research:
Adapted from Creswell (2009)*



Ethical Considerations

As mentioned in Belmont’s Report, the expression “basic ethical principles” referred to those general judgments that served as a basic justification for the many ethical prescriptions and evaluations of human actions. Moreover, legal and ethical issues formed an important component of modern research (Leavy, 2022). The three basic principles were particularly relevant to the ethics of research involving human subjects, such as principles of respect for persons, beneficence, and justice. Since the participants of this study were school heads and school reading coordinators, the researchers followed the ethical standards embedded in the Belmont Report.

The first principle, respect for persons, treated the research participants as autonomous individuals, which meant they were independent, self-governing, and capable of making decisions for themselves if they were given sufficient information to make those decisions. This principle formed the basis of informed and assent consent (Creswell, 2021).

In this study, informed concurrence was used where the participants were given full information about the research regarding risks and benefits and allowed them to decide if they would participate. As part of the consent, the participant’s right to withdraw from the study was included. Statements surrounding confidentiality, and the signature of both the researchers and also highlighted the participant. Permission to record the interview was being asked, and it was remembered that the research participants joined voluntarily and without coercion. The researchers assured them of their right to check and modify the transcripts.

The second principle, the principle of beneficence, referred to making efforts to secure the well-being of research participants. The results of this study may be beneficial to the entire school community, particularly to the school administration and teachers in terms of implementation practices of reading programs. Codes were used to ensure the confidentiality of the responses and their identities.

Finally, the third tenet of the Belmont Report is the principle of justice. All classifications of people were equally subjected to the risks and benefits of research, and people were included or excluded only for reasons that had to do with the research questions or hypotheses.

Moreover, all the principles were addressed to protect the rights of the research participants. The primary concern was to ensure that the participants did not spend any amount and their contribution in the study would be acknowledged accordingly. Participants in this multiple-case study were granted proper consideration for all the energy, commitment, and experience they provided, with their comments quoted correctly and accurately in expressing their interpretation. Eventually, the findings of this research were introduced to the participants to inform them of their involvement and to give them the results and a holistic view of the outcome of this study after the analysis and data interpretations.

Anonymity of the participants was also used by the researchers to ensure the privacy and safety of the data. The tenets of data privacy were adhered to maintain a high level of objectivity in analyzing the data. The use of an audio recorder to record their responses and the conversation as they answered the questions was also observed by the researchers. Recording of the interview was also utilized but with the permission and free consent of the participants.

Transcripts were read and re-read to avoid misinterpretation; audio recorders were listened to several times for further clarification, so results are reliable. Throughout the conduct of this study, several works of literature were used as references. All these authors from such kinds of literature were properly cited in this study. The study applied the APA referencing system in giving credits and in acknowledging the relevant works cited in this study.

RESULTS AND DISCUSSION

Reading Programs Implementation Practices of struggling learners in IP (Mansaka) School in Elementary Education

Core Ideas	Major Themes
<ul style="list-style-type: none"> *Implementation of reading assessment *Evaluate students reading progress *Used known reading and writing enhancement techniques 	Massive Implementation of Reading Remediation Programs
<ul style="list-style-type: none"> *Assigned school coordinator organize school team for crafting contextualized learning materials *Support resource for contextualization of reading materials to boost interest of the students. 	Contextualization of reading materials accentuated to Mansaka tribe
<ul style="list-style-type: none"> *Conduct massive reading remediation implementation in all identified not readers to connect the learning from previous reading implementation *Implement one on one reading session to monitor the status of the struggling learners and give applicable materials suited to the learning needs 	Facilitate the reading program advocate for nonreaders

<p>*Provide teachers materials to craft resourceful reading materials from different resources suited to the non-readers</p> <p>*Continue to implement Drop Everything and Read and other programs for student enhancement and development in reading especially in reading comprehension</p>	<p>Monitor the Existing Reading Program Implementation</p>
<p>*Conduct reading session according to the learning need of the learners</p> <p>*Exert effort to modify learning materials suited for the learners specially in IP school community</p>	<p>Implement Differentiated reading programs for diverse learners</p>

CASE 2-MONOBO TRIBE

Reading Programs Implementation Practices of struggling learners in IP (Manobo) School in Elementary Education

Core Ideas	Major Themes
<p>*Employed well-known strategies to improve writing and reading</p> <p>*Repetition's Effectiveness</p>	<p>Supervise the Programs for reading remediation and ongoing practice</p>
<p>*Arrange the reading materials in a way that makes the most use of the resources available and is connected to their culture and traditions.</p> <p>*Give the pupils practical experiences like sand writing, oral presentations, and local</p>	<p>Implementation on crafting Reading resources focuses on the Manobo tribe</p>
<p>*Reading passages ranging from easy to sophisticated on a daily basis, depending on one's abilities</p> <p>*Acquaintance with letter names for word recognition and letter sounds for phonics</p>	<p>Support Routine reading exercises aimed at helping students go from letter sounds to word identification</p>
<p>*Reading time buddy systems or pair tutoring.</p> <p>*Provide weekly one-on-one reading sessions and send home comprehension-focused reading resources.</p>	<p>Manage the differentiated reading practices and programs</p>
<p>*Work to adapt course materials so that they are specifically appropriate for the students in the IP school community.</p> <p>*Applying Bawat Bata ay Babasa by grouping non-readers in a classroom based on their degree of difficulty.</p>	<p>Individualized reading curricula for a range of students</p>

CASE 3-MONDAYA TRIBE

Reading Programs Implementation Practices of struggling learners in IP (Mandaya) School in Elementary Education

Core Ideas	Major Themes
<ul style="list-style-type: none"> *Made use of well-known techniques to enhance writing and reading *Implementing tests of reading comprehension *Evaluate students' reading progress 	Strengthen the Reading remediation programs and practices
<ul style="list-style-type: none"> *Set up the reading materials in a way that connects to their culture and traditions and makes the most use of the resources available. *Provide the students with real-world experiences such as oral presentations, sand writing, and local 	Perusing materials that are contextualized and emphasize the Mandaya tribe
<ul style="list-style-type: none"> *Conduct individual reading sessions with struggling students to monitor their progress and give them with materials that suit their needs. 	Implement regular reading activities designed to assist pupils in moving from letter sounds to word recognition
<ul style="list-style-type: none"> *Make an effort to modify course materials so that the students in the IP school community may particularly use them. 	Complete backing for carrying out the current reading program
<ul style="list-style-type: none"> *Reading remediation for struggling readers *The mentorship program for parent-teacher reading 	Implement Programs for Alternative Reading for Difficult Readers

Cross Analysis of Implementation Practices of Reading Programs in Elementary Education

Strengthen the Reading Remediation Program through the guidance of school administrators. Across the Philippines, the same issue hounds in elementary education talking about dilemma in uplifting reading performance. Strengthening reading remediation in the Philippines requires a comprehensive approach. Firstly, focusing on teacher training and support is crucial, providing specialized instruction to educators on identifying reading difficulties and employing effective teaching methodologies is paramount. Early screening programs should be implemented to detect reading challenges in children particularly in IP school community, allowing for timely intervention. Access to diverse and quality reading materials, including digital resources, is essential to cater to different proficiency levels. Integrating technology into remediation efforts can engage students and offer personalized learning experiences. Moreover, involving parents and communities through educational programs and literacy workshops fosters a supportive environment for reading development at home. Differentiated instruction methods, such as small group sessions and peer tutoring, are vital to accommodate various learning needs. Continuous monitoring of students' progress and adapting remediation strategies accordingly ensures effectiveness. Advocating for policies prioritizing IP learners in literacy and allocating sufficient funds for remediation programs is crucial, while collaboration with specialists further enriches intervention plans for students with severe reading difficulties. Lastly, ongoing professional development for teachers ensures they remain updated on best practices in reading instruction, collectively contributing to a robust and holistic approach to strengthen reading remediation in

the Philippines.

Implementation of Reading Practices addressing Diversity of Culture. Implementing a reading program tailored for non-readers with a focus on diverse cultures holds profound significance. Such a program goes beyond mere literacy; it becomes a gateway to inclusivity and empowerment. By integrating diverse cultural elements into reading materials, it ensures that every participant sees themselves represented, fostering a sense of belonging and pride in their identity. This approach not only captures the interest of non-readers but also cultivates a deep appreciation for different cultures, nurturing empathy and understanding. Language development is enriched as individuals encounter varied linguistic expressions, encouraging fluency in multiple languages. Academic success follows as engagement increases, leading to improved comprehension and academic achievement. Moreover, such programs play a pivotal role in preserving and promoting cultural heritage, ensuring that stories and traditions are honored and passed down. Ultimately, a reading program that embraces diverse cultures not only nurtures literacy but also becomes a catalyst for building inclusive communities and fostering a richer, more interconnected society.

Implementation of Contextualize Reading Materials. Implementing contextualized reading materials within school environments for non-reader students is relevant. Tailoring reading materials to align with the students' backgrounds, experiences, and interests creates a learning environment that speaks directly to their realities. Contextualization helps bridge the gap between unfamiliar content and the students' lived experiences, making the learning process more relatable and engaging. For non-readers, this approach is particularly crucial as it instills confidence and motivation by presenting material that feels personally relevant. By incorporating familiar contexts, such as cultural references, everyday situations, or local stories, these materials become more accessible, fostering a deeper understanding of concepts and enhancing comprehension. Moreover, contextualized reading materials cater to diverse learning styles and needs, accommodating various levels of proficiency and ensuring inclusivity within the classroom. This approach not only enhances literacy skills but also encourages a love for reading by offering content that resonates on a personal level, ultimately paving the way for more effective learning outcomes and academic success.

This study provides a comprehensive exploration of the challenges, experiences, and strategies encountered in the implementation of reading programs for non-readers in Indigenous People (IP) schools. The findings underscore the multifaceted nature of the journey, highlighting key insights that contribute to the educational landscape. The experiences shared by school administrators and reading coordinators emphasize the importance of continuous practice, contextualization of materials, and routinized reading activities. These aspects play a pivotal role in addressing the unique needs of non-readers in IP schools. The differentiated programs and alternative reading approaches identified in the study shed light on the significance of tailoring interventions to suit diverse learners.

Roadblocks identified, including challenges in fundamental reading skills mastery, parental support deficiencies, and language transition difficulties, offer valuable insights into areas that require targeted attention. The study emphasizes the need for a strategic approach, including hands-on activities, parental involvement, and budget allocation for diverse learners, to overcome these roadblocks. The management strategies applied by school heads and reading coordinators provide actionable insights for educators and policymakers. Delegation, orientation, and the establishment of partnerships within the community emerge as effective tools for fostering a supportive learning environment. The emphasis on involving parents in reading and writing acquisition and allocating resources for diverse learners reflects a holistic approach to program implementation.

Moreover, this research enriches the discourse on reading program implementation for non-readers in IP schools. The identified challenges and strategies contribute to a nuanced understanding of the educational landscape, offering practical implications for educators, policymakers, and stakeholders involved in enhancing literacy among diverse learners. The study underscores the importance of tailored, inclusive, and

collaborative approaches to ensure the sustained success of reading programs in IP schools.

Implications to Theory

The findings of this study carry significant implications for existing educational theories, particularly in the realm of literacy programs for non-readers in Indigenous People (IP) schools. The emphasis on continuous practice, contextualization of materials, and routinary reading activities aligns with constructivist theories, underscoring the importance of hands-on, experiential learning for effective skill acquisition. The identification of roadblocks, including challenges in fundamental reading skills and language transition difficulties, highlights areas where socio-cultural theories can inform program design. The differentiated programs and alternative reading approaches resonate with the principles of inclusive education, emphasizing the need for tailored interventions to accommodate diverse learners. Moreover, the management strategies applied by school heads and reading coordinators, such as delegation, orientation, and community partnerships, align with leadership theories, showcasing the role of collaborative leadership in successful program implementation. These implications contribute to a more nuanced understanding of literacy education, bridging theoretical frameworks with practical strategies to enhance program efficacy in IP schools.

Implications to Policy

The insights drawn from this research hold significant implications for educational policy, particularly in the context of Indigenous People (IP) schools and literacy programs for non-readers. The identified roadblocks, including challenges in fundamental reading skills and parental support deficiencies, underscore the need for targeted policy interventions addressing these specific issues. Policies should be formulated to encourage the integration of contextualized learning materials, continuous practice, and differentiated programs within the broader educational framework. Additionally, recognizing the importance of parental involvement, policies should promote initiatives that facilitate and enhance parents' roles in supporting reading and writing acquisition at home. The emphasis on budget allocation for diverse learners indicates a need for policy measures that prioritize resource allocation to ensure the availability of instructional materials suited to the varied needs of non-readers in IP school communities. In essence, the study advocates for policy adjustments that align with the identified strategies and challenges, fostering a more inclusive and supportive environment for effective literacy program implementation in IP schools.

Implications to Practice

The findings of this research carry substantial implications for the practical realm of education, particularly in the implementation of reading programs for non-readers in Indigenous People (IP) schools. Practitioners, including school administrators and reading coordinators, can benefit from the identified strategies that proved effective in addressing challenges. The emphasis on continuous practice, contextualization of materials, and routinary reading activities provides actionable insights for refining teaching methods. Educators can incorporate these practices into their daily routines to enhance the learning experience for non-readers. The significance of differentiated programs and alternative reading approaches suggests that tailoring instructional strategies to the diverse needs of learners is crucial. Additionally, the encouragement of parental involvement underscores the importance of creating collaborative learning environments that extend beyond the school premises. Practical implications also highlight the value of allocating resources effectively, emphasizing the need for diverse instructional materials and budget considerations to support the varied learning needs of non-readers in IP school communities. In essence, practitioners can leverage these implications to optimize their teaching approaches, fostering a more inclusive and effective learning environment for non-readers in IP schools.

Implications to Body of Knowledge

The implications of this study for the body of knowledge in education are substantial, contributing valuable insights into the complexities of implementing reading programs for non-readers in Indigenous People (IP) schools. By delving into the experiences, challenges, and strategies of school administrators and reading coordinators, this research enriches the existing body of knowledge on effective instructional practices for diverse learners. The identified themes, such as continuous practice, contextualization of materials, and differentiated programs, expand the understanding of pedagogical approaches tailored to the unique needs of non-readers. Furthermore, the study highlights the significance of parental involvement, presenting a nuanced perspective on the role of families in promoting literacy among IP school students. These insights contribute to the broader discourse on inclusive education and underscore the necessity of multifaceted strategies in addressing the diverse challenges faced by non-readers. As educators, researchers, and policymakers engage with this body of knowledge, they gain a deeper understanding of the intricacies involved in fostering literacy skills among non-readers in IP school settings, thus informing future research directions and educational practices.

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