

# Reading Program Implementation and Stakeholder Correlates in Philippine Elementary Schools: A Quantitative Study of the CLEAR Program in the Division of Tandag City

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## ABSTRACT

Reading proficiency deficits persist across Philippine elementary schools despite sustained national literacy initiatives. This study examined the implementation of the CLEAR (Catering Longer Enhancement Activities in Reading) Program in public elementary schools within the Division of Tandag City, Surigao del Sur, Philippines, and investigated the relationships among stakeholder profiles, program characteristics, and implementation quality. A descriptive-correlational design was employed involving 65 school personnel (school heads, reading coordinators, and teachers), 254 learners, and 134 parents from 24 public elementary schools, selected through complete enumeration and stratified proportional random sampling. A researcher-developed, validated survey instrument (Cronbach's  $\alpha = .86$ ) gathered data on the CLEAR Program profile across five dimensions and reading program implementation across six dimensions. Descriptive statistics, Pearson product-moment correlation (Pearson  $r$ ), and an independent-samples  $t$ -test were employed. The CLEAR Program was generally assessed as Very High ( $M = 3.367$ ), with student progress as its strongest dimension and resource allocation as the lowest. Reading program implementation was rated as Mostly Practiced ( $M = 3.285$ ), with use of reading materials as the strongest component and logistics as the weakest. Among stakeholder demographic variables, only age ( $r = .250, p = .045$ ) and training attendance ( $r = .256, p = .040$ ) demonstrated significant relationships with specific implementation dimensions. By contrast, all five CLEAR Program profile dimensions were highly significantly correlated with all six implementation dimensions ( $r = .461-.744, \text{all } p < .001$ ). No significant difference was found between school heads' and parents' perceptions of implementation ( $t = 0.49, p = .629$ ). Program structural quality, rather than stakeholder demographic characteristics, is the primary driver of reading program implementation quality. Sustained professional development, targeted resource allocation, and strong early intervention mechanisms are essential for improving literacy outcomes among elementary learners in provincial Philippine settings.

**Keywords:** reading program implementation, CLEAR Program, elementary literacy, parental support, stakeholder engagement, Philippines

## INTRODUCTION

Reading proficiency is foundational to academic success and lifelong learning, enabling learners to acquire knowledge, communicate effectively, and participate in academic and social life. Internationally, reading development remains a priority across educational systems, with assessments consistently revealing persistent literacy gaps, particularly in low- and middle-income countries (OECD, 2023; UNESCO, 2023). In the Philippines, these concerns are especially pressing. The EDCOM II Year Two Report (2025) revealed that many Filipino learners continue to fail to attain expected reading competencies, producing substantial learning gaps across grade levels. The Functional Literacy, Education and Mass Media Survey (FLEMMS, 2024) further reported that millions of Filipinos remain functionally illiterate despite completing basic education, underscoring the severity and persistence of the literacy challenge.

The Philippine Department of Education (DepEd) has addressed these concerns through structured national literacy initiatives. DepEd Order No. 45, s. 2022, known as the Every Child a Reader Program (ECARP), mandates that all learners attain grade-level reading proficiency through systematic assessment, intervention,

and monitoring, emphasizing coordinated stakeholder participation across school and family environments. Within the Division of Tandag City, Surigao del Sur, a locally developed initiative known as the CLEAR Program (Catering Longer Enhancement Activities in Reading) was introduced to address the literacy needs of elementary learners through structured reading activities, assessment, and multi-stakeholder involvement. Despite the breadth of such efforts, empirical evidence on the extent and quality of reading program implementation at the school level - particularly in provincial divisions - remains limited.

Research consistently identifies parental involvement as a significant complement to school-based literacy instruction. Families reinforce reading skills through home reading routines, encouragement, and access to literacy resources (Epstein, 2018; Jeynes, 2022). However, few Philippine studies have examined how stakeholder demographics and program structural characteristics jointly predict implementation quality, and fewer still have done so using quantitative correlational designs in provincial public school contexts. This gap limits the evidence base available to school administrators and policymakers seeking to optimize reading program delivery.

This study is theoretically grounded in three complementary frameworks. Bronfenbrenner's (1979) Ecological Systems Theory frames reading development as embedded within interacting environmental systems - school, family, and community - whose characteristics and interactions shape literacy outcomes. Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2020) explains the motivational processes through which learners, parents, and educators sustain engagement in reading activities. Epstein's (1995) Theory of Overlapping Spheres of Influence posits that learner outcomes are optimized when schools and families collaborate toward shared educational goals. Together, these frameworks suggest that reading program quality depends on the interplay between institutional structures, stakeholder characteristics, and cross-system collaboration.

This study therefore aimed to: (1) describe the demographic profiles of school personnel, learners, and parents; (2) assess the profile of the CLEAR Program across five dimensions; (3) determine the extent of reading program implementation across six dimensions; (4) examine the relationships between stakeholder demographic profiles and reading program implementation; (5) investigate the relationships between CLEAR Program profile dimensions and implementation quality; and (6) test for differences in perceptions of reading program implementation between school heads and parents. The findings contribute localised, evidence-based knowledge relevant to strengthening reading program delivery in Philippine provincial settings.

## METHODS

### Research Design

A quantitative descriptive-correlational design was employed to examine the level of reading program implementation and its relationships with stakeholder profiles and CLEAR Program characteristics. Descriptive-correlational designs are appropriate when the objective is to describe variables systematically and examine associations among them without experimental manipulation (Creswell, 2014). This design enabled empirical quantification of implementation quality and identification of the direction and strength of key relationships.

### Setting and Participants

The study was conducted in 24 public elementary schools within the Division of Tandag City, Surigao del Sur, Philippines, during School Year 2024–2025. Schools were categorised as big, medium, or small based on enrolment size, providing diverse institutional contexts for examining implementation variation across school types.

A total of 453 respondents participated across three groups. School personnel ( $n = 65$ : school heads, reading coordinators, and teachers) were selected through complete enumeration, as the full population of program implementers in participating schools was accessible and manageable. Learner respondents ( $n = 254$ ) were drawn from a population of 7,160 enrolled learners through stratified proportional random sampling, with strata defined by school classification to ensure adequate representation across big, medium, and small schools. Parent respondents ( $n = 134$ ) were identified based on the inclusion of their children among the learner sample.

## Research Instrument

A researcher-developed structured survey questionnaire was used for data collection. The instrument consisted of three parts: (1) the demographic profile of respondents, encompassing age, gender, educational qualification, training attendance, years in service (for school personnel), reading proficiency level (for learners), and educational attainment and income (for parents); (2) the profile of the CLEAR Program assessed across five dimensions: student progress, access to resource allocation, early reading intervention, school participation rate, and program duration; and (3) the extent of reading program implementation rated across six dimensions: use of reading materials, teacher training, parental and community involvement, learners' motivation and engagement, feedback mechanisms, and logistics. Parts 2 and 3 used a four-point Likert-type response scale. The instrument underwent face and content validation by experts in educational research, reading instruction, and educational measurement. Pilot testing yielded a Cronbach's alpha coefficient of .86, indicating satisfactory internal consistency (Taber, 2018).

## Data Collection

Following approval from the Office of the Schools Division Superintendent and the heads of participating schools, the researcher personally distributed and retrieved questionnaires across all 24 schools. Informed consent was secured from all respondents prior to administration. Responses were treated with confidentiality, and participants were assigned identification codes to maintain anonymity throughout the study.

## Data Analysis

Frequency counts and percentages described the demographic profiles of respondents. Weighted means were computed to determine the profile of the CLEAR Program and the extent of reading program implementation, with interpretive descriptors aligned to the four-point Likert rating scales. Pearson product-moment correlation (Pearson *r*) was used to test relationships between respondents' demographic profiles and implementation dimensions, and between CLEAR Program profile dimensions and implementation quality. An independent-samples *t*-test was applied to test for differences in implementation perceptions between school heads and parents. All inferential tests were conducted at the .05 significance level.

# RESULTS

## Demographic Profile of School Personnel

Table 1 presents the demographic profile of the 65 school personnel respondents. The majority were female (69%) and belonged to the 40–49 age bracket (34%). Most held bachelor's degrees (60%), while 31% had completed master's studies. Almost three-quarters (74%) had attended reading-related trainings, and 25% had rendered more than 20 years of service. These characteristics indicate a predominantly experienced, well-prepared workforce with substantial professional exposure to literacy instruction.

**Table 1 Demographic Profile of School Heads, Teachers, and Reading Coordinators (n = 65)**

Profile Variable	Frequency	Percentage (%)
<b>Age</b>		
20–29	12	18
30–39	12	18
40–49	22	34
50–59	17	26
60 and above	2	3
<b>Total</b>	<b>65</b>	<b>100</b>
<b>Gender</b>		
Male	19	29
Female	45	69
Prefer not to say	1	2
<b>Total</b>	<b>65</b>	<b>100</b>

<b>Educational Qualification</b>		
Bachelor's Degree	39	60
Master's Degree	20	31
Doctorate	2	3
Others	4	6
<b>Total</b>	<b>65</b>	<b>100</b>
<b>Reading-Related Trainings Attended</b>		
Yes	48	74
No	17	26
<b>Total</b>	<b>65</b>	<b>100</b>
<b>Years in Service</b>		
0–5 years	15	23
6–10 years	13	20
11–15 years	10	15
16–20 years	11	17
More than 20 years	16	25
<b>Total</b>	<b>65</b>	<b>100</b>

*Note.* Percentages are rounded to the nearest whole number.

### Demographic Profile of Learners

Table 2 presents the profile of the 254 learner respondents. Most were female (64%) and within the 12–14 age group (68%). In terms of reading proficiency, 42% were at the Intermediate level, 28% at Advanced, 16% at Proficient, and 13% remained at the Beginner level. The predominance of Intermediate-level readers and the notable proportion of Beginners indicate that reading development remains an ongoing concern across the learner population.

**Table 2 Demographic Profile of Learners (n = 254)**

Profile Variable	Frequency	Percentage (%)
<b>Age</b>		
9–11 years old	71	28
12–14 years old	173	68
15–17 years old	6	2
18 and above	4	2
<b>Total</b>	<b>254</b>	<b>100</b>
<b>Gender</b>		
Male	91	36
Female	162	64
Prefer not to say	1	0
<b>Total</b>	<b>254</b>	<b>100</b>
<b>Level of Reading Proficiency</b>		
Beginner	34	13
Intermediate	107	42
Advanced	72	28
Proficient	41	16
<b>Total</b>	<b>254</b>	<b>100</b>

*Note.* Reading proficiency levels are based on the Philippine Informal Reading Inventory (Phil-IRI) classification.

### Demographic Profile of Parents

Table 3 presents the profile of 134 parent respondents. Most were female (87%), aged 30–39 (54%), and had attained high school education (40%). Nearly half (44%) reported monthly household incomes below ₱10,000, and 19% preferred not to disclose their income. This profile indicates economically constrained family contexts that may affect the capacity to provide home-based literacy support.

**Table 3 Demographic Profile of Parents (n = 134)**

Profile Variable	Frequency	Percentage (%)
<b>Age</b>		
20–29	4	3
30–39	72	54
40–49	46	34
50–59	10	7
60 and above	2	1
<b>Total</b>	<b>134</b>	<b>100</b>
<b>Gender</b>		
Male	16	12
Female	117	87
Prefer not to say	1	1
<b>Total</b>	<b>134</b>	<b>100</b>
<b>Educational Attainment</b>		
No Formal Education	13	10
High School Diploma	54	40
Bachelor's Degree	44	33
Master's Degree	6	4
Doctorate	1	1
Others	16	12
<b>Total</b>	<b>134</b>	<b>100</b>
<b>Monthly Household Income (PhP)</b>		
Less than ₱10,000	59	44
₱10,000–20,000	27	20
₱20,000–30,000	13	10
₱30,000–40,000	5	4
₱40,000–50,000	3	2
₱50,000 and above	2	1
Prefer not to say	25	19
<b>Total</b>	<b>134</b>	<b>100</b>

### Profile of the CLEAR Program

Table 4 presents the assessment of the CLEAR Program profile across five dimensions. The overall mean was 3.367, corresponding to a Very High adjectival rating. Student progress received the highest mean (M = 3.492), followed by participation rate (M = 3.468), early reading intervention (M = 3.391), program duration (M = 3.338), and resource allocation (M = 3.145). The comparatively lower rating for resource allocation, while still rated High, suggests variability in material and financial support across participating schools.

**Table 4 Profile of the CLEAR Program as Perceived by School Personnel (n = 65)**

CLEAR Program Dimension	Weighted Mean	Adjectival Rating
Student Progress	3.492	Very High
Access to Resource Allocation	3.145	High
Early Reading Intervention	3.391	Very High
Participation Rate of Schools	3.468	Very High
Length of Program Implementation	3.338	Very High
<b>Overall Mean</b>	<b>3.367</b>	<b>Very High</b>

Note. Scale: 3.26–4.00 = Very High; 2.51–3.25 = High; 1.76–2.50 = Moderate; 1.00–1.75 = Low.

### Extent of Reading Program Implementation

Table 5 presents the weighted means for the six dimensions of reading program implementation. The overall mean was 3.285 (Mostly Practiced). Use of reading materials was rated highest (M = 3.380), followed by feedback mechanisms (M = 3.301), learners' motivation and engagement (M = 3.291), parental support and community involvement (M = 3.274), teacher training (M = 3.257), and logistics (M = 3.209). Logistics was the only dimension rated Practiced rather than Mostly Practiced, signalling operational coordination challenges.

**Table 5 Extent of Reading Program Implementation Among Elementary Schools (n = 65)**

Implementation Dimension	Weighted Mean	Adjectival Rating
Use of Reading Materials	3.380	Mostly Practiced
Teacher Training	3.257	Mostly Practiced
Parental Support & Community Involvement	3.274	Mostly Practiced
Learners' Motivation & Engagement	3.291	Mostly Practiced
Feedback Mechanisms	3.301	Mostly Practiced
Logistics	3.209	Practiced
<b>Overall Mean</b>	<b>3.285</b>	<b>Mostly Practiced</b>

Note. Scale: 3.26–4.00 = Always Practiced; 2.51–3.25 = Mostly Practiced; 1.76–2.50 = Practiced; 1.00–1.75 = Not Practiced.

### Relationship Between CLEAR Program Profile and Reading Program Implementation

Table 6 presents the Pearson r coefficients between CLEAR Program profile dimensions and implementation dimensions. All 30 tested relationships were highly significant (all  $p < .001$ ), with correlation coefficients ranging from  $r = .461$  (resource allocation  $\times$  teacher training) to  $r = .744$  (reading intervention  $\times$  use of reading materials). Reading intervention demonstrated the strongest associations with implementation overall, and resource allocation produced the lowest correlations across implementation dimensions, though all remained large in magnitude.

**Table 6 Relationship Between Profile of the CLEAR Program and Reading Program Implementation (n = 65)**

Implementation Dimension	CLEAR Program Dimension	r	p-value	Decision	Conclusion
Use of Reading Materials	Student Progress	.702	.000	Reject $H_0$	Highly significant**
	Resource Allocation	.563	.000	Reject $H_0$	Highly significant**
	Reading Intervention	.744	.000	Reject $H_0$	Highly significant**
	Participation Rate	.678	.000	Reject $H_0$	Highly significant**
	Program Length	.652	.000	Reject $H_0$	Highly significant**

<b>Teacher Training</b>	Student Progress	.673	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Resource Allocation	.461	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Reading Intervention	.689	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Participation Rate	.569	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Program Length	.570	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
<b>Parental Support &amp; Community Involvement</b>	Student Progress	.718	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Resource Allocation	.615	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Reading Intervention	.671	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Participation Rate	.652	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Program Length	.560	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
<b>Learners' Motivation &amp; Engagement</b>	Student Progress	.704	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Resource Allocation	.685	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Reading Intervention	.714	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Participation Rate	.656	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Program Length	.582	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
<b>Feedback Mechanisms</b>	Student Progress	.634	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Resource Allocation	.640	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Reading Intervention	.694	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Participation Rate	.630	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Program Length	.730	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
<b>Logistics</b>	Student Progress	.585	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Resource Allocation	.582	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Reading Intervention	.685	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Participation Rate	.667	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>
	Program Length	.637	.000	Reject H <sub>0</sub>	<b>Highly significant**</b>

Note. \*\* All correlations significant at  $p < .001$ .

### Difference in Perceptions Between School Heads and Parents

Table 7 presents the t-test result comparing school heads' and parents' overall perceptions of reading program implementation. The analysis yielded a non-significant result ( $t = 0.49$ ,  $p = .629$ ), indicating that the two groups hold comparable views on how the CLEAR Program is being implemented. The null hypothesis was therefore retained.

**Table 7 Difference in Reading Program Implementation as Perceived by School Heads and Parents**

Comparison	t-value	p-value	Decision	Conclusion
Reading Program Implementation: School Heads vs. Parents	0.49	.629	Failed to reject H <sub>0</sub>	Not significant

Note. Level of significance:  $\alpha = .05$ .  $df$  = calculated based on group sizes

## DISCUSSION

### Stakeholder Profiles: Characteristics and Their Implications

The profile of school personnel reflects an experienced, predominantly female, and moderately well-trained educational workforce. The strong representation of educators in the 40–49 age bracket, combined with the fact that 74% had attended reading-related training, suggests that program implementation benefits from practitioners with both professional maturity and deliberate capacity-building exposure. These characteristics are consistent with OECD's (2023) finding that teacher professional quality constitutes one of the most influential school-based determinants of learner achievement. Gersten et al. (2020) similarly reported that educators who receive sustained professional development demonstrate greater effectiveness in delivering

structured literacy interventions, a pattern reflected in the training-implementation relationship found in the present study.

The learner profile, with 42% at the Intermediate level and 13% at the Beginner level, confirms that reading development difficulties extend well beyond the early grades among elementary learners in the Division of Tandag City. This finding resonates with Tomas et al.'s (2021) observation that many Filipino learners experience persistent reading difficulties as they advance through the primary curriculum, and with Ehri's (2020) recognition that reading proficiency is a progressive achievement that, when inadequately supported, may stagnate at sub-grade levels. The continued presence of Beginner-level readers in upper elementary grades underscores the urgency of sustained early and targeted reading interventions.

The parent profile reveals constrained socioeconomic circumstances. With 44% earning below ₱10,000 monthly and 40% having attained only high school education, many families face structural limitations on the quality and consistency of home-based literacy support they can provide. Akemoğlu et al. (2021) found that parental educational attainment significantly affects the capacity to support home literacy, while Jeynes (2022) demonstrated that, although parental involvement positively predicts academic outcomes regardless of socioeconomic status, the nature and quality of involvement are shaped by parental educational and material resources. Burgoyne et al. (2023) further reported that access to books and home literacy environments are significant predictors of reading development, suggesting that the resource constraints evidenced in the present parental profile may partially explain persistent learner literacy gaps.

### **CLEAR Program Profile: Strengths and Gaps**

The CLEAR Program was perceived as Very High overall, reflecting strong institutional endorsement and operational visibility within participating schools. The highest-rated dimension, student progress, suggests that respondents recognise measurable learner improvement attributable to program participation - a finding consistent with Petscher et al.'s (2020) emphasis on the critical role of systematic progress monitoring in driving literacy improvement. The high ratings for participation rate and early reading intervention further indicate that the structural foundations of the CLEAR Program are well-established: schools are actively engaged and intervening early for struggling readers.

However, the comparatively lower assessment of resource allocation, while still rated High, warrants attention. UNESCO (2023) has consistently identified resource limitations as among the most prevalent obstacles to effective literacy program implementation, particularly in educational systems operating under fiscal constraints. The relative underperformance in this dimension suggests that while the CLEAR Program's instructional and participatory elements are functioning well, the material infrastructure required to sustain and deepen implementation is not uniformly adequate. This finding has direct policy implications: investments in instructional materials, logistical support, and financial resources for reading programs could yield disproportionate gains in implementation consistency.

### **Reading Program Implementation: Overall Pattern**

The overall implementation level of Mostly Practiced reflects a generally well-institutionalized reading program within the participating schools. The highest implementation score for use of reading materials indicates that schools prioritize making instructional resources available and actively deploying them in reading instruction - the most immediately impactful action available within the classroom context. The consistently Mostly Practiced ratings across most dimensions suggest broad implementation fidelity. However, the Practiced rating for logistics points to organizational and coordinative challenges that may reduce the consistency and reach of reading interventions. Beach and Philippakos (2021) noted that even well-designed reading programs can lose effectiveness when operational delivery is fragmented or inconsistent. Gersten et al. (2020) likewise emphasized that logistical coherence is essential for ensuring that all intended learners receive systematic reading support.

### **CLEAR Program Profile and Implementation: A Strong Structural Relationship**

The uniformly high and statistically significant correlations between all CLEAR Program profile dimensions

and all implementation dimensions ( $r = .461-.744$ , all  $p < .001$ ) constitute the most consequential finding of the study. This pattern strongly suggests that program structural quality is the primary driver of implementation quality: schools that demonstrate strong characteristics in student progress, active intervention, participation, adequate resources, and program continuity simultaneously exhibit higher-quality implementation across all six dimensions. The magnitude of the relationships - particularly the near-large coefficient linking reading intervention to use of reading materials ( $r = .744$ ) - indicates a robust, positive synergy between early, sustained intervention and the deployment of instructional resources.

These findings are consistent with Gersten et al.'s (2020) emphasis on the importance of coordinated program implementation, wherein instructional interventions, professional development, monitoring, and resource support function as an interconnected system rather than independent activities. Petscher et al. (2020) likewise found that reading programs that monitor learner progress systematically and intervene purposefully produce stronger and more consistent implementation practices. UNESCO (2023) reinforced this perspective by noting that effective literacy initiatives are distinguished not by any single component but by the coherent integration of all program elements. The theoretical lens of Bronfenbrenner (1979) further supports this interpretation: when the institutional microsystem that houses the CLEAR Program is well-organized and resource-rich, interactions among all stakeholders - teachers, school heads, learners, and parents - are strengthened, producing a virtuous cycle of implementation quality.

### **Alignment Between School Heads and Parents**

The absence of a significant difference between school heads' and parents' perceptions of reading program implementation ( $t = 0.49$ ,  $p = .629$ ) is a meaningful positive finding, suggesting that program communication is sufficiently effective to create shared understanding across these two distinct stakeholder groups. Epstein (2018) argued that meaningful school-family partnerships are built on shared expectations and mutual awareness of program goals - conditions that the present finding suggests are substantially present within the Division of Tandag City's participating schools. Jeynes (2022) similarly found that parental awareness of school literacy programs contributes positively to educational engagement, implying that this alignment of perceptions may be leveraged to strengthen collaborative literacy support.

This finding also has implications under Self-Determination Theory (Ryan & Deci, 2020): when parents and school leaders share a common understanding of the reading program's objectives and implementation status, both groups are more likely to experience the sense of competence and relatedness that sustains motivated participation. The convergence of perceptions therefore represents not merely a measurement outcome but a structural resource for school-community literacy partnership.

## **CONCLUSIONS**

This study examined reading program implementation and its correlates among stakeholders in 24 public elementary schools in the Division of Tandag City, Philippines. The CLEAR Program is generally well-received and assessed as Very High across its structural dimensions, with student progress and program participation as its strongest elements and resource allocation as the dimension most requiring attention. Reading program implementation is Mostly Practiced across schools, with use of reading materials as the strongest dimension and logistics presenting the most significant operational challenge. Individual demographic characteristics of school personnel have limited explanatory power over implementation quality: among five variables tested, only training attendance and age demonstrated significant relationships with specific implementation dimensions. This finding redirects attention from person-level to program-level determinants. The CLEAR Program profile, by contrast, demonstrated uniformly strong and highly significant correlations with all implementation dimensions, establishing that program structural quality - particularly early reading intervention and student progress monitoring - is the dominant driver of implementation quality. The alignment of perceptions between school heads and parents confirms that communication mechanisms within the Division are functioning sufficiently to create shared stakeholder understanding, a resource that can be further leveraged to deepen collaborative literacy support.

These findings carry clear implications for policy and practice. School administrators and division-level

officials should prioritize equitable resource allocation for the CLEAR Program, sustained professional development for reading educators, and the protection of early reading intervention schedules from competing school activities. The strong program-to-implementation correlations suggest that systematic investment in the structural quality of reading programs will produce broad-based improvements in implementation across all six assessed dimensions.

## LIMITATIONS AND FUTURE DIRECTIONS

The study relied on self-reported data, which may be subject to social desirability or recall biases. Findings are limited to the Division of Tandag City and may not generalise to other divisions or educational contexts. The cross-sectional design precludes causal inference and does not capture longitudinal change in implementation or learner outcomes. Future research should employ longitudinal designs linking implementation quality to learner reading achievement, examine implementation variation across regional and national contexts, and test whether targeted interventions aimed at improving resource allocation and logistics can produce measurable gains in program quality. Multi-level modelling that examines school-level and individual-level effects simultaneously would provide a more nuanced picture of the determinants of reading program implementation in Philippine elementary education.

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