

Brigada Pagbasa: Its Effect on the Reading Skills of Struggling Key Stage 1 Learners

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ABSTRACT

This study assessed the impact of Brigada Pagbasa on the literacy skills improvement of struggling learners in public elementary schools in Pilar District, SDO Sorsogon City. Specifically, the study determined the literacy level of struggling learners based on CRLA results, evaluated the effect of Brigada Eskwela Pagbasa on literacy skills improvement as assessed by teachers and volunteers, identified the challenges encountered during implementation, and proposed intervention to enhance learners' literacy skills.

The study utilized a mixed-method research design using a descriptive-evaluative approach. Quantitative data were gathered through survey questionnaire answered by volunteers involved in the implementation of Brigada Pagbasa, while qualitative information was obtained through interviews and observations. CRLA results were also utilized to determine the literacy level of struggling learners. Frequency and percentage distribution and weighted mean were used as statistical tools in analyzing the data gathered.

Findings revealed that Grade I learners had the highest percentage of Low Emerging Readers, followed by Grade II and Grade III learners. Brigada Pagbasa was found to be Moderately Effective and Effective in improving the literacy skills of struggling learners across grade levels. The effectiveness of program delivery was interpreted as Effective and Very Effective. However, challenges such as low learner motivation, lack of reading materials, irregular attendance, and limited time for reading sessions affected the implementation of the program.

The study concluded that Brigada Pagbasa positively contributed to the literacy improvement of struggling learners. Strengthening reading intervention activities, learner engagement, stakeholder support, and literacy resources are recommended to further improve the effectiveness of the program.

Keywords: Brigada Pagbasa, Literacy Skills Improvement, Struggling Learners, Reading Intervention, CRLA

INTRODUCTION

Reading skill is the ability of an individual to decode, interpret, and analyze written text. It is a complex process that needs to be given emphasis by Reading teachers especially during key stage. Fluency in reading of key stage 1 learners (Grades 1-3) promotes effective communication, improve critical thinking and academic success as they proceed to next higher stage of educative process. It is important that key stage 1 learners should master their skills in word recognition, vocabulary as well for better comprehension/understanding of learning competencies in other learning areas like Math, Science, Aral Pan, Filipino, and other subjects. Poor reading skills may limit the participation which affects the performance of learners in class.

In the Philippine basic education system, improving learners' literacy skills has always been a top priority. This focus is evident in Republic Act 10533, or the Enhanced Basic Education Act of 2013. It emphasizes the development of functional literacy as a foundation for lifelong learning. The Department of Education (DepEd) sees literacy as a key indicator of educational quality. They continually implement programs and policies aimed at improving reading skills among learners, especially those who struggle with reading in early grades. One major initiative of the Mother Tongue-Based Multilingual Education (MTB-MLE) is to use learners' first

language as the medium of instruction in the early years. MTB-MLE aims to strengthen basic literacy skills by allowing learners to develop reading comprehension and language proficiency in a language they understand best before moving on to Filipino and English. This approach supports literacy development and lays the groundwork for academic success across subjects.

In support of these literacy initiatives, the Department of Education has continuously introduced programs and efforts to tackle reading challenges faced by learners. One of these interventions is Brigada Pagbasa, a literacy initiative included in the yearly Brigada Eskwela Program. The implementation of Brigada Eskwela is guided by DepEd Order No. 21, s. 2019, which encourages teachers, parents, community members, volunteers, and stakeholders to actively support schools and learners. Additionally, DepEd Order No. 24 s. 2023 strengthened the implementation of Brigada Eskwela by highlighting teamwork that helps learners get ready for school and receive educational support. Through Brigada Pagbasa, volunteer tutors and community partners hold reading sessions, literacy activities, and other programs aimed at helping struggling readers and promoting a culture of reading among learners.

The success of literacy programs often relies on the teamwork of schools and communities. In a similar study that assessed Brigada Eskwela implementation in Iriga City Division, Vargas (2010) found that participation from stakeholder and community played a big role in the successful rollout of school programs. The study shows that cooperation among schools, parents, volunteers, and community members improved educational projects and support systems for learners. These findings stress the value of volunteering and community partnership in reaching educational goals. This paved way to the launching of school-community partnership called Brigada Pagbasa. This is a literacy program that focuses on the improvement of reading skills of learners making them ready as the school year begins.

The implementation of Brigada Pagbasa provides learning opportunities to key stage 1 strugglers who are the incoming Grades 1-3 learners. Various reading engagement activities are given to Brigada Pagbasa beneficiaries in order to improve their word recognition, reading fluency, vocabulary skills as well as their reading comprehension.

Some of the enumerated reading techniques and strategies proven by some researchers as effective are adoption of Marungko approach, phonics awareness, and utilization of other reading innovations. This is on top of the school-based reading programs implemented by various institutions.

Aligned with the guidelines in the implementation of Brigada Pagbasa, the Department of Education (2024) encourages public elementary schools to identify Brigada Pagbasa beneficiaries based on the result of end of school year result Comprehensive Rapid Literacy Assessment (CRLA). This assessment tool assessed the reading level of grades 1-3 learners classifying them into low emerging, high emerging, transitioning, developing, and grade level ready. Identified participants of Brigada Pagbasa since they need extra support in reading remediation are incoming grades 1-3 struggling readers.

During Brigada Eskwela week of implementation, Brigada Pagbasa has been launched in all public elementary schools showcasing conduct of reading sessions to identified Brigada Pagbasa recipients. Reading difficulties noted were unmastered recognition of sounds of letter of English and Filipino alphabet, poor vocabulary words, poor reading comprehension. To improve the identified reading difficulties, the Brigada Pagbasa tutors with the support of the school and community provided the learners with interactive materials as well as reading engagement activities such as marungko reading booklet, phonetic matching, games, reading worksheets.

In spite of the school initiatives and support from the community, there are still issues and challenges encountered by the reading tutors. Among those challenges were lack of reading materials, lack of parental involvement, short span of reading sessions, learners' poor attendance.

Given the importance of evaluating the effectiveness of Brigada Pagbasa in enhancing the learners' literacy skills, the researcher deemed to conduct this study in public elementary schools in Pilar I District, Schools Division of Sorsogon. As a former Brigada Pagbasa volunteer, the researcher finds it necessary to address the

prevailing issues in the implementation of the program to ensure smoothness and continuity. Furthermore, the study endeavored to analyze the reading of profile of Grades 1-3 learners based on the EOSY CRLA results, identify challenges encountered by the reading tutors, and propose reading interventions.

THEORETICAL FRAMEWORK

This study is anchored on three interconnected theories, **Phases of Word Reading Development, Engagement Theory of Reading, and Visible Learning Theory**. These theories made remarkable contributions to the development of the researcher's theory.

Ehri's Phases of Word Reading Development (2005), explained that reading development is a gradual and developmental process through which learners acquire the ability to recognize, decode, and comprehend printed words. Rather than becoming fluent reader immediately, learners progress through several developmental stages as they gradually master letter-sound relationships and develop automatic word recognition. According to Ehri, learners pass through four developmental phases: the Pre-Alphabetic Phase, Partial Alphabetic Phase, and Consolidated Alphabetic Phase. During the Pre-Alphabetic Phase, learners identify words primarily through visual characteristics without understanding letter-sound correspondence. As they progress to the Partial Alphabetic Phase, they begin recognizing individual letters and associating them with their corresponding sounds. In the Full Alphabetic Phase, learners develop decoding skills by applying phonics knowledge to unfamiliar words. Finally, in the Consolidated Alphabetic Phase, learners recognize larger spelling patterns and automatically identify familiar words, resulting in increased reading fluency and comprehension. She emphasized that reading instruction should follow the natural developmental progression of learners' literacy acquisition.

Teachers should first establish strong foundations in letter recognition, phonemic awareness, and phonics before introducing more advanced reading tasks such as sentence reading, paragraph reading, and comprehension. Mastery of these foundational skills enables learners to become fluent readers capable of understanding increasingly complex texts.

This theory is highly relevant to the study because of the struggling Key Stage 1 learners who continue to experience difficulties in acquiring foundational reading skills. Many of these learners have not yet mastered letter recognition, phonics, decoding, and word recognition, making it difficult for them to comprehend written texts. Consequently, they acquire structured and sequential literacy intervention that addresses their developmental needs.

Guthrie's Engagement Theory of Reading (2000) proposed that reading achievement is highly influenced by learners' engagement in reading. According to the theory, engaged readers are more likely to demonstrate curiosity, persistence, self-confidence, and active participation during literacy activities. They willingly invest time and effort in reading, apply appropriate reading strategies, monitor their own understanding, and continuously improve their reading performance. Consequently, learner engagement becomes an essential factor that bridges reading instruction and reading achievement.

The Engagement Theory of Reading further emphasizes that motivation serves as the driving force behind learners' willingness to read. Learners who perceive reading as enjoyable, meaningful, and relevant to their daily experiences are more likely to participate actively in literacy activities and develop positive attitudes toward reading.

Conversely, learners who repeatedly experience reading difficulties often develop low self-confidence, reduced motivation, and negative perceptions toward reading, which may further hinder their literacy development. For struggling key stage 1 learners, learner engagement is particularly important because many beginning readers experience frustration due to limited reading abilities. Without appropriate encouragement, meaningful learning experiences, and supportive literacy environments, struggling readers may gradually lose interest in reading, resulting in slower academic growth and decreased classroom participation.

The Brigada Pagbasa incorporates the principles of Guthrie's Engagement Theory of Reading by providing developmentally appropriate, enjoyable, and meaningful literacy activities that encourage active participation. Reading activities are carefully designed to match learners' reading abilities while gradually increasing the level of difficulty as learners improve their literacy skills. This approach enables learners to experience success throughout the intervention, thereby increasing their confidence and motivation to continue reading.

Moreover, the active involvement of parents, teachers, and community volunteers strengthens learner engagement by creating a supportive literacy environment both in school and at home. Through collaborative participation, learners receive continuous encouragement that promotes positive reading habits and greater confidence in their reading abilities.

According to **John Hattie's Visible Learning Theory (2009)**, learning becomes most effective when teachers deliberately evaluate the impact of their instruction on learners' academic performance. Effective teaching requires teachers to continuously assess learners' progress, identify learning gaps, provide immediate feedback, and modify instructional strategies based on learners' individual needs. Through this process, learning becomes "visible" because both teachers and learners clearly recognize the progress being achieved and the areas requiring further improvement.

One of the most influential principles emphasized in Visible Learning is feedback. Hattie identified feedback as one of the strongest factors affecting student achievement because it helps learners understand their current performance, recognize their strength and weaknesses, and determine the necessary actions for improvement. Continuous and meaningful feedback allows learners to become more responsible for their own learning while enabling teachers to make informed instructional decisions. Another important principle of the theory is continuous progress monitoring. Teachers who regularly assess learners' academic performance are better able to identify struggling learners, determine appropriate interventions, and evaluate whether instructional strategies effectively address learners' needs. Through systematic monitoring, teachers ensure that literacy interventions remain responsive to learners' developmental progress.

These principles are directly reflected in the implementation of Brigada Pagbasa. Throughout the program, teachers regularly administer reading assessments, monitor learners' reading performance, provide immediate feedback, and adjust reading instruction according to learners' progress. Reading monitoring sheets, learner progress records, and periodic literacy assessments enable teachers to evaluate the effectiveness of the intervention while ensuring that every learner receives appropriate instructional support.

The three theories explain a different but complementary dimensions of literacy development among struggling key stage 1 learners. Rather than functioning independently, the theories collectively provide a comprehensive explanation of how literacy intervention contributes to reading improvement. Ehri's theory serves as the cognitive foundation of the study by explaining the developmental process through which learners acquire reading skills. It emphasizes that learners progress systematically from letter recognition and phonemic awareness toward decoding, word recognition, fluency, and comprehension.

The theory therefore provides the instructional sequence necessary for developing beginning readers. However, acquiring reading skills alone does not guarantee successful literacy development. Learners must also develop interest, confidence, and motivation to participate actively in reading activities. This dimension is explained by Guthrie which emphasizes that learners' engagement significantly influences reading achievement. Motivation encourages learners to persist despite reading difficulties, actively participate in literacy instruction, and gradually develop positive reading habits. While systematic instruction and learner engagement facilitate literacy development, continuous instructional monitoring remains necessary to ensure that learners achieve the intended learning outcomes. Hattie's theory complements the first two theories by emphasizing evidence-based instruction, continuous assessment, timely feedback, and progress monitoring. These instructional practices enable teachers to determine learners' strengths and weaknesses, provide appropriate interventions, and evaluate the effectiveness of literacy instruction.

Collectively, the three theories explain that effective literacy intervention requires the integration of systematic reading instruction, learner engagement, and continuous support. Each theories contributes a unique perspective while complementing the other in explaining the complex process of reading development among struggling learners.

Guided by the integration of the three existing theories, the researcher developed the Enhanced Literacy Intervention Theory. The theory asserts that literacy intervention becomes more effective when learners receive developmentally appropriate reading instruction that follows the natural progression of literacy acquisition, actively participate in engaging and meaningful reading experiences that strengthen motivation and confidence, and continuously receive support through assessment, monitoring, and timely feedback from teacher, parents, and volunteers.

The Enhanced Literacy Intervention Theory serves as the theoretical foundation of Brigada Pagbasa. It explains that literacy intervention becomes sustainable and effective when systematic instruction, learner engagement, instructional monitoring, and stakeholder collaboration function simultaneously to address learners' reading difficulties.

The Enhanced Literacy Intervention Theory was developed through the synthesis of the three educational theories that guided the study. Ehri's Phases of Word Reading Development emphasises a systematic sequence in reading instruction, from letter recognition to comprehension, forming the instructional foundation. Guthrie's Engagement Theory highlights that motivation and active participation enhance literacy, encouraging meaningful and enjoyable experiences that build confidence. Hattie's Visible Learning Theory incorporates the principles of continuous assessment, timely feedback, and progress monitoring and evidence-based instruction. These instructional practices ensure that literacy intervention remains responsive to learner's individual needs while enabling teachers to evaluate the effectiveness of instructional strategies throughout the implementation of the intervention. Together, these theories suggest literacy intervention is most effective when systematic instruction, learner engagement, and on-going assessment are combined through collaboration among teachers, parents, and community volunteers.

METHODOLOGY

This study utilized the descriptive-evaluative method of research to address the research problem. According Shona McCombes (2019) the descriptive research method aims to accurately and systematically describe a population, and situation. It can answer WH-questions like what, when, where, and how. Travers and Gay, explains that descriptive research method determines and reports the way things are. It has no control over what is; it can only measure what already exists, such as evaluating different experiences and holistic development. This method is suitable because it allows for describing literacy levels and evaluating the program's effectiveness through assessment results and teacher feedback. It aligns well with the study's goals, providing both quantitative and qualitative insights into the program's impact.

Specifically, the study employed the evaluative research design for several reasons. Firstly, was to determine the effect of Brigada Pagbasa on the literacy skills of struggling learners. Secondly, to identify implementation challenges, while the descriptive component use to assess reading level by using the Comprehensive Rapid Literacy Assessment (CRLA).

RESULT AND DISCUSSION

Reading Level of Struggling Learners based on CRLA Results

Reading level refers to the extent of a learner's reading proficiency, assessed by their ability to recognize letters and words, decode texts, read fluently, understand passages, and grasp written information appropriate for their grade. In this study, the CRLA was used to determine the learners reading levels, categorising them into Low Emerging, High Emerging, Developing, Transitioning, and Grade Level Ready. The CRLA helps identify struggling readers who need targeted literacy interventions through the Brigada Pagbasa.

Table 1 presents the frequency and percentage of Low Emerging, High Emerging, Developing, Transitioning, and Grade Level Ready Readers based on CRLA results.

Table 1 Reading Level of Grade I Learners Based on CRLA Results

Reading Level	Frequency	Percentage	Rank
Low Emerging	42	25.45%	1
High Emerging	20	12.12%	5
Developing	28	16.97%	4
Transitioning	35	21.21%	3
Grade Level Ready	40	24.24%	2

The result shows that Low Emerging has the highest frequency with 42 students (25.45%), it suggest that they still need a significant support to develop essential reading skills. Grade Level Ready was the second most common category with 40 students (24.24 %), Transitioning has 35 students (21.21%), Developing with 28 students (16.97%), and High Emerging with 20 students (12.12%) use got the lowest percentage.

Based from the result of high percentage of learners classified under Low Emerging level it indicates that many Grade I students still having difficulties in recognizing letters, identifying letter sounds, decoding simple words, and reading basic texts. Some learners have reached the reading competencies expected for their grade, but a large number are still in the early stages of literacy and could benefit from on-going reading interventions. Same with learners at transitioning and developing levels show steady progress in reading but still require on-going guided instruction before reaching independent reading proficiency.

The results indicate that early readers continue to face reading challenges, emphasising the importance of early intervention programs focusing on phonemic awareness, phonics, word recognition, fluency, vocabulary, and comprehension. Since Grade I lays the foundation for literacy development, strengthening these essential reading skills is vital to prevent future learning difficulties across other subjects. These findings are consistent with Moats (2020), who argued that systematic, explicit phonics and early literacy instruction greatly enhance beginning readers' decoding skills and overall reading proficiency. Similarly, Connor and Morrison (2023) noted that early reading interventions lead to more significant improvement in fundamental literacy skills compared to delayed support. This is why early assessment is necessary to address learning gaps before they widen and worsen. Delayed interventions must be avoided.

Additionally, the results suggest that the Comprehensive Rapid Literacy Assessment (CRLA) is an effective tool for identifying struggling readers and planning targeted reading interventions. The results strengthen the importance of Brigada Eskwela Pagbasa and other school-based literacy initiatives to ensure ongoing, personalized reading support for Grade I learners. Table 2 shows the reading level of Grade 2 learners according to the CRLA results. The results highlight the learners' reading skills based on standard classifications and indicate the severity of reading difficulties that need targeted literacy support.

Table 2 Reading Level of Grade 2 Learners Based on CRLA Results

Reading Level	Frequency	Percentage	Rank
Low Emerging	26	24.30%	2
High Emerging	14	13.08%	5
Developing	18	16.82%	4
Transitioning	22	20.56%	3
Grade Level Ready	27	25.23%	1

Base on table 2, among Grade 2 learners, Grade Level Ready obtained the highest number of students with 27 learners or 25.23%. This shows that a notable portion of Grade II learners already meet the expected reading

standards for their grade level. However, a considerable number of learners are still at the Low Emerging with 26 students (24.30%), Transitioning levels has 22 students (20.56%), Developing with 18 students (16.82%), while High Emerging got the lowest frequency of only 14 students (13.08%), indicating on-going literacy support is necessary to help them advance toward independent reading.

Grade II learners also attained the expected reading competency for their grade level that means that many have successfully developed basic reading skills learned in Grade I but a significant number of students categorised as low emerging reveal ongoing reading difficulties, such as decoding unfamiliar words, reading fluently, and understanding texts, which could impact their overall academic performance. This implies the on-going need for reading interventions beyond Grade I to help struggling readers advance in their literacy skills. While natural improvements occur as students' progress, personalized remediation and guided reading remain crucial for closing literacy gaps. The result support the work of Fisher et al. (2021), who stressed that continuous guided reading and evidence based literacy practices greatly enhance reading achievement. According to Hiebert and Reutzel (2021) noted that regular reading practice, explicit instruction, and meaningful reading experiences boost fluency and comprehension among elementary students.

Overall, these findings suggest that programs like Brigada Eskwela Pagbasa should continue to be implemented to support Grade II learners who have not yet met grade level reading standards.

Table 3 shows the reading level of Grade III pupils according also to CRLA. It indicate whether the learners have met the expected reading skills before finishing key stage 1 and highlighting those who need further reading assistance.

Table 3 Reading Level of Grade III Learners Based on CRLA Results

Reading Level	Frequency	Percentage	Rank
Low Emerging	20	14.08%	5
High Emerging	25	17.61%	4
Developing	32	22.54%	2
Transitioning	30	21.13%	3
Grade Level Ready	35	24.65%	1

Data in table 3 presents that Grade Level Ready has the highest number frequency of 35 students (24.65%), Developing has 32 (22.54%), transitioning level with 30 students (21.13%), high emerging with 25(17.61%) number of students, and low emerging with the fewest, at 20 students (14.08%) .

These findings showing that a significant number of learners were advancing toward higher reading proficiency stages. Compared to Grade I and II, fewer students are still in the Low Emerging, suggest that literacy skills generally improve as learners advance to higher grade levels. The significant percentages at the developing and transitioning levels also show that many learners are continually enhancing their reading fluency, comprehension, and vocabulary through continues practice and instructional support. These results confirm that literacy development is a step by step process. With consistent classroom instruction and participation in reading intervention programs, students progressively gain the skills needed for independent reading. The on-going presence of students at lower reading levels highlights the importance of sustained remediation efforts to prevent any learners from being left behind.

The National Reading Panel (2020) emphasises that systematic instruction in phonics, vocabulary, fluency, and comprehension significantly enhances reading success. As Allington (2019) explained that struggling readers need consistent access to meaningful reading opportunities, supported by appropriate instructional materials and guided practice.

This data indicates that continued reading intervention efforts can gradually improve students' literacy skills. Enhancing reading programs, providing suitable materials, and maintaining volunteer support could further increase the percentage of learners who reach the Grade level ready classification by the end of Key Stage 1.

Effect of Brigada Pagbasa on Learners' Literacy Skills

The Brigada Pagbasa program was evaluated on learners' literacy and volunteer teachers' perceptions, focusing on word recognition, phonics, decoding, fluency, comprehension, vocabulary and implementation quality like guided reading, materials, engagement, time management, and facilitation.

Table 4 shows Brigada Pagbasa's impact on Grade I, 2, and 3 learners' reading skills based on volunteer assessments. The results highlight the program's contribution to literacy development.

Table 4 Effect of Brigada Pagbasa on Learners' Literacy Skills Improvement

A. Learners' Literacy Skills Improvement	Grade I			Grade II			Grade III		
	WM	VI	RANK	WM	VI	RANK	WM	VI	RANK
1. Learners improved in Recognizing letters and words.	3.80	E	1	4.60	VE	2	4.30	VE	2
2. Learners improved in phonics/decoding skills.	3.60	E	2	4.80	VE	1	4.50	VE	1
3. Learners improved in reading fluency (speed and accuracy).	3.00	ME	3	4.30	VE	3	4.00	E	3
4. Learners improved in reading comprehension.	2.70	ME	4	3.80	E	4	3.40	E	5
5. Learners improved in vocabulary development.	2.00	LE	5	3.40	E	5	3.70	E	4
Average Weighted Mean	3.02	ME		4.18	E		3.98	E	
B. Effectiveness of Program Delivery	Grade I			Grade II			Grade III		
	WM	VI	RANK	WM	VI	RANK	WM	VI	RANK
1. Guided reading activities helped learners improve their reading skills.	4.10	E	3	4.50	VE	2	4.30	VE	4
2. Reading materials used were appropriate to learners' reading level.	4.70	VE	2	4.90	VE	1	5.00	VE	1
3. The schedule and time allotment supported learners' improvement.	3.60	E	4	4.40	VE	3	4.20	VE	5
4. Learners showed interest and motivation during reading sessions.	3.20	ME	5	4.50	VE	2	4.40	VE	3
5. Volunteer facilitation helped learners understand reading tasks.	4.80	VE	1	4.90	VE	1	4.90	VE	2
Average Weighted Mean	4.08	E		4.64	VE		4.56	VE	

Legend:

Scale	Verbal Interpretation
4.20 – 5.00	Very Effective (VE)
3.40 – 4.19	Effective (E)
2.60 – 3.39	Moderately Effective (ME)
1.80 – 2.59	Less Effective (LE)
1.00 – 1.79	Not Effective (NE)

The results indicate that the overall weighted means ranged from moderately effective to effective across the three grades, suggesting a positive contribution to literacy development. Grade II got the highest mean of 4.18 interpreted as Effective, while grade III with 3.98 verbally interpreted as Effective and the grade I got 3.02 which is Moderately Effective. The data reveal that the intervention was generally successful, especially for Grades II and III, likely because these learners had already developed basic reading skills and benefited more from guided, individualized instruction, and consistent practice. The lower score of grade I may reflect to their on-going development of fundamental skills like letter recognition, phonemic awareness, and decoding, which need more time and reinforcement.

Among the literacy indicators, phonics, decoding, word recognition, and reading fluency consistently received higher ratings, suggesting that structured activities and guided sessions effectively fortified foundational skills. In terms of reading comprehension and vocabulary development showed moderate improvements, pointing to the need for more opportunities to develop higher order reading skills involving understanding, interpretation, and meaningful vocabulary use. Overall, Brigada Pagbasa effectively addressed the immediate reading needs of struggling learners by providing support, regular practice, and targeted literacy activities, which boosted their confidence and engagement. These results align with research by Biancarosa and Snow (2022), according to them well designed reading intervention programs significantly boost learners' literacy skills, especially in word recognition, vocabulary, fluency, and comprehension. They stated that structured activities and differentiated

instruction help struggling readers gradually acquire the skills needed for independent reading. Also like with Gough and Tunmer (2023), using the simple view of reading, indicated that reading comprehension arises from the interplay between decoding skills and language comprehension. The authors found that learners receiving explicit instruction in phonics, decoding, and comprehension strategies show greater improvement than those with limited support.

Overall, these results suggest that Brigada Pagbasa was an effective literacy intervention for struggling learners and enhancing activities that focus on comprehension and vocabulary, while sustaining personalised instruction and continues progress tracking, could further boost literacy outcomes, especially for beginner readers in key stage 1.

In terms of Effectiveness of Program Delivery, in table B, shows how volunteer teachers assess the effectiveness of Brigada Pagbas's delivery and implementation. The indicators focus on program quality, including instructional materials, learner participation, volunteer facilitation, guided reading activities, and time allocated for reading sessions. The program was interpreted as Effective to Very Effective at all grade levels, grade II received the highest overall weighted mean of 4.64, interpreted as Very Effective, followed by Grade III with 4.56 Very Effective, while the grade I got 4.08, interpreted as Effective.

The findings suggest successful implementation across participating schools, with volunteer teachers effectively facilitating guided reading sessions, using suitable instructional materials, and fostering positive learning environment that encourage active learner participation. Consistently high rating across grades implies the program met its objectives and effectively addressed the reading needs of struggling learners. Indicators related to instructional materials, volunteer facilitation, and guided reading consistently received the highest rating. This indicates that volunteers created supportive environments that promoted engagement and reading improvement. Although ratings for learner motivation and sustained participation were lower in some grades, they remained within the Effective range, indicating only minor enhancements are needed to maintain learner interest.

The success of the program delivery underscores the important role of volunteer teachers, school staff, and community stakeholders in ensuring effective implementation. Their collective efforts provided additional reading support beyond regular classes, strengthening foundational literacy skills. These results align with Durlak and DuPre (2020), according to them well executed programs yield better results when fidelity, stakeholder involvement, and instructional quality are maintained.

This result implies that the success of Brigada Eskwela Pagbasa hinges on implementation quality, volunteer commitment, instructional resources, and learner engagement. Sustaining and improving these aspects could lead to even greater literacy gains among struggling learners.

Challenges Encountered by Volunteer Teachers in the Implementation of Brigada Pagbasa

The other issue that needs to be addressed in this research is the challenges encountered as assessed by Brigada Pagbasa volunteers. Issues are identified so as possible solutions can be catered effectively, and needs can be given priority.

Understanding these challenges helps pinpoint barriers in conducting reading interventions and offers ideas to improve program effectiveness. Brigada Pagbasa plays a vital role in enhancing literacy skills among struggling learners. However, despite its objectives, participants often struggle with issues such as learner engagement, instructional materials, scheduling, and overall program management.

Identifying these challenges helps improve Brigada Pagbasa by guiding administrators, teachers, and stakeholders in developing interventions. Addressing these concerns enhances the program's effectiveness and sustainability, leading to better reading outcomes among struggling learners.

These problems can cause limited impact of reading interventions. A five-point Likert scale was used to assess the severity of these challenges; enabling respondents to rate how significantly each obstacle affected program

delivery. The collected data provided quantitative insights into the common issues encountered by Brigada Pagbasa volunteer during literacy activities.

Table 5 outlines the specific challenges encountered by volunteer teachers during the program.

Table 5 Challenges Encountered in the Implementation of Brigada Pagbasa

Indicators	WM	VI	Rank
1. Lack of reading materials.	3.00	MoC	2.5
2. Limited time for reading sessions.	2.90	MoC	4
3. Irregular learner attendance.	3.00	MoC	2.5
4. Lack of parental/community support.	2.60	MoC	5
5. A large number of struggling learners.	1.90	SC	6.5
6. Limited training for volunteers.	1.90	SC	6.5
7. Difficulty in monitoring learner progress.	1.80	SC	8
8. Learners' low motivation or short Attention span.	3.50	MC	1
Average Weighted Mean	2.60	MoC	

Legend:

Scale	Verbal Interpretation
4.20 – 5.00	Very Much a Challenge (VMC)
3.40 – 4.19	Much a Challenge (MC)
2.60 – 3.39	Moderately a Challenge (MoC)
1.80 – 2.59	Slightly a Challenge (SC)
1.00 – 1.79	Not a Challenge (NC)

Table 5 lists 8 indicators outlining the challenges faced by volunteer teachers during Brigada Pagbasa. It addresses issues like availability of instructional materials, learner attendance, time management, parental support, volunteer readiness, stakeholder involvement, and learner motivation. The results show a weighted mean of 2.60, indicating that respondents faced moderate difficulties while implementing Brigada Pagbasa. Indicator no. 8 receive the highest weighted mean of 3.50, showing that maintaining learners' focus participation, and motivation during reading sessions was a major concern for volunteers. This suggests that some struggling learners struggled to stay interested and engaged, which could impact the success of literacy efforts. Indicators no. 1 and no. 3 both had a weighted mean of 3.00, showing that the availability of instructional resources and regular learner participation moderately influenced reading activities. Indicator no. 2 had a weighted mean of 2.90 which also indicates a moderate challenge, suggesting that limited time may have reduced opportunities for learners to practice reading and get needed help. Indicator no. 4 received a weighted mean of 2.60, indicating the insufficient support from home moderately affected learners' reading progress. In contrast, indicators no. 5, 6, and 7 were interpreted as Slightly a Challenge, meaning these issues were acknowledge but were not major barriers to the program's implementation. Overall, the data highlights that learner-related issues, especially motivation and attention span, were key challenges during Brigada Pagbasa. Despite these challenges, the program was generally successful, though adding more strategies to increase learner engagement could improve its effectiveness. This aligns with Guthrie and Klauda (2019), who suggest that learner motivation and engagement are important predictors of reading success. Motivated learners are more likely to participate actively and perform better.

The International Literacy Association (2020) emphasized that access to appropriate reading materials, continues instructional support, and collaboration among teachers, families, and communities are essential for successful literacy programs. Regular reading opportunities at both school and home make a significant difference. Garcia (2021) found that parental involvement greatly enhances learners' motivation and performance. Supportive parents help develop better reading habits, comprehension, and confidence, which explains why limited parental support was moderate challenge. Addressing learner motivation, attendance, resource availability, and building strong links between home and school are crucial for improving Brigada Pagbasa. Providing engaging resources for volunteers and encouraging more parental involvement can further improve reading interventions and support

on-going literacy development for struggling learners. To continue improving struggling learners' literacy skills, it is essential to enhance the implementation of reading intervention and ensure learners receive adequate support, suitable reading materials, and engaging literacy activities. The study findings revealed that while Brigada Pagbasa had a positive impact on literacy improvement, challenges such as low motivation, limited resources, irregular attendance, and insufficient stakeholder support still hindered its full effectiveness.

According to Allington (2012), struggling readers need regular access to meaningful reading experiences, appropriate instructional materials, and guided reading support to develop their literacy skills effectively. Similarly, Guthrie and Wigfield (2000) highlighted that learner motivation and active engagement greatly influence reading achievement and participation in literacy activities. These insights suggest that strengthening reading intervention programs and increasing learner engagement can enhance literacy development and reading performance. Additionally, Vygotsky's Social Development Theory emphasizes the importance of social interaction and guided learning in improving learners' cognitive and literacy development. This underscores the vital role of collaboration among teachers, volunteers, parents, and community stakeholders in supporting struggling learners and enhancing the effectiveness of literacy interventions.

CONCLUSIONS

Based on the results gathered, the following conclusions are drawn:

1. A significant number of struggling learners remain at the Low Emerging level, particularly among learners in the Grade I level, suggesting the need for sustained literacy support to help them progress toward independent reading.
2. Brigada Pagbasa helped strengthen learners reading competencies and demonstrated the value of structured reading intervention activities in supporting literacy development. The program contributed positively to the improvement of learners' literacy skills.
3. Several areas for improvement in the implementation of Brigada Pagbasa are a result of existing gaps, problems, and challenges.
4. The study's outcomes support creating an intervention plan to further improve literacy support initiatives and reading outcomes for struggling learners.

RECOMMENDATIONS

Considering the findings and conclusions of this study, the following recommendations were formulated:

1. There must be continuous assessment and monitoring of struggling learners' literacy skills through the use of appropriate assessment tools such as the CRLA. Teachers should regularly identify learners who require additional reading support and provide timely interventions to address their literacy needs.
2. To strengthen the implementation of Brigada Pagbasa, teachers and volunteer tutors should be encouraged to utilize varied, engaging, and learner-centered reading strategies that will sustain learners' motivation, participation, and interest in reading activities. Continuous training and capacity-building programs on literacy intervention and learner engagement should also be provided to enhance their competencies in delivering reading support.
3. School administrators should prioritize the provision of adequate reading materials, instructional resources, and monitoring mechanisms to support literacy intervention programs. They must also foster stronger collaboration with parents, stakeholders, and community partners to ensure continuous support for reading initiatives and to cultivate a reading culture both at school and at home.
4. Developing a comprehensive *Project BASA: Literacy Intervention Booklet for Struggling Learners* is essential to address literacy gaps and challenges identified during the Brigada Pagbasa. This plan should aim to

strengthen literacy support systems, boost learner engagement, improve resource availability, and promote active collaboration among teachers, volunteers, parents, and other stakeholders to ensure continuous progress in literacy, especially for struggling learners.

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