

Leadership Opportunities and Challenges of Teachers in the Implementation of Hamon: Bawat Bata Bumabasa (3b's Initiative)

Jasmin Grace T. Magana¹, Adrian C. Guinto, Ph.D²

¹Mabini Colleges Inc., Daet, Camarines Norte, 4600, Philippines

²Camarines Norte State College, Daet, Camarines Norte, 4600, Philippines

DOI: <https://doi.org/10.51244/IJRSI.2025.12010061>

Received: 15 January 2025; Accepted: 24 January 2025; Published: 17 February 2025

ABSTRACT

This study examined the leadership opportunities and challenges encountered by teachers in the implementation of the "Hamon: Bawat Bata Bumabasa" (3B's Initiative) in the Daet North District. It sought to determine the current status of 3B's implementation, identify the challenges faced by teachers, explore leadership opportunities, and examine the relationships between these factors. A quantitative descriptive correlational method was used, with data collected through a questionnaire distributed to selected teachers. Findings revealed that the overall implementation of the 3B's initiative was highly rated, particularly in teaching practices, learner evaluation, and collaboration. However, challenges such as low learner engagement, resource constraints, parental involvement, and time limitations were significant. Leadership opportunities were identified in collaborative efforts, innovative teaching strategies, professional development, and stakeholder engagement. No significant relationship was found between implementation and leadership opportunities, nor between challenges and opportunities, except for time constraints. The study recommends strengthening learner profiling, establishing support committees, and enhancing leadership models to address these challenges and improve 3B's implementation.

Keywords: Bawat Bata Bumabasa; 3B's Initiative; leadership opportunities; challenges

INTRODUCTION

Reading difficulties are a significant global issue affecting school-age children, as reading is fundamental to a wide array of language-related competencies that form the basis of literacy. This was highlighted by Smith (2018), whose international study found that reading challenges are often rooted in the complexity of reading competence and fluency, resulting in a range of difficulties when learners fail to master grade-level skills. Deist's (2018) comparative study further affirmed that the decline in reading performance varies by country, influenced by factors such as comprehension, phonemic awareness, vocabulary, and other basic competencies.

In the Philippine context, reading barriers among learners present varied challenges. Salcedo (2020) identified physical, social, and environmental factors contributing to the reading problems of Filipino elementary students, such as lack of motivation, limited parental support, and restricted access to reading materials. Furthermore, the 2022 Program for International Student Assessment (PISA) revealed that the Philippines ranked 77th out of 81 countries, with particularly low scores in reading, indicating a substantial lag in the country's literacy competencies.

In response to these challenges, the Department of Education (DepEd) implemented the "Hamon: Bawat Bata Bumabasa" (3B's Initiative) through Memorandum No. 173 s. 2019. This initiative aims to equip learners with essential reading skills, enhance teachers' capacity as reading educators, and foster a culture of reading within schools and communities. However, despite its potential, teachers encounter significant challenges in implementing the program, such as resource limitations, time constraints, and inconsistent support from parents and the community.

Teacher leadership is critical in addressing these challenges, as it involves influencing peers, principals, and

the broader school community to improve teaching and learning practices. York-Barr and Duke (2004) defined teacher leadership as a collaborative process aimed at increasing student achievement. Thus, teachers play a pivotal role in leading initiatives like 3B's to foster better reading outcomes.

In the Bicol region, similar efforts, such as the "Bawat Bicolanong Bata Bihasang Bumasa" program, have been launched to improve reading proficiency. However, like the 3B's initiative, these programs face implementation challenges, including a lack of resources, poor reading habits among learners, and insufficient parental engagement. These concerns highlight the need for a comprehensive leadership approach to sustain reading initiatives and ensure their success.

Given these challenges, this study focuses on the leadership opportunities and challenges that teachers face in the implementation of the Hamon: Bawat Bata Bumabasa initiative in the Daet North District. The study aims to provide an in-depth assessment of the current status of the program, identify areas needing leadership support, and propose interventions to address the identified challenges.

METHODS

This study utilized a quantitative-descriptive correlational method to explore the leadership opportunities and challenges encountered by teachers during the implementation of **Hamon: Bawat Bata Bumabasa (3B's Initiative)**. The descriptive method was used to assess the status of the program, while the correlational approach analyzed the relationships between the program's implementation, leadership opportunities, and challenges faced by teachers. The sample consisted of 192 teachers from 14 schools in the Daet North District, selected from a population of 369 using the Slovin formula with a 5% margin of error. Respondents were properly oriented, ensuring a 100% retrieval rate of the questionnaires.

Table 1. Respondents of the Study

Schools in Daet North District	Population (N)	Sample (n)
A	20	10
B	13	7
C	16	8
D	29	15
E	125	65
F	17	9
G	7	4
H	10	5
I	39	20
J	18	9
K	27	14
L	3	2
M	19	9
N	26	13
TOTAL	369	192

The study involved 192 elementary school teachers from Daet North District, Camarines Norte, for the 2023-2024 school year. These teachers provided data on the implementation, leadership opportunities, and challenges related to the 3Bs Initiative. Teachers were selected for accessibility and population size, and the data collection process followed strict confidentiality guidelines in line with the Data Privacy Act. Participation was voluntary, with respondents briefed on the study's purpose and assured they could withdraw at any time.

Before data collection, ethical clearance was obtained from the district and division offices. Formal request letters were sent to education authorities, and informed consent was secured from all respondents. The researcher emphasized that participation was voluntary and responses were used solely for research purposes. The study adhered to ethical standards and safeguarded participants' identities.

Data were gathered through researcher-made survey questionnaires designed to meet the study's objectives. The survey consisted of three sections: the current status of the 3Bs Initiative, leadership opportunities, and challenges faced by teachers. Each section had five items measured on a Likert scale (1 to 4). The survey's content validity was confirmed by five experts, and it was pilot-tested with 20 teachers from a neighboring district. The results showed high reliability, with Cronbach's Alpha values of .967, .945, and .956 for each section respectively.

Descriptive statistics and quantitative analysis were used in this study. Frequency count and weighted mean were applied for the analysis of the current status of the 3Bs Initiative (SOP 1), leadership opportunities (SOP 2), and challenges faced by teachers (SOP 3). For SOP 4 and SOP 5, which examined the relationships between the status of implementation, leadership opportunities, and challenges, Pearson Product-Moment Correlation Coefficient was used. Data were analyzed using SPSS v21 software.

RESULTS AND DISCUSSION

Current Status of Implementation of Hamon: Bawat Bata Bumabasa (3B's Initiative)

Table 2. Number of Learner-Beneficiaries of 3B's Initiative

Indicators	Weighted Mean	Interpretation
1. Decreasing rate or number of frustrated readers or at-risk readers	3.20	H
2. Regular attendance of learners	3.30	VH
3. Engagement and involvement of learners in various aspects of the reading program	3.40	VH
4. Learners are grouped based on their reading level	3.45	VH
Average Weighted Mean	3.34	VH

Rating Scale: Descriptive Interpretation:

3.26 – 4.00 Very High (VH)

2.51 – 3.25 High (H)

1.76 – 2.50 Low (L)

1.00 – 1.75 Very Low (VL)

Number of Learner-Beneficiaries. The study found that the number of learner-beneficiaries in the 3B's

initiative was generally assessed as very high, with a grand mean of 3.34. This indicates that the initiative successfully engages a large number of pupils, aligning with DepEd’s “every child a reader” mandate. The project promotes inclusive education, ensuring all learners, regardless of ability, have access to literacy programs. The highest-rated aspect, with a mean of 3.45, was grouping learners based on their reading levels. This approach, supported by literacy assessments like Phil-IRI, helps tailor instruction to students’ needs. Grouping by ability, as backed by Abubakari (2020), enhances the developmental appropriateness of instruction by allowing teachers to apply strategies that match learners’ performance levels. However, the lowest mean (3.20) was related to the decreasing number of frustrated or at-risk readers, though it was still rated high. This suggests that while progress is being made, there is still room for improvement in addressing reading difficulties. As noted by Young (2020), sustained interventions can gradually reduce the number of struggling readers.

Table 3. Status of Assessment and Evaluation of 3B’s Initiative

Indicators	Weighted Mean	Interpretation
1. Effectiveness of assessment tools used to evaluate learner’s reading abilities	3.40	VH
2. Assessments are often conducted to monitor the progress of learner beneficiaries	3.53	VH
3. Assessments align with the program’s objectives and desired reading outcomes	3.55	VH
4. The feedback on the reading performance is communicated to the learners and parents	3.49	VH
Average Weighted Mean	3.49	VH

Rating Scale: Descriptive Interpretation:

3.26 – 4.00 Very High (VH)

2.51 – 3.25 High (H)

1.76 – 2.50 Low (L)

1.00 – 1.75 Very Low (VL)

Assessment and Evaluation. Table 3 shows that the implementation of the 3B’s initiative in assessment and evaluation was rated very high overall, with a grand mean of 3.49. The highest-rated item was the alignment of assessments with program objectives and desired outcomes (3.55). This highlights how the 3B’s initiative ensures that literacy interventions align with curriculum goals. The lowest, though still high (3.40), was the effectiveness of assessment tools used to evaluate learners. This reflects teachers’ strong use of both standardized and localized assessments to adapt to learners’ needs, helping them improve literacy skills. These findings are consistent with previous studies (Niones, 2020; Layco, 2022), which emphasize the importance of curriculum alignment and the effective use of assessment tools in literacy programs.

Table 4. Status of Access to Learning Resources of 3B’s Initiative

Indicators	Weighted Mean	Interpretation
1. Availability of supply or access to appropriate reading materials, including textbooks and	3.05	Available

supplementary resources		
2. Availability of school library, including variety of books and resources available	2.88	Available
3. Availability of technology resources such as computers or tablets for digital learning purposes	2.59	Available
4. Availability of appropriate and effective supplementary materials in enhancing reading	3.19	Available
Average Weighted Mean	2.93	Available

Rating Scale: Descriptive Interpretation:

3.26 – 4.00 Very Much Available (VMA)

2.51 – 3.25 Available (A)

1.76 – 2.50 Poorly Available (PA)

1.00 – 1.75 Not at All (NAA)

Access to Learning Resources. Table 4 shows that access to learning resources under the 3B’s initiative was generally assessed as available, with a mean of 3.19 for supplementary reading materials and 2.59 for technology resources like computers or tablets. The availability of supplementary materials was rated the highest, highlighting the collaborative efforts of teachers and leaders to ensure a well-developed learning resource management system. These resources are designed to be both standard and contextualized, supporting literacy services effectively. Rivera (2020) supports these findings, emphasizing that access to localized and relevant materials enhances learners' reading skills. Similarly, Goron and Malangen (2023) affirms the importance of quality assurance systems in ensuring the effectiveness of learning materials.

The availability of technology resources, while rated lower, still reflects active efforts to integrate digital tools into reading instruction. This aligns with Diallo's (2023) findings, where teachers preferred using digital tools to sustain learner interest and engagement.

Table 5. Status of Teaching Practices in Reading under 3B’s Initiative

Indicators	Weighted Mean	Interpretation
1. Teacher modifies reading instruction to meet the diverse learning needs of learners	3.55	Very Much Agree
2. Teachers’ ability to use pedagogical strategies proven to enhance reading skills, such as phonics, guided reading, and interactive read-aloud	3.59	Very Much Agree
3. Teacher incorporates technology tools and resources to support and enhance reading instruction	3.54	Very Much Agree
4. The teacher uses assessment data to inform her instructional decisions and adapt teaching methods based on learners’ needs	3.57	Very Much Agree
Average Weighted Mean	3.57	Very Much Agree

Rating Scale:	Descriptive Interpretation:
3.26 – 4.00	Very Much Agree (VMA)
2.51 – 3.25	Agree (A)
1.76 – 2.50	Poorly Agree (PA)
1.00 – 1.75	Not at All (NAA)

Teaching Practices in Reading. Table 5 presents the current status of the 3B initiative's teaching practices in reading, with an overall assessment of very much agree (grand mean of 3.57). The highest-rated response was the teachers' ability to use effective pedagogical strategies like phonics, guided reading, and interactive read-alouds, with a mean of 3.59. The least-rated response, still very much agree, was the incorporation of technology tools, with a mean of 3.54. These high implementation levels can be attributed to various teacher-training programs that expose reading teachers and coordinators to innovative literacy pedagogies. These programs facilitate knowledge sharing and professional development with instructional leaders and experts, combining traditional and modern instructional methods. Rehman (2020) supports these findings, emphasizing that such training programs significantly enhance teachers' capabilities to apply grade-appropriate reading strategies. The prominence of strategies like phonics and guided reading indicates their established effectiveness in promoting individualized teaching approaches. While the incorporation of technology tools received the lowest mean score, it was still viewed positively. This reflects the efforts of educators to integrate technological resources into reading instruction, as noted by Diallo (2023), who found that technology-enhanced materials effectively engage visually-oriented 21st-century learners.

Table 6. Status of the Reading Activities and Services in 3B's Initiative

Indicators	Weighted Mean	Interpretation
1. A variety of reading activities implemented, such as book clubs, storytelling sessions, and reading workshops	3.25	Very Much Accessible
2. Accessibility of additional reading services, such as reading assistance programs, tutoring, or literacy support	3.12	Accessible
3. Organizing special events and celebrations promoting reading, such as literacy weeks and book fairs	3.16	Accessible
4. Recognition and rewards for learners excelling or improving in reading activities	3.30	Very Much Accessible
Average Weighted Mean	3.21	Accessible

Rating Scale:	Descriptive Interpretation:
3.26 – 4.00	Very Much Accessible (VMA)
2.51 – 3.25	Accessible (A)
1.76 – 2.50	Poorly Accessible (PA)
1.00 – 1.75	Not at All (NAA)

Reading Activities and Services. Table 6 shows that the status of reading activities and services under the 3B's

initiative was rated as high, with a grand mean of 3.21, interpreted as accessible. This high rating is due to the variety of creative and innovative instructional approaches that support literacy development. The highest-rated item was recognition and rewards for learners excelling or improving in reading, with a mean of 3.30 (very much accessible). The lowest-rated was the availability of additional reading services such as tutoring and literacy support, with a mean of 3.12 (accessible). For example, a 20-minute pleasure reading activity is conducted where learners choose materials based on their interests. This approach, along with the recognition and rewards system, motivates learners and boosts literacy outcomes, as supported by Goron (2023) and Phungpai (2021). Additionally, the study found that additional support services are adapted to meet learners' evolving needs, echoing findings from Sattar (2022) about the importance of responsive literacy programs.

Challenges Encountered by the Teachers in the Implementation of 3B's Initiative

Table 7. Learners' Engagement and Motivation

Indicators	Weighted Mean	Interpretation
1. Lack of interest or enthusiasm among learners toward reading activities	2.75	Challenging
2. Irregular attendance and absenteeism of learners in reading sessions	2.77	Challenging
3. Engagement barriers that hinder active engagement such as personal or environmental distractions	2.78	Challenging
4. Challenges encountered in fostering a consistent reading habit among learners	2.89	Challenging
Average Weighted Mean	2.79	Challenging

Rating Scale:

Descriptive Interpretation:

3.26 – 4.00 Very Much Challenging (VMC)

2.51 – 3.25 Challenging (C)

1.76 – 2.50 Sometimes Challenging (SC)

1.00 – 1.75 Not at All (NAA)

Learners' Engagement and Motivation. The results of the study on challenges in implementing the 3B's initiative related to learners' engagement and motivation, as shown in Table 7, indicated that these challenges were generally assessed as significant, with a grand mean of 2.79. The primary challenge was fostering a consistent reading habit among learners, with the highest mean of 2.89, interpreted as challenging. The least concern was the lack of interest or enthusiasm towards reading activities, with a mean of 2.75, also rated as challenging. This suggests that a major issue for 3B's implementers is maintaining learners' motivation and interest in reading instruction. Teachers are encouraged to create stimulating activities during all stages of learning, from pre-intervention to assessment. The findings align with Bagazi's (2022) study, which emphasized that one of the biggest difficulties in literacy programs is capturing the diverse interests of learners. To maintain engagement, it's important to diversify instructional tasks. The study highlights that fostering a consistent reading habit was the biggest challenge, while lack of interest was seen as less of an obstacle, though still significant. Tomas (2021) confirmed these findings, noting that individual differences, such as cognitive abilities, home environments, and parental support, play a significant role in influencing learners' motivation and engagement in literacy programs like 3B's. These diverse learner needs make it difficult to sustain active and quality participation in reading activities.

Table 8. Monitoring of Reading Performance

Indicators	Weighted Mean	Interpretation
1. Inappropriate assessment tools used to monitor and assess reading performance among learners	2.49	Sometimes Challenging
2. Incomplete or inconsistent data collection which may hinder accurate monitoring of reading performance	2.46	Sometimes Challenging
3. Time constraints pose challenges for teachers in consistently and effectively monitoring the reading performance of all learners	2.74	Challenging
4. Communication barriers between teachers, learners, and parents regarding monitoring of reading performance	2.67	Challenging
Average Weighted Mean	2.59	Challenging

Rating Scale: Descriptive Interpretation:

3.26 – 4.00 Very Much Challenging (VMC)

2.51 – 3.25 Challenging (C)

1.76 – 2.50 Sometimes Challenging (SC)

1.00 – 1.75 Not at All (NAA)

Monitoring of Reading Performance. Table 8 highlights the challenges in monitoring reading performance under the 3B’s initiative, with a grand mean of 2.59, interpreted as challenging. Teachers face difficulties due to large class sizes, making individualized monitoring time-consuming. The primary challenge is time constraints, with a mean of 2.74, which hampers effective follow-up assessments after interventions. This aligns with Ronberg (2023), which noted similar difficulties among teachers. The least challenging aspect is inconsistent data collection, with a mean of 2.46. Although teachers receive training, variations in interpretation and application lead to inconsistencies, influenced by differing resources across schools. These findings support Mocorro’s (2022) study, which emphasized that inconsistent data collection arises from varying teacher competencies in reading instruction and assessment, despite access to training.

Table 9. Resource Constraints

Indicators	Weighted Mean	Interpretation
1. Availability and inaccessibility of age-appropriate learning materials	2.68	Challenging
2. Lack of modern technology and educational tools for literacy improvement	2.78	Challenging
3. Inadequate library facilities and reading corners	2.63	Challenging
4. Inadequate funds to organize community events and literacy awareness programs	2.79	Challenging
Average Weighted Mean	2.72	Challenging

Rating Scale: Descriptive Interpretation:

- 3.26 – 4.00 Very Much Challenging (VMC)
- 2.51 – 3.25 Challenging (C)
- 1.76 – 2.50 Sometimes Challenging (SC)
- 1.00 – 1.75 Not at All (NAA)

Resource Constraints. Table 9 outlines the challenges faced by the 3B’s initiative related to resource constraints, with a grand mean of 2.72, indicating a high level of difficulty. The most significant challenge was inadequate funds for community events and literacy awareness programs, with a mean of 2.79. This suggests that the financial demands of the 3B’s initiative, coupled with diverse learning needs, are difficult to meet. Learning resources for the 3B’s project are accessible but insufficient, especially for localized reading interventions for at-risk learners. The primary challenge, with a mean of 2.79, is inadequate funds for community events and literacy programs, highlighting the project's financial constraints. This aligns with studies by Chang (2018) and Gershenson & Hayes (2018), emphasizing how limited resources affect literacy initiatives. Meanwhile, inadequate library facilities, though less pressing (mean of 2.63), still hinder engagement and highlight the need for improved school library development, as supported by Baker & Green (2022).

Table 10. Parental and Community Engagement Barriers

Indicators	Weighted Mean	Interpretation
1. Insufficient involvement of parents in promoting reading habits at home	2.89	Challenging
2. Lack of community support for literacy programs	2.79	Challenging
3. Lack of effective communication channels	2.63	Challenging
4. Limited understanding of the importance and goals of implementing reading programs	2.65	Challenging
Average Weighted Mean	2.74	Challenging

Rating Scale: Descriptive Interpretation:

- 3.26 – 4.00 Very Much Challenging (VMC)
- 2.51 – 3.25 Challenging (C)
- 1.76 – 2.50 Sometimes Challenging (SC)
- 1.00 – 1.75 Not at All (NAA)

Parental and Community Engagement Barriers. Table 10 presents the challenges related to parental and community engagement in the 3B’s initiative, showing a high overall assessment with a grand mean of 2.74, interpreted as challenging. The most significant challenge identified was the insufficient involvement of parents in promoting reading habits at home, with a mean of 2.89. This underscores the crucial role of parental support in reinforcing the literacy development efforts of the 3B’s project. Without active participation from parents, the long-term effectiveness of the initiative may be compromised. Parental involvement is a significant challenge in implementing the 3B’s initiative, with insufficient support at home receiving the highest mean of 2.89. This highlights the critical role of parents in sustaining literacy efforts, as supported by Jeynes (2021), who found that parental involvement boosts academic success but is often hindered by socio-economic factors. Conversely, the least challenging aspect was ineffective communication channels (mean of

2.63), attributed to limited access to digital platforms, as noted by Bendanillo (2021). Addressing these issues requires enhancing parental engagement and diversifying communication strategies.

Table 11. Time Constraints

Indicators	Weighted Mean	Interpretation
1. Balancing the demands of the curriculum with the time required for effective literacy instruction	3.04	Challenging
2. Challenges in incorporating reading activities within the existing schedule	2.95	Challenging
3. Insufficiency of instructional time in reading	2.79	Challenging
4. Limited time for planning differentiated literacy instruction	2.88	Challenging
Average Weighted Mean	2.88	Challenging

Rating Scale: Descriptive Interpretation:

3.26 – 4.00 Very Much Challenging (VMC)

2.51 – 3.25 Challenging (C)

1.76 – 2.50 Sometimes Challenging (SC)

1.00 – 1.75 Not at All (NAA)

Time Constraints. Table 11 highlights the challenges related to time constraints in implementing the 3B’s initiatives, with a grand mean of 2.88, indicating significant challenges. Time constraints pose significant challenges to the 3B’s initiative, particularly in balancing curriculum demands with effective literacy instruction, which received the highest mean of 3.04, indicating challenging. This reflects the difficulty of addressing diverse learning needs within limited instructional time, aligning with Simmons (2019), who noted the time-intensive nature of addressing varied reading difficulties. The least challenging aspect was the insufficiency of instructional time (mean of 2.79), though still a concern. Addressing both issues is critical to enhancing literacy instruction and meeting the needs of learner-beneficiaries effectively.

Leadership Opportunities Provided by the Teachers

Table 12. Collaborative Efforts with Colleagues

Indicators	Weighted Mean	Interpretation
1. Collaborative efforts in planning reading-related activities with colleagues such as lesson planning and sharing resources	3.20	Moderately Implemented
2. Engaging in discussions about effective teaching strategies to enhance literacy skills	3.12	Moderately Implemented
3. Mentorship initiatives to support new teachers	3.40	Highly Implemented
4. Brainstorming in creating an action plan for reading activities and programs	3.45	Highly Implemented
Average Weighted Mean	3.29	Highly Implemented

Rating Scale: Descriptive Interpretation:

- 3.26 – 4.00 Highly Implemented (HI)
- 2.51 – 3.25 Moderately Implemented (MI)
- 1.76 – 2.50 Poorly Implemented (PI)
- 1.00 – 1.75 Not at All (NAA)

Collaborative Efforts with Colleagues. Table 12 presents the leadership opportunities within the 3B’s initiatives, focusing on collaborative efforts, with an overall assessment indicating high implementation (grand mean of 3.29). The highest-rated aspect was brainstorming for action plans related to reading activities, with a mean of 3.45, highlighting the importance of collaborative support from stakeholders. This fosters innovative practices and stakeholder engagement, as supported by Anderson and Maguire (2022). Conversely, the least opportunity identified was engaging in discussions about effective teaching strategies to enhance literacy skills, with a mean of 3.12, indicating moderate implementation. This aligns with Gonzalez and Thomas (2021), emphasizing the role of experienced educators in advancing literacy interventions. The collaborative implementation of the 3B’s initiative is strengthened by the support of internal and external stakeholders, with teachers playing a key role as literacy advocates.

Table 13. Use of Innovative Teaching Methods

Indicators	Weighted Mean	Interpretation
1. Employs interactive activities or creative approaches that foster motivation towards reading	3.30	Highly Implemented
2. Willingness to explore and implement innovative teaching methods involving incorporating technology	3.38	Highly Implemented
3. Employs a variety of teaching methods for literacy improvement	3.39	Highly Implemented
4. Adjusts to the learning needs of learners	3.42	Highly Implemented
Average Weighted Mean	3.37	Highly Implemented

Rating Scale: Descriptive Interpretation:

- 3.26 – 4.00 Highly Implemented (HI)
- 2.51 – 3.25 Moderately Implemented (MI)
- 1.76 – 2.50 Poorly Implemented (PI)
- 1.00 – 1.75 Not at All (NAA)

Use of Innovative Teaching Methods. Table 13 outlines the leadership opportunities within the 3B’s initiatives concerning innovative teaching methods, revealing a high overall implementation rating with a grand mean of 3.37. The primary opportunity identified was adjusting to the learning needs of students, also rated highly with a mean of 3.42. This indicates a strong focus on tailoring reading instruction to meet diverse learner needs through contextualized practices. The least emphasized area was employing interactive activities or creative approaches to foster reading motivation, with a mean of 3.30, yet still rated as highly implemented. This

suggests that while there is room for improvement in engaging learners creatively, teachers are actively integrating various interactive tools and strategies to enhance literacy instruction. Overall, the findings reflect the commitment of teachers and implementers to explore and adopt innovative teaching methods within the 3B's initiative, supported by training and collaborative efforts to optimize reading literacy.

Table 14. Advocacy and Engagement with Parents and Stakeholders

Indicators	Weighted Mean	Interpretation
1. Strengthening the collaboration with parents and other stakeholders for the conduct of reading projects and activities	3.26	Highly Implemented
2. Employ strategies for building positive relationships between teachers, parents, and stakeholders	3.28	Highly Implemented
3. Identifying best practices for encouraging participation	3.31	Highly Implemented
4. Organize literacy awareness programs	3.27	Highly Implemented
Average Weighted Mean	3.28	Highly Implemented

Rating Scale: Descriptive Interpretation:

3.26 – 4.00 Highly Implemented (HI)

2.51 – 3.25 Moderately Implemented (MI)

1.76 – 2.50 Poorly Implemented (PI)

1.00 – 1.75 Not at All (NAA)

Advocacy and Engagement with Parents and Stakeholders. Table 14 presents data on the leadership opportunities for teachers in implementing the 3B's initiatives, focusing on advocacy and engagement with parents and stakeholders. The findings indicate a highly implemented level of leadership opportunities, with a grand mean of 3.28. The primary opportunity identified was identifying best practices to encourage participation, with a mean of 3.31. This highlights the initiative's success in motivating stakeholders to engage collaboratively in literacy interventions. The least emphasized opportunity was strengthening collaboration with parents and stakeholders for reading projects, with a mean of 3.26, yet still considered highly implemented. This suggests that while collaboration is essential, there remains potential for enhancing partnerships to address literacy needs effectively. These results align with Caliskan (2021) and Fatonah (2020), which underscore the importance of fostering parental involvement and collaboration to improve literacy support systems for learners.

Table 15. Professional Development

Indicators	Weighted Mean	Interpretation
1. Training programs for teachers on effective literacy instruction	3.33	Highly Implemented
2. Proper orientation and training on the utilization of learning resources	3.34	Highly Implemented
3. Proper orientation and training on the utilization of assessment and evaluation tools	3.34	Highly Implemented

4. Access to workshops, seminars, and training programs focused on effective implementation	3.30	Highly Implemented
Average Weighted Mean	3.33	Highly Implemented

Rating Scale: Descriptive Interpretation:

3.26 – 4.00 Highly Implemented (HI)

2.51 – 3.25 Moderately Implemented (MI)

1.76 – 2.50 Poorly Implemented (PI)

1.00 – 1.75 Not at All (NAA)

Professional Development. Table 15 presents the data on leadership opportunities within the 3B’s initiatives focused on professional development. The findings indicate a very high level of leadership opportunities, with a grand mean of 3.33, interpreted as highly implemented. The leading opportunities were proper orientation and training on utilizing learning resources and assessment tools, both with a mean of 3.34, also considered highly implemented. The least challenge was access to workshops, seminars, and training programs for effective implementation, which received a mean of 3.30, still highly implemented. These results suggest that engaging teachers in reading projects provides significant opportunities to enhance their professional skills and knowledge. This aligns with Hafeez (2021), which emphasized that professional development is critical for the successful implementation and sustainability of literacy programs. The findings imply that the training programs offered during the 3B’s initiative are well-supported by school heads, instructional leaders, and reading experts, fostering a collaborative culture of knowledge sharing among educators, as supported by Elias (2021).

Table 16. Support from School Heads

Indicators	Weighted Mean	Interpretation
1. Actively communicate with the school head, share insights, and work together to ensure a supportive and conducive environment	3.39	Highly Implemented
2. Provision of necessary teaching materials and resources	3.31	Highly Implemented
3. Adequate allocation of budget for the reading programs	3.22	Moderately Implemented
4. Give leadership opportunities to teachers to initiate reading projects and activities	3.38	Highly Implemented
Average Weighted Mean	3.30	Highly Implemented

Rating Scale: Descriptive Interpretation:

3.26 – 4.00 Highly Implemented (HI)

2.51 – 3.25 Moderately Implemented (MI)

1.76 – 2.50 Poorly Implemented (PI)

1.00 – 1.75 Not at All (NAA)

Support from School Heads. Table 16 presents data on leadership opportunities related to support from school heads in the 3B's initiatives. Overall, the findings reveal a very high assessment, with a grand mean of 3.30, interpreted as highly implemented. The leading opportunity was active communication with school heads, sharing insights, and fostering a supportive environment, with a mean of 3.39. In contrast, the least response pertained to the adequate allocation of budget for reading programs, which received a mean of 3.22, interpreted as moderately implemented. These findings suggest that school heads exemplify effective literacy leadership by providing essential support systems for implementing the 3B's initiative. The high mean for active communication indicates that school heads are recognized for their significant roles in managing literacy activities and interventions, consistent with Plaatjies (2019), which highlighted their expertise in literacy support systems. However, the relatively lower score for budget allocation suggests that while school heads are making efforts, there are still challenges in financial management. This aligns with Andrin (2024), who noted that school heads' budgeting skills are crucial in addressing the financial needs of literacy programs.

Current Implementation of 3B's Initiative and its Relationship with Leadership Opportunities of Teachers

This study used the Pearson Product Moment Correlation (r) to evaluate the relationship between the current implementation of the **Hamon: Bawat Bata Bumabasa (3B's Initiative)** and the challenges faced by teachers.

The Pearson Product Moment Correlation (r) test showed no significant relationship between learner engagement and motivation and the implementation of the 3B's initiative across variables like beneficiaries, assessment, access to resources, teaching practices, and reading activities ($p > 0.05$). This suggests that the program proceeds regardless of fluctuations in learners' motivation, with adjustments made by implementers to address learners' needs.

The lack of correlation may be due to intrinsic differences in learners' motivation, influenced by factors such as home environment and parental support. This aligns with Permatasari (2023), who found that motivation is shaped by personal factors like reading interest and commitment rather than program implementation. Concrete measures are needed to better understand the link between motivation and the quality of reading interventions.

Challenges in implementing the 3B's initiative show significant relationships with specific aspects of its implementation. Monitoring reading performance is notably linked to the number of beneficiaries ($r=.253$) and access to resources ($r=.156$), highlighting that larger groups and limited funds make tracking progress difficult. These challenges may hinder accurate identification of beneficiaries and equitable distribution of interventions, as supported by Harris and Williams (2022).

Similarly, time constraints correlate significantly with the number of beneficiaries ($r=.309$), limited resources ($r=.222$), teaching practices ($r=.201$), and recognition programs ($r=.199$). Larger groups and insufficient materials demand more time for individualized instruction and preparation, challenging teachers in balancing curriculum demands with effective literacy instruction.

On the other hand, challenges like parental engagement barriers and resource constraints show minimal impact on implementation planning, except for a positive correlation with the number of beneficiaries ($r=.226$), suggesting schools prioritize inclusivity despite resource limitations, aligning with Maffea (2020).

These findings emphasize the need for improved monitoring strategies, stakeholder support, and time management to enhance program outcomes.

Table 17. Test for Significant Relationship between the Implementation of Hamon: Bawat Bata Bumabasa (3B’s Initiative) and the Challenges Encountered by Teachers

Status Implementation	Challenges									
	Learner’s Engagement and Motivation		Monitoring of Reading Performance		Resource Constraints		Parental and Community Engagement Barriers		Time Constraints	
	<i>R</i>	<i>p-value</i>	<i>R</i>	<i>p-value</i>	<i>R</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>R</i>	<i>p-value</i>
Number of Beneficiaries	.123	.088	.253**	.000	.226**	.002	.074	.305	.309**	.000
Assessment and Evaluation	.005	.943	.061	.402	-.017	.812	-.091	.211	.110	.131
Access to Learning Resources	.116	.108	.156*	.031	.072	.324	.059	.417	.222**	.002
Teaching Practices in Reading	.109	.132	.138	.056	.066	.360	.015	.831	.201**	.005
Reading Activities and Services	.059	.415	.113	.117	-.009	.904	-.016	.829	.199**	.006

*Correlation is significant @ 0.05 level

**Correlation is significant @ 0.01 level

Leadership Opportunities and its Relationship with the Challenges of Teachers in the Implementation of 3B’s Initiatives

The relationship between the challenges faced by teachers and leadership opportunities in implementing the **Hamon: 3B Initiative** was analyzed using Pearson Product Moment Correlation (*r*). The findings show no significant correlations between collaborative efforts with colleagues and challenges like learner engagement, monitoring performance, resource constraints, or parental involvement. However, a significant correlation was found with time constraints (*r*=.289), suggesting that increased collaboration may coincide with greater time pressures, highlighting the importance of task sharing among teachers.

However, leadership opportunities in the 3B’s initiative generally show no significant relationship with challenges like learner engagement, resource constraints, and parental involvement, except for time constraints. Collaborative efforts among teachers (*r*=.289), innovative teaching methods (*r*=.292), advocacy engagement with stakeholders (*r*=.168), and professional development (*r*=.192) all show weak positive correlations with time constraints. This suggests that while these opportunities can increase time pressures, they also encourage task-sharing, optimize instructional strategies, and enhance long-term teaching effectiveness. These findings align with Corpuz (2023), which highlights how innovative approaches can balance curriculum requirements, and Kraft and Papay (2014), which emphasizes the time demands of professional development despite its positive impact on teaching quality.

Lastly, support from school heads showed no significant relationship with any challenges, indicating that addressing practical issues like time constraints and learner engagement requires more targeted, functional interventions beyond leadership roles. This conforms to Mapp (2023), which underscores the complexities of educator-family collaborations and their time implications. These findings highlight the need for collaborative efforts and practical solutions to ease challenges and ensure the success of the initiative.

In summary, there is generally no significant relationship between leadership opportunities and challenges faced by teachers in implementing the reading initiative, except for time constraints. Effective solutions require collaboration among leaders, teachers, and the community.

Table 18. Test for Significant Relationship between the Challenges Encountered by Teachers and the Leadership Opportunities in the Implementation of 3B's Initiatives

Challenges	Leadership Opportunities									
	Collaborative Efforts with Colleagues		Innovative Teaching Methods		Advocacy and Engagement with Parents & Stakeholders		Professional Development Opportunities		Support from School Heads	
	<i>r</i>	<i>p-value</i>	<i>R</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>R</i>	<i>p-value</i>
Learner's Engagement and Motivation	.060	.411	.089	.222	.071	.327	.009	.897	-.047	.521
Monitoring of Reading Performance	.127	.078	.109	.132	.073	.317	.118	.104	.014	.849
Resource Constraints	.099	.170	.093	.199	.025	.728	.065	.367	.004	.954
Parental and Community Engagement Barriers	.025	.727	.082	.256	.020	.783	-.033	.646	-.027	.709
Time Constraints	.289**	.000	.292**	.000	.168*	.020	.192**	.008	.104	.153

*Correlation is significant @ 0.05 level

**Correlation is significant @ 0.01 level

Intervention to Address the Challenges in the Implementation of Hamon: Bawat Bata Bumabasa (3B's Initiative)

Considering the results of the study, the researcher developed and proposed a literacy awareness poster (see appendix I) to serve as visual reminder in schools, libraries, and community centers, addressing all the challenges by highlighting key actions for teachers, parents, and the community. This poster is designed to be visually engaging and provides clear, concise actions for different stakeholders (teachers, parents, and the community), addressing the challenges in fostering consistent reading habits among learners, challenges in time constraints or limited time to consistently monitor learners' performance in reading, inadequate funds to organize community events and literacy awareness program, inconsistent involvement of parents in improving reading habits at home, and challenges on balancing the demands of the curriculum with the time required for effective literacy instruction.

Additionally, the researcher designed a training program (see appendix J) to pursue interventions to address the identified major problems in 3B's implementation. It covers discussion on understanding the school-community reading engagement initiative, implementing weekly reading hour and tracking progress, engaging parents in home reading routines, integrating literacy across subjects for teachers, organizing community literacy events, and lastly, wrap-up and action planning. This training is designed to give participants the essential tools and strategies to foster a reading of culture, with an emphasis on collaboration between schools, homes, and the community. The proponent will first subject the intervention project proposal to checking and approval by the approving authorities in the district and division committees.

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. The elementary schools of Daet North District were assessed to have a very high level of capacity, competence, and readiness in the implementation of the Bawat Bata Bumabasa (3B's) Initiative along the areas of learners' population or beneficiaries, learning assessment system and teaching strategies in support of reading instruction. However, it was also found that the district has still more areas that need further improvement in terms of 3B's implementation such as in terms of accessibility of learning resources and instructional activities and interventions for the pupil-beneficiaries.
2. The current implementation of the Bawat Bata Bumabasa (3B's) Initiative was seriously facing issues and challenges in the contexts of monitoring learners' reading performance, fund allocation, and support to the community-based literacy events under this project and insufficient participation rate and support systems from parents and other stakeholders.
3. The implementation of 3B's initiative paved the way for the fostering of leadership opportunities and support systems in upholding the literacy-based advocacies of the project in terms of collaborative action planning, innovative instructional modifications to address learners' needs, execution of best practices in stakeholders' engagement, enhancement of training programs on learning resource development and management and sustaining collaboration and literacy leadership among school heads.
4. The implementation of 3B's initiative has an association on the diverse challenges faced by the teacher-implementers in supporting this literacy project particularly on challenge related to monitoring reading performance showed significant relationship with its implementation in terms of the number of beneficiaries and access to learning resources, specifically inadequate funds to organize community events and literacy awareness programs. The challenge of resource constraints also showed significant correlations with the number of beneficiaries. And the challenge in time constraints also have significant relationship to number of learner-beneficiaries, access to learning resources, teaching practices, reading activities and services and reading activities and services.
5. The leadership opportunities of teachers in the implementation of 3B's initiative such as collaborative efforts with colleagues, innovative teaching methods, advocacy and engagement with parents and stakeholders, professional development has an association on the challenges encountered particularly on time constraints.
6. The proposed intervention in fostering improvement on the challenges encountered in 3B's implementation is a training design and a literacy awareness poster.

RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are hereby proposed:

1. The schools may strengthen and enhance the profiling system of the learner-beneficiaries of the 3B's initiatives specifically in the contexts of learners' prior knowledge in reading and literacy areas, varied learning difficulties, and least mastered competencies and levels of reading and literacy skills and performance.
2. The district may pursue the establishment of separate working committees to execute and assume integral functions and contributions in support of 3B's implementation such as monitoring and evaluation committees and relevant committees to manage the provision of training and technical assistance to parents as literacy partners.
3. The school heads are encouraged to conceptualize, design, and formulate their versions of leadership models and approaches that can direct and guide them in strengthening their leadership support systems towards the quality and service enhancement of the 3B's initiative and advocacies.

4. The researchers may pursue the implementation of separate educational research on the relevant and practical interventions and innovations to address a variety of challenges linked with 3B's implementation to make the approaches to these issues more in-depth, evidence-based, and research-based.
5. Collaborative intervention planning and innovations may also be implemented and pursued by the teachers, school leaders, and stakeholders in responding to the practical gaps, issues, and challenges identified along the salient areas and aspects of the implementation of the 3B's.
6. The researcher may subject and expose the proposed intervention to the validation and feedback from the school heads, other teachers, instructional leaders, and experts to enhance the acceptability and functionality of this output.

ACKNOWLEDGEMENT

The researcher would like to express heartfelt gratitude to all those who have supported and guided the completion of this study. Special thanks are extended to the research advisor and panelist for their invaluable insights and expertise. The researcher is also deeply grateful to the teachers and school heads of Daet North District for their participation, and to family and friends for their unwavering encouragement. Acknowledgment is also due to the authors and researchers whose studies and literature provided a solid foundation for this research. Their contributions have been instrumental in shaping the understanding and direction of this study. This research would not have been possible without the collective support and inspiration from all these individuals and sources.

REFERENCES

1. Smith, S. R. (2018). An International Investigation and Survey of the Extent of Reading Barriers among School-age Children in the United States and the Triggers of these Literacy Gaps. Master's Thesis. Athabasca University. Canada. DOI:10.13140/RG.2.2.10638.95040
2. Deist, M. G. (2018). Comparative Nature and Extent of Decline in Reading Competence and Performance of School-Age Children based on Generalized Reading Competence of Learners in Western Countries and Communities. Dissertation. Chicago University. USA. DOI:<https://dx.doi.org/10.24093/awej/vol12no3.27>
3. Salcedo, M. O. (2020). Multifactorial Study of Physical, Social and Environmental Triggers to the Reading Problems of the Filipino Elementary Learners in Greater Luzon Areas. Thesis. Asian College. Quezon City. DOI:10.4236/jss.2021.95009
4. OECD (2023), PISA 2022 Results (Volume I): The State of Learning and Equity in Education, PISA, OECD Publishing, Paris <https://doi.org/10.1787/53f23881-en>
5. Department of Education. (2019, November). *DepEd Memorandum No. 173, s. 2019: Hamon: Bawat Bata Bumabasa (3Bs initiative)*. https://www.deped.gov.ph/wpcontent/uploads/2019/11/DM_s2019_173-1.pdf
6. Bicol Mail. (2020, February 21). *DepEd Bicol launches 5Bs to improve reading proficiency*. <https://www.bicolmail.net/single-post/2020/02/21/deped-bicol-launches-5bs-to-improve-reading-proficiency>
7. Villagen, P. T. (2020). Extent of Risks and Potentialities of the Implementation of National Reading Brigade: Basis for Intervention Plan. Master's Thesis. Columbus College. Lucena City, Quezon.
8. Frost, Jim. (2022). Difference between Descriptive and Inferential Statistics. <https://statisticsbyjim.com/bas/difference-between-descriptive-inferential-statistics>
9. Dorado, R. L., & Medina, B. O. (2022). Effectiveness of hamon: bawat bata bumabasa (3bs initiative) in improving reading proficiency of students. *International Journal of Recent Innovations in Academic Research*, 6, 2659-1561. <https://www.researchgate.net/profile/Benedict-Medina/publication/358803137-Effectiveness-of-Hamon-Bawat-Bata-Bumabasa-3Bs-Initiative-in-Improving-Reading-Proficiency-of-Students/links/62164c3e791f4437f158c8b9/Effectiveness-of-Hamon-Bawat-Bata-Bumabasa-3Bs-Initiative-in-Improving-Reading-Proficiency-of-Students.pdf>
10. Abubakari, A. (2020). Effects of ability grouping on the performance of basic school pupils in Ghana. *The International Journal of Humanities & Social Studies*, 8(1).

- <https://doi.org/10.24940/theijhss/2020/v8/i1/HS2001-001>
11. Young, C., Lagrone, S., & McCauley, J. (2020). Read like me: An intervention for struggling readers. *Education Sciences*, 10(3), 57. <https://doi.org/10.3390/educsci10030057>
 12. Niones, J. L. (2022). Implementation of project blue Rizal-barangayan para sa bawat bata bumabasa in public secondary schools in Baras sub-office. *Psychology and Education: A Multidisciplinary Journal*, 5(3), 202-213. <https://doi.org/10.5281/zenodo.7220547>
 13. Layco, E. P., Parico, A. D., & Magno, J. C. (2022). Probing teachers' competencies in using online assessment tools: basis for a capacity building program. *International Journal of Early Childhood Special Education*, 14(3). <https://www.researchgate.net/publication/361312104> PROBING TEACHERS' COMPETENCIES IN USING ONLINE ASSESSMENT TOOLS BASIS FOR A CAPACITY BUILDING PROGRAM
 14. Rivera, Kristoffer. (2020). DepEd Launches Every Child a Reader Initiative to Improve Literacy. [scribd.com/document/43816628-bawat-bata-bumabasa](https://www.scribd.com/document/43816628-bawat-bata-bumabasa)
 15. Goron, M. M., & Malangen, A. (2023). Implementation of barangayan para sa bawat bata bumabasa reading program of the selected elementary schools in Rodriguez, Rizal. *International Journal on Orange Technology*, 5(7). <https://ssrn.com/abstract=4523697>
 16. Diallo, M. (2023). The Role and Impact of Technology on Students' Reading. Online Submission. <https://eric.ed.gov/?id=ED629176>
 17. Rehman, A. U., Khan, K., Almas, A., Mohamad, M., & Ismail, N. H. (2020). Teachers' teaching reading strategies at public elementary schools in Haripur district. *Creative Education*, 11(4), 468-478. <https://doi.org/10.4236/ce.2020.114034>
 18. Serroukh, Semo & Serroukh, Ibrahim. (2022). Traditional teaching method vs modern teaching method traditional teaching method vs modern teaching method the traditional way of teaching and learning. <https://www.researchgate.net/publication/362162911> Traditional teaching method Vs Modern teaching method Traditional teaching method Vs Modern teaching method The traditional way of teaching and learning
 19. Phungphai, K., & Boonmoh, A. (2021). Students' perception towards the use of rewards to enhance their learning behaviours and self-development. *JEE (Journal of English Education)*, 7(1), 39-55. <https://doi.org/10.30606/jee.v7i1.637>
 20. Sattar, T., Ullah, M. I., & Ahmad, B. (2022). The role of stakeholders participation, goal directness and learning context in determining student academic performance: Student engagement as a mediator. *Frontiers in Psychology*, 13, 875174. <https://doi.org/10.3389/fpsyg.2022.875174>
 21. Bagazi, A. (2022). Reading self-concept and motivation: A perspective from students with reading difficulties. *International Journal of Education and Practice*, 10(4), 334-349. <https://eric.ed.gov/?id=EJ1390290>
 22. Tomas, M. J. L., Villaros, E. T., & Galman, S. M. A. (2021). The perceived challenges in reading of learners: Basis for school reading programs. *Open Journal of Social Sciences*, 9(5), 107-122. <https://doi.org/10.4236/jss.2021.95009>
 23. Ronberg, A. S. (2023). Understanding Student Reading Motivation in Relation to Representation and Reader's Workshop (Order No. 30528432). Available from ProQuest Dissertations & Theses Global. (2827955213). <https://www.proquest.com/dissertations-theses/understanding-student-reading-motivation-relation/docview/2827955213/se-2>
 24. Likhoeli, M. B. (2020). Challenges in the teaching and learning of reading comprehension in English Languages (Doctoral dissertation, National University of Lesotho). <https://repository.tml.nul.ls/bitstream/handle/20.500.14155/1776/Thesis-Challenges-Likhoeli-2020.pdf?sequence=1&isAllowed=y>
 25. Niemi, H., & Takala, M. (2021). Teachers' perceptions of data-driven practices in education: Challenges in professional development and implementation. *Journal of Educational Research and Practice*, 11(2), 45-62. <https://doi.org/10.5296/jerp.v11i2.17957>
 26. Gershenson, S., & Hayes, M. S. (2018). Budgetary pressures and educational equity: Examining the unintended consequences of school finance reforms. *Educational Evaluation and Policy Analysis*, 40(2), 258-284. <https://doi.org/10.3102/0162373718757876>
 27. Baker, S., & Green, R. (2022). The role of library resources in supporting literacy development: A study on reading interventions in underserved communities. *Journal of Library and Information Science*, 48(1), 25-42. <https://doi.org/10.1007/s10586-022-00329-9>

28. Jeynes, W. H. (2021). The effects of parental involvement on academic achievement: A meta-analysis. *Educational Psychology Review*, 33(4), 889–919. <https://doi.org/10.1007/s10648-021-09501-3>
29. Bendanillo, M. M. (2021). Parental Involvement in relation to student's reading performance. *Globus Journal of Progressive Education A Refereed Research Journal*, 11(2), 94-98.
30. Simmons, A. O. (2019). The impact of instructional leadership on student reading success. University of South Alabama. <https://doi.org/10.1177/0013161X15616863>
31. Anderson, L. M., & Maguire, D. P. (2022). Stakeholder engagement in literacy programs: Promoting collaboration and innovation in educational settings. *Journal of Literacy Research*, 54(2), 145–162. <https://doi.org/10.3102/00346543221105936>
32. Gonzalez, E. A., & Thomas, R. D. (2021). Empowering educators: The role of teacher expertise in implementing effective reading interventions. *Journal of Educational Leadership and Policy*, 17(3), 202–218. <https://doi.org/10.3102/00346543211036842>
33. Çalışkan, E. F., & Ulas, A. H. (2022). The effect of parent-involved reading activities on primary school students' reading comprehension skills, reading motivation, and attitudes towards reading. *International Electronic Journal of Elementary Education*, 14(4), 509-524. <https://eric.ed.gov/?id=EJ1351656>
34. Fatonah, N. (2020, August). Parental involvement in early childhood literacy development. In *International Conference on Early Childhood Education and Parenting 2019 (ECEP 2019)* (pp. 193-198). Atlantis Press. <https://doi.org/10.2991/assehr.k.200808.038>
35. Muniandy, Thanusha A. (2019). The Study of the Relationship between Parental Involvement and Early Reading Literacy Development. <eprints.edu.my/3504/1/fyp-ed-2019-tm.pdf>
36. Hafeez, M. (2021). Impact of teacher's training on interest and academic achievements of students by multiple teaching methods. *Pedagogical Research*, 6(3). <https://doi.org/10.29333/pr/11088>
37. Permatasari, P. I. (2023). Students perception on digital comics as reading comprehension learning resources: A Qualitative Study at the Second-Semester Students of Department of English Education in Syarif Hidayatullah State Islamic University (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah jakarta).
38. Harris, A. L., & Williams, J. S. (2022). The role of assessment in improving reading outcomes: Addressing learner needs through data-driven interventions. *Journal of Educational Assessment and Evaluation*, 43(1), 85–100. <https://doi.org/10.1016/j.jeduwe.2021.11.005>
39. Hafeez, M. (2021). Impact of teacher's training on interest and academic achievements of students by multiple teaching methods. *Pedagogical Research*, 6(3). <https://doi.org/10.29333/pr/11088>
40. Elias, Annie. (2021). the effect of using literacy assessment and standards-based teaching for students with cognitive disabilities in secondary education. Sophia, the St. Catherine University repository website: <https://sophia.stkate.edu/maed/414>
41. Plaatjies, B. (2019). Investigating principal capacity in literacy instructional leadership at selected primary schools. *Journal of Social Studies Education Research*, 10(3), 136-160. <https://www.learntechlib.org/p/216464/>
42. Andrin, G., Kilag, O. K., Abella, J., Tañiza, F. N., Groenewald, E., & Cordova Jr, N. (2024). Leadership in literacy: The role of instructional leadership in fostering student reading achievement. *Excellencia: International Multi-disciplinary Journal of Education* (2994-9521), 2(1), 100-109. <https://doi.org/10.5281/zenodo.10552313>
43. Moon, A. L., & Young, E. (2021). teacher perceptions on implementing a reading program. *Journal of Instructional Pedagogies*, 26. <https://files.eric.ed.gov/fulltext/EJ1315155.pdf>
44. Corpuz, R. (2023). Theory of constraints in education: Addressing time management through innovative teaching methods. www.tocforeducation.com
45. McCormick Center for Early Childhood Leadership. (2017). Leadership essentials for early childhood settings. https://mccormickcenter.nl.edu/wp-content/uploads/2020/04/3-22-17_WholeLeadership-AFrameworkForEarlyChildhoodPrograms_05.pdf
46. Kraft, M. A., & Papay, J. P. (2014). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*, 36(4), 476-500. [https://doi.org/10.3102/0162373713519496​:contentReference\[oaicite:0\]{index=0}](https://doi.org/10.3102/0162373713519496​:contentReference[oaicite:0]{index=0})
47. Mapp, K. L. (2023). The case for strong family and community engagement in schools. Harvard Graduate School of Education. <https://www.gse.harvard.edu/ideas/impact/family-engagement>

APPENDIX

Appendix A. Permission to conduct study

Vision

"MABINI COLLEGES shall cultivate a CULTURE OF EXCELLENCE in education"



**MABINI COLLEGES, INC.
GRADUATE SCHOOL**
Gov. Panoles Ave., Daet, Camarines Norte
Tel. No. (054) 721-1281 loc. 116

Mission

MABINI COLLEGES provides quality instruction, research and extension service programs at all educational levels as its monumental contribution to national and global growth and development.

Specifically, it transforms students into:

- God-fearing,
- Nation-loving,
- Earth-caring,
- Law-abiding,
- Productive, and
- Locally and globally competitive persons.

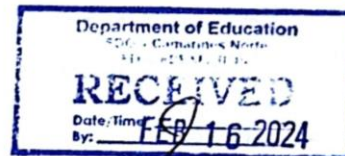
February 16, 2024

CRESTITO M. MORCILLA, CESO V
Schools Division Superintendent
Of Camarines Norte

Thru:

RENITA B. ABRAHAM, Ed.D.
Public Schools District Supervisor
Daet North District

Sir:



The undersigned is conducting a study about **LEADERSHIP OPPORTUNITIES AND CHALLENGES OF TEACHERS IN THE IMPLEMENTATION OF HAMON: BAWAT BATA BUMABASA (3B's INITIATIVES)**.

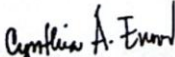
In view of this, may I ask your permission to conduct data gathering from the teachers in Daet North district. The data that I will gather will solely use for research purposes and will be treated with utmost confidentiality. Thank you.


Very truly yours,


JASMIN GRACE T. MAGANA
Researcher

09914668655

Noted:


CYNTHIA A. ENOVA
School Principal


RENITA B. ABRAHAM, Ed.D.
Public Schools District Supervisor


CRESTITO M. MORCILLA, CESO V
Schools Division Superintendent

Appendix B. Reliability of questionnaire

Cronbach's Interpretation

A teacher-made survey questionnaire was pilot-tested which consisted of three parts. Part one is composed of five subscales; part two, five subscales and part three, five subscales, for a total of 15 subscales.

To determine reliability and internal consistency of the 15 subscales with varied number of items, Cronbach's alpha coefficient was used. The reliability and internal consistency results range from better to best. In details, the subscales are shown as follows.

Part one is about Current Status of Implementation in 3B's Initiatives and has five subscales, i.e., Number of

learner-beneficiaries ($\alpha = .933$); Assessment and Evaluation, ($\alpha = .957$); Access to learning resources, ($\alpha = .921$); Teaching Practices in Reading ($\alpha = .971$); and, Reading Activities and Services, ($\alpha = .954$). Overall Cronbach alpha value is ($\alpha = .967$)

Part two is about Challenges of teachers in 3B's Initiatives which has five subscales, i.e., Learner's engagement and motivation, ($\alpha = .948$); Monitoring of reading performance, ($\alpha = .972$); Resource Constraints, ($\alpha = .905$); Parental and Community Engagement Barriers, ($\alpha = .953$); and, Time Constraints, ($\alpha = .906$). Overall Cronbach alpha value is ($\alpha = .945$)

Part three is concerned with Leadership opportunities of teachers in the Implementation in 3B's Initiatives with five subscales namely, Collaborative efforts with colleagues,

($\alpha = .879$); Innovative teaching methods, ($\alpha = .922$); Advocacy and engagement with parents, ($\alpha = .897$); Professional Development Opportunities, ($\alpha = .867$); and, Support from school head, ($\alpha = .972$). Overall Cronbach alpha value is ($\alpha = .956$)

Decision: The survey questionnaire has a high reliability level and is therefore ready for final distribution to respondents.

Legend:

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.90$	Best
$0.80 \leq \alpha < 0.90$	Better
$0.70 \leq \alpha < 0.80$	Good
$0.60 \leq \alpha < 0.70$	Questionable
$0.50 \leq \alpha < 0.60$	Poor
$\alpha < 0.50$	Unacceptable

Appendix C. Researcher-made questionnaire

Dear Respondent,

The undersigned is a Graduate School student of Mabini Colleges, Inc. and completing her degree towards Master of Arts in Education major in Educational Leadership. She is conducting a study titled: **LEADERSHIP OPPORTUNITIES AND CHALLENGES OF TEACHERS IN THE IMPLEMENTATION OF HAMON: BAWAT BATA BUMABASA (3B's INITIATIVE).**

In view hereof, your benevolent help and sincere answer is highly requested. Rest assured that the data that you will provide will be used strictly for research purposes only and will be treated with utmost confidentiality.

Thank you and God Bless!

JASMIN GRACE T. MAGANA

Researcher

Name (optional): _____

School: _____

Below are the lists of current status of implementation, challenges and leadership opportunities of teachers in Hamon: Bawat Bata Bumabasa (3B's Initiative). Using the 4-point Likert scale, 4 being the highest and 1, the lowest. Kindly assess it by checking the corresponding number based on your experience.

4- Very High

3- High

2- Low

1- Very Low

Current Status of Implementation in 3B's Initiatives				
Number of learner-beneficiaries	4	3	2	1
1. Decreasing rate or number of frustration readers or at-risk readers				
2. Regular attendance of learners				
3. Engagement and involvement of learners in various aspects of reading program				
4. Learners are grouped based on their reading level				
Assessment and Evaluation	4	3	2	1
1. Effectiveness of assessment tools used to evaluate learner's reading abilities				
2. Assessments are often conducted to monitor the progress of learner beneficiaries				
3. Assessments align with the program's objectives and desired reading outcomes				
4. The feedback on the reading performance is communicated to the learners and parents				
Access to learning resources	4	3	2	1
1. Availability of supply or access to appropriate reading materials, including textbooks and supplementary resources				
2. Accessibility of school library, including variety of books and resources available				
3. Availability of technology resources such as computers or tablets for digital learning purposes				
4. Appropriateness and effectiveness of supplementary materials in enhancing reading				
Teaching Practices in Reading	4	3	2	1
1. Teacher modifies reading instruction to meet the diverse learning				

needs of learners				
2. Teachers ability to use pedagogical strategies proven to enhance reading skills, such as phonics, guided reading, and interactive read-aloud				
3. Teacher incorporates technology tools and resources to support and enhance reading instruction				
4. Teacher uses assessment data to inform her instructional decisions and adapt teaching methods based on learners' needs				
Reading Activities and Services	4	3	2	1
1.Variety of reading activities implemented, such as book clubs, storytelling sessions, and reading workshops				
2. Accessibility of additional reading services, such as reading assistance programs, tutoring, or literacy support				
3. Organizing special events and celebrations promoting reading, such as literacy weeks and book fairs				
4. Recognition and rewards for learners excelling or improving in reading activities				
Challenges of Teachers in 3B's Initiatives				
Learner's engagement and motivation	4	3	2	1
1. Lack of interest or enthusiasm among learners toward reading activities				
2. Irregular attendance and absenteeism of learners in reading sessions				
3. Engagement barriers that hinder active engagement such as personal or environmental distractions				
4. Challenges encountered in fostering a consistent reading habit among learners				
Monitoring of reading performance	4	3	2	1
1.Inappropriate assessment tools used to monitor and assess reading performance among learners				
2. Incomplete or inconsistent data collection which may hinder accurate monitoring of reading performance				
3. Time constraints pose challenges for teacher in consistently and effectively monitor the reading performance of all learners				
4.Communication barriers between teacher, learners, and parents regarding monitoring of reading performance				

Resource constraints	4	3	2	1
1. Inavailability and inaccessibility of age-appropriate learning materials				
2. Lack of modern technology and educational tools for literacy improvement				
3. Inadequate library facilities and reading corners				
4. Inadequate funds to organize community events and literacy awareness programs				
Parental and Community Engagement Barriers	4	3	2	1
1. Insufficient involvement of parents in promoting reading habits at home				
2. Lack of community support for literacy programs				
3. Lack of effective communication channels				
4. Limited understanding on the importance and goals in implementing reading programs				
Time Constraints	4	3	2	1
1. Balancing the demands of the curriculum with the time required for effective literacy instruction				
2. Challenges in incorporating reading activities within the existing schedule				
3. Insufficiency of instructional time in reading				
4. Limited time for planning differentiated literacy instruction				
Leadership Opportunities of Teachers in 3B's Initiatives				
Collaborative efforts with colleagues	4	3	2	1
1. Collaborative efforts in planning reading-related activities with colleagues such as lesson planning and sharing resources				
2. Engaging in discussions about effective teaching strategies to enhance literacy skills				
3. Mentorship initiatives to support new teachers				
4. Brainstorming in creating an action plan for reading activities and programs				
Innovative teaching methods	4	3	2	1
1. Employs interactive activities or creative approaches that fosters				

motivation towards reading				
2. Willingness to explore and implement innovative teaching methods involving incorporating technology				
3. Employs variety of teaching methods for literacy improvement				
4. Adjusts to the learning needs of learners				
Advocacy and engagement with parents and stakeholders	4	3	2	1
1. Strengthening the collaboration with parents and other stakeholders for the conduct of reading projects and activities				
2. Employs strategies for building positive relationships between teachers, parents and stakeholders				
3. Identifying best practices for encouraging participation				
4. Organizes literacy awareness programs				
Professional Development Opportunities	4	3	2	1
1. Training programs for teachers on effective literacy instruction				
2. Proper orientation and training on the utilization of learning resources				
3. Proper orientation and training on the utilization of assessment and evaluation tools				
4. Access to workshops, seminars, and training programs focused on effective implementation				
Support from school head	4	3	2	1
1. Actively communicate with school head, share insights, and work together to ensure a supportive and conducive environment				
2. Provision of necessary teaching materials and resources				
3. Adequate allocation of budget for the reading programs				
4. Give leadership opportunities to teachers to initiate reading projects and activities				

Rating Scale: Descriptive Interpretation:

3.26 – 4.00 – Very High

2.51 – 3.25 – High

1.76 – 2.50 – Low

1.00 – 1.75 – Very Low

Appendix D. Literacy promotion poster

"TOGETHER WE CAN BUILD STRONG READERS"

FOSTERING CONSISTENT READING HABITS FOR LIFELONG SUCCESS

1

FOR TEACHERS:

INTEGRATE READING INTO EVERY LESSON. TRACK LEARNERS PROGRESS EASILY WITH DIGITAL TOOLS.



2

FOR PARENTS:

CREATE A READING ROUTINE AT HOME. READ WITH YOUR CHILD FOR ATLEAST 20 MINUTES DAILY.



3

FOR COMMUNITIES:

HOST LOW-COST READING EVENTS. LET'S MAKE LITERACY A COMMUNITY PRIORITY!



JOIN US IN PROMOTING LITERACY! ATTEND OUR UPCOMING EVENTS, SUPPORT READING AT HOME, AND HELP US MONITOR PROGRESS IN SCHOOLS!



#09914668655 @jasmingrace.tan@deped.gov.ph

Appendix E. Approved training design



I. Training Title: 2-Days Training Design: School-Community Reading Engagement Initiative

II. Training Objectives:

By the end of the training, participants (teachers, parents, and community members) will:

1. Implement the strategies to foster consistent reading habits in learners.
2. Utilize digital tools to monitor learner's reading progress.
3. Engage parents and community members in supporting literacy efforts at home and through community events.
4. Integrate literacy activities into daily instruction and home routines.

III. Rationale:

The Hamon: Bawat Bata Bumabasa (3B's Initiatives) is grounded in the need to address the persistent issue of reading underperformance among learners. The training design for the School-Community Reading Engagement Initiative seeks to enhance collaboration between schools, families, and the wider community to foster a culture of reading and improve literacy outcomes. Research findings indicate that key challenges, such as time constraints in monitoring learner's progress, lack of funds for literacy events, and inconsistent parental involvement, somehow hinder the program's success.

This training design is an essential response to these challenges, providing educators, community leaders, and parents with the knowledge, tools, and strategies to actively engage in learners' reading journeys. By equipping

stakeholders with the skills to promote and sustain reading habits, this initiative strengthens the role of the community in creating a literacy-rich environment, both in schools and at home. The program will also bridge the gap between schools and communities by fostering partnerships that enable the development of cost-effective, sustainable reading initiatives and events.

This engagement approach will create shared accountability and empower all stakeholders to participate in cultivating lifelong readers. Ultimately, this initiative aligns with the overarching goal of the "Bawat Bata Bumabasa" program: to ensure that every child develops the critical reading skills necessary for academic success and lifelong learning.

IV. Resources Needed

For All Participants:

- Handouts summarizing key points from the training.
- Action plan templates and feedback forms.

For Teachers:

- Digital tools (laptops/tablets) for tracking progress.
- Reading log templates for classroom and home use.

For Parents:

- Sample home literacy kits with reading logs, books, and activity calendars.

V. Expected Outcomes:

- Teachers will effectively implement the weekly "Reading Hour" and integrate reading into other subjects.
- Parents will understand how to support home reading routines with practical strategies.
- Community members will collaborate with schools to organize literacy events.

- Overall, learners will benefit from increased reading engagement and performance across school and home settings.

VI. Training Matrix

Time	Activities
DAY 1	Training for Teachers and School Staff
7:30 – 8:00	Arrival and Registration of Participants
8:00 – 9:00	Opening Program <ul style="list-style-type: none"> • Philippine National Anthem • Opening Prayer • Bicol Hymn, Camarines Norte Hymn, and SDO Camarines Norte Hymn • Welcome Remarks • Presentation of Training Objectives • Introduction of the Participants • Introduction of Resource Speakers
9:00 – 10:00	Orientation
10:00– 11:00	Session 1: Understanding the Reading Engagement Initiative <ul style="list-style-type: none"> • Overview of the initiative and the importance of literacy development. • Key challenges being addressed. • Importance of school-community collaboration. • The role of teachers and school staff.
11:00 – 12:00	Session 2: Implementing Weekly “Reading Hour” and Tracking Progress <ul style="list-style-type: none"> • How to organize “Reading Hour” in classrooms. • Setting up reading goals and selecting appropriate books. • Using digital platforms (e.g., Raz-Kids, Epic!) for easy monitoring of learner’s progress. • Reading log templates for both school and home use.
12:00– 1:00	Lunch Break
1:00– 2:30	Session 3: Integrating Literacy Across Subjects for Teachers <ul style="list-style-type: none"> • Examples of cross-curricular literacy activities. • How to design lessons that incorporate reading tasks in non-literacy subjects.

	<ul style="list-style-type: none"> • Collaborative peer-to-peer reading activities to engage learners.
2.30– 4.00	Session 4: Organizing Parents and Community Engagement <ul style="list-style-type: none"> • Planning monthly parent workshops. • Strategies to increase parent participation. • Coordinating with community members for literacy events. • How to address reading challenges at home and in the community.
DAY 2	Training for Parents and Community Members
7:30 – 8:00	Arrival and Registration of Participants
8:00 – 9:00	Opening Program <ul style="list-style-type: none"> • Philippine National Anthem • Opening Prayer • Bicol Hymn, Camarines Norte Hymn, and SDO Camarines Norte Hymn • Welcome Remarks • Presentation of Training Objectives • Introduction of the Participants • Introduction of Resource Speakers • Orientation
9:00 – 10:30	Session 1: Importance of Reading at Home <ul style="list-style-type: none"> • The impact of reading at home on literacy development. • How to create a reading-friendly environment at home. • Strategies for making reading enjoyable for children.
10:30– 12:00	Session 2: Practical Ways to Support Reading at Home <ul style="list-style-type: none"> • Strategies for creating a family reading routine. • Engaging children in discussions about books. • How to use the Home Literacy Kit (reading logs, books, calendars, and activities)
12:00– 1:00	Lunch Break
1:00– 2:30	Session 3: Organizing and Participating in Community Literacy Events <ul style="list-style-type: none"> • Ideas for low-cost events like community reading days, storytelling Circles, and book swaps.

	<ul style="list-style-type: none"> • Coordinating with local businesses, libraries, and volunteers for sponsorship and support. • Engaging families and learners in community reading challenges and contests.
2:30– 4:00	Session 4: Wrap-up and Action Planning <ul style="list-style-type: none"> • Review key takeaways from each session. • Develop an action plan for implementing the initiative in schools, homes, and the community. • Address challenges and provide tips for ongoing collaboration.
4:00– 5:00	Closing Program and awarding of certificates

PREPARED BY:


JASMIN GRACE T. MAGANA
 Teacher III/ Proponent

Noted by:


CYNTHIA A. ENOVA
 School Head

Reviewed by:


Dr. RENITA B. ABRAHAM
 Public Schools District Supervisor

Recommending Approval:


EMMA T. SORIANO, Ed.D.
 Chief EPS-Curriculum Implementation Division

APPROVED:

By Authority of the Schools Division Superintendent:


JOEL E. CAOLBOY
 Assistant Schools Division Superintendent