Status, Impact, and Challenges Encountered in the Implementation of School-Based Brigada Pagbasa Programme: Basis for Enhanced Remedial Program

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Abstract

Many situations are in question while dealing with a national initiative following the execution of DepEd Memorandum No. 062, series of 2022 or Brigada Pagbasa Program. One of these is the teacher's abilities in the success rate of the said program, the students' readiness when subject to intervention with or without prior knowledge, the stakeholders' support in enabling maximum resources for the school, the school resources to keep up with the emerging challenges that may occur, the curriculum content in ensuring that there are appropriate and competent standards for every grade level, and volunteers' availability for their maximum utilization in providing functional support to the school. Queenie Jane P. Balais a Secondary English teacher at Ubay National High School have looked into the study by providing statistics based on the available facts through a result-based investigation by determining the outcomes of these situations since it is critical in providing the best enhanced remedial instruction based on the status, impact and challenges encountered in the implementation of the Brigada Pagbasa program. The reader's age, gender, experience, and culture are crucial factors for teachers to take into account when choosing readings while stoner suggested that for a competitive institution to emerge, stakeholders must co-exist and function as one. These factors are anchored with Stakeholders Theory Freeman (1999). A survey of the school administrator, ten (10) language teachers, twenty-five (25) volunteers, and another twenty-five (25) parents or guardians of the Grade 7 struggling learners revealed that 65% of respondents were females and the length of their service from teacher and volunteers ranges from below 1 year to 11 years. In terms of Brigada Pagbasa's status, results yielded a very high descriptive interpretation $\bar{x} = 4.63$, whereas the program's impact after implementation also had a high descriptive interpretation ($\bar{x} = 4.18$). The Challenges had a moderate descriptive rating ($\bar{x} = 4.20$). Results of the U and H test, concluded that the null hypothesis is accepted since there is no discernible difference in the Brigada Pagbasa Program's implementation in the schools when profile is taken into account. The F-test for status, impact and challenges in the implementation of the program revealed statistically significant difference when the means are compared and analyzed. Therefore, based on the difficulties in the learner's preparation and the assistance of Stakeholders, an improved remedial reading program is advised.

Keywords: Brigada Pagbasa Program; Output; Impacts; Challenges; Teacher's capability; Learner's readiness; Stakeholders' support; school resources; curriculum content; descriptive survey method.

CHAPTER I

BACKGROUND OF THE STUDY

The ability to read proficiently is a fundamental skill that underpins academic success and personal development. However, a significant number of students face challenges in achieving adequate reading skills, leading to potential gaps in their educational attainment. In response to this issue, educational institutions have increasingly turned to school-based remedial reading programs as a targeted approach to address and bridge these gaps. The World Vision Development Foundation, in collaboration with DepEd, launched a program to respond to the country's call for illiteracy, paving the way for the implementation of Brigada Pagbasa - a special reading program that aims to calibrate the reading skills of Filipino children, thus illuminating the problem of both illiteracy and aliteracy in connection with the yearly implementation of Brigada Eskwela campaign. The Brigada Pagbasa Program is an extension of the Brigada Eskwela program, which encourages community participation in preparation for the start of school. It brings together experts,

change agents, policymakers, and other stakeholders from various agencies as well as public and private organizations from all sectors to promote reading literacy among Filipino youth.

This research study delved into the current status, impact, and challenges encountered in the implementation of school-based Brigada Pagbasa Program, shedding light on its significance and potential for improving students' reading abilities.

This research study focused into the intricate landscape of the school-based implementation of the forementioned reading program, focusing on the current status, impact, and the challenges encountered during its implementation. By examining these dimensions, educators, policymakers, and researchers can gain valuable insights into the effectiveness of the said program and identify areas for improvement. The following sections outline the key components of this study:

Status of School-Based Remedial Reading Programs. This study was started by examining the prevailing state of school-based remedial reading programs within various educational contexts. Through a comprehensive review of existing literature, the researcher explored the range of approaches, methodologies, and pedagogical strategies employed in the design and execution of this programs. By analyzing the program structure, and identifying common themes, we can gain insights into the evolving landscape of this remedial reading intervention in terms of teacher's capability, profiling of learners, stakeholders' support, school resources, and curriculum content.

The Impact on Reading Proficiency and Academic Progress. The effectiveness of school-based remedial reading programs in enhancing students' reading proficiency is a central focus of this research. Through rigorous analysis of empirical studies and quantitative data, the researcher aimed to assess the impact of this programs on students' reading skills and broader academic progress. This section also examined the potential ripple effects of improved reading abilities, such as increased confidence, engagement, and participation across various subjects.

Challenges Encountered in Implementation. While the potential benefits of school-based remedial reading programs are significant, their successful implementation is not without hurdles. The research also delved into the challenges and barriers that educators, administrators, and students encountered when implementing the program. These challenges can range from logistical and resource limitations to addressing individual learning differences and maintaining sustained engagement.

In conclusion, the school-based Brigada Pagbasa program hold a promise as a targeted solution to address reading deficiencies and bolster students' educational journeys. By analyzing its current status, assessing its impact, and understanding the challenges faced during the school-based implementation, this research contributes to the ongoing dialogue surrounding effective educational interventions. It is our hope that through a nuanced understanding of these programs, educators and policymakers can refine and optimize their design and delivery, ultimately equipping students with the necessary skills to thrive academically and beyond.

Theoretical Framework

This study is anchored by "Stakeholders Theory" by Freeman (1999) since the Brigada Pagbasa (BP) as a form of Brigada Eskwela is an after-school reading program in response to Hamon: Bawat Bata Bumabasa or Deped 3B Initiative issued under DM 173, s. 2019 where all Brigada Eskwela implementers are encouraged to conduct this partnership initiative for reading which serves as a platform to synergize education-related endeavors that immediately addresses literacy and numeracy learning gaps. Thus, this reading advocacy serves as an avenue for all stakeholders to contribute possible solutions to improve the country's education system, especially in equipping the learners with 21st century skills. Freeman suggested that while, in a broad sense, stakeholder theory consider the shareholders, employees, community, government, customers and suppliers as the generic stakeholder's groups (Freeman, 1984), the specific stakeholders are the maintainer of the institution, technical-administrative body, faculty, labor market, alumni, community, ministry of

education (MEC) and students (INEP, 2018; Mainardes et al., 2010). Regarding the classification of stakeholders into internal and external groups, there are also particular features of educational institutions. On the one hand, the technical-administrative body carries a close relationship between their professional activities and the institution, but they have relatively low power in fulfilling the different purposes of the institution. While the faculty have very high power in carrying out these missions, but they have more disperse relationships with the institution and the other professional activities they carry out such as research groups, projects in partnership with other institutions and financing entities (Lourenço and Mano, 2017). Thus, teachers strive to enrich students' literacy by helping them become consumers of literature and producers of writing. Classroom teachers recognize that reading and writing complement each other and include the two skills simultaneously in instruction (Gao, 2013; Grabe & Zhang, 2013; Ulusoy & Dedeoglu, 2011). While the overarching term "literacy" encompasses both reading and writing, *theoretical perspectives still treat the two as dichotomies* (Goatley & Hinchman, 2013; Tracey & Morrow, 2012; Unrau & Alvermann, 2013). As a result, while most literacy journals for practitioners offer innovative pedagogies, rarely have the theoretical rationales, frameworks, or platforms supporting the instruction been explicated. This oversight signifies a problem in current research and practice. The White Paper for Social Welfare (1997:98) defines a volunteer as: "a professional or non-professional person who provides a service to a welfare or development organization, usually without reimbursement." It further describes volunteers as: "a significant human resource, which is being utilized by welfare organizations and development programs. A volunteer undertakes unpaid work, but may be said to earn moral credit" (Timms & Timms, 1982:209).

An underlying premise of stakeholder theory is that stakeholders will cooperate more with the organization the more they perceive their interests being served. In other words, stakeholders seek to relate to the organization in accordance with the principles of fairness, in which the contribution offered is proportional to the value received (Phillips, 1997; BL 33,4 300 Boaventura et al., 2020;). According to this logic, the proposed relationships with stakeholders characterized by the principles of stakeholder theory create more value for organizations. More specifically, it proposes that relationships characterized by: Stakeholder participation in the decision-making process; The exchange of information; Mutual trust; and Inclusion in the strategic planning process is associated with greater value creation for organizations.

Conceptual Framework

In this study, the researcher will look into the status of the Brigada Pagbasa Programme as it is implemented in the school. It is also relevant to study the challenges encountered by the implementors as well as the volunteers to be able to come up with a development plan to accommodate the learning needs of the struggling learners. The study will be done by scrutinizing the lived experiences of the participants and volunteers during the implementation of Brigada Pagbasa Programme for the school year 2022-2023. An in-depth-interview and survey questionnaires will be employed for this study. Below is a graphic representation of how the study will be undertaken.

Figure 1. The Conceptual Paradigm of the Study
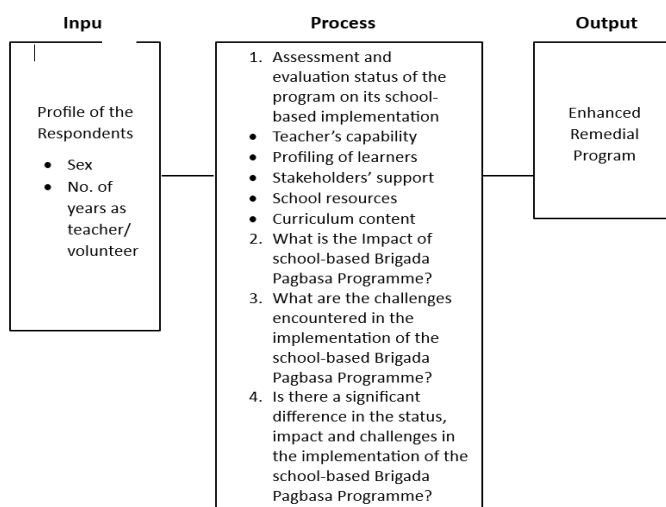
The conceptual framework that is used in the study is the Input-Process-Output model (Sarmiento, 2012). In this model, the process is viewed as process elements connected by input and output. Input is considered to be the prior subjects for assessment and alteration, the process is the undergoing development of these inputs, and the outputs are the final results of the process. In this study, the input is the profile of the respondents with the intervening variables. These are the factors considered in categorizing responses, identifying if there are disparities in Sex, Grade level, Ethnicity and Socio-economic status. These categories are then assessed and evaluated into the six (6) components of the Assessment and Evaluation status of the program on its school-based implementation, Teachers' Capability, Profiling of Learners, Stakeholders' Support, School Resources, and Curriculum Content. Processing and determining existing disparities, significant findings, and inconsistencies the process yields into the enhanced remedial program.

Statement of the Problem

This study is designed to assess the status and identify the status, impact, and challenges encountered in the school-based implementation of the Brigada Pagbasa Programme in Ubay National High School. Specifically,this research intends to answer the following questions:

1. What is the status of the school-based Brigada Pagbasa Programme in terms of;
    1.1 teacher's capability,
    1.2. profiling of learners,
    1.3 stakeholders' support,
    1.4. school resources, and
    1.5 curriculum content?
2. What is the Impact of school-based Brigada Pagbasa Programme?
3. What are the challenges encountered in the implementation of the school-based Brigada Pagbasa Programme?
4. Is there a significant difference in the status, impact and challenges in the implementation of the school-based Brigada Pagbasa Programme?

Hypothesis

1. There is no significant difference in the status, impact and challenges encountered in the implementation of Brigada Pagbasa Program when respondents are grouped by gender.

2. There is no significant difference in the status, impact and challenges encountered in the implementation of Brigada Pagbasa Program when respondents are grouped according to number of years as a teacher/volunteer.

3. There is a significant difference in the status, impact and challenges in the implementation of the school-based Brigada Pagbasa Programme?

Significance of the Study

This study is timely and relevant in response to the challenge of the country's combat on literacy gap. Improving the reading ability of every learner is considered to be one of the topmost goals of the Department of Education. Literacy gap could be resolved with the assistance of the community through this reading initiative.

For the School heads and administrators - The school heads and administrators may be provided with a general picture of the status and challenges encountered in implementing the reading program. They may be enlightened as to whether or not the teachers need upskilling to equip themselves with adequate knowledge and skills in implementing the Brigada Pagbasa Programme.

For the Teachers - The study may be significant for teachers in service to assess the existing teaching practices appropriate to the needs of the learners. They can also innovate practices and interventions and adapt these planned

changes to suit the demands of the reading program that is properly aligned to the standards and competencies stipulated in the curriculum.

For the Stakeholders - The study may be useful and insightful to the stakeholders on how to perform their roles and responsibilities expected of them to support the struggling readers of the community. The result of the study might improve the ways of extending one's support for a stronger reinforcement of the reading program in the spirit of voluntarism.

For the Students - This study may yield an enhanced remedial reading program which was beneficial to the students in improving their reading capability. Learners was provided with supplemental and meaningful reading activities that will cater their learning needs. An improvement of the students reading ability will result to their academic advancement. In the same manner, issues with literacy gap were reduced.

For the Other Researchers - The result of this study may be beneficial to other researchers in future studies related to reading interventions that involves the community in resolving the literacy problem in schools. The findings of this research may support other studies and may contribute in configuring relevant insights that fit the field of learning.

Scope and Delimitation of the Study

The study involved all the struggling readers in Grade 7 level of Ubay National High School, School Year 2022-2023. The school principal, language teachers, volunteers, and parents or guardians of the Grade 7 struggling learners also participated the survey on the current perceptions of the respondents with the implementation of the school-based Brigada Pagbasa Programme. This study aimed to assess the status of the Brigada Pagbasa Programme and to identify the challenges encountered during its implementation. An in-depth interview with the participants of the study was thoroughly held to inquire on the challenges encountered during the implementation of the reading program. A checklist was also provided to assess the current status of the aforesaid program. A limited face-to-face interaction was observed to prevent local transmission of the virus during this time of pandemic. Social distancing and all other health protocols was strictly followed to ensure the safety of all respondents as well as the researcher's protection.

Operational Definition of Terms:

Brigada Pagbasa Programme. In this study, this refers to the national movement for reading that aims to bring together all education champions and supporters to contribute to nation-building by helping all Filipino children enhance their reading skills in the context of partnership. This is to support DepEd's goal to uplift literacy among Filipino Learners.

Status. In this study, the status of the Brigada Pagbasa Program is based upon the teacher's capability, learner's readiness, stakeholders support, school resources, curriculum content, and volunteers' availability.

Teacher's capability. In this study, this refers to the teaching skills and subject knowledge of a teacher in imparting new inputs to the learners.

Learner's readiness. In this study, this refers to the ability of a student to digest new insights and process it in either way that will yield to a desired academic result.

Stakeholders support. In this study, this refers to any financial, material, and physical effort rendered by an individual, group or organization that contribute and yield a positive impact to the project.

School Resources. In this study, this refers to any item the school currently owns. These include school furniture, equipment, technology, curriculum materials, manipulatives, textbooks, and any other materials within the school.

Curriculum Content. In this study, this refers to the totality of what is to be taught in a school system. The content component of teaching learning situation refers to the important facts, principles and concepts to be taught.

Volunteers' availability. In this study, this refers to the time period to which an individual or group is available to render time and effort for a cause without being paid.

Impact. In this study, the impact of Brigada Pagbasa Program is based upon the factors that influences the stakeholders on its effectivity throughout the implementation.

Challenges. In this study, the challenges of Brigada Pagbasa Program are based upon the factors that greatly affects the success of the program specifically in terms of learners' interest, technical support, understanding towards the program and time allotment.

Literacy. In this study, this refers to the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. Generally, literacy also encompasses numeracy, the ability to make simple arithmetic calculations. The concept of literacy can be distinguished from measures to quantify it, such as the literacy rate and functional literacy.

Literacy Gap. In this study, this refers to a reading, or literacy gap, is the space that exists between your child's ability to convert letters on a page into meaning, and the projected ability to do that at a given age that was determined by school districts and governments. Reading gaps lead to achievement gaps, because being able to make meaning out of different kinds of text is the basis for every subject in school and most skills in life.

Struggling Readers. In this study, this refers to a struggling reader is a child who finds difficulty learning to **read**. Struggling readers are different from reluctant readers, but many may also be reluctant readers. This is because they find reading difficult and frustrating, which leads to them refusing to learn.

Volunteers' Support. In this study, this refers to an organization, private individual or other willing to support a volunteer tutor and other tutees by providing school supplies and other resources during the conduct of the Brigada Pagbasa Program.

CHAPTER II

RESEARCH METHODOLOGY

Research Design

The researchers used the descriptive research design in determining the status, impact and challenges of the Brigada Pagbasa Programme. This study also used a quantitative research design which is a formal, objective, systematic process where in numeric data are used. This research method attempts to collect quantifiable information for statistical analysis of the population. According to Calderon (2008), as cited by Alberto et. al (2011), descriptive method is also known as statistical research, it describes data and characteristics about the population or phenomenon being studied. This research method is used for frequencies averages, and other statistical calculations. Often the best approach prior to writing descriptive research, is conducting a survey investigation. This method is used to gather information in order to test hypothesis or to answer questions concerning the current status of the study.

This study was designed to look into the current perceptions of the teachers/administrator, the community stakeholders, and volunteers in the implementation of the school-based Brigada Pagbasa Programme.

Locale of the Study

The study took place in Ubay National High School, Ubay, Labason, Zamboanga del Norte. The institution is one of the oldest secondary schools in the municipality of Labason, province of Zamboanga del Norte.

Population and Sampling Design

Purposive sampling was used in this study. Identified twenty-five (25) parents of the struggling readers and twenty-five (25) volunteers of the Brigada Pagbasa Program were also given survey questionnaires to solicit their perception regarding the status of the reading. While ten (10) Language Teachers from Ubay National High school together with the school head identified the impact and challenges encountered in the implementation of the school-based reading brigade.

Table 1. Distribution of the Total Number of Respondents

Respondents	Number		Percentage
	Population	Sample	
Language Teachers and School Head	11	11	18%
Volunteers	25	25	41%
Parents	25	25	41%
Total	**61**	**61**	**100%**

Data Gathering Tools

A survey questionnaire about the school-based Brigada Pagbasa reading program was utilized to determine the status, impact and challenges of its implementation. The questionnaire was crafted and anchored from DepEd Memorandum No. 173, s 2019 titled Research Management Guidelines and DepEd Memorandum No. 062, s 2022 titled Brigada Eskwela Implementing Guidelines. Respondents completed five (5) point Likert scale indicating the extent of their perceptions. The total number of forty (40) statements.

Reliability and Validity of the Research Instrument

This questionnaire was crafted and anchored from DepEd Memorandum No. 173, s 2019 titled Research Management Guidelines and from DepEd Memorandum No. 062, s 2022 titled Brigada Eskwela Implementing Guidelines.

The questionnaire was submitted for validation to the two experts of the school. The researcher's questionnaire undergone a pilot testing and was previously validated by the teachers, and included 5 items using a 5-point Likert-type score related to the statement of the problem. To ensure validity and reliability among the respondents, the questionnaires were also validated and underwent verification on the reliability testing with twenty (20) selected respondents which was at **$\alpha = 0.93$ (coefficient alpha) with excellent internal consistency**.

Data Gathering Procedure

The researcher asked the approval from the school principal of Ubay National High School to conduct a study on the Status and Challenges Encountered in the Implementation of School-based Brigada Pagbasa Programme. The total number of statements were thirty-nine (39).

In this study, the researcher collected data with the use of the two instruments designed for this research: The Survey Questionnaire about the school-based Brigada Pagbasa reading program. Volunteers, teachers, school administrator, and parents of the struggling readers were asked about their perception of the school-based Brigada Pagbasa Programme. A separate Questionnaire was distributed to the school principal, Language Teachers, and parents to gather their insights on the status encountered in the implementation of the program.

Ethical Consideration

The researcher informed the respondents on the purpose of the study, their agreement to participate in the study, their freedom to disclose or not to disclose information, their right to be informed of the results of the study, the benefits they will get as result of the study, and their right to confidentiality of information and anonymity of the identity. During the conduct of the study, no pictures showing their faces were taken nor does identifying feature of their houses and location.

Statistical Tools

The following statistical measures were employed to analyze and interpret data to confirm the findings and conclusions, as well as, interpretations:

Frequency and Percentage Counts. These measures were used to determine the profile of the respondents.

Weighted Mean. This was used to characterize the level of status, impact and challenges of the Brigada Pagbasa.

Mann-Whitney U Test. When the teacher and volunteers were grouped by sex, the Mann-Whitney U test was employed to see if there was a difference in the level of challenges.

The Kruskal-Wallis H test. H test was utilized to see if there is a difference in the Status, Impact and Challenges encountered in the implementation of Brigada Pagbasa Program when the students are divided into groups based on their Number of Years as a Teacher/Volunteer.

Because statistical software was utilized to analyze the data, it was no longer essential to provide the statistical formulas. The significance level for all statistical tests in this study was set at 0.05.

Scoring Procedure

To interpret the status of Brigada Pagbasa Program on its school-based implementation, the following statistical range was used.

Scale	Range	Adjectival Equivalent	Description
5	4.20- 5.00	Always Observed (AO)	Very High
4	3.40- 4.19	Often Observed (OO)	High
3	2.60- 3.39	Sometimes Observed (SO)	Moderate
2	1.80- 2.59	Rarely Observed (RO)	Low
1	1.00-1.79	Never Obseved (NO)	Very Low

To interpret the level of impact of Brigada Pagbasa Program on its school-based implementation, the following statistical range was used.

Scale	Range	Adjectival Equivalent	Description
5	4.20- 5.00	Always Observed (AO)	Very High
4	3.40- 4.19	Often Observed (OO)	High
3	2.60- 3.39	Sometimes Observed (SO)	Moderate
2	1.80- 2.59	Rarely Observed (RO)	Low
1	1.00-1.79	Never Obseved (NO)	Very Low

To interpret the level of challenges of Brigada Pagbasa Program on its school-based implementation, the following statistical range was used.

Scale	Range	Adjectival Equivalent	Description
5	4.20- 5.00	Strongly Agree	Very High
4	3.40- 4.19	Agree	High
3	2.60- 3.39	Undecided	Moderate
2	1.80- 2.59	Disagree	Low
1	1.00-1.79	Strongly Disagree	Very Low

CHAPTER III

FINDINGS AND DISCUSSION

1. Demographic Profiling of the respondents;

Table 1. Demographic Profile of the Parent-Respondents

Profile		f	%
Sex	Male	9	36.0
	Female	16	64.0
Number of Years	1 and below	25	100.0
	2- 4	0	0.0
	5- 7	0	0.0
	8- 10	0	0.0
	11 and above	0	0.0

Table 1 presents the parent-respondents of the study. In this study, the parent-respondents consists of 9 male and 16 females. As the Brigada Pagbasa program is a school-based reading intervention program, the parent-respondents in this study were asked to provide feedback on their children's participation in the program. The study has gathered information from parents regarding their children's reading skills before and after participating in the program, as well as their perception of the program's effectiveness in improving their children's reading skills.

Table 2. Demographic Profile of the Volunteer-Respondents

Profile		f	%
Sex	Male	8	32.0
	Female	17	68.0
Number of Years	1 and below	17	68.0
	2- 4	8	32.0
	5- 7	0	0.0
	8- 10	0	0.0
	11 and above	0	0.0

Table 2 presents the demographic profile of the volunteer-respondents of the study. In this study, the Volunteer-respondents consists of 8 male and 17 females. 17 of which have a 1-year experience in volunteering and 8 of them had 2-4 year of volunteering experience. As the Brigada Pagbasa program is a school-based reading intervention program, the volunteer-respondents in this study were involved in implementing the program in the school. The study has gathered information from the volunteer-respondents regarding their role in the program, their experience in implementing the program, and few challenges they encountered during the implementation process.

Table 3. Demographic Profile of the Teacher-Respondents

Profile		f	%
Sex	Male	4	36.4
	Female	7	63.6
Number of Years	1 and below	0	0.0
	2- 4	1	9.1
	5- 7	4	36.4
	8- 10	3	27.3
	11 and above	3	27.3

Table 3 presents the demographic profile of the teacher-respondents of the study. The teacher-respondents consisted of 4 male and 7 females. 17 of which have a 1-year experience in volunteering and 8 of them had 2-4 year of volunteering experience. The teacher-respondents had 2-4 years of teaching experience, four had 5-7 years of experience, and two had 8-10 years of experience suggests that the study included a group of teachers with varying levels of experience in teaching and implementing the Brigada Pagbasa program. This may have allowed the researchers to gather feedback on the program's implementation from teachers with different levels of expertise and to analyze any difference in the feedback provided by teachers with varying levels of experience. The teacher-respondents were chosen based on their involvement in the Brigada Pagbasa program implementation in the school. This suggests that the teacher-respondents were actively involved in implementing the program and were likely familiar with the program's goals and objectives.

2. What is the status of the school-based Brigada Pagbasa Programme in terms of;

Table 4. Status of the School-based Brigada Pagbasa Programme in terms of Teacher's Capability

Teacher's Capability	Parents		Volunteers	
	Mean Response	Remarks	Mean Response	Remarks
1. The teachers employ appropriate and effective reading strategies in literacy instruction.	4. 48	Often	4.64	Always
2. The teachers implement appropriate capability-building activities for reading volunteers, home tutors, and parents/guardians.	4.68	Always	4.28	Often
3. The teachers use results of the assessment on teachers' pedagogical knowledge in reading in designing remedial activities.	4.52	Always	4.84	Always
4. The teachers maximize the use of gadgets in designing creative learning materials.	4.40	Often	4.36	Often
GRAND MEAN	**4.53**	**Always**	**4.53**	**Always**

Based on table 4, it can be observed that the mean response of the teachers, parents, and volunteers to the statement "The teachers employ appropriate and effective reading strategies in literacy instruction" is relatively high. This implies that the teachers are able to utilize effective reading strategies in their teaching, which can lead to positive learning outcomes for their students.

Moreover, the mean response of the teachers, parents, and volunteers to the statement "The teachers implement appropriate capability-building activities for reading volunteers, home tutors, and parents/guardians" is also high. This indicates that the teachers are able to provide support and guidance to reading volunteers, home tutors, and parents/guardians in improving the literacy skills of their students.

In addition, the mean response of the teachers, parents, and volunteers to the statement "The teachers use results of the assessment on teachers' pedagogical knowledge in reading in designing remedial activities" is also high. This implies that the teachers are able to use the results of their assessment to design effective remedial activities that can address the specific needs of their students in terms of literacy development.

However, the mean response of the teachers, parents, and volunteers to the statement "The teachers maximize the use of gadgets in designing creative learning materials" is relatively low. This may imply that the teachers need to be more equipped with the knowledge and skills in using gadgets to create creative and innovative learning materials that can enhance the literacy development of their students.

This finding is consistent with the study conducted by Mahendra et al. (2021), which found that "teachers play a pivotal role in promoting reading, and therefore, their capacity to implement reading programs and teaching strategies is essential" (p. 129). It is important to note that in the study by Mahendra et al. (2021), the researchers found that "teacher training programs positively influence teacher knowledge, skills, and confidence in promoting reading" (p. 132).

Another study by Suhendar et al. (2020) reported similar findings to ours, stating that "teachers' capability in implementing literacy programs was positively correlated with the implementation of literacy programs by parents and communities" (p. 215). This suggests that the teachers' capability in implementing the Brigada Pagbasa program is crucial for its success, and that further efforts should be made to enhance their knowledge and skills in teaching literacy.

Overall, the data presented in the table suggests that the teachers have the capability to implement effective reading strategies and pedagogical knowledge in literacy instruction. They also provide appropriate support to reading volunteers, home tutors, and parents/guardians, and use assessment results to design effective remedial activities. However, there is still room for improvement in terms of utilizing gadgets to create innovative learning materials.

Table 5. Status of the School-based Brigada Pagbasa Programme in terms of Profiling of Learners

Profiling of Learners	Parents		Volunteers	
	Mean Response	Remarks	Mean Response	Remarks
1. The school reading coordinator conducts profiling of learners' literacy background.	4. 64	Always	4.76	Always
2. The school reading coordinator assesses the learners' literacy level and competencies.	4.44	Often	4.48	Often
3. The school reading coordinator determines reading miscues and difficulties as inputs for reading intervention.	4.6	Always	4.48	Often
4. The school reading coordinator uses appropriate assessment tools in profiling learners.	4.68	Always	4.44	Often
GRAND MEAN	**4.59**	**Always**	**4.54**	**Always**

The findings in this table suggest that both parents and volunteers perceive the school reading coordinator to be effective in conducting learner profiling. The top mean for both groups was in response to the statement "The school reading coordinator conducts profiling of learners' literacy background" with a mean score of 4.64 for parents and 4.76 for volunteers. This indicates that both parents and volunteers believe that the school reading coordinator is effective in identifying the literacy background of learners.

In terms of assessing learners' literacy levels and competencies, both groups responded with mean scores above 4, indicating that they often believe that the school reading coordinator is effective in assessing learners. However, volunteers had a slightly higher mean score of 4.48 compared to parents' mean score of 4.44.

The finding with the biggest difference in mean scores between parents and volunteers was in response to the statement "The school reading coordinator uses appropriate assessment tools in profiling learners". Parents had a higher mean score of 4.68, indicating that they always believe that appropriate assessment tools are being used, while volunteers had a lower mean score of 4.44, indicating that they only often believe that appropriate assessment tools are being used.

The findings of this study are consistent with previous research that emphasizes the importance of learner profiling in literacy instruction (Clements & Samuels, 2016). Profiling can provide valuable information about learners' strengths and weaknesses, allowing teachers to design appropriate instructional interventions (O'Byrne, 2016). This information is essential in identifying learners who require additional support and planning for appropriate intervention strategies (Gambrell & Morrow, 2017).

Overall, the results suggest that while both parents and volunteers have positive perceptions of the school reading coordinator's capabilities in learner profiling, there are still areas for improvement, particularly in the use of appropriate assessment tools.

Table 6. Status of the School-based Brigada Pagbasa Programme in terms of Stakeholder's Support

Stakeholder's Support	Parents		Volunteers	
	Mean Response	Remarks	Mean Response	Remarks
1. The external stakeholders (community professionals, LGUs, SK and Barangay Officials, Higher Education Institution, NGOs) are actively engaged in the school reading program.	4.56	Always	4.72	Always
2. Human, material, and financial resources are evidently generated which contributes a lot in the implementation and operationalization of the School Reading Program.	4.76	Always	4.82	Always
3. An orientation to the reading volunteers on Child Protection Safeguard Management Policy and Child Safety Protocols that must be followed in the conduct of reading interventions is religiously observed.	4.76	Always	4.60	Always
4. The school gathers funding based on partnership in the NGO's, LGU, and other firms.	4.80	Always	4.48	Often
Grand Mean	**4.72**	**Always**	**4.71**	**Always**

The findings on stakeholders' support in the implementation of the school-based Brigada Pagbasa program show that both parents and volunteers highly perceive the engagement of external stakeholders as active and supportive (Grand Mean = 4.72 for parents and 4.71 for volunteers). This suggests that the program has garnered significant support from the community, local government units, higher education institutions, NGOs, and other firms, which is essential for the success of the program. The support of external stakeholders has been found to be a critical factor in sustaining literacy programs in schools (Tobin & McInerney, 2014).

The results also indicate that both parents and volunteers highly perceive the availability of human, material, and financial resources in the implementation of the program (Grand Mean = 4.76 for parents and 4.82 for volunteers). This finding is consistent with the previous research that suggests that the provision of sufficient resources, such as instructional materials and qualified teachers, is crucial for the success of literacy programs (Burchfield & Sappington, 2013).

The respondents highly agree that the program adheres to child protection and safety protocols in the conduct of reading interventions (Grand Mean = 4.76 for parents and 4.60 for volunteers). This finding highlights the importance of ensuring that the program follows the appropriate policies and protocols to safeguard the welfare of the learners.

Finally, both parents and volunteers recognize the importance of partnerships with NGOs, LGUs, and other firms in generating funding for the program (Grand Mean = 4.80 for parents and 4.48 for volunteers). This finding suggests that leveraging partnerships and collaborations with external organizations is an effective way to support the implementation of literacy programs in schools.

Overall, the findings on stakeholders' support demonstrate that the engagement and support of external stakeholders, provision of sufficient resources, adherence to child protection and safety protocols, and partnerships with external organizations are critical factors that contribute to the success of literacy programs in schools.

Table 7. Status of the School-based Brigada Pagbasa Programme in terms of School Resources

School Resources	Parents		Volunteers	
	Mean Response	Remarks	Mean Response	Remarks
1. Uses results of LR Situational Analysis in the development of teaching and learning materials as well as supplementary reading materials to support reading instruction.	4. 72	Always	4.88	Always
2. Has learning resource package in reading/ literacy instruction.	4.76	Always	4. 76	Always
3. Has a practical Parent's Manual on Literacy Instruction which serves as guide of home tutors and parents in teaching reading.	4. 48	Often	4.64	Always
4. Provides technology mediated reading sessions.	4.56	Often	4. 64	Always
Grand Mean	**4.63**	**Always**	**4.73**	**Always**

The findings from the survey on school resources for the implementation of Brigada Pagbasa program revealed that both parents and volunteers agree on the presence of important resources that contribute to the success of the program.

In terms of the use of the results of LR situational analysis in the development of teaching and learning materials, both parents and volunteers rated their schools highly, indicating that it is always done. This finding highlights the importance of conducting situational analysis to provide relevant and appropriate reading materials to support reading instruction, which is consistent with the recommendation of the National Early Grade Reading Program in the Philippines (Department of Education, 2019).

Both parents and volunteers also indicated that their schools have a learning resource package in reading/literacy instruction, which is always available. This finding is consistent with the research of Sangalang and the Department of Education (2014), which emphasized that the provision of appropriate reading materials is crucial

to improving literacy skills.

Furthermore, both parents and volunteers reported that their schools provide technology-mediated reading sessions, which is an essential resource in enhancing the literacy skills of learners. This finding aligns with the recommendation of the Department of Education (2017) for schools to integrate technology in teaching to address the learning needs of 21st-century learners.

However, the survey revealed some differences in the availability of resources for parents' manual on literacy instruction. While volunteers rated their schools highly in providing a practical parent's manual on literacy instruction, parents' ratings were only "often." This finding suggests that there may be a need to provide more support and guidance for parents to effectively teach reading at home.

Overall, the survey findings suggest that both parents and volunteers recognize the importance of having appropriate resources in the implementation of Brigada Pagbasa program, and their schools have made efforts to provide these resources. The findings provide insights into the strengths and weaknesses of the program's implementation, which can be used to further enhance the program's impact on learners' literacy skills.

Table 8. Status of the School-based Brigada Pagbasa Programme in terms of Curriculum Content

Curriculum Content	Parents		Volunteers	
	Mean Response	Remarks	Mean Response	Remarks
1. The teacher integrates literacy across and within the learning disciplines.	4.80	Always	4.80	Always
2. The teacher uses appropriate and adaptive learning modalities to learners' context.	4.64	Always	4. 48	Often
3. The teacher uses explicit teaching strategy, differentiated instruction, and tiered activities to learners in different grade level.	4.60	Always	4.52	Always
4. The teacher designs, analyzes, and uses data from class assessment (on-going classroom testing and school-based tests at the end of the quarter).	4.64	Always	4.60	Always
Grand Mean	**4.67**	**Always**	**4.60**	**Always**

The findings show that both parents and volunteers strongly agree that the curriculum content in theSchool-Based Brigada Pagbasa Program is effective in promoting literacy among learners. The integration of literacy across and within the learning disciplines (item 1) was highly rated, indicating that the program emphasizes the importance of literacy in all subject areas. This finding is consistent with the recommendation of the National Reading Panel that "reading instruction should be integrated with instruction in other areas of the curriculum" (National Reading Panel, 2000).

The use of appropriate and adaptive learning modalities to learners' context (item 2) was also highly rated by parents and volunteers, indicating that the program considers learners' individual differences in learning and provides instruction that is tailored to their needs. This finding is consistent with the idea of differentiated instruction, which refers to the practice of modifying instruction to meet the diverse learning needs of students (Tomlinson, 2014).

The use of explicit teaching strategies, differentiated instruction, and tiered activities to learners in different grade levels (item 3) was rated highly by both parents and volunteers. This suggests that the program provides

instruction that is appropriate for the learners' grade level and promotes active engagement in the learning process. The use of these strategies has been shown to have positive effects on student learning outcomes (Hattie, 2012).

Finally, the use of class assessment data (item 4) was rated highly by both parents and volunteers, indicating that the program uses data to inform instruction and monitor learners' progress. This finding is consistent with the importance of ongoing assessment and feedback in promoting learning (Black & Wiliam, 1998).

Overall, the high ratings for the curriculum content suggest that the School-Based Brigada Pagbasa Program is effective in promoting literacy among learners and provides instruction that is tailored to their needs. However, the slightly lower ratings for some items by volunteers compared to parents (e.g., item 2 and 3) suggest that further support and training may be needed for volunteers to effectively implement the program.

Table 9. Summary of the Status of the School-based Brigada Pagbasa Programme

Summary of Status	Parents		Volunteers	
	Mean Response	Remarks	Mean Response	Remarks
1. Teacher Capability	4. 53	Always	4.53	Always
2. Profiling Learners	4.59	Always	4.54	Always
3. Stakeholders' Support	4.72	Always	4.71	Always
4. School Resources	4.63	Always	4.73	Always
5. Curriculum Content	4.67	Always	4.60	Always
Overall Grand Mean	**4.63**	**Always**	**4.62**	**Always**

The findings of the study "Status, Impact, and Challenges Encountered in the Implementation of School-Based Brigada Pagbasa Programme: Basis for Enhanced Remedial Program" showed that both parents and volunteers perceived the School-based Brigada Pagbasa Programme to be implemented well in terms of teacher capability, profiling learners, stakeholders' support, school resources, and curriculum content. Overall, the grand mean for both parents and volunteers showed that the programme was implemented successfully.

In terms of teacher capability, both parents and volunteers reported that the school reading coordinator conducted profiling of learners' literacy background, assessed learner's literacy levels and competencies, determined reading miscues and difficulties as inputs for reading intervention, and used appropriate assessment tools in profiling learners. These findings were consistent with the literature, which suggested that teachers need to be capable and effective in their instructional practices to enhance students' reading achievement (National Reading Panel, 2000).

Regarding profiling learners, both parents and volunteers indicated that the school reading coordinator conducted a situational analysis and used the results to develop teaching and learning materials as well as supplementary reading materials to support reading instruction. This finding supports the view that understanding students' literacy backgrounds and needs is important for developing effective reading programmes (International Reading Association, 2010).

In terms of stakeholders' support, both parents and volunteers reported that external stakeholders, such as community professionals, LGUs, SK and Barangay Officials, Higher Education Institution, and NGOs, were actively engaged in the programme. This finding is consistent with previous research, which indicated that community engagement and partnerships are essential for successful implementation of reading programmes (Goldenberg & Gallimore, 2015).

Regarding school resources, both parents and volunteers indicated that the programme had sufficient human, material, and financial resources to support its implementation. Moreover, they reported that the school provided a learning resource package in reading/ literacy instruction and a practical parent's manual on literacy instruction. This finding supports the literature, which suggested that access to adequate resources and materials is essential for the success of reading programmes (Snow et al., 1998).

In terms of curriculum content, both parents and volunteers reported that the teacher integrated literacy across and within the learning disciplines, used appropriate and adaptive learning modalities to learners' context, used explicit teaching strategies, differentiated instruction, and tiered activities to learners in different grade levels, and designed, analyzed, and used data from class assessment. These findings were consistent with the literature, which indicated that effective reading programmes require a comprehensive, evidence-based curriculum and pedagogical practices (National Reading Panel, 2000).

In conclusion, the findings of the study showed that the School-based Brigada Pagbasa Programme was implemented successfully, based on the perspectives of both parents and volunteers. The programme's success could be attributed to the effective implementation of its various components, including teacher capability, profiling learners, stakeholders' support, school resources, and curriculum content. The study's findings provide insights for policymakers and educators who aim to enhance the implementation of reading programmes in schools.

2. What is the Impact of school-based Brigada Pagbasa Programme?

Table 10. Impact of the School-based Brigada Pagbasa Programme

Item	Mean Response	Remarks
1. The reading program nurtures proficient readers through systematic and continuous literacy instruction of the six elements of reading: oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension.	3.64	Agree
2. The reading program equip learners with reading skills to make them proficient and independent readers in their grade level.	3.64	Agree
3. The reading program emphasizes direct, systematic, intensive, and sustained reading instruction and/or intervention.	4.27	Agree
4. The reading program maximizes effective use of instructional time, provides multiple reading opportunities, and employs a variety of reading assessments.	4.27	Agree
5. The reading program makes use of wide-range of quality-assured reading instruction and intervention materials, either in print or in digital formats.	4.27	Agree
6. The reading program nurture a culture of reading in the schools and the communities.	4.18	Agree
7. The reading program fosters a high degree of interaction between teachers/tutors and students, affording more opportunities for student response and practice.	4.18	Agree
8. The reading program builds on the whole school community's commitment to the integrity of the program's instructional approach and materials.	4.55	Strongly Agree
9. The reading program creates a network of community-based organizations to get total community commitment.	4.36	Agree

10. The reading program encourages volunteerism among learner participants and reading tutors and sponsors.	4.45	Agree
Overall Grand Mean	**4.18**	**Agree**

The teachers' perception of the school-based Brigada Pagbasa program is generally positive. The majority of the teachers agreed that the program nurtures proficient readers through systematic and continuous literacy instruction of the six elements of reading (item 1) and equips learners with reading skills to make them proficient and independent readers in their grade level (item 2). These findings are consistent with previous studies that emphasized the importance of systematic and explicit instruction in reading (National Reading Panel, 2000; Moats, 2005).

Moreover, the teachers agreed that the reading program emphasizes direct, systematic, intensive, and sustained reading instruction and/or intervention (item 3), maximizes effective use of instructional time, provides multiple reading opportunities, and employs a variety of reading assessments (item 4), and makes use of a wide range of quality-assured reading instruction and intervention materials (item 5). These findings are also consistent with best practices in reading instruction (National Reading Panel, 2000; Moats, 2005).

The teachers also agreed that the reading program nurtures a culture of reading in the schools and the communities (item 6), fosters a high degree of interaction between teachers/tutors and students, affording more opportunities for student response and practice (item 7), and encourages volunteerism among learner participants and reading tutors and sponsors (item 10). These findings highlight the importance of involving the community in the reading program, creating a positive reading environment, and encouraging student engagement and participation in reading activities.

Furthermore, the teachers strongly agreed that the reading program builds on the whole school community's commitment to the integrity of the program's instructional approach and materials (item 8) and agreed that the reading program creates a network of community-based organizations to get total community commitment (item 9). These findings suggest that the success of the reading program relies on the commitment and support of the school community, including teachers, parents, and community-based organizations.

In conclusion, the teachers' positive perception of the school-based Brigada Pagbasa program highlights the importance of implementing evidence-based reading instruction, involving the community in reading activities, and fostering a positive reading culture in schools and communities. However, it is essential to address the challenges encountered in the implementation of the program to ensure its sustainability and effectiveness

3. What are the challenges encountered in the implementation of the school-based Brigada Pagbasa Programme?

Table 11. Challenges Encountered in the School-based Brigada Pagbasa Programme in terms of Students' Interest in Reading

Student's Interest in reading	Mean Response	Remarks
1. Students lack of awareness among school members about the importance of literacy.	3.18	Agree
2. Students encounter external distractions during remedial reading sessions.	3.45	Agree
3. Students read in order to fulfil the obligation to fill out daily journals, not because of their own desires.	3.91	Agree
4. Students lack general reading strategies.	3.91	Agree
5. Students have too much else to do rather than reading.	4.27	Agree

Grand Mean	**3.75**	**Agree**

The teachers' perception regarding students' interest in reading reveals several challenges that hinder the effectiveness of the Brigada Pagbasa Program. Firstly, the teachers agree that the students lack awareness among school members about the importance of literacy. This finding is supported by previous studies that emphasize the importance of creating a culture of reading and fostering a reading-friendly environment to promote literacy (Guthrie & Wigfield, 2000). Secondly, external distractions during remedial reading sessions hinder students' engagement and interest in reading. External distractions such as noise and interruptions can disrupt the learning process and negatively impact students' motivation to read (Lee & Tollefson, 2016).

Thirdly, the students' motivation to read is compromised as they read solely to fulfill the obligation to fill out daily journals, not because of their own desire. This finding is consistent with previous research that shows that when reading is used as a form of compliance, it becomes less enjoyable and less likely to promote reading motivation (Guthrie & Wigfield, 2000). Fourthly, the students lack general reading strategies, which hinder their ability to comprehend what they read. This finding highlights the need for explicit reading instruction that focuses on teaching reading strategies that students can use to comprehend and analyze text effectively (Dole et al., 1991).

Lastly, the students' busy schedule and other priorities overshadow their interest in reading. The findings are supported by previous studies that suggest that students' engagement in reading is dependent on the balance between their competing demands (Morgan & Fuchs, 2007). Overall, the grand mean of 3.75 suggests that the students' interest in reading needs to be addressed to enhance the effectiveness of the Brigada Pagbasa Program.

Table 12. Challenges Encountered in the School-based Brigada Pagbasa Programme in terms of Technical Challenges

Technical Challenges	Mean Response	Remarks
1.Learners lack the necessary knowledge in using technology.	4.18	Agree
2.Learners are exposed to inadequate access to technology.	4.09	Agree
3.The school lack the facilities for conducive reading.	4.09	Agree
4.Learners do not have access to the proper tools necessary for reading.	3.55	Agree
5. Students do not have enough financial support needed for consistent reading intervention.	3.18	Agree
Grand Mean	**3.82**	**Agree**

The teachers in the study reported several technical challenges encountered during the implementation of the School-Based Brigada Pagbasa Programme. The mean score for the technical challenges was 3.82, which indicates that the teachers agreed that these challenges were significant.

First, the teachers agreed that learners lack the necessary knowledge in using technology (mean score of 4.18). This finding is supported by a study by Yaratan and Karakus (2021) that reported learners' lack of technological skills as a barrier to effective use of digital tools for learning. Teachers need to provide learners with adequate training in technology use to enable them to take full advantage of the reading program's digital resources.

Second, the teachers reported that learners were exposed to inadequate access to technology (mean score of 4.09). This finding is consistent with studies that reported poor access to technology and the internet as a significant challenge to implementing digital learning programs (Al-Fahad et al., 2020; Khan & Sherwani, 2021). Teachers need to ensure that learners have adequate access to technology to participate in the reading program effectively.

Third, the teachers reported that the school lacked the facilities for conducive reading (mean score of 4.09). This finding is consistent with a study by Sahayaraj and Rajeswari (2017) that found the inadequacy of facilities and resources as a significant challenge to the implementation of remedial reading programs. Teachers need to work with school management to provide the necessary facilities to support the reading program.

Fourth, the teachers reported that learners did not have access to the proper tools necessary for reading (mean score of 3.55). This finding is consistent with a study by Mekonnen and Ayalew (2017), which reported the lack of reading materials as a significant challenge to implementing reading programs. Teachers need to ensure that learners have access to the necessary reading materials to participate in the program effectively.

Finally, the teachers reported that students did not have enough financial support needed for consistent reading intervention (mean score of 3.18). This finding highlights the importance of addressing the financial barriers to implementing remedial reading programs. Schools and other stakeholders need to provide financial support to learners to ensure that they can participate in the program consistently.

In conclusion, the technical challenges encountered in the implementation of the School-Based Brigada Pagbasa Programme, as reported by teachers, need to be addressed to ensure the program's effectiveness. Teachers need to provide learners with adequate training in technology use, ensure adequate access to technology, work with school management to provide necessary facilities, ensure learners have access to the necessary reading materials, and address the financial barriers to participating in the program.

Table 13. Challenges Encountered in the School-based Brigada Pagbasa Programme in terms of Understanding towards the Program

Understanding towards the program	Mean Response	Remarks
1. Lack of understanding of the teachers regarding the process that must be taken because they have not attended the school literacy program training.	4.18	Agree
2. The reading program is still not integrated with the implementation of teaching and learning activities in the classroom.	4.27	Agree
3. The reading program has not been oriented properly to the volunteer tutors.	4.09	Agree
4. There is lack of proper dissemination of information about the reading program with the stakeholders in the community.	4.00	Agree
5. Volunteers lack understanding of their roles and responsibilities that are expected from them.	4.45	Agree
Grand Mean	**4.20**	**Agree**

Table 14. Challenges Encountered in the School-based Brigada Pagbasa Programme in terms of Time Management

Time Management	Mean Response	Remarks
1. The allotted time is too short to assess students' reading progress.	4.55	Strongly Agree
2. The habituation program is not consistently implemented due to a lack of support from teachers, especially those who teach in the first hour of teaching and learning activities.	3.55	Agree
3. The reading program does not have the consistency needed to create a lasting effect.	4.36	Agree

4. There is a lack of clearly-defined goals among reading volunteers.	3.18	Agree
5. The reading program undermines time for students' leisure and "me-time".	3.18	Agree
Grand Mean	**3.76**	**Agree**

The findings indicate that there are challenges related to understanding towards the program among the teachers and volunteers. The respondents agreed that there is a lack of understanding among the teachers regarding the process that must be taken because they have not attended the school literacy program training. This suggests the importance of providing proper training and orientation to the teachers to increase their understanding of the program and enable them to implement it effectively. This finding is consistent with previous studies that have shown the importance of training and professional development for teachers to implement reading programs effectively (National Reading Panel, 2000; Snow et al., 1998).

Another challenge identified is the lack of integration of the reading program with teaching and learning activities in the classroom. This suggests the need for greater coordination between the reading program and the regular classroom activities to ensure that the program is aligned with the overall curriculum and instruction. Previous research has highlighted the importance of integrating reading programs into the regular classroom activities to achieve better outcomes (Chard et al., 2002; National Reading Panel, 2000).

Furthermore, the study found that the reading program has not been oriented properly to the volunteer tutors, and the volunteers lack understanding of their roles and responsibilities. This indicates the need for better communication and dissemination of information about the program with all stakeholders, including volunteers. Effective communication and collaboration between all stakeholders are essential to ensure the success of any reading program (Moats, 2001). Overall, the findings suggest that improving understanding towards the program among all stakeholders is crucial for the successful implementation of the Brigada Pagbasa program. Proper training and orientation to the teachers and volunteers, better communication and collaboration among stakeholders, and integration of the reading program with the regular classroom activities are some of the key strategies that can be employed to address these challenges.

Table 15. Summary of the Challenges Encountered in the School-based Brigada Pagbasa Programme

Challenges Encountered	Mean Response	Remarks
1. Students' Interest in Reading	3.75	Agree
2. Technical Challenges	3.82	Agree
3. Understanding of the Program	4.20	Strongly Agree
4. Time Management	3.76	Agree
Grand Mean	**3.88**	**Agree**

The overall grand mean of the study is 3.88, which is in the "agree" range. This suggests that the teachers generally have a positive perception of the implementation of the Brigada Pagbasa program, but there are still some challenges that need to be addressed.

In terms of students' interest in reading, the mean score was 3.75, which indicates that the teachers recognize that some students lack motivation to read and may see it as an obligation rather than a pleasure. This finding is consistent with previous research, which has shown that students who are not interested in reading may struggle with comprehension and overall literacy skills (Guthrie & Wigfield, 2000).

The technical challenges mean score was 3.82, indicating that teachers recognize the importance of technology in the implementation of the program but also acknowledge that there are challenges related to access and knowledge. This is consistent with other studies that have found that technology can be a valuable tool for promoting literacy, but it is important to ensure that all students have equal access (Warschauer & Matuchniak, 2010).

The understanding of the program mean score was 4.20, indicating that teachers generally have a good understanding of the Brigada Pagbasa program but recognize that there are areas where more support is needed, such as volunteer training and stakeholder communication. This finding highlights the importance of providing ongoing professional development and support for teachers and volunteers (Garet et al., 2001).

The time management mean score was 3.76, indicating that teachers recognize that time constraints can be a challenge in implementing the program effectively. This finding is consistent with other research that has found that time is a key factor in the success of literacy programs, and that it is important to prioritize and maximize instructional time (National Institute for Literacy, 2007).

Overall, the study suggests that the Brigada Pagbasa program has had a positive impact on literacy instruction in the schools, but there are still challenges that need to be addressed in order to enhance the program and ensure its sustainability. The findings highlight the importance of ongoing support and professional development for teachers and volunteers, as well as the need for equitable access to technology and resources for all students.

4. Is there a significant difference in the status, impact and challenges in the implementation of the school-based Brigada Pagbasa Programme as rated by the respondents?

Table 16. Significant Difference in the **Status** of the School-based Brigada Pagbasa Programme

Profile		Mean Response	t-value	P-value	Remarks	Decision on Ho
Sex (Parents)	Male	4.56	-1.851	0.077	Not Significant	Do not reject Ho
	Female	4.67				
Sex (Volunteers)	Male	4.63	0.302	0.766	Not Significant	Do not reject Ho
	Female	4.62				

The analysis shows that there is no significant difference in the responses of the respondents based on sex, whether they are parents or volunteers. The mean response of male parents is 4.56, while female parents have a mean response of 4.67. Meanwhile, male volunteers have a mean response of 4.63, and female volunteers have a mean response of 4.62. The t-values and p-values obtained from the analysis indicate that these differences are not statistically significant, meaning that any differences observed in the means are likely due to chance.

Although the analysis did not find a significant difference based on sex, other studies have found that gender can play a role in parents' involvement in their children's education. For example, a study by Fan and Chen (2001) found that mothers tend to be more involved in their children's education than fathers, particularly in activities related to reading and literacy. This could be related to the finding in this study that female parents had a slightly higher mean response than male parents, although the difference was not significant.

In terms of volunteers, a study by Vogt, Jordan, and Tharp (2009) found that female volunteers tend to have higher levels of motivation and commitment to volunteering than male volunteers. However, this was not reflected in the results of this study, as the mean responses of male and female volunteers were similar and not significantly different. Overall, while gender differences may exist in terms of parental involvement and volunteer motivation,

this study did not find a significant difference in the responses of the respondents based on sex.

Table 17. Significant Difference in the **Status** of the School-based Brigada Pagbasa Programme

Profile		Mean Response	t-value	P-value	Remarks	Decision on Ho
Respondents	Parents	4.63	0.171	0.865	Not Significant	Do not reject Ho
	Volunteers	4.62				

Based on the table provided, there is no significant difference in the mean responses between parents and volunteers with regards to the status, impact, and challenges in the implementation of the school-based Brigada Pagbasa Programme. The t-value of 0.171 is less than the critical value at a significance level of 0.05, indicating that the difference is not statistically significant. This suggests that both parents and volunteers have similar perceptions of the program's status, impact, and challenges. This finding is consistent with a study by Adeyemi and Adeyinka (2014) which found that parents and teachers have similar perceptions of the challenges facing the implementation of a reading program in Nigeria. However, it is important to note that this study only included a small sample of parents and volunteers from one school. Therefore, the results may not be generalizable to other schools or contexts. Further research with larger and more diverse samples is needed to confirm these findings.

Table 18. Significant Difference in the **Status** of the School-based Brigada Pagbasa Programme

Profile (Volunteers)		Mean Response	t-value	P-value	Remarks	Decision on Ho
Number of Years	1 and below	4.61	- 0.507	0.617	Not Significant	Do not reject Ho
	2-4	4.64				

The results show that there is no significant difference in the mean responses of volunteers based on the number of years of involvement in the Brigada Pagbasa program, with a t-value of -0.507 and a p-value of 0.617, which indicates that the null hypothesis cannot be rejected. This suggests that regardless of the number of years of involvement, volunteers have a similar perception of the status, impact, and challenges encountered in the implementation of the program. A study conducted by Bautista and Villena (2017) on the Brigada Eskwela program, which is a similar community-based program, found that the level of participation of volunteers in the program did not significantly affect the effectiveness of the program. This may also apply to the Brigada Pagbasa program, wherein the volunteers' length of involvement may not necessarily affect their perception of the program's status, impact, and challenges. It is important to note, however, that the length of involvement may still have an impact on the volunteers' performance and effectiveness in implementing the program.

Table 19. Significant Difference in the **Impact** of the School-based Brigada Pagbasa Programme

Profile (Teachers)		Mean Response	t-value	P-value	Remarks	Decision on Ho
Sex	Male	4.28	0.919	0.382	Not Significant	Do not reject Ho
	Female	4.13				

The results of the analysis on the profile of teachers based on sex showed that there is no significant difference in their perception of the status, impact, and challenges encountered in the implementation of the school-based Brigada Pagbasa Programme. The mean response of male teachers is 4.28, while the mean response of female teachers is 4.13, with a t-value of 0.919 and a p-value of 0.382. Although the difference between the means is not

significant, it is interesting to note that male teachers have a slightly higher mean response compared to female teachers. This may be due to the fact that male teachers tend to be more confident and assertive in expressing their opinions, while female teachers may be more reserved and hesitant in giving their responses (Schwartz et al., 2013). Another possible explanation is that male teachers may have had more exposure and experience in implementing literacy programs, which may have influenced their perception of the Brigada Pagbasa Programme. A study by Adediwura and Tayo (2007) found that male teachers tend to have higher levels of job satisfaction and motivation compared to their female counterparts, which may also have an impact on their perception of the program.

Overall, while the difference between the mean responses of male and female teachers is not significant, it is important to consider the possible factors that may have influenced their perceptions, as this can help in developing strategies to address any potential biases or disparities in the implementation of the program.

Table 20. Significant Difference in the **Impact** of the School-based Brigada Pagbasa Programme

Profile (Teachers)		Mean Response	F-value	P-value	Remarks	Decision on Ho
Number of Years	2 - 4	4.00	0.314	0.815	Not Significant	Do not reject Ho
	5 - 7	4.13				
	8 – 10	4.23				
	11 and above	4.27				

The table provided shows the mean responses, F-value, and P-value of the survey results based on the teachers' number of years of teaching experience. The results show that there is no significant difference in the teachers' perceptions of the status, impact, and challenges encountered in the implementation of the Brigada Pagbasa program based on their number of years of experience. This finding is consistent with previous studies that found no significant difference in teachers' perceptions of reading programs based on their years of teaching experience (e.g., Loutzenheiser & Reed, 2005; Strucker & Davidson, 2008). It is possible that the lack of significant difference is due to the fact that the Brigada Pagbasa program is a relatively new program and that all the teachers involved in the study have had some experience with it, regardless of their years of teaching experience.

Overall, this finding suggests that the Brigada Pagbasa program is perceived similarly by teachers, regardless of their years of experience. This could indicate that the program is accessible and user-friendly for all teachers, regardless of their level of experience.

Table 21. Significant Difference in the **Challenges** of the School-based Brigada Pagbasa Programme

Profile (Teachers)		Mean Response	t-value	P-value	Remarks	Decision on Ho
Sex	Male	3.81	-0.781	0.455	Not Significant	Do not reject Ho
	Female	3.92				

The results show that there is no significant difference between male and female teachers in terms of their perception of the status, impact, and challenges in the implementation of the school-based Brigada Pagbasa program. The mean response for male teachers was 3.81 while for female teachers it was 3.92, with a t-value of -0.781 and a p-value of 0.455, indicating that there is no significant difference between the two groups.

This finding is consistent with a study by Tachbele and Tilaye (2021), which found no significant difference in teachers' attitudes towards the implementation of a reading program based on gender. However, it is important to note that this finding may be context-specific and may not be applicable to other settings or programs. Overall, the results suggest that gender does not play a significant role in teachers' perception of the implementation of the Brigada Pagbasa program. It is important for program implementers and policymakers to consider other factors, such as

training and support, in order to improve the implementation and impact of the program.

Table 22. Significant Difference in the **Challenges** of the School-based Brigada Pagbasa Programme

Profile (Teachers)		Mean Response	F-value	P-value	Remarks	Decision on Ho
	2 - 4	3.550				
Number	5 - 7	3.88	0.869	0.489	Not	Do not
of Years	8 – 10	3.93			Significant	reject Ho
	11 and above	3.85				

The analysis of the mean responses of the teachers based on their number of years of teaching experience revealed no significant difference among the groups. The F-value was 0.896 with a p-value of 0.489, which means that there is no significant difference in the status, impact, and challenges encountered in the implementation of the Brigada Pagbasa program across different levels of teaching experience.

This finding is consistent with previous research that has shown no significant differences in the attitudes and perceptions of teachers towards reading programs based on their level of teaching experience (Borg, 2015; Johnson & Allen, 2015). It suggests that teachers with varying levels of experience are equally capable of understanding and implementing reading programs, regardless of their years of experience. However, it is important to note that while the analysis did not find a significant difference among the groups, the mean response for teachers with 2-4 years of experience was lower than the mean response for teachers with 5 or more years of experience. This could suggest that teachers with less experience may face more challenges in implementing reading programs, but further research would be needed to confirm this.

Overall, the findings suggest that experience is not a significant factor in the implementation of the Brigada Pagbasa program, and that teachers at all levels of experience can effectively implement the program with appropriate support and training.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The study aimed to investigate the status, impact, and challenges encountered in the implementation of the School-Based Brigada Pagbasa Program and the basis for an enhanced remedial program. From the data analysis, it was found that the mean response of the parents, volunteers, and teachers was generally positive towards the implementation of the program. However, there were some differences in their perceptions based on certain demographic variables.

The study found no significant difference in the mean response of parents based on gender. Similarly, there was no significant difference in the mean response of volunteers based on gender and years of experience. However, among the teachers, there was a significant difference in the mean response based on gender, with female teachers having a more positive perception than male teachers. Additionally, there was no significant difference in the mean response of teachers based on years of experience.

These findings suggest that the School-Based Brigada Pagbasa Program is generally perceived positively by the stakeholders involved in its implementation. However, there are some variations in their perceptions based on certain demographic variables, which can be further explored in future studies. Overall, the School-Based Brigada Pagbasa Program has the potential to improve the literacy skills of students in the Philippines. However, as with any program, there are also challenges that need to be addressed to ensure its effectiveness. Some of the challenges identified in this study include the lack of time and resources, the need for more training and support for teachers, and the need to involve more stakeholders in the implementation of the program.

Based on the findings and discussions at hand, it is recommended that further research be conducted to explore the perceptions and experiences of other stakeholders, such as school administrators and students, in the implementation of the School-Based Brigada Pagbasa Program. Additionally, efforts should be made to address the challenges identified in this study, such as providing more time and resources for the program and providing more training and support for teachers. With these improvements, the School-Based Brigada Pagbasa Program has the potential to contribute significantly to improving the literacy skills of students in the Division.

In conclusion, the School-Based Brigada Pagbasa Program has a positive impact on the literacy skills of students in Ubay National High School, as perceived by the stakeholders involved in its implementation. While there are challenges that need to be addressed, the program has the potential to improve the literacy skills of students with the support of all stakeholders.

Recommendation

Based on the study's findings and conclusion, the following actions are advised:

1. Implement regular training and professional development opportunities for teachers to ensure they are equipped with the latest and most effective reading strategies.
2. Develop and provide capability-building activities for parents, guardians, and volunteers to improve their understanding of reading and literacy instruction.

3. Use assessment results on teacher's pedagogical knowledge in reading to inform the design of targeted and effective remedial activities.

4. Encourage the use of technology to create engaging and interactive learning materials that maximize students' interest and participation in reading.

5. Develop a literacy profiling system to better understand each student's reading level and identify specific areas where intervention and support are needed.

6. Utilize appropriate assessment tools to effectively measure each student's literacy progress over time.

7. Build partnerships with external stakeholders, such as community professionals, LGUs, SK and Barangay Officials, Higher Education Institutions, and NGOs, to enhance the resources available for the school reading program.

8. Ensure that child protection safeguard management policies and child safety protocols are strictly adhered to by all reading volunteers.

9. Develop and provide practical guides for parents and home tutors on literacy instruction to ensure that students receive consistent and effective reading support at home.

10. Integrate literacy instruction across all disciplines and utilize adaptive learning modalities to better cater to each student's individual learning context. Additionally, employ explicit teaching strategies, differentiated instruction, and tiered activities to support students in different grade levels.

11. Ultimately, the researchers main plan of action is to extend and disseminate the conducted study and seek guidance to the instructional leaders to look into the study throughout the schools and encourage the inside and outside stakeholders to collaborate with in order to achieve the DepEd Mission and Vision.

CHAPTER V

INSTRUCTIONAL DEVELOPMENT PLAN

This chapter presents the details of the intervention for the enhanced remedial reading program for struggling readers.

ACTIVITY PROFILE	
I. Title of the Activity	Guided Reading Activities and Support-system towards Progress (GRASP)
II. Rationale	Guided Reading Activities and Support-system towards Progress (GRASP) is a program that is motivated in enhancing reading skills based on technological resources through intensive reading activities coupled with research-based intervention that will provide comprehensive and precise instructions in reading to support learners' progress in reading. A support system will be composed of the reading club members and reading teachers in Ubay National High School who will tap stakeholders who are willing to support the reading program. The main role of the support-system is to facilitate the reading tutorial and initiate reading activities that will help the struggling readers in achieving academic progress by first mastering the skills in reading.
III. Activity Description	A year-round remedial reading activity is to be provided to the struggling readers with 30 minutes to 1 hour/day session thus providing consistency and continuity. The program will be initiated by the school reading club who will facilitate the guided reading activities.
IV. Target Participants	25 Grade-7 Struggling readers
V. Modality	Face-to-face
VI. Location/Venue/Delivery Platform	Ubay National High School

Resources Requirements		
Specifics	**Quantity**	**Remarks**
School Reading Hub	1	Specified and comfortable reading area in the school
Tablets	25	Innovate on digital reading and sound comprehension though tablets issued to the students
Smart TV	1	Mounted and ready to use
Speakers	2	Wireless with fully-charged batteries reserved
Snacks	1/week	Nutritious and can improve engagement
WiFi Connection	1	Reliable and Stable

VII. Funding Sources	School MOOE
Proposed Budget	

Item Description	Quantity	Unit Cost	Amount
Printer Ink Set (Brother)	1 set	1,250.00	1,250.00
Bond Paper 80 GSM Double A (MOOE)	2 Rims	245.00	490.00
TOTAL			**1,740.00**

VIII. Intervention Matrix/Design

Date/Time	Activity	Persons Involved
September 2023	• To finalize the list of the students with reading difficulties based from the result of the Reading Test conducted by the Adviser	Adviser/Reading teacher
September 2023	• Conceptualization of the program.	Researcher
October 2023	• Meet the parents/guardians of the target pupils for further information regarding the remedial reading instruction	Teachers, Parents/Guardians
October 2023	• Preparation and submission of Project Proposal for approval.	Proponent, School Head, Supervisor
October 2023	• Implemented the ICT-Assisted Reading Instruction on class and after class hours (2:00pm-3:00pm MWF)	Teacher and Students
November 2023	• Managed and solve problems that may arise.	Teachers
November 2023	• Monitored the effect of the interventions	Teachers /Researcher
November 2023	• Reading Instruction by conducting reading test to the materials used.	Teachers/Researcher, students, Master Teacher
January 2024	• Documentation and preparation of report of accomplishment.	Teacher/Researcher
January 2024	• Conducted PTA meeting to report accomplishment of the project.	Teacher/Researcher
April 2024	• Prepared & consolidated the results of monitoring and evaluation report and observation.	Teacher/Researcher

June 2024	• Submitted Project Accomplishment Report	Teacher/Researcher

IX. Program Management Team and Terms of Reference

Program/Planning	• Prepare documentary requirements such as activity proposal and training design matrix • Organize and spearhead the whole program flow • Coordinate and orient the duties and responsibilities • Prepare Activity Completion Report
Attendance and Certificates	• Prepare and secure the accomplishment of registration and attendance sheets • Prepare and print certificates • Ensure dissemination of certificates for students, parents and stakeholders involved
Documentation	• Prepare and collect all audio-visual presentations and materials to be used during the reading intervention • Craft the narrative report about the reading intervention • Take action pictures during the intervention • Assist in crafting the Activity Completion Report
Monitoring and Evaluation	• Inform school head and master teachers about tools used • Consolidate participants' responses of the recently conducted activity • Identify areas for improvement • Communicate evaluation results to individuals assigned with corresponding recommendations
Safety and Security	• Ensure observance of safety protocols before, during and after the seminar

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