

**THE IMPLEMENTATION OF THE NATIONAL READING PROGRAM AND  
READING LEVELS OF PRIMARY GRADE LEARNERS: FOUNDATION FOR AN  
ENHANCED READING PROGRAM**

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**ABSTRACT**

This study investigated the perceived implementation of the National Reading Program by 117 primary grade teachers and the reading levels of primary grade learners in Subic District, Schools Division of Zambales, for the School Year 2024-2025. A quantitative-descriptive, causal-comparative, and correlational research design was employed, utilizing a validated questionnaire. The study explored aspects of the National Reading Program such as instructional practice, administrative support, learner engagement, and access to training and resources, along with learners' reading levels in phonemic awareness, phonics and word recognition, reading fluency, and comprehension. Results showed that most primary grade teachers were female, aged 40-49, handling Grade 2, in Teacher III positions, with 20-29 years of teaching experience, and many held MA degrees. Teachers perceived the National Reading Program as being effectively implemented, supported by adequate administrative assistance and sufficient resources. Learners were viewed as having satisfactory reading skills, especially in phonemic awareness, phonics, fluency, and comprehension. Further analysis indicated that teachers' perceptions of the program's implementation were not significantly influenced by demographic factors such as age, gender, teaching position, or years of service. Additionally, a weak, non-significant correlation was found between the perceived implementation of the National Reading Program and learners' reading levels. An enhanced reading program was proposed to further improve the program's implementation and learners' reading achievements. It was recommended that teachers reassess their instructional strategies, and school heads implement the enhanced program to foster better reading outcomes.

**Keywords:** Perceptions, National Reading Program, Primary Grade Teachers, Reading Levels, Learners, Enhanced Reading Program.

**1. INTRODUCTION**

The effectiveness of the National Reading Program relies on teachers' ability to implement research-backed strategies, administrative support, and engagement-focused approaches, yet gaps in professional development, resource allocation, and understanding of socio-economic influences hinder its full potential, highlighting the need for targeted improvements to address diverse learner needs and enhance reading outcomes. Studies emphasize that the effectiveness of the National Reading Program is largely dependent on teachers' ability to integrate research-backed strategies, such as phonemic awareness and phonics instruction, into their daily teaching (Abernathy, 2024; Bandala, 2024). However, gaps in teachers' knowledge and inconsistent use of these practices limit the program's impact, suggesting that targeted professional development is essential (Kehoe & McGinty, 2023). Additionally, the role of administrative support, including the provision of

resources and training, is crucial for sustaining and adapting the National Reading Program to diverse learner needs (Fonseca, 2024; Garet et al., 2024).

Moreover, learner engagement and teacher-learner rapport emerge as key factors in the successful implementation of reading programs under the National Reading Program. Engagement-focused strategies and the use of digital technologies have shown promise in enhancing reading fluency and comprehension, but their effectiveness is contingent on sustained, adaptive instructional approaches (Akyol et al., 2024; Truman et al., 2024). The research underscores the importance of a comprehensive strategy that combines cognitive and affective components, such as behavior support programs and tailored reading interventions, to address the diverse challenges faced by learners (Roberts et al., 2023; Praca, 2024). By enhancing these aspects, the National Reading Program can be more effectively implemented, leading to improved reading levels and overall academic performance among primary grade learners (Kawi, 2024; Arysta, 2024).

Despite recognizing the critical role of evidence-based teaching practices, there was a lack of detailed understanding regarding the barriers that prevent teachers from fully implementing these practices, as well as the most effective types of professional development needed to address these gaps. Additionally, while administrative support was essential, research was needed to explore how various levels of support and resource allocation impact the National Reading Program's implementation. The literature also indicated a need for further investigation into how engagement-focused strategies are tailored to meet diverse learner needs and how digital technologies are optimally integrated into the program. Lastly, there was a gap in understanding how socio-economic factors influenced both the implementation of reading programs and the reading outcomes of learners from different backgrounds. Addressing these gaps was crucial for developing a more effective and responsive reading program for primary grade learners.

## 2. STATEMENT OF THE PROBLEM

This study determined the perceived implementation of the National Reading Program of primary grade teachers and reading levels of learners in Subic District, Schools Division of Zambales during the School Year 2024-2025.

Specifically, it aimed to answer these questions:

1. How may the profile of teacher-respondents be described in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. grade level taught;
  - 1.4. teaching position;
  - 1.5. length of service; and
  - 1.6. highest educational attainment?
2. How may the perceived implementation of the National Reading Program of teacher-respondents be described in terms of:
  - 2.1. instructional practice;
  - 2.2. administrative support;
  - 2.3. learner engagement; and
  - 2.4. training and resources?
3. How may the reading levels of learners be described in terms of:
  - 3.1. phonemic awareness;

- 3.2. phonics and word recognition;
- 3.3. reading fluency; and
- 3.4. reading comprehension?
- 4. Is there a significant difference between the perceived implementation of the National Reading Program of teacher-respondents and their profile when grouped accordingly?
- 5. Is there a significant correlation between the perceived implementation of the National Reading Program of teacher-respondents and reading levels of their learners?
- 6. What enhancement program can be proposed for reading to improve the implementation of the National Reading Program and reading levels of learners?

### 3. METHODS AND MATERIALS

This study examined the perceived implementation of the National Reading Program of primary grade teachers and reading levels of learners in Subic District, Schools Division of Zambales during the School Year 2024-2025. Employing a descriptive-correlational research design, data were collected, classified, summarized, and analyzed using percentages and means. The study's respondents comprised 117 primary grade teachers, selected through universal sampling across six public elementary schools to enable the formulation of generalizations or identification of patterns within the specific populations. A researcher-designed questionnaire served as the primary data collection instrument, focusing on the perceived implementation of the National Reading Program of teachers and the reading levels of learners. Internal consistency was established using Cronbach's Alpha, demonstrating excellent reliability for the implementation of the National Reading Program ( $\alpha = 0.97$ ) and reading levels ( $\alpha = 0.98$ ). Hypotheses were tested using the Kruskal-Wallis Test and Spearman's Rho Correlation Coefficient.

### 4. RESULTS AND DISCUSSIONS

#### 4.1. Profile of the Teacher-Respondents

##### 4.1.1. Age

As shown in Table 1, the profile of the teacher-respondents in terms of age. As reflected in the table, 8.55% of the teacher-respondents were in the 60 years old and above bracket, 23.08% were in the 50-59 years old bracket, 34.19% were in the 40-49 years old bracket, 19.66% were in the 30-39 years old bracket, and 14.53% were in the 20-29 years old bracket.

**Table 1. Profile of the Teacher-Respondents in terms of Age**

Age	f	%
60 years old and above	10	8.55
50-59 years old	27	23.08
40-49 years old	40	34.19
30-39 years old	23	19.66
20-29 years old	17	14.53
<b>Total</b>	<b>117</b>	<b>100.00</b>

This implies that the majority of teacher-respondents are in the middle age brackets, with the largest percentage (34.19%) in the 40-49 years old group, indicating that most teachers have significant experience in their profession. This implies that a notable portion of the teaching force (23.08%) is nearing retirement age, which may impact future workforce planning and the need for succession strategies. This implies that the relatively small percentage (14.53%) of younger

teachers in the 20-29 years old bracket suggests that there may be fewer new entrants into the profession, highlighting potential challenges in attracting younger teachers. This implies that the diversity in age distribution among teacher-respondents could provide a balance of fresh perspectives and seasoned expertise in instructional approaches.

In the present study, a closer examination of the teacher-respondents' profiles revealed that the majority were between 40 and 49 years old. This finding aligns with previous research by Booth et al. (2021), who also observed that mid-career teachers in this age bracket often possess a wealth of classroom experience, contributing to a deeper understanding of instructional strategies. Teachers in this age group have been found to exhibit resilience and adaptability, which are essential traits for navigating the evolving demands of education. The significance of age in teaching effectiveness has been highlighted across multiple studies, emphasizing the correlation between age and instructional proficiency.

**4.1.2. Sex**

As shown in Table 2, the profile of the teacher-respondents in terms of sex. As reflected in the table, 8.55% of the teacher-respondents were males and 91.45% were females.

**Table 2. Profile of the Teacher-Respondents in terms of Sex**

<b>Sex</b>	<b>f</b>	<b>%</b>
Male	10	8.55
Female	107	91.45
<b>Total</b>	<b>117</b>	<b>100.00</b>

This implies the teaching profession in this context is predominantly female, with 91.45% of the teacher-respondents being women, reflecting a significant gender imbalance. This implies that the low percentage of male teachers (8.55%) may indicate that teaching, particularly in this setting, remains a female-dominated profession. This implies that efforts to promote gender diversity in the teaching workforce could be beneficial in fostering a more balanced representation of male and female teachers. This also implies that female perspectives and experiences likely shape much of the teaching and instructional practices in the schools surveyed.

The present study also noted that the majority of the teacher-respondents were female. This is consistent with findings in earlier studies by Doncevova (2024), where the teaching profession, especially in primary education, was dominated by women. The gender distribution in teaching roles often reflects broader societal trends, with females being more likely to pursue and remain in teaching careers. Doncevova's work (2024) highlights how gender dynamics in education influence classroom management styles and interaction with learners, reinforcing the significant role of female teachers in early childhood development.

**4.1.3. Grade Level Taught**

As shown in Table 3, the profile of the teacher-respondents in terms of grade level taught. As reflected in the table, 26.50% of the teacher-respondents were handling Grade 3 learners, 35.04% were handling Grade 2 learners, 24.79% were handling Grade 1 learners, and 13.68% were handling Kindergarten learners.

**Table 3. Profile of the Teacher-Respondents in terms of Grade Level Taught**

<b>Grade Level Taught</b>	<b>f</b>	<b>%</b>
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Grade 3	31	26.50
Grade 2	41	35.04
Grade 1	29	24.79
<b>Total</b>	<b>117</b>	<b>100.00</b>

This implies that the largest portion of teacher-respondents (35.04%) are focused on Grade 2, suggesting that this level may require more instructional attention or resources compared to other grade levels. This implies that a significant number of teachers (26.50%) handle Grade 3 learners, indicating that the higher primary grades are well-represented among the teacher-respondents. This implies that fewer teachers are handling Kindergarten learners (13.68%), which may highlight either a smaller cohort size or the need for additional focus on early childhood education. This also implies that there is a fairly even distribution of teachers across Grades 1 to 3, reflecting a balanced allocation of teaching staff across these primary levels.

In terms of grade level taught, the majority of the respondents in this study were teaching Grade 2. This mirrors the findings of Melnick et al. (2022), who discovered that lower primary grade levels are frequently staffed by more experienced teachers due to the crucial nature of foundational learning during these years. Teaching early grade levels, such as Grade 2, requires specialized pedagogical approaches that emphasize literacy and numeracy development, and previous studies have underscored the need for teachers at this level to be highly skilled in nurturing young learners' cognitive growth.

#### 4.1.4. Teaching Position

As shown in Table 4, the profile of the teacher-respondents in terms of teaching position. As reflected in the table, 7.69% of the teacher-respondents were Master Teacher II, 9.40% were Master Teacher I, 45.30% were Teacher III, 26.50% were Teacher II, and 11.11% were Teacher I.

**Table 4. Profile of the Teacher-Respondents in terms of Teaching Position**

Teaching Position	f	%
Master Teacher II	9	7.69
Master Teacher I	11	9.40
Teacher III	53	45.30
Teacher II	31	26.50
Teacher I	13	11.11
<b>Total</b>	<b>117</b>	<b>100.00</b>

This implies that the majority of teacher-respondents (45.30%) hold the position of Teacher III, indicating that a significant portion of the teaching workforce has advanced to higher non-supervisory teaching ranks. This implies that there is a considerable number of teachers in the middle-tier positions, with 26.50% being Teacher II, suggesting that many are in the process of professional growth and promotion. This implies that a smaller percentage (11.11%) are in the entry-level position of Teacher I, which may indicate that newer teachers make up a smaller portion of the staff. This also implies that a relatively small group of teachers (7.69% Master Teacher II and 9.40% Master Teacher I) have achieved the highest teaching ranks, reflecting a more limited number of highly experienced and specialized teachers in the teaching force.

The respondents in this study predominantly held a Teacher III position. Similar findings were reported by Wright (2024), who noted that teachers at this level of position typically

demonstrate high competence and have reached a point in their careers where they have accumulated significant professional experience. Wright study's (2024) suggests that career progression to positions like Teacher III is often accompanied by enhanced instructional expertise and a greater likelihood of leadership roles within the school setting, further contributing to educational outcomes.

#### 4.1.5. Length of Service

As shown in Table 5, the profile of the teacher-respondents in terms of the length of service. As reflected in the table, 5.98% of the teacher-respondents were in the 40 years and above bracket, 18.80% in the 30-39 years bracket, 31.62% in the 20-29 years bracket, 20.51% in the 10-19 years bracket, and 23.08% in the 9 years and below bracket.

**Table 5. Profile of the Teacher-Respondents in terms of Length of Service**

<b>Length of Service</b>	<b>f</b>	<b>%</b>
40 years and above	7	5.98
30-39 years	22	18.80
20-29 years	37	31.62
10-19 years	24	20.51
9 years and below	27	23.08
<b>Total</b>	<b>117</b>	<b>100.00</b>

This implies that a significant portion of the teacher-respondents (31.62%) have served between 20 to 29 years, suggesting a well-experienced teaching workforce with long-term commitment. This implies that a considerable number of teachers (23.08%) are relatively newer to the profession, with less than 9 years of service, indicating the presence of fresh perspectives in the teaching field. This implies that a moderate percentage (20.51%) of the teachers are in the 10-19 years bracket, reflecting a stable group of mid-career professionals. This implies that a smaller group of veteran teachers (5.98%) with over 40 years of service continues to contribute, though they represent a minority of the workforce, possibly nearing retirement. This also implies that there is a balanced distribution of teachers across different stages of their career, which could promote a blend of innovative approaches and experienced teaching practices.

In terms of length of service, the majority of teacher-respondents had 20-29 years of experience. This finding corresponds with previous research by Low (2023), which showed that teachers with longer years of service bring a depth of knowledge and pedagogical wisdom that benefits both learners and schools. Veteran teachers are often seen as mentors to their less experienced colleagues, and their extensive service reflects a sustained commitment to education, a point that Low (2023) emphasizes in relation to teacher retention and professional development.

#### 4.1.6. Highest Educational Attainment

As shown in Table 6, the profile of the teacher-respondents in terms of the highest educational attainment. As reflected in the table, 5.98% of the teacher-respondents were EdD/PhD graduates, 11.97% were with EdD/PhD units, 39.32% were MA graduates, 24.79% were with MA units, 17.95% were education graduates, and 5.98% were college graduate with education units.

**Table 6. Profile of the Teacher-Respondents in terms of Highest Educational Attainment**

Highest Educational Attainment	F	%
EdD/PhD Graduate	7	5.98
with EdD/PhD units	14	11.97
MA Graduate	46	39.32
with MA units	29	24.79
Education Graduate	21	17.95
College Graduate with Education units	7	5.98
<b>Total</b>	<b>117</b>	<b>100.00</b>

This implies that a significant portion of the teacher-respondents (39.32%) have completed a Master’s degree, suggesting a high level of professional development and specialization within the teaching workforce. This implies that a considerable number of teachers (24.79%) are still pursuing their Master’s degree, reflecting ongoing efforts toward further educational advancement. This implies that a smaller group (5.98%) have attained the highest academic qualifications (EdD/PhD), indicating a limited but notable presence of teachers with doctoral-level expertise. This implies that a portion of the respondents (17.95%) have only completed their undergraduate education, suggesting that some teachers may not have pursued further formal studies beyond their initial qualification. This also implies that the teaching force demonstrates a diverse range of academic qualifications, with a strong commitment to continuing education and professional growth among a large number of respondents.

The present study revealed that the majority of teacher-respondents had completed their MA degrees. This observation aligns with the findings of Gumus et al. (2021), who highlighted that advanced educational attainment, such as an MA degree, is associated with improved instructional practices and learner achievement. Gumus et al. study’s (2021) have shown that teachers who pursue graduate-level education tend to engage more in reflective teaching practices and are better equipped to incorporate research-based methodologies in their classrooms. The pursuit of higher education by teachers is often driven by a desire for professional growth and improved educational outcomes, further corroborating the importance of continuing education in the field of teaching.

**4.2. Perceived Implementation of the National Reading Program of Teacher-Respondents**

**4.2.1. Instructional Practice**

As shown in Table 7, the perceived implementation of the National Reading Program of teacher-respondents in terms of instructional practice. As reflected in the table, a majority of the teacher-respondents had the general mean rating of 3.10 or “Implemented.” It was observed that, “I changed my teaching styles to fit the different reading levels in my class, following the advice from the National Reading Program” had the highest mean of 3.22 equivalent to “Implemented.”

**Table 7. Mean Rating and Interpretations of the Perceived Implementation of the National Reading Program of Teacher-Respondents in terms of Instructional Practice**

Item	Indicators	Mean Rating	Interpretation
1	I use the National Reading Program’s phonics lessons in my teaching, which helps my learners sound out words better.	3.03	Implemented

2	I work with small groups of learners, using the reading strategies from the National Reading Program to help each child learn at their own pace.	3.09	Implemented
3	I include more story reading aloud in class, as suggested by the National Reading Program, which makes my learners more interested in the stories.	3.20	Implemented
4	I use the reading activities from the National Reading Program to help my learners learn new words and read more smoothly.	3.05	Implemented
5	I check my learners' reading progress often, using the tools from the National Reading Program, to help plan my lesson better.	3.07	Implemented
6	I changed my teaching styles to fit the different reading levels in my class, following the advice from the National Reading Program.	3.22	Implemented
7	I teach my learners how to think about the stories we read, like making predictions and asking questions, as the National Reading Program suggests.	3.02	Implemented
8	I give extra help to learners who find reading hard, using tips from the National Reading Program, to help them catch up with their classmates.	3.13	Implemented
9	I use the reading books and resources from the National Reading Program in my class, which my learners enjoy and find easy to understand.	3.10	Implemented
10	I join training sessions from the National Reading Program, which helps me become a better teacher and support my learners in learning to read.	3.06	Implemented
<b>General Mean Rating</b>		<b>3.10</b>	<b>Implemented</b>

This implies that the teacher-respondents generally perceive the implementation of the National Reading Program in terms of instructional practice as effective, with a mean rating of 3.10, indicating consistent application of the program's guidelines. This implies that teachers are adapting their instructional methods to accommodate diverse reading levels, as evidenced by the highest-rated item, "I changed my teaching styles to fit the different reading levels in my class, following the advice from the National Reading Program," with a mean of 3.22. This suggests that teachers are responsive to the program's recommendations and are making adjustments to meet the needs of their learners. This implies that the program's strategies are being applied in the classroom, but there may still be room for further improvement or support to enhance full implementation.

The present study revealed that the teacher-respondents implemented the National Reading Program (NRP) in their instructional practices with an overall mean score of 3.10. This finding aligns with the research of Clifford (2024), who emphasized the importance of integrating structured reading programs into daily classroom instruction. According to Clifford (2024), teachers who consistently implement national reading initiatives tend to see improvements in



learner literacy rates, as these programs provide a cohesive framework for literacy development. The mean score of 3.10 suggests that the teachers in the present study are similarly benefiting from the structured approach of the NRP, which is consistent with Clifford (2024) findings on the efficacy of national reading initiatives in promoting literacy.

**4.2.2. Administrative Support**

As shown in Table 8, the perceived implementation of the National Reading Program of teacher-respondents in terms of administrative support. As reflected in the table, a majority of the teacher-respondents had the general mean rating of 3.14 or “Implemented.” It was observed that, “My school makes sure I have enough time during the school day to focus on reading activities from the National Reading Program” had the highest mean of 3.22 equivalent to “Implemented.”

**Table 8. Mean Rating and Interpretations of the Perceived Implementation of the National Reading Program of Teacher-Respondents in terms of Administrative Support**

Item	Indicators	Mean Rating	Interpretation
1	My school gives me the reading materials I need from the National Reading Program, which makes teaching easier.	3.07	Implemented
2	My school head helps me by giving training on the National Reading Program, so I can teach reading better.	3.17	Implemented
3	My school head encourages me to share ideas about using the National Reading Program, which helps me improve my teaching.	3.11	Implemented
4	My school gives me time to plan my lessons using the National Reading Program, which makes my teaching more effective.	3.19	Implemented
5	My school head listens to my feedback about the National Reading Program and makes changes when needed, which shows they care about my work.	3.06	Implemented
6	My school gives me extra help, like reading coaches to use the National Reading Program better.	3.20	Implemented
7	My school head checks how I am using the National Reading Program and gives advice on how to improve, which helps me become a better teacher.	3.09	Implemented
8	My school makes sure I have enough time during the school day to focus on reading activities from the National Reading Program.	3.22	Implemented
9	My school gives me clear rules and expectations on how to use the National Reading Program.	3.13	Implemented

10	My school head supports me in holding regular meetings about the National Reading Program to stay updated and do my best in teaching reading.	3.15	Implemented
<b>General Mean Rating</b>		<b>3.14</b>	<b>Implemented</b>

This implies that the teacher-respondents perceive the implementation of the National Reading Program in terms of administrative support as generally positive, with a mean rating of 3.14, indicating that the necessary support systems are in place. This implies that school administrators are actively facilitating the program, particularly by providing teachers with sufficient time during the school day to focus on reading activities, as reflected by the highest-rated item, "My school makes sure I have enough time during the school day to focus on reading activities from the National Reading Program," with a mean of 3.22. This suggests that administrative efforts are aligned with the goals of the National Reading Program, helping to ensure its successful implementation. However, this also implies that while support is present, continuous monitoring and enhancements may be needed to maintain or improve the level of administrative backing for the program.

The teacher-respondents in the present study scored 3.14 for administrative support, indicating they received sufficient backing in implementing the National Reading Program. This echoes the conclusions of Granizo et al. (2024), who highlighted the critical role of administrative support in the successful execution of educational programs. Granizo et al. (2024) noted that teachers who receive consistent support from school leadership are more confident and efficient in implementing new instructional practices. The administrative backing reported in this study demonstrates that the teacher-respondents had a supportive environment, which is crucial for the successful rollout of the NRP, aligning with Granizo et al. (2024) assertion about the positive impact of administrative encouragement.

#### 4.2.3. Learner Engagement

As shown in Table 9, the perceived implementation of the National Reading Program of teacher-respondents in terms of learner engagement. As reflected in the table, a majority of the teacher-respondents had the general mean rating of 3.13 or "Implemented." It was observed that, "My learners stay interested in reading through the games and exercises from the National Reading Program" had the highest mean of 3.20 equivalent to "Implemented."

**Table 9. Mean Rating and Interpretations of the Perceived Implementation of the National Reading Program of Teacher-Respondents in terms of Learner Engagement**

Item	Indicators	Mean Rating	Interpretation
1	My learners are more excited about reading because of the fun activities from the National Reading Program.	3.08	Implemented

2	My learners pay more attention during reading sessions because the National Reading Program includes interesting stories.	3.18	Implemented
3	My learners enjoy group reading activities from the National Reading Program, which helps them work together and learn better.	3.10	Implemented
4	My learners stay interested in reading through the games and exercises from the National Reading Program.	3.20	Implemented
5	My learners ask more questions and talk more about books because the National Reading Program makes reading fun.	3.07	Implemented
6	My learners get more involved in reading, even the quiet ones because of the activities from the National Reading Program.	3.15	Implemented
7	My learners are more confident in reading aloud because of the practice they get with the National Reading Program.	3.13	Implemented
8	My learners share their ideas and think more deeply during discussions sparked by stories from the National Reading Program.	3.09	Implemented
9	My learners look forward to reading time because the National Reading Program makes it an enjoyable part of their day.	3.18	Implemented
10	My learners are eager to learn in the positive reading environment created by the National Reading Program.	3.12	Implemented
<b>General Mean Rating</b>		<b>3.13</b>	<b>Implemented</b>

This implies that the teacher-respondents perceive the implementation of the National Reading Program in terms of learner engagement as generally effective, with a mean rating of 3.13, indicating that the program is fostering engagement among learners. This implies that the use of interactive activities, such as games and exercises from the National Reading Program, plays a significant role in maintaining learners' interest in reading, as reflected by the highest-rated item, "My learners stay interested in reading through the games and exercises from the National Reading Program," with a mean of 3.20. This suggests that the program's strategies are succeeding in creating a more engaging and enjoyable reading environment for learners. However, this also implies that while engagement is present, ongoing efforts to further enhance learner involvement could be beneficial to sustain or improve these results.

The study also found that the teacher-respondents scored 3.13 for learner engagement, suggesting their successful implementation of the National Reading Program in fostering learner participation. This outcome parallels the findings of Quinlan (2024), who explored the relationship between structured reading programs and learner engagement. Quinlan (2024) found that programs like the NRP, when implemented effectively, lead to higher levels of learner involvement, as they are designed to be interactive and learner-centered. The score of 3.13 for learner engagement in

the present study supports Quinlan (2024) conclusion that structured reading initiatives can significantly enhance learner participation and interest in literacy activities.

**4.2.4. Training and Resources**

As shown in Table 10, the perceived implementation of the National Reading Program of teacher-respondents in terms of training and resources. As reflected in the table, a majority of the teacher-respondents had the general mean rating of 3.17 or “Implemented.” It was observed that, “The training and resources have given me new ideas and strategies for teaching reading to my learners” and “The training and resources from the National Reading Program save me time and improve my teaching” had the highest mean of 3.21 equivalent to “Implemented.”

**Table 10. Mean Rating and Interpretations of the Perceived Implementation of the National Reading Program of Teacher-Respondents in terms of Training and Resources**

Item	Indicators	Mean Rating	Interpretation
1	The training and resources I received from the National Reading Program help me teach reading better.	3.10	Implemented
2	The training and resources from the National Reading Program are easy to understand and useful in my classroom.	3.15	Implemented
3	The training and resources provided by the National Reading Program, like books and worksheets, make teaching reading easier.	3.18	Implemented
4	The training and resources from the National Reading Program are well-made and help my learners learn better.	3.19	Implemented
5	The training and resources have given me new ideas and strategies for teaching reading to my learners.	3.21	Implemented
6	The training and resources from the National Reading Program match what my learners need and help them improve.	3.17	Implemented
7	The training and resources from the National Reading Program make me feel more confident in teaching reading.	3.20	Implemented
8	The training and resources from the National Reading Program save me time and improve my teaching.	3.21	Implemented
9	The training and resources from the National Reading Program help make reading fun and interesting for my learners.	3.18	Implemented

10	The training and resources from the National Reading Program give me the support I need to help my learners become better readers.	3.16	Implemented
<b>General Mean Rating</b>		<b>3.17</b>	<b>Implemented</b>

This implies that the teacher-respondents perceive the implementation of the National Reading Program in terms of training and resources as generally effective, with a mean rating of 3.17, indicating that adequate training and materials are provided to support teachers. This implies that the training and resources from the program are valuable, as evidenced by the items “The training and resources have given me new ideas and strategies for teaching reading to my learners” and “The training and resources from the National Reading Program save me time and improve my teaching,” both of which received the highest mean of 3.21. This suggests that teachers feel empowered by the knowledge and strategies gained through the program, which enhances their instructional practices. However, this also implies that there may be opportunities for further development of training and resource provision to continue improving teacher effectiveness and learner outcomes in reading.

The study reported a mean score of 3.17 for training and resources, implying that the teachers were adequately equipped to implement the National Reading Program. This finding is consistent with Sitopa et al. (2024), who stressed the importance of providing teachers with sufficient training and resources for the successful implementation of reading programs. Sitopa et al. (2024) argued that well-trained and well-resourced teachers are more likely to achieve positive outcomes when executing structured reading programs like the NRP. The mean score of 3.17 in the present study underscores the importance of professional development and access to resources, reinforcing Sitopa et al. (2024) emphasis on the need for teacher preparedness in program implementation.

### 4.3. Reading Levels of Learners

#### 4.3.1. Phonemic Awareness

As shown in Table 11, the reading levels of learners in terms of phonemic awareness. As reflected in the table, a majority of the learners had the general mean rating of 2.58 or “Developed Skill.” It was observed that, “My learners are improving at blending sounds together to form words, which helps them read more fluently” had the highest mean of 2.66 equivalent to “Developed Skills.”

**Table 11. Mean Rating and Interpretations of the Reading Levels of Learners in terms of Phonemic Awareness**

Item	Indicators	Mean Rating	Interpretation
1	My learners are getting better at hearing and identifying different sounds in words because of the activities from the National Reading Program.	2.57	Developed Skill

2	My learners can now break down words into individual sounds more easily because of the phonemic awareness exercises I do.	2.56	Developed Skill
3	My learners are improving at blending sounds together to form words, which helps them read more fluently.	2.66	Developed Skill
4	My learners are more confident in recognizing and saying the first sound in a word after practicing with the National Reading Program.	2.54	Developed Skill
5	My learners can identify the different sounds in a word, which makes it easier for them to spell and read new words.	2.59	Developed Skill
6	My learners enjoy the sound games from the National Reading Program, and these activities help them become better readers.	2.56	Developed Skill
7	My learners are quicker at matching sounds to letters, which helps them read words correctly.	2.55	Developed Skill
8	My learners can now recognize rhyming words better, which shows they are developing stronger phonemic awareness.	2.58	Developed Skill
9	My learners are improving in their ability to hear and separate sounds in words, which helps them understand what they read.	2.62	Developed Skill
10	My learners are starting to use their knowledge of sounds to figure out new words when they read.	2.54	Developed Skill
<b>General Mean Rating</b>		<b>2.58</b>	<b>Developed Skill</b>

This implies that the reading levels of learners, particularly in terms of phonemic awareness, are showing positive development, with a general mean rating of 2.58 indicating that most learners have attained a “Developed Skill” level. This implies that there is noticeable progress in learners' abilities, as evidenced by the highest-rated item, “My learners are improving at blending sounds together to form words, which helps them read more fluently,” with a mean of 2.66. This suggests that instruction in phonemic awareness is effectively contributing to enhancing learners' reading fluency. However, this also implies that while skills are developing, there may still be room for further improvement, indicating the need for continued focus and support in phonemic awareness to achieve even higher proficiency levels.

The teacher-respondents in the present study perceived their learners to have developed reading skills in phonemic awareness, as reflected by a mean score of 2.58. This finding is consistent with the research of Abernathy (2024), who emphasized the foundational role of phonemic awareness in early reading development. Abernathy (2024) argued that the ability to recognize and manipulate sounds in words is a critical precursor to effective reading instruction, and learners who demonstrate growth in phonemic awareness are more likely to achieve reading success. The mean score of 2.58 in the present study aligns with Abernathy (2024) findings,

highlighting that although learners have developed phonemic awareness, there may still be room for improvement in achieving higher proficiency levels.

#### 4.3.2. Phonics and Word Recognition

As shown in Table 12, the reading levels of learners in terms of phonics and word recognition. As reflected in the table, a majority of the learners had the general mean rating of 2.59 or “Developed Skill.” It was observed that, “My learners are improving in matching letters to the sounds they make, which makes reading easier for them” had the highest mean of 2.68 equivalent to “Developed Skills.”

**Table 12. Mean Rating and Interpretations of the Reading Levels of Learners in terms of Phonics and Word Recognition**

Item	Indicators	Mean Rating	Interpretation
1	My learners are getting better at sounding out words because of the phonics lessons from the National Reading Program.	2.55	Developed Skill
2	My learners can now recognize common words more quickly, which helps them read faster.	2.59	Developed Skill
3	My learners are improving in matching letters to the sounds they make, which makes reading easier for them.	2.68	Developed Skill
4	My learners are becoming more confident in reading new words by using the phonics skills they have learned.	2.53	Developed Skill
5	My learners can break down longer words into smaller parts, which helps them read more difficult words.	2.59	Developed Skill
6	My learners are getting better at reading words they see often, which helps them understand what they read.	2.63	Developed Skill
7	My learners are improving in recognizing word patterns, like -ing or -ed which helps them read more smoothly.	2.59	Developed Skill
8	My learners are using their phonics skills to figure out words they do not know, which helps them become better readers.	2.55	Developed Skill
9	My learners can now read simple sentences more easily because they can recognize the words in them.	2.63	Developed Skill
10	My learners are starting to read more fluently because they are getting better at recognizing words automatically.	2.55	Developed Skill
<b>General Mean Rating</b>		<b>2.59</b>	<b>Developed Skill</b>

This implies the reading levels of learners in terms of phonics and word recognition are progressing positively, as indicated by a general mean rating of 2.59, which reflects a “Developed Skill” level among most learners. This implies that there is a notable improvement in learners’ abilities, particularly in matching letters to their corresponding sounds, as evidenced by the highest-rated item, “My learners are improving in matching letters to the sounds they make, which makes reading easier for them,” with a mean of 2.68. This suggests that phonics instruction is effectively facilitating learners’ reading development and enhancing their word recognition skills. However, this also implies that while learners are making progress, there is still potential for further enhancement, indicating a need for ongoing support and targeted instruction in phonics to achieve even greater proficiency.

The study recorded a mean score of 2.59 in phonics and word recognition, indicating that learners had developed appropriate reading skills in this area. This outcome mirrors the findings of Montoya (2024), who noted that phonics instruction is essential for helping learners decode words and recognize familiar patterns in text. According to Montoya (2024), systematic phonics instruction leads to better word recognition and overall reading proficiency. The mean score of 2.59 in the present study suggests that learners are making progress in phonics, in line with Montoya (2024) assertion that mastery of phonics contributes significantly to a child's ability to read fluently and accurately.

#### 4.3.3. Reading Fluency

As shown in Table 13, the reading levels of learners in terms of reading fluency. As reflected in the table, a majority of the learners had the general mean rating of 2.63 or “Developed Skill.” It was observed that, “My learners are reading more smoothly and with fewer pauses because of the practice they get from the National Reading Program” had the highest mean of 2.68 equivalent to “Developed Skills.”

**Table 13. Mean Rating and Interpretations of the Reading Levels of Learners in terms of Reading Fluency**

Item	Indicators	Mean Rating	Interpretation
1	My learners are reading more smoothly and with fewer pauses because of the practice they get from the National Reading Program.	2.68	Developed Skill
2	My learners can read sentences more quickly now, which helps them understand the stories better.	2.67	Developed Skill
3	My learners are improving in reading aloud with expression, which makes their reading sound more natural.	2.62	Developed Skill
4	My learners are getting better at reading words automatically, which helps them read without stopping to sound out each word.	2.73	Developed Skill



5	My learners can read longer passages without getting tired, which shows their reading fluency is improving.	2.62	Developed Skill
6	My learners are more confident in reading aloud to the class because they are becoming more fluent readers.	2.56	Developed Skill
7	My learners can read at a steady pace now, which helps them keep up with the stories we read together.	2.60	Developed Skill
8	My learners are getting better at recognizing words quickly, which makes their reading smoother and more fluent.	2.62	Developed Skill
9	My learners can now read with fewer mistakes, which helps them understand what they are reading.	2.61	Developed Skill
10	My learners are starting to enjoy reading more because they can read faster and more easily.	2.64	Developed Skill
<b>General Mean Rating</b>		<b>2.63</b>	<b>Developed Skill</b>

This implies that the reading levels of learners in terms of reading fluency are showing a positive trend, with a general mean rating of 2.63 indicating that most learners have achieved a “Developed Skill” level. This implies that learners are benefiting from the practice provided by the National Reading Program, as reflected in the highest-rated item, “My learners are reading more smoothly and with fewer pauses because of the practice they get from the National Reading Program,” which has a mean of 2.68. This suggests that the program is effectively enhancing learners' reading fluency and overall confidence in their reading abilities. However, this also implies that while learners are improving, there may still be opportunities for further development in reading fluency, highlighting the need for continued practice and support to help them reach even higher levels of proficiency.

With a mean score of 2.63, the teacher-respondents reported that learners had achieved developed reading levels in reading fluency. This finding corresponds with the research of Sultana et al. (2024), who highlighted the importance of fluency as a bridge between word recognition and reading comprehension. Sultana et al. (2024) found that fluency involves not only reading speed but also accuracy and expression, all of which are crucial for understanding text. The mean score of 2.63 in the present study suggests that learners have achieved a moderate level of fluency, aligning with Sultana et al. (2024) findings on the gradual development of fluency as a critical component of reading proficiency.

#### 4.3.4. Reading Comprehension

As shown in Table 14, the reading levels of learners in terms of reading comprehension. As reflected in the table, a majority of the learners had the general mean rating of 2.81 or “Developed Skill.” It was observed that, “My learners are starting to enjoy reading more because

they understand and remember what they read” had the highest mean of 2.98 equivalent to “Developed Skills.”

**Table 14. Mean Rating and Interpretations of the Reading Levels of Learners in terms of Reading Comprehension**

Item	Indicators	Mean Rating	Interpretation
1	My learners are getting better at understanding the stories we read because of the strategies from the National Reading Program.	2.63	Developed Skill
2	My learners can now answer questions about what they read, showing they understand the main ideas.	2.94	Developed Skill
3	My learners are improving in finding details in the text, which helps them remember what they read.	2.70	Developed Skill
4	My learners can explain what happened in a story, which shows they are understanding the sequence of events.	2.88	Developed Skill
5	My learners are more confident in making predictions about what will happen next in a story, which helps them stay engaged.	2.63	Developed Skill
6	My learners are getting better at figuring out the meanings of new words by using clues from the text.	2.92	Developed Skill
7	My learners can now connect what they read to their own experiences, which helps them understand the story better.	2.71	Developed Skill
8	My learners are improving in summarizing the main points of a story, which shows they understand the important parts.	2.96	Developed Skill
9	My learners can ask and answer questions about the story, which helps deepen their understanding.	2.74	Developed Skill
10	My learners are starting to enjoy reading more because they understand and remember what they read.	2.98	Developed Skill
<b>General Mean Rating</b>		<b>2.81</b>	<b>Developed Skill</b>

This implies that the reading levels of learners in terms of reading comprehension are progressing positively, with a general mean rating of 2.81 indicating that most learners have reached a “Developed Skill” level. This implies that learners are beginning to enjoy reading more as they gain a better understanding and retention of the material, as evidenced by the highest-rated item, “My learners are starting to enjoy reading more because they understand and remember what they read,” which has a mean of 2.98. This suggests that effective instructional strategies are contributing to enhanced comprehension skills, fostering a more positive attitude towards reading.

However, this also implies that while there is notable improvement, there is still potential for further development in reading comprehension, indicating a need for ongoing support and targeted activities to help learners achieve even greater proficiency.

In reading comprehension, the teacher-respondents recorded a mean score of 2.81, suggesting that their learners had developed satisfactory reading levels. This result is supported by Pratama and Kuning (2024), who emphasized the role of comprehension as the ultimate goal of reading instruction. Pratama and Kuning (2024) argued that learners who are able to understand and make meaning from texts have achieved a key milestone in literacy development. The mean score of 2.81 in the present study indicates that learners are progressing toward satisfactory levels of reading comprehension, resonating with Pratama and Kuning (2024) conclusion that comprehension skills are a vital measure of reading success.

#### 4.4. Difference Between the Perceived Implementation of the National Reading Program of Teacher-Respondents and Their Profile

##### 4.4.1. Age

As shown in Table 15, a Kruskal-Wallis Test was conducted to assess the difference between age groups of the teacher-respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the age groups ( $H(4) = 1.61, p = .807$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that age may have no effect on teacher-respondents' perceived implementation of the National Reading Program.

**Table 15. Difference Between the Perceived Implementation of the National Reading Program of Teacher-Respondents and Their Profile in terms of Age**

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
60 years old and above	1.61	4	.807	Accept $H_{01}$ (Not Significant)
50-59 years old				
40-49 years old				
30-39 years old				
20-29 years old				

This implies that there is no evidence to suggest that the age of teacher-respondents influences their perceptions regarding the implementation of the National Reading Program, as indicated by the non-significant results of the Kruskal-Wallis Test ( $H(4) = 1.61, p = .807$ ). This implies that teachers across different age groups share similar views on the program's implementation, indicating that factors other than age may play a more critical role in shaping their perceptions. This suggests that the effectiveness of the National Reading Program may not be contingent upon the age of the teachers, which could point to a uniformity in training, resources, or attitudes towards the program among teachers of varying ages. However, this also implies that further research may be warranted to explore other demographic or professional characteristics that could impact teachers' perceptions and engagement with the program.

The present study found that age did not significantly impact the teacher-respondents' perceptions of the implementation of the National Reading Program, as shown by the non-significant results of the Kruskal-Wallis Test. This finding aligns with the research of Avidov-Ungar and Arviv-Elyashiv (2020), who examined the relationship between teacher age and their attitudes toward educational reforms. Avidov-Ungar and Arviv-Elyashiv (2020) concluded that

while age may influence teaching style and experience, it does not necessarily translate into differing perceptions of program effectiveness. The results from the present study suggest that teachers, regardless of age, share a common understanding of the National Reading Program's implementation, supporting Avidov-Ungar and Arviv-Elyashiv (2020) assertion about the uniformity of professional perspectives across age groups.

#### 4.4.2. Sex

As shown in Table 16, a Kruskal-Wallis Test was conducted to assess the difference between sex groups of the teacher-respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the sex groups ( $H(1) = .02, p = .895$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that sex may have no effect on teacher-respondents' perceived implementation of the National Reading Program.

**Table 16. Difference Between the Perceived Implementation of the National Reading Program of Teacher-Respondents and Their Profile in terms of Sex**

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
Male	.02	1	.895	Accept $H_0$
Female				(Not Significant)

This implies that the results of the Kruskal-Wallis Test indicate that the sex of teacher-respondents does not significantly influence their perceptions of the implementation of the National Reading Program, as evidenced by the non-significant value ( $H(1) = .02, p = .895$ ). This implies that both male and female teachers have similar views regarding the program's implementation, suggesting a degree of consensus across gender lines. This indicates that factors other than sex may be more relevant in determining teachers' perceptions of the National Reading Program. However, this also implies that additional research could explore other variables, such as teaching experience or educational background, that might impact how teachers perceive and engage with the program.

The study also revealed no significant difference between male and female teacher-respondents regarding their perceptions of the National Reading Program's implementation, indicating that gender does not significantly influence their views. This finding is consistent with the work of Tran et al. (2024), who explored gender dynamics in educational settings and found that both male and female teachers often prioritize learner outcomes over gender-related biases. Tran et al. (2024) argued that effective teaching practices are shared among genders, leading to similar perceptions of educational programs. The present study's results further reinforce Tran et al. (2024) conclusion that gender does not play a critical role in shaping teachers' views on program implementation.

#### 4.4.3. Grade Level Taught

As shown in Table 17, a Kruskal-Wallis Test was conducted to assess the difference between the grade level taught groups of the teacher-respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the number of hours spent studying at home groups ( $H(3) = 3.25, p = .355$ ) at the 5% level; thus, the null hypothesis was

accepted. In conclusion, these findings suggest that the grade level taught may have no effect on teacher-respondents' perceived implementation of the National Reading Program.

**Table 17. Difference Between the Perceived Implementation of the National Reading Program of Teacher-Respondents and Their Profile in terms of Grade Level Taught**

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Grade 3	3.25	3	.355	Accept $H_{01}$
Grade 2				(Not Significant)
Grade 1				
Kindergarten				

This implies that the Kruskal-Wallis Test results suggest that the grade level taught by teacher-respondents does not significantly influence their perceptions of the implementation of the National Reading Program, as indicated by the non-significant result ( $H(3) = 3.25, p = .355$ ). This implies that teachers across different grade levels—whether teaching Kindergarten, Grade 1, Grade 2, or Grade 3—share similar views on how the program is implemented. This suggests that the National Reading Program is perceived uniformly by teachers, regardless of the grade level they are teaching. However, this also implies that other factors, such as school policies, training, or resources, may play a more critical role in shaping teachers' perceptions, warranting further investigation into these aspects.

Furthermore, the study found no significant difference in the perceived implementation of the National Reading Program based on the grade level taught, indicating that this factor does not affect teachers' perceptions. This outcome aligns with research by Roose et al. (2022), who highlighted that teachers across different grade levels often share similar values and beliefs regarding educational programs. Roose et al. (2022) noted that factors such as pedagogy and learner needs tend to override grade-level differences, resulting in a consensus on program implementation. The findings of the present study echo Roose et al. (2022) assertion that grade level does not significantly alter teachers' perceptions of the National Reading Program.

**4.4.4. Teaching Position**

As shown in Table 18, a Kruskal-Wallis Test was conducted to assess the difference between the teaching position groups of the teacher-respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the teaching position groups ( $H(4) = 5.83, p = .213$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that the teaching position may have no effect on teacher-respondents' perceived implementation of the National Reading Program.

**Table 18. Difference Between the Perceived Implementation of the National Reading Program of Teacher-Respondents and Their Profile in terms of Teaching Position**

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Master Teacher II	5.83	4	.213	Accept $H_{01}$

Master Teacher I  
 Teacher III  
 Teacher II  
 Teacher I

(Not Significant)

This implies that the Kruskal-Wallis Test results indicate that the teaching position of the teacher-respondents does not significantly affect their perceptions of the implementation of the National Reading Program, as shown by the non-significant result ( $H(4) = 5.83, p = .213$ ). This implies that teachers, regardless of whether they hold positions such as Teacher I, Teacher II, Teacher III, Master Teacher I, or Master Teacher II, share similar views on the program’s implementation. This suggests that the National Reading Program is perceived consistently across different levels of teaching hierarchy. However, this also implies that other factors, such as access to resources, training opportunities, or school culture, might have a more pronounced impact on how the program is perceived, which could be explored in future studies.

Similarly, the study showed that the teaching position of the respondents did not significantly affect their perceived implementation of the National Reading Program. This finding resonates with the conclusions drawn by Puerta and Sanchez (2024), who examined the influence of teaching positions on attitudes toward curriculum reforms. Puerta and Sanchez (2024) found that teachers, regardless of their specific roles (e.g., classroom teacher, specialist, administrator), often exhibit similar perceptions of program effectiveness, driven by a shared commitment to improving learner learning. The present study's results support Puerta and Sanchez (2024) argument that teaching position alone does not substantially impact perceptions of program implementation.

**4.4.5. Length of Service**

As shown in Table 19, a Kruskal-Wallis Test was conducted to assess the difference between length of service groups of the teacher-respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the length of service groups ( $H(4) = 5.49, p = .240$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that length of service may have no effect on teacher-respondents’ perceived implementation of the National Reading Program.

**Table 19. Difference Between the Perceived Implementation of the National Reading Program of Teacher-Respondents and Their Profile in terms of Length of Service**

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
40 years and above	5.49	4	.240	Accept $H_{01}$
30-39 years				(Not Significant)
20-29 years				
10-19 years				
9 years and below				

This implies that the Kruskal-Wallis Test results suggest that the length of service of teacher-respondents does not significantly impact their perceptions of the implementation of the National Reading Program, as indicated by the non-significant result ( $H(4) = 5.49, p = .240$ ). This implies that teachers, regardless of whether they have been teaching for a few years or several

decades, tend to have similar views regarding the program’s implementation. This suggests that the National Reading Program is perceived uniformly by teachers with varying lengths of experience. However, this also implies that other factors, such as the availability of resources or professional development opportunities, may play a more significant role in shaping teachers' perceptions, which could be explored further in future research.

The study also found no significant difference in teachers' perceptions of the program's implementation based on their length of service, as indicated by the non-significant result. This finding corresponds with Aithal et al. (2024), who analyzed the impact of teaching experience on perceptions of educational initiatives. Aithal et al. (2024) suggested that while veteran teachers may bring a wealth of experience to the table, their perceptions can align closely with those of newer teachers when it comes to program implementation, particularly when the goals of the initiative resonate with their teaching philosophy. The present study echoes Aithal et al. (2024) findings, highlighting that length of service does not necessarily correlate with differing perceptions of the National Reading Program.

**4.4.6. Highest Educational Attainment**

As shown in Table 20, a Kruskal-Wallis Test was conducted to assess the difference between the highest educational attainment of the teacher-respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the highest educational attainment groups ( $H(4) = 7.72, p = .102$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that highest educational attainment may have no effect on teacher-respondents’ perceived implementation of the National Reading Program.

**Table 19. Difference Between the Perceived Implementation of the National Reading Program of Teacher-Respondents and Their Profile in terms of Highest Educational Attainment**

Groups	<i>H</i>	<i>Df</i>	<i>p</i>	Decision
EdD/PhD Graduate With EdD/PhD units MA Graduate With MA units Education Graduate	7.72	4	.102	Accept $H_{01}$ (Not Significant)

This implies that the Kruskal-Wallis Test results indicate that the highest educational attainment of the teacher-respondents does not significantly affect their perceptions of the implementation of the National Reading Program, as reflected by the non-significant result ( $H(4) = 7.72, p = .102$ ). This implies that teachers, regardless of whether they hold a bachelor's degree, have pursued further studies, or attained advanced degrees such as a master's or doctorate, perceive the program's implementation similarly. This suggests that the National Reading Program is perceived consistently across teachers with different educational backgrounds. However, this also implies that other factors, such as training, professional development, or institutional support, might be more influential in shaping teachers' perceptions, suggesting areas for further exploration in future studies.

Finally, the study revealed no significant difference in perceived implementation based on the highest educational attainment of the teacher-respondents, indicating that this factor did not

significantly influence their perceptions. This observation aligns with the research of Fasinro et al. (2024), who investigated the relationship between educational attainment and teacher perceptions of curriculum initiatives. Fasinro et al. (2024) found that while higher educational qualifications may provide deeper theoretical knowledge, they do not always translate into varied perceptions regarding program implementation. The results of the present study support Fasinro et al. (2024) conclusion that factors beyond educational attainment play a more critical role in shaping teachers' views on the effectiveness of educational programs like the National Reading Program.

**4.5. Correlation Between the Perceived Implementation of the National Reading Program of Teacher-Respondents and Reading Levels of Their Learners**

As shown in Table 20, the correlation between the perceived implementation of the National Reading Program of teacher-respondents and reading levels of their learners by using the Spearman’s Rho Correlation.

**Table 20. Correlation between the Perceived Implementation of the National Reading Program of Teacher-Respondents and Reading Levels of their Learners**

Dependent Variables	R	p	Interpretation	Decision
Phonemic Awareness	.05	.620	Positive Weak Correlation	Accept H <sub>02</sub> (Not Significant)
Phonics and Word Recognition	-.15	.117	Negative Weak Correlation	Accept H <sub>02</sub> (Not Significant)
Reading Fluency	-.04	.687	Negative Weak Correlation	Accept H <sub>02</sub> (Not Significant)
Reading Comprehension	-.10	.267	Negative Weak Correlation	Accept H <sub>02</sub> (Not Significant)
Overall	-.07	.438	Negative Weak Correlation	Accept H <sub>02</sub> (Not Significant)

It shows that the implementation of the National Reading Program of teacher-respondents of teachers had a *positively weak non-significant correlation* with the learners’ reading levels in terms of phonemic awareness ( $r = .05, p = .620$ ), a *negatively weak non-significant correlation* in terms of phonics and word recognition ( $r = -.15, p = .117$ ), a *negatively weak non-significant correlation* in terms of reading fluency ( $r = -.04, p = .687$ ), a *negatively weak non-significant correlation* in terms of reading comprehension ( $r = -.10, p = .267$ ), and a *negatively weak non-significant correlation* with the overall learner’s reading levels ( $r = -.07, p = .438$ ), at 5% significance level; thus, the null hypothesis was *accepted*.

The negative or inverse correlation implies that as the value of independent variable (teachers’ implementation of the National Reading Program) increased, the value of the dependent variable (learner’s reading levels) tended to decrease. Therefore, the results suggest that increase in teachers’ implementation of the National Reading Program are associated with lower reading levels among their learners.

This implies that the weak, non-significant correlations between teachers’ implementation of the National Reading Program and learners’ reading levels indicate that the program’s implementation does not strongly influence learners’ reading outcomes, as measured by phonemic awareness, phonics and word recognition, reading fluency, and reading comprehension. The



negative or inverse relationships suggest that as the perceived implementation of the program by teachers increases, learners' reading levels slightly decrease, although these findings are not statistically significant. This implies that the implementation of the National Reading Program may not be directly contributing to improvements in learners' reading skills as expected. It also suggests that other factors, such as teaching methods, resource availability, or learner-specific variables, may play a more crucial role in enhancing reading performance, warranting further investigation into how the program is executed and supported in classrooms.

The study revealed a weak, positive, non-significant correlation between the teacher-respondents' perceived implementation of the National Reading Program and their learners' reading levels in phonemic awareness. This finding aligns with the work of Holston (2024), who explored the relationship between teacher perceptions of reading programs and learner outcomes in phonemic awareness. Holston (2024) found that while there may be some positive trends in learner performance linked to teachers' perceptions, these correlations are often weak and not statistically significant. The present study's finding suggests that although teachers perceive the National Reading Program to be beneficial, its actual impact on phonemic awareness may be limited, echoing Holston's (2024) conclusions about the complexity of measuring these relationships.

The study found a weak, negative, non-significant correlation between the teacher-respondents' perceived implementation of the National Reading Program and their learners' reading levels in phonics and word recognition. This outcome is consistent with research by Schultz (2024), who examined how teachers' beliefs about reading instruction affect learner performance in phonics and word recognition. Schultz (2024) reported similar weak and sometimes negative correlations, indicating that teachers' perceptions do not always translate into effective instructional practices in these areas. The findings of the present study suggest that factors other than perceived implementation may play a more significant role in influencing learners' phonics and word recognition skills, resonating with Schultz' (2024) observations regarding the disconnect between perception and practice.

A weak, negative, non-significant correlation was also found between the teacher-respondents' perceived implementation of the program and their learners' reading fluency. This result parallels the findings of Duffy et al. (2024), who investigated the link between instructional practices and learner fluency levels. Duffy et al. (2024) noted that despite teachers' intentions to enhance fluency through structured programs, the actual correlation with learner performance often remains weak and non-significant. The present study reinforces Duffy et al.'s (2024) assertion that perceived implementation of a reading program does not guarantee improvements in fluency, highlighting the need for more targeted instructional strategies.

Similarly, the study identified a weak, negative, non-significant correlation between the perceived implementation of the National Reading Program and the learners' reading comprehension levels. This finding echoes the research of Yapp et al. (2021), who examined the relationship between reading program implementation and comprehension outcomes. Yapp et al. (2021) found that while teachers may feel confident in their instructional methods, the actual impact on learner comprehension can be minimal. The results of the present study suggest that factors influencing reading comprehension may extend beyond the implementation of a specific program, aligning with Yapp et al. (2021) conclusions about the complexities of teaching comprehension skills.

Overall, the findings revealed a weak, negative, non-significant correlation between the teacher-respondents' perceived implementation of the National Reading Program and their learners' overall reading levels. This outcome is supported by the work of Barangan et al. (2024), who investigated the relationship between teachers' perceptions of program effectiveness and learner reading proficiency. Barangan et al. (2024) reported similar findings, noting that perceived implementation often does not equate to substantial improvements in overall reading skills. The present study's results highlight the necessity of exploring additional factors that may influence reading development, resonating with Barangan et al. (2024) insights on the multifaceted nature of reading education.

#### **4.6. An Enhanced Program to Improve the Implementation of the National Reading Program and Reading Levels of Learners**

The National Reading Program aims to raise literacy levels among learners by standardizing and improving instructional practices across schools. An enhanced reading program will address gaps in implementation by aligning school-based reading activities with national standards and fostering professional growth for teachers. This initiative includes conducting reading audits, providing professional development, and integrating evidence-based strategies like differentiated instruction and phonics-focused activities to support diverse learning needs. Regular monitoring, data-driven adjustments, and collaborative efforts from school heads, teachers, and the community will ensure the program's effectiveness. Success will be measured through improved learner outcomes in reading assessments, increased teacher engagement in professional development, and active community participation.

### **5. CONCLUSIONS**

1. Primary grade teachers were predominantly female, aged 40-49, holding a Teacher III position, with 20-29 years of service, and most had completed their MA degrees.
2. Primary grade teachers implemented the National Reading Program effectively, supported by adequate administrative backing, learner engagement, and sufficient training and resources.
3. Primary grade teachers perceived their learners to have developed satisfactory reading skills, particularly in phonemic awareness, phonics, reading fluency, and reading comprehension.
4. Primary grade teachers' perceptions of the National Reading Program's implementation were not significantly influenced by their age, gender, grade level taught, teaching position, length of service, or educational attainment.
5. There was a weak, non-significant correlation between the primary grade teachers' perceived implementation of the National Reading Program and their learners' overall reading levels.
6. An enhanced reading program is crafted to improve the implementation of the National Reading Program by the primary grade teachers and reading levels of learners.

### **6. RECOMMENDATIONS**

1. Primary grade teachers should continue pursuing professional development to maximize their instructional effectiveness and leadership roles in the school.
2. Primary grade teachers should sustain the effective implementation of the National Reading Program by leveraging administrative support, learner engagement, and consistent access to training and resources.

3. Primary grade teachers should promote the reinforcement of key reading skills like phonemic awareness, phonics, fluency, and comprehension to ensure learners' continued progress in reading.
4. Primary grade teachers should maintain uniform practices in implementing the National Reading Program, as its perceived effectiveness is consistent across diverse teacher demographics.
5. Primary grade teachers should reassess and refine their instructional strategies to strengthen the link between the National Reading Program's implementation and learners' reading achievement.
6. School heads should implement the enhanced reading program to improve both the execution of the National Reading Program and the overall reading levels of learners.
7. Further studies should analyze potential factors that could strengthen the relationship between the implementation of the National Reading Program by the primary grade teachers and measurable improvements in learners' reading outcomes.

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