IMPLEMENTATION OF CURRICULUM AND LEARNING PROGRAMS, PROJECTS AND ACTIVITIES: IT'S IMPACT ON THE READING ABILITY OF ELEMENTARY PUPILS IN MALILIPOT DISTRICT

Arnel B. Rabe and Mrs. Remeline E. Lucilo-Bausa, Ed. D

ORCID iD: 0009-0004-7173-1043

ABSTRACT

The study investigates the effects of a carefully produced curriculum and learning initiatives on learners' reading skills in a school environment. By focusing on qualitative data, the research aims to gain deeper insights into the effectiveness of various programs, projects, and activities. The study involves School Heads and selected teachers from Public Schools in Malilipot District. This selection ensures a comprehensive perspective from those directly implementing educational programs. The primary objective is to understand how these educational interventions address the learning gaps caused by the pandemic, particularly in reading abilities. The study uses qualitative insights gathered through surveys. The findings from this research are expected to offer valuable insights into the most effective aspects of reading programs that can significantly improve learners' reading abilities. The results will be instrumental for educators, policymakers, and curriculum developers. They can use these insights to design evidence-based and culturally responsive interventions fitting learners' unique needs. Ultimately, the study seeks to enhance reading abilities among school children and cultivate a lifelong passion for learning. It strives to guide the creation of programs that can be adapted across various educational settings, benefiting a diverse range of learners.

In summary, this research is intended to make a meaningful contribution to the field of literacy education by identifying effective strategies and interventions that can help bridge learning gaps and promote reading proficiency among students.

KEYWORDS: Sustainable, scalable, interventions, insights, initiative, gaps, strategies.

INTRODUCTION

Across the world, literacy is seen as the foundation of human development, a vital skill that shapes people's lives and drives society forward. Reading, writing, and comprehension skills not only

enable people to deal with the challenges of existing life but also promote critical thinking, increase opportunities, and cross socioeconomic barriers. Access to knowledge, communication, and self-expression can be gained through literacy, which acts as a universal language in both rural villages and busy metropolises. Literacy development has been valued throughout history as a channel for social change that moves communities toward enlightenment and progress. It is the cornerstone of education, enabling people to obtain knowledge, interact with people of different backgrounds, and actively participate in public discourse. Furthermore, literacy promotes economic expansion by giving people the tools they need to succeed in a world economy that is becoming more interconnected daily.

Millions of people worldwide still lack basic literacy skills. This barrier prevents them from reaching their full potential and making a meaningful contribution to society despite the critical relevance of literacy. Governments, educators, and communities must work together to ensure equal access to high-quality education and opportunities for lifelong learning to address these gaps. The need to support literacy development is universal, cutting across boundaries and principles as we navigate the complexity of the twenty-first century. It represents our shared commitment to uplifting people, enhancing communities, and creating a better future for future generations. According to the study (Laugen, 2021), there should be different literacy centers in the world that are structured to encompass activities across different domains, ensuring a comprehensive approach to literacy development. Categories include vocabulary, fluency/listening, digital literacy and print concepts, choice reading, writing, research, and addressing missing assignments.

This generation's industrial development influences human affairs, making reading comprehension important. It would be regrettable if someone could not benefit from the wealth of knowledge that is easily accessible to all, as it would be impossible for them to experience the experiences and accomplishments of others if they are illiterate. Similarly, a man's need for the needs of life pains of hunger for and gives in to the fascination with books, which have the power to open doors to other worlds, ideas, philosophy, and vistas. Reading is the ordinary person's ticket to knowledge and his key to unimaginable worlds. A study by (Çetinkaya et al., 2019) explored the effect of interactive book reading activities on elementary school students' reading fluency and comprehension skills. Additionally, according to the study, the classrooms equipped with various educational materials, including wallpapers, shoe racks, stools, bookcases, puppets, wooden geometric shapes, hanging lights, light-proof curtains, material cupboards, computers, and sound systems help a lot in the reading development of the learners.

Reading is vital because it is the foundation of most science, math, or even home economics education. It is to be expected that as students move up the educational ladder, they will read more because the subjects get more complicated and more complex. According to a study, people bring expertise and knowledge to their work; further research is needed. The 2010 results of the Philippine Informal Reading Inventory (Phil IRI) Oral Reading demonstrate a declining efficiency in reading skills, particularly in the primary grades, despite emphasizing the value of reading. There was unsettling evidence to back up this assertion; the numbers published by other online articles. A prior study verified that, according to official performance tests, only 6.59 percent of high school students in a specific 2004–2005 school year could read, speak, and understand English. 44.25 percent of people did not know how to speak English.

The importance of teachers in shaping students' reading interests and habits has been emphasized time and time again in scholarly publications. When educators exhibit genuine enthusiasm and believe that every child can learn to read and achieve anything with hard work and perseverance, they positively impact their students' academic achievement. They create a structured and engaging

learning environment; base their classroom procedures on sound reading theory, evaluate their students' reading progress regularly, and use various teaching methods to suit each student's unique learning needs. Teachers are crucial in helping kids cultivate and preserve an optimistic outlook on education and reading. Motivated readers read more, employ more sophisticated cognitive techniques, and improve as readers. (Obaob, 2023) the study expressed that the improvement in reading can be attributed to utilizing tailored learning materials and activities that the teachers provide and integrating diverse teaching strategies, techniques, and approaches. Students' positive attitudes and eagerness to acquire reading skills improved their literacy levels.

Educators dedicated to providing exceptional reading education understand that no curriculum or approach works for everyone, as several factors must be considered. Since teachers see themselves as lifelong, reflective learners and believe that they must advance their professional knowledge both individually and as a team, they actively seek out opportunities to do so by taking part in literacy workshops, conferences, peer coaching, mentorships, professional reading circles, and networking opportunities with other educators. The following will be done religiously in the school setting through implementing the curriculum and learning programs, projects, and activities based on this research: learning systems that are cooperatively developed and continuously improved, anchored on the community and learner's settings and goals. The curriculum supports the growth of all kinds of students within the school. Tools for teaching and learning that are appropriate for assessment are constantly being reviewed and enhanced. The results of evaluations are contextualized with the students, the local environment, and the acquisition of necessary skills. Strategy resources are designed to foster self-directed learners with the fundamental knowledge, skills, and values essential to take ownership of their education. They are also learner-and-community-friendly, entertaining, safe, and inclusive. Thus, the primary goal of this study is to ascertain the implementation of programs, projects, and activities and their impact on the reading ability of elementary pupils in the Malilipot District.

Theoretical Framework of the Study

Transformative, social, and experiential theories served as this investigation's foundation. The researcher used these theories as a guide to collect data on how to enhance the way curriculum and learning programs, projects, and activities are implemented in a specific school. Jack Mezirow put out the proposal for transformative theory. According to this theory, the process of expanding one's consciousness allows one to reflect on one's own thoughts, emotions, perspectives, and assumptions about their purpose in life. It says that people going through this kind of transformational process are thought to totally rewire and transform their experiences, presumptions, and beliefs into entirely new expressive perspectives. As a theory, transformative learning is the process through which people become more rational, cooperative, self-motivated, self-governing, and empathic. In essence, people frequently gain the capacity to consider things that they might have previously taken for granted or been unaware of completely and have made deliberate decisions about them.

Applications where modern people are more productive, analytical, and creative—like adjusting to life in a city after migration, embracing democracy, and actively participating in civil society—may benefit from transformative learning. The fundamental skill for success in applications is critical reflection. These educational apps will be useful in resolving issues that have deep roots and have become unmanageable. Professional educators are well aware that learning, comprehension, and application must change before necessary and inevitable transformation can take place. Acquiring the emotional and cognitive skills necessary to make critical reflections by creating fresh viewpoints and meaning structures is the main goal of transformative learning. Through his initial research and further study, the researcher had concluded that there are an individual who doesn't

use old ways to new learning situations but instead, they find the need to acquire new perspectives towards something to understand the change in an event better.

The Social Theory served as another foundational theory for this investigation. Albert Bandura's social learning theory places a strong emphasis on the value of seeing, modeling, and copying other people's actions, attitudes, and emotional responses. This social learning theory takes into account the ways in which human learning and behavior are influenced by the interaction of cognitive and environmental factors. It is consistent with Bandura's classical conditioning and operant conditioning in social learning theory. However, he adds two important ideas: Mediating processes occur between stimuli & responses. The behavior of a person can be through the process of observational learning which is learned from the environment. Children can perceive the people around them behaving in various ways. Individuals that are observed are called models.

Children are surrounded by a variety of powerful role models in society, including their parents, siblings, peers, teachers at school, and fictional characters on children's television. A few of these individuals serve as models for children, and they influence their behavior. Afterwards, they might mimic the behavior they have seen. They might act in this way whether or not the behavior is considered "gender appropriate," but there are a number of factors that increase the likelihood that a child will mimic actions that the general public considers suitable for a given gender. First of all, a child tends to pay attention to and model itself after those it considers to be similar to itself. As such, imitation of behavior exhibited by individuals of the same gender is more common. Second, when a child tries to imitate or copy a behavior they see, they respond to it with either punishment or reinforcement. A child is likely to continue performing the behavior when that child imitates a model's behavior, and the consequences are rewarding.

Positive or negative reinforcement can come from either internal or external sources. Internal reinforcement occurs when a child feels happy about receiving approval from peers or parents, but external reinforcement occurs when they seek approval. A child will act in a way that it thinks will win them approval because it wants to be liked. Third, when choosing whether or not to imitate someone's behavior, the youngster will also take into account what occurs to other people. People pick up knowledge by watching the results of other people's (i.e., role models) actions. For example, a child who sees her older sister or brother receive praise for a certain action is more likely to repeat that action herself. Assumed reinforcement is the term used for this. This has to do with a preference for particular actions that can be considered to be beneficial. There may be people in their immediate world, such as parents or older siblings where children could identify their behaviors and imitate them, or they could be animated characters or people in the media. Recognizing a motivating force with a particular model is that they have a quality the individual wants to possess.

As its name suggests, Experiential Learning Theory is centered around experience-based learning. Kolb defines experiential learning as a process of learning in which knowledge is acquired by grasping and transforming an experience. According to Kolb, learning necessitates gaining abstract concepts that one can subsequently apply flexibly in a variety of contexts. Consequently, experience is transformed to create knowledge. Kolb's Experiential Learning Theory revolves around this. There are two parts to it. The first section breaks the learning process into a four-stage cycle. According to Kolb, students can transform their experiences into knowledge by moving through the various stages.

As we've seen, Kolb's theory revolves around experiences. He asserts that in order to learn, students must alter or transform something. Because memorization and recall do not enhance or change our

understanding, they do not constitute learning. The student has not gained any extra value as a result. In 1974, Kolb developed the Experiential Learning Cycle. According to the four-stage model, learning is a seamless process. Because Kolb considers effective learning to be a cyclical process involving experiencing, reflecting, thinking, and acting, all four stages are mutually supportive. Two methods of acquiring knowledge are described by the model. These are conceptualizations that are abstracted from concrete experiences. Two particular ways, such as reflective observation and active experimentation, help reshape the experience into the knowledge of learners. Each of these stages acts as a foundation for the next stage.

Kolb's experiential learning cycle emphasizes how experience, introspection, conceptualization, and experimentation lead to learner transformation. The cycle states that learning happens when someone encounters and considers an experience. This results in the formulation and analysis of abstract ideas. After that, students can test their theories in a variety of settings. Concrete experience is usually positioned at the top of the experiential learning cycle to indicate that this is where the process starts. At this point, students have an experience. This could be an entirely new experience or an experience that has already occurred but has been reimagined. Kold believes that the key to learning focuses on participation. According to him, learners who just read or watch demonstrations to acquire new knowledge cannot suffice. That is why, it is better that learners should actively be involved in an experience. Being exposed to new activities or a new way of carrying out a project they are already familiar with.

While the experience is typically private, it may also be shared. In this scenario, students learn by seeing, hearing, or reading about the experiences of others. Additionally, there are many advantages to this type of social learning. Reflective observation follows concrete experiences. Therefore, after participating in an experience, students ought to take a moment to consider the assignment or activity. At this point in the learning cycle, the student is free to discuss the experience with others and pose questions. As learners start to categorize concepts and draw conclusions about the events that occurred, they transition from reflective observation to abstract conceptualization. As such, abstract conceptualization can give learners a chance to analyze how their possible new ideas could be applicable in real life. One way to showcase it is by trying to interpret their experience and makes comparisons to their current perception of concepts. Immediately, when learners go back in doing their tasks, they can then return with the goal of applying their conclusions to new experiences.

In the final phase of the cycle, active experimentation is conducted. At this point, students start to integrate their new knowledge with their surroundings. This enables them to observe whether the subsequent occurrence of the experience has changed in any way. As such, this phase provides a chance for students to try out their fresh concepts and experience-based learning. People can learn to connect new ideas and innovations with experiences they have had by actively experimenting with various concepts. New tangible experiences from this experimentation serve as an effective catalyst for the start of the subsequent cycle. Life is, after all, essentially just a sequence of connected experiences. Learners could enter it at any stage and follow it through its logical patterns, even when concrete experiences may be at the top of the cycle. However, as each pattern depends on the others, complete development and acquisition of new knowledge must be seen in learners.

As such, learners should complete the stages entirely to ensure that effective knowledge can be transmitted. In fact, according to Kolb, no one step of the cycle can be effective on its own. Instead, learners should complete all four levels of experiencing, reflecting, thinking, and acting to develop new knowledge. And with each new experience, learners can integrate their new observations with their current understanding.

CONCEPTUAL FRAMEWORK

The conceptual framework of this study showed how to improve the school's curriculum and learning programs, projects, and activities. The learning systems collaboratively developed and continuously improved, anchored on the community and learner's contexts and aspirations. The curriculum provides for the development of all types of learners in the school community. The curriculum is adapted to the local context to make it more relevant and applicable to the learners' lives in the community.

A representative group of school and community stakeholders develops the methods and materials for developing creative thinking and problem-solving. The learning system is the community regularly and collaboratively uses appropriate tools to monitor and ensure the holistic growth and development of learners and the community.

Evaluation tools for measuring teaching and learning effectiveness are regularly refined. Assessment results are contextualized to the learners, local situation, and the attainment of relevant skills. Teachers, administrators, and community members responsible for educating children should foster an environment that is protective of all children while demonstrating behaviors consistent with the organization's vision, mission, and goals.

The resources for learning are safe, inclusive, and enjoyable and promote self-directed learning. Learners will gain knowledge, skills, and values to take responsibility for their own learning.

Objectives

The following specific objectives guided the researcher in discussing the ideas and content leading to the response of the study.

1. Determine the reading ability of Grade 1-3 pupils of Elementary Schools in Malilipot District along:
a. Mother Tongue
b. Filipino
c. English
2. Assess the implementation of the curriculum and learning programs, projects, and activities that support the reading abilities of the learners.
3. Appraise if there is a significant relationship in the implementation along the above-mentioned variables as perceived by the respondents.
4. Propose specific curriculum and learning Programs, Projects, and Activities that would significantly improve the learners' reading ability.
5. Produce pamphlets in the specific Programs, Projects, and Activities

METHODOLOGY

This section presents the method and procedures used in the study. It comprised the research design, research instrument, instrumentation and validation, data gathering procedure, respondents of the study, and the statistical treatment of data.

Research Design

This study used a descriptive-correlational research method. The descriptive method provides concise information about the frequency or amount of a particular population or area of interest. According to Creswell and Creswell (2018), this method entails collecting data through questionnaires or structured interviews to generalize from a sample to a population. Hence, this method explicitly addresses the study's research questions, determining the implementation of curriculum and learning programs, projects, and activities.

Research Instrument

A survey questionnaire was used to assess the implementation of curriculum and learning programs, projects, and activities of the respondents in public elementary schools from the District of Malilipot, Province of Albay. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). Analyzing documents incorporates coding content into themes similar to how focus groups or interview transcripts are analyzed (Bowen,2009). The documents include the implementation of Curriculum and Learning Programs, Projects, and Activities.

Likert's Scale was used together with the weighted mean. Scale 1 with a quantification of 1.00 – 1.49 has an adjectival interpretation or descriptive equivalence of *Not Implemented*. Scale 2 with a quantification of 1.50 – 2.49 is *Less Implemented*. Scale 3 with a quantification of 2.50 – 3.49 is *Implemented*. Scale 4 with a quantification of 3.50 – 4.49 is *Highly Implemented.*

Validation of the Instrument

The researcher utilized a survey questionnaire to assess program implementation: its impact on reading ability of elementary pupils in Malilipot District. It comprised of three parts: (i) the curriculum and learning programs, (ii) projects, and (iii) activities.

Consequently, the instrument was validated through content validation by three experts in educational management and research. Three school heads from Malilipot District read and analyzed the questionnaire along with the proposed specific curriculum and learning programs, projects, and activities that would significantly improve the reading ability of the learners.
Also, kindly see the attached picture in Appendix G

Data Gathering

The researcher requested formal permission from the Public Schools District Supervisor (PSDS) to conduct the study in Malilipot District's Public Elementary Schools.. As it guarantees that the study complies with the district educational policies and requirements, it shows a dedication to ethical research techniques. The goal and parameters of the study, as well as any pertinent information about the technique, possible effects, and guarantees of confidentiality and moral behavior, would have all been included in this letter. The researcher acquired an endorsement letter following the Public Schools District Supervisor's approval. This letter gives the study legitimacy and acts as formal proof of the district authority's approval. It could also contain particular guidelines or requirements for doing research in public schools. The researcher personally sent a personalized letter to each of the fourteen public primary school heads in the Malilipot District. It is stated that the letters were sent to the teaching staff at each of the fourteen elementary schools. Overall, this procedure demonstrates the researcher's dedication to moral behavior, openness, and cooperation with institutions and authorities in education while carrying out the study in the Malilipot District's public elementary schools.

Respondents of the Study

The respondents of the study were the public elementary school heads and teachers who are directly involved in organizing the necessary documents as evidence in the implementation of curriculum and learning programs, projects, and activities of each public elementary school in the District of Malilipot, Province of Albay. The researcher used a total enumeration of school heads and teachers.

Data analysis Plan

For further analyses and interpretations of data gathered from the 98 respondents of the study including both school heads and teachers, the following statistical tools were used:

Weighted Mean. This tool was used to treat specific objective number 2 which is to get the total weighted mean value accumulated from the responses of the ninety-eight respondents on their assessment of the implementation of the curriculum and learning programs, projects, and activities that support the reading abilities of the learner

The formula is: $w = \dfrac{f(w)}{N}$

Ho = rejected, there is a significant relationship since the implementation of curriculum and learning programs, projects, and activities in the perception of the two groups of respondents are correlated to each other.

Coefficient of Concordance.
This tool was used to analyze if there is a significant relationship between the implementation of curriculum and learning programs, projects, and activities.

$$\sum \alpha^2_{\Gamma} \;=\; \frac{\sum \times^2}{\c{K}} \;-\; \frac{\c{k}_{\Gamma}(\Gamma+1)}{4}$$

$$\sum \times^2_{\Gamma} \;=\; \frac{\c{k}(\Gamma^3 - \Gamma)}{12}$$

$$W \;=\; \frac{\sum \alpha^2_{\Gamma}}{\sum \times^2_{\Gamma}}$$

$$T = \c{k}(\Gamma - 1)\,w$$

Ranking. This was used in conjunction with objective 4 which is in assessing the proposed specific curriculum and learning programs, projects, and activities that would significantly improve the reading ability of the learners.

Letter to Conduct Study

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Republic of the Philippines
Bicol College
GRADUATE SCHOOL
Daraga, Albay

July 21, 2023

CYNTHIA B. CANTRE
Public Schools District Supervisor
Malilipot District
Malilipot, Albay

Madame:

Greetings!

The undersigned is currently working on his research study entitled "**Implementation of Curriculum and Learning Programs, Projects, and Activities: Its Impact in Reading Ability of ElementaryPupils in Malilipot District**" in partial fulfillment of the requirements for the degree Master of Arts in Education in Educational Administration.

In this connection, the researcher would like to request permission from your good office to conduct the said study, to gather important data from the school heads and teachers in Malilipot District who will serve as the respondents, and to be provided with available data regarding the reading status of the learners for last year.

Rest assured that the information gathered will be held in strict confidentiality.

Thank you.

Very truly yours,

ARNEL B. RABE
Researcher

Recommending Approval:

REMELINE E. LUCILO-BAUSA, Ed. D
Thesis Adviser

Approved:

CYNTHIA B. CANTRE
Public Schools District Supervisor

Letter to Administer the Survey Questionnaire

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Republic of the Philippines
Bicol College
GRADUATE SCHOOL
Daraga, Albay

August 8, 2023

FERNANDO B. MARGALLO
Principal 1
Sta. Cruz Elementary School
Malilipot District
Malilipot, Albay

Sir:

Greetings!

The undersigned is currently working on his research study entitled ""**Implementation of Curriculum and Learning Programs, Projects, and Activities: Its Impact in Reading Ability of ElementaryPupils in Malilipot District**" in partial fulfillment of the requirements for the degree Master of Arts in Education in Educational Administration.

In this connection, the researcher would like to request permission from your good office to administer the survey questionnaire to all school heads and selected teachers in your district for the data gathering of the said study.

Attached herewith is the xerox copy of the approved letter of request to the Public Schools District Supervisor to conduct the study together with the survey questionnaire that will be used.

Thank you.

Very truly yours,

ARNEL B. RABE
Researcher

Noted:

REMELINE E. LUCILO-BAUSA, Ed. D
Thesis Adviser

RESULTS AND DISCUSSIONS

This section includes the analyses and interpretations of the data collected based on the specific objectives of this study raised in Chapter 1. As such, the presentations and analyses of the said data were done in the following order: (i) the reading ability of Grade 1-3 pupils of Elementary Schools in Malilipot District along *Mother Tongue, Filipino, and English*; (ii) assessment of the implementation of the curriculum and learning programs, projects, and activities that support the reading abilities of the learners; (iii) appraisal if there is a significant relationship in the implementation along the above-mentioned variables as perceived by the respondents; (iv) proposal of specific curriculum and learning programs, projects, and activities that would significantly improve the reading ability of the learners; and the (v) production of pamphlets in the specific programs, projects, and activities.

Reading Ability of Grades 1-3 Pupils

In this study, the result of the *Post-Comprehensive Rapid Literacy Assessment (CRLA)* as of S.Y. 2021-202 was used as a reference to assess the ability of Grades 1-3 pupils.

Consequently, Table 1 presents the consolidated report of the reading ability of each school as of S.Y. 2021-2022 of the District of Malilipot.

As shown in table 1, it presents the post-comprehensive rapid literacy assessment (CRLA) result for S.Y. 2021-2022 of every school in the District of Malilipot. It assessed the pupil in Grades 1-3 for the Mother Tongue subject, Grades 2-3 for the Filipino subject, and only Grade 3 for the English subject. Moreover, the assessment aimed to determine the reading level status of pupils in the Malilipot District along with *Full Refresher, Moderate Refresher, Light Refresher,* and *Grade-Ready.*

Furthermore, the interpretation of the average result score in every subject per grade level for the Grade Ready level tells that the lower the percentage, the higher the number of pupils, and the higher the percentage, the lower the number of pupils under this level.

Among the 14 coded schools (please refer to table A, p.86) in grade 1, School **L** got the lowest number of Grade Ready in Mother Tongue with **96.67%.** In contrast, School **F** got the highest number of Grade Ready in Mother Tongue at **66.0%.** In grade 2, School **L** got the lowest number of Grade Ready in Mother Tongue with **96.05%.** In comparison, School **A** got the highest number of Grade Ready in Mother Tongue at **57.63%**. In grade 3, School **J** got the lowest number of Grade Ready with **84.21%**, while School **I** got the highest number of Grade Ready with **40.00%**.

The result for Filipino subjects in grade 2 shows that School **K** got the lowest number of Grade Ready students, with **96.05%**. In comparison, School **A** got the highest number of Grade Ready with **63.36%**. In the grade 3 level, School **E** got the lowest number of Grade Ready with **82.95%**, while San Francisco Learning Center got the highest number of Grade Ready with **34.00%**.

Similarly, only the grade 3 level was assessed, and the result shows School **J** got the lowest number of Grade Ready with **92.11%**. In comparison, School **M** got the highest number of Grade Ready with **44.57%.**

Further analysis shows that School **L** has the numerous lowest numbers of Grade-Ready for Mother Tongue in Grade 1, Mother Tongue in Grade 2, and Filipino in Grade 2. It is noted that School **A** and School **I** had achieved the highest number of Grade-Ready in grade 2 for Mother Tongue and

Filipino. At the same time, the School **I** has the highest number of Grade Ready in grade 3 for Mother Tongue and Filipino.

The top 5 schools with the higher number of Grade Ready in the Mother Tongue subjects in Grades 1-3 are School **A** with **59.00%** (1st), School **I** with **63.77%** (2nd), School **M** with **67.78%** (3rd), School **F68.90%** (4th), and School **D** with **70.27%** (5th). For Filipino subjects in Grades 2-3, the top 5 schools are School **I** with **50.22%** (1st), School **A** with **56.23%** (2nd),School **M** with **58.65%** (3rd), Malilipot Central School **D** with **64.85%** (4th), and School **H** with **65.45%** (5th). Similarly, for the English subject in Grade 3, the top 5 schools are School **M** with **44.57%** (1st), School **D** with **53.89%** (2nd), School **H** has **54.27%** (3rd), San Francisco Learning Center has 55.00% (4th), and School **A** has **63.84%** (5th).

It is noted that the consistent schools included in the top 5 with the higher number of Grade Ready in the three subjects are School **A**, School **I**, School **M**, and School **D**. These schools may have adequately implemented the curriculum and learning programs, projects, and activities within their school system.

The bottom five schools with fewer Grade-Ready in Mother Tongue subjects in grades 1-3 are School **E** with **78.63%** (10th), School **N** with **79.36%** (11th), School **B** with **81.33%** (12th), School **K** with **86.53%** (13th), and School **J** with **88.63%** (14th). For Filipino subjects in grades 2-3, the bottom five schools are School **O** with **72.52%** (10th), School **N** with **72.99%** (11th), School **B** with **74.52%** (12th), School **L** with **77.96%** (13th), School **J** with **81.34%** (14th). In the English subject in grade 3, the bottom 5 are School **B** with **76.39%** (10th), School **O** with **76.92%** (11th), School **L** with **79.07%** (12th), School **E** has **91.48%** (13th), and School **J** has **92.11%** (14th).

Moreover, it is noted that the consistent schools included in the bottom 5 with the lower number of Grade Ready in the three subjects of grades 1-3 are School **B**, School **L**, and School **J**, which remained in the 14th place in the bottom out of 14 schools.

These schools could not adequately implement the required curriculum and learning programs, projects, and activities in the school that will bring positive results in the reading status of the pupils.

The result of the CRLA presented in this paper reveals an alarming status of the pupils' reading ability in the 14 schools of Malilipot District, considering the very high number of pupils who are not Grade-Ready in grades 1-3 in all three subjects. In Mother Tongue, for grade 1, 87.10% or 707 out of 812 pupils are not grade ready. In grade 2 for Mother Tongue, 77.93% or 642 out of 824 pupils are not grade ready. Also, in grade 3 for Mother Tongue, 59,60% or 524 out of 879 pupils are not grade ready. In Filipino, for grade 2, 72.76% or 600 out of 824 pupils are not grade ready. In Filipino, for grade 3, 58.52% of 482 out of 879 pupils are not grade ready. Finally, in English for grade 3, 68.66% or 604 out of 879 pupils are not grade ready.

Furthermore, the recovery steps of this study are related to the study conducted by (Daniela, & others, 2023). According to their studies, the 8-Week Learning Recovery Program aims to mitigate learning deficits and bridge the gap between current proficiency levels and expected literacy and numeracy standards, thereby facilitating improved progress for early grade-grade learners. Through a combination of instructional lectures and activities focusing on literacy and numeracy, the program endeavors to bolster foundational skills crucial for academic advancement. These advancements underscore the effectiveness of the reading intervention program in addressing learning disparities. Consequently, there arises a compelling rationale for sustaining interventions

akin to the 8-Week Learning Recovery Program, while also advocating for the implementation of similar initiatives tailored to target specific learning gaps.

There is a need to initiate comprehensive PPA that would decrease the number of NOT GRADE-READY and increase the number of GRADE-READY for at least 75% in the 14 elementary schools of Malilipot District.

Implementation of the Curriculum and Learning Programs, Projects, and Activities that Support the Reading Abilities of the Learners

Using weighted mean value as a statistical tool, this section shows the assessment of the implementation of the curriculum and learning programs, projects, and activities that support the reading abilities of the learners. Likewise, the corresponding descriptive equivalence for each indicator has been included for further analysis and interpretation.

As shown in Table 2a, the implementation of curriculum and learning programs, as perceived by the fourteen school heads, tells us that the *Learning Recovery Program* is highly implemented with a weighted mean value of 4.00. Meanwhile, *Every Child A Reader Program* is less implemented, with a weighted mean value of 2.29. Nonetheless, the curriculum and learning programs are implemented with a grand mean value of 3.15.

Furthermore, among the six school projects, only the *8-Week Curriculum* and *Reading Remediation* are highly implemented, with a weighted mean value of 4.00. However, the *Read-A-loud* and *Come and Read Everyday* are less implemented, with a weighted mean value of 2.14. Moreover, the *Drop Everything and Read* and *School Reading Festival* are among the less implemented projects, having a weighted mean value of 2.07. Nevertheless, school projects are implemented with a grand mean value of 2.74.

Consequently, the *Marungko Approach,* among the thirty-four listed school activities, is highly implemented with a weighted mean value of 4.00. Likewise, *Extended Tutoring* along with *Peer Tutoring, Monthly Culminating Activity* (Showcasing of Reading Skills and Talents), *Peer-to-Peer,* and *Differentiated Instructional Intervention* are the less implemented activities having a weighted mean value of 2.49, 2.43, 2.14, 2.09, and 2.09 respectively.

Moreover, all of the fourteen school heads perceived that *Making Words with Letter Tiles, Touch Reading, Play Dough, Arm Slide, Sensory Association, Color Code, Mark-Up Words, Visual Cues, Videos/Computer Games, Writing and Spelling, Drawing, Music, Rhymes, Teach a Friend, Brain Dance, Stepping on Letters/Words, Actions, Board Games, Stretching out Words, Toy Cars, Tap Lights, Sign Language Spelling, Reading with the Learner, Go-Get-Read, Story Walk, Guest Reader, Reader's Theater,* and *Read Up of Buddy Reading* are the less implemented activities having a weighted mean value of 1.00. Moreover, having a weighted mean value of 1.27, it can be deduced that school activities are not adequately implemented.

It could be noted that fourteen schools implement programs and projects as perceived by the school heads. Those are DepEd's programs and projects that must be implemented as part of the remediation strategy of the department. There are activities under programs and projects that are also implemented. Other activities that were not implemented are supplemental activities that can be used effectively to support the learning experience of the pupils in the remediation of reading difficulty. Schools were advised to get additional activities from other sources, including the Internet. The researcher tried to find out if they also use other reading activities besides government-issued reading activities for implementation.

Furthermore, in relation to this research work that can help with reading problems, a study was conducted by (Norman A., 2023). According to their findings, despite significant efforts to enhance education globally, concerns persist among policymakers and researchers regarding literacy outcomes in developing nations, where learners often lack fundamental literacy skills despite years of schooling. Educational technology has emerged as a potential remedy for the challenges of low-quality education in these regions; however, there remains a scarcity of rigor on its efficacy. The review tentatively suggests that successful educational technology literacy interventions may be attributed to factors such as ongoing teacher professional development, interactive multimedia features, and a focus on phonics and progressive reading skills. Moreover, the findings indicate that adaptive, engaging, and child-centered technology designs and software capable of catering to individual learner levels show promise.

As shown in Table 2b, the implementation of curriculum and learning programs, as perceived by the eighty-four school heads, tells us that the *Learning Recovery Program* is highly implemented with a weighted mean value of 4.00. Meanwhile, the *Every Child A Reader Program* is less implemented, with a weighted mean value of 2.29. Nonetheless, the curriculum and learning programs are implemented with a grand mean value of 3.15.

Furthermore, among the six school projects, only the *8-Week Curriculum* and *Reading Remediation* are highly implemented, with a weighted mean value of 4.00. However, the *Read-A-loud* and *Come and Read Everyday* are less implemented, with a weighted mean value of 2.14. Moreover, the *Drop Everything and Read* and *School Reading Festival* are among the less implemented projects, having a weighted mean value of 2.07. Nevertheless, school projects are implemented with a grand mean value of 2.74.

Consequently, the *Marungko Approach,* among the thirty-four listed school activities, is highly implemented with a weighted mean value of 4.00. Likewise, *Extended Tutoring* along with *Peer Tutoring, Monthly Culminating Activity* (Showcasing of Reading Skills and Talents), *Peer-to-Peer,* and *Differentiated Instructional Intervention* are the less implemented activities having a weighted mean value of 2.46, 2.43, 2.15, 2.08, and 2.08 respectively.

Moreover, all of the eighty-four school heads perceived that *Making Words with Letter Tiles, Touch Reading, Play Dough, Arm Slide, Sensory Association, Color Code, Mark-Up Words, Visual Cues, Videos/Computer Games, Writing and Spelling, Drawing, Music, Rhymes, Teach a Friend, Brain Dance, Stepping on Letters/Words, Actions, Board Games, Stretching out Words, Toy Cars, Tap Lights, Sign Language Spelling, Reading with the Learner, Go-Get-Read, Story Walk, Guest Reader, Reader's Theater,* and *Read Up of Buddy Reading* are the less implemented activities having a weighted mean value of 1.00. Moreover, having a weighted mean value of 1.27, it can be deduced that school activities are not adequately implemented.

It could be noted that eighty-four schools implement programs and projects as perceived by the school heads. Those are DepEd's programs and projects that must be implemented as part of the remediation strategy of the department. There are activities under programs and projects that are also implemented. Other activities that were not implemented are supplemental activities that can be used effectively to support the learning experience of the pupils in the remediation of reading difficulty. Schools were advised to get additional activities from other sources, including the Internet. The researcher tried to find out if they also use other reading activities besides government-issued reading activities for implementation.

Furthermore, every political administration aspired to have their name associated with every government project Furthermore, this study is related to the study conducted by (Elisa T. Pepugal, 2022). Based on their findings, teachers must keep up with the latest developments in education so they can effectively implement the curriculum's constant changes. Attending training, seminars, conferences, and even graduate school enrollment is necessary for upgrading. But unless the government steps in and offers free upgrading activities, very few public-school teachers can afford this given their current working conditions. The ongoing implementation of improperly monitored educational programs is another important issue. It is a fact that technocrats in the Department of Education are political appointees, meaning that they are subject to the whims and preferences of the person who appointed them. and program.

CONCLUSIONS

Based on the findings of the study, the following conclusions are deduced: 1. The school's programs and projects related to reading remediation were highly implemented. 2. The implementation of activities by the schools is not well done, considering the numerous lists of activities that cannot be performed anymore due to the high percentage in the full refresher level. 3. The use of selected activities implemented by DepEd that can probably help remediate the reading disability of the children were facilitated by the schools. 4. Some of the reading activities from other sources that can help support the remediation strategy were not done. 5. The researcher has been able to propose a pamphlet that can be included in the programs, projects, and activities to improve the children's reading level.

RECOMMENDATIONS

Considering the significant findings and conclusions of the study, the following recommendations are presented: 1. DepEd may continue implementing the programs and projects that give concrete solutions to the nation's reading problems. 2. Schools should strengthen the monitoring and evaluation of the implementation of activities related to the Reading Remediation. 3. Activities that generate improvement and changes in the reading ability of the children must be further developed and retained in the PPA's of the DepEd. 4. Other reading activities that can help to support the effectiveness of reading remediation must be extended. 5. Schools must initiate and innovate activities related to improving the children's Reading Performance.

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