

Implementation of Barangayan para sa Bawat Bata Bumabasa Reading Program of the Selected Elementary Schools in Rodriguez, Rizal

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Annotation: Children's future success is contingent upon their capacity to read and understand what they read. Reading is the foundation for all other study skills. Due to the lockdown and quarantine restrictions brought by the pandemic, the program faced challenges among the school, parents, students, and to the stakeholders. Furthermore, the purpose of the study is to determine the extent of the Implementation of Barangayan para sa Bawat Bata Bumabasa (BR-B4) Reading Program of the Selected Elementary Schools in Rodriguez Sub-Office. It will scrutinize the implementation of the BRB4 in terms of reading materials, teaching materials used, the learning schedule, and the funding mechanism. The study utilized descriptive correlational design and used survey questionnaire as the main data-gathering instrument, which was floated to a total of 157 teachers in different schools. The results of the study shows that BRB4 reading program in the selected elementary schools is “Extremely Implemented”, the challenges encountered in the implementation of the BRB4 reading program are sometimes experienced and no significant differences when grouped according to profile. Thus, the school must take action to give teachers, students, and parents with assistance in their areas of difficulty in the implementation of the reading program and teachers are encouraged to work collaboratively with parents to foster genuine love for reading among pupils.

Keywords: Implementation of BRB4, Challenges, Reading Program, and Reading Comprehension

Children's future success is contingent upon their capacity to read and understand what they read. The ability to read and comprehend is a vital factor for the future success of children. Reading forms, the basis for developing other study skills and is considered one of the most challenging and important abilities to acquire. In fact, it is regarded as an essential academic prerequisite and is fundamental to both teaching and learning processes.

Roe et al., 2019 in their book entitled “Teaching Reading in Today’s Elementary School” emphasized learning to read requires effort, and children who do not recognize the importance of reading in their daily lives are less inclined to exert this effort. The reading act produces the writer's conveyance of thoughts and feelings to the reader, culminating in the reader's own understanding of the writer's ideas. Furthermore, the authors discussed that communication is contingent upon comprehension, teachers should teach reading as a deliberate, critical, and creative activity that children may master via the use of proper tools. The findings of Tomas et al. (2021) indicated that the majority of students were frustrated. A lack of mastery of the reading elements, the presence of at-risk pupils, and a lack of a reading culture were also cited as reasons, origins, and linked variables for the kids' reading level. The suggested reading programs and activities could be incorporated into the creation of a contextualized reading curriculum and used in schools to promote reading literacy.

Reading comprehension is one of the most difficult cognitive activities that people participate in, making it challenging to teach, assess, and research (Elleman, 2019). According to Lee (2017), six skills are regarded crucial for reading comprehension. Decoding, fluency, vocabulary, sentence building and cohesiveness, reasoning and prior knowledge, as well as working memory and attention, are all examples of these skills. Before children enter high school, educators should provide education to help them enhance their reading and comprehension ability. As time passes, one might assert reading abilities at a younger age.

The Department of Education implementing various intervention programs to provide support to Filipino children falling behind in reading and writing. Every Child A Reader Program (ECARP) will first measure the reading proficiency level in both English and Filipino of public elementary students (Mendoza, n.d.). Because learners are tested using the Philippine Informal Reading Inventory, Every Kid a Reader Program aims to make every Filipino kid a reader and writer at his other grade level (Phil-IRI). The Phil-IRI is an informal reading inventory comprised of graded passages that is used to assess students' oral reading, silent reading, and listening comprehension abilities (David, 2018). To improve the school's overall reading performance, the Phil-IRI data will be utilized to plan, create, and/or revise instructors' reading teaching and the school's reading programs or activities.

In accordance with Division Memorandum No. 262, section 2020 Program, also known as Blue Rizal's: Barangayan para sa Bawat Bata Bumabasa (BR- B4) a pilot reading program of Division of Rizal that aims to introduce modalities of teaching beginning reading and remedial reading depending on the grade level and literacy of a child, engage parents, local government unit and other stakeholders to participate and sustain the communities' implementation of BR- B4 Program in Rizal Province. Promotes family literacy across Rizal by enhancing parents and guardians' involvement.

The program's remedial Reading Strand involves the facilitation of targeted reading sessions by teachers and reading enthusiasts from partner colleges in the Barangay. These sessions may be conducted online or through in-person visits. The learner's instructional level will be determined through an assessment using the Phil-IRI tool results. Based on their reading ability, learners will be grouped accordingly, forming the foundation for the class curriculum in the remedial Reading Strand.

Rodriguez Sub-office response to the call of the BR-B4 program and examined ways to engage the community in helping the young learners to be a reader. Different Elementary Schools conducted the BR-B4 reading

program with the help of the local government and reading volunteer inside and outside of the school. The beneficiaries of the program are identified non-reader and struggling readers in all grade levels. Additionally, the project assists the beneficiaries in developing and improving their comprehension skills through the use of a variety of materials (printed/videos) and the collaborative efforts of instructors and parents. In addition to supporting students' reading skills, it is also important to provide evidence of the efficacy on the implementation of the reading program. Due to the lockdown and quarantine restrictions brought by the pandemic, the program faced challenges among the school, the parents and students, and to the stakeholders who volunteered in this program. For this reason, the researcher aims to examine the extent of the implementation of the Blue Rizal Barangay para sa Bawat Bata Bumabasa (BR-B4) in the selected elementary school in Rodriguez Sub-office. This research will scrutinize the implementation of the BRB4 in terms of reading materials, teaching materials used, the learning schedule, and the funding mechanism. Furthermore, this study aims to identify the problems encountered in the implementation of the BRB4 reading program in the selected schools to serve as a guide or reference for further improvement and continuity of the Blue Rizal Barangay para sa Bawat Bata Bumabasa (BR-B4) reading program.

Statement of the Problem

This research will determine the Implementation of Barangayan para sa Bawat Bata Bumabasa Reading Program of the selected elementary schools in Rodriguez, Rizal.

Specifically, respondents will answer the following questions:

1. What is the demographic profile of the respondents in terms of;
 - 2.1 School
 - 2.2 Age
 - 2.3 Gender
 - 2.4 Highest Educational Attainment
 - 2.5 Teaching Position
 - 2.6 Length of Service
2. What is the level of the implementation of BRB4 Program in terms of;
 - 3.1 Learner Reading Materials
 - 3.2 Teaching Strategy
 - 3.3 Learning Schedule; and
 - 3.4 Funding
4. What is the degree of challenges in the implementation of BRB4 Program?
5. Is there a significant difference in the level of the implementation of the BRB4 Program when grouped according to profile?
6. Is there a significant difference on the problem encountered in the Implementation of BRB4

Program when grouped to profile?

Statement of the hypothesis

The null hypotheses that were tested and verified in this study were as follows:

H01: There is no significant difference in the assessment of respondents on the implementation of the BRB4 Program when grouped according to profile?

H02: There is no significant difference on the problem encountered in the Implementation of BRB4 Program when grouped to profile?

METHODS

This Chapter presents the method of research used, the sources of data, the gathering instruments, the data gathering procedure and the statistical treatment of data.

Research Design

The goal of this study is to examine the Implementation of Barangayan para sa Bawat Bata Bumabasa (BRB4) Reading Program of the Selected Elementary Schools in Rodriguez, Rizal using the descriptive-correlational design. According to Creswell (2012) descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection.

Research Respondents

The table below shows the data of Barangayan para sa Bawat Bata Bumabasa (BR-B4) Reading Program Teacher participants in the selected elementary school in Rodriguez, Rizal.

School	No. of Respondents
School A	40
School B	23
School C	20
School D	20
School E	20
School F	34
TOTAL	157

Table 1 The Respondents of the Study

Population and Sampling

The researcher used cluster random sampling technique in selecting the participants in this study. The participating school were clustered into groups of teachers who volunteered as reading teachers in the implementation of BRB4 reading program. The total population of samples for each school was calculated using the slovins formula.

Research Environment

This study will take place in the selected elementary schools in Rodriguez Sub- office, Division of Rizal. These schools conducted activities in support to the Barangayanpara sa Bawat Bata Bumabasa (BR-B4) Reading Program. These schools are located inBarangay San Isidro and San Jose, Rodriguez, Rizal with the help of the local governmentand reading volunteer inside and outside of the school. The beneficiaries of the program are identified non-reader and struggling readers in all grade levels. Additionally, the projectassists the beneficiaries in developing and improving their comprehension skills through the use of a variety of materials (printed/videos) and the collaborative efforts of instructors and parents.

Research Instrumentation

The study employed a descriptive questionnaire that will be developed in collaboration with the adviser. The first section will include questions about the respondents' demographic characteristics.

The second section focused on the extent of the implementation of BRB4 in terms of Reading Materials, Teaching Materials, Learning Schedule, and Funding.

The third section of the questionnaire discussed the problems encountered in the implementation of BRB4 Program teachers face, as well as their opinions and suggestionsfor further improving the implementation of the program. The questionnaire used the LikertScale for the descriptive interpretations of the responses of the respondents.

The researcher utilized a structured questionnaire in gathering the needed data and was supplemented by an interview which was to check and countercheck theresponses given by the respondents. This was done during the retrieval of questionnaireand was randomly conducted.

Table 2 showed the scales, the range of scores, and the qualitative interpretationsattached to each value:

Table 2. Four-Point Likert Scale

Descriptive Interpretations

Scale

Level of Implementation

Degree of Problems

Encountered

4 Highly Implemented

Very much a problem

3	Implemented	Often a problem
2	Moderately Implemented	Sometimes a problem
1	Less Implemented	

Validation of Instrument

To confirm the survey questionnaire's validity, the instrument should be subjected to face validity by a validation team comprised of members of the research panel under the direction of the research director of the Graduate School of DCLC. The researcher, with the assistance of her adviser, will make required revisions to the survey questionnaire. All the necessary information in the instrument was checked and approved before it was administered to the respondents. The questionnaire checklist and survey were the main instrument used by the researcher in the study to gather the necessary data information from the respondents. After the validation, pilot testing will be done in the selected elementary schools in Rodriguez Sub-office.

Data Gathering Technique

The following stages served as a guide for data collection for this project. An official letter will be made to the Superintendent of the School Division requesting permission to conduct the study and obtaining her approval. Letters will be written to the school principals requesting approval to conduct the study in the school. After the researcher receives acceptance of the request, she will physically distribute and present the questionnaires to respondents within the BRB4 session schedule, whether online or in person for child respondents. For teacher respondents, the researcher will personally administer the questionnaire in their homes with their agreement. To ensure complete questionnaire retrieval, a follow-up call and visit to the respondents' residences, or a virtual conference, will be done.

Research Procedure

The researcher applied for the appropriate permits and then collected the necessary data for the study. The primary source of data is the teacher survey questionnaire replies. After the approval from the Division Office of Rizal, the researcher administered a pretest to a total of 30 respondents to test the validity of the research instrument. After the result of the consistency of research instruments, the researcher administered the survey questionnaire to the respondents using Google Form (online tool) to minimize the physical contact for health and safety assurance. The researchers compiled the respondents' responses into a table for the purpose of analyzing the data.

Statistical Treatment

The data gathered from the questionnaires will be tallied properly and classified accordingly. The following statistical techniques will be used to assemble data from the survey. The frequency determined the distribution and percentage of the respondents in each indicator to provide the general description of the respondents. The weighted mean was used to analyze every numerical response of the option.

1. Distribution of Frequency and Percentage. To ascertain the respondents' characteristics
2. Weighted Mean. The weighted mean was used to establish the average response of respondents regarding the extent to which the BRB4 Project was implemented in the Grade 5 Reading

Process.

3. T-test. To ascertain whether there is a statistically significant difference in the extent of implementation of the BRB4 Project as perceived by the two group of respondents.
4. ANOVA. To determine the significant difference on the evaluation of Modular distance learning by the respondents when grouped according to profile.

Results and Discussion

This section deals with the discussion of the data that has been gathered from therespondents of this research by means of textual, tabular and graphical form of presentation. The data undergo through different statistical analysis that yields mathematical results will be as basis in answering the stated problems of this study.

The Demographic Profile of Respondents

The following are the quantitative value of demographic profile of the respondents understudy:

Table 3: Frequency Percentage Distribution on the profile of the respondents

Sample Characteristics	n	%
Schools		
School A	40	25.3
School B	23	14.5
School C	20	12.6
School D	20	12.6
School E	20	12.6
School F	34	21.5
Age		
20 – 30 years old	40	25.5
31 – 40 years old	73	46.5
41 – 50 years old	31	19.7
51 – above years old	13	8.3
Gender		
Male	32	20.4
Female	125	79.6
Highest Educational Attainment		
Bachelor’s Degree	89	56.7
Master’s degree with Units	53	33.8
Master’s degree	15	9.6
Position		
Teacher 1	137	87.3
Teacher 2	10	6.4

Teacher 3	10	6.4
Length of Service		
Less than a year – 5 years	57	36.3
6 – 10 years	66	42.0
11 – 15 years	21	13.4
16 – above	13	8.3

Note. N-157

Table 3 displays the Frequency Percentage Distribution for the respondent profile. According to the data shown in the table, 25.5% of respondents are between the ages of 20 and 30, 46.5% are between the ages of 31 and 40, 19.17% are between the ages of 41 and 50, and 8.3% are over the age of 51. Thus, the bulk of respondents are aged 31 to 40. In terms of gender, 125 (79.6 percent) of the responders are female, while only 32 (20.4%) are male. In addition, depending on Highest Educational Attainment, 89 respondents are counted (56.7 percent) Bachelor's Degree followed by 53 respondents (33.8 percent) Master's Degree with units followed by 15 respondents (9.6 percent) Master's Degree, followed by Bachelor's Degree. 137 (87.3 percent) of the respondents are Teacher I, 10 (6.4%) are Teacher II, and 10 (6.4%) are Teacher III. In terms of Length of Service, 57 respondents (36.3 percent) have taught for one to five years, 66 respondents (42.0 percent) have taught for six to ten years, 21 respondents (13.4 percent) have taught for 11 to 15 years, and 13 teachers (8.3 percent) have been in the profession for sixteen years or more. Consequently, the majority of respondents had taught for fewer than five years.

Table 4: The level of assessment on the implementation of Bata Bumabasa Reading Program (BRB4) Program

Statement Items	Mean	Annotation
Learner Reading Materials		
1. The reading Material has engaged content and a properly sequenced topic.	4.34	Extremely Implemented
2. The reading material content and text font are easy to read (appropriate size, color, style, and illustration.	4.38	Extremely Implemented
3. The length and level of reading texts are appropriate for student reading level.	4.35	Extremely Implemented
4. The topics of reading texts are interesting to students.	4.37	Extremely Implemented
5. The reading texts are authentic, reflect cultural elements and promote real- life language use.	4.39	Extremely Implemented
Composite Mean	4.366	Extremely Implemented

Teaching Strategies

1. The teacher fosters among pupils a genuine love for reading.	4.57	Extremely Implemented
2. The reading activities are structured to respond to students' different learning styles.	4.45	Extremely Implemented
3. The teachers motivate pupils to participate in the reading activities being conducted.	4.57	Extremely Implemented
4. The instructional materials used by the teacher attract students' attention and assist them in reading comprehension.	4.49	Extremely Implemented
5. The teacher and parent have a strong partnership to improve pupil reading level.	4.45	Extremely Implemented
Composite Mean	4.506	Extremely Implemented

Reading Schedule

1. The school allows pupils to learn at home or even in the community.	4.50	Extremely Implemented
2. The reading schedule is flexible based on the students' availability.	4.41	Extremely Implemented
3. The pupil faithfully attends his/her reading session schedule.	4.23	Extremely Implemented
4. The allocated time for the reading session is enough and not too long.	4.32	Extremely Implemented
5. Home visitation for a face-to-face reading session was conducted.	4.46	Extremely Implemented
Composite Mean	4.384	Extremely Implemented

Funding

1. There is enough BRB4 reading kit for all beneficiaries.	4.18	Highly Implemented
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2. The Barangay supports the BRB4 program through the provision of learning space or internet connection.	4.06	Highly Implemented
3. The school provides load allowances to student/ teachers for communication.	3.76	Highly Implemented
4. People from the community volunteer as reading Partners.	4.06	Highly Implemented
5. The school allocated funds for other materials needed for the BRB4 program.	4.05	Highly Implemented
Composite Mean	4.022	Highly Implemented

Table 4 displays the mean distribution of responses on the level of evaluation of the Blue Rizal for Every Child Program (BRB4) implementation. This describes the instructors' perspective on how the school supported struggling readers and non-readers by implementing the curriculum. With a total of 20 statements organized into four (4) distinct groups. Learner Reading Material had a weighted mean of 4.36 (Extremely Implemented), Teaching Strategies had a weighted mean of 4.50 (Extremely Implemented), Reading Schedule had a weighted mean of 4.38 (Extremely Implemented), and funding had a weighted mean of 4.02 (Extremely Implemented) (Highly Implemented). The replies to the questionnaire items demonstrate that respondents place various degrees of importance on Teaching Strategies. The Reading Schedule, Learner Reading Materials, and Funding come next. Beginning with Learner Reading Materials, the chart reveals that this category has a composite mean score of 4.36, which corresponds to the phrase "Extremely Implemented." In addition, the respondents deem all five assertions to be "Extremely Implemented." Indicator 5 "the reading text are authentic, represent cultural features, and promote real-world language use" received the highest mean score of 4.39, which corresponds to Extremely Implemented. This conclusion indicates that the reading program's reading materials are contextualized and localized so that the reading program's beneficiaries can readily modify the lesson. Indicator number two, "The reading material content and text font are easy to read (suitable size, color, style, and illustration)," received a score of 4.38, followed by indicator number four, "The topics of reading texts are fascinating to pupils," which received a score of 4.37. Thus, Tomlinson (2012) emphasizes the significance of material growth in the teaching process. As it involves reflection, design, production, evaluation, adaptation, and piloting, material development can be considered an academic discipline. Harwood (2010) also emphasizes the significance of adapting materials to their intended environments. In fact, homemade materials are more relevant and engaging for students than commercial ones.

With a rating of 4.35, respondents thought that "The length and level of reading texts are appropriate for student reading level." With a 4.34 rating, Indicator 1 "The reading Material has engaging content and a properly sequenced topic" had the lowest score among indications. This study suggests that authors of reading materials must create techniques to make the reading material compelling to learners, even if they are reading the content independently. This supports the findings of Astri and Wahab (2018) the Effect of Reading Teaching Material for Different Learning Styles on Improving Students' Reading Comprehension, which

found that students' reading comprehension considerably increased when they utilized reading teaching material. One hundred percent of visual learners improved their ability to grasp English reading after obtaining the information. After acquiring instructional materials, one hundred percent of auditory learners enhanced their English reading skills.

As for the second category, it can be concluded that indications 1 and 3 "The teacher fosters a genuine love of reading among students" and motivate students to participate in reading activities with the highest mean score of 4.57. (Extremely Implemented). These findings suggest that teachers are committed to performing reading activities and ensuring that reading beneficiaries participate and develop an interest in reading. Roe et al. (2019) underlined that learning to read requires effort and that children who do not recognize the importance of reading in their daily lives are less likely to put out this effort than those who do. Therefore, learners must acquire a genuine passion for reading.

Indicator 4 "The instructional materials used by the teacher attract students' attention and assist them in reading comprehension" got the rating of 4.49 (Extremely Implemented). Moreover, Indicators 2 "The reading activities are structured to respond to students' different learning styles" and 5 "The teacher and parent have a strong partnership to improve pupil reading level" got the rating of 4.45 (Extremely Implemented), from this result it can be inferred that teachers considered the diversity of learners need and ability and give equal importance on strengthening the partnership with parents for they are the para-teachers since the pupils cannot go to school for a face to face classes. The level of assessment on the implementation of BRB4 Program in terms of Teaching Strategies have the over-all rating of 4.36 (Extremely Implemented). This implies that teachers did not neglect the delivery of quality strategies that will involve, encourage, and boost learners' interest in reading. This support substantiates Larson (2016) where he suggested that when reading strategies were implemented in each classroom, student reading comprehension improved. The study's implications show that if teachers use a range of reading tactics, student comprehension can improve, and children can become more motivated readers as a result of increased reading exposure. Due to the significant benefits of student progress, instructional and motivational strategies will continue to be used.

Under the Third Category, Reading Schedule, all five statements bear the annotation "Extremely Implemented." Indicator 1 "The school allows pupils to learn at home or in the community" received the highest mean of 4.50 (Extremely Implemented), followed by Indicator 5 "Home visitation for a face-to-face reading session was conducted" with a mean of 4.46 (Extremely Implemented) and Indicator 2 "The reading schedule is flexible based on the availability of the students" with a mean of 4.41 (Extremely Implemented). On the basis of these findings, it can be concluded that teachers prefer to hold reading sessions close to their students' homes and visit them to conduct face-to-face reading sessions; they also provide reading beneficiaries with flexible attendance hours.

In addition, the mean for indicator 4 "The allocated time for the reading session is enough and not too long" was 4.32 (Extremely Implemented). The indicator with the lowest mean score, 4.23 (Extremely Implemented), was Indicator 3, "The student faithfully attends his/her scheduled reading sessions." This indicates that teachers must urge reading beneficiaries to attend every scheduled reading session.

The average rating of the BRB4 Program's Reading Schedule implementation received a score of 4.38 (Extremely Implemented). This indicates that the reading session with the students was conducted with meticulous adherence to the protocols and procedures. This confirms the conclusions of Rehman's (2021) study, which concluded that assigning reading time to children is a reasonable way to improve their skills. In addition, it has been established that assigning reading time alone is insufficient to improve students' reading skills; teachers must ensure that reading time is utilized successfully and efficiently.

The final category is Funding. All five statements in this area received the rating "Highly Implemented." The highest mean for Indicator 1 "There are sufficient BRB4 reading kits for all beneficiaries" was 4.18. (Highly Implemented). Indicators 2 "The Barangay supports the BRB4 program by providing a learning area or internet access" and 4 "People from the community volunteer as reading Partners" both received a rating of 4.06 (Highly Implemented). These results indicate that external school stakeholders supported the adoption of reading sessions substantially. In addition, indicator 5 "The school allocated funds for other materials needed for the BRB4 program" received a mean score of 4.05 (Highly Implemented), indicating that the school needs to improve its allocation of funds for the reading program. Indicator 3 "The school provides load allowances to students/teachers for communication" received the lowest rating of all indicators with a 3.76 (Highly Implemented) rating; this result prompts school administrators and other authorities to allocate funds for the provision of load allowances to facilitate communication and accessibility.

The level of assessment on the implementation of BRB4 Program in terms of Funding have the over-all rating of 4.02 (Highly Implemented). This denotes those teachers believed that funding for this kind of programs must be well supported not just by the school but most importantly by the external school's stakeholders. Tracey et. al, (2014) In their study *Volunteers Supporting Children with Reading Difficulties in Schools: Motives and Rewards*, claimed that volunteer mentor programs have overwhelmingly positive effects for mentees, according to research. As a result, many schools aim to recruit and retain volunteers to assist students who require additional assistance. Three important reasons drove volunteers to participate in coaching activities, Mentors acknowledged the relevance of their mentor position as they worked individually with youngsters in need of assistance (values). Mentors have to acquire new skills and apply them to their mentees in order for the program to be successful (understanding). The relationship between the adult and the youngster helped both mentor and mentee growth and development (enhancement).

Table 5: The Challenges encountered in the Implementation of BRB4 Program

Statement Items	Mean	Annotation
Challenges Encountered		
1. Lack of funds to produce BRB4 reading materials.	3.17	Sometimes
2. Lack of supplementary materials.	3.10	Sometimes
3. Miscommunication between teachers and parents.	3.03	Sometimes

4. Frequently absent pupil during the reading sessions.	3.33	Sometimes
5. Lack of reading volunteers in the community.	3.29	Sometimes
6. Lack of training on how to carry out the program.	3.06	Sometimes
7. Lack of full support from the Barangay.	3.05	Sometimes
8. Lack of coordination among the stakeholders, learners, parents, and teachers	2.94	Sometimes
9. Lack of feedback or update of pupils' reading level development.	2.96	Sometimes
10. Quarantine restrictions affect the Implementation of the BRB4 program.	3.60	Often
Composite Mean	3.153	Sometimes

Table 5 displays the mean distribution of responses to the difficulties experienced in implementing the Blue Rizal for Every Child in School (BRB4) program. This describes the teachers' experiences while implementing the reading program to assist struggling and non-readers. It is evident from the ranking of the indicators that indicator 10 "Quarantine restrictions affect the Implementation of the BRB4 program" had the highest grade of all indicators, 3.60, which can be interpreted as Often. This suggests that the pandemic poses a hurdle to the reading program's implementation. The Basic Education advisor at Save the Children Philippines, Sierra Paraan, warned that the COVID-19 pandemic's educational disruption could further hinder children who already face difficulties in reading and writing. She stressed the importance of providing uninterrupted educational assistance to children, including at home. To address this concern, the Literacy Boost program offers innovative and popular activities that children enjoy, like home-based storytelling and literacy-based play.

Followed by indicator 4 "Frequently absent pupil during the reading session" with mean rating of 3.33 (Sometimes) and indicator 5 "Lack of reading volunteers in the community" with mean rating of 3.29 verbally interpreted as Sometimes. These results suggest that the school must encourage the students to attend reading sessions and seek support from volunteers reading volunteers.

Indicator 1 "Lack of funds to produce BRB4 reading materials", indicator 2 Lack of supplementary materials, indicator 3 with mean rating of 3.17 and 3.10, respectively verbally interpreted as Sometimes. Based on these results it can be inferred that the lack of materials has become a problem for the respondents, for the reason that reading materials are the main tools used in this program. Moreover, indicator 6 "Lack of training on how to carry out the program", indicator 7 "Lack of full support from the Barangay" and indicator 3 "Miscommunication between teachers and parents" rated with 3.06, 3.05, and 3.03 respectively, verbally interpreted as Sometimes. These results suggest that further training should be conducted to equip the reading volunteers and the program coordinators communicate and collaborate more with the external stakeholders such as the local government to seek support for the program. Furthermore, teachers and parents must have a strong communication for feedback mechanism.

This further supported by the result of indicator 9 “Lack of feedback or update of pupils’ reading level development of 2.96 (sometimes), this further support the statement of Elleman and Oslund (2019) that reading comprehension is one of the most difficult cognitive activities that people participate in, making it challenging to teach, assess, and research. Indicator 8 “Lack of coordination among the stakeholders, learners, parents, and teachers” with mean rating or 2.94 (sometimes), these clearly imply that coordination is essential in the conduct of the said program since this cannot be done during the normal classroom set-up due to the pandemic.

The overall degree of challenges encountered during the implementation of the Blue Rizal para sa Bawat Bata Bumabasa (BRB4) program was scored with a mean of 3.15, which can be read as Sometimes. In relation to the perceived level of implementation, which is Highly Implemented based on the findings, it can be inferred that the proper implementation of BRB4 in various areas results in fewer problems.

Table 6: The significant difference on the assessment of the respondents on the implementation of the BRB4 program when grouped according to profile (Schools, Age, Highest Educational Attainment, Position and Length of service)

ANOVA		SS	df	MS	F	Sig.
SCHOOL	Between Groups	74.661	37	2.018	.881	.663
	Within Groups	272.498	119	2.290		
	Total	347.159	156			
AGE	Between Groups	30.459	37	.823	1.080	.368
	Within Groups	90.700	119	.762		
	Total	121.159	156			
HIGHEST EDUCATIONAL ATTAINMENT	Between Groups	11.524	37	.311	.644	.938
	Within Groups	57.597	119	.484		
	Total	69.121	156			
POSITION	Between Groups	6.885	37	.186	.592	.966
	Within Groups	37.382	119	.314		
	Total	44.268	156			
LENGTH OF SERVICE	Between Groups	30.310	37	.819	.984	.505
	Within Groups					

Within Groups	99.053	119	.832
Total	129.363	156	

Note N-157, SS- Sum of Squares, MS- Mean Squares, df- degrees of freedom, F- computed value, Sig.- Significant Value

Table 6 shows the significant difference on the assessment of the respondents on the implementation of the BRB4 program when grouped according to Schools, Age, Highest Educational Attainment, Position and Length of service. From the data obtained, the study comprised of (N=157) respondents with the degrees of freedom between groups (dfBG=37) and degrees of freedom within groups (dfWG=119) and F-computed values are equal to (Schools F=0.881, Age F= 1.080, Highest Educational Attainment F=0.644, Position F=0.592, and Length of service F=0.984). Since the probability/sig. values are (Schools Sig.=0.663>0.05, Age Sig.=.368>0.05), (Highest Educational Attainment Sig.=0.938 >0.05), (Position Sig.=0.966>0.05), and (Length of Service Sig.=0.505

>0.05). Therefore, there is not enough evidence to reject the null hypothesis and it implies that there is no significant difference on the assessment of the respondents on the implementation of the BRB4 program when grouped according to Schools, Age, Highest Educational Attainment, Position and Length of service. This implies that respondents, view all the categories similarly. The result indicates a positive view on the implementation of the BRB4 program in their respective schools. It can be concluded that the selected schools successfully implement the BRB4 program, as highlighted in teaching strategies category, this program fosters genuine love for reading. Learners who have an affinity for reading, regardless of their grade level, tend to perform better on standardized tests in all subjects, acquire improved reading comprehension skills, exhibit enhanced fluency, and display higher levels of general knowledge.

Table 7: The significant difference in the assessment of the respondents on the implementation of the BRB4 program when grouped according to Gender

Variables	N	df	Mean	t-value	α	Sig.
Gender						
Male	157	155	4.3125	-0.079	0.05	0.937
Female			4.3216			

Note. N- Sample Size, df- Degrees of Freedom, t-computed value, α- level of significance, Sig.- significant value

Table 7 shows the significant difference in the assessment of the respondents on the implementation of the BRB4 program when grouped according to Gender. From the data obtained, the sample size of the study comprised of (N=157) respondents wherein the mean level of assessment on the implementation of the BRB4 program of Male is 4.3125 (Extremely Implemented) while female is 4.3216 (Extremely Implemented) with the degrees of freedom of (df=155) and the t-computed value is equal to (t=-0.079). Since the probability /Significant Value is equal to (Sig.=0.937>0.05) is greater than the level of significance. Therefore, there is no

enough evidence to reject the null hypothesis and it implies that there is no significant difference on the assessment of the respondents on the implementation of the BRB4 program when grouped according to Gender. This implies that respondents, regardless of gender view all the categories similarly. From this result, it can be inferred that male and female teachers applied the same processes in the implementation of the BRB4 reading program.

Table 8: The significant difference on the Challenges encountered on the implementation of BRB4 when grouped according to profile (Schools, Age, Highest Educational Attainment, Position and Length of service)

ANOVA		SS	df	MS	F	Sig.
SCHOOL	Between Groups	87.896	38	2.313	1.053	.405
	Within Groups	259.263	118	2.197		
	Total	347.159	156			
AGE	Between Groups	23.551	38	.620	.749	.846
	Within Groups	97.609	118	.827		
	Total	121.159	156			
HIGHEST EDUCATIONAL ATTAINMENT	Between Groups	14.547	38	.383	.828	.745
	Within Groups	54.574	118	.462		
	Total	69.121	156			
POSITION	Between Groups	8.206	38	.216	.707	.890
	Within Groups	36.061	118	.306		
	Total	44.268	156			
LENGTH OF SERVICE	Between Groups	26.113	38	.687	.785	.802
	Within Groups	103.250	118	.875		
	Total	129.363	156			

Note N=157, SS- Sum of Squares, MS- Mean Squares, df- degrees of freedom, F- computed value, Sig.- Significant Value

Table 8 shows the significant difference on the Challenges encountered on the implementation of BRB4 when grouped according to Schools, Age, Highest Educational Attainment, Position and Length of service. From the data obtained, the study comprised of (N=157) respondents with the degrees of freedom between groups (dfBG=38) and degrees of freedom within groups (dfWG=118) and F-computed values are equal to (Schools F=1.053, Age F= 0.749, Highest Educational Attainment F=0.828, Position F=0.707, and Length of service F=0.785). Since the probability/sig. values are (Schools Sig.=0.405>0.05, Age Sig.=.846>0.05), (Highest Educational Attainment Sig.=0.745>0.05), (Position Sig.=0.890>0.05), and (Length of Service Sig.=0.802 >0.05). Therefore, there is no enough evidence to reject the null hypothesis and it implies that there is no significant difference on the Challenges encountered on the implementation of BRB4 when grouped according to Schools, Age, Highest Educational Attainment, Position and Length of service. This implies that respondents, experience the same degree of challenges encountered in the implementation of the BRB4

reading program. The results indicate that the teachers in the selected schools agreed that all indicators have been an obstacle in achieving success of the BRB4 reading program. It can be recommended that the school head and reading coordinators should craft a general plan that is applicable for each school to ease these challenges to further strengthen the BRB4 reading program. Merto (2019) suggest that for further and continues improvement on the aims of the reading program, teaching techniques, learning assessment strategies, intervention tasks, and monitoring and evaluation processes could be reinforced for the sustained implementation of school-based reading program. She also recommends that the engagement of the stakeholders could be further strengthened through constantly involving them in the implementation. Follow-up and similar studies may be conducted to explore other aspects of the implementation of school-based reading program.

Table 9: The significant difference on the Challenges encountered on the implementation of BRB4 when grouped according to Gender

Variables	N	df	Mean	t-value	α	Sig.
Gender						
Male	157	155	3.2219	1.012	0.05	0.313
Female			3.1096			

Note. N- Sample Size, df- Degrees of Freedom, t-computed value, α - level of significance, Sig.- significant value

Table 9 shows the significant difference on the Challenges encountered on the implementation of BRB4 when grouped according to Gender. From the data obtained, the sample size of the study comprised of (N=157) respondents wherein the mean level of assessment on the Challenges encountered on the implementation of BRB4 program of Male is 3.2219 (Sometimes) while female is 3.1096 (Sometimes) with the degrees of freedom of (df=155) and the t-computed value is equal to (t=1.012). Since the probability /Significant Value is equal to (Sig.=0.313>0.05) is greater than the level of significance. Therefore, there is not enough evidence to reject the null hypothesis and it implies that there is no significant difference on the Challenges encountered on the implementation of BRB4 when grouped according to Gender. This implies that respondents, regardless of gender view all the categories similarly. These results suggest that male and female teachers experience the same weight of challenges in the implementation of the BRB4 program.

CONCLUSIONS

In the light of the statistical analysis and the finding of the study, the following conclusions were drawn:

1. The teacher respondents are predominantly 31-40 years old, female, graduated Bachelor’s Degree, Teacher 1 and serving as teachers for 6-10 years.
2. The BRB4 reading program in the selected elementary is “Extremely Implemented”.
3. There are no significant differences on the respondents’ assessment in the implementation of the BRB4 reading Programs when grouped according to profile.
4. The evaluation of the respondents on the challenges encountered in the implementation of the BRB4 reading program are sometimes experienced.

5. There are no significant differences on the challenges encountered in the implementation of the BRB4 reading program when grouped according to profile.

RECOMMENDATIONS

The following recommendations were made to address the challenges towards a sustainable and effective implementation of the Blue Rizal para sa Bawat Bata Bumabasa (BRB4) reading program:

1. The schools are encouraged to sustain the effective processes applied in the implementation of BRB4 reading program.
2. Teachers are encouraged to work collaboratively with parents to foster genuine love for reading among pupils.
3. The school must take action to give teachers, students, and parents with assistance in their areas of difficulty in the implementation of the reading program.
4. Teachers are encouraged to work together to assist one another in addressing the issues of the reading program.
5. Future researchers can undertake additional research on the implementation of reading programs and their effect on the reading success of learners.

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