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School-Based Reading Program Implementation and Reading Comprehension Performance of Grade 8 Learners: Basis for an Enhanced Literacy Framework

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ABSTRACT

This study assessed and evaluated the School-Based Reading Program and the reading comprehension performance of Grade 8 students at Tabunoc National High School during School Year 2026–2027 as a basis for developing an Enhanced Literacy Framework. Specifically, it examined program implementation in terms of objectives, instructional strategies, learning resources and materials, monitoring and evaluation, and stakeholder participation; students' literal, inferential, and critical comprehension; differences between teachers' assessments and students' perceptions; and the relationship between students' perceptions and reading comprehension performance. The study employed a descriptive-comparative-correlational research design. Data were gathered using teacher and student questionnaires and a 30-item reading comprehension test. The findings revealed significant differences between teachers' assessments and students' perceptions of program implementation in terms of objectives, instructional strategies, monitoring and evaluation, and stakeholder participation, but not in learning resources and materials. Furthermore, no significant relationship was found between students' perceptions of program implementation and their reading comprehension performance across the three comprehension levels and overall performance. These findings indicate that teachers and students perceive aspects of program implementation differently, while students' perceptions of implementation were not significantly associated with their reading comprehension performance. The study concludes that improving the reading program requires attention to stakeholder perspectives and learners' specific comprehension needs. Therefore, the study recommends the adoption and subsequent evaluation of the proposed Enhanced Literacy Framework, which emphasizes targeted reading instruction, effective utilization of learning resources, stronger stakeholder engagement, and systematic monitoring and evaluation to guide program improvement and support students' reading comprehension development.

Keywords: Educational Management and Development, School-Based Reading Program, reading comprehension, Grade 8 students, program implementation, Enhanced Literacy Framework, descriptive correlational design.

INTRODUCTION

Reading is an essential skill that supports academic achievement, lifelong learning, and meaningful participation in society. It enables learners to understand, analyze, and evaluate information across different learning areas. However, many learners continue to experience difficulties in reading comprehension, which may affect their overall academic performance.

Globally, reading literacy remains a major concern among education systems. International assessments such as the Programme for International Student Assessment (PISA) emphasize the importance of learners' ability to comprehend, interpret, and evaluate texts. The results of PISA 2022 revealed continuing challenges in reading proficiency, highlighting the need for effective literacy programs, continuous assessment, and evidence-based interventions (OECD, 2023).

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

In the Philippines, improving literacy and learning outcomes remains a priority of the Department of Education. Various programs have been implemented to address learning gaps, including school-based reading interventions and learning recovery initiatives. The implementation of the Academic Recovery and Accessible Learning (ARAL) Program, which includes ARAL Reading, ARAL Math, and ARAL Science, provides additional support to learners by addressing difficulties in literacy and numeracy. These interventions aim to help learners catch up with essential competencies through targeted instruction, remediation, and continuous learning support.

At the Division of Talisay City, Cebu, schools continue to strengthen literacy and numeracy development through initiatives such as Catch-Up Fridays, Phil-IRI, and the ARAL Program. These programs enable schools to identify learners' needs, provide appropriate interventions, and monitor learners' progress. Despite these continuing efforts, reading comprehension difficulties remain evident among some learners, requiring further assessment of program implementation and learners' reading comprehension performance.

At the school level, Tabunoc National High School continues to implement learning recovery and intervention programs aligned with DepEd initiatives, including the School-Based Reading Program, ARAL Reading, ARAL Math, and ARAL Science. However, the school's initial reading assessment identified 67 out of 246 Grade 8 students, equivalent to 27.24% of the enrolled learners, as struggling readers who experience difficulties in reading and comprehending texts. This finding highlights the need to assess the implementation of the School-Based Reading Program, particularly its objectives, instructional strategies, learning resources and materials, monitoring and evaluation practices, and stakeholder participation. The assessment may provide evidence to guide program improvement and help address the reading comprehension needs of Grade 8 learners.

Therefore, this study assessed the implementation of the School-Based Reading Program and determined the reading comprehension performance of Grade 8 students at Tabunoc National High School during School Year 2026–2027. Specifically, it sought to compare teachers' assessments and students' perceptions of program implementation, examine the relationship between students' perceived program implementation and their reading comprehension performance, and use the findings as a basis for developing the proposed Enhanced Literacy Framework.

STATEMENT OF THE PROBLEM

This study assessed and evaluated the School-Based Reading Program Implementation and Reading Comprehension Performance of Grade 8 Learners: Basis for an Enhanced Literacy Framework at Tabunoc National High School during School Year 2026–2027 as a basis for an Enhanced Literacy Framework.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of the following:

1.1 Grade 8 Students:

1.1.1 age;

1.1.2 sex/gender?

1.2 Teachers:

1.2.1 age;

1.2.2 sex/gender;

1.2.3 highest educational attainment; and

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

1.2.4 years in service?

2. What is the level of implementation of the School-Based Reading Program as assessed by Grade 8 subject teachers in terms of:

2.1 program objectives;

2.2 instructional strategies;

2.3 learning resources and materials;

2.4 monitoring and evaluation; and

2.5 stakeholder participation?

3. What is the level of implementation of the School-Based Reading Program as perceived by Grade 8 students in terms of:

3.1 program objectives;

3.2 instructional strategies;

3.3 learning resources and materials;

3.4 monitoring and evaluation; and

3.5 stakeholder participation?

4. What is the level of reading comprehension performance of Grade 8 students in terms of:

4.1 literal comprehension;

4.2 inferential comprehension; and

4.3 critical comprehension; and

4.4 overall reading comprehension?

5. Is there a significant difference between the teachers' assessment and Grade 8 students' perception of the implementation of the School-Based Reading Program?

6. Is there a significant relationship between Grade 8 students' perceptions of the implementation of the School-Based Reading Program and their reading comprehension performance in terms of:

6.1 literal comprehension;

6.2 inferential comprehension;

6.3 critical comprehension; and

6.4 overall reading comprehension?

RESEARCH METHODOLOGY

Design

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

The study employed a descriptive-comparative-correlational research design, with the findings serving as the basis for developing the proposed Enhanced Literacy Framework. The descriptive component was used to determine the level of implementation of the School-Based Reading Program as assessed by Grade 8 subject teachers and perceived by Grade 8 students, as well as the students' reading comprehension performance in terms of literal, inferential, and critical comprehension. The comparative component was used to determine whether significant differences existed between teachers' assessments and students' perceptions of program implementation. The correlational component was used to examine whether a significant relationship existed between students' perceptions of program implementation and their reading comprehension performance. The findings served as the basis for developing the proposed Enhanced Literacy Framework for Tabunoc National High School.

The descriptive design was used to present the demographic profile of the respondents, determine the level of implementation of the School-Based Reading Program, and describe the reading comprehension performance of Grade 8 students. Descriptive research is appropriate when a study aims to describe current characteristics, conditions, or practices associated with a phenomenon without manipulating the variables involved (Creswell & Creswell, 2023).

The demographic profile of the Grade 8 students was described in terms of age and sex. The profile of the Grade 8 subject teachers was described in terms of age, sex, highest educational attainment, and years in service.

The implementation of the School-Based Reading Program was determined from two perspectives: the assessment of Grade 8 subject teachers and the perception of Grade 8 students. Program implementation was examined in terms of program objectives, instructional strategies, learning resources and materials, monitoring and evaluation, and stakeholder participation.

The descriptive component was also used to determine the reading comprehension performance of Grade 8 students in terms of literal, inferential, and critical comprehension. Students' performance was measured using a researcher-developed Reading Comprehension Performance Test. The test items were guided by Bloom's Revised Taxonomy of Educational Objectives. Remembering and understanding guided the literal comprehension items, applying and analyzing guided the inferential comprehension items, and analyzing and evaluating guided the critical comprehension items.

FLOW OF THE STUDY

This study utilizes the Input–Process–Output (IPO) Model as its conceptual framework to provide a systematic structure in assessing and evaluating the implementation of the School-Based Reading Program, determining the reading comprehension performance of Grade 8 students, comparing the teachers' assessments and students' perceptions, examining the relationship between program implementation and reading comprehension performance, and developing an Enhanced Literacy Framework based on the findings.

The Input component contained the information and variables needed in the study. The Process component presented the procedures used to develop and validate the instruments, gather data, analyze the results, and interpret the findings.

Input. The input component consists of the essential information and variables required to conduct the study. The first input includes the demographic profile of the respondents. The profile of Grade 8 students covers age and sex, while the profile of Grade 8 subject teachers covers age, sex, highest educational attainment, and years in service. These data provided relevant information about the characteristics of the respondents.

The second input was the level of implementation of the School-Based Reading Program as assessed by Grade 8 subject teachers and perceived by Grade 8 students. Program implementation was examined in terms of program objectives, instructional strategies, learning resources and materials, monitoring and evaluation, and stakeholder participation. Using the same dimensions for the two groups made it possible to compare teachers' assessments and students' perceptions of the program.

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

The third input was the reading comprehension performance of Grade 8 students in terms of literal, inferential, and critical comprehension. Literal comprehension covered students' ability to identify and understand information explicitly stated in a text. Inferential comprehension covered their ability to interpret implied meanings, connect ideas, make predictions, and draw logical conclusions. Critical comprehension covered their ability to analyze information, evaluate claims and evidence, compare viewpoints, and make reasoned judgments.

The Reading Comprehension Performance Test was aligned with Bloom's Revised Taxonomy of Educational Objectives. Remembering and understanding guided the literal comprehension items. Applying and analyzing guided the inferential comprehension items. Analyzing and evaluating guided the critical comprehension items. Creating was not included in the multiple-choice test because it is more appropriately measured through open-ended and performance-based activities.

The other inputs include the difference between teachers' assessments and students' perceptions of program implementation and the relationship between students' perceptions of program implementation and their reading comprehension performance. These variables provided evidence concerning possible differences in how the program is experienced and whether perceived implementation is significantly associated with students' reading performance.

Process. The process component consisted of the systematic procedures followed in developing the instruments, gathering the required data, analyzing the results, and interpreting the findings. The process began with a review of related literature, studies, theories, laws, and Department of Education policies related to school-based reading programs, literacy intervention, program implementation, and reading comprehension.

Based on the review and objectives of the study, the researcher developed three instruments: the School-Based Reading Program Implementation Assessment Questionnaire for Grade 8 Subject Teachers, the School-Based Reading Program Implementation Perception Questionnaire for Grade 8 Students, and the Reading Comprehension Performance Test.

The instruments underwent content validation by qualified experts in educational research, literacy instruction, and measurement and evaluation. Aiken's V coefficient was used to determine the content validity of the instruments. The recommendations of the validators were incorporated before pilot testing.

Pilot testing was conducted among selected teachers and Grade 8 students. Cronbach's alpha was used to determine internal consistency. Items that failed to meet the acceptable criteria were revised or removed before final administration.

Before data collection, the researcher secured the required approvals from the university, education authorities, and school administration. Participation was voluntary. Informed consent was obtained from the teacher respondents. Because the Grade 8 students were minors, written consent was secured from their parents or legal guardians, while personal assent was obtained from the students. Only students with both parental or guardian consent and personal assent were included.

After all approvals and ethical requirements had been secured, the researcher administered the validated questionnaires and Reading Comprehension Performance Test. The collected responses were checked, coded, organized, and prepared for statistical analysis.

Frequency counts and percentages were used to describe the demographic profile of the respondents and the distribution of students according to their reading comprehension performance levels. Means and standard deviations were used to determine the level of program implementation as assessed by teachers and perceived by students. These statistical tools were also used to describe students' reading comprehension performance in terms of literal, inferential, and critical comprehension.

RESPONDENTS

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

The respondents of the study consisted of 220 Grade 8 students and 25 subject teachers of Tabunoc National High School during School Year 2026–2027. The Grade 8 student population comprised 246 learners distributed across six sections. Although total enumeration was initially intended for the student population, only 220 students participated in the study after the participation requirements were applied. The 25 subject teachers directly involved in the implementation of the School-Based Reading Program were included in the study. Thus, the target number of respondents was 271, consisting of 246 Grade 8 students and 25 subject teachers, while the actual number of respondents was 245, consisting of 220 students and 25 teachers.

The student respondents answered the Student Perception Questionnaire and completed the researcher-developed Reading Comprehension Performance Test. Meanwhile, the teacher respondents answered the Teacher Assessment Questionnaire, which covered five dimensions of program implementation: program objectives, instructional strategies, learning resources and materials, monitoring and evaluation, and stakeholder participation.

The data gathered from the respondents were used to assess the implementation of the School-Based Reading Program, determine whether a significant difference existed between teachers' assessments and students' perceptions, and examine the relationship between students' perceptions of program implementation and their reading comprehension performance.

For the student respondents, total enumeration was initially targeted to include all 246 officially enrolled Grade 8 students. However, only 220 students were included in the final sample because they met the participation requirements and provided valid parental or guardian consent and personal assent. Students who did not provide the required consent or assent, declined to participate, or were absent during data collection were not included in the final sample. The researcher respected the decisions of the parents, guardians, and students regarding participation.

For the teacher respondents, total enumeration sampling was employed because all 25 Grade 8 subject teachers directly involved in the implementation of the School-Based Reading Program were included in the study. Thus, the final sample consisted of 245 respondents: 220 Grade 8 students and 25 subject teachers.

Table 1

Distribution and Participation Rate of Respondents

Category of Respondents	**Target Population (f)**	**Actual Sample (f)**	**Participation Rate**
Grade 8 Students	246	220	89.43%
Grade 8 Subject Teachers	25	25	100.00%
Total	**271**	**245**	**90.41%**

ENVIRONMENT

This study was conducted at Tabunoc National High School, located in Barangay Tabunoc, Talisay City, Cebu. The school is a public secondary institution under the Department of Education, Schools Division of Talisay City, which provides junior and senior high school education to learners from diverse socioeconomic backgrounds within the surrounding communities.

For School Year 2026–2027, the study focused on Grade 8 students and Grade 8 subject teachers involved in the implementation of the School-Based Reading Program. The school implements literacy initiatives and reading activities designed to support learners' reading development and address varying levels of reading comprehension aligned with the Department of Education's goals for improving literacy outcomes.

Tabunoc National High School provides an appropriate setting for this study because it serves as an environment where school-based literacy practices are implemented and monitored. The school context allows

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

the researcher to assess the level of implementation of the School-Based Reading Program in terms of program objectives, instructional strategies, learning resources and materials, monitoring and evaluation, and stakeholder participation, while also determining the reading comprehension performance of Grade 8 student.

RESULTS AND DISCUSSIONS

Profile of the Respondents

This section presents the profile of the Grade 8 students and subject teachers who participated in the study at Tabunoc National High School. Establishing the demographic characteristics of the respondents provides important contextual information in understanding the learners' background and the teachers' role in the implementation of the School-Based Reading Program.

Table 2 Demographic Profile of Grade 8 Student Respondents in Terms of Age and Sex/Gender

Age	Gender		Total	
	M	F	f	%
15-17	7	17	24	10.91
13-14	71	125	196	89.09
Total	78	142	220	100

The table shows that most of the Grade 8 learners are aged 13–14 years, accounting for 89.09%, while 10.91% are aged 15–17 years. This indicates that most respondents are within the expected age range for Grade 8, although a small proportion are older than the majority. Age differences may provide context in interpreting learners' reading comprehension because maturity and previous learning experiences may influence academic performance (Laroza & Amada, 2024).

In terms of gender, female learners comprise the larger proportion at 64.55%, while males account for 35.45%. The unequal distribution shows that females represent almost two-thirds of the respondents. Previous research has reported differences in reading performance by sex, with female learners sometimes demonstrating higher reading performance than male learners (Funa, Balisoro, & Gabay, 2025).

Table 3 Demographic Profile of Teacher Respondents in Terms of Age and Sex/Gender

Age	Gender		Total	
	M	F	f	%
51-60	0	3	3	12
41-50	2	5	7	28
31-40	2	7	9	36
21-30	2	4	6	24
Total	6	19	25	100

The table shows that the largest group of teacher-respondents is aged 31–40 years, comprising 36%, followed by those aged 41–50 years at 28%, those aged 21–30 years at 24%, and those aged 51–60 years at 12%. This indicates that the teacher-respondents represent different age groups, with 64% belonging to the 31–50 age range. The varied age distribution provides background information on the teachers who participated in the assessment of the School-Based Reading Program. Lim (2025) also considered teachers' age and other demographic characteristics in examining the implementation of the National Reading Program.

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

In terms of sex, female teachers comprise 76% of the respondents, while male teachers account for 24%. This indicates that the teacher-respondents are predominantly female. Lim (2025) also reported the sex distribution of teachers involved in the implementation of the National Reading Program, providing a demographic reference for studies involving reading program implementation.

Table 4 Highest Educational Attainment of Teacher Respondents

Profile	Frequency	Percentage
Bachelor's Degree	4	16%
Master's Units	21	84%
Total	25	100%

The table shows that the majority of the teacher-respondents have earned master's units, comprising 84.00% of the respondents, while 16% have attained a bachelor's degree. This indicates that most of the teachers have pursued graduate-level education as part of their continuing professional development.

The high proportion of teachers with master's units suggests that the respondents have additional academic preparation that may contribute to their professional knowledge, teaching practices, and ability to address learners' academic needs. Garcia (2024) emphasized that pursuing graduate education is an important component of teachers' professional growth and development.

Table 5 Years in Service of Teachers Respondents

Profile	Frequency	Percentage
21 years or more	1	4%
16-20 years	4	16%
11-15 years	9	36%
6-10 years	4	16%
0-5 years	7	28%
Total	25	100%

The table shows that the largest proportion of teacher-respondents have 11–15 years in service, comprising 36%, followed by those with 0–5 years at 28%. Meanwhile, 16% have 6–10 years, another 16% have 16–20 years, and 4% have 21 years or more in service. This indicates that the respondents have varied levels of teaching experience, with the largest group having 11–15 years in the profession.

The distribution suggests that most of the teacher-respondents have several years of teaching experience, which may provide them with accumulated knowledge and practical experience in handling learners and implementing school programs. Lim (2024) likewise reported that years of teaching experience was among the demographic characteristics considered in examining the implementation of the National Reading Program.

Overall, the teacher-respondents represent a diverse range of teaching experience, with the majority having 11–15 years of service. This varied professional background provides useful context in understanding their perspectives and experiences in the implementation and evaluation of the school-based reading program.

LEVEL OF IMPLEMENTATION OF THE SCHOOL-BASED READING PROGRAM AS PERCEIVED BY THE TEACHERS

Determining the level of implementation of the School-Based Reading Program provides insight into how effectively the program is being carried out in the school. Examining the different components of

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

implementation helps identify the extent to which the program objectives, strategies, resources, monitoring, and stakeholder participation are being carried out to support the reading needs of Grade 8 learners.

The data presented in the succeeding tables reveal the teachers' perceptions regarding the implementation of the School-Based Reading Program across its different components. The findings provide a basis for determining the strengths of the program implementation and the areas that may need further improvement to enhance the delivery of reading interventions and support learners' reading development.

Table 6 Program Objectives

Statements	Mean	SD	Verbal Description
1. The objectives of the School-Based Reading Program are clearly stated and communicated to teachers.	4.4	0.5	Very Highly Implemented
2. The program objectives address the identified reading needs of Grade 8 students.	4.28	0.74	Very Highly Implemented
3. The program objectives are aligned with relevant Department of Education literacy policies and learning competencies.	4.32	0.48	Very Highly Implemented
4. The program objectives guide the selection of reading activities and interventions.	4.24	0.72	Very Highly Implemented
5. Teachers understand the expected learner outcomes of the reading program.	4.36	0.76	Very Highly Implemented
Overall	4.32	0.56	Very Highly Implemented

Legend. 4.21-5.00 Very Highly Implemented; 3.41-4.20 Highly Implemented; 2.61-3.40 Moderately Implemented; 1.81-2.60 Slightly Implemented; 1.00-1.80 Not Implemented.

The data in Table 6 show that the Program Objectives were Very Highly Implemented, with an overall mean of 4.32 and standard deviation of 0.56. The highest-rated indicator was the clear statement and communication of the objectives to teachers (4.40), while the lowest was the use of objectives in guiding reading activities and interventions (4.24). This indicates that the program objectives are clearly communicated and generally responsive to learners' reading needs.

The findings suggest that teachers have a clear understanding of the program's objectives, expected learner outcomes, and alignment with DepEd literacy policies. Soria (2024) emphasized the importance of clear program direction and appropriate reading strategies in implementing reading programs effectively. Overall, the results indicate that the program objectives provide clear guidance for the implementation of reading activities and interventions.

Table 7 Instructional Strategies

Statements	Mean	SD	Verbal Description
1. Reading activities are matched to the assessed needs and abilities of Grade 8 students.	4.32	0.56	Very Highly Implemented
2. Teachers use varied strategies, such as guided reading, vocabulary instruction, questioning, and comprehension exercises.	4.32	0.75	Very Highly Implemented
3. Teachers provide scaffolding and clear explanations when students encounter difficult texts.	4.32	0.75	Very Highly Implemented
4. Reading activities give students opportunities to practice literal, inferential, and critical comprehension.	4.28	0.74	Very Highly Implemented
5. Teachers provide timely feedback to help students improve their reading comprehension.	4.12	0.73	Highly Implemented
Overall	4.27	0.57	Very Highly

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

			Implemented

The data in Table 7 show that the instructional strategies were Very Highly Implemented, with an overall mean of 4.27 and standard deviation of 0.57. The highest-rated indicators were matching reading activities with learners' needs and abilities, using varied strategies, and providing scaffolding and clear explanations, all with a mean of 4.32. This indicates that teachers consistently apply varied and appropriate strategies to support reading comprehension.

The indicator on practicing literal, inferential, and critical comprehension was also Very Highly Implemented (4.28), while timely feedback was Highly Implemented (4.12). De Ocampo, Tosino, and Martir (2024) emphasized the importance of appropriate reading comprehension strategies and approaches in addressing the reading needs of junior high school learners.

Table 8 Learning Resources and Materials

Statements	Mean	SD	Verbal Description
1. The program provides sufficient reading materials for the scheduled reading activities.	3.56	0.51	Highly Implemented
2. The reading materials are appropriate for the age, reading level, and interests of Grade 8 students.	4.24	0.6	Very Highly Implemented
3. The reading materials include varied and contextualized texts relevant to students' experiences.	4.08	0.78	Highly Implemented
4. Teachers have access to supplementary resources for students who require additional reading support.	4.12	0.73	Highly Implemented
5. Printed or digital reading materials are organized and accessible when needed.	3.92	0.64	Highly Implemented
Overall	3.98	0.43	Highly Implemented

The data in Table 8 show that the Learning Resources and Materials were Highly Implemented, with an overall mean of 3.98 and standard deviation of 0.43. The highest-rated indicator was the appropriateness of reading materials to the age, reading level, and interests of Grade 8 students, with a mean of 4.24, interpreted as Very Highly Implemented. However, the provision of sufficient reading materials received the lowest mean of 3.56, indicating an area that may still need improvement.

The findings indicate that the available resources are generally appropriate, varied, and accessible to learners. Joven (2024) emphasized the use of appropriate and varied reading materials in developing supplementary reading programs for junior high school learners. Overall, the results suggest that learning resources adequately support the implementation of the School-Based Reading Program, although the sufficiency of materials may be further strengthened.

Table 9 Monitoring and Evaluation

Statements	Mean	SD	Verbal Description
1. Students' reading performance is assessed before or at the beginning of the intervention period.	4.4	0.58	Very Highly Implemented
2. Students' progress is monitored regularly using appropriate reading assessment activities.	4.36	0.64	Very Highly Implemented
3. Assessment results are recorded and used to identify students who require additional support.	4.4	0.58	Very Highly Implemented
4. Teachers use monitoring results to adjust reading activities, strategies, or materials.	4.28	0.74	Very Highly Implemented

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

5. Program accomplishments, difficulties, and learner progress are reviewed periodically.	4.24	0.72	Very Highly Implemented
Overall	4.34	0.65	Very Highly Implemented

The data in Table 9 show that Monitoring and Evaluation as assessed by Grade 8 subject teachers was Very Highly Implemented, obtaining an overall mean of 4.34 and a standard deviation of 0.65. The highest-rated indicators were assessing students' reading performance before or at the beginning of the intervention period (Mean = 4.40, SD = 0.58) and recording assessment results to identify students who require additional support (Mean = 4.40, SD = 0.58), both interpreted as Very Highly Implemented. Regularly checking students' reading progress through appropriate activities followed closely with a mean of 4.36 (SD = 0.64).

Teachers also reported high implementation in utilizing monitoring results to adjust reading activities, strategies, or materials (Mean = 4.28, SD = 0.74) and periodically reviewing program accomplishments, difficulties, and learner progress (Mean = 4.24, SD = 0.72).

The findings indicate that teachers systematically conduct initial and ongoing reading assessments, track student growth, and apply empirical data to refine instructional approaches. This aligns with Plotado (2024), who emphasized that regular reading assessment and progress monitoring serve as essential mechanisms for identifying learner difficulties and guiding targeted reading remediation. Overall, the results demonstrate that monitoring and evaluation mechanisms are strongly operationalized in the implementation of the School-Based Reading Program.

Table 10 Stakeholder Participation

Statements	Mean	SD	Verbal Description
1. School administrators provide guidance and support for implementing the reading program.	4.2	0.71	Highly Implemented
2. Teachers collaborate in planning, implementing, and reviewing reading activities.	4.12	0.67	Highly Implemented
3. Parents or guardians are informed about students' reading needs and progress.	4.44	0.58	Very Highly Implemented
4. Parents, guardians, or community stakeholders are encouraged to support reading activities or provide needed resources.	4.28	0.61	Very Highly Implemented
5. Communication among teachers, students, parents, and school administrators supports the implementation of the program.	4.4	0.5	Very Highly Implemented
Overall	4.29	0.52	Very Highly Implemented

The data in Table 10 show that stakeholder participation was Very Highly Implemented, with an overall mean of 4.29 and standard deviation of 0.52. The highest-rated indicator was informing parents or guardians about students' reading needs and progress (4.44), while teacher collaboration in planning, implementing, and reviewing reading activities received the lowest mean (4.12), although still Highly Implemented. The results indicate strong stakeholder involvement and communication in supporting the reading program.

LEVEL OF IMPLEMENTATION OF THE SCHOOL-BASED READING PROGRAM AS PERCEIVED BY GRADE 8 STUDENTS

The level of implementation of the School-Based Reading Program reflects how Grade 8 students experience and perceive the delivery of the program in school. Understanding students' perceptions is essential since their experiences provide insight into how effectively the program's objectives, strategies, resources, monitoring, and stakeholder support are carried out to address their reading needs.

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

Table 11 Program Objectives

Statemens	Mean	SD	Verbal Description
1. The objectives of the School-Based Reading Program are clearly explained to us.	4.21	0.74	Very Highly Implemented
2. The reading program addresses the reading needs of Grade 8 students.	4.05	0.74	Highly Implemented
3. The activities of the reading program are connected to what we need to learn in school.	3.94	0.79	Highly Implemented
4. The objectives of the program guide the reading activities we complete.	4.05	0.71	Highly Implemented
5. I understand the reading skills that I am expected to develop through the program.	3.87	0.7	Highly Implemented
Overall	4.02	0.38	Highly Implemented

Legend. 4.21-5.00 Very Highly Implemented; 3.41-4.20 Highly Implemented; 2.61-3.40 Moderately Implemented; 1.81-2.60 Slightly Implemented; 1.00-1.80 Not Implemented.

The data in Table 11 show that the Program Objectives were Highly Implemented, with an overall mean of 4.02 and standard deviation of 0.38. The highest-rated indicator was that the objectives of the School-Based Reading Program are clearly explained to the students, with a mean of 4.21, interpreted as Very Highly Implemented. Meanwhile, understanding the reading skills expected to be developed through the program obtained the lowest mean of 3.87, although it remained Highly Implemented.

The results indicate that Grade 8 students generally perceive the program objectives as clear, relevant, and connected to their reading needs and school learning. Overall, the findings suggest that the program provides students with clear direction regarding the purpose and expected outcomes of the reading activities.

Table 12 Instructional Strategies

Statements	Mean	SD	Verbal Description
1. The reading activities are suited to my reading needs and abilities.	4.03	0.78	Highly Implemented
2. Our teachers use varied activities, such as guided reading, vocabulary exercises, questioning, and comprehension tasks.	3.96	0.69	Highly Implemented
3. Our teachers give clear explanations and assistance when the reading text is difficult.	4.03	0.68	Highly Implemented
4. The activities allow me to practice literal, inferential, and critical comprehension.	4.05	0.71	Highly Implemented
5. Our teachers give timely feedback that helps me improve my reading comprehension.	3.9	0.7	Highly Implemented
Overall	3.99	0.37	Highly Implemented

The data in Table 12 show that the Instructional Strategies were Highly Implemented, with an overall mean of 3.99 and standard deviation of 0.37. The highest-rated indicator was that the activities allow students to practice literal, inferential, and critical comprehension, with a mean of 4.05. Meanwhile, timely feedback from teachers obtained the lowest mean of 3.90, although it was still interpreted as Highly Implemented.

The findings indicate that teachers use appropriate and varied strategies to support students' reading comprehension. The results also suggest that students receive clear explanations, assistance with difficult

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

texts, and opportunities to practice different levels of comprehension. Overall, the instructional strategies are perceived by Grade 8 students as effectively implemented in supporting their reading development.

Table 13 Learning Resources and Materials

Statements	Mean	SD	Verbal Description
1. There are enough reading materials for the activities included in the program.	4.08	0.73	Highly Implemented
2. The reading materials are appropriate for my age, reading ability, and interests.	3.97	0.75	Highly Implemented
3. The program uses varied reading texts that are relevant to our experiences.	3.97	0.72	Highly Implemented
4. Additional reading materials are available when I need more practice or support.	4.02	0.75	Highly Implemented
5. Printed or digital reading materials are organized and easy to access when needed.	4	0.72	Highly Implemented
Overall	4.01	0.38	Highly Implemented

The data in Table 13 show that the Learning Resources and Materials were Highly Implemented, with an overall mean of 4.01 and standard deviation of 0.38. The highest-rated indicator was the availability of enough reading materials for the activities included in the program, with a mean of 4.08. The lowest-rated indicators were the appropriateness of reading materials to students' age, reading ability, and interests and the use of varied reading texts relevant to their experiences, both with a mean of 3.97, although these were still Highly Implemented.

The findings indicate that Grade 8 students generally perceive the reading resources as sufficient, accessible, and supportive of their learning needs. Overall, the results suggest that the learning resources and materials are effectively provided to support students' participation and practice in the School-Based Reading Program.

Table 14 Monitoring and Evaluation

Statements	Mean	SD	Verbal Description
1. My reading performance is assessed before or at the beginning of the reading intervention.	4	0.67	Highly Implemented
2. My reading progress is checked regularly through appropriate reading activities or tests.	4	0.65	Highly Implemented
3. The results of my reading assessments are used to identify the support I need.	3.97	0.74	Highly Implemented
4. Our teachers adjust reading activities, strategies, or materials based on our progress.	3.92	0.73	Highly Implemented
5. Our teachers discuss or provide feedback about our progress and reading difficulties.	3.94	0.66	Highly Implemented
Overall	3.97	0.38	Highly Implemented

The data in Table 14 show that Monitoring and Evaluation were Highly Implemented, with an overall mean of 3.97 and standard deviation of 0.38. The highest-rated indicators were the assessment of students' reading performance at the beginning of the intervention and the regular checking of reading progress, both with a mean of 4.00. The lowest-rated indicator was the adjustment of reading activities, strategies, or materials based on students' progress, with a mean of 3.92, although it was still Highly Implemented.

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

The findings indicate that students' reading performance is regularly assessed and monitored, with assessment results being used to identify their needs and provide appropriate support. Overall, the results suggest that monitoring and evaluation processes are effectively implemented to track students' reading progress and guide improvements in reading activities.

Table 15 Stakeholder Participation

Statements	Mean	SD	Verbal Description
1. School administrators support the implementation of the reading program.	4	0.77	Highly Implemented
2. Teachers work together in conducting and improving reading activities.	3.98	0.76	Highly Implemented
3. My parent or guardian is informed about my reading needs and progress.	3.95	0.69	Highly Implemented
4. Parents, guardians, or community members are encouraged to support reading activities or provide needed resources.	3.17	0.91	Moderately Implemented
5. Communication among students, teachers, parents, and school administrators supports the reading program.	4	0.71	Highly Implemented
Overall	3.82	0.43	Highly Implemented

The data in Table 15 show that stakeholder participation was highly implemented, with an overall mean of 3.82 and a standard deviation of 0.43. However, the indicator concerning the encouragement of parents, guardians, and community members to support reading activities or provide needed resources obtained a mean of 3.17, interpreted as moderately implemented. This result identifies parental and community involvement as an area that needs improvement.

Table 16 Summary Table on the Level of Implementation of the School-Based

Program Dimensions	Teachers Mean	SD	Interpretation	Students Mean	SD	Interpretation
Program Objectives	4.32	0.56	Very Highly Implemented	4.02	0.38	Highly Implemented
Instructional Strategies	4.27	0.57	Very Highly Implemented	3.99	0.37	Highly Implemented
Learning Resources and Materials	3.98	0.43	Highly Implemented	4.01	0.38	Highly Implemented
Monitoring and Evaluation	4.34	0.65	Very Highly Implemented	3.97	0.38	Highly Implemented
Stakeholder Participation	4.29	0.52	Very Highly Implemented	3.82	0.43	Highly Implemented
Overall	4.24	0.51	Very Highly Implemented	3.96	0.19	Highly Implemented

LEVEL OF READING COMPREHENSION PERFORMANCE OF GRADE 8 STUDENTS

Before the conduct of the present study, the school's initial reading assessment identified 67 out of 246 Grade 8 students as struggling readers, equivalent to 27.24% of the enrolled Grade 8 population.

Table 17 Reading Comprehension Performance of Grade 8 Students (N=220)

Dimension	Maximum Score	Mean Score	SD	Mean Percentage	Performance Level
Literal Comprehension	10	8.25	1.61	82.48%	Very High
Inferential Comprehension	10	8.72	1.48	87.18%	Very High

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

Critical Comprehension	10	8.36	1.82	83.59%	Very High
Overall Reading Comprehension	30	25.33	3.63	84.43%	Very High

Legend: 80-100% = Very High; 60-79.99% = High; 40-59.99% = Moderate; 20-39.99% = Low; below 20% = Very Low.

Table 17 presents the reading comprehension performance of Grade 8 students in terms of literal, inferential, and critical comprehension. The results show an overall mean score of 25.33 out of 30, equivalent to a reported mean percentage of 84.43%, interpreted as Very High based on the adopted performance scale.

Among the three dimensions, inferential comprehension obtained the highest mean percentage of 87.18%, followed by critical comprehension at 83.59% and literal comprehension at 82.48%. These findings indicate that the participating students performed relatively well across the three assessed dimensions. However, the results also suggest opportunities to strengthen literal and critical comprehension through targeted reading activities. The findings should be interpreted as describing the performance of the participating students and should not be taken to mean that every learner has mastered all reading comprehension skills.

DIFFERENCE BETWEEN TEACHERS' ASSESSMENT AND GRADE 8 STUDENTS' PERCEPTION OF SCHOOL-BASED READING PROGRAM IMPLEMENTATION

Table 18 Difference between Teachers' Assessment and Grade 8 Students' Perception of School-Based Reading Program Implementation

Dimension	Teachers Mean	Students Mean	t-value	p-value	Remarks	Decision
Program Objectives	4.32	4.02	2.603	0.015	Significant	Reject the Null
Instructional Strategies	4.27	3.99	2.374	0.025	Significant	Reject the Null
Learning Resources and Materials	3.98	4.01	-0.27	0.789	Not Significant	Fail to Reject the Null
Monitoring and Evaluation	4.34	3.97	2.796	0.01	Significant	Reject the Null
Stakeholder Participation	4.29	3.82	4.354	<.001	Significant	Reject the Null
Overall Implementation	4.24	3.96	2.714	0.012	Significant	Reject the Null

*Significant at $p < 0.05$.

Table 18 indicates a significant overall difference between teachers' assessment and Grade 8 students' perception of the School-Based Reading Program implementation, with $t = 2.714$ and $p = 0.012$. Teachers consistently gave higher ratings in program objectives, instructional strategies, monitoring and evaluation, and stakeholder participation, all of which showed significant differences.

The findings revealed a statistically significant difference between teachers' assessments and Grade 8 students' perceptions of the implementation of the School-Based Reading Program in terms of program objectives ($t = 2.603$, $p = 0.015$), instructional strategies ($t = 2.374$, $p = 0.025$$), monitoring and evaluation ($t = 2.796$, $p = 0.010$), and stakeholder participation ($t = 4.354$, $p < 0.001$). A statistically significant difference was also found in the overall implementation ratings ($t = 2.714$, $p = 0.012$). Consequently, the null hypothesis was rejected for these dimensions.

In contrast, no statistically significant difference was found in learning resources and materials ($t = -0.270$, $p = 0.789$), where the null hypothesis failed to be rejected. These findings indicate that teachers and students differed in their assessments of several dimensions of program implementation, while their assessments of learning resources and materials did not differ significantly. Therefore, efforts to strengthen program implementation should prioritize communication, monitoring and evaluation, and stakeholder participation while sustaining effective practices in the use of learning resources and materials.

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

Relationship between School-Based Reading Program Implementation as Perceived by Grade 8 Students and Reading Comprehension Performance

To examine whether students' direct experiences with the School-Based Reading Program are associated with their actual academic outcomes, a correlational analysis was conducted between their overall perceived level of program implementation and their reading comprehension scores. Evaluating this association across literal, inferential, critical, and overall comprehension levels determines whether higher perceived program support corresponds to stronger reading performance.

Table 19 Relationship between School-Based Reading Program Implementation as Perceived by Grade 8 Students and Reading Comprehension Performance

Reading Comprehension Measure	rho-value	p-value	Degree	Remarks	Decision
Literal Comprehension	-0.064	0.359	Negligible Negative	Not Significant	Do Not Reject
Inferential Comprehension	-0.076	0.275	Negligible Negative	Not Significant	Do Not Reject
Critical Comprehension	-0.115	0.1	Negligible Negative	Not Significant	Do Not Reject
Overall Reading Comprehension	-0.11	0.114	Negligible Negative	Not Significant	Do Not Reject

* Significant at $p < 0.05$.

Table 19 shows that the perceived implementation of the School-Based Reading Program has negligible negative relationships with all areas of reading comprehension. Literal comprehension obtained a rho-value of -0.064, inferential comprehension -0.076, critical comprehension -0.115, and overall reading comprehension -0.110. Their corresponding p-values are all greater than the 0.05 level of significance, indicating that none of the relationships are statistically significant.

Since all four p-values were greater than the 0.05 level of significance, none of the correlations was statistically significant. Therefore, the null hypothesis was not rejected for literal, inferential, critical, and overall reading comprehension. These findings indicate that the analysis did not establish a statistically significant relationship between students' perceptions of program implementation and their reading comprehension performance.

SUMMARY

This study assessed the implementation of the School-Based Reading Program and the reading comprehension performance of Grade 8 students at Tabunoc National High School during School Year 2026–2027. Data were gathered from a verified sample of 245 actual respondents, comprising 220 Grade 8 students and 25 Grade 8 subject teachers.

The study employed a descriptive-comparative-correlational research design, with the findings serving as the basis for developing the proposed Enhanced Literacy Framework. Data were collected using researcher-developed assessment questionnaires and a 30-item reading comprehension performance test measuring literal, inferential, and critical comprehension tiers. The gathered data were statistically treated using frequency counts, percentages, weighted means, standard deviations, independent-samples t-tests and Spearman's rank-order correlation coefficient (rho) to evaluate the relationship between students' perceived program implementation and reading comprehension performance. The empirical findings served as the basis for developing an Enhanced Literacy Framework intended to strengthen program implementation and provide responsive support for the reading comprehension development of Grade 8 learners.

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

FINDINGS

The empirical data revealed distinct demographic characteristics across the 245 actual respondents (220 Grade 8 students and 25 subject teachers) at Tabunoc National High School. Out of the 220 participating Grade 8 students, the vast majority were aged 13–14 years old, with females comprising nearly two-thirds of the learner sample . Among the 25 Grade 8 subject teachers, the largest age bracket belonged to 31–40 years old, and majority were female. Professionally, majority of the teacher-respondents had completed graduate-level master's units, and the majority possessed substantial teaching experience. Regarding the level of implementation of the School-Based Reading Program, Grade 8 subject teachers assessed the program as Very Highly Implemented overall. Grade 8 students similarly perceived the reading program as Highly Implemented. However, across the individual dimensions, students rated Stakeholder Participation notably lower than all other areas, categorizing the involvement of parents, guardians, and community members in supporting reading activities as only Moderately Implemented.

In terms of student performance, the researcher-developed 30-item test revealed that Grade 8 learners achieved a Very High overall level of reading comprehension, and this was demonstrated consistently across all three cognitive tiers. Inferential comprehension yielded the highest subscale mean percentage score, followed by critical comprehension.

Comparative inferential analysis utilizing independent-samples t-tests revealed a statistically significant overall difference between teachers' assessments and Grade 8 students' perceptions of program implementation. Teachers provided significantly higher implementation ratings across Program and Stakeholder Participation. The only dimension showing no statistically significant difference was Learning Resources and Materials , where both groups shared similar perceptions regarding resource appropriateness and accessibility.

The correlation analysis using Spearman's rank-order correlation coefficient revealed no statistically significant relationship between students' perceptions of School-Based Reading Program implementation and their reading comprehension performance across literal comprehension, inferential comprehension, and critical comprehension. Moreover, all p-values exceeded the .05 level of significance, the null hypothesis was not rejected for any of the four measures.

CONCLUSION

The study concluded that the implementation of the School-Based Reading Program at Tabunoc National High School during School Year 2026–2027 was generally assessed positively by both teachers and students in terms of program objectives, instructional strategies, learning resources and materials, monitoring and evaluation, and stakeholder participation. However, differences in their assessments indicated an operational perception gap between teachers and students regarding certain aspects of program implementation.

The findings also revealed that students' reading comprehension performance varied across literal, inferential, and critical comprehension skills. This indicates the need for continued and differentiated reading interventions to address learners' specific difficulties and strengthen their comprehension abilities.

Furthermore, the statistical analysis revealed no significant relationship between students' perceptions of program implementation and their reading comprehension performance. Since the reported significance values were greater than the 0.05 level of significance, the null hypothesis was not rejected. This suggests that positive perceptions of program implementation do not necessarily correspond to higher reading comprehension performance and that other factors may also influence students' learning outcomes.

Based on these findings, an Enhanced Literacy Framework was developed to strengthen the implementation of the School-Based Reading Program. The framework focuses on improving reading instruction, providing appropriate learning resources, strengthening monitoring and evaluation, implementing targeted reading interventions, and promoting active collaboration among teachers, school administrators, parents, and other

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XV, Issue XI, November 2026

stakeholders. Through these strategies, the framework aims to address learners' reading difficulties and improve the reading comprehension performance of Grade 8 students at Tabunoc National High School.

RECOMMENDATION

The study recommends the adoption and implementation of the proposed Enhanced Literacy Framework at Tabunoc National High School to strengthen the School-Based Reading Program for Grade 8 learners. The School Head should provide overall supervision, approve the implementation plan, and facilitate the allocation of available resources. The Grade 8 teachers should conduct differentiated reading instruction, facilitate small-group guided reading, administer regular comprehension assessments, provide timely feedba-

ck, and adjust interventions based on learners' progress. The Reading Program Coordinator and concerned teachers should coordinate literacy activities, monitor implementation, and consolidate progress reports. Parents, guardians, and community stakeholders should support home-reading activities, encourage regular reading practice, and assist in providing appropriate learning resources. Grade 8 learners should actively participate in reading activities, complete assigned tasks, and monitor their own progress. The framework should be implemented over one academic semester and evaluated using reading assessment results, learner participation records, teacher observations, implementation reports, and stakeholder feedback. The findings of the evaluation should guide necessary revisions and determine the framework's suitability for continued implementation in the school's reading program.

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