

Assessment of the Implementation of ALPABASA Reading Program in Public Elementary Schools in Olongapo City, Zambales, Philippines

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ABSTRACT

This study assessed the implementation and effectiveness of the ALPABASA Reading Program in the Schools Division of Olongapo City as perceived by kindergarten teachers. It employed a descriptive-correlational design to examine the level of implementation, perceived literacy outcomes, and the relationship between these variables. The respondents consisted of ninety (90) kindergarten teachers from twenty-eight (28) public elementary schools in Olongapo City, selected through total population sampling. Data were gathered using a validated and reliable researcher-developed questionnaire and were analyzed using descriptive and non-parametric statistical tools. Results revealed that teachers generally perceived the implementation of the ALPABASA Reading Program as strong, particularly in teachers' knowledge and capacity, instructional materials, implementation fidelity, and monitoring practices, while budgetary and stakeholder support were rated relatively lower. The program was likewise perceived as generally effective, especially in enhancing learner motivation and comparative reading outcomes, although foundational literacy skills such as letter-sound knowledge, syllable and word blending, and reading fluency require continued strengthening. Significant differences in perceived implementation were found when grouped according to sex and age in selected dimensions, while perceived effectiveness differed only by highest educational attainment in instructional competence-related areas. A statistically significant, moderate positive relationship was found between the level of implementation and perceived effectiveness. Based on the findings, a Comprehensive Enhancement Plan was proposed to strengthen financial support, stakeholder engagement, instructional practices, and implementation fidelity to sustain and improve the effectiveness of the ALPABASA Reading Program.

Keywords – ALPABASA, Reading Intervention Program, Assessment, Implementation, Effectiveness, Literacy Skills, Kindergarten teachers, Olongapo City

INTRODUCTION

Globally, literacy is a cornerstone of education and human development. Reading, as an essential component of literacy, enables individuals to acquire knowledge, think critically, and participate meaningfully in society. According to UNESCO (2022), the ability to read and understand written texts empowers individuals to become lifelong learners and productive citizens. Despite global initiatives to reduce learning poverty, many children, especially in developing nations, still struggle with basic reading skills due to inadequate instruction, limited resources, and insufficient teacher training.

In the Philippines, reading proficiency remains a major educational concern. The Department of Education (DepEd) continues to strengthen programs such as Every Child a Reader Program (ECARP) and Bawat Bata Bumabasa (3Bs Initiative) to improve literacy outcomes. However, results from the Programme for

International Student Assessment (PISA, 2018) and Southeast Asia Primary Learning Metrics (SEA-PLM, 2019) revealed that Filipino learners perform below the minimum reading proficiency level. These findings underscore the urgent need to strengthen early literacy instruction, especially in kindergarten, where foundational skills are developed.

To address this, various interventions have been introduced, one of which is the ALPABASA Reading Program, a locally developed, phonics-based, and play-integrated approach to teaching reading. Designed by Filipino educators, ALPABASA uses songs, stories, games, and multisensory activities to teach letter-sound relationships, blending, and word recognition. It aligns with DepEd's literacy goals under DepEd Order No. 14, s. 2018 (National Reading Program), DepEd Memorandum No. 173, s. 2019 (Strengthening Reading Interventions), and DepEd Order No. 34, s. 2022 (Learning Recovery Program).

In the Schools Division of Olongapo City, ALPABASA has been adopted to improve the reading skills of kindergarten learners. Teachers report increased learner engagement and motivation; however, implementation challenges persist, including limited materials, varied training exposure, and uneven support from stakeholders. Despite its growing popularity, there is a lack of systematic evaluation of its effectiveness, particularly in measuring learner outcomes such as letter-sound knowledge, blending, fluency, and motivation.

This study sought to assess the implementation and effectiveness of the ALPABASA Reading Program in the Division of Olongapo City as perceived by kindergarten teachers. Findings will provide evidence-based insights for program enhancement and contribute to DepEd's goal of ensuring that every Filipino child learns to read with understanding.

METHODS

The study employed a descriptive-correlational design to assess the implementation and perceived effectiveness of ALPABASA Reading Program in public schools in Olongapo City. The 90-kindergarten teacher-implementers were identified using total population method. These teachers are directly involved in teaching kindergarten pupils and in implementing the ALPABASA reading program. Prior to participation, all respondents were provided with an informed consent form clearly stating the study's purpose, procedures, potential risks, benefits, and their right to withdraw at any time without penalty. Participation was strictly voluntary. To ensure data confidentiality, all responses were treated with the utmost privacy, and data were stored in password-protected files accessible only to the researchers. Results were presented in aggregate form to prevent identification of individual participants.

To develop the survey questionnaire, the researchers reviewed relevant literature to identify appropriate items and indicators. The questionnaire consisted of three (3) parts: (1) respondents' profile including sex, age, highest educational attainment, years in service, and number of trainings attended related to reading instruction; (2) measured the level of implementation of the ALPABASA Reading Program across seven dimensions in terms of teachers' Knowledge and Capacity, Instructional Materials and Resources, Facilities and Equipment, Budget and Logistical Support, Implementation Fidelity and Frequency, Stakeholder Support and Involvement, and Monitoring, Supervision, and Evaluation.; and (3) assessed the program's perceived effectiveness and outcomes in terms of Letter-Sound Knowledge, Syllable and Word Blending, Reading Fluency, Learner Motivation, and Comparative Reading Outcomes. These domains collectively captured both structural and instructional components of implementation, as well as key early literacy competencies and learner-centered outcomes.

The construction of the researcher-made questionnaire was guided by the Department of Education (2022) National Reading Program Guidelines; Masigan's (2023) study on the effectiveness of the modified ALPABASA game-based program; the UNESCO (2021) Early Grade Reading Assessment Toolkit (3rd ed.); and Philippine Department of Education – Olongapo City Schools Division, Division Memorandum No. 127, s. 2025, which focused on assessing kindergarteners' reading development through the implementation of the ALPABASA Reading Program. These sources ensured that the instrument was grounded in established literacy standards, implementation benchmarks, and evidence-based practices.

To ensure its validity and reliability, the instrument underwent expert validation and was pilot tested on a separate group of respondents not involved in the main study. The developed instrument was also subjected to Cronbach's Alpha analysis, and the results confirmed its reliability for administration to the target participants. Data collected from the respondents were tallied and analyzed using statistical tools such as percentage, weighted mean, ranking, ANOVA, Pearson-r, and Likert Scale.

DISCUSSION

Teachers' Perceived Level of Implementation of the ALPABASA Reading Program

Teachers' Knowledge and Capacity

Table 1 shows the mean and descriptive equivalent of the teachers' perceived level of implementation of the ALPABASA Reading Program in terms of teachers' knowledge and capacity.

Table 1. Mean and Descriptive Equivalent of the Teachers' Perceived Level of Implementation of the ALPABASA Reading Program in Terms of Teachers' Knowledge and Capacity

Statement	Mean	Descriptive Equivalent	Rank
1. I understand the objectives and core components of the ALPABASA program.	3.53	Strongly Agree	1
2. I apply the phonics-based strategies (e.g., syllable blending, phonemic games) required by the program.	3.49	Strongly Agree	2
3. I demonstrate sufficient knowledge of early reading instruction aligned with ALPABASA.	3.39	Strongly Agree	7
4. I receive adequate in-service training focused on the ALPABASA program.	3.39	Strongly Agree	7
5. I assess learners' reading levels using ALPABASA assessment tools.	3.46	Strongly Agree	3
6. I adapt ALPABASA lessons to address diverse learner needs while maintaining program fidelity.	3.44	Strongly Agree	4
7. I attend professional development activities related to reading instruction.	3.34	Strongly Agree	9
8. I collaborate with colleagues to enhance the implementation of ALPABASA.	3.39	Strongly Agree	7
9. I integrate ALPABASA strategies into other subject areas when appropriate.	3.41	Strongly Agree	5
10. I share best practices on ALPABASA during Learning Action Cells (LAC) and faculty meetings.	3.16	Agree	10
Weighted Mean	3.40	Strongly Agree	

The highest mean was obtained by Statement 1: "I understand the objectives and core components of the ALPABASA program." (Mean = 3.53, Rank 1), which is interpreted as "Strongly Agree." This indicates that teachers have a strong understanding of the program's goals and framework, reflecting a high level of

curriculum reading. Internationally, curriculum reading has been identified as an important factor in effective program implementation, as teachers who clearly understand program objectives are more likely to implement them with fidelity (İNCE et al., 2023). Similarly, readiness assessments for reading program implementation emphasize that teachers' comprehension of program structure and goals is foundational to successful execution (Nurhasanah et al., 2025). In the Philippine context, the assessment of the reading curriculum in basic education highlights that clear alignment between program objectives and teachers' understanding enhances instructional consistency and learner outcomes (Abejuela et al., 2023). Thus, the high rating suggests that the teacher-implementers are well-oriented to the intent and structure of ALPABASA.

The second highest mean was obtained by Statement 2: "I apply the phonics-based strategies (e.g., syllable blending, phonemic games) required by the program." (Mean = 3.49, Rank 2), which is interpreted as "Strongly Agree." This implies that teachers are actively employing structured and research-based reading strategies in their instruction. Phonics-based and explicit reading strategies are widely recognized as effective components of early reading instruction (Pornobi, 2024). International literature further suggests that teachers' ability to translate theoretical knowledge into classroom practice significantly strengthens reading intervention outcomes (Nurhasanah et al., 2025). Locally, studies on reading challenges in the Philippines stress that the consistent use of evidence-based strategies is crucial in addressing persistent reading difficulties among learners (Librea et al., 2023; Gatcho et al., 2024). Therefore, the strong agreement in this item reflects a positive alignment between teacher practice and recommended reading approaches.

On the other hand, the lowest mean was obtained by Statement 10: "I share best practices on ALPABASA during Learning Action Cells (LAC) and faculty meetings." (Mean = 3.16, Rank 10), which is interpreted as "Agree." Although still positive, this comparatively lower rating suggests that structured professional collaboration and systematic sharing of effective practices may not be maximized. Studies on macro and micromanagement practices of reading programs indicate that collaborative planning and reflective discussions among teachers are essential in sustaining program quality and consistency (Divinagracia, 2023). Moreover, research on remedial reading challenges in Philippine districts reveals that limited collaboration and professional dialogue can hinder the refinement of instructional strategies (Siwagan & Ubayubay, 2025). International perspectives also affirm that professional learning communities enhance teacher capacity and improve reading outcomes when best practices are regularly exchanged (İNCE et al., 2023). Hence, while teachers agree that they share practices, the lower mean points to an area that could be further strengthened.

The second lowest mean was observed in Statement 7: "I attend professional development activities related to reading instruction." (Mean = 3.34, Rank 9), which is interpreted as "Strongly Agree." Despite being within the "Strongly Agree" range, its relatively lower ranking suggests that participation in sustained professional development may not be as strong as teachers' classroom implementation practices. Research on teachers' challenges and needs in teaching learners with reading difficulties highlights that continuous and targeted training is essential in equipping teachers with updated strategies and deeper pedagogical knowledge (Adao et al., 2023). Additionally, experiences from reading-focused initiatives such as tutoring programs emphasize that hands-on training and reflective engagement significantly enhance teachers' instructional competence (Eden et al., 2025). Given the ongoing reading crisis in the Philippines (Gatcho et al., 2024), strengthening access to regular and intensive professional development remains a critical component of improving reading program effectiveness.

The weighted mean of 3.40, which is interpreted as "Strongly Agree," indicates that teachers generally perceive themselves as highly knowledgeable and capable in implementing the ALPABASA Reading Program. This overall positive perception aligns with both local and international findings that teacher readiness, curriculum reading, and strategic instructional competence are central to the success of reading interventions (Abejuela et al., 2023; Nurhasanah et al., 2025). However, consistent with broader research on reading challenges in the Philippines (Librea et al., 2023; Gatcho et al., 2024), sustained professional development and strengthened collaborative mechanisms remain vital to ensuring long-term program impact and improved learner outcomes.

Instructional Materials and Resources

Table 2 shows the mean and descriptive equivalent of the teachers’ perceived level of implementation of the ALPABASA Reading Program in terms of instructional materials and resources.

The highest means were obtained by Statement 3: “I use materials that are culturally and linguistically appropriate for Filipino learners.” (Mean = 3.47, Rank 1.5), interpreted as “Strongly Agree,” and Statement 4: “I utilize visual aids and manipulatives that promote pupil engagement.” (Mean = 3.47, Rank 1.5), also interpreted as “Strongly Agree.” The strong affirmation of culturally and linguistically appropriate materials aligns with both local and international studies that highlight the importance of contextualized instruction.

Table 2. Mean and Descriptive Equivalent of the Teachers’ Perceived Level of Implementation of the ALPABASA Reading Program in Terms of Instructional Materials and Resources

Statement	Mean	Descriptive Equivalent	Rank
1. I find the teacher’s guides and lesson plans clear, complete, and easy to follow.	3.34	Strongly Agree	6
2. I receive sufficient student kits (flashcards, big books, workbooks) for all learners.	3.41	Strongly Agree	4
3. I use materials that are culturally and linguistically appropriate for Filipino learners.	3.47	Strongly Agree	1.5
4. I utilize visual aids and manipulatives that promote pupil engagement.	3.47	Strongly Agree	1.5
5. I access digital resources that are functional in my school.	3.31	Strongly Agree	9
6. I obtain prompt replacements for damaged or lost materials.	3.22	Agree	10
7. I receive materials updated to align with current DepEd standards.	3.33	Strongly Agree	7.5
8. I use supplementary reading resources that complement ALPABASA activities.	3.44	Strongly Agree	3
9. I rely on materials that are durable and suitable for frequent use.	3.39	Strongly Agree	5
10. I benefit from enrichment materials (songbooks, puzzles, games) that reinforce lessons.	3.33	Strongly Agree	7.5
Weighted Mean	3.37	Strongly Agree	

In the Philippine context, cultural responsiveness has been identified as central to promoting equity and meaningful learning, particularly under curriculum reforms that emphasize sociocultural grounding (Maguate, 2024). Similarly, contextualized strategies used by teachers of Indigenous learners demonstrate that instruction becomes more effective when materials reflect learners’ language and lived experiences (Pedroso et al., 2023). Internationally, integrating local literature and cultural heritage into reading materials has been shown to enhance engagement and reading development (Promma & Saihong, 2025; Tompo et al., 2023). The high rating for visual aids and manipulatives further supports research indicating that interactive and multimodal resources significantly enhance learner engagement and comprehension in reading instruction (Rizki & Purwati, 2025). These findings collectively justify the teachers’ strong agreement, as culturally responsive and engaging materials are widely recognized as essential components of effective reading programs.

In contrast, the lowest mean was found in Statement 6: “I obtain prompt replacements for damaged or lost materials.” (Mean = 3.22, Rank 10), interpreted as “Agree.” Although still positive, this comparatively lower rating suggests possible logistical challenges in maintaining and replenishing instructional resources. Studies have noted that even well-designed reading programs may face implementation constraints when material sustainability and distribution systems are weak (Maguate, 2024). Delays in replacing materials can disrupt continuity of instruction and reduce the overall effectiveness of reading interventions.

The second lowest mean was observed in Statement 5: “I access digital resources that are functional in my school.” (Mean = 3.31, Rank 9), interpreted as “Strongly Agree.” While teachers generally affirm access to digital tools, its lower ranking implies variability in technological infrastructure or usability. Research on the development of digital and e-learning reading materials highlights that while digital resources enhance reading instruction, their effectiveness depends heavily on school-level functionality and support systems (Semilla et al., 2023; Rizki & Purwati, 2025). This suggests that improving digital infrastructure and technical support could further strengthen ALPABASA implementation.

The computed weighted mean of 3.37, interpreted as “Strongly Agree,” indicates that teachers perceive a high level of adequacy and effectiveness in the instructional materials and resources supporting the ALPABASA Reading Program. However, sustained attention to material replacement systems and technological functionality remains essential to ensure long-term program success.

Facilities and Equipment

Table 3 shows the mean and descriptive equivalent of the teachers’ perceived level of implementation of the ALPABASA Reading Program in terms of facilities and equipment.

The highest mean was obtained by Statement 3: “I use functional audio-visual equipment (speakers, projectors) when needed.” (Mean = 3.40, Rank 1), which is interpreted as “Strongly Agree.” This finding implies that teachers are capable of integrating audio-visual aids into ALPABASA sessions, which will enhance the quality of instruction and the engagement of students. Other studies on reading program readiness affirm the importance of having sufficient instructional materials and equipment to enhance implementation quality (Nurhasanah et al., 2025). Additionally, studies on early childhood education infrastructure suggest that the accessibility of functional learning facilities is an essential aspect in enhancing reading outcomes (Akpalu et al., 2025). Technology integration studies have further confirmed that instructional effectiveness and learner participation improve when audiovisual tools are accessible and operational (Celeste & Osias, 2024). Thus, the substantial agreement indicates that the availability of facilities and equipment significantly influences the successful implementation of ALPABASA Reading Program.

Table 3. Mean and Descriptive Equivalent of the Teachers’ Perceived Level of Implementation of the ALPABASA Reading Program in Terms of Facilities and Equipment

Statement	Mean	Descriptive Equivalent	Rank
1. I conduct ALPABASA lessons in classrooms with sufficient space for small groups and play-based activities.	3.37	Strongly Agree	3
2. I benefit from classroom lighting and ventilation that create a conducive reading environment.	3.29	Strongly Agree	6
3. I use functional audio-visual equipment (speakers, projectors) when needed.	3.40	Strongly Agree	1
4. I utilize furniture that supports organized ALPABASA sessions.	3.30	Strongly Agree	5
5. I manage a designated reading corner or learning area for ALPABASA	3.26	Strongly Agree	8

materials.			
6. I store materials securely in accessible storage spaces.	3.38	Strongly Agree	2
7. I access internet connectivity that supports digital program components.	3.09	Agree	9
8. I use library facilities that complement ALPABASA activities.	3.04	Agree	10
9. I conduct group reading activities in available outdoor or multipurpose areas when necessary.	3.28	Strongly Agree	7
10. I benefit from regularly maintained classroom facilities that support ALPABASA sessions.	3.33	Strongly Agree	4
Weighted Mean	3.27	Strongly Agree	

The second highest mean was obtained by Statement 6: “I store materials securely in accessible storage spaces.” (Mean = 3.38, Rank 2), which is also interpreted as “Strongly Agree.” This implies that teachers' storage systems for instructional materials are secure and organized, which facilitates the preparation of lessons and the continuity of program activities. According to the study on instructional delivery challenges suggests the need for proper management and safety of learning resources to ensure the long-term success of program implementation (Magatines & Flores, 2024). Similarly, teacher experiences in school-based reading programs demonstrate that the systematic organization of materials reduces instructional disruptions and promotes consistent reading engagement (Doronio et al., 2023). Accessible and secure storage, therefore, is a direct factor in the successful and sustainable implementation of a project.

Conversely, the lowest mean was identified in Statement 8: “I use library facilities that complement ALPABASA activities” (Mean = 3.04, Rank 10), which is interpreted as “Agree.” This relatively lower rating, despite its positive perception, implies that the library's facilities may not be completely utilized to facilitate reading activities. Research on reading development in rural and marginalized areas suggests that reading engagement and reading growth can be restricted by limited access to well-equipped libraries (Nurcahyoko et al., 2024). Additionally, sociological perspectives on education across diverse Philippine environments suggest disparities in resource availability, such as library infrastructure, that may affect equitable access to reading support (Sali, 2023). This implies that the entire reading environment for ALPABASA could be improved by enhancing library integration.

The second lowest mean was observed in Statement 7: “I access internet connectivity that supports digital program components.” (Mean = 3.09, Rank 9), also interpreted as “Agree.” This implies that internet access may not be consistently reliable or sufficient to fully support digital elements of the program. Studies on technology integration in schools reveal that unstable connectivity remains a significant barrier to maximizing digital instructional tools (Celeste & Osias, 2024). Similarly, broader analyses of alternative learning and contextualized education programs emphasize that infrastructure gaps, particularly in digital connectivity, hinder full program effectiveness (Cagang, 2024). International findings also confirm that facility and equipment limitations, including poor internet access, can weaken the impact of reading initiatives (Akpalu et al., 2025).

The weighted mean of 3.27, interpreted as “Strongly Agree,” indicates that teachers generally perceive facilities and equipment as adequate for implementing the ALPABASA Reading Program. However, improvements in library utilization and internet connectivity would likely further strengthen reading program implementation and ensure more equitable and sustained learning opportunities.

Budget and Logistical Support

Table 4 shows the mean and descriptive equivalent of the teachers' perceived level of implementation of the ALPABASA Reading Program in terms of budget and logistical support.

The highest mean was obtained by Statement 5: “I participate in training activities funded through the program budget.” (Mean = 3.37, Rank 1), which is interpreted as “Strongly Agree.” This implies that teachers clearly recognize that financial resources are allocated for professional development, which highlights the training as a priority in program budgeting. This finding is supported by local and international research showing that sustained teacher training is an important factor in the effective implementation of reading programs. A readiness assessment indicates that funding for professional development directly strengthens implementation fidelity and teacher competence (Nurhasanah et al., 2025). Similarly, process evaluations of reading remediation initiatives reveal that well-funded training components significantly improve instructional consistency and learner outcomes (Jambangan, 2025). In the Philippine context, evaluations of large-scale education programs, such as the Alternative Learning System (ALS), indicate that adequate financial provision for teacher capacity-building is essential to achieving program goals (Albert et al., 2024).

Table 4. Mean and Descriptive Equivalent of the Teachers’ Perceived Level of Implementation of the ALPABASA Reading Program in Terms of Budget and Logistical Support

Statement	Mean	Descriptive Equivalent	Rank
1. I receive support from a dedicated school budget allocated for ALPABASA implementation.	3.11	Agree	4
2. I experience timely release of program funds for material procurement.	3.08	Agree	5
3. I benefit from financial assistance provided by local government units when needed.	3.02	Agree	6
4. I receive additional resources from community partners and NGOs.	2.93	Agree	10
5. I participate in training activities funded through the program budget.	3.37	Strongly Agree	1
6. I observe efficient transportation and delivery of ALPABASA materials.	3.21	Agree	2
7. I am informed about transparent budget planning and utilization.	3.13	Agree	3
8. I rely on emergency funds made available for unforeseen program needs.	2.98	Agree	9
9. I observe annual reviews of budget allocations to address program requirements.	3.00	Agree	7.5
10. I receive fund utilization reports shared with teachers and stakeholders.	3.00	Agree	7.5
Weighted Mean	3.08	Agree	

The second-highest mean was obtained in Statement 6: “I observe efficient transportation and delivery of ALPABASA materials.” (Mean = 3.21, Rank 2), interpreted as “Agree.” This suggests that logistical processes for material distribution are generally functional. Other studies on school financial and operational management report that efficient procurement and delivery systems are important for timely program implementation (Amaluddin et al., 2023). Studies on the implementation of learning continuity plans in the Philippines further stress that streamlined logistics and distribution channels ensure uninterrupted delivery of learning resources (Mirando & Jalos, 2023; Peregrino et al., 2022). Likewise, reading-focused interventions such as Brigada Pagbasa demonstrate that organized material distribution significantly supports program execution at the school level (Hutamares, 2023).

On the other hand, the lowest mean was found in Statement 4: “I receive additional resources from community partners and NGOs.” (Mean = 2.93, Rank 10), interpreted as “Agree.” Although positive, this relatively lower rating indicates limited engagement with external stakeholders for supplemental resources. Research on school-based program implementation in the Philippines indicates that partnerships with community organizations and NGOs enhance sustainability and broaden resource availability (Saro et al., 2023). Similarly, evaluations of ALS and other alternative education programs highlight that external stakeholder collaboration strengthens program reach and resource mobilization (Albert et al., 2024).

The second lowest mean was observed in Statement 8: “I rely on emergency funds made available for unforeseen program needs.” (Mean = 2.98, Rank 9), also interpreted as “Agree.” This indicates that contingency funding mechanisms may not be strongly institutionalized or easily accessible. Studies on financial management practices in schools reveal that the absence of structured emergency funds can limit responsiveness to urgent needs, thereby affecting program continuity (Mirando & Jalos, 2023). International findings likewise emphasize that strategic financial management, including contingency budgeting, is necessary to sustain educational infrastructure and respond to unexpected operational demands (Amaluddin et al., 2023). Without clearly established emergency funding mechanisms, reading programs may face delays or disruptions during unforeseen circumstances.

The weighted mean of 3.08, interpreted as “Agree,” suggests that while budgetary and logistical systems are present, they may not be fully optimized or consistently strengthened to maximize program implementation. Strengthening these components would likely enhance the sustainability and overall impact of the ALPABASA Reading Program.

Implementation Fidelity and Frequency

Table 5 shows the mean and descriptive equivalent of the teachers’ perceived level of implementation of the ALPABASA Reading Program in terms of implementation of fidelity and frequency.

The highest mean was obtained by Statement 5: “I administer formative assessments as recommended.” (Mean = 3.44, Rank 1), which is interpreted as “Strongly Agree.” This suggests that teachers consistently conduct formative assessments aligned with program guidelines, demonstrating strong monitoring of learner progress. A meta-analysis on formative assessment practices confirms that regular formative assessment significantly enhances reading achievement in K–12 classrooms (Xuan et al., 2022). Similarly, studies on reading curriculum implementation in the Philippines emphasize that systematic assessment is essential in identifying learner gaps and adjusting instruction accordingly (Abejuela et al., 2023). International process evaluations of reading interventions also report that ongoing assessment is a key component of high implementation fidelity and improved literacy outcomes (Wood et al., 2021).

Table 5. Mean and Descriptive Equivalent of the Teachers’ Perceived Level of Implementation of the ALPABASA Reading Program in Terms of Implementation Fidelity and Frequency

Statement	Mean	Descriptive Equivalent	Rank
1. I deliver ALPABASA lessons according to the recommended schedule.	3.42	Strongly Agree	2
2. I implement lessons following the prescribed sequence and structure.	3.29	Strongly Agree	9.5
3. I conduct core activities such as songs, games, and blending drills.	3.36	Strongly Agree	4.5
4. I follow the pacing suggested by the program.	3.36	Strongly Agree	4.5
5. I administer formative assessments as recommended.	3.44	Strongly Agree	1

6. I document and secure approval for any deviations from the program.	3.29	Strongly Agree	9.5
7. I ensure that learners receive the minimum required instructional hours weekly.	3.36	Strongly Agree	4.5
8. I maintain complete records of sessions and attendance.	3.36	Strongly Agree	4.5
9. I conduct make-up sessions when classes are disrupted.	3.32	Strongly Agree	8
10. I coordinate with other grade levels to support consistent implementation division-wide.	3.31	Strongly Agree	7
Weighted Mean	3.35	Strongly Agree	

The second highest mean was recorded in Statement 1: “I deliver ALPABASA lessons according to the recommended schedule.” (Mean = 3.42, Rank 2), also interpreted as “Strongly Agree.” This indicates adherence to the prescribed timeline, ensuring regular and sustained instruction. Other findings suggest that consistent scheduling is useful for maintaining intervention intensity and maximizing learner gains (Philippakos et al., 2025). Likewise, structured reading interventions demonstrate stronger outcomes when instructional time requirements are strictly observed (Relyea et al., 2025). In the Philippine context, studies on reading programs such as DEAR reveal that regular and uninterrupted implementation contributes to improved reading engagement and continuity (Doronio et al., 2023).

On the other hand, the lowest means were shared by Statement 2: “I implement lessons following the prescribed sequence and structure.” (Mean = 3.29, Rank 9.5) and Statement 6: “I document and secure approval for any deviations from the program.” (Mean = 3.29, Rank 9.5), both interpreted as “Strongly Agree.” Although still highly positive, their relatively lower ranking suggests that strict fidelity to sequence and formal documentation procedures may be less consistently practiced. International research on implementation fidelity indicates that teachers often adapt lessons to address contextual classroom needs (Relyea et al., 2025). Similarly, studies on remedial reading challenges in Philippine districts reveal that teachers sometimes adjust lesson flow due to learner diversity, time constraints, or resource limitations (Siwagan & Ubayubay, 2025). Although adaptive practices can be beneficial, deviations should be systematically documented to preserve program integrity (Philippakos et al., 2025). The slightly lower rating in documentation may therefore reflect practical classroom realities where flexibility is exercised but formal reporting mechanisms are not always fully observed.

The weighted mean of 3.35, interpreted as “Strongly Agree,” reflects a high level of adherence to the program’s structure, schedule, and required activities. However, consistent reinforcement of lesson sequencing and documentation procedures may further strengthen alignment with program standards and enhance the sustainability of ALPABASA implementation across varied educational contexts.

Stakeholder Support and Involvement

Table 6 shows the mean and descriptive equivalent of the teachers’ perceived level of implementation of the ALPABASA Reading Program in terms of stakeholder support and involvement.

Table 8. Mean and Descriptive Equivalent of the Teachers’ Perceived Level of Implementation of the ALPABASA Reading Program in Terms of Stakeholder Support and Involvement

Statement	Mean	Descriptive Equivalent	Rank
1. I observe parents reinforcing ALPABASA activities at home.	3.08	Agree	2.5

2. I receive support from the School Governing Council in implementing the program.	3.02	Agree	4.5
3. I collaborate with barangay officials who participate in reading advocacy activities.	2.82	Agree	8
4. I work with NGOs and private partners who contribute resources or volunteers.	2.78	Agree	9
5. I gain support from the PTA in mobilizing funds and manpower.	2.92	Agree	7
6. I receive guidance from division and district supervisors.	3.38	Strongly Agree	1
7. I participate in community-based reading events organized with stakeholders.	3.08	Agree	2.5
8. I witness stakeholders providing incentives for pupils' reading achievements.	3.00	Agree	6
9. I receive donated materials from alumni and civic groups.	2.72	Agree	10
10. I engage stakeholders in meetings to evaluate and sustain the ALPABASA program.	3.02	Agree	4.5
Weighted Mean	2.98	Agree	

The highest mean was obtained by Statement 6: “I receive guidance from division and district supervisors.” (Mean = 3.38, Rank 1), which is interpreted as “Strongly Agree.” This indicates that supervisory and administrative support can help in sustaining program implementation. In the Philippines, studies on school-based management suggest that active monitoring and guidance from higher education authorities strengthen program effectiveness and accountability (Roque, 2023). Similarly, school-level quality enhancement research emphasizes that administrative support systems are central to sustaining reforms and improving educational outcomes (Belina et al., 2025). Internationally, stakeholder engagement studies confirm that institutional leadership positively influences implementation quality and teacher performance (Haile & Mekonnen, 2024; Smith & Williams, 2024). Thus, the strong agreement of the teachers indicates the importance of structured supervision in ensuring ALPABASA’s proper execution.

The second highest means were shared by Statement 1: “I observe parents reinforcing ALPABASA activities at home.” (Mean = 3.08, Rank 2.5) and Statement 7: “I participate in community-based reading events organized with stakeholders.” (Mean = 3.08, Rank 2.5), both interpreted as “Agree.” These findings suggest that parental and community engagement exists but may vary in consistency. Local evidence from Brigada Pagbasa initiatives demonstrates that parental involvement and community-based literacy events significantly improve reading outcomes when sustained and organized (Balais, 2024; Hutamares, 2023). Similarly, stakeholder participation in school programs such as Brigada Eskwela has been shown to enhance resource mobilization and shared accountability (Osias, & Comon, 2024). Internationally, increasing family engagement in literacy programs has reduced social barriers to reading development, particularly among disadvantaged learners (Barcenas et al., 2023). However, studies also note that socioeconomic disparities can limit the extent of parental participation (Khethiwe, 2023). Hence, the moderate rating implies a need for more structured and sustained family and community involvement.

On the other hand, the lowest mean was recorded in Statement 9: “I receive donated materials from alumni and civic groups.” (Mean = 2.72, Rank 10), interpreted as “Agree.” This suggests limited material contributions from alumni networks and civic organizations. Research on rural and resource-constrained schools indicates that limited external donations often restrict the availability of supplemental learning materials (Mncube et al., 2023). Similarly, studies on external stakeholder partnerships in alternative learning programs reveal that while collaboration is beneficial, it is often inconsistent and dependent on local initiative (Cayabas et al., 2023). The

relatively low perception of alumni and civic group contributions may therefore reflect challenges in sustaining external resource partnerships.

The second lowest mean was found in Statement 4: “I work with NGOs and private partners who contribute resources or volunteers.” (Mean = 2.78, Rank 9), also interpreted as “Agree.” This indicates that partnerships with NGOs and private entities may not be extensively developed. International research emphasizes that multi-sector collaboration strengthens educational innovation and resource sustainability (Sichula et al., 2024; Smith & Williams, 2024). Evaluations of partnership-based education programs further reveal that when external stakeholders are actively engaged, implementation outcomes improve due to diversified support systems (Wahyuni et al., 2025). The lower rating in this area suggests potential opportunities to expand NGO and private-sector involvement in ALPABASA to enhance resource and volunteer mobilization.

The computed weighted mean of 2.98, interpreted as “Agree,” suggests that stakeholder support and involvement are present but moderate. Strengthening collaborative networks and formalizing partnerships may therefore enhance the long-term impact and shared ownership of the ALPABASA Reading Program.

Monitoring, Supervision, and Evaluation

Table 7 shows the mean and descriptive equivalent of the teachers’ perceived level of implementation of the ALPABASA Reading Program in terms of monitoring, supervision, and evaluation.

Table 9. Mean and Descriptive Equivalent of the Teachers’ Perceived Level of Implementation of the ALPABASA Reading Program in Terms of Monitoring, Supervision, and Evaluation

Statement	Mean	Descriptive Equivalent	Rank
1. I receive feedback from school heads who observe ALPABASA sessions.	3.34	Strongly Agree	5
2. I participate in regular monitoring conducted by division supervisors.	3.34	Strongly Agree	5
3. I use standardized monitoring tools and checklists during implementation.	3.37	Strongly Agree	3
4. I track learners’ reading progress quarterly.	3.50	Strongly Agree	1
5. I receive monitoring feedback promptly.	3.34	Strongly Agree	5
6. I use evaluation data to improve ALPABASA implementation.	3.40	Strongly Agree	2
7. I undergo performance appraisal that includes ALPABASA implementation.	3.33	Strongly Agree	7
8. I participate in meetings where monitoring results are shared.	3.30	Strongly Agree	8
9. I implement action plans developed by monitoring findings.	3.16	Agree	10
10. I coordinate with external evaluators who periodically assess program outcomes.	3.17	Agree	9
Weighted Mean	3.33	Strongly Agree	

The highest mean was obtained by Statement 4: “I track learners’ reading progress quarterly.” (Mean = 3.50, Rank 1), which is interpreted as “Strongly Agree.” This indicates that teachers consistently monitor learners’ reading development at regular intervals, indicating that systematic progress tracking is a core component of

program implementation. This finding is strongly supported by local research showing that structured, periodic assessment is essential for addressing the persistent literacy gaps in the Philippines (Librea et al., 2023; Gatcho et al., 2024). Studies assessing the reading curriculum in basic education likewise stress that continuous learner monitoring strengthens instructional responsiveness and improves reading outcomes (Abejuela et al., 2023). International and national evaluations of education programs further confirm that regular tracking mechanisms enhance program accountability and instructional precision (Albert et al., 2024).

The second highest mean was recorded in Statement 6: “I use evaluation data to improve ALPABASA implementation.” (Mean = 3.40, Rank 2), also interpreted as “Strongly Agree.” This suggests that teachers actively utilize evaluation results to refine instructional strategies and strengthen program delivery. Research on macro and micromanagement practices in reading programs demonstrates that data-driven decision-making significantly improves instructional alignment and learner performance (Divinagracia, 2023). Similarly, analyses of DepEd support programs emphasize that evaluation data should inform strategic adjustments to sustain program effectiveness (Palingcod, 2022). Policy analyses of the Philippine Learning Continuity Plan further demonstrate that evidence-based adjustments are critical in ensuring responsive and adaptive implementation (Go et al., 2022). Thus, the high rating reflects a strong culture of data utilization among teachers.

On the other hand, the lowest mean was recorded in Statement 9: “I implement action plans developed by monitoring findings.” (Mean = 3.16, Rank 10), interpreted as “Agree.” While still positive, this suggests that translating monitoring results into structured action plans may not be as consistently practiced. Research on school-based management indicates that while data collection is often systematic, the execution of corrective action plans can be constrained by time, capacity, or administrative processes (Anabo, 2024). Similarly, studies on remedial reading challenges in Philippine districts reveal that teachers frequently face difficulties in implementing follow-through interventions due to workload and resource limitations (Siwagan & Ubayubay, 2025). This indicates a potential gap between evaluation and concrete program enhancement.

The second lowest mean was observed in Statement 10: “I coordinate with external evaluators who periodically assess program outcomes.” (Mean = 3.17, Rank 9), also interpreted as “Agree.” This suggests that collaboration with external evaluators may not be fully institutionalized. Process evaluations of large-scale education programs in the Philippines highlight that external evaluation strengthens transparency, accountability, and program refinement (Albert et al., 2024). However, studies also show that coordination with external bodies is often limited to periodic reviews rather than sustained partnerships (Palingcod, 2022). International evidence likewise emphasizes that external monitoring mechanisms enhance objectivity and long-term sustainability of literacy programs (Divinagracia, 2023).

The computed weighted mean of 3.33, interpreted as “Strongly Agree,” indicates that monitoring and evaluation mechanisms are actively practiced and perceived as supportive of effective implementation. Strengthening the translation of monitoring findings into concrete action plans and expanding collaboration with external evaluators would further enhance accountability, continuous improvement, and the long-term effectiveness of the ALPABASA Reading Program.

Summary of the Teachers’ Perceived Level of Implementation of the ALPABASA Reading Program

Table 8 shows the summary of the weighted mean and descriptive equivalent of the teachers’ perceived level of implementation of the ALPABASA Reading Program.

Table 8. Summary of the Weighted Mean and Descriptive Equivalent of the Teachers’ Perceived Level of Implementation of the ALPABASA Reading Program

Perceived Level of Implementation of the ALPABASA Reading Program	Mean	Descriptive Equivalent	Rank
1. Teachers’ Knowledge and Capacity	3.40	Strongly Agree	1

2. Instructional Materials and Resources	3.37	Strongly Agree	2
3. Facilities and Equipment	3.27	Strongly Agree	5
4. Budget and Logistical Support	3.08	Agree	6
5. Implementation Fidelity and Frequency	3.35	Strongly Agree	3
6. Stakeholder Support and Involvement	2.98	Agree	7
7. Monitoring, Supervision, and Evaluation	3.33	Strongly Agree	4
Overall Weighted Mean	3.25	Agree	

Among the seven dimensions, Teachers’ Knowledge and Capacity obtained the highest mean (Mean = 3.40, Rank 1), interpreted as “Strongly Agree.” This indicates that teachers perceive themselves as highly competent and knowledgeable in implementing the ALPABASA reading program. This finding is supported by research that teacher competence is a primary determinant of reading intervention success. Studies on innovative reading programs in Philippine districts reveal that teachers’ mastery of instructional strategies significantly improves outcomes for struggling readers (Alde, 2025). Similarly, readiness assessments for literacy program implementation highlight that teacher preparedness and pedagogical capacity are foundational to effective execution (Nurhasanah et al., 2025). Given the persistent literacy challenges in the Philippines (Librea et al., 2023), strengthening teacher knowledge remains central to addressing reading gaps.

This is followed by Instructional Materials and Resources (Mean = 3.37, Rank 2) and Implementation Fidelity and Frequency (Mean = 3.35, Rank 3), both interpreted as “Strongly Agree.” These results suggest that teachers not only possess the necessary skills but also have access to adequate materials and adhere consistently to prescribed program structures. Research on reading classrooms in Philippine schools emphasizes that well-structured instructional environments and sufficient learning materials significantly enhance literacy engagement (Apiles, 2025). Likewise, studies on Brigada Pagbasa and other literacy initiatives demonstrate that consistent implementation schedules and structured program fidelity contribute to measurable improvements in reading comprehension (Hutamares, 2023; Visuyan, 2024). International readiness frameworks also confirm that fidelity and resource adequacy are key indicators of successful literacy interventions (Nurhasanah et al., 2025).

Additionally, Monitoring, Supervision, and Evaluation (Mean = 3.33, Rank 4) and Facilities and Equipment (Mean = 3.27, Rank 5) were rated “Strongly Agree,” indicating that oversight systems and physical infrastructure generally support effective program delivery. Teacher experiences in the implementation of school-based reading programs highlight the importance of supervisory guidance and structured monitoring in sustaining program quality (Doronio et al., 2023). Furthermore, research on remedial reading challenges stresses that conducive learning environments and accessible facilities enhance instructional effectiveness and learner participation (Siwagan & Ubayubay, 2025).

On the other hand, Budget and Logistical Support (Mean = 3.08, Rank 6) and Stakeholder Support and Involvement (Mean = 2.98, Rank 7) were interpreted as “Agree.” These comparatively lower ratings suggest that financial systems and broader stakeholder engagement may not be as strong as internal instructional components. Studies on literacy interventions indicate that while teacher-driven initiatives can be effective, sustained financial investment and multi-stakeholder collaboration significantly strengthen long-term impact (Visuyan, 2024). Similarly, research on reading programs in local contexts underscores that insufficient funding and limited external partnerships may constrain scalability and sustainability (Alde, 2025). The systematic review of literacy challenges in the Philippines further highlights that addressing reading gaps requires coordinated efforts beyond the classroom, including community and institutional support (Librea et al., 2023).

The overall weighted mean of 3.25, interpreted as “Agree,” suggests that while implementation is generally strong, certain areas require reinforcement to achieve uniformly high performance across all dimensions. The findings reveal that the strengths of the ALPABASA Reading Program lie primarily in teacher competence, instructional fidelity, monitoring systems, and availability of materials.

Teachers’ Perceived Effectiveness and Outcomes of the ALPABASA Reading Program

Letter–Sound Knowledge

Table 9 shows the mean and descriptive equivalent of the teachers’ perceived effectiveness and outcomes of the ALPABASA Reading Program in terms of letter-sound knowledge.

Table 9. Mean and Descriptive Equivalent of the Teachers’ Perceived Effectiveness and Outcomes of the ALPABASA Reading Program in Terms of Letter–Sound Knowledge

Statement	Mean	Descriptive Equivalent	Rank
1. My learners accurately identify all uppercase letters.	3.12	Agree	2.5
2. My learners accurately identify all lowercase letters	3.09	Agree	4
3. My learners produce the correct sounds for all consonants.	3.04	Agree	8
4. My learners produce the correct sounds for all short vowels.	3.07	Agree	5
5. My learners distinguish between similar-sounding consonants (e.g., b/d, p/f).	3.03	Agree	9
6. My learners match letters with their corresponding sounds without prompts.	3.06	Agree	6.5
7. My learners write the correct letter when they hear a sound.	3.06	Agree	6.5
8. My learners show steady improvement in letter–sound mastery each grading period.	3.12	Agree	2.5
9. My learners recognize letters and sounds in unfamiliar words.	3.01	Agree	10
10. My learners strengthen their foundational letter–sound knowledge through the ALPABASA program.	3.18	Agree	1
Weighted Mean	3.08	Agree	

The highest mean was obtained by Statement 10: “My learners strengthen their foundational letter–sound knowledge through the ALPABASA program.” (Mean = 3.18, Rank 1), which is interpreted as “Agree.” This finding suggests that teachers recognize the program’s contribution to reinforcing essential phonics skills. According to some research, systematic phonics instruction is foundational to early literacy development. Studies on phonics-based interventions, such as the Noorani Qaida approach, demonstrate significant improvements in young learners’ foundational language and sound recognition skills when explicit letter–sound instruction is applied (Ali & Buobaid, 2024). Similarly, teacher perceptions of phonics-based educational interventions indicate that structured sound instruction strengthens decoding skills and early reading acquisition (Rosal et al., 2022). International research further confirms that systematic, context-based phonics instruction improves learners’ ability to grasp foundational reading concepts (Scull & Lyons, 2024).

Closely following were Statement 1: “My learners accurately identify all uppercase letters.” (Mean = 3.12, Rank 2.5) and Statement 8: “My learners show steady improvement in letter–sound mastery each grading period.” (Mean = 3.12, Rank 2.5), both interpreted as “Agree.” These results suggest consistent learner progress in basic letter recognition and gradual mastery of sound–symbol relationships. Research conducted post-pandemic in Malaysia found that targeted phonics instruction significantly improved children’s letter–sound identification skills, especially when reinforcement was provided consistently over time (Francis & Lee, 2025). Likewise, studies in Ecuador demonstrate that phonics–focused instruction strengthens letter recognition and early decoding skills among young learners (Herrera, 2023). EdTech-supported foundational literacy interventions also show that consistent, repetitive exposure to letter–sound activities enhance retention and incremental progress (Bang & Siebert-Evenstone, 2024; Lurvink & Pitchford, 2023).

On the other hand, the lowest mean was recorded in Statement 9, “My learners recognize letters and sounds in unfamiliar words” (M = 3.01, Rank 10), although it remained within the “Agree” category. While the result indicates that learners have developed foundational letter–sound skills, it also suggests difficulty in transferring these skills to unfamiliar reading contexts. This finding reflects a common challenge in early literacy instruction wherein learners may successfully identify isolated letters and sounds but struggle to generalize such knowledge to novel words requiring higher levels of phonemic awareness and decoding automaticity. According to Scull and Lyons (2024), the transition from letter–sound recognition to independent word decoding requires extensive practice, repeated exposure, and opportunities to apply phonics skills in authentic reading situations. The relatively lower rating may therefore indicate that ALPABASA implementation is more effective in developing foundational recognition skills than in promoting flexible application of these skills to unfamiliar texts. This highlights the need for increased opportunities for guided decoding, contextualized reading activities, and differentiated scaffolding to strengthen learners’ transfer of phonics knowledge. Similarly, studies on sound-based primary literacy teaching highlight that learners frequently struggle with applying isolated sound knowledge to novel word decoding without sufficient practice and scaffolding (Sağırılı & Atik, 2022).

The second lowest mean was found in Statement 5: “My learners distinguish between similar-sounding consonants (e.g., b/d, p/f).” (Mean = 3.03, Rank 9), also interpreted as “Agree.” This may be attributed to the linguistic complexity associated with phonemic discrimination, particularly among beginning readers who are still developing auditory processing and phonological awareness skills. In multilingual contexts such as the Philippines, learners are often exposed to multiple language systems, which may contribute to sound confusions and interfere with accurate phoneme discrimination. The finding suggests the need for more intensive multisensory phonics activities and repeated auditory discrimination exercises to strengthen learners’ ability to differentiate similar sounds. This suggests that phonemic discrimination of visually or auditorily similar sounds requires further instructional emphasis. Research on teachers’ pedagogical content knowledge in early reading instruction indicates that distinguishing similar consonants is a common difficulty among beginning readers, particularly in multilingual or resource-constrained contexts (Ngema, 2023). International findings likewise confirm that sound confusion and reversals are persistent challenges in early literacy development and require explicit, repeated discrimination exercises (Sağırılı & Atik, 2022).

The overall weighted mean of 3.08, interpreted as “Agree,” suggests that teachers observe meaningful improvements in learners’ mastery of letter–sound relationships, although continued reinforcement is necessary. However, higher-order phonemic skills, particularly sound discrimination and application to unfamiliar words, require sustained practice and strategic scaffolding to ensure deeper mastery and effective transfer of learning.

Syllable and Word Blending

Table 10 shows the mean and descriptive equivalent of the teachers’ perceived effectiveness and outcomes of the ALPABASA Reading Program in terms of syllable and word blending.

Table 10. Mean and Descriptive Equivalent of the Teachers’ Perceived Effectiveness and Outcomes of the ALPABASA Reading Program in Terms of Syllable and Word Blending

Statement	Mean	Descriptive Equivalent	Rank
1. My learners combine consonant and vowel sounds to form simple syllables (e.g., ba, ka).	3.21	Agree	1
2. My learners blend two-syllable words with accuracy.	3.10	Agree	2
3. My learners decode unfamiliar syllables independently.	2.94	Agree	8.5
4. My learners segment and re-blend words when prompted.	2.99	Agree	7
5. My learners correctly pronounce syllables with common digraphs (e.g., ng, sh).	2.91	Agree	10
6. My learners show increased speed in blending syllables into words	3.02	Agree	5.5
7. My learners can apply blending skills during oral reading tasks.	3.03	Agree	4
8. My learner master syllable blending.	3.02	Agree	5.5
9. My learners show improved spelling of syllable-based words.	2.94	Agree	8.5
10. My learners enhance their ability to blend syllables into words through the ALPABASA program.	3.04	Agree	3
Weighted Mean	3.02	Agree	

The highest mean was obtained by Statement 1: “My learners combine consonant and vowel sounds to form simple syllables (e.g., ba, ka).” (Mean = 3.21, Rank 1), which is interpreted as “Agree.” This finding implies that learners are able to perform basic consonant-vowel blending with relative success, indicating that foundational decoding skills are being established. The second highest mean was recorded in Statement 2: “My learners blend two-syllable words with accuracy.” (Mean = 3.10, Rank 2), also interpreted as “Agree.” This suggests that learners are progressing beyond simple syllables and are beginning to accurately blend more complex word structures.

On the other hand, the lowest mean was obtained by Statement 5, “*My learners correctly pronounce syllables with common digraphs (e.g., ng, sh)*” (M = 2.91, Rank 10). Although still interpreted as “Agree,” this finding suggests that learners experience greater difficulty when blending and pronouncing more complex phonological units. Unlike simple consonant-vowel combinations, digraphs require learners to recognize multiple letters representing a single sound pattern, a skill that develops gradually through repeated exposure and explicit instruction. The lower rating may indicate that learners have not yet achieved sufficient automaticity in processing these more advanced sound combinations. This finding underscores the importance of providing additional targeted exercises on digraph recognition and pronunciation within ALPABASA sessions.

The second lowest means were observed in Statement 3: “My learners decode unfamiliar syllables independently.” (Mean = 2.94, Rank 8.5) and Statement 9: “My learners show improved spelling of syllable-based words.” (Mean = 2.94, Rank 8.5), both interpreted as “Agree.” These findings suggest that independent decoding and spelling applications may still be emerging skills, particularly when learners are confronted with unfamiliar or less practiced word patterns.

Likewise, the relatively low ratings for independent decoding of unfamiliar syllables and spelling of syllable-based words suggest that learners are still transitioning from guided practice to independent application. This pattern indicates that while learners can perform blending tasks with teacher support, independent transfer of these skills remains a developing competency. Such findings emphasize the need for gradual release of responsibility strategies and increased opportunities for independent reading and writing activities.

The computed weighted mean of 3.02, interpreted as “Agree,” suggests that while learners demonstrate progress in syllable and word blending, mastery may still be developing and requires continued reinforcement. The findings reveal that the ALPABASA Reading Program is perceived to effectively support learners’ basic syllable and word blending skills. However, more complex blending tasks—such as handling digraphs, independent decoding, and spelling application—may require additional targeted instruction to achieve higher levels of proficiency.

Reading Fluency

Table 11 shows the summary of the weighted mean and descriptive equivalent of the teachers’ perceived effectiveness and outcomes of the ALPABASA Reading Program in terms of reading fluency.

Table 11. Mean and Descriptive Equivalent of the Teachers’ Perceived Effectiveness and Outcomes of the ALPABASA Reading Program in Terms of Reading Fluency

Statement	Mean	Descriptive Equivalent	Rank
1. My learners’ words-per-minute scores have increased since the ALPABASA program was implemented.	3.10	Agree	2
2. My learners read grade-level passages with fewer decoding errors.	2.99	Agree	6
3. My learners use proper phrasing and intonation while reading aloud.	2.89	Agree	10
4. My learners have improved their fluency thru repeated reading activities.	3.08	Agree	3
5. My learners read familiar texts smoothly without finger-pointing.	2.98	Agree	7
6. My learners demonstrate improved automatic recognition of high-frequency words.	2.92	Agree	9
7. My learners self-correct when misreading a word.	2.93	Agree	8
8. My learners show fluency gains across all subject areas, not just Filipino or English.	3.02	Agree	5
9. My learners exhibit greater confidence during oral reading.	3.07	Agree	4
10. My learners significantly improve their overall reading fluency through the ALPABASA program.	3.13	Agree	1
Weighted Mean	3.01	Agree	

The highest mean was obtained by Statement 10: “My learners significantly improve their overall reading fluency through the ALPABASA program.” (Mean = 3.13, Rank 1), interpreted as “Agree.” This suggests that teachers recognize the program’s overall contribution to strengthening learners’ fluency skills. This finding is supported by research showing that structured and systematic reading programs significantly enhance oral

reading fluency and overall literacy development (Ismail, 2024; Lane et al., 2025). In the Philippine context, evaluations of national and school-based reading initiatives demonstrate measurable improvements in fluency when learners are exposed to consistent, guided reading practice (Bete, 2025; Sales, 2024). Moreover, curriculum assessments emphasize that fluency development is a critical bridge between decoding and comprehension (Abejuela et al., 2023).

Closely following is Statement 1: “My learners’ words-per-minute scores have increased since the ALPABASA program was implemented.” (Mean = 3.10, Rank 2), indicating measurable gains in reading rate. Words-per-minute growth is widely recognized as a reliable indicator of reading fluency and efficiency. Studies show that improvements in decoding accuracy and phonological awareness contribute directly to increased reading speed (Nkurunziza, 2024). Research on synthetic phonics and syllable-based reading approaches further demonstrates that systematic blending and decoding practice enhances reading rate and automaticity (Wahyuni, 2022; Sureni & Muthi, 2025; Nurafni et al., 2025). These findings validate the observed gains in reading speed among learners participating in the ALPABASA reading program.

On the other hand, the lowest-rated indicator was Statement 3, “My learners use proper phrasing and intonation while reading aloud” (M = 2.89, Rank 10). This finding suggests that although learners are demonstrating improvements in decoding and reading rate, expressive reading skills remain less developed. Reading fluency involves not only accuracy and speed but also prosody, which requires learners to apply appropriate phrasing, intonation, and expression while reading. Unlike basic decoding skills, prosodic reading demands the integration of word recognition, comprehension, and syntactic awareness. Because the ALPABASA Reading Program primarily emphasizes foundational literacy skills such as letter–sound recognition, blending, and word decoding, improvements in expressive reading may develop more gradually than gains in basic reading accuracy. Consequently, learners may be able to read words correctly but still encounter difficulty in reading with natural expression and proper phrasing. This finding is supported by Mohamed (2025), who asserted that prosodic reading develops at a slower pace than decoding because it requires learners to process meaning and language structures simultaneously. Similarly, D’Agostino et al. (2025) emphasized that expressive reading is a higher-order component of fluency that typically emerges after learners have achieved automaticity in word recognition. Therefore, the relatively lower rating of this indicator highlights the need to supplement foundational reading instruction with activities that promote oral reading practice, repeated reading, and comprehension-based fluency development.

The second lowest mean was found in Statement 6: “My learners demonstrate improved automatic recognition of high-frequency words.” (Mean = 2.92, Rank 9). This indicates that automaticity in recognizing common words, an essential element of advanced fluency, is still developing. Research confirms that automatic recognition of high-frequency words is achieved through repeated exposure and structured phonics reinforcement (Lane et al., 2025; Nkurunziza, 2024). Furthermore, phonological awareness interventions have been shown to gradually enhance automatic decoding and self-monitoring abilities (Terzioğlu & Sazak, 2024). However, such skills require sustained instructional support before full mastery is observed.

The computed weighted mean of 3.01, interpreted as “Agree,” suggests that teachers observe noticeable and meaningful gains in reading fluency, though improvements remain progressive rather than fully established. Nevertheless, higher-level fluency skills, particularly expressive reading, automatic word recognition, and refined self-monitoring, require continued, targeted instruction to achieve stronger and more comprehensive fluency outcomes.

Learner Motivation

Table 12 shows the mean and descriptive equivalent of the teachers’ perceived effectiveness and outcomes of the ALPABASA Reading Program in terms of learner motivation.

The highest mean was obtained by Statement 7: “My learners actively participate in group reading games or activities.” (Mean = 3.30, Rank 1), interpreted as “Strongly Agree.” This indicates strong learner engagement during collaborative and interactive reading tasks. A meta-analysis on reading motivation interventions supports this finding, confirming that structured, engaging activities significantly increase students’

participation and interest in reading (Sande et al., 2023). Similarly, school-based motivational reading programs demonstrate that combining cognitive instruction with motivational components increases engagement, especially among at-risk learners (McBreen & Savage, 2023). Community-based reading aloud initiatives also show that interactive and participatory reading activities foster enthusiasm and sustained involvement (Mumtaziah et al., 2023).

Table 12. Mean and Descriptive Equivalent of the Teachers’ Perceived Effectiveness and Outcomes of the ALPABASA Reading Program in Terms of Learner Motivation

Statement	Mean	Descriptive Equivalent	Rank
1. My learners look forward to daily ALPABASA sessions.	3.21	Agree	6
2. My learners voluntarily choose reading activities during free time.	3.14	Agree	8
3. My learners show higher attendance on days with ALPABASA reading sessions.	3.10	Agree	9.5
4. My learners express enjoyment when reading aloud to peers.	3.24	Agree	3.5
5. My learners show increased interest in reading at home, as reported by parents.	3.10	Agree	9.5
6. My learners are eager to take home ALPABASA reading materials.	3.20	Agree	7
7. My learners actively participate in group reading games or activities.	3.30	Strongly Agree	1
8. My learners display positive attitudes toward independent reading tasks.	3.28	Strongly Agree	2
9. My learners show pride when reaching new reading milestones.	3.22	Agree	5
10. My learners increase their motivation and enthusiasm for reading through the ALPABASA program.	3.24	Agree	3.5
Weighted Mean	3.20	Agree	

The second highest mean was recorded in Statement 8: “My learners display positive attitudes toward independent reading tasks.” (Mean = 3.28, Rank 2), also interpreted as “Strongly Agree.” This suggests that the ALPABASA reading program cultivates favorable dispositions toward independent reading. This finding aligns with research indicating that fostering intrinsic motivation and positive reading attitudes is essential for long-term literacy development (Kheang et al., 2024). Studies on extensive reading programs reveal that providing learners with structured yet self-directed reading opportunities significantly enhances motivation and reading persistence (Permatasari & Wienanda, 2023; Rahman & Mohamad, 2023). Moreover, the Gradual Release of Responsibility (GRR) model demonstrates that guided independence strengthens learner autonomy and confidence in reading tasks (Wahyuni et al., 2025).

On the other hand, the lowest means were recorded in Statement 3, “My learners show higher attendance on days with ALPABASA reading sessions” (M = 3.10, Rank 9.5), and Statement 5, “My learners show increased interest in reading at home, as reported by parents” (M = 3.10, Rank 9.5), both interpreted as “Agree.” Although these findings indicate positive learner motivation, they suggest that the influence of the ALPABASA Reading Program may be stronger within the classroom than in home and attendance-related contexts. Attendance behavior and home-based reading engagement are often influenced by factors beyond the school’s control, including family circumstances, socioeconomic conditions, parental literacy practices, and access to reading materials. Olifant et al. (2023) emphasized that limited educational resources and

socioeconomic challenges can reduce learners’ opportunities to engage in reading activities outside the classroom. Similarly, Ntshangase (2023) noted that environmental and contextual barriers may hinder the consistent reinforcement of reading habits at home, even when learners demonstrate positive attitudes toward reading in school. Furthermore, McGeown et al. (2025) argued that while classroom-based motivational interventions can effectively increase learner engagement, sustaining this motivation beyond the school setting requires active family participation and support. In the Philippine context, Magtalas, Quemado, and De Guzman (2017) found that parental involvement and home literacy practices significantly contribute to the development of emergent literacy skills among young learners. Likewise, Juan and Magtalas (2026) reported that the availability of reading materials and the extent of home literacy promotion positively influence children’s literacy development and reading interest. Taken together, these findings suggest that while the ALPABASA Reading Program effectively promotes learner motivation in the classroom, its impact can be further enhanced through stronger home–school partnerships, increased parental engagement, and improved access to reading resources in the home environment.

The computed weighted mean of 3.20, interpreted as “Agree,” suggests that the program generally fosters positive motivation and enthusiasm for reading. The findings imply that the ALPABASA Reading Program effectively promotes active engagement and positive reading attitudes within the classroom. Nevertheless, extending this motivation to home settings and voluntary reading behaviors may require additional strategies, such as structured parent involvement, access to diverse reading materials, and community-based literacy reinforcement, to strengthen learners’ sustained reading habits and intrinsic motivation.

Comparative Reading Outcomes

Table 13 shows the mean and descriptive equivalent of the teachers’ perceived effectiveness and outcomes of the ALPABASA Reading Program in terms of comparative reading outcomes.

Table 13. Mean and Descriptive Equivalent of the Teachers’ Perceived Effectiveness and Outcomes of the ALPABASA Reading Program in Terms of Comparative Reading Outcomes

Statement	Mean	Descriptive Equivalent	Rank
1. My learners’ reading comprehension levels surpass those from previous reading programs.	3.12	Agree	7
2. My learners show a reduction in non-reader cases compared to pre-implementation data.	3.13	Agree	6
3. My learners perform better in division or regional reading assessments.	3.04	Agree	10
4. My learners show faster improvement compared to previous reading interventions.	3.19	Agree	2.5
5. My learners show stronger reading progress than in previous school years, as observed by parents.	3.20	Agree	1
6. My learners transition to grade-level reading more quickly.	3.17	Agree	5
7. My learners retain reading skills more effectively than before.	3.19	Agree	2.5
8. My learners’ outcomes meet or exceed national Early Grade Reading Assessment (EGRA) targets.	3.10	Agree	8

9. My learners show fewer cases of reading regression during school breaks.	3.07	Agree	9
10. My learners achieve superior reading outcomes through the ALPABASA program compared with prior methods.	3.18	Agree	4
Weighted Mean	3.14	Agree	

Teachers’ perceived effectiveness and outcomes of the ALPABASA Reading Program in terms of learner motivation is Agree (overall weighted mean = 3.20), with the highest ratings in learners’ active participation in group reading games (M = 3.30) and positive attitudes toward independent reading tasks (M = 3.28), both interpreted as “Strongly Agree,” but relatively lower ratings in improved attendance during ALPABASA sessions (M = 3.10) and increased interest in reading at home (M = 3.10), indicating strong classroom-based engagement with opportunities to strengthen home and attendance-related motivation.

Closely following were Statement 4: “My learners show faster improvement compared to previous reading interventions.” (Mean = 3.19, Rank 2.5) and Statement 7: “My learners retain reading skills more effectively than before.” (Mean = 3.19, Rank 2.5), both interpreted as “Agree.” These results imply quicker skill acquisition and improved retention. Research on early language interventions in the Philippines confirms that structured, phonics-based, and scaffolded reading programs enhance both the speed of skill acquisition and the retention of literacy competencies (Mejala, 2024; Pornobi, 2024). Moreover, experiences from tutoring and supplemental literacy initiatives such as Tara, Basa! highlight that consistent guided practice improves learners’ retention and confidence in reading tasks (Eden et al., 2025). International and local analyses of literacy reforms also emphasize that well-structured programs contribute to sustainable reading gains when implementation is consistent (Lumbantoruan & Ditasona, 2021).

On the other hand, the lowest mean was recorded in Statement 3: “My learners perform better in division or regional reading assessments.” (Mean = 3.04, Rank 10), interpreted as “Agree.” This indicates that while classroom-level improvements are visible, gains in large-scale or standardized assessments may not yet be strongly pronounced. Research analyzing Filipino students’ reading proficiency highlights persistent challenges in national and international benchmarks, suggesting that classroom improvements do not always immediately translate to large-scale assessment performance (Bernardo & Mante-Estacio, 2023; Idulog et al., 2023). Similarly, national literacy reports emphasize systemic challenges that influence performance in broader assessments despite localized program gains (Gatcho et al., 2024). This may explain why improvements are perceived more clearly at the classroom level than in division-wide metrics.

The second lowest mean was found in Statement 9: “My learners show fewer cases of reading regression during school breaks.” (Mean = 3.07, Rank 9), also interpreted as “Agree.” This suggests that sustaining gains across interruptions such as school breaks remains a challenge. Studies on remedial reading indicate that without continuous exposure and reinforcement, learners may experience regression, particularly in resource-constrained settings (Siwagan & Ubayubay, 2025). Research on literacy classroom practices further emphasizes that sustained reading engagement beyond structured school programs is crucial to prevent skill loss (Apiles, 2025; Gulmayo & Subillaga, 2025).

The computed weighted mean of 3.14, interpreted as “Agree,” indicates that teachers observe noticeable improvements in learners’ reading performance compared to previous programs, though the gains may be moderate rather than transformative. The findings suggest that while ALPABASA demonstrates comparative advantages over previous interventions, strengthening long-term retention strategies and alignment with large-scale assessment standards would further maximize its overall effectiveness and impact.

Summary of the Teachers’ Perceived Effectiveness and Outcomes of the ALPABASA Reading Program

Table 14 shows the summary of the weighted mean and descriptive equivalent of the teachers’ perceived effectiveness and outcomes of the ALPABASA Reading Program.

Table 14. Summary of the Weighted Mean and Descriptive Equivalent of the Teachers’ Perceived Effectiveness and Outcomes of the ALPABASA Reading Program

Perceived Effectiveness and Outcomes of the ALPABASA Reading Program	Mean	Descriptive Equivalent	Rank
1. Letter–Sound Knowledge	3.08	Agree	3
2. Syllable and Word Blending	3.02	Agree	4
3. Reading Fluency	3.01	Agree	5
4. Learner Motivation	3.20	Agree	1
5. Comparative Reading Outcomes	3.14	Agree	2
Overall Weighted Mean	3.09	Agree	

Among the five dimensions, Learner Motivation obtained the highest mean (Mean = 3.20, Rank 1). This finding is supported by both local and international research showing that learner engagement is a critical foundation for reading development. Studies on reading classrooms in the Philippines show that structured, supportive literacy environments significantly increase students’ interest and active participation in reading (Apiles, 2025). Similarly, evaluations of tutoring and supplemental reading initiatives, such as the Tara, Basa! program, demonstrate that increased engagement and positive attitudes toward reading are key indicators of early literacy success (Eden et al., 2025). International meta-analyses of reading interventions further confirm that motivational components embedded within literacy programs significantly enhance reading engagement and persistence (Ismail, 2024).

This is followed by Comparative Reading Outcomes (Mean = 3.14, Rank 2), suggesting that teachers perceive the ALPABASA reading program as producing better results than previous programs. Research on structured reading interventions in Philippine elementary schools reports measurable improvements in Phil-IRI performance and early-grade literacy outcomes compared with earlier instructional approaches (Gagno, 2022; Mejala, 2024). National analyses also found that targeted literacy reforms can yield incremental but meaningful improvements in reading proficiency (Bete, 2025; Gatcho et al., 2024). However, broader analyses of Filipino students’ reading abilities reveal that while school-level interventions contribute positively, systemic literacy challenges persist, which may explain why gains are perceived as moderate rather than exceptional (Idulog et al., 2023; Librea et al., 2023).

In terms of foundational skills, Letter–Sound Knowledge (Mean = 3.08), Syllable and Word Blending (Mean = 3.02), and Reading Fluency (Mean = 3.01) were all interpreted as “Agree.” These findings suggest steady development of core decoding and fluency skills. Research consistently supports the effectiveness of phonics-based and syllable-focused instruction in strengthening early reading skills (Pornobi, 2024; Mejala, 2024). International evidence further indicates that systematic foundational reading programs significantly improve decoding and fluency outcomes, especially when implemented with fidelity (Ismail, 2024; Safeek et al., 2023). Nonetheless, studies on remedial reading challenges in Philippine contexts emphasize that blending, fluency, and higher-order comprehension skills require sustained instructional reinforcement to achieve full mastery (Siwagan & Ubayubay, 2025). Additionally, curriculum assessments highlight that while decoding skills may improve, translating these gains into higher-level proficiency requires integrated strategies such as metacognitive skill development (Bernardo & Mante-Estacio, 2023; Divinagracia, 2023).

The overall weighted mean of 3.09, interpreted as “Agree,” suggests that while the program demonstrates positive impacts across motivational and skill-based domains, the level of effectiveness remains developmental. The findings indicate that the ALPABASA Reading Program is perceived as generally effective, particularly in enhancing learner motivation and comparative progress. However, consistent with the

literature, further strengthening of technical reading skills, such as blending accuracy, fluency automaticity, and higher-order comprehension, would help achieve stronger mastery and long-term literacy growth.

1. Test of Significant Relationship Between Teachers’ Perceived Level of Implementation and Perceived Effectiveness and Outcomes of the ALPABASA Reading Program

Table 15 presents the result of the Spearman Rho to test whether there is a significant relationship between teachers’ perceived level of implementation and perceived effectiveness and outcomes of the ALPABASA Reading Program.

Table 15. Spearman Rho to Test the Significant Relationship Between Teachers’ Perceived Level of Implementation and Perceived Effectiveness and Outcomes of the ALPABASA Reading Program

Spearman's Rho		Program Effectiveness and Outcomes	Interpretation
Level of Implementation of the Program	Correlation Coefficient	.661**	Moderate Positive Significant Relationship
	Sig. (2-tailed)	.000	
	N	90	
** . Correlation is significant at the 0.01 level (2-tailed).			

Table 15 presents the result of the Spearman Rho to test whether there is a significant relationship between teachers’ perceived level of implementation and perceived effectiveness and outcomes of the ALPABASA Reading Program.

The findings reveal a statistically significant moderate positive relationship between teachers’ perceived level of implementation and perceived effectiveness and outcomes of the ALPABASA Reading Program ($\rho = .661$, $p = .000$). Since the p-value is less than 0.01, the relationship is significant at the 0.01 level (2-tailed). The correlation coefficient of .661 indicates that as teachers’ perceived level of implementation increases, their perceived effectiveness and outcomes of the program also tend to increase. This suggests that stronger implementation practices, such as enhanced teacher knowledge and capacity, effective utilization of instructional materials, consistent fidelity, and systematic monitoring, are associated with more positive perceptions of literacy gains, learner motivation, and comparative reading outcomes.

This finding is supported by both local and international studies showing that the quality of implementation significantly influences program outcomes. In the Philippine context, Albuero et al. (2025) reported that stronger curriculum implementation under the MATATAG framework was significantly associated with improved learner development outcomes. Similarly, Prado and Asparin (2025) found that teachers’ perceptions of curriculum effectiveness were closely linked to how well implementation structures were executed and supported at the school level.

International research likewise suggests the importance of fidelity and teacher engagement in implementation. Clayback et al. (2022) demonstrated that teachers’ beliefs and experiences related to curriculum fidelity significantly predicted program effectiveness in early childhood education. Hunter et al. (2022) further showed that higher-quality implementation of school readiness programs resulted in stronger gains in children’s developmental outcomes. In literacy-focused interventions, Philippakos et al. (2025) emphasized that consistent and structured implementation of reading strategies significantly enhanced students’ literacy achievement. Moreover, Schieber et al. (2023) underscored that maintaining program fidelity across contexts is essential to preserving and sustaining program impact over time.

Thus, the statistically significant, moderate positive correlation indicates a well-established principle in educational research: effective and faithful implementation is a critical determinant of program success. The

stronger the implementation practices observed by teachers, the higher the perceived effectiveness and literacy-related outcomes of the ALPABASA Reading Program.

CONCLUSION

Findings revealed that the teacher-implementers were predominantly female, relatively young adults, Bachelor's Degree holders with Master's units, in the early to mid-phase of their teaching careers, and had attended an average of two reading-related trainings, suggesting moderate exposure to professional development opportunities in literacy instruction. The results further showed that the implementation of the ALPABASA Reading Program was generally perceived as strong, particularly in terms of teachers' knowledge and capacity, instructional materials and resources, implementation fidelity and frequency, and monitoring, supervision, and evaluation. However, budget and logistical support, as well as stakeholder support and involvement, obtained relatively lower assessments, indicating the need to strengthen financial sustainability and external collaboration mechanisms to support long-term program implementation.

With regard to program effectiveness and outcomes, the ALPABASA Reading Program was generally perceived as effective in improving learners' reading development. The highest gains were observed in learner motivation and comparative reading outcomes, while improvements in letter-sound knowledge, syllable and word blending, and reading fluency were also evident. Nevertheless, findings suggest the continuing need to strengthen higher-level decoding skills, automaticity, and long-term retention of literacy competencies among learners. Statistical analyses further revealed significant differences in the perceived level of implementation when grouped according to sex and age in selected dimensions, while no significant differences were found based on highest educational attainment and years in service. Training exposure significantly influenced teachers' knowledge and capacity, highlighting the importance of continuous professional development. Likewise, significant differences in perceived program effectiveness were observed only in teachers' knowledge and capacity and instructional materials and resources when grouped according to highest educational attainment, suggesting that advanced academic preparation influences instructional competence and utilization of learning materials.

Moreover, the study established a statistically significant, moderate, positive relationship between the perceived level of implementation and the perceived effectiveness of the ALPABASA Reading Program. This indicates that stronger and more consistent implementation practices are associated with improved literacy outcomes, particularly in learner motivation and letter-sound knowledge. Based on these findings, a Comprehensive Enhancement Plan was proposed to strengthen financial support systems, stakeholder engagement, instructional quality, differentiated professional development, and implementation fidelity to ensure the sustainability and continued effectiveness of the ALPABASA Reading Program.

Based on the findings and conclusions of the study, several recommendations are proposed to enhance the implementation and effectiveness of the ALPABASA Reading Program. School administrators and community partners are encouraged to strengthen budget allocation, institutionalize sustainable funding mechanisms, and establish stronger stakeholder partnerships to improve financial and logistical support for the program. Teacher-implementers are likewise encouraged to intensify targeted instructional interventions, including structured phonics reinforcement, guided blending activities, fluency drills, and retention-focused exercises, to further improve learners' decoding skills, automaticity, and long-term literacy retention while sustaining gains in learner motivation and reading performance.

Reading program coordinators and school administrators may also provide differentiated professional development activities, such as mentoring programs, collaborative learning sessions, coaching, and age-responsive capacity-building initiatives, to address variations in teachers' perceptions and implementation practices. Targeted support mechanisms may particularly focus on improving teachers' knowledge and capacity, instructional material utilization, implementation fidelity, monitoring and evaluation processes, and stakeholder engagement. In addition, teacher-implementers are encouraged to pursue advanced studies and specialized training in literacy instruction to further strengthen instructional competence and effective classroom implementation of the ALPABASA program.

Furthermore, school administrators and reading coordinators may ensure continuous monitoring, supervision, and coaching to maintain implementation fidelity and consistency across schools. The proposed Comprehensive Enhancement Plan may be collaboratively implemented by school administrators, teacher-implementers, the Schools Division Office, PTA officers, local government units, and community partners to support sustainable program delivery and improved literacy outcomes. Finally, future researchers are encouraged to expand the scope of the study by including larger and more diverse samples, integrating objective learner performance data, employing mixed-method or experimental research designs, and conducting longitudinal investigations to further examine the long-term effectiveness and sustainability of the ALPABASA Reading Program.

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