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SUPPORTING HOLISTIC IMPROVEMENT AND NURTURING ENGAGEMENT IN READING (SHINE) AS READING INTERVENTION FOR STRUGGLING READERS IN A SELECTED SECONDARY HIGH SCHOOL

Septimo, Ma. Aura A.
Researcher, Manuel S. Enverga University Foundation, Lucena City, Quezon Province, Philippines
Teacher, Lucena Dalahican National High School, Lucena City, Quezon Province, Philippines

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ABSTRACT

This study aimed to assess the school-based reading program in a selected secondary high school to develop and enhance reading materials for the benefit of Grade 7 struggling readers. The study utilized qualitative and quantitative methods to assess the SHINE reading program and its impact on the learners. There were five teachers who served as subjects of the study for the interview while 50 students took the pre-test and post-test in reading. Weighted mean, z-test, and thematic analysis were used in analyzing the data. Results revealed that the SHINE reading program was both helpful and effective with positive impact on the learners. Additionally, the reading program implemented in the research locate showed beneficial effects on student development. However, factors such as assessment techniques need to be revisited. It is recommended that the teachers conduct continuous assessments and closely monitor students' reading abilities and comprehension closely. Moreover, increased parent-teacher involvement is essential to better track and support the students' progress.

KEYWORDS: *Assessment, Intervention Program, Reading, Reading Program, Struggling Readers*

INTRODUCTION

Reading requires the use of eyes to see and perceived written symbols to identify meaning from the relayed data. Lyon (2013) defines reading as a fundamental process a learner shall be adept with to acquire current learning. Juel (2012) opined that as a process, reading extracts meaning from written symbols to put information in the form of codes to derive meaning into an understanding of complex ideas. The ability to perceive a written word is one way of catching attention, thus widening learners' ability to comprehend a text is a must.

Ditona and Rico (2021) said that academic learning in basic education is built on reading. Hence, it serves as the central subject of interest in the basic education program. The students should think and read critically whenever they are at school to practice their minds. All teachers share the same goal for their students: they want them to succeed and excel in all areas. One way to fulfill this wish is by emphasizing literacy. To become literate, all students must fully develop their reading skills. Students learn to read at different rates and require varying amounts of guidance to develop their reading capabilities. Some students require little to no help, while others need additional support to learn how to read. Hence, schools should have a reading program in place to assist struggling students (Roe et al., 2017).

Effective use of research-based reading programs to bridge the reading gap for struggling readers is significant in the field of education as reading skills are foundational building blocks at this age. The earlier students with low reading skills receive interventions, the greater the impact on their reading abilities. Knowing how to read words is of little value if the student is unable to construct meaning from the text. If schools can provide what the students need, there will be more success for everyone involved. However, most of the studies conducted were focused on struggling readers in the primary grades, and studies techniques used with older struggling readers, Grade 7 and upward, have typically shown less success in bringing struggling readers' achievement up to grade level, but that may be a result of the size of the gap in a reading achievement these older readers experience. In the early grades, it is rare that a struggling reader is more than a year behind. But by Grade 7, one or two-year lags are common. In this case, it usually requires several years to catch up with these struggling readers even if the reading acquisition rate can be tripled. This potential problem is the best reason for considering an effective reading program designed for Grade 7 struggling readers in the school.

Treptow et al. (2013) examined the effects of reading activities on students towards their reading proficiency level. She further explained that it is important to examine the level of the readers to help the teachers in providing intervention plans. These intervention programs will help enhance the students' involvement in reading, provide remediation, and improve their current level.

According to Cleveland (2017), the implications for students reading below grade level by fourth grade are daunting. In a nation where far too many elementary school children are dropping below grade level by the start of fourth grade, they are four times less likely to graduate on time than their grade level peers, a startling statistic that shows the weight that early education carries on a child's future success. Students usually spend grades one through three learning the alphabet, letter sounds, word combinations, and other basic reading skills. However, once students enter grade

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school, their focus shifts from learning to reading to learn. And the basic reading skills become vital for continuing learning in other subjects, like math and science. Without these foundational skills, students are unable to keep up with their peers and continue to fall farther and farther behind.

Learning to read is probably one of the most important skills that children obtain. Children need to learn to read so they can learn about different subjects and be able to function well in society. Unfortunately, every day in the United States, 3,000 students drop out of school, and they are mostly poor readers. According to the Alliance for Excellent Education (2003), one significant risk factor for dropping out of school is reading achievement level. Students with below grade level reading skills are two times as likely to drop out of school as those who can read on or above grade level.

In the Philippines, it was mentioned by Cabasan (2011) that reading, as one of the basic skills should be emphasized since "nobody could translate one's vision of a nation free from illiteracy without the basic skill" (p. 5). His assessment on the reading proficiency levels of the pupils revealed that if children belong to the frustration level, those in public schools are found to be weak to withstand the challenges in the 21st century.

Developing strong reading skills in students is one of the key goals of education. In the study of Linane (2014), 2 out of 3 students struggle in identifying ideas or themes when they read. Findings reflected that the struggles of students when reading affect proficiency when they read. In Asia, Jaua (2017) identified the causes, including poor construction of sentences, pronouncing of words, and understanding of what has been read. Until this word-level reading is mastered, most effort is exerted in simply decoding words, and insufficient attention can be given to making meaning of these words identified, which are problems encountered during the reading process.

The effective use of reading programs to bridge the reading gap between advantaged and disadvantaged children is one of the most important pedagogical and policy issues in the field of primary education in the U.S. and other developed countries (National Reading Panel, 2000). It is believed that children who succeed in becoming fluent, strategic and joyful readers have much better chances in achieving success in both school and life.

In addition to identifying critical periods for reading remediation, researchers have conducted basic research about how reading should be taught. The findings of how solutions are best created are highly consistent with the literature studies of the problems. Guidance from the National Reading Panel (2000) suggests that phonemic awareness, phonics, fluency, vocabulary and language comprehension are five key components of scientifically based reading instruction. Struggling readers especially need to increase their abilities in vocabulary language comprehension (Garret, 2012). Such studies have been influential in not only putting reading programs high on the top priority list of educators but also in deciding the content of reading programs.

Kahn (2017) reported that children's poor reading skills put them at a disadvantage for the rest of their schooling careers because once children progressed past the foundation phase in which they learn to read, the curriculum required them to read to learn, said Nic Spauli, a senior researcher in the economics department at the University of Stellenbosch. It also lays the foundation for children to drop out in their school careers as there is divergence between their reading ability and the demands of the curriculum.

In the Philippines, students must show mastery of basic reading skills before being promoted to the next grade level. The Department of Education (DepEd) introduced a school-based reading program to improve both teachers' and students' English reading skills after finding that many students were struggling with reading comprehension. In the specific area of research, secondary schools have implemented their individualized reading programs. However, it is disheartening to observe that, according to the results of the Philippine Informal Reading Inventory (Phil-IRI), Grade 7 pre-test for the school year 2023-2024, a significant 71% of students were still categorized under the frustration level in English reading proficiency.

Several existing intervention and remediation programs across all subject areas have been conducted to improve the students' academic performance. One of these is a reading program that caters and develops the students' reading skills. Project SHINE (Supporting Holistic Improvement and Nurturing Engagement) is a reading intervention program to the help struggling readers improve their literacy skills. It focuses on early identification of students who need support, providing them with structured reading sessions using level-appropriate materials. The program is carried out through the collaboration of teachers, SK officials, alumni, and community volunteers who serve as reading mentors. By creating an encouraging and supportive environment, Project SHINE aims to develop students reading skills while also promoting a lifelong love for reading and strengthening community involvement in education.

The implementation of Project SHINE begins with program planning and orientation involving school heads, reading coordinators and English Teachers. Struggling readers are identified through the administration of the Phil-IRI Pre-test at the beginning of the school year. Volunteers are then organized and trained to deliver structured reading sessions using appropriate materials. Regular reading activities are conducted, focusing on improving comprehension and vocabulary. Students' progress is monitored through formative assessments, with adjustments made as needed. At the end of the program, the Phil-IRI posttest is conducted to measure reading improvement, followed by a culminating activity to celebrate achievements. The focus group discussion is also held to gather feedback and plan for future enhancements of the program. Through strong collaboration among teachers, volunteers, and community stakeholders, Project SHINE creates a supportive learning environment that nurtures struggling readers. The program not only aims to improve literacy skills but also builds students' confidence, fosters a love for reading, and strengthens the spirit of community involvement in education.

Although there are several flagship programs and reading interventions being implemented, the results of the Phil-IRI, particularly the frustration level, are still prevalent. For the PHIL-IRI Pre-test for School Year 2024 - 2025, there were 440 Grade 7 students who were on the frustration level. The students' distressing reading abilities call for intensive reading innovations to help improve their skills. Schools are urged to work towards achieving their reading program goals for continuous improvement, as it is their foremost responsibility and accountability as part of the

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Department of Education. Recognizing this need, the present study assessed the reading materials of the SHINE reading program as basis for an enhanced reading program.

Purpose of the Research

This research aimed to assess the implemented school reading program at Lucena Dalahican National High School.

Specifically, it sought to answer the following questions:

1. What is the respondents' assessment of the school reading program in terms of:
   1.1. objectives?
   1.2. instructional strategies?
   1.3. assessment techniques?
   1.4. evaluation?
2. What are the identified reading difficulties of the students based on teachers' observation?
3. Is there a significant difference in reading ability of students before and after the SHINE reading program?
4. What are the challenges encountered during the implementation of SHINE reading program?

METHODOLOGY

Research Design/Research Instrument/Data Gathering Procedures

This study employed a descriptive method of research which is a fact-finding approach aimed at providing an adequate and accurate interpretation of findings. It focuses on describing what actually exists, such as current conditions, practices, situations, or phenomena. Since the present study was concerned with evaluating the SHINE reading program in a selected secondary high school, the descriptive method was deemed the most appropriate.

This study utilized a quantitative-qualitative approach. For the quantitative approach, a survey in the form of a questionnaire was developed to evaluate the school-based reading program. The questionnaire was validated by three experts—two Master Teachers who served as English Reading Program Coordinators and one Head Teacher in English. Necessary revisions were made to eliminate confusion and ambiguity before the final data collection. Following validation, the final draft of the questionnaire was prepared and administered.

In addition, the pre-experimental method was utilized through a pre-test and post-test design to measure students' reading performance before and after the implementation of the SHINE program, providing objective data on its impact.

For the qualitative approach, written interviews with the teacher-participants were conducted to personally evaluate the impact of the school-based reading program on learners. The interview guide questions consisted of a list of questions, topics, and issues that the researcher intended to explore during the interview. This qualitative method aimed to gain deeper understanding of the school-based reading program's effects on students, complementing the quantitative findings.

Prior to the survey, approval was sought from the School Head to conduct the study. Once approval was granted, the questionnaires were distributed to all the respondents in person. The respondents were guided and assisted in completing the questionnaires. They were instructed on the purpose of the study and assured about the confidentiality of their responses. Additionally, they were informed about the availability of the research results for their review. Prior to the retrieval of the questionnaire, a series of follow-up was done to address the issues and concerns which were raised by the respondents regarding the items in the instrument.

Data was collected with the assurance that respondents' identities would remain confidential. The questionnaire was divided into four parts which aimed to assess the school-based reading program in terms of objectives, instructional strategies, assessment technique, and evaluation. The first part dealt with the respondents' assessment of the objectives specified in their school-based reading program. The second part focused on the instructional strategies implemented by the reading teacher under the school-based reading program. The respondents rated each statement by putting a check mark on the space that corresponds to their answers. The third part covered the assessment techniques of the school-based reading program. Finally, the last part dealt with the assessment on the evaluation being adapted by the school-based reading program. This part of the data gathering instrument required the respondents to answer using the five-point Likert scale. The respondents chose their responses as follows: E – Excellent; VG - Very Good; G – Good; F – Fair; P – Poor.

Appropriate communication protocol was formulated for the data gathering procedure. The researcher asked for the approval of the higher authorities to conduct the administration of questionnaires in the field. Upon approval, the questionnaires were distributed and retrieved after weeks. The retrieved questionnaires were organized and collated and made ready for statistical treatment.

Meanwhile, for the interview, respondents were provided with informed consent forms. Additionally, they were guaranteed that any data collected will be kept confidential and were informed about the purpose of the study. The interview was conducted using evaluated interview questions with the participation of the respondents to determine the effectiveness of the school-based reading program on the learners.

The research incorporated interviews with the respondents to personally validate the impact of the school-based program on the students. Gathering the data allowed the researcher to gain more understanding of the study. The interviews with the respondents were vital as they furnished the necessary information on the teachers' perceptions of the impact of the school-based reading program on the students.

Subsequently, an analysis and verbal interpretation were presented. Furthermore, the study's findings aided in the improvement of the reading program for struggling readers in the selected secondary high school.

Respondents/Subjects of the Study

The respondents of the study were five English teachers from the selected Secondary High School. They were chosen based on specific criteria established for the study: 1) they must be reading teachers who had already administered the PHIL-IRI;
2) they must possess comprehensive knowledge of the SHINE reading program; and 3) they must be willing to participate as teacher-participants. After ensuring the criteria were met, the

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researcher visited the selected teachers and requested them to complete the written interview.

Before the actual distribution of the questionnaires to the targeted respondents, all the Grade 7 students were subjected to PHIL-IRI Assessment test to find out the reading level of each. The results revealed that out of 590 Grade 7 students, 50 of them were identified as frustration readers. In this study, these frustration readers were named struggling readers.

Thereby, the researcher distributed the questionnaire to 50 identified struggling readers of a selected secondary high school. It was crucial to maintain strict confidentiality to ensure that only the researcher has access to the names and responses of the respondents. The data did not include the names of the respondents. The researcher is the only person aware of the data linked to each respondent. All personally identifiable information was handled with utmost care and responsibility.

Sampling Design and Procedures

This research employed a purposive sampling procedure to select information-rich respondents, allowing for a comprehensive understanding of teachers' practices. Purposive sampling was utilized for the Grades 7 and 8 teachers from selected secondary high school as respondents based on the specific criteria. This approach not only broadened the researcher's understanding of the phenomenon but also enhanced the validity of the findings by increasing variance. By interviewing English teachers from the selected secondary high school, this study gained insights into the phenomenon across different contexts.

Research Locale/Study Site

This study was conducted in a selected secondary high school in Lucena City. The researcher's willingness to enhance the students' reading development through an improved reading program was the main reason for selecting the research locale. The performance of the students was detailed in terms of the different reading levels such as independent, instructional, and frustration. Even though the data shows that the reading has been implemented, there is still a high number of struggling readers. Acknowledging the significant percentage of frustrated readers in the Phil-IRI test, the researcher believed that it is necessary to evaluate the reading program in the school.

Hypothesis

Based on the sub-problems, the following hypothesis was made:
Ho1: There is no significant difference in the reading ability of students before and after the SHINE reading program.

Data Analysis Plan

There are five parts discussed in this study: 1) the assessment of the school-based program in terms of objectives, instructional strategies, assessment techniques, and evaluation; 2) the identified reading difficulties of the students; 3) the challenges encountered during the implementation of SHINE reading program; and 4) the significant difference in the reading ability of students before and after the SHINE reading program.

To address the assessment of the school-based reading program, the weighted mean was utilized. The formula is:
WM = TMV/N

Where: WM = Weighted Mean
TMV = Total Weighted Value
N = Number of respondents

The obtained Weighted Mean was analyzed and interpreted using a five-point Likert scale as follows:

Weighted Mean	Range of Weighted Mean	Verbal Description
5	4.21 - 5.00	Excellent
4	3.41 - 4.00	Very Good
3	2.61 - 3.40	Good
2	1.81 - 2.60	Fair
1	1.00 - 1.80	Poor

The fourth question was answered by using z-test to measure the significant difference between the performance of students before and after the reading program.
The formula is:

$$z = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

where:
$\overline{x_1}$= the mean of sample 1
s_1^2= the variance of sample 1
n_1= size if sample 1
$\overline{x_2}$= the mean of sample 2
s_2^2= the variance of sample 2
n_2= size of sample 2

On the other hand, for the interview part, thematic analysis was used. Braune and Clarke (2013) defined thematic analysis as a method of identifying, analyzing and reporting patterns within the data. In doing the thematic analysis of the interviews, the researcher followed six steps. During the first phase, the researcher familiarized herself with the data through audio recordings and notetaking and made preliminary ideas for codes. In phase 2, the researcher assigned codes to the data. A code is a brief description of what is being said in the interview. Once all the data have been coded, the next step was to collate all the sections of the interview to fit into each code. In phase 3, the researcher sorted the codes into themes. During phase 4, the researcher reviewed the themes that were identified during phase 3. During phase 5, the researcher defined and named each of the themes identified in the previous steps. In the last phase, the researcher wrote the results.

RESULTS AND DISCUSSION

This part presents the results of the data gathered. This is divided into three parts. The first part pertains to the assessment of the school-based reading program in terms of the objectives, instructional strategies, assessment techniques and evaluation. The second parts deals with the comparison of PHIL-IRI pre-test and post-test of Grade 7 struggling readers. The last part is comprised of the respondents' perception on the school-based reading program.

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Part I. Assessment of the School-Based Reading Program

Table 1

Respondents' Perception of the School-Based Reading Program in Terms of Objectives

Indicators	Mean	Verbal Interpretation
The reading program helps students develop their reading skills through guided practice.	4.72	Excellent
The reading program teaches fluency, comprehension, and critical thinking for academic success.	4.68	Excellent
The reading program teaches both oral and silent reading skills.	4.64	Excellent
The reading program helps me improve my reading fluency, comprehension, and critical thinking skills.	4.62	Excellent
The reading program helps me become a confident reader.	4.62	Excellent
The reading program makes reading fun and enjoyable.	4.62	Excellent
It encourages us to think more deeply about what we read.	4.46	Excellent
The reading program improves my reading habits.	4.26	Excellent
The reading program shows how reading can help in real-life situations.	3.68	Very Good
The reading program challenges us to think beyond the texts and connect ideas.	3.44	Very Good
AVERAGE	4.37	Excellent

Legend: 4.21-5.00 – Excellent 3.41-4.20 – Very Good
2.61-3.40 – Good 1.81-2.60 – Fair
1.00-1.80 – Poor

Table 1 presents the respondents' perception of the school-based reading program in terms of its objectives. With an overall mean of 4.37, the respondents rated the program as excellent, suggesting its effectiveness in enhancing students' reading skills. The excellent rating serves not only a positive affirmation of the program's success but also as a significant indicator that the program has met its intended objectives. This data implies that the program is not only meeting its intended goals but also making a meaningful impact on students' literacy development. This is evident in the increased reading engagement and learners' ability to understand more complex texts. The program's emphasis on guided reading practice plays a pivotal role in this success as it provides opportunities for learners to develop their reading strategies.

In this regard, teachers as the facilitators of learning are expected to do all means to provide learners with the best ways in which they will learn. According to Santiago and Villanueva (2023), teachers must prioritize creative thinking by integrating activities that promote imagination, problem-solving, and critical inquiry. They argued that students learn more deeply when they are given the freedom to explore ideas rather than simply memorizing content.
A good reading program should have clear goals, be based on evidence and focus on students' needs. This involves setting specific objectives and designing strategies that align with these goals. When carefully designed and executed, a reading program does more than just improve test scores. It fosters lifelong readers and critical thinkers, equipping them with the skills needed for both academic achievement and real-world success.

Table 2

Respondents' Perception of the School-Based Reading Program in Terms of Instructional Strategies

Indicators	Mean	Verbal Interpretation
The activities like oral drills improve how we speak and understand words.	4.74	Excellent
The program allows us to practice what we have learned to remember it.	4.66	Excellent
The reading program includes fun activities like phonics, drills, storytelling, and word games.	4.64	Excellent
The program helps me practice reading fluently and understanding stories better.	4.62	Excellent
The activities are interesting and help us focus on reading.	4.54	Excellent
Videos and pictures make lessons easier to follow.	4.52	Excellent
The activities in the reading program are interesting and make learning enjoyable.	4.44	Excellent
We have time to review and understand what we learn.	4.05	Very Good
The program encourages me to share my ideas through activities.	3.84	Very Good
The reading program uses pictures and videos to make learning exciting.	3.72	Very Good
Average	4.38	Excellent

Legend: 4.21-5.00 – Excellent 3.41-4.20 – Very Good
2.61-3.40 – Good 1.81-2.60 – Fair
1.00-1.80 – Poor

Table 2 presents the respondents' perception of the school-based reading program, specifically evaluating the instructional strategies employed. The data shows that the strategies were found excellent, as reflected in the overall mean of 4.38. This indicates that the instructional strategies used were effective in engaging and enhancing their learning experiences. The overwhelming positive responses reflect the instructional strategies success in helping students develop essential reading skills, suggesting that these approaches are not only appropriate but also have an impact on the context of literacy instruction.

The results highlight the effectiveness of oral drills which are not only instrumental in improving students' pronunciation and comprehension but also play a crucial role in building foundational skills. By emphasizing verbal expression and listening comprehension, oral drills support students ability to interpret texts and communicate effectively.

According to Atmi and Pharhyuna (2019), drilling makes it simpler for learners to retain and understand, and it is considered an effective teaching method. The more often English is repeated, the stronger the habit and the more learning will be accomplished. For many years, this method has been utilized to teach students of foreign languages. Drilling gives learners the ability to practice the language's pronunciation, grammar, or structure after hearing the teacher or media as the example by repeatedly repeating.

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This study believes that an effective reading program should be a key part of any school system. An effective reading program cannot rely on a one-size-fits-all approach; instead, it must provide a variety of methods to support struggling readers. Teacher must adopt flexible strategies to meet these individual needs, ensuring that all learners have the opportunity to improve their reading skills.

The success of the reading program highlights the importance of continually refining teaching methods. It also highlights the importance of cultivating a supportive and inclusive learning environment where students feel empowered to participate, make mistakes and grow.

Table 3
Respondents' Perception of the School-Based Reading Program in Terms of Assessment Techniques

Indicators	Mean	Verbal Interpretation
The program's assessment matches our reading levels and needs.	4.74	Excellent
The assessment methods consider individual needs.	4.72	Excellent
Assessment activities cover different skills like vocabulary and fluency.	4.70	Excellent
The assessments make us think carefully about the stories.	4.56	Excellent
Feedback from assessment shows us our strengths and what we can improve.	4.52	Excellent
The readers are assessed using both oral and silent reading tests.	4.08	Very Good
The assessments encourage us to work harder on our reading.	3.76	Very Good
The assessment methods are fair for everyone.	3.66	Very Good
Self-assessments allow us to reflect on our progress.	3.54	Very Good
The assessments effectively measure our improvement over time.	3.40	Very Good
Average	4.17	Very Good

Legend : 4.21-5.00 – Excellent 3.41-4.20 – Very Good
2.61-3.40 – Good 1.81-2.60 – Fair
1.00-1.80 – Poor

Table 3 presents the respondents' perceptions of the school-based reading program in terms of assessment techniques. The results indicate an average mean of 4.17, signifying very good evaluation. Respondents rated the program assessment highest in terms of matching reading levels and needs. It is followed by the assessment methods considering individual needs and assessment activities covering different skills like vocabulary and fluency. These findings suggest that while the program's assessment techniques are well-received, there is a room for improvement in addressing individual needs and skills.

Rivera and Aggabao (2020) pointed out that it should be domineering for teachers to not only identify pupils who are struggling in reading, but they must also come up with the most appropriate reading remediation which means that they need to find solution after they found out their learners' reading weaknesses. Giving them the soonest intervention and utilizing strategies to cater their needs can be beneficial.

To improve the effectiveness of the program's assessment, it is important to focus on areas where the respondents rated lower, such as encouraging students effort and self-assessment. Teachers could use engaging assessment techniques like peer assessments and performance tasks to better challenge and support students. Offering more opportunities for self-assessment will allow students to track their progress and reflect on their own learning. These strategies will make the reading program more inclusive and help students succeed.

The findings highlight the importance of using assessment not just for measurement but as a dynamic process that supports individual learning journey. A responsive assessment approach enhances inclusion of the reading program, ensuring that every learner, regardless of ability, is given the chance to improve and succeed.

Table 4
Respondents' Perception of the School-Based Reading Program in Terms of Evaluation

Indicators	Mean	Verbal Interpretation
The evaluation ensures that students' progress is tracked and recognized.	4.86	Excellent
The evaluation identifies areas for improvement to enhance the program's effectiveness.	4.76	Excellent
The program's evaluation helps us keep improving our reading skills.	4.74	Excellent
The evaluation process is fair and works for all activities.	4.64	Excellent
The evaluation shows how well we understand the texts.	4.60	Excellent
The evaluation results are shared in a simple way.	4.58	Excellent
The evaluation helps us understand if the reading program is effective.	4.54	Excellent
The evaluation helps to find areas where we need more help.	4.50	Excellent
The program regularly checks the plan of activities.	4.20	Very Good
The activities happen as planned in the schedule.	4.18	Very Good
Average	4.56	Excellent

Legend: 4.21 – 5.00 – Excellent 3.41 – 4.20 – Very Good
2.61 -3.40 – Good 1.81 – 2.60 – Fair
1.00 – 1.80 – Poor

Table 4 presents the respondents' perceptions of the school-based reading program in terms of the evaluation. The overall mean of 4.56 indicates that most respondents rated the evaluation as excellent. The highest rated aspect was the evaluation ensuring that students' progress is tracked and recognized, highlighting its effectiveness in monitoring student development. This suggests that the evaluation system does more than simply measure performance, it acknowledges student growth reinforcing a responsive approach to learning.

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The primary focus of the reading program monitoring and evaluation shall be on early identification of children at risk for problems in learning to read as well as the methods for monitoring the growth of critical early reading skills. The goal is to describe procedures that allow educators to identify children who need extra help in reading before they experience serious failure and to monitor early development of the reading skill to identify children who may require extra help as reading instruction proceeds through elementary school (Hoien et al., 2015).

Furthermore, the recognition of students' progress likely serves as a motivational factor, fostering a sense of achievement and encouraging continued engagement. These findings imply that the program's evaluation is both student-centered and growth-oriented. It does not only identify learning needs but also motivates students and supports instructional planning. The high satisfaction among the respondents confirms that the program evaluation processes are well-structured and foster student growth. Moving forward, maintaining this focus on individualized progress tracking and recognition can further enhance student outcomes and the overall impact of the reading initiative.

Part II. Comparison of PHIL-IRI Pre-test and Post-test Results of Grade 7 Struggling Readers

Before being able to compare the pre-test and post-test results, all the 590 students were made to undergo to take the PHIL-IRI Assessment. The test revealed that out of the 590 students, 50 were identified to be struggling with comprehension vocabulary and mispronunciation. Results are shown in Table 6.

Table 5

Scores of Identified Grade 7 Struggling Readers Before and After the Program

Students	PRE-TEST			READING DIFFICULTIES			POST-TEST			READING DIFFICULTIES		
	X	(X-x)	(X-x)^2	Comprehension	Vocabulary	Mispronunciation	X	(X-x)	(X-x)^2	Comprehension	Vocabulary	Mispronunciation
1	2	0.54	0.2916	/	/	/	5	0.94	0.8836		/	
2	1	-0.46	0.2116	/	/	/	3	-1.06	1.1236	/		/
3	0	-1.46	2.1316	/	/	/	4	-0.06	0.0036		/	/
4	3	1.54	2.3716	/	/		6	1.94	3.7636			
5	0	-1.46	2.1316	/	/	/	3	-1.06	1.1236	/	/	/
6	0	-1.46	2.1316	/	/	/	4	-0.06	0.0036			/
7	4	2.54	6.4516		/	/	7	2.94	8.6436		/	
8	1	-0.46	0.2116	/	/	/	3	-1.06	1.1236	/		
9	0	-1.46	2.1316	/	/	/	2	-2.06	4.2436	/		/
10	0	-1.46	2.1316	/	/	/	2	-2.06	4.2436	/		/
11	1	-0.46	0.2116	/		/	5	0.94	0.8836		/	
12	3	1.54	2.3716	/	/		6	1.94	3.7636			
13	2	0.54	0.2916	/	/	/	5	0.94	0.8836		/	
14	0	-1.46	2.1316	/	/	/	3	-1.06	1.1236	/		/
15	2	0.54	0.2916	/	/	/	5	0.94	0.8836		/	
16	1	-0.46	0.2116	/	/	/	3	-1.06	1.1236	/	/	
17	0	-1.46	2.1316	/	/	/	2	-2.06	4.2436	/		/
18	2	0.54	0.2916	/			6	1.94	3.7636		/	
19	3	1.54	2.3716	/	/		5	-0.06	0.0036			
20	2	0.54	0.2916	/		/	4	-1.06	1.1236			
21	0	-1.46	2.1316	/	/	/	1	-3.06	9.3636	/		/
22	2	0.54	0.2916	/		/	4	-0.06	0.0036			
23	0	-1.46	2.1316	/	/	/	2	-2.06	4.2436	/		
24	3	1.54	2.3716	/	/		5	0.94	0.8836			
25	2	0.54	0.2916	/		/	5	0.94	0.8836		/	
26	1	-0.46	0.2116	/	/		3	-1.06	1.1236	/		
27	4	2.54	6.4516				6	1.94	3.7636			
28	0	-1.46	2.1316	/	/	/	1	-3.06	9.3636	/		/
29	0	-1.46	2.1316	/	/	/	3	-1.06	1.1236	/		

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30	3	1.54	2.3716	/			6	1.94	3.7636		/	
31	0	-1.46	2.1316	/	/	/	1	-3.06	9.3636	/		/
32	2	0.54	0.2916	/			4	-0.06	0.0036		/	
33	1	-0.46	0.2116	/	/	/	4	-0.06	0.0036		/	
34	5	3.54	12.5316		/	/	7	2.94	8.6436			
35	3	1.54	2.3716	/			6	1.94	3.7636			
36	0	-1.46	2.1316	/	/	/	3	-1.06	1.1236	/		/
37	3	1.54	2.3716	/			6	1.94	3.7636			
38	4	2.54	6.4516		/	/	7	2.94	8.6436			
39	0	-1.46	2.1316	/	/	/	4	-0.06	0.0036			
40	0	-1.46	2.1316	/	/	/	4	-0.06	0.0036		/	
41	1	-0.46	0.2116	/			4	-0.06	0.0036			
42	2	0.54	0.2916	/		/	4	-0.06	0.0036			
43	0	-1.46	2.1316	/	/	/	2	-2.06	4.2436	/		
44	1	-0.46	0.2116	/		/	5	0.94	0.8836		/	
45	0	-1.46	2.1316	/	/	/	3	-1.06	1.1236	/		
46	3	1.54	2.3716	/	/	/	5	0.94	0.8836			
47	0	-1.46	2.1316	/	/	/	3	-1.06	1.1236	/		/
48	3	1.54	2.3716	/	/	/	6	1.94	3.7636			
49	3	1.54	2.3716	/	/	/	5	0.94	0.8836		/	
50	0	-1.46	2.1316	/	/	/	3	-1.06	1.1236	/		
Total	73	1.776E-15	100.42	46	37	38	203	1.954E-14	126.82	19	16	13
Mean	1.46						4.06					
SD			1.86						2.09			
Variance			3.46						4.37			
MPS	14.6						40.6					

Table 5 presents the pre-test and post-test results of 50 Grade 7 identified struggling readers who participated in a reading intervention program. As can be seen from the data, there is a notable improvement in students' performance after the implementation of the program. Before the intervention, the students had a Mean Percentage Score (MPS) of 14.6. This indicates that students performed well below the expected proficiency level in reading prior to the program. After the program, the MPS rose significantly to 40.6. This marks a substantial increase in both individual and overall performance, demonstrating the effectiveness of the reading interventions.

The results also reveal the significant insights in the reading difficulties experienced by identified struggling readers, particularly in the areas of mispronunciation, vocabulary, and comprehension. Initial findings from the pre-test indicated that comprehension was relatively high at 92% while vocabulary and mispronunciation presented more challenges, with scores of 74% and 76%, respectively. However, a notable decline was observed in the post-test: comprehension dropped to 38%, vocabulary to 32%, and mispronunciation to 26%.

The results imply that well-structured reading interventions can have a positive impact on struggling readers, even when starting from very low proficiency levels. The improvement in students' performance highlights the targeted interventions in helping learners develop essential reading skills.

However, the fact that students have not yet reached mastery indicates the need for sustained support. Continued intervention, including regular formative assessment and ongoing monitoring are necessary to maintain progress and further elevate reading levels. These findings underscore the need for schools to invest continuously in reading programs, especially for at-risk learners to help close proficiency gaps and improve literacy outcomes.

The IRIs or informal reading inventories, as reading assessments, help teachers determine to which grade level of proficiency the students belong to unfold and cater problems in reading and to easily and regularly monitor students' progress. Baldevarona (2020) emphasized that Phil-IRI is effective because it gradually improves the performance of struggling readers by way of exposing them from simplified texts to more inexplicable ones.
Overall, the data underscores the importance of designing reading programs that go beyond immediate improvements and address the long-term development of essential reading skills among struggling readers. Future implementations should incorporate more intensive

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follow-up sessions and opportunities for regular practice to better support students' sustained literacy growth.

Table 6
Comparative Results of Phil-IRI Pre-test and Post-test Assessments of Identified
Struggling Readers

	FRUSTRATION	INSTRUCTIONAL	INDEPENDENT	TOTAL
PRE-TEST	50	0	0	50
POST-TEST	19	31	0	50

Table 6 presents the comparative results of the PHIL-IRI pre-test and post-test assessments of the identified struggling readers conducted before and after the implementation of the Project SHINE. The pre-test data clearly indicates that all 50 students were categorized under the frustration level, which means they struggled significantly on the reading text appropriate for their grade level and required intensive support.

After participating in the Project SHINE reading program, notable improvements were observed. In the post-test, only 19 students (38%) remained at the Frustration level, while significant number of 31 students (62%) progressed to the instructional level. This transition signifies that that these students can now read with some teacher support and closer in achieving independent reading proficiency. Although no students reached the Independent level yet, the substantial shift from Frustration to Instructional demonstrates a meaningful growth over the course of the program. This positive change aligns with Baldevarona's (2020) findings that the regular use of Informal Reading Inventories (IRIs) like Phil-IRI is particularly beneficial in improving the performance of struggling readers by gradually exposing them to more complex texts. By assessing and addressing individual learners' reading challenges, the program helps teachers identify strengths and weaknesses, offering personalized intervention strategies to meet students' needs (Inding, 2020). This approach fosters continuous improvement and measurable progress in reading skills, contributing to better overall literacy outcomes.

Table 7
Significant Difference between the Pre-test and Post-test Scores of Identified Struggling Readers in the PHIL-IRI Assessment

Pre-test		Post-test		z-computed value	Level of Significance	Critical Value	Decision
Mean	Standard Deviation	Mean	Standard Deviation				
1.46	1.42	4.06	1.59	-28.60	0.01	±2.575	Reject Ho

*Significant at 5% level of significance

Table 7 presents the results of the two-tailed paired samples z-test used to determine the significant difference between the pre-test and post-test scores of students in the PHIL-IRI assessment. Since the computed z-value falls within the critical region, the null hypothesis is rejected. This indicates the significant difference between the scores, with the increase in mean suggesting that the intervention program effectively improved learners' performance. The results highlight the importance of the reading program in helping struggling readers become successful readers.

This significant improvement underscores the program's effectiveness in enhancing the reading skills of struggling learners. These findings stress the need for sustained investment in reading programs to help at-risk students achieve literacy mastery and close learning gaps.

A reading intervention program is implemented to address the students' reading abilities. It is a pedagogical approach that provides novel educational opportunities for individuals who face reading challenges. The primary objective of this program is to support students in attaining the desired level of proficiency in fundamental academic abilities (Sudhakar, 2018).

In light of these results, it is imperative for schools to prioritize sustained investment in reading interventions programs. Beyond short-term gains, such initiatives play a crucial role on narrowing literacy gap, enhancing academic outcomes and empowering learners with skills necessary for lifelong learning.

Part III. Respondents' Perception on the School-Based Reading Program

Table 8
Coded Responses on the Common Reading Difficulties of StrugglingReaders

Question	Responses	Code/s
What are the identified reading difficulties of the students based on the Phil IRI Pre-test?	Teacher 1: The common difficulties of the struggling readers include sound recognition, mispronunciation and also they could not comprehend what they have been reading.	Sound recognition Pronunciation Comprehension
	Teacher 2: Based on the Phil-IRI assessment, the identified reading difficulties are pronunciation, vocabulary, and understanding the text.	Pronunciation Comprehension Vocabulary
	Teacher 3: The identified reading difficulties are comprehension and switching of words.	Comprehension Switching of words
	Teacher 4: The common reading difficulties are poor comprehension, mispronunciation, repetition, and omission	Comprehension Pronunciation Repetition Omission
	Teacher 5: Students are unfamiliar with the words that they are reading and have a limited knowledge of blending of sounds. Their understanding is not quite enough to answer the comprehension questions	Comprehension

Table 8 shows the perceptions of the Reading teachers regarding the common difficulties of struggling readers. Most of the respondents consistently cited comprehension as a major challenge. This means that many students have trouble understanding what they read, which makes it hard for them to answer questions and

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think deeply about the text. These problems suggest that some students may have moved up to other grade levels without fully learning basic reading skills like sounding out words and knowing word meanings. As a result, their difficulty with comprehension can affect how well they do in other subjects, too.

According to Butchard (2021), when a student experiences difficulties in reading, assistance may be needed to help them develop proficiency in the basic components of reading. Some individuals may initially perform poorly because they can recognize sight words effectively, but they tend to struggle when faced with more complex reading tasks.

The targeted reading interventions must focus on specific challenges, such as poor comprehension. Teachers should employ differentiated instruction and evidence-based strategies that support both decoding skills and reading comprehension. Moreover, the responsibility of improving reading outcomes extends beyond the classroom. School leaders, parents, and community must work collaboratively to create a literacy-rich environment that nurtures a culture of reading.

Table 9
Improvement of Students' Reading Skills After the Completion of the Program

Question	Responses	Code/s
What improvements have you observed in students' reading skills after completing the program?	Teacher 1: They develop their comprehension skills. This improvement enhanced their ability to analyze the text.	Comprehension skills
	Teacher 2: Some students can read the text but some of them need more guidance and attention in reading. Patience has been developed to our struggling readers.	Word recognition Patience
	Teacher 3: Students were able to improve the reading skills in word switching. They have the development in oral reading.	Oral reading Reading skills
	Teacher 4: Identified struggling readers have improved their reading and comprehension skills. They are able to read the words and phrases and eventually sentences.	Word recognition Comprehension skills
	Teacher 5: Learners are trained how to read the words through constant practice and they also develop their comprehension skills.	Comprehension skills

Table 9 illustrates the improvement in students' reading skills after completing the program. Teachers observed significant progress in both reading fluency and comprehension. The data also shows that the students developed positive attitudes, such as increased patience and perseverance. This indicates that the program was successful not only in improving basic reading skills but also in helping students build deeper understanding and critical thinking when engaging with texts.

The effective reading programs should not only focus on enhancing foundational skills such as word recognition and comprehension but also support the development of important attitudes such as patience and perseverance. These findings suggest that a well-rounded approach is crucial for helping students make lasting progress in reading.

Reading comprehension is an essential ability that serves as the foundation for acquiring knowledge, fostering critical thinking, and facilitating effective communication (Khalilova, 2023).

This findings imply that reading instruction should be holistic, addressing not just cognitive but also behavioral and emotional aspects of learning. Furthermore, this suggests the need for continuous support and adaptive instruction to maintain progress and encourage independent and motivated readers.

Table 10
Encountered Challenges in the Implementation of the SHINE Program

Question	Responses	Code/s
What challenges have you encountered during the implementation of SHINE reading program?	Teacher 1: Some learners were not attending reading remediation session.	Absenteeism
	Teacher 2: There are some struggling readers don't show self-confidence during the class. Also, the attendance of learners in the reading session.	Low self-esteem Absenteeism
	Teacher 3: The student's availability, one hour is not enough and retained what they have learned.	Absenteeism
	Teacher 4: During the implementation, the two challenges and also the development of the interest of these struggling readers to motivate themselves to really improve their reading skills.	Motivation
	Teacher 5: Some learners are too shy to participate in the reading program. Some also have other tasks to do which is a big hindrance to attend the reading remediation.	Low self-esteem Absenteeism

Table 10 shows the challenges encountered during the implementation of the SHINE program. According to the results, absenteeism is one of the major difficulties of teachers in handling struggling readers. This issue creates a cycle of disengagement where students who miss reading sessions fall behind, making it harder for them to catch. As a result, they may lose confidence, feel disconnected from the program, and become less motivated to participate, making their school performance even worse.
To break this negative cycle, teachers should not only teach students academic skills but also help students develop a growth mindset. It is where they will see challenges as chances to improve instead of

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signs of failure. This change in attitude can boost their motivation to keep reading, even after facing difficulties.

The students with poor reading skills often have a lower self-concept as readers, which correlated with decreased motivation to engage in reading activities. It is important to address students' self-perceptions to enhance their reading motivation and overall literacy development (Silva & Cordova, 2024).

The good reading program should not only teach reading skills but also create a supportive environment that builds students' confidence, encourage regular attendance, and keep them engaged. Schools and community should work together to help students improve their reading and become more confident readers.

Table 11
Strategies for Addressing Challenges During the Implementation of the SHINE Program

Question	Responses	Code/s
How did you address the challenges encountered during the program's implementation?	Teacher 1: Constant communication with parents of learners who need remediation.	Constant communication
	Teacher 2: I communicated it properly to my reading coordinator for a possible solution to the challenges.	Communication
	Teacher 3: I think being optimistic and full of determination is the key.	Optimism and determination
	Teacher 4: By constant follow up and encouragement to the learners ang by seeking support from their parents/guardians.	Constant follow up
	Teacher 5: As a teacher, constant follow up is needed to address these challenges and encouragement also from the teachers to attend the said project.	Constant follow up

Table 11 presents the strategies used to address challenges during the implementation of the SHINE reading program. The results highlight that consistent follow-up is the major strategy employed by teachers to overcome these challenges. Rather than simply reacting to issues as they arise, teachers proactively anticipate challenges and provide continuous support. This approach helps strengthen the teacher-student relationship, creating a more supportive environment.

Parental involvement of the struggling readers is much needed to efficiently implement the said reading intervention (Bañez & Urayan, 2019). Students from low-income backgrounds who do not have a supportive family and school environment that encourages a growth mindset are likelier to have lower reading comprehension scores in the PISA 2018 (Cruz, 2021). It may be necessary to provide targeted interventions at the family and school levels, to support students from low-income backgrounds in developing a growth mindset and improving their reading comprehension skills. This could include initiatives to promote parental involvement in education. Additionally, fostering partnership between families and schools can create a more consistent and motivating learning environment for these students. By addressing both academic and emotional needs, these interventions can help bridge the gap and provide necessary support for long-term academic success.

Table 12
Impact of SHINE Program on the Students' Reading Abilities

Question	Responses	Code/s
How has the SHINE reading program impacted students' reading abilities based on your observations?	Teacher 1: It helps the learners to improve their reading abilities by conducting reading remediation.	Improved reading abilities
	Teacher 2: Their reading abilities and comprehension developed since reading program implemented.	Development of reading abilities and comprehension
	Teacher 3: They love the program and they are enjoying it at the same time.	Love and enjoyment for the program
	Teacher 4: SHINE reading program has brought great impact to the recipients to help them improve their reading skills. This also enhance their willingness to develop their reading habits.	Improved reading skills, developed reading habits
	Teacher 5: Having this kind of project for struggling readers will help develop their reading skills as well as cognitive skills to easily understand what they are reading.	Developed reading skills

Table 12 presents the teachers' observations on the impact of the SHINE reading program on students' reading abilities. The responses indicate significant improvements in both reading comprehension and students interest in reading. Teachers noted that the program has effectively engaged struggling readers, fostering a greater passion for reading and enhancing their academic performance.

The SHINE reading program has made a positive impact on struggling readers, enhancing both their academic performance and their attitude toward reading. This increased engagement is essential as it helps break the pattern of disengagement that many struggling readers experience. By addressing both cognitive and emotional aspects of learning, the program plays a vital role in fostering long-term academic success.

All teachers share the same goal for their students: they want them to succeed and excel in all areas. One way to fulfill this wish is by

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emphasizing literacy. To become literate, all students must fully develop their reading skills. Students learn to read at different rates and require varying amounts of guidance to develop their reading capabilities. Some students require little to no help, while others need additional support to learn how to read (Roe et al., 2017).

The success of the SHINE program underscores the importance of continued, targeted interventions for struggling readers. By addressing both academic skills and motivation, schools can ensure sustained progress and cultivate a lifelong love for reading, leading to improved literacy and overall academic achievement.

Table 13
Recommendations for Enhancing the Implementation of the SHINE Program

Question	Responses	Code/s
What recommendations can you suggest to enhance the implementation of the SHINE reading program?	Teacher 1: Continue the implementation of this program because it is a great help to improve the reading abilities of learners.	Continue implementation
	Teacher 2: Parents should be encouraged to teach the students at home and help them answer the take home activities in SHINE program.	Encourage parental involvement at home
	Teacher 3: Continue the implementation and strengthen the partnership of our reading program.	Continue partnership
	Teacher 4: I would like to suggest encouraging more partners/ stakeholders who will assist the school in this program.	Get more partners/ stakeholders
	Teacher 5: More stakeholders and also parents to help this project which will support the learners to improve their reading skills.	Get more stakeholders

Table 13 presents the teachers' recommendations to enhance the SHINE reading program. Based on the respondents' feedback, there is strong suggestion for the continued partnership in the SHINE reading program. This highlights the crucial role these collaborations play in ensuring the program's long-term success and effectiveness in improving reading outcomes.

Based on studies, when parents were involved in the learners' education, the learners felt supported and guided, enabling them to make informed decisions which led to their enhanced academic performance (Galvan & Espinosa, 2023). Collaboration between parents, communities, and educational institutions not only enhances academic achievements but also nurtures individuals equipped with the skills and values necessary for meaningful societal contribution (Cordova et al., 2024).

Reading activities are not to be limited inside the classroom nor learners tend to read just because they are instructed by their teachers to do so. Whether at school or at the convenience of their respective houses, a habit for reading must be developed by the students. Good (2019) affirmed that parental involvement increases students' performance whether in a face-to-face or through distance learning. This renders importance of the parent's involvement and recognizes the role of parents as an evident factor in students reading performance and development.
Involving parents in the learning process and getting more support from the community will make the program stronger and more lasting for struggling readers. Working together will make the program more effective, helping students improve their reading skills and success academically in the long run.

Conclusions

1. Based on the results, the following conclusions are drawn: The respondents have high satisfaction with the school-based reading program, particularly on its objectives, instructional strategies, assessment techniques and evaluation practices.
2. The Phil-IRI results revealed that the identified Grade 7 struggling readers encountered difficulties incomprehension,vocabulary, and pronunciation which underscore the need for targeted interventions to address this issues. The findings confirmed the effectiveness of the SHINE Reading program in improving specific skills and overall reading performance.
3. The SHINE reading program demonstrated effectiveness in developing students' reading skills, with notable gains in both speed and comprehension. The significant difference between the PHIL-IRI pre-test and post-test scores of identified Grade 7 struggling readers clearly indicates improved reading proficiency after the implementation of the program.
4. The implementation of the Shine reading program faced challenges such as absenteeism and low self-esteem, which affected students' participation and progress. Addressing these challenges is crucial to program's long-term success and effectiveness.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Teachers and school heads should regularly monitor the implementation of the reading program to ensure its sustained effectiveness. Reading teachers are encouraged to design and utilize comprehensive assessment tools that assess various aspects of reading, including fluency, comprehension, vocabulary, and critical thinking. These tools will help ensure continuous improvement of students' reading abilities and overall program success.
2. Teachers are advised to conduct further research on alternative intervention programs. This will help identify additional strategies and factors that may contribute to the reading development of struggling respondents, enabling more responsive program enhancements.
3. Continuous professional development should be provided to equip teachers with necessary technological skills to effectively integrate into reading instruction. Furthermore, teachers should be encouraged to develop computer-assisted instructional materials that support the diverse learning styles and promote interactive reading experiences.

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