

## Foundational reading literacy and proficiency of indigenous learners in Magsaysay, Occidental Mindoro

Tividad, Larlyn J. ✉

*Divine Word College of San Jose, Philippines* ([larlyntividad@gmail.com](mailto:larlyntividad@gmail.com))

Rayton, Maria Pura C.

*Divine Word College of San Jose, Philippines* ([maria.pura.crayton@gmail.com](mailto:maria.pura.crayton@gmail.com))

Galay-Limos, Jenny A.

*Divine Word College of San Jose, Philippines* ([jennygalay05@gmail.com](mailto:jennygalay05@gmail.com))



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### ***Abstract***

This study aimed to determine the foundational reading literacy factors affecting the reading proficiency of Grades 1 to 6 Indigenous learners in Magsaysay, Occidental Mindoro. This study employed an exploratory sequential design. The first stage involved collecting qualitative data through interviews conducted with fifteen teachers from grades 1 to 6 at the IP Schools of Rizal and Calintaan. The second stage involved collecting quantitative data through survey questionnaires from seventy (70) grades 1 to 6 teachers of the twelve IP schools in Magsaysay, Occidental Mindoro. Qualitative analysis revealed four foundational reading literacy factors: language of instruction alignment, teachers' preparation and practice, home/community literacy environment, and learners' readiness. Quantitative analysis demonstrated that language of instruction alignment and teachers' preparation and practice are extensively evident and consistently practiced by teachers, with Language of Instruction Alignment having the highest composite mean. This study also revealed that teachers' preparation and language of instruction alignment both have a significant effect on reading fluency. At the same time, learners' readiness shows a positive and significant relationship with reading comprehension. However, the home/community literacy environment and its effect on reading fluency were not significant. To address the areas needing improvement and support, the District Office and school principals may adopt a unified reading framework that integrates language alignment, teacher competence, community engagement, and learner readiness. The SAMA-SAMA SA PAGBASA may also be implemented as a district-based capacity-building initiative in Magsaysay District and may also be adopted by other districts as a model program to enhance the reading proficiency of IP learners.

**Keywords:** foundational reading literacy factors, reading proficiency, IP Learners, instructional alignment; literacy environment

## Foundational reading literacy and proficiency of indigenous learners in Magsaysay, Occidental Mindoro

### 1. Introduction

Reading proficiency is widely recognized as the foundation of all learning. In the elementary years of schooling, particularly from Grades 1 to 6, the ability to read with comprehension significantly determines learners' academic success across all subject areas. The Department of Education (DepEd) underscores the importance of strengthening early literacy through programs such as Every Child a Reader Program (ECARP), which aims to ensure that every learner becomes a proficient reader, particularly by the end of Grade 3 (DepEd Order No. 18, s. 2017). In addition, reading performance is regularly monitored through assessment tools such as the Philippine Informal Reading Inventory (Phil-IRI), which provides baseline and progress data on learners' reading levels (DepEd, 2018). Furthermore, the Department of Education has strengthened its literacy initiatives through the implementation of rapid assessment tools such as the Comprehensive Rapid Literacy Assessment (CRLA), which serves as a diagnostic tool designed to quickly measure learners' reading abilities in terms of fluency and comprehension. Its administration is often aligned with DepEd's policy on early literacy assessment and intervention under the K to 12 Basic Education Program and the Early Language, Literacy, and Numeracy (ELLN) initiatives (DepEd, 2015, 2016).

For Indigenous Peoples (IP) learners, however, achieving reading proficiency presents unique challenges. In the study of Alicante and Pontillas (2025), it was revealed that Grade 3 IP pupils generally attained satisfactory proficiency in phonics, phonological awareness, vocabulary, and comprehension, though fluency remained a persistent challenge. Meanwhile, the study of Leano et al. (2019) revealed weaknesses in alphabet knowledge, phonics, and phonological awareness, such as challenges in arranging words alphabetically, recognizing rhymes, and segmenting sounds. In connection with these findings, Lumayas and Brazil (2025) demonstrate the motivational impact of culturally grounded instruction to bridge cultural gaps and support literacy development.

In the Philippines, the Department of Education (DepEd) emphasizes the importance of developing functional literacy among all learners, including those in IP schools, in line with the K to 12 curriculum and the Indigenous Peoples Education (IPEd) Program. Anchored on these policies and educational realities, this study, entitled "Foundational Reading Literacy and Reading Proficiency of Indigenous Learners in Magsaysay, Occidental Mindoro," aimed to investigate the foundational reading literacy factors influencing the reading proficiency of Indigenous learners in Grades 1 to 6 in the 12 IP schools in Magsaysay, Occidental Mindoro. The study utilized data from the Comprehensive Reading and Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (Phil-IRI) to determine learners' reading proficiency in terms of fluency and comprehension. Furthermore, it examined how key factors—such as language of instruction alignment, teachers' preparation and practice, home and community literacy environment, and learners' readiness affect reading outcomes, based on the perspectives of Grades 1 to 6 teacher-respondents.

**Statement of the Problem** - This study aimed to determine the foundational reading literacy factors affecting the reading proficiency of grades 1 to 6 Indigenous learners in Magsaysay, Occidental Mindoro. Specifically, the study sought answers to the following questions: (1) What are the foundational reading literacy factors of IP learners? (2) What is the extent of the foundational reading literacy factors of IP learners in terms of language of instruction alignment, teachers' preparation and practice, home/community literacy environment, and learners' readiness? (3) What is the level of the reading proficiency of IP learners in terms of reading fluency and reading comprehension? (4) Is there a significant relationship between the extent of the foundational reading literacy factors and the level of reading proficiency of IP learners? (5) What district-based capacity-building program in reading for teachers of IP learners may be proposed to enhance the reading proficiency of IP learners?

**Significance of the Study** - The researcher believes that the findings of the study will benefit the following: For IP Learners, the results of the study may lead to improved teaching strategies and interventions that directly enhance reading skills. The findings will guide teachers in adopting effective and culturally responsive methods of teaching reading. For school heads and administrators, the insights may inform supervisory practices and school-based programs to strengthen reading instruction. For district supervisors, the proposed capacity-building program can serve as a reference for district-wide professional development initiatives. For DepEd Occidental Mindoro, the study will serve as a reference for the Public Schools District Supervisor and the Department of Education (DepEd) Division of Occidental Mindoro in crafting localized reading programs and professional development plans. It will also provide evidence-based data for policy formulation and curriculum enhancement tailored to the needs of Indigenous Peoples (IP) schools in the division. For Parents of IP Learners, the study enables them to realize the importance of home and community support in promoting literacy. To the LGU Magsaysay, the results will guide the LGU in supporting educational programs for Indigenous learners through funding assistance, reading initiatives, and community-based literacy activities. It can also strengthen collaboration between schools and local government in promoting inclusive and equitable education. For future researchers, this study may serve as a basis for further investigation into reading proficiency and indigenous education.

**Scope and Delimitation of the Study** - This study focused on the foundational reading literacy factors affecting the reading proficiency of grades 1 to 6 IP learners of the 12 IP schools in Magsaysay, Occidental Mindoro, namely, Bagong Silang Elementary School, Bagong Silang Elementary School-Talayob Extension, Bamban Elementary School, Bambanay Elementary School, Calachuchi Elementary School, Canabang Elementary School, Emok Elementary School, Hinango Elementary School, Laste Elementary School-Kiko Extension, Nalwak Elementary School, Magarang Elementary School, and Magarang Elementary School-Pugo Extension. The respondents were grades 1 to 6 teachers, who provided data regarding the identified factors. Reading proficiency levels were determined through the results of the Comprehensive Reading and Literacy Assessment (CRLA) of the 645 grades 1 to 3 IP learners and the Philippine Informal Reading Inventory (Phil-IRI) results of the 653 grades 4 to 6 IP learners. The study was limited to the independent variables: language of instruction alignment, teachers' preparation and practice, home/community literacy environment, and learners' readiness. The dependent variable is the reading proficiency of IP learners, which includes the sub-variables of reading fluency and reading comprehension. The findings will be used solely to design a district-based capacity-building program and may not be generalized to non-IP schools. The study covered the school year 2025-2026.

## 2. Methodology

**Research Design** - This study employed an exploratory sequential design to identify the variables through qualitative analysis and subsequently to test the relationship between the independent and dependent variables. The exploratory sequential design involves collecting and analyzing qualitative data first, followed by the collection and analysis of quantitative data. This sequential approach is used when the researcher aims to explore a phenomenon or generate hypotheses before testing them with quantitative data (Creswell & Plano Clark, 2018). The gathered information and interpreted data guided the researcher on the next quantitative stage of the study. The quantitative aspect used the Comprehensive Reading and Literacy Assessment (CRLA), Philippine Informal Reading Inventory (Phil-IRI) results to determine learners' reading proficiency levels, and a survey questionnaire to identify the influence of independent factors. This research design was used to identify the foundational reading literacy factors that affect the reading proficiency of IP learners in Magsaysay, Occidental Mindoro.

**Respondents of the Study** - For the qualitative part of this study, the participants were fifteen (15) grades 1 to 6 teachers who were randomly selected from Rizal and Calintaan IP schools. Moreover, for the quantitative part of this study, the respondents consisted of seventy (70) grades 1 to 6 teachers of the 1,298 Indigenous Peoples (IP) learners across the twelve (12) IP schools in Magsaysay, Occidental Mindoro, of which 645 were from Grades 1 to 3 and 653 were from Grades 4 to 6. They were directly involved in teaching reading and were knowledgeable about learners' challenges. A complete enumeration method was used, where data were collected from every member of the population rather than a sample.

**Research Instrument** - To gather pertinent and relevant information needed for this study, the researcher had considered the nature of the research design. For the qualitative part of this study, an interview guide was administered to 15 teachers of IP schools in Calintaan and Rizal areas to solicit and extract codes from analyzed texts or transcribed interviews to form themes as a basis for locating instruments that use concepts parallel to the qualitative themes and to create scales and items as a questionnaire (Creswell, 2012). Moreover, a researcher-made survey questionnaire was used to gather quantitative data on the independent variables, namely: language of instruction alignment, teachers' preparation and practice, home/community literacy environment, and learners' readiness. These instruments aimed to identify the extent to which these factors influence the learners' reading proficiency. Together, these instruments provided comprehensive and reliable data for both quantitative and qualitative analyses.

Moreover, the interview guide was prepared by the researcher with the guidance of the research adviser. The survey questionnaire underwent expert validation by a panel of experts composed of an education supervisor, an IP education coordinator, and three DWCSJ graduate school professors. Their feedback was incorporated to refine the instruments for clarity, relevance, and appropriateness. Also, the teachers in Indigenous Peoples (IP) schools in San Jose, Rizal, and Calintaan areas served as the respondents of the pilot test of the instrument. The pilot study was conducted with 20 Grades 1-6 teachers who responded to the 24-item questionnaire, with each component having 6 items. The research instrument was evaluated using Cronbach's Alpha based on standardized items. The data were processed with 100% reliability, and no cases were excluded during the analysis. The generally accepted threshold for Cronbach's Alpha is 0.70, indicating acceptable internal consistency,

Table 1 provides the statistical analysis of the reliability results across the four different scales: Language of Instruction Alignment, Teachers' Preparation and Practice, Home/Community Literacy Environment, and Learners' Readiness.

**Table 1**  
*Result of Reliability Analysis*

Items	Number of Items	Reliability Coefficients*	Analysis
A. Language of Instruction Alignment	6	.754	High Reliability
B. Teachers' Preparation and Practice	6	.730	High Reliability
C. Home/Community Literacy Environment	6	.739	High Reliability
D. Learners' Readiness	6	.814	High Reliability

\*Based on standardized items

Learners' readiness yielded the highest reliability coefficient in the study (.814), indicating a high level of internal consistency among the six items. The internal consistency for the variable, language of instruction alignment is acceptable at .754. The Cronbach's Alpha of .739 meets the standard reliability level for the home and community literacy environment. The scale on teachers' preparation and practice garnered the lowest reliability score of .730. Overall, the four variables demonstrate high internal consistency, suggesting the instrument is generally highly reliable for data collection.

**Data Gathering Procedure** - The data collection process followed several systematic steps to ensure accuracy and validity. Firstly, the researcher sought the approval of the research adviser to prepare the approved questionnaires and other materials that would be needed for the conduct of the study. Letters of request crafted by the researcher to conduct the study were forwarded to the Schools Division Superintendent and Public Schools District Supervisors of San Jose, Calintaan, Rizal, and Magsaysay Districts. After obtaining all the important preliminaries and protocol before the conduct and administration of data gathering, the researcher proceeded to conduct the interview among the Grades 1-6 teachers in IP schools of Calintaan and Rizal districts. The researcher used one question and gathered responses for over 2 weeks through an online platform via messenger and Google Forms for the qualitative phase. The question was, " What are the factors affecting the reading proficiency of IP learners? The qualitative data were generated from the written answers of the teacher-respondents and underwent thematic analysis for 2 days. Recording, tabulation, and coding were done to extract the themes. The initial,

developing, and final thematic maps were illustrated to identify the final themes. Following this, survey questionnaire forms were distributed to the 70 teacher-respondents for over 2 weeks to gather quantitative data on the identified factors affecting reading proficiency. Finally, all collected data were carefully collated, analyzed, and interpreted to draw meaningful conclusions and recommendations.

**Statistical Treatment of the Data** - The qualitative data generated through the interviews of the teacher-respondents underwent thematic analysis. Recording, transcription, tabulation and coding were done to extract the themes. The initial, developing, and final thematic maps were illustrated to identify the final themes. The statistical techniques that were employed in this study to arrive at reliable results were generated by SPSS version 26 and WarpPLS version 7.0 to describe the level of reading proficiency of the IP learners in Magsaysay, Occidental Mindoro. The Structural Equation Modeling by WarpPLS version 7.0 was employed to determine the relationship between the independent variables- language of instruction alignment, teachers’ preparation and practice, home/community literacy environment, and learners’ readiness, and the dependent variable, reading proficiency in terms of reading fluency and comprehension.

**Ethical Considerations** - This study strictly observed ethical research standards throughout its conduct. The researcher listed the sources used as references in this study. The American Psychological Association (APA) citation was used to acknowledge the ideas of researchers and authors. This study only aimed to contribute to the innovations in education and did not really cause harm to anyone involved in this study. All participants were provided with informed consent, ensuring that they were fully briefed about the purpose, procedures, and confidentiality of the study before their participation. Voluntary participation was emphasized, and respondents were informed that they may withdraw at any time without any penalty or negative consequence. Confidentiality was maintained by keeping the identities of participants and schools anonymous, and all gathered data were used solely for research purposes.

3. Results and Discussions

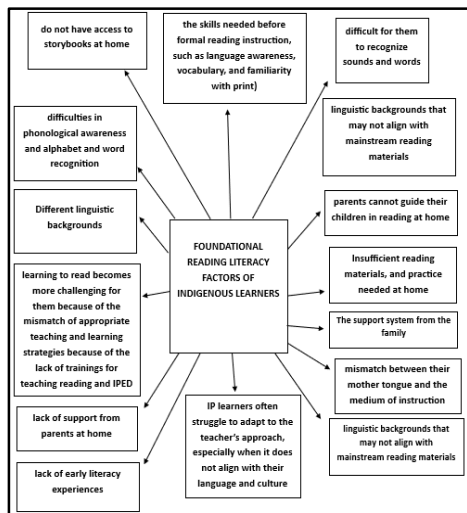


Figure 1. Initial Thematic Map of Foundational Reading Literacy Factors of Indigenous Learners

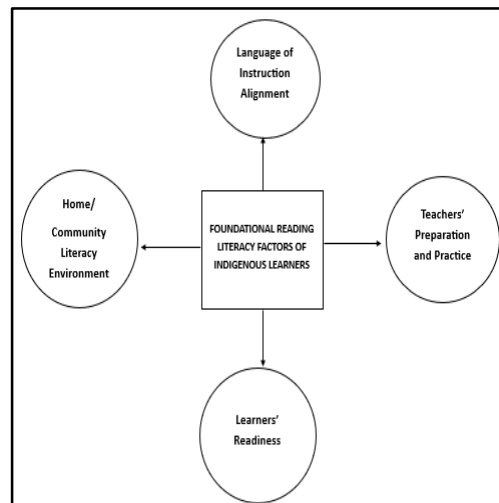


Figure 2. Final Thematic Map of Foundational Reading Literacy Factors of Indigenous Learners

Figure 1 presents the foundational reading literacy factors of IP learners. Moreover, it shows factors affecting the reading proficiency of IP learners. Indigenous learners’ reading proficiency is shaped by a complex interplay of home, school, and linguistic factors. IP learners often lack exposure to print-rich environments at home. Maceda (2025) found that insufficient resources significantly hinder reading proficiency in rural schools. Limited access to storybooks and print-rich environments at home restricts early literacy exposure, which is critical for developing foundational skills (Dong et al., 2020). Phonological awareness and word recognition difficulties further hinder progress, as these skills are strong predictors of reading success (Al Otaiba et al., 2019). Altogether, these factors

emphasize the need for equity-driven interventions that combine home literacy support, phonological awareness instruction, and culturally responsive teaching to improve reading proficiency among indigenous learners.

The final thematic map, as shown in Figure 2, for the foundational reading literacy factors of IP learners is an updated version that reflects the analysis and refinement of the initial thematic diagram. It consolidates the foundational reading literacy factors affecting indigenous learners' reading proficiency into four domains: language of instruction alignment, teachers' preparation and practice, learners' readiness, and home/community literacy environment. This structure reflects the systemic nature of literacy challenges and is well-supported by literature. Mismatches between learners' mother tongue and the language of instruction often hinder comprehension, highlighting the importance of Mother Tongue-Based Multilingual Education (MTB-MLE) mandated under RA 10533 (Tortola, 2021). Learner readiness, particularly phonological awareness, vocabulary, and familiarity with print, is a strong predictor of reading success (Al Otaiba et al., 2019). Meanwhile, the home and community literacy environment plays a decisive role; limited access to storybooks and lack of parental guidance reduce early literacy exposure, while parental involvement and expectations significantly enhance reading comprehension (Dong et al., 2020; Bahian & Dechos, 2025; Cuartero-Enteria & Tagyam, 2020). Altogether, these interconnected domains emphasize that improving indigenous learners' reading proficiency requires a holistic approach that integrates culturally aligned instruction, enriched home literacy environments, teacher training, and early literacy skill development.

Table 2 mirrors the mean extent of the foundational reading literacy factors of IP learners. It could be noted from the given table that two (2) indicators yielded a composite mean of 4.2, which could be interpreted as "Very High." This suggests that language of instruction alignment and teachers' preparation and practice are extensively evident and consistently practiced. Meanwhile, two (2) indicators yielded a composite mean that could be interpreted as "High," which ranges from 4.21 to 4.27 and 3.90 to 4.11, respectively. The importance of coherence in lesson planning is emphasized by Genon and Torres (2020). Gempeso and Mendez (2025) highlighted the need to elevate assessment practices to foster HOTS, and Abejueala et al. (2023) demonstrated how weak alignment in reading instruction undermined learner outcomes. Collectively, they affirmed that without systematic alignment, instructional practices risked falling short of policy goals, thereby limiting learners' opportunities to achieve foundational and advanced literacy competencies. Meanwhile, the lowest composite mean was attributed to the third variable, Home/Community Literacy Environment, with a 3.90 mean score. This suggests that although it is evident and practiced to a great extent, it is the least developed among the variables, indicating a need for further strengthening to better support learners' reading development. According to Johnson et al (2025) and Paakkari et al. (2024), the literacy environment in learners' homes and communities also affects reading proficiency. Children who are exposed to books, storytelling, and other print-rich experiences at home tend to develop stronger reading skills, particularly when parents and family members actively engage in reading-related activities and provide access to literacy materials.

Consistent home-based support plays a key role in developing advanced early reading skills among Grade 1 learners, particularly when facilitators provide motivation, structured routines, and learning materials, as reinforced by Eclarinal (2025). Similarly, Mariano (2026) found strong correlations between facilitators' support and kindergarten learners' literacy skills, leading to the development of enhanced beginning reading materials. These findings aligned with Dong et al. (2020), who emphasized that parental involvement and literacy expectations exert stronger influence on comprehension than the mere availability of resources, underscoring the decisive role of active engagement. Furthermore, Katranci et al. (2018) and Kim and Yim (2024) further explored the nuances of home literacy environments. Katranci found that while parents held strong reading beliefs, socioeconomic factors did not directly shape literacy outcomes, suggesting that attitudes alone are insufficient without structured practices. Kim and Yim, however, showed that bilingual families benefit from heritage-language literacy environments, with direct practices in Korean and indirect strategies in English fostering proficiency in both languages and enhancing conceptual vocabulary. These findings collectively affirmed that literacy environments must be both culturally relevant and strategically structured to maximize impact.

**Table 2**  
*Mean Extent of the Foundational Reading Literacy Factors of Indigenous Learners*

Language of Instruction Alignment	Weighted Mean	Interpretation
1. The language I use in teaching reading is aligned with my learners' mother tongue.	4.39	Very High
2. Learners understand reading lessons better when my instruction is delivered in their first language.	4.50	Very High
3. The shift from mother tongue to Filipino/English affects my learners' reading proficiency.	4.10	High
4. Instructional materials that I provide are consistent with the learners' language background.	4.34	Very High
5. The lack of reading resources in the mother tongue hinders my learners' reading development.	3.91	High
6. The use of learners' first language helps improve my learners' reading comprehension.	4.39	Very High
<b>Composite Mean</b>	<b>4.27</b>	<b>Very High</b>
<b>Teachers' Preparation and Practice</b>		
1. I have received sufficient training in teaching reading to Indigenous learners.	3.46	High
2. I am confident in applying MTB-MLE strategies in teaching early-grade reading.	4.20	Very High
3. I align my teaching strategies with learners' cultural and linguistic backgrounds.	4.41	Very High
4. I am provided with adequate professional development related to reading instruction.	4.27	Very High
5. My teaching preparation addresses the diverse needs of Indigenous learners.	4.50	Very High
6. I am familiar with effective strategies for teaching reading.	4.40	Very High
<b>Composite Mean</b>	<b>4.21</b>	<b>Very High</b>
<b>Home/Community Literacy Environment</b>		
1. Parents actively support their children's reading development at home.	3.56	High
2. My learners have access to reading materials (books, storybooks, etc.) at home.	3.83	High
3. Storytelling and traditional literacy practices are encouraged in the community.	3.89	High
4. Community initiatives support my learners' literacy development (e.g., reading camps, libraries).	3.79	High
5. Limited home/community literacy exposure affects my learners' ability to read.	4.11	High
6. Limited literacy support at home affects learners' reading performance.	4.20	Very High
<b>Composite Mean</b>	<b>3.90</b>	<b>High</b>
<b>Learners' Readiness</b>		
1. Most of my learners enter Grade 1 with sufficient oral language skills.	3.69	High
2. My learners show motivation and interest in learning to read.	3.99	High
3. Early childhood experiences (e.g., day care, preschool) contribute to my learners' readiness for reading.	4.36	Very High
4. Socio-emotional readiness (confidence, attention span) influences my learners' reading progress.	4.27	Very High
5. My learners' reading proficiency is affected by their preparedness to cope with formal schooling	4.19	High
6. My learners' prior experience affect their ability to understand texts.	4.16	High
<b>Composite Mean</b>	<b>4.11</b>	<b>High</b>
<b>Overall Mean</b>	<b>4.12</b>	<b>High</b>

**Scale:** 4.20-5.00 Very High; 3.40 -4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.00-1.79 Very Low

Meanwhile, Grolig (2020) provided a broader framework through the triad model of shared storybook reading, demonstrating that outcomes depend on the interplay of literacy agents—children, adults, and books. Repeated readings, wordless picture books, and comprehension questioning were shown to enhance engagement and oral language development, reinforcing the importance of interactive literacy practices. Nevertheless, Librea et al. (2023) and Roque et al. (2023) highlighted systemic and parental factors influencing literacy outcomes. Librea identified seven sub-themes contributing to low literacy skills, including lack of materials, diminished enthusiasm, and limited parental involvement, recommending continuous monitoring and diagnostic assessments. Roque found that parents' educational attainment influenced children's reading abilities, while employment status did not, suggesting that parental education is more critical than socioeconomic status.

Meanwhile, Teachers' preparation and practice, and Learner readiness yielded a mean score of 4.21 "Very High" and 4.11 "High" respectively. In relation to Teachers' preparation and practice, Infante (2026) and Alcantara (2026) underscored the link between teacher competence and performance. Infante found that educational attainment significantly influenced competencies in phonemic awareness and assessment practices, with strong correlations to work performance. Alcantara confirmed that remedial reading programs were generally implemented but faced moderate challenges, pointing to the need for improved instructional support and professional development. Casinto (2025) added that multi-faceted approaches—combining pedagogy, resource management, and school-family collaboration—are essential to address reading skill gaps holistically.

Moreover, Guerrero (2025) and Pacleb (2026) highlighted the centrality of teacher-driven interventions. Guerrero found that teacher-perceived factors strongly correlated with Phil-IRI results, while learner-perceived factors did not, underscoring the decisive role of teachers in shaping outcomes. Pacleb confirmed that despite challenges in resources and parental involvement, teachers consistently engaged in planning, monitoring, and remediation, leading to the introduction of an enhanced foundational reading program. Giles (2026) further validated this by establishing a strong positive relationship between remedial approaches and learners' progress, emphasizing the importance of effective remediation. Relative to students' readiness, Guerrero (2025) emphasized that reading proficiency is shaped by motivation, instructional materials, strategies, and support, with teachers playing a decisive role in influencing learner outcomes. Although both learners and teachers perceived these factors as highly impactful, Phil-IRI results showed that learners remained at the instructional level despite improved scores. Teacher-perceived factors correlated strongly with outcomes, underscoring the importance of teacher-driven interventions.

Preparing children for reading requires addressing readiness deficiencies, a necessity reinforced by Akubילו (2015). Barriers such as socio-economic background, physical and mental conditions, lack of interest, unfamiliarity with symbols, and teacher limitations were identified. The study recommended that parents provide books and stimulating environments to cultivate reading habits, linking home support with school readiness. Consequently, Xuan et al. (2018) highlighted that while learners demonstrated high motivation, they lacked awareness and application of autonomous learning strategies, particularly metacognitive approaches essential for self-directed learning. Learner-centered activities such as peer review, reflective journals, and synthesis tasks were suggested to strengthen readiness, complementing Guerrero's findings on the need for structured teacher interventions. Meanwhile, Alwadaeen and Piller (2022) extended this perspective by stressing the role of society—guardians, families, and the private sector—in boosting self-directed learning readiness. They argued that raising awareness of community partnership enhances emotional and social dimensions, which positively influence cognitive and literacy development. This aligns with Akubילו's emphasis on parental involvement and Xuan's call for learner-centered strategies, showing readiness as a shared responsibility across home, school, and community.

**Table 3**

*Level of Reading Fluency of Grades 1-6 Indigenous Learners in Filipino and English*

CRLA -Filipino (Grades 1-3)			
Percentage Descriptor	Reading Fluency Level	Frequency	Percent
0	Low Emerging	107	16.6
1 – 25	High Emerging	137	21.2
26 – 50	Developing Reader	145	22.5
51 – 75	Transitioning Reader	93	14.4
76 – 100	Reading at Grade Level	163	25.3
CRLA – English (Grade 3)			
Percentage Descriptor	Reading Fluency Level	Frequency	Percent
0	Low Emerging	17	8.0
1 – 25	High Emerging	43	20.3
26 – 50	Developing Reader	48	22.6
51 – 75	Transitioning Reader	37	17.5
76 – 100	Reading at Grade Level	67	31.6
Total (Grades 1-3)		645	100.00

Phil-IRI – Filipino (Grades 4-6)			
Percentage Descriptor	Reading Fluency Level	Frequency	Percent
89 and below	Frustration	223	34.2
90 – 96	Instructional	264	40.4
97 – 100	Independent	166	25.4
Phil-IRI – English (Grades 4-6)			
Percentage Descriptor	Reading Fluency Level	Frequency	Percent
89 and below	Frustration	369	56.5
90 – 96	Instructional	196	30.0
97 – 100	Independent	88	13.5
Total (Grades 4-6 )		653	100.0
Total (Grades 1-6 )		1,298	

The results of the Comprehensive Rapid Literacy Assessment (CRLA) reveal varying levels of reading fluency among Grades 1–3 IP learners in both Filipino and English. In Filipino, the majority of grades 1-3 learners are classified as Developing Readers (22.5%) and Reading at Grade Level (25.3%), indicating that while a significant portion of learners are progressing toward proficiency, a considerable number remain in the Emerging stages (37.8% combined for low and high emerging). This pattern suggests that early literacy interventions are moderately effective but still require reinforcement, particularly for those struggling with foundational reading skills. In English, the distribution shows improvement, with 31.6% of Grade 3 learners reading at grade level and only 8% categorized as Low Emerging. The higher fluency in English may reflect increased exposure to bilingual instruction or the influence of school-based reading programs. Overall, the CRLA results demonstrate gradual literacy development among indigenous learners, emphasizing the need for sustained support in phonological awareness and vocabulary enrichment to achieve full fluency across both languages.

The Philippine Informal Reading Inventory (Phil-IRI) results for Grades 4–6 indigenous learners show distinct patterns of reading proficiency in Filipino and English. In Filipino, most learners fall within the Instructional Level (40.4%), followed by the Frustration Level (34.2%) and the Independent Level (25.4%). This indicates that while many learners can read with teacher assistance, a substantial proportion still struggle with comprehension and fluency, reflecting the lingering effects of early reading difficulties. In English, the trend shifts toward lower proficiency, with more than half (56.5%) of learners at the Frustration Level and only 13.5% reaching the Independent Level. This disparity highlights the challenges indigenous learners face in mastering English reading skills, likely due to linguistic mismatches and limited exposure to English texts at home. The Phil-IRI findings underscore the importance of differentiated instruction and culturally responsive materials to bridge the gap between Filipino and English literacy, ensuring that learners develop balanced reading proficiency across both languages.

Higher reading proficiency levels (RPL) are directly linked to stronger academic performance (AP), with female students consistently outperforming male students, as established by Gabejan and Quirino (2021). These findings led to recommendations for targeted interventions to strengthen reading skills and foster independence, particularly among groups demonstrating lower proficiency. Relative to this, Romualdo (2026) reinforced this by showing that primary grade teachers moderately implemented reading intervention strategies across instructional approaches, materials, monitoring, and parental involvement. Learners were described as moderately skilled in phonological awareness, word recognition, fluency, and comprehension. Importantly, a strong positive correlation was found between intervention strategies and learners’ skills, prompting the development of an enhanced emergent literacy program. Meanwhile, Casingal and Balaba (2026) demonstrated that while elementary learners continued to face persistent challenges, junior high school results showed substantial gains, including a reduction in frustration-level readers and a modest increase in independent readers. These findings suggest that systematic interventions, when adequately supported, can yield meaningful improvements in literacy education, complementing Romualdo’s emphasis on structured programs.

Contextual factors such as gender, parental support, access to computers, and home atmosphere significantly influence pupils’ SRI Lexile scores, thereby supporting Elger’s Theory of Performance, as highlighted by Maleon

(2022). This underscores the importance of considering both home and school environments in structuring effective literacy interventions, linking with Gabejan and Quirino’s findings on gender differences. In connection with this, Casingal et al. (2026) demonstrated that systematic use of Phil-IRI, alongside Dolch tests, significantly improved fluency and comprehension among Grade 4 pupils. Their school-based program successfully transformed struggling readers into accelerated learners, highlighting the importance of methodical assessment administration, teacher training, and remedial classes tailored to learners’ needs.

Moreover, Taguinod (2025) reinforced the role of school context and resource availability, showing that learners generally achieved satisfactory accuracy and comprehension, though mispronunciation remained the most common miscue. Central school learners outperformed those in non-central schools, with significant relationships found between accuracy, comprehension, and miscues. These findings underscore the importance of equitable access to resources and academic support in shaping Phil-IRI outcomes. Besides, Saguig (2024) added nuance by examining diverse learner demographics and home support. While learners demonstrated proficiency in decoding, word recognition, fluency, and comprehension, Phil-IRI assessments revealed differences in competency strengths. A positive, though not statistically significant, relationship was observed between oral reading skills and Phil-IRI outcomes. The study recommended targeted interventions, increased parental involvement, and equitable access to reading materials to strengthen readiness and performance. Furthermore, Tolibas (2025) highlighted persistent challenges among intermediate-grade learners, particularly those in Grades 4 to 6. Most remained at the instructional level, requiring teacher assistance to comprehend texts, while a notable proportion—especially male students—were at the frustration level. The study recommended structured intervention programs focusing on learners at instructional and frustration levels, differentiated instruction, professional development for teachers, and parental involvement through literacy workshops and home-based activities.

Table 4 presents the level of Reading Comprehension of Grades 1-3 IP learners in Filipino and English and Grades 4-6 Indigenous Learners in Filipino and English as measured by CRLA and Phil-IRI, respectively. The results of the Comprehensive Rapid Literacy Assessment (CRLA) show that a large proportion of Grades 1–3 IP learners remain at the High Emerging stage in Filipino (45.4%), with only 10.5% reading at grade level. This indicates that while many learners are beginning to acquire basic comprehension skills, most are still struggling to transition toward independent reading. The distribution across Developing (16.7%) and Transitioning (27.3%) levels suggests gradual progress, but the relatively low percentage of grade-level readers highlights the need for stronger early literacy interventions. In English, the pattern is slightly more balanced, with 19.8% reading at grade level and 29.7% at the Transitioning stage. However, 31.6% remain at the High Emerging level, showing that comprehension in English is still a challenge for many grade 3 learners. These findings emphasize that while bilingual instruction provides exposure to English, IP learners require more targeted support in comprehension strategies, vocabulary development, and culturally relevant materials to strengthen both Filipino and English literacy.

**Table 4**

*Level of Reading Comprehension of Grades 1-6 Indigenous Learners in Filipino and English*

CRLA – Filipino (Grades 1-3)			
Percentage Descriptor	Reading Comprehension Level	Frequency	Percent
0	High Emerging	293	45.4
1 – 39	Developing Reader	108	16.7
40 – 79	Transitioning Reader	176	27.3
80 – 100	Reading at Grade Level	68	10.5
CRLA -English (Grade 3)			
Percentage Descriptor	Reading Comprehension Level	Frequency	Percent
0	High Emerging	67	31.6
1 – 39	Developing Reader	40	18.9
40 – 79	Transitioning Reader	63	29.7
80 – 100	Reading at Grade Level	42	19.8
Total (Grades 1-3)		645	

Phil-IRI -Filipino (Grades 4-6)			
Percentage Descriptor	Reading Comprehension Level	Frequency	Percent
58 and below	Frustration	108	16.5
59 – 79	Instructional	202	30.9
80 – 100	Independent	343	52.5
Phil-IRI -English (Grades 4-6)			
Percentage Descriptor	Reading Comprehension Level	Frequency	Percent
58 and below	Frustration	209	32.0
59 – 79	Instructional	240	36.8
80 – 100	Independent	204	31.2
Total (Grades 4-6)		653	
Total (Grades 1-6)		1,298	

Improving reading performance requires consistent, targeted fluency-building interventions along with sustained teacher development, as emphasized by Hipolito (2026). However, instructional planning, strategy application, progress monitoring, and parental involvement were only occasionally practiced by primary grade teachers. Learners demonstrated emerging fluency in accuracy, speed, prosody, and comprehension, with significant differences noted between results from the reading fluency assessment and the CRLA tool. Weak, non-significant correlations between instructional practices and fluency outcomes prompted the development of an enhanced reading support program to strengthen instructional practices and improve fluency. Casingal et al. (2025) demonstrated that structured school-based interventions can substantially improve both fluency and comprehension among Grade 4 learners. Their findings aligned with Pado et al. (2018), who argued that independent reading proficiency represents the highest literacy achievement level. By transforming struggling readers into accelerated learners, the study underscored the importance of systematic assessment protocols such as Phil-IRI and Dolch tests, alongside remedial programs tailored to individual needs. Meanwhile, Taguinod (2025) emphasized the influence of academic support, school context, and resource availability on comprehension outcomes. Learners generally demonstrated satisfactory accuracy and comprehension, though mispronunciation was the most common miscue. Central school learners outperformed those in non-central schools, with significant relationships found between accuracy, comprehension, and miscues. These findings highlighted the role of equitable access to resources and supportive school environments in shaping reading comprehension.

The Philippine Informal Reading Inventory (Phil-IRI) results for Grades 4–6 revealed a more advanced distribution of comprehension levels compared to the younger cohort. In Filipino, more than half of the learners (52.5%) reached the Independent level, demonstrating strong comprehension skills and the ability to read without assistance. Meanwhile, 30.9% are at the Instructional level, and only 16.5% remain at the Frustration level, indicating that Filipino reading comprehension improves significantly as learners progress through the grades. In contrast, English comprehension presents greater challenges: 32% of learners are at the Frustration level, 36.8% at the Instructional level, and only 31.2% at the Independent level. This distribution shows that while some learners achieve proficiency in English, a substantial proportion still struggle, reflecting the linguistic mismatch between their mother tongue and the medium of instruction. Relative to this, Casingal et al. (2025) provided strong evidence of the effectiveness of systematic interventions, reporting substantial improvements in fluency and comprehension among Grade 4 learners. Their findings aligned with Pado et al.’s (2018) assertion that independent reading proficiency represents the optimal literacy achievement level. The school-based intervention exceeded expectations by transforming struggling readers into accelerated learners, underscoring the importance of rigorous assessment protocols such as Phil-IRI and Dolch tests to ensure accurate diagnostics and targeted interventions.

Similarly, Casingal et al. (2026) confirmed significant gains in fluency and comprehension among Grade 4 pupils, with the school-based program achieving its primary objective of converting struggling readers into accelerated learners. The study recommended methodical administration of Phil-IRI and Dolch tests, teacher training in assessment, and the design of remedial classes tailored to learners’ specific needs, reinforcing the earlier findings of Casingal et al. (2025). Moreover, Lumecio et al. (2026) demonstrated that shared reading interventions

significantly improved word recognition and comprehension, moving most learners from frustration to instructional and independent levels. This highlighted the effectiveness of structured, interactive approaches in equipping primary learners with essential skills for academic success.

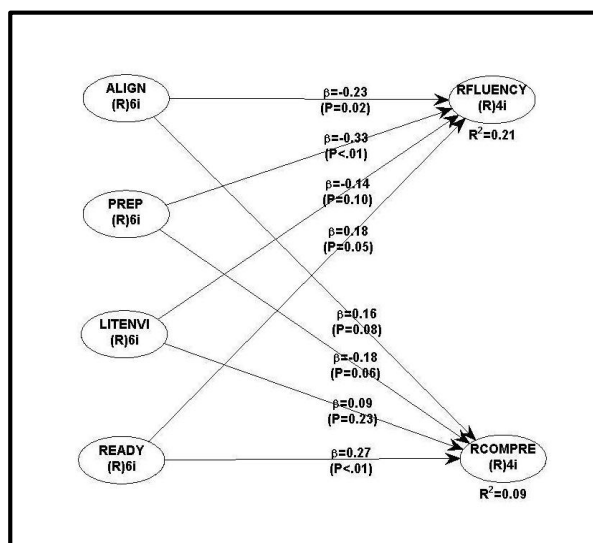


Figure 3. Structural Model of the Relationship Between Reading Factors and Reading Proficiency Level

This structural equation model (SEM) in Figure 6 presents the test of the influence of the reading factors in terms of language of instruction alignment (ALIGN), teachers’ preparation and practice (PREP), home/community literacy environment (LITENVI), and learners’ readiness (READY) on two endogenous outcomes of reading proficiency in terms of reading fluency and reading comprehension. The results are generated by WarpPLS version 7.0. Beta coefficients reveal negligible to low values from 0.09 to -0.33. P-values show the significance of the relationship of the variables in the study, which is anchored on the .05 threshold. The paths registered p-values from <.01 to .23. The R2 values indicate how much of the variance in the dependent variables is explained by the four reading factors. The model accounted for 21% of the variance in reading fluency (R2=0.21), which suggests a modest but significant explanatory power. The model explains only 9% of the variance in reading comprehension (R2=0.09), indicating that many other factors outside this model likely influence comprehension. While learners’ readiness is important, 91% of the variance in comprehension remains unexplained by this specific set of variables. Future studies may consider incorporating mediating variables, such as vocabulary depth or metacognitive strategies, to provide a more comprehensive view of the factors affecting reading proficiency.

**Table 5**  
*Beta Coefficients of the Paths and p-values for Ho*

Paths	Beta (β) Coefficient	p-value*	Interpretation
Ho: Reading Factors → Reading Proficiency Level			
ALIGN→RFLUENCY	-0.230	.021	Significant
ALIGN→RCOMPRE	0.161	.080	Not Significant
PREP→RFLUENCY	-0.327	.002	Significant
PREP→RCOMPRE	-0.177	.061	Not Significant
LITENVI→RFLUENCY	-0.145	.104	Not Significant
LITENVI→RCOMPRE	0.088	.226	Not Significant
READY→RFLUENCY	0.184	.053	Not Significant
READY→RCOMPRE	0.270	.008	Significant

\*Significant at p<0.05

Table 5 presents the eight path coefficients and p-values for the null hypothesis which posits no significant relationship between the identified factors in reading and the reading proficiency of indigenous learners. The null hypothesis was rejected for three specific paths, meaning a statistically significant relationship was found. Teachers’ preparation and language of instruction alignment both significantly influence reading fluency. However, the negative beta coefficients indicate that higher levels of these variables are associated with lower fluency scores in

this dataset. The learners' readiness showed a positive and significant relationship with reading comprehension, suggesting it is a primary driver for understanding text. The result is supported by what Saguing (2024) found, that learner readiness significantly correlates with reading proficiency as measured through standardized tools like the Philippine Informal Reading Inventory (Phil-IRI), indicating that learners with higher readiness levels tend to perform better in reading assessments. Learner readiness plays a crucial role in the development of reading proficiency, particularly in the elementary years. Learners who demonstrate readiness in areas such as phonemic awareness, vocabulary, attention span, and motivation are more likely to succeed in reading tasks and overall literacy development.

Moreover, learner readiness is influenced by early childhood experiences, including exposure to language, preschool education, and supportive learning environments. The Department of Education (DepEd, 2025) highlights that early childhood care and development programs contribute to learners' physical, cognitive, and emotional readiness, which are essential for literacy acquisition. Children who are well-prepared before entering formal schooling are more capable of engaging in reading activities and developing comprehension skills effectively. Persistent gaps in assessment practices and curriculum articulation have been identified, with teachers often left to independently interpret and operationalize objectives, as highlighted by Genon and Torres (2020). Such misalignments negatively affected student achievement, as instructional coherence is essential to maximizing learning opportunities. Their findings emphasized that academic performance improves when lesson plans are systematically aligned with benchmarks, standards, and assessments, ensuring that instructional delivery supports curriculum expectations.

Building on this, Gempeso and Mendez (2025) revealed significant inconsistencies between classroom assessments and policy guidelines, particularly in linking intended learning outcomes with teaching activities, assessment criteria, and the medium of instruction. They observed that many classroom tasks were limited to lower-order cognitive levels, thereby undermining the policy's goal of fostering higher-order thinking skills (HOTS). Moreover, the absence of activities to evaluate macro skills constrained the effectiveness of the Mother Tongue-Based Multilingual Education (MTB-MLE) program. Their study concluded that both instructional delivery and assessment practices must be systematically aligned with policy standards to provide learners with meaningful opportunities to develop advanced literacy skills. These concerns were further reinforced by Abejuela et al. (2023), who examined reading competencies within the basic education curriculum. They categorized skills into text processing and task management, finding that most learners were instructional rather than independent readers, with some identified as non-readers even at the secondary level. Importantly, the study noted weak alignment among the written, assessed, and delivered curriculum in reading. Prior to the COVID-19 pandemic, reading instruction was more extensive and teacher-directed, but during the new normal, reliance on self-paced modules and limited digital resources reduced instructional variety. This misalignment meant that several learning outcomes specified in the K–12 curriculum guide were not adequately processed or assessed, underscoring the need for stronger coherence between curriculum design, instructional delivery, and assessment practices.

In other cases, the model failed to reject the null hypothesis, as shown in the home/community literacy environment and learner readiness. These factors did not significantly influence either reading fluency or comprehension, suggesting that for this specific group, the immediate literacy environment as measured may not be the primary determinant of reading performance of the indigenous learners. The null hypothesis failed to be rejected for all paths involving the literacy environment and the path of learner readiness to reading fluency. In these instances, the data did not provide sufficient evidence to conclude that a significant relationship exists. Persistent gaps in assessment practices and curriculum articulation have been noted, with teachers frequently left to independently interpret and operationalize learning objectives, as highlighted by Genon and Torres (2020). Such misalignments negatively affected student achievement, as instructional coherence is essential to maximizing learning opportunities. Their findings emphasized that academic performance improves when lesson plans are systematically aligned with benchmarks, standards, and assessments, ensuring that instructional delivery supports curriculum expectations.

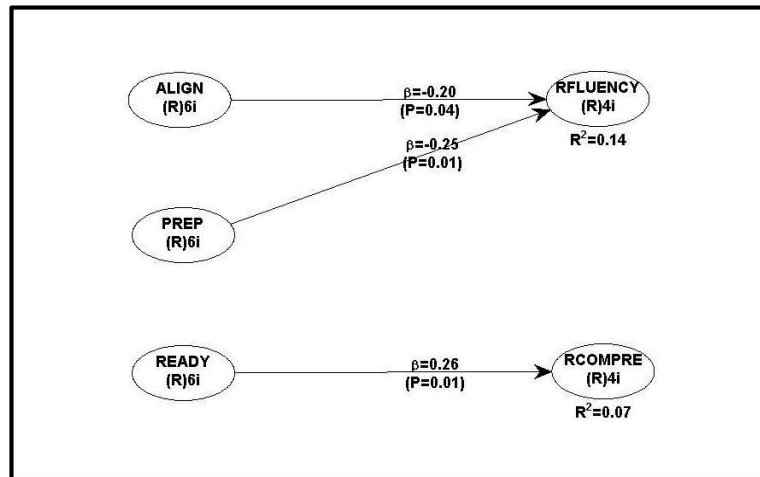


Figure 4. The Emerging Model of the paths alignment to Reading Fluency, Teachers’ Preparation for fluency, and comprehension

The emerging model in Figure 4 represents a refined version of the structural analysis, retaining only the paths that reached statistical significance. The new model explains 14% of the variance in reading fluency ( $R^2=0.14$ ) using only language of instruction alignment and teachers’ preparation and practice. Only 7% of the variance in comprehension ( $R^2=0.07$ ) is explained by readiness alone. This confirms that while readiness is necessary, comprehension is a complex cognitive process influenced by many other external or internal factors not captured in this specific model. All three paths alignment to reading fluency, teachers’ preparation to fluency, and to comprehension are interpreted as having a small effect size, with coefficients ranging from .058 to .082. This suggests a small practical impact on reading fluency and comprehension. While these relationships are statistically significant, their actual impact on the variance of reading proficiency is modest. The negative effect of teacher preparation on reading fluency, despite being significant, yields a small effect. This may imply that while teacher preparation as currently implemented has a measurable impact, its practical ability to shift fluency scores is limited. This suggests that, aside from increasing the amount of preparation, the nature of the teacher’s preparation may need to change. Research suggests that teachers’ training, pedagogical knowledge, and familiarity with culturally responsive approaches directly impact learners’ literacy outcomes (Darling-Hammond, 2017). Thus, aligning teacher preparation with the unique needs of IP learners is essential.

Table 6

*Capacity-Building Program for Teachers of IP Learners for Reading Proficiency Enhancement*

**I. PROGRAM OVERVIEW** The program is aligned with DepEd Order No. 32, s. 2015

(Indigenous Peoples Education Curriculum Framework)

Program Title	SAMA-SAMA SA PAGBASA (Together in Reading)
Program Goal	To enhance the reading readiness of IP learners and teachers' competence in delivering culturally responsive, linguistically appropriate reading instruction across elementary schools in Magsaysay District within one academic year
Target Beneficiaries	1,298 IP learners across 12 elementary schools; 70 elementary teachers; 12 school heads
Program Duration	One Academic Year (10 months: June 2026 – March 2027)

**DISTRICT-LEVEL PROGRAMS, PROJECTS, AND ACTIVITIES (SY 2026-2027)**

**II. Program: District Capacity-Building Program for Teachers of IP Learners for Reading Proficiency Enhancement**

Activity/PPA	Description	Focal Person/s	Resources Needed	Budget	Timeline
1 District Reading Summit for IP Education	One-day gathering of all school principals, reading coordinators, master teachers, and IP community representatives to launch the	PSDS, District Reading Coordinator, School Principals, Mangyan Leaders	Venue, meals, materials, honoraria, and transportation for IP representatives	₱50,000	July

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	program, share best practices, analyze district-wide reading data, and plan coordinated interventions				
2. District-Wide Reading Assessment Coordination	Standardized administration and analysis of CRLA and Phil-IRI across all 12 schools; consolidation of district-level data disaggregated by IP learners to identify trends and priority areas	PSDS, District Reading Coordinator, School Principals	Assessment materials, data analysis tools, and data entry personnel	₱30,000	August (Pre-test), March (Post-test)
3. Teacher Capability-Building in Teaching IP Learners Training Series	Quarterly district-level professional development on: (1) Teaching reading in the IP mother tongue and MTB-MLE (August); (2) Developing reading fluency and comprehension strategies (October); (3) Language transition strategies and English as a third language instruction (January); (4) Culturally responsive pedagogy and assessment (March)	PSDS, District Reading Coordinator, External Resource Speakers, Mangyan Cultural Experts	Training materials, venue, meals, honoraria, and accommodation	₱50,000	Quarterly (Aug, Oct, Jan, Mar)
4. Learning Journey: Visit to Model Schools	Facilitated visits of teachers and school leaders to model schools within the district that demonstrate exemplary reading practices with IP learners	PSDS, School Principals	Transportation, meals, documentation	₱30,000	November
5. District Reading Materials Development Hub for IP Learners	Establishment of a district-level facility for developing, reproducing, and distributing culturally relevant reading materials in the IP language, Filipino, and English	PSDS, District Reading Coordinator, Mangyan Cultural Advisers	Printing equipment, paper, binding materials, software, and computers	₱80,000	September-October
6. IP Learners Reading Festival	Semi-annual district-wide reading competitions, storytelling festivals in the mother tongue, and literacy exhibits showcasing Mangyan learner and teacher work	PSDS, District Reading Coordinator, School Principals	Venue, prizes, materials, meals, sound system	₱60,000	December, March
7. Monitoring and Provision of Technical Assistance	Regular district-level monitoring visits to all 12 schools to provide technical assistance on reading instruction, assessment, and intervention implementation for IP learners (monthly visits)	PSDS, District Reading Coordinator, Education Program Supervisors	Transportation, monitoring tools, and vehicle fuel	₱50,000	Monthly (Aug-Mar)
TOTAL				₱350,000	

**III. ONE-YEAR IMPLEMENTATION TIMELINE MATRIX (SY 2026-2027)**

Activity/PPA	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1 District Reading Summit	✓								
2 Assessment Coordination		✓							✓
3 Teacher Training Series		✓		✓			✓		✓
4 Cross-Visit Program					✓				
5 Materials Development Hub			✓	✓					
6 Reading Festival					✓				
7 Monitoring & TA		✓	✓	✓	✓	✓	✓	✓	
8 Teacher Recognition			✓		✓		✓		✓

9 Reading Caravan				✓	✓	✓	✓	✓	
10 Data Management			✓	✓				✓	✓

Based on **DepEd Order No. 43, s. 2013** (Project Development and Management Framework) and DepEd Project Management Guidelines

#### IV. MONITORING AND EVALUATION FRAMEWORK

Level	M&E Activity	Frequency	Responsible	Key Data Sources
District	Monthly School Visits	Monthly	PSDS, District Coordinator	Monitoring forms, technical assistance reports
District	Quarterly Data Consolidation	Quarterly	District Coordinator	District-wide reading data, school comparisons
District	Reading Festival Evaluation	Semi-annually	District Coordinator	Participation rates, evaluation forms
District	End-of-Year Program Evaluation	March	PSDS, Principals	Accomplishment reports, financial reports

#### Roles and responsibilities matrix

Focal Person	Role	Key Responsibilities
Public Schools District Supervisor (PSDS)	District Program Manager	Oversees district-level implementation; coordinates with school heads; reports to division; ensures resource allocation; leads district summit and training
District Reading Coordinator	District Program Lead	Facilitates district-level activities; provides technical assistance; consolidates data; leads training sessions; manages materials hub
School Principal	School Program Manager	Leads school-level implementation; monitors progress; allocates school resources; engages the community; conducts LAC sessions
School Reading Coordinator	School Program Lead	Coordinates reading activities; analyzes reading data; leads LAC sessions; reports to principal; consolidates CRLA and Phil-IRI results
Master Teacher	Instructional Coach	Mentor teachers; conducts demonstration teaching; leads lesson study; develops materials
Classroom Teacher	Implementer	Delivers daily reading instruction; assesses learners; differentiates instruction; engages parents; documents progress
IPed Focal person	IPed coordinator	Creates an action plan related to IPED; conducts IPED-related capacity building
IP Community Elders	Cultural Adviser	Provides cultural guidance; shares oral traditions; validates materials; participates in storytelling; attends parent sessions
PTA President	Parent Coordinator	Mobilizes parent participation; supports home reading activities; coordinates community resources; organizes reading nights
Barangay Captain	Community Partner	Supports barangay reading corners; facilitates community engagement; provides venue support; mobilizes barangay resources

Based on **DepEd Order No. 43, s. 2013** (Project Development and Management Framework) and DepEd Project Management Guidelines

The SAMA-SAMA SA PAGBASA program represents a comprehensive and localized response to the findings of the study within a one-year academic timeframe. It provides a clear, realistic, and actionable roadmap for improving reading outcomes for IP learners in Magsaysay District across school and district levels. In alignment with both the results of this study and the supporting literature and studies, the design of the program is grounded on evidence that highlights the critical role of teacher competence in the literacy development of IP learners. Research consistently emphasizes that teacher preparation and professional development are critical in improving literacy outcomes. Bastida et al. (2016) revealed that IPed teachers often struggled with contextualizing lessons and strengthening literacy instruction. These findings support the teacher capability-building series in your program. Systematic assessment is another cornerstone. Romualdo (2026) reported strong correlations between intervention strategies and learners' skills, while Casingal et al. (2025, 2026) demonstrated that standardized assessments such as Phil-IRI and Dolch tests transformed struggling readers into accelerated learners. These studies justify the district-wide assessment coordination and data-driven monitoring embedded in your plan. Culturally responsive materials are equally vital. Ligoyligoy et al. (2025) showed that contextualized phonics-based workbooks enhanced engagement and comprehension among IP learners, while Mado et al. (2025) found that learners performed better on texts related to indigenous culture. These findings validate the District Reading Materials Development Hub and the integration of indigenous language and culture in instruction. Community engagement also plays a decisive role. Bardinas et al. (2026) confirmed that supportive home literacy environments significantly influenced literacy performance, while Cubillas et al. (2025) demonstrated that community-based literacy projects reduced frustration-level readers and increased independent reading achievements. These studies

underpinned the Reading Festival, Reading Caravan, and parent workshops in the program.

Finally, monitoring and technical assistance ensured fidelity of implementation. Guerrero (2025) and Pacleb (2026) highlighted that teacher-driven interventions and consistent monitoring correlated strongly with literacy outcomes. Giles (2026) further validated that remedial approaches directly influenced learners' progress. These findings supported the monthly monitoring visits and technical assistance included in the plan. The process flow of the program follows a logical cycle: it begins with a District Reading Summit to launch the initiative and align stakeholders, followed by baseline assessments to identify learner needs. Teachers then undergo quarterly training sessions on culturally responsive pedagogy and MTB-MLE, complemented by cross-visits to model schools. Simultaneously, the Materials Development Hub produces contextualized resources, while community engagement activities such as Reading Festivals and Caravans foster collaboration. Throughout the year, monthly monitoring and technical assistance ensure progress, culminating in an end-of-year evaluation that consolidates results, recognizes teachers, and refines strategies for sustainability. In summary, the proposed action plan integrates teacher development, systematic assessment, culturally responsive materials, community engagement, and continuous monitoring into a coherent process flow. This ensures that reading proficiency among IP learners in Magsaysay District will be enhanced through coordinated, evidence-based, and culturally grounded interventions.

#### 4. Conclusions

Based on the findings presented, the following conclusions are drawn: The findings confirm that a single element does not determine foundational reading literacy factors but rather emerges from the complex interplay between instructional practices, teacher competence, home support, and learner characteristics. In terms of the extent of the foundational reading literacy factors of IP learners, language of instruction alignment plays a crucial role in learners' reading development, as the use of the mother tongue and linguistically appropriate materials supports comprehension. Teachers' preparation and practice strongly influence the development of learners' reading proficiency, as reflected by the very high level of competence in applying culturally responsive strategies and effective reading instruction. The home/community literacy environment has a strong influence on learners' reading development, with limited literacy support and exposure at home emerging as key concerns despite generally high levels of support and engagement. Learners' readiness plays a significant role in reading development, with early childhood experiences and socio-emotional readiness emerging as strong contributing factors. Overall, learners demonstrate a generally high level of preparedness, as evidenced by the level of reading proficiency of IP learners. Reading fluency among IP learners shows gradual progression across grade levels, with learners demonstrating developing skills in both Filipino and English. However, they have not yet consistently reached independent reading levels. Reading comprehension among IP learners shows steady development across grade levels, with stronger performance observed in Filipino and progressing levels of comprehension in English. Teacher preparation and language of instruction alignment both have a significant effect on reading fluency, while learners' readiness shows a positive and significant relationship with reading comprehension. However, the home/community literacy environment and its effect on reading fluency were not significant. The proposed capacity-building program serves as a strategic roadmap to a more comprehensive proposed district-based capacity-building program to enhance the reading proficiency of IP learners in Elementary IP Schools in Magsaysay Districts.

**Recommendations** - Based on the conclusions drawn from the study on Foundational Reading Literacy Factors and Reading Proficiency of Indigenous Learners in Magsaysay, Occidental Mindoro, the following recommendations are proposed for implementation by the Office of the Public Schools District Supervisor (PSDS), School Heads, and Elementary Teachers. The District Office may adopt a unified reading framework that integrates language alignment, teacher competence, community engagement, and learner readiness. This must be implemented through School Reading Improvement Plans. For the extent of the foundational reading literacy factors of IP learners, school principals may implement mother tongue compliance in the teachers' instruction and conduct regular classroom observations. Principals may provide monthly coaching, designate model teachers as

mentors, and ensure that instructional practices directly improve fluency and comprehension. Schools may formalize partnerships with IP elders and barangay officials to strengthen literacy through storytelling sessions, parent workshops, and barangay reading corners. Principals may conduct monthly portfolio reviews and observations to ensure teachers implement readiness-based strategies effectively, supporting diverse learner needs, such as the level of reading proficiency of IP learners. Schools may adopt a comprehensive fluency development program that begins in the early grades and continues through intermediate levels. Schools may implement a comprehensive reading program that develops and improves comprehension skills using explicit strategy instruction, small-group and individualized interventions, and enrichment activities across grade levels. School principals are encouraged to strengthen kindergarten readiness, initiate capacity-building for teachers, provide orientation to parents, and partner with IP elders. SAMA-SAMA SA PAGBASA may be implemented as a district-based capacity-building initiative in Magsaysay District and may also be adopted by other districts as a model program to enhance the reading proficiency of IP learners. Future researchers may conduct studies to track IP learners from Kindergarten to Grade 6 to examine how foundational factors interact over time. This will also evaluate the long-term effectiveness of programs like Sama-Sama sa Pagbasa across multiple schools.

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