

# The Effectiveness of Reading Intervention Programs on Learners with Reading Difficulties in Multigrade Schools

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**Abstract:** In Magallanes South District, teachers are employing a combination of self-initiated projects and formal Department of Education (DepEd) reading programs to effectively support students grappling with reading difficulties. These reading intervention programs have shown considerable effectiveness in enhancing literacy skills, but their success is often impeded by logistical challenges. Themes derived from interviews with educators in the district reveal a robust commitment to literacy skill-building, with high success rates attributed to adaptive approaches tailored to individual student needs. Furthermore, socio-economic adaptations have facilitated changes in how reading difficulties are addressed, although logistical challenges remain a significant factor affecting overall effectiveness. The implementation of these programs relies heavily on teacher dedication and a collaborative atmosphere that fosters professional development. Teachers utilize individualization instruction methods and ongoing monitoring to create a supportive learning environment, maximizing the impact of their efforts. However, various challenges complicate these initiatives. Resource limitations, tight scheduling, and inconsistent parental involvement can hinder the optimal delivery of reading interventions, indicating a pressing need for systemic improvements. To tackle these challenges, a proposed intervention program aims to establish a supportive framework for educators and students in multigrade classrooms. By addressing resource limitations and fostering parental engagement, the program seeks to ensure sustained and effective reading interventions that cater to diverse learners. This initiative underscores the critical role of community and collaboration in the educational landscape, suggesting that a holistic approach could significantly enhance the efficacy of literacy initiatives in Magallanes South District.

**Keywords:** *Magallanes South District, Reading Difficulties, Literacy Intervention, Teacher-Led Initiatives, Parental Involvement, Educational Strategies.*

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## I. INTRODUCTION

Making meaning of what is read is the primary goal of reading. Making sense of the world requires the use of two fundamental abilities: perception and recognition. The ability to quickly and accurately comprehend words, syllables, and letters is known as recognition. To be effective, reading requires a certain level of phonological awareness, analysis, and word recognition. These are the foundational skills for reading comprehension and fluency. A crucial step in the reading process is word recognition and it is the most basic element of reading comprehension.

People who struggle with fluency in reading encounter certain challenges when reading a text. Students who struggle with reading often have several issues, including short-term memory loss, difficulty focusing, emotional weakness, mindless reading, poor eye-motor coordination, reversing words when reading, and difficulty breaking a

story into manageable chunks. The issues and errors in word recognition that readers run into include not understanding the relationship between a symbol and its sound, mispronouncing words and letters, having trouble with spelling, misreading, adding and subtracting, and reading aloud while inverting and repeating words (Gedik and Akyol, 2022).

According to UNICEF (2022), it is believed that only one-third of 10-year-olds worldwide can read and comprehend a simple written story. About two-thirds (64%) of the remaining students are unable to meet this minimal skill level in reading comprehension. Compared to pre-pandemic 52 percent, this is higher. As world leaders convene in New York for the UN General Assembly's Transforming Education Summit, UNICEF issues a dire warning about the global education crisis and the pressing need for immediate action. Meanwhile, approximately 773 million adults worldwide lack literacy, with women making

up the majority. South Asia and sub-Saharan Africa have the lowest rates of literacy.

In the Philippines, Chi (2024) reported that data on learning poverty from the World Bank (2022) shows that at least 90% of Filipino children ten years old have difficulty reading or comprehending simple text. However, the pre-pandemic estimate put learning poverty in the Philippines at 70%, even before the COVID-19 pandemic hampered children's academic progress. Meron (2018) suggested that one explanation for this is poverty. Students from low-income families prioritize employment above formal education from an early age in the Philippine educational system. Their socialization with academic and cognitive development is also impacted by poverty and a lack of resources for their studies.

With the foregoing discussions above, the Department of Education (DepEd) remains steadfast in its commitment to delivering quality, relevant, inclusive, and responsive basic education. This commitment is further strengthened by the present administration's Eight-Point Socioeconomic Agenda and the MATATAG Education Agenda to produce competent, job-ready, active, and responsible citizens, equipped with essential competencies and skills for lifelong learning. DepEd Memorandum No. 001, s. 2024 was initiated to implement Catch-up Fridays beginning January 12, 2024, across elementary and secondary schools and community learning centers (CLCs) nationwide. All Fridays of January 2024 shall be dedicated to the "Drop Everything and Read" (DEAR) activity and orientation for field officials. It should also be used as a venue to gather feedback from field implementers on the guidelines of Catch-up Fridays. All Fridays throughout the school year shall be designated as Catch-up Fridays, with a focus on operationalizing the National Reading Program (NRP).

Jamshidifarsani et al. (2019) presented a comprehensive overview of the existing research on technology-based or technology-assisted reading interventions for elementary grades. It is found that vocabulary interventions, as well as using mobile, tablet, and other non-computer technologies are massively overlooked. Furthermore, a very limited number of programs focused on fluency, and none of them addressed all its components. In addition, despite the required long-term practice for fostering fluency, the reviewed studies have an average intervention time shorter than other intervention categories. Meanwhile, Tomas et al. (2021) investigated the English and Filipino reading profile of learners, challenges, difficulties, and lessons, the schools' agenda and initiatives for the enrichment of reading programs to eliminate these reading challenges and difficulties; and stakeholders' support and commitment. The bulk of students, according to the results, were experiencing frustration. Additionally, it was believed that learners-at-risk, a lack of a reading culture, and a lack of mastery of the reading elements were the root causes, sources, and attendant determinants of the student's reading level. The recommended reading programs and exercises could be used as reading literacy initiatives in the classroom and as a

component of contextualized reading curricula. These programs fall into three categories: individual reading recovery, enrichment/enhancement, and literacy.

Moreover, the elements influencing students' reading proficiency in multigrade schools in elementary were identified by Cabalo and Cabalo (2019). The findings showed that the teacher component is the one that has the biggest impact on reading competence. It was discovered that the indicators in the teacher profiles strongly correlated with the elements influencing the students' reading proficiency. The study concluded that the criteria that were identified and taken into consideration had a substantial impact on the students' reading competency in combination classes, but that the teachers' length of teaching experience was the most relevant influence. It was also shown that the only factors that harmed the students' reading competency were the teacher and the student.

The researcher chose this study because she became a volunteer teacher in a multigrade school in Magallanes South district for almost one year. She traveled almost 8 kilometers to get to school because this school is in a far-flung area. She saw the challenges that multigrade teachers face when it comes to dealing with students with reading difficulties. So, she chose this study to find out what reading intervention programs are being implemented in multigrade schools to address reading difficulties.

## II. OBJECTIVES

This study explores the effectiveness of reading intervention programs on learners with reading difficulties in multigrade schools in Magallanes South District. Specifically, it answered the following questions:

- What are the existing programs addressing the difficulties in reading by the multigrade schools?
- What is the perception of the teachers of the level of effectiveness of different intervention programs?
- How do teachers implement the different intervention programs to address reading difficulties?
- What are the challenges encountered by teachers in implementing the different intervention programs for multigrade schools?
- What school-based activities could be proposed to address the reading difficulties encountered by multigrade pupils?

## III. METHODOLOGY

This study adopted a qualitative approach rooted in a phenomenological research design to delve into the lived experiences of teachers implementing reading intervention programs in multigrade schools within the Magallanes South District.

The study involved 11 participants composed of multigrade teachers in Magallanes South District. The composition of respondents for a recent survey assessing educational trends and needs in the region is as follows: Bulala Elementary School is set to contribute the largest

number of participants, with six respondents selected. This suggested a strong commitment from this particular institution, which could be indicative of its commitment to understanding and addressing the educational challenges facing its students. Magsaysay Elementary School provided two respondents, reflecting a more modest representation. This lower number prompts curiosity about the reasons behind the limited participation, which could range from logistical challenges to differing levels of interest in the survey's objectives. Meanwhile, Malbog Elementary School contributed three respondents, positioning it somewhere between the robust participation of Bulala and the more reserved involvement of Magsaysay.

Thematic Coding was used to analyze the interview transcript of the participants to know the existing programs addressing the difficulties in reading by the multigrade schools being implemented in Magallanes South District; the perception of the teachers of the level of effectiveness of the different intervention programs; how do teachers implement the different intervention programs to address reading difficulties; and challenges encountered by teachers in implementing the different intervention programs for multigrade schools.

#### IV. RESULTS AND DISCUSSION

Data were classified and presented in different tables. Descriptive statistics were applied to test the null hypotheses afterward.

##### A. Existing Programs Addressing the Difficulties in Reading by the Multigrade Schools are Being Implemented in Magallanes South District.

The different reading intervention programs for reading difficulties being implemented in Magallanes South District are evident through the following themes derived based on the interview transcript: *School-Initiated Intervention in Reading and DepEd Reading Programs*.

##### ➤ School-Initiated Intervention in Reading

The reading intervention programs in Magallanes South District are considered *school-initiated interventions in the reading* of teachers because they are largely designed, developed, and implemented by the teachers themselves. This shows their initiative and resourcefulness in addressing the specific reading challenges faced by their students. These programs are not strictly top-down mandates, but rather the result of teachers' creativity, personal efforts, and understanding of their students' needs.

For instance, PROJECT TRIP is described as a "*sariling innovation*" (homegrown innovation). A dedicated teacher in the district saw firsthand the transformative impact of PROJECT TRIP. She noticed that pupils who previously struggled with reading began to show significant improvements in their word recognition, comprehension, and overall confidence. The program's success was attributed to its personalized approach, which considered the specific needs and backgrounds of the learners. This indicates that it was conceived and implemented by teachers

to target Grades 1 to 4 learners who struggle with reading. Teachers developed this project to offer "*full intervention*" that directly addresses the needs of the students in their classes. This also demonstrates how they took ownership of the intervention process.

Another *school-initiated intervention in reading* is known as, *Maugma Magbasa, Mara, Turuan Taka*, which translates to "*Joyful Reading, Friend, I'll Teach You.*" According to a teacher Through Maugma Magbasa, Mara, Turuan Taka, the school witnessed remarkable progress in students' reading abilities and a renewed enthusiasm for learning. This initiative highlighted the power of peer support and the joy of shared reading experiences, making a significant impact on the educational landscape of the district. This is another teacher-led program aimed at improving Grade 3 students' reading performance. With specific objectives like increasing "*reading comprehension of learners*" and showing a "*love for reading and study habits*," this project shows teachers' efforts to create a reading culture among young learners. Notably, this project involves a small group—one teacher working directly with three Grade 3 pupils—allowing for intensive, individualized instruction. The funding for this project comes from the school's Maintenance and Other Operating Expenses (MOOE). This stressed that teachers also manage funding allocation to support these interventions.

Similarly, the 6B's program, another regional innovation, although broader in scope, involves direct teacher engagement in the design and implementation process. The teachers not only work with "*all pupils with difficulties in reading*," but also collaborate with the community by coordinating with "*volunteers from the barangay*." Teachers said that when they collaborated with volunteers from the barangay (local community), they created a network of support that extended beyond the classroom. These volunteers played a crucial role in providing additional reading practice and encouragement, fostering a community-wide commitment to improving literacy. This shows how teachers take the lead in creating and managing this reading intervention program. It is customized to their student's needs and the resources available.

The PROJECT TARL, led by a specific teacher is another example of how teachers independently initiate reading programs. By starting the intervention "*on the first day of class*" and immediately identifying pupils in need of support. The project ensures timely and effective interventions. My commitment as a teacher to implement early intervention helps address reading difficulties before they become more entrenched, providing students with the support they need right from the start. This approach not only improves reading skills but also boosts students' confidence and engagement in their learning journey.

Moreover, the use of "*reading materials-usb-phonics-using yt*" in another teacher's classroom exemplifies how teachers creatively integrate digital tools into their reading interventions. This explains their active involvement in

designing personalized solutions for students according to their teaching styles and available resources. Filderman et al. (2022) supported the use of background knowledge instruction and strategy instruction to support comprehension of struggling readers in upper elementary and beyond.

Teachers have also introduced Project Barrio (Bridging Adequate Remedial Reading Instruction through Optimal Initiatives). This is a broader, community-based approach to enhancing literacy. They engage "education partners" and use optimal resources as the project exemplifies how teachers mobilize community resources to support literacy development. A teacher narrated that teachers play a pivotal role in Project Barrio, mobilizing community resources to create a supportive learning environment. By collaborating with education partners, they ensure that students have access to a wide range of materials and activities designed to improve reading skills. This holistic approach not only addresses the immediate needs of struggling readers but also fosters a culture of literacy within the community.

Finally, the BREAD & RISE program, which aims at "bridging reading gaps through emulsifying adequate and diverse reading instruction," was created by teachers to strategically address comprehension and reading fluency in their classrooms. This further shows that teachers, through their interventions, seek to provide students with diverse and individualized reading strategies. For Kim et al. (2020), they said that reading skills are foundational for daily life, academic achievement, and careers. One teacher said that Teachers in the BREAD & RISE program employ a range of instructional strategies, including differentiated instruction, interactive read-aloud, and guided reading sessions. By using a variety of methods, they ensure that each student receives the support necessary to improve their reading skills. The program also emphasizes the importance of continuous assessment and feedback to monitor student progress and adjust instruction accordingly.

#### ➤ DepEd Reading Programs

The majority of the participants also indicated that DepEd Reading Programs are being implemented as interventions to address reading difficulties among learners. These programs, based on both structured Department of Education initiatives and teacher-led strategies support literacy development among students with diverse reading abilities. Neitzel et al. (2022) found that substantial impacts can be obtained for struggling readers, with interventions aligned within a response to an intervention network.

One such program is Drop Everything and Read (DEAR), which has been implemented in multiple schools. As described by one participant, DEAR is designed to allow students to "Drop Everything and Learn," with the specific goal of addressing reading difficulties. Teachers initiate DEAR by first "conducting a reading assessment to identify the specific needs" of their learners, then providing targeted reading materials. Another teacher mentioned the importance of creating a comfortable and engaging reading environment. This denotes that it is essential to "prepare

*reading materials that cater to [students'] interests and fit their different abilities" and set up "a reading corner where they can read the materials prepared."* This strategy, along with integrating reading activities into other subjects and "monitoring their progress and learning," is a holistic method to cultivate reading skills.

Another DepEd program used in the district is Catch Up Fridays, where teachers dedicate time to help students close reading gaps, especially for those who struggle with comprehension. This provides consistent weekly support to align with the broader DepEd reading interventions and improve literacy outcomes over time. Catch Up Fridays has become an effective supplement to these reading interventions, helping teachers provide consistent, hands-on practice in reading for learners who require extra assistance.

Additionally, NLC (National Learning Camp) has been organized to offer extended support for learners with difficulties in reading and comprehension. According to one participant, the NLC is conducted to "prepare the children/learners with difficulty in reading gaps as well as to enhance learners' comprehension." This ensures that students receive remedial support in a structured setting. It gives teachers the chance to track and address reading progress effectively over time.

Other notable programs include PhilIRI (Philippine Informal Reading Inventory), a standardized tool that helps teachers assess and monitor student reading levels, and CRLA (Comprehensive Reading Literacy Assessment), which serves as a benchmark for understanding learners' reading skills. Both programs allow educators to gather data-driven insights into students' reading abilities.

The abovementioned DepEd Reading Programs are comprehensive approaches to addressing literacy challenges in Magallanes South District. By combining nationwide initiatives like PhilIRI and CRLA with school-based practices like DEAR, Catch-Up Fridays, and NLC, teachers in the district can support their students' reading development and close learning gaps more effectively.

#### B. The Perception Of The Teachers Of The Level Of Effectiveness Of Different Intervention Programs.

The perception of the teachers of the level of effectiveness of different intervention programs in Magallanes South District is evident through the following derived themes based on the interview transcript: *high levels of success in literacy skill-building, adaptive approaches that effectively meet individual needs, supportive socio-economic adaptations, and moderated effectiveness due to logistical challenges.* Each theme shows how the abovementioned programs address reading difficulties. Proctor et al. (2020) reported practically meaningful effects of reading intervention on standardized measures of both academic language and reading comprehension, with implications for theory, research, and classroom practice.



### ➤ *High Levels of Success in Literacy Skill-Building*

The high level of effectiveness of reading intervention programs in building literacy skills among learners with reading difficulties in the Magallanes South District was echoed by numerous participants. These are credited with significantly improving students' foundational literacy, comprehension, fluency, and phonemic awareness through well-structured programs like the "Drop Everything and Read" (DEAR) program and other systematic, individualized instructional approaches. Kim et al. (2021) revealed that reading intervention had a positive and significant effect on knowledge, as measured by vocabulary knowledge depth, listening comprehension, and argumentative writing.

The participants often highlighted the DEAR program's research-backed structure, emphasizing its specific focus on phonics, decoding, and fluency activities. For instance, Participant 5 found that "*explicit comprehension strategy instruction*" was highly effective for students struggling with reading comprehension, due to its solid grounding in educational theory and its systematic approach to building literacy skills from foundational elements to complex comprehension strategies. This aligns with findings from other teachers who noted that engaging, theory-based approaches provide students with necessary strategies and skill-building blocks. This shows high levels of effectiveness in their practical application.

The DEAR program's emphasis on phonics and decoding was highlighted as particularly effective in improving literacy levels. Participant 7 noted that the "*DEAR program provides explicit and systematic phonics instruction, teaching students the sound of letters, letter combinations, and decoding strategies.*" This focus on decoding enables students to break down words and enhance their reading fluency and comprehension. Teachers also reported that providing repeated reading activities, choral reading, and paired reading has been essential in helping students become more fluent and confident readers.

Another key factor in the high level of success of these interventions is the focus on individualized attention for students with pronounced difficulties. Participant 4 shared that "*students who are struggling need focus and one-on-one support to learn to read,*" stressing the value of individualized instruction for those with substantial needs in literacy skills. One-on-one attention allows teachers to target specific areas where students experience challenges, such as comprehension and decoding, enabling steady improvement in their literacy journey. Participant 3 agreed, describing the approach as vital for "*students who need more focus on comprehension,*" which makes even slow readers build essential literacy skills gradually.

Participants also noted the effectiveness of comprehension strategies provided by DEAR and other programs, which foster students' critical thinking and memory skills while addressing specific comprehension gaps. According to Participant 7, these programs "*provide opportunities for learners to express their thinking in many*

*different ways,*" and enable them to critically engage with texts, which enhances their comprehension and retention abilities. This high-level engagement has reportedly had a lasting impact on students' ability to interact with and understand complex reading materials.

Additionally, adaptations for socio-economic and classroom challenges have contributed to the programs' high effectiveness. Participant 6 shared how the school's provision of meals and reading materials ensures that basic needs are met, allowing students to focus better on literacy activities. This socio-economic support, combined with a print-rich environment and vocabulary development activities such as word games and storytelling, creates a well-rounded, supportive learning atmosphere that further promotes reading success among students.

The reading intervention programs in the Magallanes South District have achieved high levels of effectiveness in literacy skill-building due to their structured, research-based approaches, emphasis on phonics and decoding, individualized interventions, comprehension support, and adaptations to socio-economic needs. This implies the programs' significant impact on learners' literacy development.

### ➤ *Adaptive Approaches that Effectively Meet Individual Needs*

The level of effectiveness of reading intervention programs in addressing reading difficulties in multigrade schools in Magallanes South District is characterized by adaptive approaches that effectively meet the individual needs of learners. Teachers have managed to achieve notable improvements in literacy skills. As noted by one participant, reading interventions are categorized into different tiers based on the learner's initial proficiency levels— "*Full intervention,*" "*Light intervention,*" and "*Grade ready-no need intervention*"—and result in "*above 75% compared sa pre-test,*" demonstrating an effective tailoring of support based on the learner's reading level.

These also incorporate components that address both foundational and comprehension skills. For example, phonics and decoding are prioritized through structured and systematic instruction, such as the DepEd "*Drop Everything and Read*" (DEAR) program, which provides consistent "*phonics instruction, teaching students the sound of letters, letter combinations, and decoding strategies.*" Through repeated and paired reading activities, students practice reading fluency in a manner that reinforces skill acquisition. One participant noted that DEAR not only improves literacy rates but also "*promotes engagement and motivation,*" and makes it particularly effective for younger learners who may struggle with reading comprehension and fluency.

Furthermore, teachers implement adaptive one-on-one sessions, particularly for students needing focused instruction. These sessions allow educators to directly address students' "*decoding, words, phrases, and comprehension*" needs, as indicated by a participant who described the necessity for a "*focus, one-on-one*" approach

for children who have difficulties understanding text despite knowing how to read. Each learner receives the support needed to address specific gaps in reading abilities.

Moreover, certain reading difficulties stem from external factors, such as socio-economic conditions, which are creatively mitigated through the integration of resources and activities for the students. Teachers strive to provide a supportive environment, often supplying materials to students and offering meals to address hunger-related distractions. As one teacher highlighted, *"We have prepared simple meals or snacks for children before starting to teach to ensure that they are not hungry while studying."* In addition, playful vocabulary-building activities, such as storytelling and interactive read-aloud sessions, cater to learners' engagement levels and reinforce retention through practical application.

Despite the observed successes, some challenges persist, particularly for learners who have difficulty with phonemic awareness and slow oral reading rates. One participant indicated that the intervention programs are only *"moderately effective on addressing the reading difficulties of the learners"* for certain areas, highlighting the necessity for further refinement of strategies to fully bridge literacy gaps. Nonetheless, the flexibility and adaptability of these interventions underscore a high level of effectiveness, as they address diverse learning needs with significant success and show both skill improvement and an enduring enthusiasm for reading among students.

#### ➤ *Supportive Socio-Economic Adaptations*

The level of effectiveness of reading intervention programs in addressing reading difficulties within multigrade schools in Magallanes South District is significantly enhanced through adaptations that consider students' socio-economic needs and environmental factors. Many teachers, recognizing that socio-economic limitations often hinder students' ability to engage fully with reading programs, have implemented supportive measures to help bridge these gaps. For instance, some teachers incorporate meals or snacks before class begins, as one participant noted, *"we have prepared simple meals or snacks for children before starting to teach to ensure that they are not hungry while studying."* This acknowledges that meeting basic needs is essential for children to focus and engage meaningfully in reading activities.

Moreover, the inclusion of engaging activities that cater to diverse learning styles and abilities demonstrates the program's flexibility and adaptability. Teachers adapt their methods to encourage vocabulary growth, particularly for early learners struggling with limited language exposure. As one participant shared, they *"incorporate playful activities like word games, storytelling, and songs...to introduce new words in context."* Such strategies support children in enjoyably developing essential literacy skills, accommodating their need for more immersive, context-driven learning experiences, especially for students with limited resources at home.

Another aspect of these socio-economically adaptive approaches is the incorporation of parental engagement strategies, which help address the common challenge of limited home support. One teacher highlighted the need for *"parental reminders and follow-ups at home,"* reflecting the program's sensitivity to the broader social and familial context that affects student progress. Teachers recognize that consistent reinforcement at home complements school-based intervention, fostering a continuous learning environment for these students.

Furthermore, interventions like the *"drop everything and read"* (DEAR) program are tailored to motivate students while considering their varied interests. As described by a teacher, DEAR *"improves literacy rates, promotes engagement and motivation, and fosters love for reading among children."* This intervention aligns with the understanding that motivation plays a critical role in students' reading development. DEAR's approach, which combines structured literacy exercises with opportunities for students to engage with personally meaningful texts, helps to stimulate intrinsic interest in reading—a key factor in overcoming socio-economic barriers that often stymie progress.

The effectiveness of reading intervention programs in Magallanes South District's multigrade schools is closely tied to how well these programs adapt to and address the socio-economic realities of the students they serve. The incorporation of supportive and engaging learning techniques and involving parents in students' progress create a learning environment where all students, regardless of background, have the opportunity to improve their reading abilities. This socially responsive model not only boosts literacy rates but also cultivates a more inclusive and adaptive approach to education in multigrade classrooms.

#### ➤ *Moderated Effectiveness Due to Logistical Challenges*

The level of effectiveness of reading intervention programs in addressing reading difficulties in Magallanes South District's multigrade schools is considered moderate, primarily due to logistical challenges. Teachers and program participants have highlighted that while the interventions have shown positive outcomes, particularly in boosting literacy and comprehension skills, limitations in resources and support hinder their full potential.

For instance, Participant 10 rated the effectiveness of the interventions as "6 out of 10," explaining that developing reading proficiency *"needs a lot of time to master, particularly in multigrade schools where limited manpower and resources are evident."* This implies a common challenge in multigrade settings, where teachers must balance instructing students at varying reading levels within limited instructional time. Additionally, the scarcity of resources such as reading materials, highlighted by Participant 3, adds to these difficulties, as *"students need reading materials"* to practice and reinforce reading skills independently. Without sufficient access to these materials, students struggle to maintain consistent progress, impacting the overall effectiveness of the programs.

Other logistical barriers, such as family support and socioeconomic factors, further moderate the success of these programs. As Participant 2 noted, there is a lack of "parent support" to follow up with students' reading activities at home, which can detract from the gains made in school. Socioeconomic factors are also evident, with Participant 6 emphasizing that children often come to school hungry, making it challenging for them to concentrate on reading tasks. In response, some schools have attempted to mitigate this by providing snacks before class, but the lack of consistent funding for such initiatives limits the reach and sustainability of this approach.

Despite these obstacles, teachers have implemented tailored strategies to maximize the interventions' impact, such as "one-on-one" reading support, which Participant 4 described as essential for struggling readers. Yet, while individualized attention yields benefits, it is also resource-intensive, further implying how logistical constraints moderate the overall effectiveness of reading intervention efforts in these schools.

### C. Teachers' Implementation Of The Different Intervention Programs To Address Reading Difficulties.

The teachers' implementation of the different intervention programs to address reading difficulties is evident through the following derived themes based on the interview transcript: *commitment to program objectives and professional development, collaborative and individualized instruction, and ongoing monitoring and supportive learning environment*. Tomas et al. (2021) recommended reading programs and exercises could be used as reading literacy initiatives in the classroom and as a component of contextualized reading curricula. These programs fall into three categories: individual reading recovery, enrichment/enhancement, and literacy.

#### ➤ Commitment to Program Objectives and Professional Development

The implementation of reading intervention programs in multigrade schools hinges significantly on teachers' commitment to program objectives and their dedication to professional development. This not only enhances the effectiveness of the programs but also shows a supportive learning environment for students facing reading difficulties.

To begin with, a teacher's dedication is critical for achieving the objectives of any reading intervention program. Participant 2 emphasized the necessity of "dedication, patience, and enthusiasm" in teaching, implying that these qualities facilitate collaboration with parents and colleagues, which is essential for a comprehensive approach to addressing reading difficulties. This helps create a community of support around learners and makes sure that they receive the necessary encouragement and resources to succeed. Contrarily, Shareefa (2021) revealed teachers' lack of competency, lack of time for high workload, and assessment of student learning as major challenges that hamper the use of Differentiated Instruction.

Moreover, the commitment to understanding and fulfilling program objectives is evident in how teachers engage with the material and their students. Participant 5 articulated this point clearly, stating, "I take time to thoroughly understand its objectives and familiarize myself with it." This not only involves attending training and professional development sessions but also encompasses ongoing assessment of students' reading levels. Teachers have the chance to make their teaching methods meet the varied needs of their students, which is essential in a multigrade setting where learners may have differing abilities.

Transitioning from dedication to effective implementation, the importance of creating an environment conducive to learning cannot be overstated. Participant 6 pointed out the value of preparing a "reading-friendly environment," and students can engage deeply with the material. This environment fosters not only comprehension but also higher-order thinking skills and encourages learners to connect their reading experiences to their own lives. This is vital as it enhances their motivation and interest in reading and addresses one of the primary challenges faced in literacy education.

Furthermore, teachers' commitment extends beyond their immediate responsibilities. Participant 8 emphasized the necessity of "communicating with parents" and "monitoring and assessing the progress," which indicates that effective implementation of reading programs relies on active involvement from both educators and families. This communication helps to keep parents informed and engaged in their children's learning journey and strengthens the home-school connection that is crucial for student success.

Additionally, the practice of providing constructive feedback is fundamental in the implementation process. As Participant 7 noted, teachers engage in sharing strategies and techniques, and an opportunity for continuous improvement within the program. This feedback loop not only helps in identifying areas of strength and improvement but also encourages teachers to adapt their methods based on student needs and make sure that the intervention remains effective and relevant.

The commitment of teachers to program objectives and their pursuit of professional development are integral to the successful implementation of reading intervention programs. Teachers not only enhance their effectiveness but also significantly contribute to improving reading outcomes for learners with difficulties. Their commitment shapes literacy education in multigrade schools and empowers both teachers and students to achieve their fullest potential.

#### Collaborative and Individualized Instruction

The implementation of reading intervention programs in multigrade schools necessitates a collaborative and individualized instructional approach. This strategy is vital for addressing the diverse needs of learners facing reading difficulties. The successful execution of these programs relies heavily on cooperation among teachers, parents, and



colleagues. This implies the importance of teamwork and tailored strategies.

To begin with, collaboration is essential in ensuring the effective implementation of reading intervention programs. Participant 1 highlighted the significance of “*cooperation in the implementation of the program*,” which leads to “*positive results*.” This is an environment where teachers can share insights, strategies, and resources and enhances their collective ability to address the varied challenges faced by students with reading difficulties. Teachers can leverage each other's strengths. This leads to more comprehensive support for learners.

Moreover, the commitment of teachers to engage in collaborative efforts is reflected in their dedication to fostering relationships with parents and colleagues. Participant 2 underscored the need for “*collaboration with parents and colleagues*,” stating that such teamwork is essential for a successful educational experience. This is not just about sharing responsibilities; it also involves conducting research and gathering feedback to tailor interventions effectively. The continuous loop of communication ensures that everyone involved is informed and engaged and creates a supportive network for the students.

Transitioning to individualized instruction, it becomes clear that this approach is critical in meeting the unique needs of each learner. Participant 5 emphasized the importance of thoroughly understanding program objectives and “*implementing individualized instruction*” to address varying reading at each level effectively. This commitment to differentiation allows teachers to adapt their teaching strategies based on individual student assessments, ensuring that each child receives the support they need to succeed. The teachers make timely adjustments to their instructional methods and make a more effective learning experience.

Additionally, creating a conducive learning environment plays a pivotal role in individualized instruction. Participant 6 described the importance of preparing a “*reading-friendly environment*” and providing opportunities for discussion, which stimulates higher-order thinking skills. This encourages students to connect their reading experiences to real-life situations, enhancing their comprehension and engagement. Teachers can address diverse learning styles and preferences and show a deeper understanding of reading concepts.

Furthermore, the importance of feedback cannot be understated in both collaborative and individualized instruction. As Participant 7 noted, teachers engage in “*sharing strategies and various reading techniques*” to assess student abilities and needs. Regular assessments and feedback mechanisms create an environment of continuous improvement, where educators can identify challenges and successes in real time. This enables teachers to fine-tune their instructional strategies and that they are meeting the evolving needs of their students.

The effective implementation of reading intervention programs in multigrade schools hinges on a collaborative and individualized instructional approach. The cooperation among teachers, parents, and colleagues makes a good support system that addresses the diverse needs of learners with reading difficulties. Moreover, through the commitment to individualized instruction, teachers can tailor their teaching strategies to suit individual learning styles, ensuring that every child has the opportunity to thrive. The dedication to collaboration and individualization drives the success of reading intervention programs and encourages students to overcome their reading challenges and achieve academic success.

#### ➤ *Ongoing Monitoring and Supportive Learning Environment*

The implementation of reading intervention programs in multigrade schools requires ongoing monitoring and the establishment of a supportive learning environment. These two components are vital in ensuring that teachers can effectively address the reading difficulties faced by their students. Through continuous assessment and a nurturing atmosphere, educators can adapt their strategies to meet individual student needs. This implies promoting better reading outcomes.

To begin with, ongoing monitoring plays a crucial role in assessing the effectiveness of intervention programs. Participant 1 emphasized the importance of “*cooperation in the implementation of the program*,” which can lead to “*positive results*.” This often involves regular check-ins and assessments that help teachers gauge the progress of their students. Such assessments not only provide valuable insights into student performance but also allow educators to adjust their teaching methods in real time. Teachers can identify those who require additional support and create their interventions accordingly by continuously monitoring students' reading levels.

In addition, the dedication and effort put forth by teachers are critical in the monitoring process. As Participant 3 noted, implementing effective reading interventions requires “*dedication, time, and effort*.” This commitment to monitoring goes hand in hand with the teacher's responsibility to provide one-on-one attention to students. Such individualized support is essential for addressing specific reading difficulties and teachers can cater to each learner's unique needs.

Transitioning to the creation of a supportive learning environment, it becomes evident that showing a positive atmosphere is equally important. Participant 6 shared, “*As a teacher, I have prepared a reading-friendly environment*,” which is essential for encouraging student engagement. A conducive learning environment not only makes students feel safe and comfortable but also motivates them to participate actively in their learning journey. The discussions about reading materials allow students to connect classroom experiences with their daily lives, teachers can promote deeper comprehension and critical thinking skills.



Moreover, communication with parents is a key aspect of creating a supportive environment. Participant 8 emphasized the importance of “*communicating with parents*” and “*monitoring and assessing progress*.” Keeping parents informed about their children's progress and areas needing improvement fosters a collaborative approach to student learning. When parents are engaged, they can provide additional support at home and strengthen the skills being taught in the classroom.

Feedback is another vital element of ongoing monitoring and creating a supportive learning environment. Participant 5 highlighted the need for “*conducting regular assessments*” and sharing progress reports with parents during school meetings. This feedback loop is crucial for ensuring that both educators and parents are aware of students' strengths and challenges. Regular communication regarding student performance not only helps in celebrating achievements but also in addressing areas where students may be struggling.

Furthermore, the establishment of a supportive learning environment involves fostering a culture of collaboration among teachers. Participant 9 stated, “*Tailor teaching strategies to address the reading difficulties of the learners*,” indicating that collaborative efforts can lead to more effective instructional strategies. The shared best practices and resources enhance their teaching methods while collectively addressing the diverse needs of their students. In terms of teachers' perceptions, Casserly (2019) reported the implementation of flexible grouping practices (ability, mixed ability, social) for academic or social reasons.

The implementation of reading intervention programs in multigrade schools hinges on ongoing monitoring and the creation of a supportive learning environment. Continuous assessment allows educators to adjust their strategies to better serve their students, while a nurturing atmosphere encourages active engagement and collaboration. These form a comprehensive approach that addresses the reading difficulties faced by learners and pave the way for improved reading outcomes. The commitment of teachers to these principles not only enhances the effectiveness of intervention programs but also creates a positive educational experience for all students. As Gersten et al. (2020) denoted, reading interventions have a positive effect on reading outcomes.

#### *D. Challenges Encountered by Teachers in Implementing the Different Intervention Programs.*

The challenges encountered by teachers in implementing the different intervention programs are evident through the following derived themes based on the interview transcript: *resource limitations, time constraints and scheduling issues, and parental support and student engagement.*

#### ➤ *Resource Limitations*

The challenges encountered by teachers in implementing reading intervention programs in multigrade schools often stem from resource limitations. These constraints can significantly hinder the effectiveness of such programs, making it difficult for educators to provide the necessary support for students with reading difficulties. Similarly, in Sorsogon, Philippines, Maquiling (2024) explained that the most significant difficulty encountered by multigrade teachers is fitting comprehensive content into limited lesson hours. Limited resources and materials, and learners' difficulties in understanding complex texts, decoding words, and grasping context, are also major challenges.

To begin with, a recurring theme among participants is the lack of resources, which encompasses both material and financial support. Participant 1 noted the “*lack of resources*” and mentioned that partnerships with the community and programs like GIP (Government Internship Program) are necessary to address this gap. This indicates that without external support, teachers struggle to access the materials they need for effective instruction. In many cases, schools may not have sufficient reading materials, such as books and educational tools, which are critical for implementing successful reading interventions.

Transitioning to the issue of time, Participant 6 highlighted that “*lack of time*” is a significant barrier, especially for teachers managing two different grade levels. This time constraint limits their ability to engage in comprehensive lesson planning and individualized instruction, which are essential for addressing diverse learning needs. Consequently, teachers find themselves stretched thin, unable to devote adequate attention to each student. This negatively impacts students' learning experiences, particularly those who require more support due to varying abilities and learning gaps.

Moreover, the interruptions faced during the school year, such as meetings and natural calamities, further exacerbate the challenges. Participant 3 articulated how “*interruptions*” disrupt the flow of intervention programs. Such disruptions not only take away valuable instructional time but can also affect the continuity of support that students need to improve their reading skills. When teachers are frequently pulled away from their classrooms for administrative duties or face external factors like natural disasters, it becomes increasingly difficult to maintain an effective reading intervention program.

Additionally, the lack of parental support is another significant challenge that impacts resource availability. Participant 8 emphasized the importance of establishing “*clear and constant communication*” with parents, indicating that without their engagement and support, teachers may struggle to reinforce reading interventions at home. Parents play a crucial role in their children's education, and when they are not actively involved, it can lead to diminished motivation and engagement in reading activities.

Furthermore, the need for teacher-made reading materials is highlighted by Participant 9, who stated that a “lack of resources” also extends to the preparation of contextualized reading materials. This aspect is particularly important in multigrade settings, where teachers must often create customized resources that cater to the specific needs of their students. The absence of adequate resources makes it challenging for teachers to develop materials that are relevant and engaging, ultimately hindering the overall effectiveness of the intervention programs.

Participant 10 pointed out the issue of limited manpower in schools, which compounds the resource limitations faced by teachers. The “*limited manpower*” means that teachers are often left to manage large groups of students with diverse needs on their own. To mitigate this challenge, the participant mentioned employing groupings and providing additional support within those groups. However, this approach is only a temporary solution and may not fully address the underlying issue of insufficient teaching personnel.

Resource limitations present significant challenges for teachers implementing reading intervention programs in multigrade schools. The lack of materials, time constraints, interruptions, insufficient parental support, and limited manpower all contribute to a complex landscape where educators must navigate numerous obstacles. This necessitates community partnerships, effective communication with parents, and innovative resource development, to enhance the implementation of reading interventions and improve the reading outcomes for students with difficulties.

#### ➤ *Time Constraints and Scheduling Issues*

The challenges faced by teachers in implementing reading intervention programs are often exacerbated by time constraints and scheduling issues. These factors can significantly impede the effective delivery of instruction, particularly in multigrade classrooms where the needs of students can vary widely.

Many teachers express that their workload is overwhelming, especially when they are responsible for multiple grade levels. Participant 6 noted that there is a “*lack of time because I hold two grade levels.*” This situation leads to a scenario where educators struggle to allocate sufficient time to each group of students, which can diminish the quality of instruction they provide. When teachers are tasked with managing diverse learning needs across different grades, they often find it challenging to create a focused and effective learning environment for all students. Consequently, the lack of dedicated time for individualized instruction can leave some students without the necessary support to improve their reading skills.

Moreover, interruptions from administrative meetings and external factors can disrupt the flow of teaching. Participant 3 mentioned that “*interruptions*” from meetings and “*natural calamities*” hinder the continuity of the reading intervention programs. These interruptions not only

consume valuable instructional time but can also lead to inconsistencies in teaching practices. When teachers are frequently pulled away from their classrooms, the momentum needed to maintain engagement and progress in reading interventions is lost. This hinders students' ability to develop their reading skills, as regular practice and reinforcement are essential for improvement.

Additionally, the pressure of balancing various responsibilities can create a situation where teachers feel overwhelmed and unable to effectively implement intervention programs. Participant 2 highlighted the importance of “*time*” along with “*parent support*” and “*resources.*” Without adequate time, teachers may resort to less effective methods of instruction, simply because they lack the bandwidth to engage in more thorough, tailored approaches. This pressure leads to a cycle where students' needs are not met, which in turn can result in lower motivation and engagement in reading activities.

Furthermore, the need for effective scheduling cannot be overlooked. As stated by Participant 4, there are “*so many interruptions,*” including the challenge of coordinating schedules that allow for the effective delivery of intervention programs. Teachers must monitor not only their class schedules but also those of other educators and administrative requirements. The complexity of scheduling can prevent teachers from dedicating consistent time blocks for reading interventions.

In addition, the lack of parent support also contributes to the challenges of time constraints. As highlighted by Participant 8, establishing “*clear and constant communication with [parents]*” is crucial. However, when parents are not actively engaged, teachers may need to spend additional time reaching out, which can further strain their already limited availability. This lack of involvement from parents can result in a gap in the support students receive at home and make it even more crucial for teachers to find time to bridge that gap during school hours.

The issue of limited manpower exacerbates time constraints, as described by Participant 10. With “*limited manpower*” due to insufficient teaching personnel, the responsibility to deliver effective reading interventions often falls disproportionately on the available teachers. To address this, some teachers attempt to use groupings to manage their classes, but this approach still does not provide the focused attention that struggling readers require.

Time constraints and scheduling issues present significant challenges for teachers implementing reading intervention programs in multigrade schools. The interplay of managing multiple grade levels, addressing interruptions, balancing responsibilities, and fostering parental involvement all contribute to a complex landscape that hinders the effectiveness of these programs. This implies a need for concerted effort from schools to provide adequate support, training, and resources and to have a more conducive environment for both teachers and students to thrive in their reading endeavors.

### ➤ *Parental Support and Student Engagement*

The challenges faced by teachers in implementing reading intervention programs are significantly impacted by the lack of parental support and student engagement. Both elements are crucial for fostering a productive learning environment, particularly for learners with reading difficulties in multigrade schools.

The role of parental support cannot be overstated. Many participants highlighted the importance of parents in their children's learning processes. Participant 8 stated, *“lack of parental support; establish clear and constant communication with them.”* This is the reality that when parents are not actively engaged in their children's education, it becomes increasingly challenging for teachers to implement effective intervention programs. Without support from home, students may not practice their reading skills or receive the encouragement they need to persevere through difficulties. This leads to a gap in the reinforcement of reading skills learned at school.

Moreover, the absence of parental involvement often translates to a lack of discipline and focus among students. Participant 2 pointed out that *“disciplina sa bata”* (discipline in children) is directly tied to the support provided by parents. When parents do not prioritize reading at home, students may exhibit disinterest or disruptive behavior in the classroom, making it harder for teachers to engage them in the learning process. This lack of discipline creates an environment where it becomes increasingly difficult for teachers to sustain their students' attention and motivation.

Furthermore, the issue of student engagement is intricately linked to the effectiveness of reading interventions. As noted by Participant 7, *“Encouraging learners to participate can be difficult, especially if they lack interest in reading.”* This statement reflects a common challenge teachers face when implementing reading programs. When students are not engaged or interested in reading activities, their progress stalls, leading to frustration for both the students and the teachers. This disinterest came from the materials used in teaching or the student's previous experiences with reading, which have been negative.

Additionally, it is essential to recognize the role of teaching strategies in fostering student engagement. Participant 7 further elaborated, stating, *“To address this problem I use interesting and active teaching techniques such as; reading stories, paired reading, and practical exercises.”* These strategies can help capture students' attention and motivate them to participate actively in reading activities. However, implementing such strategies requires time and resources, which can be a significant challenge for teachers managing multigrade classrooms.

Moreover, the lack of resources, as indicated by several participants, further complicates efforts to boost student engagement and parental support. Participant 1 pointed out the *“lack of resources”* and the need for *“partnership with community”* to address these gaps. When

teachers lack the necessary materials and support systems, it hinders their ability to create an engaging and effective reading environment. This limitation led to a cycle where disengaged students receive less effective instruction, reinforcing their disinterest in reading and discouraging parental involvement.

The challenges posed by inadequate parental support and student engagement significantly affect the implementation of reading intervention programs in multigrade schools. The connection between parents' involvement and students' discipline highlights the need for schools to show strong home-school partnerships. Additionally, engaging students in meaningful and interactive ways is essential for sustaining their interest in reading. This implies the need for a comprehensive approach that includes increased parental engagement, effective teaching strategies, and resource allocation to create a supportive learning environment conducive to the success of reading interventions.

### *E. Proposed Intervention Program*

Addressing Reading Difficulties in Multigrade Classrooms: A Project Proposal for School-Based Activities

#### ➤ *Rationale*

Addressing reading difficulties in multigrade classrooms is crucial due to the diverse learning needs and varying reading levels of students. Multigrade classrooms often include students of different ages and abilities, making it challenging to provide individualized instruction. This project proposal aims to bridge these gaps by implementing targeted reading interventions that cater to the specific needs of each student, ensuring that all learners can achieve their full potential.

#### ➤ *Objectives*

- Assess the specific reading difficulties faced by students in multigrade classrooms.
- Design and implement customized reading interventions that address the unique needs of each student.
- Improve word recognition, reading comprehension, and fluency through evidence-based instructional strategies.
- Engage teachers, parents, and community members in supporting students' reading development.
- Continuously assess the effectiveness of the interventions and make necessary adjustments to ensure optimal outcomes.

#### ➤ *Project Mechanics:*

In the context of education, the challenge of addressing reading difficulties is particularly prominent in multigrade classrooms, where students of varying ages and skill levels coexist. The proposed project seeks to implement school-based activities designed to alleviate these reading challenges through an innovative collaborative approach known as the Learning Action Cell (LAC). This initiative focuses on empowering teachers to pilot test a range of targeted activities that cater to the diverse needs of their pupils.

The Learning Action Cell serves as a professional development platform for educators, enabling them to engage in reflective practice and collaborative learning. Through the LAC, teachers will explore and assess various instructional strategies designed specifically for multigrade settings. These activities will not only enhance reading skills but also encourage a sense of community among students, fostering peer support and interaction. By actively involving teachers in the planning and testing of these activities, the initiative aims to create a responsive educational environment that adapts to the unique challenges faced by multigrade learners.

To ensure the effectiveness of this approach, the project will encourage teachers to gather data on student progress and engagement throughout the implementation phase. This evidence-based practice will allow for ongoing adjustments to the activities, making them more effective in addressing specific reading difficulties. Teachers will have the opportunity to share their experiences and insights during LAC meetings, promoting a culture of collaboration and continuous improvement within the school.

Furthermore, the activities will be designed to be inclusive and engaging, incorporating multimedia resources, storytelling, and hands-on learning experiences that cater to different learning styles. By providing varied instructional methods, the project aims to sustain student interest and motivation, which are crucial factors in overcoming reading difficulties. The holistic approach to literacy development not only focuses on the mechanics of reading but also emphasizes comprehension, critical thinking, and a love for literature.

Ultimately, the success of this project hinges on the commitment of educators to work collaboratively and the willingness to embrace innovative teaching methods tailored to the needs of multigrade pupils. By fostering an environment where teachers can share expertise and refine their practices through the Learning Action Cell, this proposal seeks to build a sustainable framework for improving literacy outcomes in multigrade classrooms. With the right support and resources, we can bridge the gap in reading proficiency for these students, providing them with the foundational skills necessary for academic success and lifelong learning.

#### ➤ *Addressing Reading Difficulties in Multigrade Classrooms: Five School-Based Activities*

Multigrade classrooms present unique challenges for educators and students alike. With a diverse range of reading abilities and styles, teachers often find it difficult to address the specific needs of each pupil, especially those experiencing reading difficulties. To foster a supportive learning environment and enhance reading skills among multigrade pupils, schools can implement targeted activities that cater to various learning levels. Here are five school-based activities designed to address the reading difficulties encountered by multigrade pupils:

- *Buddy Reading Programs*

In a buddy reading program, students pair up to read aloud to each other. This activity can be structured to pair younger or less proficient readers with older or more skilled peers. Such collaborations help build confidence in struggling readers while providing them with positive role models. Additionally, older students reinforce their comprehension skills by explaining passages to their younger counterparts. Teachers should select age-appropriate books and encourage discussions about the text to enhance understanding.

- *Reading Circles*

Reading circles involve small groups of students who read and discuss a particular text together. This activity allows students to engage with the material at their own pace. Each group can consist of pupils with varying reading levels, encouraging collaboration and peer support. Teachers can assign specific roles within the circle (summarizer, questioner, connector, etc.) to promote active participation and critical thinking. The focus on discussion also helps pupils develop a deeper comprehension of the text.

- *Multisensory Reading Stations*

Creating multisensory reading stations can help cater to the diverse learning styles found in multigrade classrooms. These stations might include activities involving visual, auditory, and kinesthetic learning experiences. For example, one station could feature interactive reading apps or audiobooks, while another would allow students to engage in hands-on activities related to the text, such as creating story maps or character puppets. Rotating through these stations not only keeps students engaged but also reinforces learning through multiple modalities.

- *Comprehension Strategy Workshops*

Workshops focused on reading comprehension strategies can be beneficial in equipping students with the tools they need to tackle challenging texts. In these workshops, teachers introduce various strategies such as predicting, questioning, clarifying, and summarizing. Utilizing graphic organizers can assist students in visualizing their thoughts and understanding the relationships between different ideas in a text. This approach offers a structured way for all pupils to access and engage with reading material, regardless of their initial skill level.

- *Literacy Enrichment Projects*

Organizing literacy enrichment projects can stir excitement for reading among pupils. These projects could include creating a classroom library with student-generated content, such as original stories or book reviews. Students can also participate in themed reading competitions or book fairs to encourage a love of literature. By involving students in these projects, teachers not only promote reading outside traditional lesson plans but also foster a community of readers who encourage one another.



- *Differentiated Instruction*

Teachers tailor their instruction to meet the diverse needs of students in multigrade classrooms. This involves grouping students by their reading levels and providing targeted lessons that address specific skills, such as phonics, vocabulary, and comprehension. **Activity Example:** Small group reading sessions where each group works on different texts and activities suited to their reading level.

- *Peer Tutoring*

Older or more proficient readers are paired with younger or struggling readers to provide one-on-one support. This not only helps the struggling reader but also reinforces the skills of the tutor. **Activity Example:** "Reading Barkada" sessions where pairs read together, discuss the text, and complete comprehension activities.

- *Interactive Read-Aloud*

Teachers read texts aloud to the class, modeling fluent reading and engaging students in discussions about the text. This helps improve listening comprehension and exposes students to more complex language structures. **Activity Example:** Daily read-aloud sessions followed by group discussions and activities related to the story.

- *Use of Multisensory Techniques*

Incorporating visual, auditory, and kinesthetic activities to reinforce reading skills. This approach can be particularly effective for students with learning difficulties. **Activity Example:** Using letter tiles for word building, tracing letters in sand, or using apps that combine visual and auditory elements to teach phonics.

- *Reading Workshops*

Structured sessions where students rotate through different reading activities, such as independent reading, guided reading with the teacher, and literacy games. **Activity Example:** A workshop model where students spend 15 minutes at each station, focusing on different aspects of reading.

- *Parental and Community Involvement*

**Explanation:** Engaging parents and community members in supporting reading development. This can include training volunteers to assist with reading activities and encouraging parents to read with their children at home. **Activity Example:** Organizing reading nights where families come to school to participate in reading activities and receive tips on how to support reading at home.

- *Regular Assessment and Feedback*

**Explanation:** Continuously assessing students' reading progress and providing feedback to guide instruction. This helps identify areas of need and adjust teaching strategies accordingly. **Activity Example:** Weekly reading assessments and one-on-one conferences with students to discuss their progress and set goals.

Support for reading difficulties in multigrade classrooms is crucial for fostering literacy development among students of varied ages and abilities. By implementing these school-based activities, educators can create a more inclusive and effective learning environment that nurtures each child's potential. Teachers need to remain flexible, adapting these strategies to meet the specific needs of their pupils. With thoughtful planning and creativity, schools can significantly reduce reading difficulties and cultivate a lifelong love of reading among their students.

## V. CONCLUSION

From the findings, the following conclusions were drawn: (1) The existing programs addressing the difficulties in reading by the multigrade schools in Magallanes south district such as **PROJECT TRIP**, "**Maugma, Magbasa, Mara, Turuan Taka**," **PROJECT BARRIO** which stands for "**Bridging Adequate Remedial Reading Instruction through Optimal Initiatives**," and **PROJECT TARL** (Teaching At the Right Level) appear to vary in approach and scope, but they all aim to address the difficulties that learners face in reading. The most commonly used program was remedial instruction. There may be room for further improvement in these existing programs to better meet the needs of the learners. (2) Teachers generally agree that the different intervention programs have been effective in improving reading skills, supporting learners who need it most, and resulting in significant gains.

(3) Teachers implement different intervention programs to address reading difficulties through a combination of various reading approaches and strategies. (4) The teachers reported challenges in implementing the different intervention programs in reading including limited resources, time constraints and scheduling issues, parental support, and student engagement and interruption. (5) The teachers in multigrade schools in Magallanes South District have crafted school-based reading activities to address the reading difficulties encountered by multigrade pupils through collaborative reading activities such as think-pair-share, peer reading, chorale reading, and reading jigsaw.

## RECOMMENDATIONS

Based on the conclusions, the following recommendations are given: (1) Teachers continue to adapt and implement a reading intervention program to address the difficulties in reading in multigrade schools. (2) School heads and other education practitioners collaborate to guide and support teachers in implementing reading intervention programs in multigrade schools. (3) Teachers and school heads continue to work with each other by maintaining an open line of communication, continuous mentoring, giving feedback, monitoring, and evaluating the reading intervention program, and collaboration strategies such as regular meetings, resource sharing, and professional development should be in place to ensure that progress, challenges, and suggestions for improvement are regularly tackled. (4) Teachers integrate the use of technology into the

reading programs to make them more engaging and effective. Utilization of digital tools and resources to support reading instructions be adapted. (5) School-based activities be proposed to address the reading difficulties encountered by multigrade pupils through collaborative reading activities such as reading fairs and exhibitions, reading games and challenges, and reading rewards and incentives may be included in the school-based reading activities. (6) Research on the effectiveness of reading intervention programs on learners with reading difficulties in multigrade schools be conducted.

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