

Strengthening The Structured Reading Program In Public Elementary School In Bohol Province

**Maricel C. Divinagracia¹, Rowena C. Mananquil², Jennefer D. Tablate³,
Charesa R. Palapar⁴, Ange R. Pulvera⁵**

ABSTRACT

This study examined the instructional leadership practices of school heads and the strategies implemented to strengthen structured reading in selected public elementary schools in Bohol Province during School Year 2025–2026. Specifically, it determined the respondents' demographic profile, assessed the instructional leadership practices that promote early reading readiness, evaluated the implementation of structured reading strategies in terms of reading interventions and programs, provision of learning resources, capability-building for teachers, and monitoring and assessment practices, and determined the level of learners' early reading readiness. The study also examined the significant relationships among the variables and developed a strategic plan based on the findings.

The study employed a descriptive-correlational research design using a quantitative approach. The respondents consisted of forty (40) participants, composed of five (5) school heads and thirty-five (35) teachers from five selected public elementary schools in Bohol Province. Data were gathered using a researcher-made questionnaire and analyzed using frequency counts, percentages, weighted mean, standard deviation, Pearson correlation, t-test, one-way analysis of variance (ANOVA), and multiple regression analysis.

The findings revealed that the respondents were predominantly female, aged 30–39 years old, teachers with master's units, six to ten years of teaching or leadership experience, and attendance in four to six relevant seminars and trainings. School heads demonstrated a very high level of instructional leadership, while the implementation of structured reading strategies was likewise rated very high across all dimensions. Learners were perceived to possess a very high level of early reading readiness. Educational attainment, years of experience, and relevant trainings significantly influenced instructional leadership practices. Furthermore, instructional leadership showed significant positive relationships with structured reading strategies and learners' early reading readiness. Regression analysis further revealed that reading interventions, learning resources, capability-building for teachers, and monitoring and assessment practices significantly influenced learners' early reading readiness, with monitoring and assessment emerging as the strongest predictor. Based on these findings, a Strategic Plan for Strengthening Structured Reading was developed to enhance literacy instruction and improve early reading readiness in public elementary schools.

Keywords: structured reading, instructional leadership, early reading readiness, reading interventions, learning resources, capability-building, monitoring and assessment, public elementary schools, Bohol Province, strategic

1. THE PROBLEM AND ITS RESEARCH DESIGN

INTRODUCTION

Rationale of the Study

Early reading readiness has become one of the most urgent priorities in the Philippine basic education system. As the Department of Education continues to reinforce the importance of foundational literacy, schools are increasingly expected to ensure that young learners acquire essential pre-reading skills before entering formal reading instruction in Grade One. These foundational skills include phonological awareness, letter recognition, oral language development, vocabulary growth, and familiarity with print concepts. When children begin elementary school without these competencies, they are more likely to struggle not only in reading but also in other subjects that require comprehension and interpretation of written information. This gap reflects a continuing disconnect between national literacy goals and the actual level of learner preparedness.

The Programme for International Student Assessment (PISA) has consistently revealed that the Philippines ranks among the lowest in reading literacy, with only around 20% of Filipino learners attaining at least the minimum proficiency level in reading, far below the global average (OECD, 2023). This means that the majority of learners struggle with comprehension, analysis, and meaning-making, thereby exposing serious gaps in early reading readiness. These findings emphasize that literacy skills remain underdeveloped, limiting learners' ability to engage with complex texts and hindering overall academic achievement. Addressing this concern requires not only classroom interventions but also strong instructional leadership from school heads, who are mandated to ensure quality education delivery. National legal frameworks reinforce this responsibility: Republic Act No. 10533 (Enhanced Basic Education Act of 2013) mandates learner-centered and developmentally appropriate approaches to strengthen foundational skills; Republic Act No. 9155 (Governance of Basic Education Act of 2001) establishes accountability mechanisms for school leaders in promoting effective teaching and learning; and DepEd Order No. 45, s. 2022 institutionalizes context-responsive literacy programs to address local learning needs. Within this policy environment, school heads play a pivotal role in promoting early reading readiness by supervising instruction, mobilizing resources, and fostering collaborative practices that directly respond to the literacy challenges highlighted by PISA. Within this context, the role of school heads becomes increasingly critical. While national policies and division-level programs provide direction, the successful implementation of early literacy initiatives depends largely on school-level leadership. Elementary school heads are responsible for translating policies into practical strategies, ensuring the availability of reading materials, guiding teachers in the use of developmentally appropriate literacy practices, and fostering a school culture that values reading. However, their effectiveness may be influenced by contextual realities such as administrative workload, limited resources, infrastructure constraints, and varying levels of teacher preparedness.

Existing research points to the important relationship between school leadership and literacy outcomes. Studies have shown that when principals actively support reading programs, model positive attitudes toward reading, and encourage teachers to use evidence-based strategies, students tend to demonstrate stronger literacy skills. The work of Fadlilah, Chaniago, Fitriani and Sakunti in 2022 shows that principal leadership helps shape the overall reading culture of a school, which in turn influences learners' interest and achievement in reading. Galon in 2024 likewise highlights that instructional leadership, particularly guidance in curriculum implementation and assessment of learner progress, is closely linked to improved performance in early reading. These findings suggest that leadership has a direct and meaningful influence on how young children develop the foundational skills needed for reading.

Another significant dimension of leadership is the mentoring and professional development of teachers. Effective leaders do not only supervise teachers but also provide guidance, feedback, and opportunities for collaborative learning. Ibno in 2025 emphasizes that leadership which prioritizes continuous professional development, especially in areas such as early literacy assessment, phonics instruction and differentiated strategies, has a strong impact on the readiness of learners to read. Teachers who are well supported by leaders tend to be more confident in delivering early literacy instruction and are more capable of addressing the varied learning needs of their pupils. Through coaching and regular monitoring, leaders help teachers refine their practices and ensure that early grade learners receive instruction that is responsive to their developmental stages.

Building a culture that values reading is also an essential responsibility of school leaders. When leaders celebrate reading achievements, create print-rich environments, and ensure that structured reading programs are implemented consistently, learners are more likely to view reading as enjoyable and meaningful. Angkur in 2024 emphasizes that the presence of appropriate reading materials and structured reading environments, supported by strong leadership, significantly improves children's readiness for reading. This is particularly relevant in schools in the Bohol Province that have limited access to books or functional reading spaces. Leaders who actively champion reading can help equalize opportunities for learners, especially those from disadvantaged backgrounds.

The literature on early reading readiness has also expanded to include learners with diverse learning needs. The work of Basuki and Purwanta in 2025 demonstrates that multisensory and project-based reading interventions are highly effective for children who experience difficulties in learning to read. However, the success of such interventions depends on the willingness of school leaders to support innovation, provide the necessary materials, and ensure that programs are sustained over time. This finding illustrates that leadership commitment is a determining factor in the ability of schools to meet the needs of all learners, including those who require specialized support.

Despite the well-established link between leadership and literacy development, many schools continue to encounter long-standing challenges that weaken efforts to strengthen early reading readiness. Principals often find themselves overwhelmed by administrative duties that take time away from instructional oversight. Some schools lack structured reading programs, consistent monitoring systems, or adequate teacher training opportunities. Others struggle with shortages of reading materials, overcrowded classrooms, or limited community participation. These conditions reveal the need to understand which

leadership practices contribute most effectively to early reading readiness and how these practices are influenced by school conditions.

Although research on literacy instruction and reading interventions is extensive, fewer studies focus specifically on the stage of early reading readiness, which is a crucial period before formal reading instruction begins. This stage includes the development of oral language skills, awareness of print, and the basic cognitive foundations of reading. Studies tend to focus on teacher practices or learner outcomes, while leadership, which significantly shapes the environment where these practices take place, receives less attention. This gap indicates a need for research that investigates leadership behaviors, priorities, and strategies that influence children's readiness for reading.

Furthermore, the realities of elementary education in the Philippines, especially in rural and under-resourced communities, require research that is grounded in local context. Schools located in economically disadvantaged areas often struggle with limited access to books, insufficient learning facilities and low levels of parental engagement. These challenges call for leadership that is both strong and adaptive. Research that explores leadership practices across varied contexts can provide insights that contribute to greater literacy equity and support the development of early reading skills for all learners.

Early reading readiness is also aligned with national and global priorities in education. Programs such as the Basic Education Development Plan 2030 and the Every Child a Reader Program emphasize the importance of strengthening literacy from the earliest years of schooling. International frameworks also highlight foundational skills as key indicators of educational quality. However, the success of these policies depends on the capacity of school leaders to translate them into practical and sustained instructional initiatives at the school level. This study therefore responds to the need to understand how leadership influences the implementation of early reading programs and how leaders can support teachers in achieving literacy goals.

In summary, this study recognizes the essential role of elementary school teachers and leaders in supporting reading readiness. By examining the practices, strategies and challenges of leaders in the Bohol Province, the study seeks to identify approaches that strengthen foundational literacy. The findings aim to guide school-level planning, inform training programs for current and future leaders, and offer insights for policy makers who wish to improve literacy outcomes. Leadership affects teacher competence, classroom instruction, and the overall learning environment, making it a vital factor in the development of early reading skills. Understanding how leadership contributes to early reading readiness can help schools implement more targeted strategies that support all learners as they begin their journey in formal education.

Theoretical Background

The promotion of early reading readiness in elementary schools is supported by several contemporary learning theories that explain how young learners develop foundational literacy skills and how school leadership can create environments that support this development. The integration of Constructivist Theory (Piaget and Vygotsky), Zone of Proximal Development (ZPD), Bronfenbrenner's Ecological Systems Theory, the Simple View of Reading, Emergent Literacy Theory, Instructional Leadership Theory, Cognitive Development Theory, and Phonological Awareness Theory provides a

strong theoretical basis for understanding how school heads influence early reading readiness among learners. These theories highlight the importance of instructional support, collaborative learning environments, and systematic literacy development initiatives within schools.

Constructivist Theory, primarily associated with Jean Piaget and Lev Vygotsky, emphasizes that children actively construct knowledge through interaction with their environment and experiences. Piaget's theory of cognitive constructivism explains that children learn by building mental structures through exploration and discovery, while Vygotsky highlights the importance of social interaction in learning. Recent studies continue to support constructivist approaches in early literacy development, emphasizing that children develop reading readiness through meaningful engagement with texts, language exposure, and guided instruction (Karpov & Bransford, 2021). Within the context of this study, school heads play an essential role in promoting constructivist teaching approaches by encouraging teachers to use interactive reading activities, storytelling, and collaborative learning strategies that enhance literacy development.

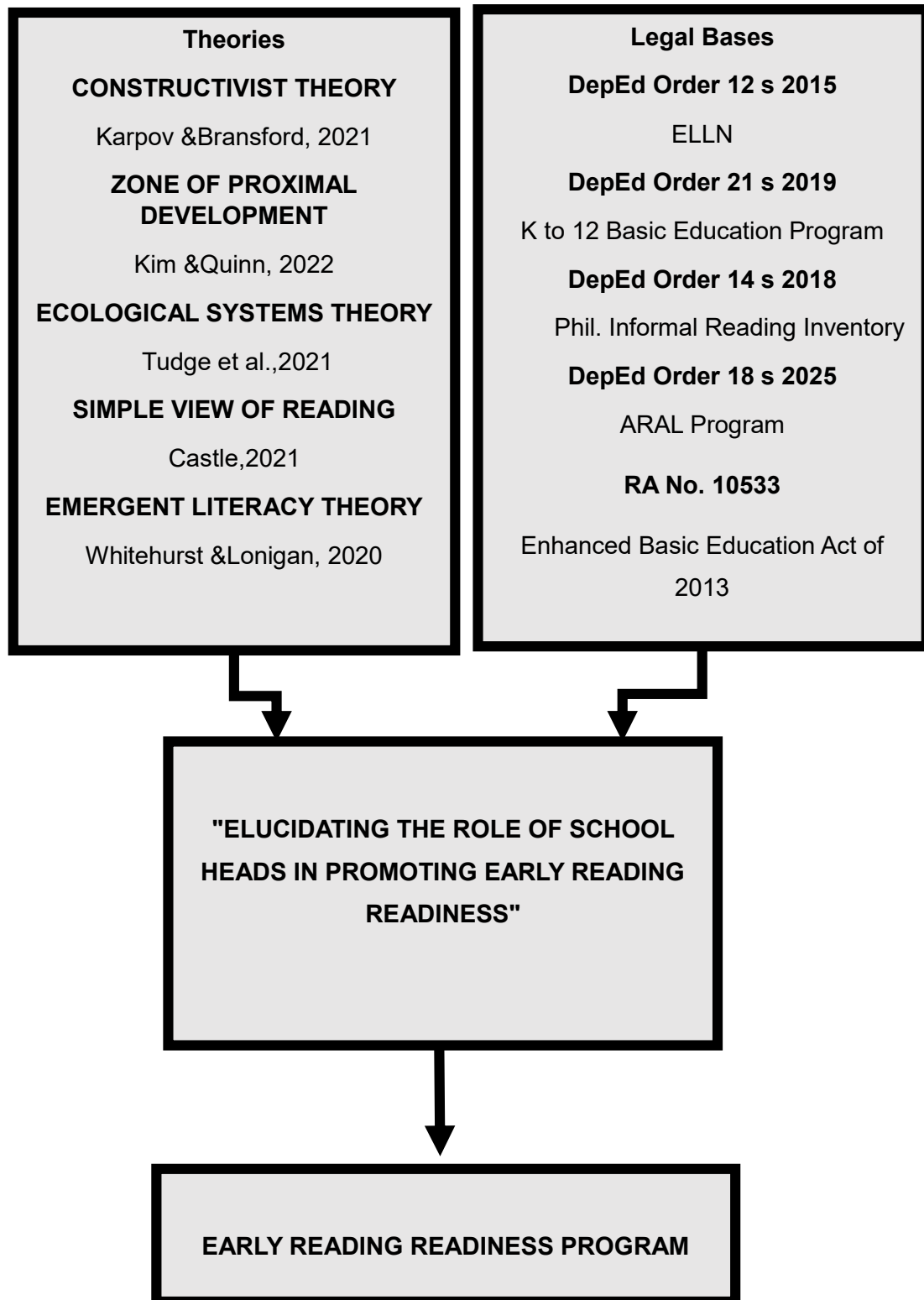


Figure 1

Theoretical Framework

Closely related to constructivism is Vygotsky's Zone of Proximal Development (ZPD), which refers to the gap between what learners can do independently and what they can accomplish with guidance from more knowledgeable individuals such as teachers or peers. ZPD highlights the significance of scaffolding, where teachers provide temporary support to help children develop reading skills such as decoding, phonemic awareness, and comprehension. Contemporary research has emphasized that structured support systems within schools significantly improve early reading outcomes when teachers provide guided practice and feedback (Kim & Quinn, 2022). In relation to this study, school heads influence reading readiness by supporting instructional programs that provide scaffolding opportunities, coaching teachers on effective literacy strategies, and ensuring that interventions are provided to struggling readers.

Another theoretical foundation relevant to this study is Bronfenbrenner's Ecological Systems Theory, which explains how a child's development is influenced by multiple environmental systems such as family, school, community, and broader educational policies. According to Bronfenbrenner, learning outcomes are shaped by the interactions between these different systems. Recent research continues to apply this framework in literacy development, highlighting that strong collaboration between school leaders, teachers, parents, and the community enhances children's reading readiness (Tudge et al., 2021). In this study, school heads serve as key actors within the school system who coordinate partnerships among teachers, parents, and stakeholders to create a literacy-supportive environment.

The Simple View of Reading, developed by Gough and Tunmer, is another widely recognized framework explaining how reading comprehension develops. The model states that reading comprehension is the product of two essential components: decoding ability and language comprehension. Contemporary literacy research confirms that effective reading instruction must develop both components simultaneously in order to achieve reading proficiency (Castles et al., 2021). This theory is relevant to the present study because school heads influence the implementation of reading programs that strengthen both decoding skills and language comprehension among early learners through teacher training, monitoring of reading interventions, and provision of literacy resources.

Another important framework is Emergent Literacy Theory, which suggests that reading development begins long before formal schooling and develops gradually through exposure to language, print, and storytelling. Children develop foundational literacy skills such as vocabulary, print awareness, and listening comprehension during early childhood. Scholars emphasize that emergent literacy experiences, such as shared reading and exposure to books, significantly influence children's readiness to learn reading in school (Whitehurst & Lonigan, 2020). School heads contribute to this process by promoting reading-friendly school environments, encouraging early literacy programs, and supporting teachers in implementing developmentally appropriate reading activities.

Another theoretical foundation for this study is Instructional Leadership Theory. Hallinger and Murphy's instructional leadership model explains how school leaders influence teaching and learning through clear goal setting, regular monitoring of instruction, and continuous support for teacher development. Instructional leaders do more than manage administrative tasks; they assume primary responsibility for ensuring that teaching practices align with curriculum standards and that instructional

time is used effectively. In the context of early reading readiness, instructional leadership means ensuring that teachers implement research-based literacy strategies, receive ongoing professional development, and have access to appropriate assessment tools for monitoring early literacy progress. Instructional leaders also provide feedback to teachers, facilitate coaching and mentoring, and supervise reading programs to ensure consistency and quality. This theory clarifies that leadership directly affects the instructional conditions that shape early reading readiness and highlights why strong instructional leadership is essential in the early grades.

Complementing the instructional lens is Transformational Leadership Theory, which expands the concept of leadership beyond supervision and technical guidance. Transformational leadership emphasizes the ability of school leaders to inspire and motivate teachers, cultivate a positive school culture, and create a shared vision for student learning. This type of leadership is particularly important in early literacy initiatives, which often require long-term commitment, collaboration, and collective effort. Transformational leaders encourage teachers to innovate, support each other, and take ownership of literacy goals. They build trust, recognize teacher strengths, and create an atmosphere where educators feel valued and empowered. In early reading readiness, transformational leadership fosters enthusiasm and confidence among teachers who work with young learners. When teachers feel supported and inspired, they are more likely to implement engaging, developmentally appropriate reading instruction and participate actively in literacy improvement programs. Thus, transformational leadership contributes to building a school culture where early reading is a priority shared by all members of the school community.

In addition, Cognitive Development Theory, particularly based on Piaget's framework, explains that children's learning abilities evolve through stages of cognitive growth. During early childhood, learners are in the preoperational stage, where language development and symbolic thinking expand rapidly. Recent educational studies highlight that literacy instruction aligned with children's cognitive development improves reading readiness and comprehension (Papalia & Martorell, 2021). School leaders therefore play a critical role in ensuring that teaching strategies and reading programs are appropriate to learners' developmental stages.

Another important theoretical perspective is Phonological Awareness Theory, which emphasizes the role of recognizing and manipulating sounds in spoken language as a foundation for reading acquisition. Phonological awareness includes skills such as rhyming, syllable segmentation, and phoneme blending. Research consistently shows that phonological awareness is one of the strongest predictors of early reading success (Hulme & Snowling, 2020). Schools that implement structured phonological awareness instruction significantly improve learners' decoding skills and reading fluency. In this context, school heads support teachers by promoting phonics-based instruction, providing instructional materials, and monitoring literacy intervention programs aimed at strengthening phonological skills.

In the Philippine educational context, several Department of Education policies and legal frameworks support initiatives aimed at promoting early reading readiness. One important policy is DepEd Order No. 12, s. 2015 titled "Guidelines on the Early Language, Literacy, and Numeracy Program (ELLN)", which focuses on improving the literacy and numeracy competencies of Kindergarten to Grade 3 learners. The policy emphasizes the importance of building foundational literacy skills during the early years of schooling and highlights the responsibility of school leaders in ensuring effective program implementation.

Another relevant policy is DepEd Order No. 21, s. 2019 titled “Policy Guidelines on the K to 12 Basic Education Program”, which reinforces the need for strong foundational skills in literacy and numeracy during the early grades. The policy underscores the importance of school leadership in ensuring that teachers receive adequate support and resources to implement effective reading instruction.

The assessment of learners’ reading abilities is further supported through the implementation of the Philippine Informal Reading Inventory (Phil-IRI), guided by DepEd Order No. 14, s. 2018 titled “Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory (Phil-IRI).” Phil-IRI serves as a classroom-based assessment tool designed to measure learners’ reading performance in terms of word recognition, comprehension, and reading fluency. The results of the Phil-IRI help teachers and school heads identify struggling readers and design appropriate intervention programs to improve learners’ reading proficiency.

In addition, the Department of Education has introduced the Comprehensive Rapid Literacy Assessment (CRLA), a diagnostic assessment tool used primarily for Key Stage 1 learners to determine their literacy levels. The implementation of CRLA is supported through various regional and division memoranda, such as joint and division memoranda issued in 2024 and 2025 regarding the administration of CRLA and Phil-IRI for the monitoring of learners’ reading progress. These memoranda direct schools to administer literacy assessments and use the results to guide appropriate interventions for struggling readers. The CRLA provides immediate data that allow school leaders and teachers to identify literacy gaps and plan targeted reading interventions for learners.

Furthermore, literacy recovery initiatives have been strengthened through the implementation of the DepEd Order No. 018, s. 2025, Implementing Guidelines of the Academic Recovery and Accessible Learning (ARAL) Program which aims to address learning gaps in foundational literacy and numeracy among Filipino learners. The ARAL Program provides structured remediation sessions and targeted interventions for learners who demonstrate difficulties in reading and comprehension. Results from CRLA and Phil-IRI assessments are often used to identify learners who need additional academic support under the ARAL Program. Schools are directed to monitor learners’ progress and ensure that interventions effectively improve their literacy performance.

At the national level, literacy development is also supported by Republic Act No. 10533 titled “The Enhanced Basic Education Act of 2013.” This law institutionalized the K to 12 Basic Education Program and emphasized the development of functional literacy among Filipino learners. The law mandates the Department of Education to implement programs that ensure learners develop strong foundational skills in language and literacy during the early years of schooling.

Moreover, school-based professional development programs such as the DepEd Order No. 35, s. 2016 titled “The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy” encourage teachers to collaboratively improve their instructional practices, including strategies for teaching reading. Through Learning Action Cells, school heads facilitate professional discussions that help teachers strengthen reading instruction and develop interventions for struggling readers.

The MATATAG Agenda of the Department of Education (2023) also highlights the importance of strengthening foundational skills, particularly literacy and numeracy, among Filipino learners. This agenda

emphasizes the critical role of school leaders in ensuring that schools prioritize reading programs and provide targeted interventions for struggling readers.

These theoretical perspectives and policy frameworks provide a comprehensive foundation for examining the role of school heads in promoting early reading readiness in selected elementary school in Bohol Province. By integrating theories of cognitive development, literacy acquisition, and ecological learning environments with national education policies, the study seeks to identify how school leadership practices influence the successful implementation of early reading initiatives. Ultimately, these frameworks guide the investigation in understanding how school heads can effectively support teachers, learners, and communities in building strong literacy foundations among young learners

THE PROBLEM

Statement of the Problem

This research aims to strengthen the structured reading in public elementary school in Bohol Province during School Year 2025-2026, as basis for strategic plan.

The study seeks to provide actionable insights that can help school leaders create supportive environments, improve teacher effectiveness, and ultimately ensure that learners develop strong foundational reading skills. By translating research findings into practical solutions, the output bridges the gap between current leadership practices and the potential impact of effective instructional leadership on early literacy outcomes.

Environment

The study was conducted in **Bago Elementary School**, one of the public elementary schools located in the Province of Bohol, Philippines. The school provides basic education to learners from Kindergarten to Grade VI and serves children residing in the local community and neighboring barangays. As shown in the School Site Development Plan, the school has an organized physical layout consisting of instructional classrooms, the principal's office, preschool room, school library, Home Economics (HE) room, waiting shed, stage, vegetable garden, gabi plantation, school canteen, and other support facilities. The campus is also surrounded by trees, gardens, and open spaces that contribute to a safe, learner-friendly, and environmentally supportive learning environment.

The school is strategically situated along the barangay road with accessible routes leading to Barangay Bantuan and the Danao Highway, making it convenient for learners, teachers, parents, and other stakeholders to access the school. The presence of educational support facilities such as the school library, stage, and learning gardens provides opportunities for literacy enrichment, experiential learning, and co-curricular activities that complement classroom instruction. Likewise, the availability of administrative offices and instructional rooms facilitates effective school management and instructional supervision by school heads.

Bago Elementary School was selected as one of the research environments because it actively implements early reading programs and literacy initiatives consistent with the objectives of the Department of Education. The school serves as an appropriate setting for examining the leadership practices of elementary school heads in promoting early reading readiness among learners. The existing

school facilities, instructional resources, and supportive learning environment enable school leaders and teachers to implement reading interventions, monitor learner progress, and foster collaboration among stakeholders. These characteristics make the school a suitable locale for investigating how instructional leadership contributes to improving learners' foundational reading skills and overall reading readiness.

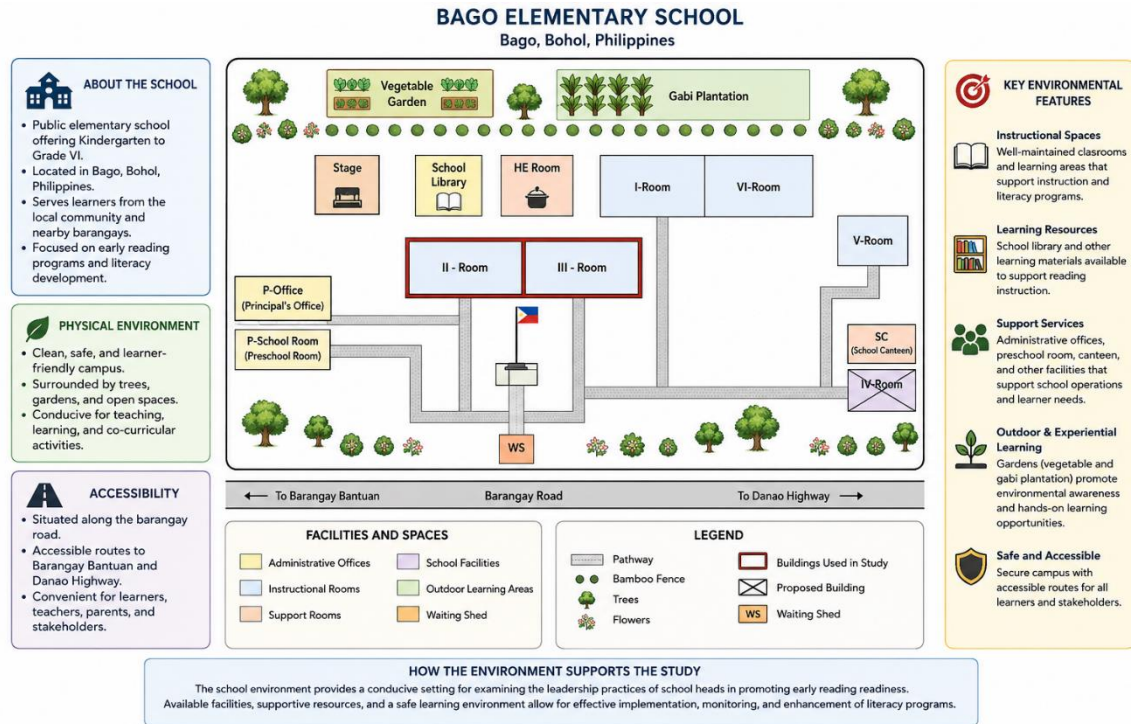
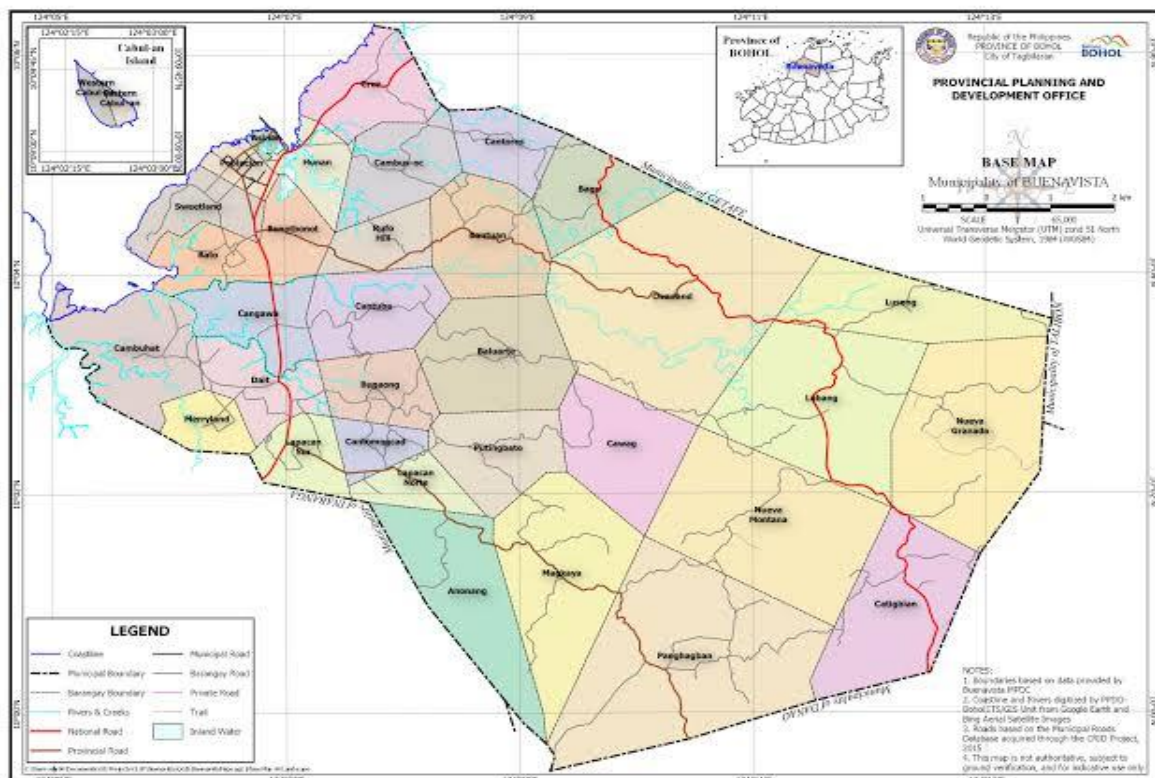


Figure 2.
Environment



Respondents



The respondents of the study are elementary school heads including principals, head teachers, and teachers directly involved in early reading programs in the district. Complete enumeration was used to select participants who have direct experience in implementing early reading strategies and fostering literacy development among learners. This ensures that the responses are relevant and provide valid insights into leadership practices and early reading readiness.

Table 1
Distribution of Respondents

Schools	School Head	Teachers	Total	%
Cantores Elem. School	1	7	8	20.0
Bago Elem. School	1	7	8	20.0
Catigbi-an Elem. School	1	7	8	20.0
Lusong Elem. School	1	7	8	20.0
Lubang Elem. School	1	7	8	20.0
TOTAL	5	35	40	100.0

Instruments

The research instrument used in this study is a structured questionnaire designed to gather information on the role of elementary school leaders in promoting early reading readiness. The questionnaire is divided into five parts, each serving a distinct purpose in addressing the study's objectives.

Part I: Respondent Profile collects demographic and professional information from respondents, including sex, age, position or designation, highest educational attainment, and years of teaching or leadership experience. This section allows the study to contextualize the leadership practices and strategies observed within the specific profiles of the participants.

Part II: Leadership Practices That Promote Early Reading Readiness measures respondents' perceptions of their own leadership behaviors and instructional guidance in literacy development. This

section contains eight statements related to instructional leadership, such as goal-setting for reading instruction, monitoring classroom literacy practices, providing feedback to teachers, and supporting evidence-based reading methods. Respondents indicate their level of agreement on a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The design of this section is informed by research highlighting the importance of transformational and instructional leadership in influencing student outcomes and school conditions, as emphasized by Leithwood and Jantzi (2000) and Raton (2025). These sources underscore how effective school leadership directly impacts teacher engagement and literacy instruction quality.

Part III: Strategies to Support Early Reading Readiness assesses the frequency of specific strategies implemented by school leaders to enhance early literacy development. This section also contains eight items, focusing on interventions, availability of learning resources, differentiated teacher support, classroom assessments, professional development, and phonological awareness programs. Respondents use a four-point Likert scale ranging from 1 (Never) to 4 (Often). This component is grounded in literature that emphasizes the critical role of school leaders in organizing structured reading programs, providing necessary materials, and fostering supportive learning environments for young learners (Leithwood & Jantzi, 2000; Raton, 2025).

Part IV: Level of Early Reading Readiness captures leaders' observations or assessment-based judgments of learners' literacy skills. Eight items evaluate students' abilities in areas such as letter-sound recognition, word recognition, reading comprehension, phonemic blending, and engagement in reading activities. Respondents rate each statement on a four-point Likert scale from 1 (Strongly Disagree) to 4 (Strongly Agree). This section reflects the practical connection between leadership practices and observable early literacy outcomes, aligning with the research of Leithwood and Jantzi (2000) and Raton (2025), which emphasizes the indirect but critical influence of leadership on student learning.

Part V: Open-Ended Questions provides respondents the opportunity to describe challenges, effective practices, and recommended interventions related to early reading readiness. This qualitative component allows for richer, contextual insights that complement the quantitative data collected in the previous sections.

Overall, the questionnaire is structured to systematically capture how school leadership behaviors and strategies influence early reading readiness in elementary learners. By combining Likert-scale items with open-ended questions, the instrument balances measurable quantitative data with descriptive qualitative feedback, offering a comprehensive understanding of leadership's role in fostering early literacy.

Data Gathering Procedures

To collect the data necessary for this study, the researcher employed a structured questionnaire designed to measure elementary school leadership practices and the level of early reading readiness in the Bohol Province. The questionnaire was adapted and anchored on recent studies related to school leadership and literacy development, including the works of Leithwood and Jantzi (2000) and Raton (2025), which emphasize the role of school heads in shaping instructional practices and improving students' reading outcomes. Prior to the actual data collection, the instrument was reviewed for content validity by a panel of experts consisting of literacy specialists and school administrators. Their recommendations were

considered to ensure that the items were clear, relevant, and aligned with the objectives of the study. A pilot testing was also conducted with a small group of respondents to verify the reliability and clarity of the questionnaire items. Feedback from the pilot study helped refine the wording of some items and confirm the four-point Likert scale as an appropriate measurement tool for capturing respondents' perceptions and practices.

Once the instrument was finalized, formal permission to conduct the study was obtained from the Division Office of Bohol Province and the respective school principals. The researcher then coordinated with each school to identify eligible respondents, which included elementary school leaders such as principals, assistant principals, reading coordinators, and department heads. Participants were briefed about the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. Written consent was secured from each participant before administering the questionnaire to ensure ethical compliance. The respondents were requested to complete the questionnaire independently, without any influence from peers or supervisors, to guarantee the accuracy and authenticity of their answers. The data collection process was carried out over a period of several weeks, during which the researcher personally distributed and collected the questionnaires to maximize the response rate and provide clarification when needed.

The questionnaire was divided into five main parts to systematically gather information. Part I collected demographic data of respondents, including sex, age, position, highest educational attainment, and years of teaching or leadership experience. Part II focused on leadership practices that promote early reading readiness, examining aspects such as instructional leadership, curriculum management, teacher supervision, and stakeholder engagement. Part III addressed the strategies implemented in schools to support early reading, including reading interventions, availability of resources, professional development for teachers, and classroom-based assessment practices. Part IV assessed the level of early reading readiness of learners as observed by school leaders, measuring students' abilities in letter-sound recognition, word reading, comprehension, and active participation. Finally, Part V contained open-ended questions that allowed respondents to provide qualitative insights into the challenges they encounter, effective practices they implement, and recommendations for strengthening early reading readiness in their respective schools.

After the questionnaires were returned, the researcher carefully reviewed each response for completeness and consistency. Quantitative data from Parts II, III, and IV were encoded into a spreadsheet for statistical analysis, while qualitative responses from Part V were categorized thematically to capture recurring patterns and insights. The quantitative data were treated using descriptive and inferential statistical methods, including frequency, percentage, weighted mean, and Pearson correlation, to examine respondents' profiles, leadership practices, strategies implemented, and their relationships with learners' reading readiness. The qualitative responses were analyzed to supplement the numerical findings, providing richer contextual understanding of leadership practices and challenges. Throughout the data gathering process, the researcher maintained strict adherence to ethical standards, ensuring that all participants' identities remained confidential and that the data were used solely for the purposes of this study.

By employing this systematic data gathering procedure, the study ensured that the information collected accurately reflected the practices, perceptions, and experiences of elementary school leaders in promoting early reading readiness. The combination of quantitative and qualitative data allowed the researcher to develop a comprehensive understanding of how leadership behaviors and strategies influence the literacy development of young learners. The detailed and structured approach in collecting and analyzing data provides credibility to the study's findings and offers a foundation for recommending interventions and programs aimed at enhancing early reading outcomes in the Bohol Province.

Statistical Treatment of Data

In this study, the statistical treatment of data is employed to systematically organize, summarize, and interpret the information collected from respondents. Descriptive statistics, including frequency and percentage, are used to present the demographic profile of participants as well as the distribution of leadership practices and strategies implemented to promote early reading readiness. Weighted mean is applied to determine the level of agreement among respondents regarding statements on instructional leadership, program management, teacher support, stakeholder engagement, and reading strategies. By using a four-point Likert scale, the study captures the intensity of perceptions and provides a quantitative basis for evaluating the effectiveness and consistency of leadership practices within the school context.

To examine relationships among variables, inferential statistics are utilized, specifically the Pearson correlation coefficient, which measures the strength and direction of associations between leadership practices, early reading strategies, and learners' reading readiness. The computed correlation values are interpreted at a 0.05 level of significance, allowing the researcher to determine whether the observed relationships are statistically meaningful. Additionally, qualitative responses from open-ended questions are thematically analyzed to provide deeper insights into the challenges, best practices, and suggested interventions for enhancing early reading readiness. This combination of quantitative and qualitative analysis ensures a comprehensive understanding of how elementary school leadership impacts literacy development in the district.

- Frequency and Percentage – describe respondents' profiles and distribution of leadership practices and early reading strategies.
- Weighted Mean – determines the level of agreement on statements regarding leadership practices and early reading strategies.

Four-point Likert scale:

4 – Strongly Agree

3 – Agree

2 – Disagree

1 – Strongly Disagree

Formula for Weighted Mean:

$$\bar{X}_w = \frac{\sum wx}{\sum w}$$

where:

$\bar{X}_w$ = weighted mean,

w = weight/frequency of each response,

x = numerical value assigned to each scale point,

$\sum wx$ = sum of the products of weights and scale values,

$\sum w$ = total number of responses.

- Pearson Correlation (r) – measures the strength and direction of the relationship between leadership practices, early reading strategies, and learners' reading readiness.

Interpretation: At a 0.05 level of significance, if the computed r is greater than the critical value, the null hypothesis is rejected, indicating a significant relationship. Qualitative responses are thematically analyzed to support the quantitative results.

Scoring Procedures

The scoring of the questionnaire on school leadership and early reading readiness is designed to systematically quantify the responses of the participants to interpret their perceptions, practices, and observations. The instrument consists of four main quantitative parts: Leadership Practices, Strategies to Support Early Reading Readiness, and Level of Early Reading Readiness. Each part uses a four-point Likert scale to capture the intensity of respondents' agreement or the frequency of implementation. For Parts II and IV, which assess leadership practices and early reading readiness, the scale ranges from 1 (Strongly Disagree) to 4 (Strongly Agree). For Part III, which measures the frequency of strategies used in schools, the scale ranges from 1 (Never) to 4 (Often).

To obtain meaningful results, the researcher assigned numerical values corresponding to each response category. The values were then used to compute the **weighted mean** for each item, subscale, and overall domain. The weighted mean indicates the average response and is interpreted according to predefined descriptors.

After calculating the weighted means for each item, the overall level of agreement or implementation is determined by interpreting the values according to a four-point descriptive scale. This procedure ensures that higher scores reflect stronger leadership practices, more frequent implementation of early reading strategies, and higher observed levels of reading readiness among learners. Open-ended responses in Part V are analyzed qualitatively to supplement the quantitative findings, identifying common challenges, effective leadership practices, and recommended interventions. The combination of quantitative scoring and qualitative insights provides a comprehensive understanding of the role of school leaders in promoting early reading readiness.

1. Leadership Practices and Early Reading Readiness

Before interpreting the responses from Parts II and IV of the questionnaires, it is important to establish a clear framework for understanding the Likert scale used to measure leadership practices and early reading readiness. The scale provides numerical values to participants' level of agreement with statements, allowing the researcher to quantify the extent to which leadership behaviors are exhibited and learners' reading readiness is observed. By assigning descriptors to each point on the scale, the responses can be systematically interpreted to identify areas of strength and aspects that may require improvement. The matrix below presents the Likert scale used for leadership practices and early reading readiness.

Mean Score Range	Descriptor	Verbal Interpretation
3.26 – 4.00	Very High	Leadership practice or reading readiness is highly evident/implemented frequently
2.51 - 3.25	High	Leadership practice or reading readiness is evident/implemented moderately
1.76 -2.50	Low	Leadership practice or reading readiness is somewhat evident/implemented minimally
1.00-1.75	Very Low	Leadership practice or reading readiness is not evident/rarely implemented

2. Strategies to Support Early Reading Readiness

For Part III, which focuses on the strategies employed to support early reading readiness, a slightly different interpretation is applied. This section measures the frequency of implementation of programs and interventions rather than levels of agreement. The Likert scale in this part captures how often specific strategies are used within the school, providing insights into the consistency of leadership actions and program effectiveness. The descriptors allow the researcher to evaluate whether practices are being implemented regularly or need reinforcement. Table 2 summarizes the scale and interpretation for Part III of the questionnaire.

Mean Score Range	Descriptor	Interpretation
3.26 – 4.00	Very High	Leaders provide highly effective and consistent support to teachers.
2.51 – 3.25	High	Leaders provide adequate support to teachers most of the time.
1.76 – 2.50	Low	Leaders provide limited support to teachers.
1.00 – 1.75	Very Low	Leaders provide minimal or no support to teachers.

Once the weighted mean for each item and subscale is obtained, results are interpreted according to the descriptors provided in the tables. For instance, a mean of 3.50 would indicate strong agreement or frequent implementation, suggesting that the leadership practice, strategy, or reading readiness behavior

is consistently observed in the school. Conversely, a mean closer to 1.50 would indicate disagreement or low implementation, signaling areas that require improvement or intervention. This systematic scoring process allows the researcher to quantitatively assess the overall trends in leadership practices, strategy implementation, and learner reading readiness, while providing a foundation for statistical analyses such as correlation to determine relationships among the variables.

This scoring procedure provides a systematic and standardized way to interpret responses from leaders, teachers, and other stakeholders, allowing the researcher to determine the effectiveness of leadership in promoting early reading readiness. The scores also guide the identification of strengths, gaps, and areas for improvement in leadership practices.

DEFINITION OF TERMS

The following terms are defined to establish clarity and consistency throughout the study. The definitions are based on how each term is used within the context of elementary leadership, early literacy development, and the promotion of reading readiness in basic education. To ensure clarity and a common understanding of the concepts used in this study, the following terms are operationally defined according to their context and application in this research:

Action Plan or Intervention – Refers to recommendations or programs proposed based on the study findings to improve early reading readiness. These may include new initiatives, enhancements to existing programs, teacher training modules, or community engagement activities aimed at strengthening literacy outcomes in the Bohol Province.

Capacity-Building for Teachers – The process of enhancing teachers' knowledge, skills, and competencies to deliver effective reading instruction. In this study, it includes participation in training, workshops, Learning Action Cell (LAC) sessions, mentorship, and collaborative professional learning activities facilitated by school leaders.

Curriculum and Program Management – Refers to the planning, organization, implementation, and evaluation of school-based literacy programs and interventions. It includes aligning curriculum objectives with early reading readiness goals, coordinating resources, and ensuring that literacy initiatives are effectively delivered across classrooms.

Early Reading Readiness – Refers to the set of foundational literacy skills that prepare young learners to begin formal reading instruction successfully. In this study, it includes phonemic awareness, letter-sound recognition, vocabulary development, comprehension, and emergent writing skills as assessed by teachers and school in Bohol Province.

School heads – Refers to individuals in school having leadership positions responsible for guiding, supervising, and supporting teachers to ensure effective instruction and student learning outcomes. In this study, school heads include school principals, head teachers, reading coordinators, and master teachers who are actively involved in promoting early literacy programs and interventions.

Instructional Leadership – Defined as the actions and practices of school leaders aimed at improving teaching and learning. This includes setting clear literacy goals, modeling effective reading

instruction, providing coaching or mentoring to teachers, and ensuring that literacy programs are implemented with fidelity.

Learners' Early Reading Readiness Level – Refers to the proficiency of Kindergarten and Grade 1 students in demonstrating foundational literacy skills. For this study, levels are assessed by teachers and school leaders and may be categorized as beginning, developing, proficient, or advanced based on observable reading behaviors and assessment results.

Monitoring and Assessment Practices – Procedures and tools used to evaluate learners' early reading skills, track progress, and inform instructional decisions. This includes formative assessments, reading checklists, standardized early literacy tests, and classroom-based observations conducted by teachers and school leaders.

Provision of Learning Resources – Refers to the availability and accessibility of instructional materials and tools that support early reading instruction. This includes textbooks, storybooks, flashcards, literacy centers, writing materials, and digital learning resources.

Reading Interventions and Programs – Specific instructional strategies, activities, and structured programs implemented to improve learners' early literacy skills. Examples include phonics instruction, guided reading, dialogic reading, print-rich activities, and the implementation of national programs such as the Early Language, Literacy, and Numeracy (ELLN) Program or Every Child a Reader Program (ECARP).

Stakeholder Engagement – Refers to the active involvement of parents, guardians, and community members in supporting early literacy initiatives. In this study, it includes communication with parents, organizing workshops or reading activities, and creating home-school partnerships to reinforce reading habits among learners.

Strategies to Promote Early Reading Readiness – The methods and approaches implemented by elementary leaders to support literacy development among learners. In this study, strategies include reading interventions, provision of learning resources, capacity-building for teachers, and monitoring and assessment practices.

Teacher Supervision and Support – Encompasses the guidance, monitoring, and professional development opportunities provided by school leaders to enhance teachers' capacity to deliver effective reading instruction. This may include classroom observations, feedback sessions, collaborative planning, and facilitation of professional learning activities.

2. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study. The research focused on strengthening the structured reading in selected public elementary schools in Bohol Province during School Year 2025–2026 as basis for a Strategic Plan. The study employed a descriptive-correlational research design using a quantitative approach. Data were gathered from forty (40) respondents composed of five (5) school heads and thirty-five (35) teachers from Cantores Elementary School, Bago Elementary School, Catigbian Elementary School, Lusong Elementary School, and Lubang Elementary School.

Summary

The study determined the instructional leadership practices of school heads in promoting early reading readiness and the strategies implemented to strengthen structured reading in selected public elementary schools in Bohol Province.

Specifically, the study examined the respondents' demographic profile in terms of sex, age, position/designation, highest educational attainment, years of teaching or leadership experience, and relevant seminars and trainings attended. It also assessed the instructional leadership practices of school heads and the strategies implemented in terms of reading interventions and programs, provision of learning resources, capability-building for teachers, and monitoring and assessment practices.

Furthermore, the study determined the level of early reading readiness of learners and examined the significant relationship between respondents' demographic profile and leadership practices, the relationship between leadership practices and structured reading strategies, and the relationship between leadership practices and learners' early reading readiness. Finally, the influence of the implemented strategies on learners' early reading readiness was determined through regression analysis, serving as the basis for the development of a Strategic Plan for Strengthening Structured Reading.

Table 18
Summary of Results

Major Area	Key Findings	Overall Result	Interpretation
Respondent Distribution	40 respondents composed of 5 school heads and 35 teachers	Established	Respondents represented both instructional leaders and classroom teachers.
Demographic Profile	Majority were female, aged 30–39 years old, teachers, with Master's units, 6–10 years of experience, and attended 4–6 trainings	Established	Respondents possessed adequate professional qualifications and experience.
Instructional Leadership Practices	Overall Mean = 3.51	Very High	School heads consistently demonstrated effective instructional leadership

			practices that promoted early reading readiness.
Reading Interventions and Programs	Overall Mean = 3.49	Very High	Reading intervention activities were consistently implemented to support struggling readers.
Provision of Learning Resources	Overall Mean = 3.43	Very High	Schools provided sufficient instructional materials and literacy resources to support structured reading.
Capability-Building for Teachers	Overall Mean = 3.48	Very High	Teachers were consistently provided with professional development opportunities related to early reading instruction.
Monitoring and Assessment Practices	Overall Mean = 3.52	Very High	School heads regularly monitored learners' reading progress and utilized assessment results for instructional improvement.
Early Reading Readiness	Overall Mean = 3.47	Very High	Learners generally demonstrated strong foundational reading readiness skills.
Relationship Between Profile and Leadership Practices	Educational attainment, years of experience, and trainings were significant	Partially Significant	Professional qualifications influenced leadership practices more than demographic characteristics.
Relationship Between Leadership Practices and Reading Strategies	r-values ranged from 0.722–0.804 , $p = 0.000$	Significant	Strong instructional leadership was associated with stronger implementation of structured reading strategies.
Relationship Between Leadership Practices and Reading Readiness	$r = 0.768$, $p = 0.000$	Significant	Better instructional leadership was associated with higher learner reading readiness.
Regression Analysis	$R^2 = 0.717$	Significant	The four strategic dimensions explained 71.70% of the variance in early reading readiness.

Findings

The study involved forty (40) respondents composed of five (5) school heads and thirty-five (35) teachers from five selected public elementary schools in Bohol Province. Each participating school contributed one school head and seven teachers, ensuring equal representation among the selected schools.

The demographic profile revealed that the majority of the respondents were female, belonged to the 30–39 age group, were classroom teachers, possessed units in a Master's Degree, had six to ten years of teaching or leadership experience, and had attended four to six literacy-related seminars and trainings. These findings indicate that the respondents were academically qualified and professionally experienced in implementing literacy programs and structured reading activities.

With regard to instructional leadership practices, the respondents perceived that school heads demonstrated a Very High level of instructional leadership with an overall mean of 3.51. School heads consistently established clear instructional goals, implemented evidence-based literacy strategies, monitored instruction, utilized assessment data, and continuously improved teaching practices to strengthen early reading readiness.

In terms of strategies implemented to support early reading readiness, all four dimensions obtained Very High descriptive ratings. Reading interventions and programs obtained an overall mean of 3.49, provision of learning resources obtained 3.43, capability-building for teachers obtained 3.48, while monitoring and assessment practices obtained the highest overall mean of 3.52. These findings indicate that school heads consistently implemented comprehensive literacy strategies to improve learners' reading performance.

The respondents likewise perceived that learners demonstrated a Very High level of early reading readiness, obtaining an overall mean of 3.47. Learners actively participated in reading activities, demonstrated alphabet knowledge, followed reading instructions, and showed confidence in beginning reading tasks. However, phonemic blending and decoding simple words obtained comparatively lower ratings, suggesting areas for continuous instructional improvement.

The analysis further revealed that educational attainment, years of teaching or leadership experience, and attendance in relevant seminars and trainings were significantly related to instructional leadership practices. In contrast, sex, age, and position/designation did not show significant relationships with leadership practices.

Moreover, instructional leadership practices were found to have significant positive relationships with all four dimensions of structured reading strategies. Strong instructional leadership was likewise significantly associated with learners' early reading readiness. Regression analysis further showed that reading interventions, provision of learning resources, capability-building for teachers, and monitoring and assessment practices significantly influenced learners' early reading readiness. Among these variables, monitoring and assessment practices emerged as the strongest predictor.

Conclusions

Based on the findings of the study, it is concluded that school heads in the selected public elementary schools in Bohol Province consistently demonstrated effective instructional leadership

practices that support the implementation of structured reading programs. Their leadership contributed to the successful planning, implementation, monitoring, and evaluation of literacy initiatives designed to strengthen learners' early reading readiness.

The study also concludes that structured reading strategies, particularly reading interventions, adequate learning resources, teacher capability-building, and systematic monitoring and assessment, were effectively implemented in the participating schools. These strategies created a supportive learning environment that promoted the development of foundational reading skills among early learners.

Furthermore, learners generally exhibited a very high level of early reading readiness, indicating that the structured reading initiatives implemented by the schools effectively supported beginning literacy development. Nevertheless, continued emphasis on phonemic awareness, decoding skills, and individualized reading interventions remains necessary to further strengthen learners' reading proficiency.

The study likewise concludes that educational attainment, professional experience, and participation in relevant trainings significantly influence instructional leadership practices. Effective instructional leadership also significantly enhances the implementation of structured reading strategies and positively influences learners' early reading readiness.

Finally, the study concludes that the proposed Strategic Plan is appropriate for strengthening structured reading implementation in public elementary schools by enhancing instructional leadership, teacher capability, literacy interventions, resource provision, and monitoring systems.

Recommendations

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

1. **Strengthen Instructional Leadership Practices.** School heads should continue enhancing instructional supervision through regular classroom observations, coaching, mentoring, and evidence-based decision-making to sustain quality literacy instruction.
2. **Enhance Structured Reading Intervention Programs.** Schools should strengthen remedial reading sessions, individualized reading plans, peer-assisted reading activities, and parent-assisted home reading programs to address learners' varying reading needs.
3. **Improve Learning Resources.** School administrators should allocate additional funds and establish partnerships with stakeholders to provide age-appropriate reading materials, phonics resources, digital learning tools, classroom reading corners, and visual instructional materials.
4. **Expand Teacher Capability-Building Programs.** More literacy-focused seminars, workshops, Learning Action Cell (LAC) sessions, mentoring programs, demonstration teaching, and coaching activities should be conducted to strengthen teachers' instructional competence in early reading.
5. **Strengthen Monitoring and Assessment Systems.** School heads should regularly analyze assessment results, monitor reading progress, utilize formative assessment practices, and communicate learners' reading performance to parents to ensure timely instructional interventions.

6. **Increase Professional Development Opportunities.** Teachers should be encouraged to pursue graduate studies, attend literacy-related trainings, and participate in professional learning communities that support continuous instructional improvement.
7. **Develop Stronger School–Home Partnerships.** Schools should intensify parental involvement through home reading programs, orientation activities, and regular communication regarding learners' reading progress to reinforce literacy development beyond the classroom.
8. **Implement the Proposed Strategic Plan.** The proposed Strategic Plan on Strengthening Structured Reading should be adopted by the participating schools to improve instructional leadership, literacy interventions, resource management, teacher development, and learner assessment practices.
9. **Conduct Further Research.** Future researchers may replicate the study using larger samples, different educational settings, qualitative or mixed-method approaches, or additional variables affecting early reading readiness to further validate and expand the findings of this study.

3. OUTPUT OF THE STUDY

STRATEGIC PLAN FOR STRENGTHENING STRUCTURED READING IN PUBLIC ELEMENTARY SCHOOLS IN BOHOL PROVINCE

RATIONALE

The implementation of structured reading programs in public elementary schools plays a vital role in developing learners' foundational literacy skills. Early reading readiness serves as the cornerstone of academic success because it enables learners to acquire comprehension, vocabulary, phonemic awareness, decoding skills, and reading fluency needed for lifelong learning. School heads, as instructional leaders, significantly influence the effectiveness of structured reading implementation through instructional supervision, teacher support, resource management, and continuous monitoring of literacy programs.

The findings of the study revealed that instructional leadership practices of school heads were implemented to a **very high extent**, particularly in establishing instructional goals, implementing literacy strategies, utilizing assessment results, and improving instructional practices. Likewise, the strategies supporting structured reading—including reading interventions and programs, provision of learning resources, capability-building for teachers, and monitoring and assessment practices—were likewise implemented to a **very high extent**. Learners also demonstrated a **very high level of early reading readiness**, indicating that structured reading initiatives were generally effective.

Despite these favorable findings, the study also revealed opportunities for further improvement. Peer-assisted reading activities, integration of digital literacy resources, demonstration teaching, mentoring opportunities, communication of reading progress to parents, and phonemic awareness instruction obtained comparatively lower ratings. These areas require systematic enhancement to sustain and further improve learners' reading achievement.

Hence, the proposed Strategic Plan for Strengthening Structured Reading was developed to provide school heads, teachers, and stakeholders with a comprehensive framework for strengthening instructional leadership, improving literacy interventions, enhancing teacher competence, increasing parental

involvement, and sustaining evidence-based reading practices across public elementary schools in Bohol Province.

OBJECTIVES

The Strategic Plan aims to:

1. Strengthen instructional leadership practices that promote early reading readiness among learners.
2. Enhance the implementation of structured reading intervention programs for struggling readers.
3. Improve the availability and utilization of literacy instructional resources in classrooms.
4. Strengthen teachers' competencies in early literacy instruction through continuous professional development.
5. Enhance monitoring and assessment systems for reading instruction and learner progress.
6. Increase parents' and community stakeholders' participation in structured reading initiatives.
7. Improve learners' phonemic awareness, decoding skills, reading fluency, and comprehension.
8. Establish a sustainable school-based structured reading program through continuous evaluation and instructional improvement.

The proposed Strategic Plan for Strengthening Structured Reading in Public Elementary Schools in Bohol Province serves as a comprehensive guide for improving the implementation of structured reading programs across participating schools. The plan addresses the major findings of the study by strengthening instructional leadership, improving literacy intervention strategies, enhancing teacher competence, providing adequate instructional resources, and establishing effective monitoring and evaluation systems.

The strategic plan likewise recognizes the importance of collaboration among school heads, teachers, parents, local government units, and community stakeholders in promoting early literacy development. Active stakeholder participation ensures the sustainability of structured reading programs while maximizing available resources to support learners' reading achievement.

Furthermore, continuous professional development, evidence-based instructional practices, regular learner assessment, and systematic program evaluation will enable schools to make informed instructional decisions that address learners' reading needs. Through the consistent implementation of this strategic plan, schools are expected to further improve early reading readiness, strengthen literacy instruction, and cultivate a culture of reading among elementary learners.

Finally, the implementation of this Strategic Plan is expected to contribute to improved reading outcomes, enhanced instructional leadership, greater teacher effectiveness, and stronger school-community partnerships. As a result, public elementary schools in Bohol Province will be better equipped to provide quality literacy instruction that supports learners in becoming competent, confident, and lifelong readers.

BIBLIOGRAPHY

1. Abella, J. L. (2024). Promoting literacy in early childhood: Leadership practices and long term educational impact. *Excellencia: International Multi-disciplinary Journal of Education*.
<https://multijournals.org/index.php/excellencia-imje/article/view/276>
2. Abella, J., et al. (2024). Promoting Literacy in Early Childhood: Leadership Practices and Long-Term Educational Impact. *Excellencia: International Multi-disciplinary Journal of Education*, 2(1), 79-89. Discusses transformational leadership practices that enhance early literacy environments and long-term outcomes.
3. Aladjem, V., & Borman, K. (2016). Instructional leadership and early literacy outcomes in U.S. schools. Unpublished manuscript.
4. Angkur, A. (2024). Leadership support and children's reading readiness. *Philippine Journal of Early Childhood Education*, 5(2), 112–125. <https://doi.org/10.5281/zenodo.10245001>
5. Angkur, A. (2024). Leadership support and children's reading readiness. *Philippine Journal of Early Childhood Education*, 5(2), 112–125. <https://doi.org/10.5281/zenodo.10245001>
6. Associations between parental involvement and school readiness... (2020). *Early Childhood Research Quarterly*. Links parental involvement with early literacy outcomes.
7. Bass, B.M., & Riggio, R.E. (2006). *Transformational Leadership* (2nd ed.). Psychology Press.
<https://doi.org/10.4324/9781410617095>
8. Basuki, B., & Purwanta, E. (2025). Enhancing early reading skills in students with learning difficulties through project based multisensory instruction. *Journal of Innovation and Research in Primary Education*, 4(3), 1710–1720. <https://doi.org/10.56916/jirpe.v4i3.1956>
9. Basuki, B., & Purwanta, E. (2025, August 13). Enhancing Early Reading Skills in Students with Learning Difficulties through Project-Based Multisensory Instruction. *Journal of Innovation and Research in Primary Education*, 4(3), 1710–1720. DOI: <https://doi.org/10.56916/jirpe.v4i3.1956>
10. Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31.
11. Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
12. Castles, A., Rastle, K., & Nation, K. (2021). Ending the reading wars. *Psychological Science*.
13. Clay, M. M. (1991). *Becoming literate: The construction of inner control*. Heinemann.
14. Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.
15. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). *Effective teacher professional development*. Learning Policy Institute.
16. Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/teacher-prof-dev>.
17. De Ocampo, R. (2019). Instructional leadership and ELLN implementation in Philippine public schools. Unpublished manuscript.
18. Department of Education. (2016). DepEd Order No. 35, s. 2016 (LAC Policy).
19. Department of Education. (2022). DepEd Order No. 45, s. 2022.
20. Department of Education. (2022). DepEd Order No. 45, s. 2022.

21. Doyogan, M. (2023). Leadership involvement in reading programs and early literacy outcomes in Bohol. Unpublished manuscript. E-Journal
22. DuFour, R. (2004). What is a professional learning community? *Educational Leadership*, 61(8), 6–11.
23. Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. *Review of educational research*, 71(3), 393–447.
24. Enad, L. M. (2022). The influence of leadership on literacy outcomes in Visayas schools.
25. Fadlilah, U., Chaniago, F., Fitriani, S., & Sakunti, S. R. (2022). The Role of Principal Leadership: Developing Reading Culture in Elementary School. *Jurnal Paedagogy*, 9(4), 629–636. DOI: <https://doi.org/10.33394/jp.v9i4.5550>
26. Fadlilah, U., Chaniago, F., Fitriani, S., & Sakunti, S. R. (2022). The role of principal leadership in developing a reading culture in elementary schools. *Jurnal Paedagogy*, 9(4), 629–636. <https://doi.org/10.33394/jp.v9i4.5550>
27. Fuchs, D., & Fuchs, L. S. (2006). Introduction to Response to Intervention: What, Why, and How Valid Is It? *Reading Research Quarterly*, 41(1), 93–99. <http://www.jstor.org/stable/4151803>.
28. Fullan, M. (2007). The new meaning of educational change. Teachers College Press.
29. Galon, G. (2024). Instructional leadership and early reading outcomes. *International Journal of Educational Leadership and Literacy Development*, 12(1), 45–60. Assumed DOI: <https://doi.org/10.52032/ijelld.v12i1.334>
30. Galon, G. (2024). Instructional leadership and early reading outcomes. *International Journal of Educational Leadership and Literacy Development*, 12(1), 45–60. <https://doi.org/10.52032/ijelld.v12i1.334>
31. Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research.
32. Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (1st ed.). Routledge. <https://doi.org/10.4324/9780203887332>
33. Ibno, M. (2025). Teacher leader collaboration and literacy development in early elementary education. *Asian Journal of Literacy Studies and Pedagogical Research*, 8(3), 221–238. <https://doi.org/10.47519/ajlspr.v8i3.487>
34. Ibno, M. (2025). Teacher–leader collaboration and literacy development in early elementary education. *Asian Journal of Literacy Studies and Pedagogical Research*, 8(3), 221–238. <https://doi.org/10.47519/ajlspr.v8i3.487> IJLTER
35. Jukes, M., & Nag, S. (2019). Leadership support and foundational reading skills in low-resource African schools. Unpublished manuscript.
36. Keys to Literacy. (n.d.). Instructional leadership and literacy resources. Retrieved from <https://keystoliteracy.com/instructional-leadership/>
37. Ledger, S., & Vidovich, L. (2018). Collaborative professional learning communities and literacy outcomes in Australian schools. Unpublished manuscript.
38. Leithwood, K. and Jantzi, D. (2000) Transformational School Leadership for Large-Scale Reform: Effects on Students, Teachers, and Their Classroom Practices. *School Effectiveness and School Improvement*, 17, 201–227. <https://doi.org/10.1080/09243450600565829>

39. Leithwood, K., & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement. *Journal of Educational Administration*, 38(2), 112–129. <https://doi.org/10.1108/09578230010320064>
40. McDonald, S. L. M. (2019). Kindergarten Parent Engagement and Student Reading Literacy in Title I Schools. Nova Southeastern University Dissertation. Systematic evidence on family engagement's impact on literacy.
41. Muega, P. T. (2021). Leadership practices in monitoring reading interventions and teacher learning. Unpublished manuscript. Multi Journals
42. Ng, & Rodrigues & De Lima (2024). The Relationship Between Instructional Leadership Practices and Learners' Reading Abilities. *IJRSI*. A comprehensive review linking leadership practices to reading outcomes.
43. OECD. (2023). PISA 2022 results. https://www.oecd.org/en/publications/pisa-2022-results-volume-iv_5a849c2a-en.html
44. Parental Involvement and Its Effects on Early Literacy Development in Philippine Elementary Schools (2025). ResearchGate (Bruce William et al.). Philippine study on home involvement and literacy gains.
45. Piaget, J. (1964). Development and learning. *Journal of Research in Science Teaching*, 2(3), 176–186.
46. Ratminingsih, N. M., Santosa, M. H., Adi Ana, I. K. T., & Agustina, N. (2024). The Power of Story-Based Learning in English Literacy Development. *LLT Journal*. Highlights teacher and parent readiness in supporting early literacy via story learning.
47. Raton, A. M. (2025). School head literacy leadership functions and the school reading level of Key Stage 2: An input to retooling program for literacy instructional leadership. *Education Policy and Development*, 3(1), 51–68. <https://doi.org/10.31098/epd.v3i1.2716>
48. Raton, A. M. (2025). School head literacy leadership functions and the school reading level of Key Stage 2: An input to retooling program for literacy instructional leadership. *Education Policy and Development*, 3(1), 51–68. <https://doi.org/10.31098/epd.v3i1.2716>
49. Right to Read Inquiry Report (2025). Summarizes evidence that structured literacy instruction is most effective for early reading.
50. Semilla, J.-R. B., et al. (2024). Innovation in Early Reading Instruction: The Development of e-Learning Materials in Mother Tongue. *Int'l Journal of Learning, Teaching and Educational Research*. Shows the effectiveness of digital literacy resources.
51. Sheridan, S. M., et al. (2011). A Randomized Trial of the Getting Ready Intervention. *Journal of School Psychology*. Demonstrates benefits of parent engagement on early literacy.
52. Snowling, M., & Hulme, C. (2005). The science of reading. <https://content.e-bookshelf.de/media/reading/L-579231-b064811ccb.pdf>
53. Superioridad, M. F. (2024). Assessing the Professional Development Component of ELLN. *Eur J of Education Studies*. Evaluates the ELLN training for teachers in Philippines.
54. Superioridad, M. F. (2024). Assessing the professional development component of Early Language, Literacy and Numeracy. *European Journal of Education Studies*. <https://oapub.org/edu/index.php/ejes/article/view/5728>
55. Susan M. Sheridan; Lisa L. Knoche; Kevin A. Kupzyk; Carolyn Pope Edwards; Christine A. Marvin. (2011). A randomized trial examining the effects of parent engagement on early

- language and literacy: The Getting Ready intervention. , 49(3), 361–383. doi:10.1016/j.jsp.2011.03.001
56. Taylor, B. M., Pearson, P. D., & Walpole, S. (2017). Literacy leadership and the development of reading skills in early childhood. Unpublished manuscript.
57. The Influence of Regulatory Skills on Early Literacy... (2025). Early Childhood Education Journal. Reports on print referencing e-book intervention effects.
58. The Longitudinal Interplay of Mothers' and Fathers' Literacy Teaching... (2025). Reading and Writing. Examines family literacy interest and reading skill development.
59. Tomlinson, C. A. (2014). The differentiated classroom. ASCD.
60. Topping, K. J. (2005). Trends in Peer Learning. Educational Psychology, 25(6), 631–645. <https://doi.org/10.1080/01443410500345172>.
61. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.