

Unraveling the Impact of Early Reading Interventions in Elementary Public-School Realms in the Philippines

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Abstract: *The urgent necessity for effective educational strategies worldwide is underscored by the pivotal role of literacy in navigating contemporary complexities, as the global challenge of children's literacy acquisition hampers academic progress and future opportunities. Five (5) themes emerged in unraveling the impact of early reading interventions in public school realms in the Philippines, namely: (1) the Importance of Early Intervention; (2) the Interconnected Nature of Reading, Behavior, and Attendance; (3) Role of Parent Engagement; (4) Implementing Multi-Tiered System of Supports (MTSS) and (5) Addressing Behavioral Challenges and Chronic Absences. This study investigates the multifaceted outcomes of early reading programs in public schools, acknowledging potential benefits and drawbacks while seeking to understand how specific interventions, student backgrounds, and school environments interact to influence effectiveness. Future research should personalize interventions for student needs and integrate them into public school systems to improve early reading programs.*

Keywords: *reading intervention, education, early reading programs*

Introduction

Literacy serves as the bedrock of education, empowering individuals to navigate the complexities of the modern world (Oliveira et al., 2023). Unfortunately, many children struggle with reading acquisition, hindering their academic progress and future opportunities. This phenomenon, evident across various countries, presents a critical challenge for educators and policymakers (Librea et al., 2023).

On the international stage, the importance of early reading interventions has gained widespread recognition. Numerous studies have documented the positive impact of these programs on children's reading fluency and comprehension. Organizations like UNESCO advocate for implementing evidence-based interventions to ensure all children develop foundational solid reading skills. Despite these advancements, challenges persist in effectively delivering and measuring the success of these programs within diverse educational systems.

The context of the Philippines presents a unique landscape for early reading interventions. Parent coaching programs in Cebu City, Philippines, improve children's numeracy, language, and literacy skills, with variations based on socioeconomic status, parental involvement, and teacher assignment (Dulay et al., 2019). While the Department of Education (DepEd) has implemented various reading programs, such as summer reading programs, it shows positive effects in Grades 2-4 but no significant improvement in fifth graders and no significant impact on proficient reading performance (Reed & Aloe, 2020). Their effectiveness remains a subject of ongoing debate.

Existing research offers valuable insights into early reading interventions. Additionally, research may fully capture the long-term impact of these programs on studying the learning environment, including parent relationships, school laboratories, and school locations, which significantly impact students' academic performance in public schools in the Philippines (Cruz & Vargas, 2021).

This study, "Unraveling the Impact of Early Reading Interventions in Public School Realms in the Philippines," aims to address these knowledge gaps. This research examines the current state of reading abilities among Filipino students and potential areas for improvement. The poor reading abilities can be attributed to several factors, including a lack of resources and socioeconomic factors. However, there are identified potential areas for improvement, such as promoting early literacy programs, investing in teacher training, and developing reading materials that are culturally relevant and engaging for Filipino students (Idulog et al., 2023).

Objectives

Early reading interventions are pivotal in shaping a child's academic trajectory. Research emphasizes that timely and targeted interventions can significantly reduce reading difficulties, preventing long-term academic challenges. This aimed to address the following questions:

1. How can early reading interventions, delivered promptly and with precision, enhance a child's academic path and future achievements?

2. How might educators tackle the interconnected relationship between reading skills, student conduct, and attendance to maximize educational results?
3. In what ways can schools involve parents to strengthen reading habits at home, manage behavioral issues, and encourage regular attendance, thereby improving students' overall reading proficiency?

Methods

This study employed a narrative literature review to investigate the impact of Early Reading Interventions in Public School Realms in the Philippines.

This research focuses on unraveling the impact of early reading interventions on students in public schools in the Philippines. This study explores how early reading interventions impact students in Philippine public schools, aiming to understand their effectiveness in improving reading skills. By examining various intervention methods like targeted literacy programs and specialized teaching approaches, the research seeks to uncover their efficacy. Analyzing program design, implementation, and student performance will provide insights into how these interventions positively influence academic development and educational outcomes. Ultimately, this research contributes to understanding effective educational practices and guides policymakers and educators in addressing reading challenges and fostering literacy among Filipino students.

The researcher accessed academic databases, esteemed journals, and trusted sources to identify pertinent literature released from 2014 to 2024. The search terms included "impact," "Early Reading," "Interventions," "public school realms," and "Philippines." Based on the identified literature, the researcher categorized the sources into five main themes, definitions, and characteristics of unraveling the impact of early reading interventions on students in public school realms in the Philippines.

This study began writing this narrative literature review by introducing the topic and explaining why unraveling the impact of early reading interventions in public school realms in the Philippines was essential. Next, it provided an overview of the literature, covering significant findings, trends, and research gaps. It also offered insights into future research directions and practical implications for improving education outcomes among students in the Philippines.

Results and Discussion

In investigating the impact of early reading interventions in public schools in the Philippines, here are some of the examines obtained from researchers' and teachers' viewpoints and actions:

Importance of Early Intervention

Research shows that reading performance in the early grades is a strong predictor of reading ability throughout the school years and is, therefore, likely to impact children's academic and career trajectories, with those of children coming from disadvantaged socioeconomic backgrounds being negatively affected (Cunningham & Stanovich, 1997; Dolean et al., 2019). Using a comparative approach, the present study aimed to determine whether there were differences in literacy skills development in children from low socioeconomic backgrounds who received specifically developed emergent literacy instruction (intervention group, IG) and those who did not (control group, CG).

Interconnected Nature of Reading, Behavior, and Attendance

Low reading literacy skills in Philippine elementary pupils are influenced by factors such as lack of reading elements, inclusion of learners-at-risk, lack of enthusiasm, teacher incompetence, shortage of reading materials, parental involvement, and student health

(Librea et al., 2023). The findings suggested that cohesive groups with positive norms, behavioral changes during the task (e.g., investing an exceptional effort to achieve a significant learning goal, such as reading an entire story or a novel), and enjoyment after completing a reading task corresponded with these learners' high engagement levels in extensive reading. Although the findings of this study are specific to one group of language learners, they can still be applied to plan classroom interventions in other EFL contexts to promote learners' reading engagement (Koné, K. 2023 & Tortola, 2024).

Role of Parent Engagement

This paper provides literature on early literacy programs, with an emphasis on the role of parents in supporting their children's early literacy development. Many early literacy programs emphasize the role of parents in supporting their children's early literacy development. Suggested parent involvement activities in these programs mainly focus on

reading activities (e.g., reading to children, shared reading), which are said to be very effective in promoting children's literacy skills (Denessen, 2023 & Tortola, 2021).

Implementing a Multi-Tiered System of Support (MTSS)

MTSS offers a comprehensive framework integrating academic, behavioral, and social-emotional support based on student needs. Using MTSS to support students who are at risk for learning challenges emphasizes a school's need for implementation of an evidence-based framework to support further students who experience social, emotional, and Behavioral challenges. This study contributes to psychology by expressing the need for more social, emotional, and behavioral support systems in schools. It is also used as a guide to promoting support for children who experience similar challenges. Future research could include collecting additional qualitative data through larger samples, classroom observations, and reporting on students' responses to intervention (Steely, 2023 & Tortola, 2021).

Addressing Behavioral Challenges and Chronic Absences

Emphasis has been placed on the promotion of well-being and prevention of mental health problems in the school context to foster, through positive psychology, the cognitive and socio-emotional development of elementary students, e.g., by strengthening positive relationships, positive emotions, character strengths, optimism, and hope (Benoit & Gabola, 2021). Similarly, investigating the root causes of chronic absenteeism, monitoring attendance, and creating a welcoming school environment such as high levels of enjoyment and engagement in reading can improve reading comprehension in elementary students while addressing anxiety-related obstacles and providing diverse reading materials can enhance engagement (Abejo et al., 2023). are essential steps in addressing attendance issues, ultimately contributing to improved reading outcomes.

Conclusion and Recommendation

This study explored the complex effects of early reading interventions within public schools. While the findings likely shed light on positive and negative impacts, the title "Unraveling" suggests the research may expose some unexpected or nuanced outcomes. Further analysis is needed to understand the interplay between specific interventions, student demographics, and public-school environments.

Future research should delve deeper into tailoring interventions to specific student needs and public-school contexts to maximize the effectiveness of early reading programs. This could involve investigating the most successful approaches for different socioeconomic backgrounds or exploring how to best integrate these programs into existing public-school curriculums.

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