

Care For Non-Readers (CNR) Program Implementation, Teachers' Competence And Pupils' Reading Performance

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Abstract

The Care for Non-Readers (CNR) Project is a highly effective and strategic reading intervention that utilizes one-on-one tutoring to support low-performing and struggling readers, helping them reach the proficiency level of their peers. This study examined the implementation of the Care for Non-Readers (CNR) Program, the teaching competence of teachers, and the reading performance of pupils. Using a parallel convergent design, data were gathered from school heads, teachers, and struggling readers. The findings revealed that the CNR Program was highly implemented, particularly in employing effective reading strategies and providing instructional support. Teachers demonstrated an outstanding level of competence in teaching reading, especially in their knowledge of language structure, which is crucial for literacy instruction. A substantial number of pupils continued to struggle with reading, particularly in word recognition and comprehension. The CNR implementation significantly improved pupils' reading performance, as evidenced by substantial gains in both word recognition and reading comprehension. The study highlights the challenges teachers' face, such as limited instructional materials, insufficient professional development, diverse student learning needs, and time constraints. Addressing these challenges through targeted interventions, improved training, and enhanced reading support mechanisms is recommended. Strengthening parental involvement, refining monitoring strategies, and ensuring access to adequate reading resources may further contribute to improving literacy outcomes among struggling readers.

Keywords: Care for Non-Readers Program, reading performance, teacher competence, literacy instruction, reading challenges, educational interventions

INTRODUCTION

A fundamental component of education is reading literacy which is an essential ability for success and lifelong learning. Addressing the needs of non-readers and learners with low reading ability is a continuous battle on a global scale. To eradicate the problems on the reading performance, the

Department of Education implemented different reading program,

Globally, the issue of literacy remains a significant concern, especially among struggling readers. The International Literacy Association (ILA) highlights that many countries face challenges in ensuring foundational reading skills are achieved among all students, particularly in developing nations. Research suggests that teacher competency plays a critical role in addressing literacy deficits, yet many

educators lack the necessary training to effectively support non-readers (International Literacy Association, 2020).

Critical issues in the Philippine educational system were exposed by the 2022 Programme for International Student Assessment (PISA) results. With average scores of 355 in mathematics, 347 in reading, and 373 in science, the Philippines came in at number 77 out of 81 nations. This reveals an alarming gap in educational attainment. The findings highlight the necessity of structural changes to enhance the nation's educational system and quality of instruction (Philippine News Agency, 2023).

In the Philippines, the Project Care for Non-Readers (CNR) is a highly effective, strategic intervention reading based on one-to-one tutoring for low-performing and struggling readers to be equal with learners who are readers. This reading program utilized the pull-out scheme strategy of implementation. The CNR was conceptualized and initiated because of the consistently high percentage of readers who are at the frustrating level of the PHIL-IRI results. Its main goal is to make elementary learners independent readers of English, Filipino, and Mother Tongue (DepEd, 2019).

To aim for the decrease of the struggling learners, CNR teachers play a pivotal contribution. The competence to teach reading helps in the successful conduct of the reading program (Adapon & Mangila, 2021). Teachers' competence in teaching reading is the skills and knowledge that enable them to be successful in reading instructions since the formal reading skills of the pupils are mainly delivered through teachers (Claessen et al., 2020).

At the local level, reports from the Sultan Kudarat Division show that a significant percentage of students struggle with reading proficiency. To address the reading gap caused by such factors and the pandemic, the entire district implemented strict reading exercises in the 2022–2023 school year (DepEd Sultan Kudarat Division, 2023). Moreover, the researcher also finds that no studies have been conducted on the status of CNR implementation associating the reading competence of teachers.

Based on the aforementioned ideas and results, the focus of this study will be on the implementation of the Care for Non-Reader (CNR) program, teachers' competence and pupils reading performance. This

study can help gravitate the program's development in the most significant and sustainable way.

METHODOLOGY

Research Design: The **convergent mixed method design** was utilized in this study, combining both quantitative and qualitative approaches to comprehensively address the research objectives. The **quantitative component** employs the descriptive-evaluative research design to evaluate the effectiveness the implementation of the Care for Non-Readers (CNR) program, teaching competence in teaching reading, and pupils' reading performance. According to Arifin et al. (2022), evaluative aim to provide information and assessment to for the power or strength of a program, seen from its effectiveness, cost, device and quality. In this study, evaluative was used to evaluate the effect of the Care for Non-Readers (CNR) program.

Simultaneously, the **qualitative component** was integrated into the study using open-ended questions included in the questionnaire. These open-ended questions aim to explore teachers' perspectives on the challenges they encounter in teaching reading and their suggestions for improving the reading program. The responses to these open-ended questions was analyzed using thematic analysis, a method endorsed by Braun and Clarke (2006) for its systematic approach in identifying recurring patterns and significant themes within qualitative data. Thematic analysis enables researchers to uncover insights and trends across data sets while maintaining flexibility in its application. This approach aligns with Creswell's (2014) recommendation for blending qualitative methods to deepen understanding and provide context to complex educational phenomena.

Scope and Delimitations of the Study: This study focused on the implementation of Care for Non-Reader (CNR) Program goals based on the objectives, training of teachers, instructional reading materials, reading strategies employed, effectiveness of the Reading program, and monitoring. The teachers' competence contains the domains of foundation concepts about oral and written learning, knowledge of the structure of language, structured language teaching, interpretation and administration of assessments for planning instruction. Moreover,

the pupils' reading performance was focused on reading comprehension and word recognition.

This study was delimited to the sixty (60) reading teachers from Grade 3 to 6 and ten (10) school heads in total of seventy (70) respondents. It was conducted among the nine (9) schools of Esperanza District II during the School Year 2024-2025. Certain factors and variables were excluded to maintain the study's focus and ensure its feasibility.

The study specifically excluded teachers from grade levels outside Grades 3 to 6, as these grade levels are the focus of the Philippine Informal Reading Inventory (Phil-IRI), which is used to assess learners' reading proficiency. Teachers who do not specialize in reading were also excluded since their inclusion would not align with the study's objectives.

Operational definition:

To have a better understanding of the words and to achieve clarity and to attain logical presentation of the study the following terms were defined operationally.

Care for non-Readers (CNR) Reading Program is a reading intervention designed and implemented by the Department of Education to help struggling readers become skilful in reading. It is the reading program used to help the struggling readers in Esperanza District II.

Effectiveness of the Reading Program refers to the usefulness of the program in helping the struggling readers and comprehend reading texts.

Reading Performance refers to the measures of the capability of the primary grade learners to understand, use and replicate on written texts in order to achieve goals, improve knowledge and skills and potential, and participate in Reading.

Teaching Competence in Reading refers to a set of knowledge, skills and capability of the teacher to develop reading mastery effectively to eradicate the struggling readers.

Local of the Study: This study was conducted at Esperanza District II. The District composed of nine (9) elementary schools scattered in the nine (9) barangays of Esperanza II. Moreover, Esperanza District II is characterized and claimed to be the

outstanding district under the leadership of the District Supervisor.

The nine (9) elementary schools in this district are complete elementary schools with concrete classroom buildings and multi-purpose halls. The locations of the schools are very accessible for any form of transportation. The land area is an agricultural land where most of the people are farmers. The schools are headed by the school head.

Respondents of the study: The respondents of the study were teachers and school heads in the different elementary schools in the District. These group of teachers are handling reading classes, interventions and remediation for the learners. Additionally, the study included ten (10) school heads who oversee the reading program. The researcher considered the population of sixty-one (60) teachers and (10) school heads. Table 1 shows the distribution of respondents by school and district.

Moreover, the struggling learners in Grade 3 to 6 served as a source of secondary data on reading performance. The Grade 3 to 6 learners were previously tracked by their teachers, making it easier to access and monitor their reading performance. In this study, the number of grade 3 to 6 top 4 lowest score during Pre-test in Phil-IRI. The struggling readers were 240 (District PHIL IRI, 2023).

Sampling Technique: The researcher utilized complete enumeration or total sampling, a type of purposive sampling technique where the entire population with specific characteristics is examined. In total population sampling, researchers study the entire population, particularly when its size is small and possesses a distinct set of traits. This method aligns with Patton's (2015) insights in "*Qualitative Research and Evaluation Methods*," emphasizing the value of including all individuals when comprehensiveness and depth are critical. In this study, the researcher examined all teachers in the population due to their limited number, ensuring thorough representation and coverage of the group.

Data Gathering Instruments: The survey questionnaire was used on the implementation of Care for Non-Readers (CNR) program, teaching competence of teachers and the challenges met in teaching Reading. Basically, the questionnaire has three parts.

Part I described the data on the implementation of Care for Non-Readers (CNR) program and teaching competence in teaching Reading. The research instrument was adapted and based from the study of several authors such as the implementation of Care for Non-Readers (CNR) from the study of Calibayan (2021), Adapon (2020) and DepEd Memorandum, 173 (2021). This survey questionnaire answered by the teachers. Each item in the questionnaires was answered using a 5-point Likert scale as follows: 5 – Always, 4 - Often, 3 - Sometimes, 2 - Rarely, and 1 – Never.

Part II described teaching competence of teachers in teaching Reading skills. It was adapted and modified from the Knowledge and Practice Standards for Teachers of Reading of Moats et al (2018). It has four indicators namely; Foundation Concepts of Oral and Written Learning; Knowledge of the Structure of Language; Structured Language Teaching and Interpretation and Administration of Assessments for Planning Instruction. Basically, the survey tool uses a five-point Likert scale: 5 – Strongly Agree, 4 - Agree, 3 – Moderately Agree, 2 - Disagree, 1 – Strongly Disagree.

Part III focused on identifying the challenges met in teaching reading and exploring ways forward for the enhancement of the reading program. This section utilized open-ended questions to gather qualitative data from teachers. The questions included: “What are the challenges met in teaching reading program?” and “What are the ways forward and future directions for the enhancement of the reading program?” Thematic analysis was employed to categorize and interpret the qualitative responses provided by the teachers. Emerging themes were identified and grouped into key areas to provide insights into the barriers faced and potential strategies for improvement.

The performance of the pupils in reading served as secondary data. The researcher collected the data of the reading performance of the Grade 3 to 6 top 4 lowest learners and who are struggling readers in the nine elementary schools. The researcher will collect the district reading profile as sourced of data.

To ensure that the instrument is acceptable, validity and reliability testing was conducted. The research instruments were validated by four (5) experts who are acknowledged authorities in educational management and test construction. Item (I-CVI) and scale content validation (S-CVI) indices was

computed. The researcher used an acceptable CVI of 0.83 (Yosuff, 2019). On the other hand, reliability test shall be carried out from the results of pilot testing. The internal consistency method was aptly used by computing the Cronbach alpha in which the computed value was interpreted based on the scale.

Data Gathering Procedure: After finding out that the research instrument was valid and reliable, approval of the Dean of Graduate School to conduct the study will be secured. Subsequently, upon securing such approval a letter request was forwarded to the Schools Division Superintendent of Sultan Kudarat for approval. With the consent of the Schools Division Superintendent, a similar letter was drafted and be given to the District Supervisor and School heads for information (Karugasik, 2016).

Once informed, the distribution of the research instruments to the respondents followed. The respondents were given ample time to answer the survey questionnaire including the challenges encountered by the respondents in the implementation of CNR program. Retrieval of the research instrument from the respondents was done after the respondents completely answered all the items.

Moreover, the reading assessment result also requested by the researcher. After retrieval, data were encoded, organized, and presented appropriately using tables or chart. The use of MS Excel application was maximized in the data analysis. The collected information was noted, totaled, tabulated, examined, and interpreted.

Statistical Treatment:

The process of data collection was involved the implementation of Care for Non-Readers (CNR) program, teaching competence in teaching Reading and pupils' reading performance. The accomplished questionnaires were immediately encoded, tabulated and analyzed. The data were computed using the appropriate statistical tools with the help of Microsoft Excel software.

In particular, the mean and standard deviation was used to describe the result of the implementation of Care for Non-Readers (CNR) program.

The teaching competence in teaching Reading was analyzed using the mean and standard deviation.

The statement of the problem no.3 on the pupils' academic performance, frequency and percentage were done.

Spearman rho was used to determine the relationship between the implementation of Care for Non-Readers (CNR) program and both teacher's competence in teaching Reading and pupils' reading performance.

RESULTS AND DISCUSSION

Table 2. Extent of Implementation of Care for Non-Reader (CNR) Program in Terms of Goals and Objectives

Indicator	Mean	SD	Description
1. Cognitive methods are used in the program to help students learn from texts.	4.57	0.58	Very High
2. The program gives the student a habit of reading the language for the rest of their life.	4.57	0.67	Very High
3. The program evaluates the students' proficiency in reading comprehension in both Filipino and English.	4.79	0.45	Very High
4. One of the foundations for organizing and creating reading education is the program.	4.73	0.48	Very High
5. The program raises the reading proficiency of the entire school.	4.67	0.47	Very High
6. The program assists teachers in creating appropriate reading lessons for their students.	4.50	0.65	Very High
7. To enhance learning results, the program supports school heads in creating suitable school reading programs or activities.	4.69	0.55	Very High
Section Mean	4.64	0.42	Very High

Table 2 presents the extent of implementation of Care for Non-Reader (CNR) Program in terms of goals and objectives. The findings indicate that the Care for Non-Reader (CNR) Program is highly implemented, with an overall mean of 4.64 (SD = 0.42), suggesting that the program effectively meets its intended goals and objectives. Notably, the highest-rated aspect of the program is its ability to evaluate students' proficiency in reading comprehension in both Filipino and English (M = 4.79, SD = 0.45), highlighting its success in assessing students' reading skills. This suggests that the program has well-established assessment tools and strategies that provide valuable insights into students' reading levels, allowing for targeted interventions.

However, the lowest-rated aspect of the program is its support for teachers in creating appropriate reading lessons (M = 4.50, SD = 0.65). While still rated favorably, this finding suggests that teachers may require additional guidance, resources, or professional development to effectively tailor reading instruction to students' needs. The relatively higher standard deviation in this area also indicates some variability in teacher experiences, potentially

influenced by factors such as access to instructional materials, class size, and teacher training.

The result implies that strong implementation of the CNR Program reinforces the importance in addressing literacy challenges among non-readers. The enhanced teacher support through workshops, instructional guides, and resource development to further strengthen lesson planning and instructional delivery is very highly important. Additionally, continuous evaluation and refinement of the program's strategies was crucial to sustaining its effectiveness.

The present findings are consistent to several studies emphasize the significance of structured reading interventions in addressing literacy challenges among non-readers. According to Vellutino et al. (2014), early identification and targeted reading instruction play a crucial role in improving reading proficiency, particularly for struggling readers. Similarly, Pressley et al. (2016) highlight the effectiveness of evidence-based reading programs that incorporate phonemic awareness, fluency, vocabulary, and comprehension strategies. Research by Slavin et al. (2018) also underscores the importance of teacher training and resource availability in ensuring the success of reading interventions.

Table 3. Extent of Implementation of Care for Non-Reader (CNR) Program in Terms of Training of Teachers

Indicator	Mean	SD	Description
1. Analyze methods for teaching word decoding and phonological awareness.	4.54	0.56	Very High
2. Running reading clinics as a teacher training base	4.21	0.72	Very High
3. Conduct SLAC to teach reading and numeracy.	4.67	0.50	Very High
4. Oversee teachers as they apply reading instruction and innovation.	4.60	0.55	Very High
5. Mentors and advisors who help teachers adopt successful tactics	4.57	0.60	Very High
6. Maintain the proficiency of teacher in teaching reading	4.60	0.55	Very High
7. Give teachers the chance to practice using the language they teach.	4.54	0.58	Very High
Section Mean	4.53	0.44	Very High

The extent of implementation of the Care for Non-Reader (CNR) Program in terms of teacher training is presented in Table 3, with yielded overall mean of 4.53 (SD = 0.44), indicating a high level of effectiveness. Among the specific components, conducting School Learning Action Cells (SLAC) to teach reading and numeracy received the highest mean score of 4.67 (SD = 0.50), suggesting that

collaborative professional development sessions significantly contribute to enhancing teachers' instructional skills. Conversely, running reading clinics as a teacher training base recorded the lowest mean of 4.21 (SD = 0.72), highlighting a relatively lower effectiveness, potentially due to resource constraints or implementation challenges.

These findings imply that while teacher training under the CNR Program is generally well-executed, there is room for improvement in structured reading clinics as a training strategy. Strengthening support mechanisms such as additional funding, instructional materials, and expert-led coaching may enhance teachers' competencies in addressing the diverse needs of non-readers.

The present findings are relevant to the study Valerio et al. (2021) investigated the impact of School Learning Action Cells (SLAC) on teachers' ability to improve students' reading performance. Teachers who actively participated in SLAC sessions demonstrated higher proficiency in implementing phonics-based and comprehension-driven instruction, leading to improved reading skills among struggling readers. The integration of digital tools in literacy instruction has shown promising results in enhancing reading engagement and comprehension (Torgesen et al., 2022).

Table 4. Extent of Implementation of Care for Non-Reader (CNR) Program in Terms of Instructional Reading Materials

Indicator	Mean	SD	Description
1. Resources support important lessons in print ideas, phonemic awareness, and other foundational reading skills while catering to the demands of a diverse student body.	4.53	0.58	Very High
2. Academic vocabulary found in complex texts is developed through materials used in reading, writing, speaking, and listening education.	4.46	0.65	Very High
3. Keeps a collection of reading-related print and non-print instructional resources that are available to parents and students.	4.53	0.58	Very High
4. Conducts learning resource mapping to determine the situation of learning resources in school	4.44	0.65	Very High
5. Has available learning resource package in school	4.44	0.61	Very High
6. Materials use multimedia and technology to engage students in absorbing or expressing details of the text rather than becoming a distraction or replacement for engaging with the text.	4.64	0.51	Very High
7. Instructional materials include features appropriate to each grade level to motivate, challenge and excite students in reading complex texts	4.64	0.54	Very High
Section Mean	4.53	0.49	Very High

Table 4 exhibits the implementation of Care for Non-Reader (CNR) program in terms of instructional reading materials. The implementation of the Care for Non-Reader (CNR) Program in terms of instructional reading materials was found to be highly effective, with an overall mean of 4.53 (SD = 0.49). This indicates that the materials used in the program were generally well-developed and supportive of non-readers' literacy development.

When taken singly, the highest-rated components included the use of multimedia and technology to engage students in absorbing or expressing details of the text, rather than serving as a distraction or replacement for reading (Mean = 4.64, SD = 0.51). Additionally, instructional materials were found to be appropriately designed for each grade level, helping to motivate, challenge, and excite students in reading complex texts (Mean = 4.64, SD = 0.54). These results suggest that the integration of technology and the careful selection of reading materials effectively encouraged student engagement with reading.

On the other hand, areas that received lower ratings were the conduct of learning resource mapping to assess the availability and situation of reading resources in schools (Mean = 4.44, SD = 0.65) and the availability of a learning resource package (Mean = 4.44, SD = 0.61). These findings indicate that while instructional materials were generally well-utilized, there may be gaps in systematically assessing and organizing learning resources. Strengthening efforts in resource mapping and ensuring access to comprehensive learning packages could further improve the program's effectiveness.

The result implies that the result has several important implications for the implementation and enhancement of the Care for Non-Reader (CNR) Program in schools. The high overall effectiveness of instructional reading materials suggests that technology integration and well-structured, grade-appropriate materials play a significant role in improving non-readers' engagement and literacy skills. This underscores the need for schools to continue investing in multimedia resources and differentiated instructional materials that cater to diverse learning needs. Additionally, the strong ratings on material effectiveness highlight the importance of teacher training and professional development to maximize the impact of these resources on student learning outcomes.

However, the lower ratings in learning resource mapping and the availability of a comprehensive learning resource package indicate areas that require further attention. Schools may need to conduct regular assessments to determine gaps in reading resources and develop strategies to ensure that all students, especially struggling readers, have access to high-quality instructional materials. Strengthening collaboration among teachers,

administrators, and stakeholders can help address these gaps by improving resource allocation and program sustainability.

The present findings are relevant to the ideas of Betkowski (2020). The utilization of reading resources appears to be beneficial for students who wish to enhance their reading abilities. Reading materials pique students' interest in reading and enable them to engage in the activity with greater zeal (Betkowski, 2020). Textbooks and other reading materials work well to motivate students to read in accordance with their needs and specifications (Rao, 2019).

Table 5. Extent of Implementation of Care for Non-Reader (CNR) Program in Terms of Reading Strategies Employed

Indicator	Mean	SD	Description
1. Integrates literacy instructions within and across disciplines	4.70	0.55	Very High
2. Use appropriate and adaptive learning modalities to learners' context	4.56	0.63	Very High
3. Uses explicit teaching strategy, differentiated instructions and tiered activities	4.63	0.62	Very High
4. Connects prior knowledge to new information	4.71	0.54	Very High
5. Uses basic reading approaches like phonics, CVC and Marungko	4.84	0.40	Very High
6. Provides a framework for active learning as students engage with the text to find answers	4.60	0.57	Very High
7. Uses technology to supplement other strategies	4.80	0.40	Very High
Section Mean	4.69	0.43	Very High

Table 5 shows the implementation of Care for Non-Reader (CNR) program in terms of reading strategies employed. The extent of implementation of the Care for Non-Reader (CNR) Program in terms of reading strategies employed was observed to be very high, with an overall mean of 4.69 (SD = 0.43). This indicates that the strategies used in the program were highly effective in addressing the needs of non-readers and fostering literacy development.

When taken singly, among the different strategies, the use of technology to supplement other strategies received the highest mean score (Mean = 4.80, SD = 0.40), highlighting the significant role of digital tools in enhancing reading instruction. This suggests that incorporating educational technology, interactive resources, and multimedia content has been beneficial in engaging non-readers and supporting their learning process.

On the other hand, the use of appropriate and adaptive learning modalities based on learners' context received the lowest mean score (Mean = 4.56, SD = 0.60). While still rated very high, this indicates that there is room for improvement in ensuring that reading interventions are more personalized and tailored to individual learners' needs. Addressing this

gap may require more flexible instructional approaches, differentiated instruction, and customized reading interventions that consider students' backgrounds, learning styles, and specific reading difficulties.

Overall, the findings imply that the CNR Program is being implemented effectively, with a strong emphasis on technology-enhanced reading strategies. However, further improvements in adaptive learning approaches could lead to even better outcomes for non-readers, ensuring that every learner receives the support they need to develop their reading skills successfully.

The results of the study are relevant to Taley (2017) emphasizes that both students with reading difficulties and those with regular development can benefit from using graphic organizers as a reading approach. To aid with comprehension, the graphic organizers assist students in drawing connections between the new material and what they already know. It gives students a visual representation that makes the connections between concepts and ideas clear. Additionally, it gives students a framework for structuring their thoughts to prevent any errors in perceptual that can occur throughout the reading process and to help them remember knowledge (Tuncay & Dedeoglu, 2019).

Table 6. Extent of Implementation of Care for Non-Reader (CNR) Program in Terms of Effectiveness of the Reading Program

Indicator	Mean	SD	Description
1. Effective Core Reading programs provide substantial explicit reading instruction, which includes technology.	4.54	0.63	Very High
2. Emphasizes direct, systematic, intensive, and sustained reading instruction	4.47	0.68	Very High
3. Improves the reading performance from nonreaders to independent readers	4.51	0.63	Very High
4. Utilize effective instructional time, provides multiple reading opportunities, and employs variety of reading assessments.	4.57	0.60	Very High
5. Determines learners' reading miscues and difficulties in determining appropriate interventions	4.57	0.65	Very High
6. Make use of wide-range of quality-assured reading instructions and intervention materials	4.51	0.72	Very High
7. Provide varied, challenging and interesting activities that will arouse learners' interests	4.63	0.62	Very High
Section Mean	4.54	0.52	Very High

The extent of implementation of Care for Non-Reader (CNR) program in terms of effectiveness of the reading program is displayed in Table 6. The extent of implementation of the Care for Non-Reader (CNR) Program in terms of its effectiveness was rated very high, with an overall mean of 4.54 (SD = 0.52). This indicates that the program has been successfully executed, significantly contributing to the improvement of non-readers' literacy skills.

In particular, when taken individually, the highest-rated aspect of the program was its ability to provide varied, challenging, and interesting activities that arouse learners' interests (Mean = 4.63, SD = 0.62).

This suggests that engaging and diverse reading activities play a crucial role in motivating non-readers and fostering a positive learning experience. In contrast, the lowest-rated aspect was the program’s emphasis on direct, systematic, intensive, and sustained reading instruction (Mean = 4.47, SD = 0.68). While still rated very high, this suggests that there may be gaps in structured reading interventions, such as explicit phonics instruction, guided reading sessions, and consistent monitoring of reading progress. Enhancing these areas may require stronger teacher training, additional instructional resources, and extended reading interventions to ensure that struggling readers receive the intensive and continuous support necessary for literacy development.

In general, the results infer that the CNR Program is highly effective, particularly in engaging students through varied and stimulating reading activities. However, there is room for improvement in reinforcing structured and sustained reading instruction, which is essential for long-term literacy success among non-readers. Strengthening these components could further enhance the program’s impact and ensure that all learners develop the foundational skills needed for reading proficiency. The present findings are relevant to Merto (2019), the Care for the Non-Readers Program enhanced the students' reading abilities; made it easier for them to comprehend the assigned reading materials; made reading more comfortable for them; and encouraged them to read a variety of texts and other reading materials. It also inspired students to take part in the reading activities. Additionally, it offered remedial reading to students who struggled with reading and reading materials tailored to their reading levels (Adapon, 2020).

Table 7. Extent of Implementation of Care for Non-Reader (CNR) Program in terms of Monitoring

Indicator	Mean	SD	Description
1. Has duly approved functional School Reading Program	4.36	0.72	Very High
2. Mechanisms designed to ensure that quality standards are observed	4.34	0.72	Very High
3. Evaluate reading strategies and materials used	4.47	0.65	Very High
4. Have a self-review on the latest strategies to use to assist pupils in reading	4.33	0.70	Very High
5. Implements appropriate capability-building activities in reading	4.41	0.67	Very High
6. Has allocated additional budget for the procurement of books and other reading materials	4.14	0.89	High
7. Gathered data on the status and feedback of its implementation	4.37	0.66	Very High
Section Mean	4.35	0.59	Very High

Table 7 presents the extent of implementation of Care for Non-Reader (CNR) program in terms of monitoring. The extent of implementation of the Care for Non-Reader (CNR) Program in terms of monitoring was rated very high, with an overall mean of 4.35 (SD = 0.59). This indicates that the program has been effectively monitored to ensure its success and sustainability.

In particular, among the different aspects of monitoring, the evaluation of reading strategies and materials used received the highest rating (Mean = 4.47, SD = 0.65), highlighting the program's strong focus on assessing the effectiveness of instructional approaches and resources. This suggests that continuous evaluation plays a crucial role in refining the program to meet the needs of non-readers effectively.

Conversely, the lowest-rated aspect was the allocation of additional budget for the procurement of books and other reading materials (Mean = 4.14, SD = 0.89), which, despite being rated high, indicates a potential area for improvement. The relatively lower rating suggests that funding constraints may limit the availability of essential reading materials, potentially affecting the program's ability to fully support non-readers.

In general, the results suggest that while the CNR Program is effectively monitored, there is a need to strengthen financial support for reading resources. Ensuring adequate funding for books and learning materials further enhance the program’s impact, providing non-readers with the necessary tools to develop their reading skills and achieve literacy proficiency.

One of the key issues in monitoring literacy programs is the availability of resources. DepEd (2019) reported that insufficient budget allocation for reading materials and teacher training affects program implementation. Teachers play a crucial role in the monitoring and evaluation of reading interventions. Valerio et al. (2021) highlighted that collaborative professional learning sessions, such as School Learning Action Cells (SLAC), help teachers refine their literacy instruction techniques. Regular teacher feedback and performance assessments contribute to the continuous improvement of the Care for Non-Reader (CNR) Program.

Table 8. Summary of the Extent of Implementation of Care for Non-Reader (CNR) Program

Indicator	Mean	SD	Description
Goals and Objectives	4.64	0.42	Very High
Training of Teachers	4.53	0.44	Very High
Instructional Reading Materials	4.53	0.49	Very High
Reading Strategies Employed	4.69	0.43	Very High
Effectiveness of Reading Program	4.54	0.52	Very High
Monitoring	4.35	0.59	Very High
Overall Mean	4.55	0.42	Very High

Table 8 presents the summary of the implementation of Care for Non-Reader (CNR) program. The extent of implementation of the Care for Non-Reader (CNR) Program was rated very high, with an overall mean of 4.55 (SD = 0.42). Among the different aspects of implementation, Reading Strategies Employed received the highest rating (Mean = 4.69, SD = 0.43), indicating that effective reading techniques were extensively used to support non-readers. On the other hand, Monitoring recorded the lowest rating (Mean = 4.35, SD = 0.59), though still classified as very high, suggesting that while monitoring efforts were strong, there may be room for further improvement in tracking progress and refining strategies.

Other key areas also showed very high ratings, including Goals and Objectives (Mean = 4.64, SD = 0.42), which highlights the program's clear direction and purpose, and Training of Teachers (Mean = 4.53, SD = 0.44), emphasizing the importance of professional development in literacy instruction. Similarly, Instructional Reading Materials (Mean = 4.53, SD = 0.49) and Effectiveness of the Reading Program (Mean = 4.54, SD = 0.52) were highly rated, demonstrating the program's strong foundation in providing quality learning resources and impactful literacy interventions.

The results imply that the Care for Non-Reader (CNR) Program has been effectively implemented, demonstrating a very high level of success across various components. The well-structured instructional approaches have significantly contributed to enhancing literacy among non-readers. The high ratings for goals and objectives, teacher training, instructional reading materials, and program effectiveness indicate that the program is well-aligned with its intended purpose and that educators are adequately equipped to facilitate reading interventions.

One of the important programs, both now and in the future, is the implementation of the CNR Program. According to some educators, students today are not interested in reading books, periodicals, or other reading materials like online resources because they prefer to play online games and use high-tech devices (DepEd, 2019). Their reading interests are turned into pointless hobbies, which are typical of students. Teachers and schools fail because of non-readers, who also hinder their performance in the classroom (Adapon, 2020).

Table 9. Level of Teacher's Competence in teaching Reading in terms of Foundation Concepts of Oral and Written Learning

Indicator	Mean	SD	Description
1. Describe a model of the linguistic processes that underlie reading and writing that is supported by science.	4.29	0.70	Outstanding
2. Understand that reading challenges can coexist with other behavioral and cognitive issues.	4.54	0.58	Outstanding
3. Describe and identify the social, cultural, and environmental elements that influence the development of literacy.	4.50	0.63	Outstanding
4. Align learning behaviors and response examples with stages of language and literacy development.	4.51	0.65	Outstanding
5. Recognize and describe the various written and vocal language techniques.	4.39	0.64	Outstanding
6. Determine the most important teaching requirements for students at various stages of their reading and writing proficiency.	4.53	0.63	Outstanding
Section Mean	4.46	0.54	Outstanding

Table 9 shows the level of teacher's competence in teaching reading in terms of foundation concepts of oral and written learning. The results indicate that teachers exhibit an outstanding level of competence in teaching reading, particularly in terms of their understanding of foundational concepts of oral and written learning (Overall Mean = 4.46, SD = 0.54). This suggests that educators possess a strong grasp of the essential principles underlying literacy development, which is crucial for effective reading instruction.

Among the competencies assessed, the highest-rated aspect was teachers' ability to understand that reading challenges can coexist with other behavioral and cognitive issues (Mean = 4.54, SD = 0.58). This implies that teachers recognize the multifaceted nature of reading difficulties and are likely to adopt inclusive and differentiated strategies to address diverse learner needs.

Conversely, the lowest-rated competency was their ability to describe a model of the linguistic processes that underlie reading and writing, supported by scientific evidence (Mean = 4.29, SD = 0.70). Although still rated highly, this suggests a potential

gap in teachers’ theoretical knowledge of language processing and its implications for reading instruction.

This implies that teachers demonstrate a strong foundation in reading instruction, particularly in recognizing the complexity of reading difficulties and their connection to cognitive and behavioral factors. Their outstanding competence suggests they are well-equipped to support students in overcoming literacy challenges. Teachers excel in foundational literacy concepts; continued learning and exposure to research-based reading frameworks could optimize their ability to deliver high-quality reading instruction.

The present findings are consistent to the ideas of Jones (2021). Choosing texts that suit the needs, interests, and linguistic proficiency of the students is one of the teacher abilities in reading. Use the proper reading strategies in the classroom, such as group reading, quiet reading, and aloud reading (Ellis, 2019).

Table 10. Level of Teacher’s Competence in teaching Reading in terms of Knowledge of the Structure of Language

Indicator	Mean	SD	Description
1. Reconstruct the consonant and vowel phoneme inventories and identify the feature differences between and among phonemes	4.44	0.63	Outstanding
2. Identify printed words that are the exception to regular patterns and spelling principles; sort high frequency words into regular and exception words	4.50	0.58	Outstanding
3. Sort, pronounce, and combine regular written syllables and apply the most productive syllable division principles	4.57	0.55	Outstanding
4. Recognize the most common prefixes, roots, suffixes, and combining forms in English content words, and analyze words at both the syllable and morpheme levels	4.56	0.61	Outstanding
5. Understand and identify examples of meaningful word relationships or semantic organization.	4.47	0.53	Outstanding
6. Analyze text for the purpose of identifying the inferences that students must make to comprehend	4.49	0.58	Outstanding
Section Mean	4.50	0.48	Outstanding

Table 10 displays the level of teacher’s competence in teaching reading in terms of knowledge of the structure of language. In general, teachers demonstrate an outstanding level of competence in teaching reading, particularly in their knowledge of the structure of language. The overall mean of 4.50 (SD = 0.48) indicates that educators possess a strong foundation in language instruction, which is essential in fostering students’ literacy development.

Among the indicators, the ability to sort, pronounce, and combine regular written syllables and apply syllable division principles received the highest mean (4.57, SD = 0.55). This suggests that teachers are well-equipped with phonics-based strategies, enabling them to guide students in decoding and

recognizing words effectively. Mastery of these skills is crucial in helping learners transition from oral to written language fluency. However, the lowest-rated aspect, reconstructing consonant and vowel phoneme inventories and identifying phonemic differences among phonemes (Mean = 4.44, SD = 0.63), indicates an area that may require additional focus.

This implies that teachers exhibit an outstanding level of competence in understanding the structure of language, particularly in applying syllable division principles and phonics-based instruction. Their ability to sort, pronounce, and combine syllables effectively suggests a strong foundation in phonological awareness, which is crucial in teaching early literacy skills. These results emphasize the importance of continuous professional development programs that enhance teachers' ability to analyze and teach the fundamental components of language. Piasta et al. (2021) found that teachers’ knowledge of phonology, morphology, and syntax significantly impacts students’ reading development. Their study demonstrated that structured, systematic phonics instruction is more effective when delivered by teachers with a strong grasp of linguistic principles (Spector, 2021).

Table 11. Level of Teacher’s Competence in teaching Reading in terms of Structured Language Teaching

Indicator	Mean	SD	Description
1. Identify the general and specific goals of phonological skill instruction.	4.53	0.56	Outstanding
2. Select and implement activities that match a student’s developmental level of phonological skill	4.59	0.63	Outstanding
3. Teach articulatory features of phonemes and words; use minimally contrasting pairs of sounds and words in instruction; support instruction with manipulative materials and movement	4.47	0.53	Outstanding
4. Plan lessons with a cumulative progression of word recognition skills that build one on another	4.53	0.63	Outstanding
5. Adapt the pace, format, content, strategy, or emphasis of instruction according to learners’ pattern of response	4.41	0.65	Outstanding
6. Determine which students need a fluency-oriented approach to instruction, using screening, diagnostic, and progress-monitoring assessments	4.59	0.60	Outstanding
Section Mean	4.52	0.50	Outstanding

The level of teacher’s competence in teaching reading in terms of structured language teaching is demonstrated in Table 11. The results indicate that teachers demonstrate outstanding competence in Structured Language Teaching, with an overall mean of 4.52 (SD = 0.50). This advocates that teachers are highly proficient in delivering structured language

instruction to support students' reading development effectively.

In particular, among the different aspects of structured language teaching, two indicators received the highest mean score of 4.59 selecting and implementing activities that match students' phonological skill levels (SD = 0.63) and determining which students require a fluency-oriented approach through assessments (SD = 0.60). These results suggest that teachers are well-equipped to tailor reading instruction based on students' phonological awareness and fluency needs, ensuring that interventions are appropriately targeted.

However, the lowest-rated aspect, adapting the pace, format, content, strategy, or emphasis of instruction based on learners' responses (Mean = 4.41, SD = 0.65), while still outstanding, suggests an area where teachers may need further professional development. This implies that teachers possess a high level of competence in structured language teaching, enabling them to effectively support students' reading development. Their ability to match instructional activities with students' phonological skills and assess fluency needs ensures that reading interventions are appropriately targeted.

Connor et al. (2019) highlights that teachers who adjust their teaching pace, format, and strategies according to students' individual learning needs contribute to higher reading achievement levels.

mean score of 4.47 (SD = 0.52). This denotes that teachers possess a strong understanding of assessment principles and effectively use them to guide their instructional decisions.

Among the competencies assessed, the highest mean score of 4.59 (SD = 0.55) was observed in understanding the basic principles of test construction designed to identify learners at risk for reading difficulties. This indicates that teachers are well-equipped to detect students who require additional reading interventions, ensuring early support to prevent further learning challenges. Their ability to use screening and diagnostic assessments reflects a data-driven approach to literacy instruction. On the other hand, the lowest mean score of 4.31 (SD = 0.69) was recorded in the ability to display progress-monitoring data in graphs that are understandable to students.

The result concludes that teachers demonstrate a high level of competence in interpreting and administering assessments for instructional planning. Their strong understanding of test construction principles enables them to effectively identify students at risk for reading difficulties, ensuring early intervention and targeted support. Overall, the findings highlight the critical role of assessments in planning instruction and emphasize the importance of refining teachers' skills in communicating assessment results.

To support, Sison et al. (2019) emphasize that teachers must put in a lot of effort to comprehend what students have learnt in order to interpret and administer assessments for lesson preparation. Planning successful instruction and identifying students' reading difficulties early on depend on a teacher's ability to effectively administer and understand tests (DepEd, 2019).

Table 12. Level of Teacher's Competence in Teaching Reading in terms of Interpretation and Administration of Assessments for Planning Instruction

Indicator	Mean	SD	Description
1. Understand the differences among screening, diagnostic, outcome, and progress-monitoring assessments.	4.57	0.60	Outstanding
2. Understand basic principles of test construction designed to identify learners at risk for reading difficulties.	4.59	0.55	Outstanding
3. Know the range of skills typically assessed by diagnostic surveys of phonological skills, decoding skills, oral reading	4.46	0.58	Outstanding
4. Write reports that clearly and accurately summarize a learner's current skills in important component areas of reading and reading comprehension.	4.41	0.60	Outstanding
5. Interpret measures of reading comprehension and written expression in relation to an individual child's component profile.	4.46	0.70	Outstanding
6. Display progress-monitoring data in graphs that are understandable to students	4.31	0.69	Outstanding
Section Mean	4.47	0.52	Outstanding

Table 12 spectacles the level of teacher's competence in teaching reading in terms of interpretation and administration of assessments for planning instruction. The results reveal that teachers demonstrate outstanding competence in the interpretation and administration of assessments for planning instruction, as evidenced by an overall

Table 13. Summary of the Level of Teacher's Competence in Teaching Reading

Indicator	Mean	SD	Description
Foundation Concepts of Oral and Written Learning	4.46	0.54	Outstanding
Knowledge Structure of Language	4.50	0.48	Outstanding
Structured Language Teaching	4.52	0.50	Outstanding
Interpretation of Assessment for Planning Instruction	4.47	0.52	Outstanding
Overall Mean	4.49	0.46	Outstanding

Table 13 presents the summary of teacher's competence in teaching reading. The results indicate that teachers exhibit an outstanding level of competence in teaching reading, as reflected by an overall mean of 4.49 (SD = 0.46). This suggests that educators possess the necessary knowledge, skills, and strategies to effectively teach reading and support student learning.

When taken singly, among the different aspects assessed, teachers demonstrated the highest competence in their Knowledge of the Structure of Language, with a mean of 4.50 (SD = 0.48). This implies that teachers have a strong grasp of linguistic principles, including phonetics, phonology, and syntax, which are essential for teaching reading effectively. Their ability to apply these concepts allows them to facilitate language development and reading comprehension among students.

Seemingly, the Foundation Concepts of Oral and Written Learning recorded the lowest mean score of 4.46 (SD = 0.54), though still within the outstanding range. This suggests that while teachers have a solid foundation in oral and written language learning, there is room for further enhancement, particularly in integrating oral language skills with literacy instruction. Strengthening this area could further improve students' reading proficiency and overall literacy development.

In overall, these findings highlight the exceptional competence of teachers in reading instruction. However, continuous professional development focusing on the foundational aspects of oral and written learning may further enhance their effectiveness in addressing diverse learning needs. The findings imply that teachers possess a high level of competence in teaching reading, which positively impacts students' literacy development. Their strong knowledge of language structure and instructional strategies ensures effective reading instruction, contributing to improved student outcomes.

Snow et al. (2019) emphasized that foundational oral language skills are critical for reading success. Washburn, Joshi, & Cantrell (2020) revealed that teachers with a strong background in phonetics, morphology, and syntax were more effective in improving students' reading proficiency than those with limited linguistic knowledge.

Table 14.1. Reading Performance of the Pupils Based on Phil-IRI Results Before and After the Implementation of Care for Non-Reader (CNR) Program in terms of Word Recognition

Reading Level	Before		Mean	SD	After		Mean	SD
	F	(%)			F	(%)		
Independent (80-100)	5	2.08	82.90	2.08	39	16.25	86.43	4.34
Instructional (59-79)	20	8.33	66.51	5.40	123	51.25	64.84	5.87
Frustration (58 -0)	206	85.83	21.53	12.69	73	30.42	43.93	11.21
Nonreader (0)	9	3.75			5	2.08		

Table 14.1 shows the reading performance of the pupils based on Phil-IRI results before and after the implementation of Care for Non-Reader (CNR) program in terms of word recognition. The data reveals that majority of the pupils (206 or 85.83%) were categorized under the frustration level (Mean=21.53, SD=12.69), indicating significant difficulty in recognizing words. However, this number extremely decreased to 73 (30.42%; Mean=43.93, SD=11.21) after the program, reflecting substantial progress in the word recognition of the pupils. Furthermore, the percentage of pupils at the instructional level increased from 8.33% (20 pupils) with mean of 66.51 to 51.25% (123 pupils) with mean of 64.84, signifying a major shift toward moderate proficiency in word recognition. Additionally, the number of independent readers possesses a remarkable rise from 5 (2.08%) (Mean=82.90) to 39 (16.25%) with mean of 86.43, highlighting the program's effectiveness in developing students' word recognition skills. The reduction in non-readers, from 9 (3.75%) to 5 (2.08%), further indicates that fewer pupils remained completely unable to recognize words.

The results indicate that the Care for Non-Reader (CNR) Program significantly improved pupils' word recognition skills, as evidenced by the increased number of independent and instructional-level readers and the reduced percentage of those at the frustration level. The substantial rise in instructional-level readers suggests that the program successfully helped many pupils develop foundational reading abilities.

The present findings are in consonance to the ideas of Grabe and Stoller (2016). Learners were

unfamiliar with other kinds of inquiries, such application and inferential questions. They thus did not provide accurate answers to these kinds of questions. Furthermore, the findings showed that pupils outperformed open-ended questions while writing summaries. According to Zheng et al. (2017), the students had a greater ability to respond to questions that were literal and whose answers were located in the reading passage.

As a result, Ocampo and De Castro (2019) assessed how well PHIL-IRI worked to raise the reading proficiency of second-graders. For determining students' reading requirements and creating suitable reading interventions, PHIL-IRI proved to be a useful tool. The reading abilities of the pupils who received PHIL-IRI-based reading treatments significantly improved. Its findings are applied to create successful reading interventions that can raise kids' academic achievement and reading proficiency (Casinal, 2022).

Table 14.2. Reading Performance of the Pupils Based on Phil-IRI Results Before and After the Implementation of Care for Non-Reader (CNR) Program in Terms of Reading Comprehension

Reading Level	Before			After		
	F	Mean (%)	SD	F	Mean (%)	SD
Independent (97-100)	0	0		5	2.08	100
Instructional (90-96)	0	0		0	0	
Frustration (89 and below)	213	88.75	33.67 7.79	229	95.42	52.00 18.61
Nonreader (0)	27	11.25		6	2.5	

Table 14.2 presents the reading performance of the pupils based on Phil-IRI Results before and after the implementation of Care for Non-Reader (CNR) Program relative to the results of the reading comprehension.

Seemingly, before the intervention, 27 pupils (11.25%) were classified as non-readers, but this number significantly dropped to 6 (2.5%) after the program. This indicates that the CNR Program was effective in developing basic reading skills among struggling learners. However, while fewer pupils were categorized as non-readers, the majority remained at the frustration level, increasing from 213 (88.75%; Mean=33.67, SD=7.79) to 229 (95.42%) with mean of 52.00 (SD=18.61). This indicates that

while pupils gained some reading ability, comprehension skills remained a challenge. Notably, five pupils (2.08%) reached the independent reading level post-intervention, a positive indicator of the program's potential for fostering reading proficiency in some learners. As indicated, the results from the Phil-IRI assessments indicate that the implementation of the Care for Non-Reader (CNR) Program had a measurable impact on pupils' reading performance, particularly in reducing the number of non-readers.

The result implies that most pupils struggling at the frustration level or being non-readers before the CNR was implemented. The Care for Non-Reader (CNR) Program was effective in reducing the number of non-readers; however, a significant proportion of pupils remained at the frustration level in reading comprehension. The increase in mean scores reflects overall improvement, but the high variability in performance highlights the diverse learning needs of the pupils.

According to Lofrancoa and Luzano's (2023) research, pupils' low/frustration proficiency level suggests that they had trouble reading. The number of siblings, age, and grade level all had a big impact on the students' reading performance.

Table 15.1. Test of Difference on the Reading Performance of Pupils in Word Recognition before and after the CNR Implementation

Time Frame	Mean	t-value	p-value	Interpretation
Before	23.76	29.41	.0001	Significant
After	63.25			

Table 15.1 exhibits the test of difference on the reading performance of pupils in word recognition before and after the CNR implementation. As shown, the t-value of 29.41 and p-value of .0001 indicate that the difference between before (Mean=23.76) and after (Mean 63.76) the CNR implementation was statistically significant. Thus, the null hypothesis was rejected. A p-value less than 0.05 suggest that the improvement in word recognition did not occur by chance but is instead a direct result of the CNR implementation. This confirms that the intervention had a meaningful and positive impact on pupils' word recognition abilities.

The findings infer that the improvement in word recognition establish a result that the CNR program effectively enhanced pupils' recognition skills. As a result, pupils who previously struggled with word recognition have developed better phonemic awareness, decoding skills, and overall reading fluency. This progress was attributed to the structured reading interventions, targeted instruction, and focused strategies applied in the program.

DepEd (2019) emphasises that the reading program helps pupils identify, acquire, and enjoy reading stories, novels, poems, and other reading resources. The improvement of non-readers was mostly dependent on teachers encouraging their students to love reading, which is highly important to each learner through the implementation of the reading program (Lonigan & Shanahan, 2019).

Table 15.2. Test of Difference on the Reading Performance of Pupils in Reading Comprehension before and after the CNR Implementation

Time Frame	Mean	t-value	p-value	Interpretation
Before	15.28	23.962	.0001	Significant
After	51.75			

Table 15.2 depicts the test of difference on the reading performance of pupils in reading comprehension before and after the CNR implementation. As indicated, the t-value of 23.962 and the p-value of .0001 indicate that the difference in scores before (Mean=15.28) and after (Mean=51.75) the CNR intervention is statistically significant. Thus, there is a strong evidence to reject the null hypothesis. Since the p-value is less than 0.05, it confirms that the increase in reading comprehension is not due to chance but a direct result of the CNR implementation. This means that the intervention successfully enhanced pupils' ability to understand, process, and analyze reading materials.

This concludes that there is a significant difference on the rading comprehension of pupils before and after the CNR program implementation which was effective in equipping pupils with the necessary skills to understand written texts. This improvement was attributed to structured reading activities, guided

reading sessions, and comprehension-enhancing strategies incorporated into the intervention.

A reading program has a positive effect on kids' attitudes and reading skills. Throughout the curriculum, students have multiple opportunities to actively engage in their own education (Lonigan & Shanahan, 2019). Their improved reading abilities were believed to be influenced by a variety of factors, including daily reading activities, the learner-centered learning environment, the program's broad emphasis on reading, the teacher's frequent demonstrations of reading strategies, regular independent activities, and engagement activities (Orencia, 2016).

Table 16. Test of Relationship between the Teaching Competence and Pupils' Reading Performance

Variables	r_s	p-value	Interpretation
Reading Comprehensions	.333	.381	Not Significant
Word Recognition	.546	.128	Not Significant

Table 16 presents the test of relationship between the teaching competence and pupils' reading performance. The findings reveal that there is no significant relationship between teachers' competence in teaching reading and pupils' reading performance in both reading comprehension ($r_s = .333$, $p = .381$) and word recognition ($r_s = .546$, $p = .128$). Thus, the null hypothesis is accepted.

Despite the expectation that higher teaching competence would lead to improved reading outcomes, the results suggest that other factors may have a greater influence on pupils' reading abilities. These may include prior literacy experiences, home literacy environment, motivation, and socio-economic status.

This implies that while teacher competence remains crucial, additional interventions are necessary to improve pupils' reading performance. The lack of a significant relationship indicates that even with outstanding teaching competence, other factors could be hindering learners' reading development. Schools may need to enhance individualized reading support, parental involvement, and the availability of high-quality instructional materials.

Torgesen et al. (2019) found that direct, systematic, and sustained reading interventions significantly improved struggling readers'

performance, highlighting the importance of individualized instruction and targeted remediation.

Discussion of Findings

The challenges of teachers are summarized in 3 themes. The challenges of teachers in teaching reading refer to the difficulties educators encounter in effectively developing students' literacy skills.

Emergent Theme 1. Lack of Parental Involvement & Support

The findings highlight a critical gap in parental involvement in students' reading development, which significantly impacts their learning progress. Many parents are unaware of their role in reinforcing reading skills at home, leading to an overreliance on teachers to develop literacy skills. This lack of collaboration between parents and educators creates barriers to effective reading instruction, as consistent practice and support outside the classroom are essential for reading proficiency.

Given these challenges, it is crucial to implement programs that promote parental awareness and engagement in their child's literacy journey. Schools should conduct workshops and training sessions to equip parents with strategies to support reading at home. Parental involvement plays a pivotal role in children's reading development, as evidenced by numerous studies.

Emergent Theme 2. Learner's Reading Difficulties & Behavioral Issues

The findings indicate that learners' reading difficulties are often associated with behavioral issues and a lack of interest in reading. Many students prefer digital entertainment to reading, which decreases their motivation to develop literacy skills. Additionally, disengagement and avoidance of reading activities further contribute to their struggles in acquiring essential reading abilities. The lack of focus and active participation makes it challenging for students to form strong reading habits, ultimately affecting their academic performance and overall learning experience.

These results imply that addressing reading difficulties requires a multi-faceted approach that includes both academic interventions and behavioral support. These challenges can be further compounded by behavioral issues, including lack of

focus, low motivation, and disruptive classroom behaviors, which create additional barriers to reading proficiency (Wanzek et al., 2020).

Theme 3. Time Constraints & Overcrowded Classrooms

Time constraints and overcrowded classrooms present significant challenges in teaching reading, limiting the ability of teachers to provide individualized instruction. With multiple academic requirements to fulfill, teachers often struggle to allocate sufficient time for reading interventions, reducing the effectiveness of literacy programs.

Additionally, large class sizes make it difficult to address each student's unique reading needs, as high student-teacher ratios hinder focused instruction and monitoring. These challenges contribute to slower reading progress, particularly among struggling readers who require more attention and support. In overcrowded classrooms, teachers often spend more time on administrative tasks and managing behavior, leaving less time for actual instruction. This scenario negatively impacts both teaching effectiveness and student learning experiences (Imtiaz, 2014; Mustafa et al., 2014). Both overcrowded classrooms and time constraints pose significant challenges to effective reading instruction. Addressing these issues requires strategic interventions, such as reducing class sizes, providing additional support for teachers, and implementing policies that allocate adequate time for reading instruction.

CONCLUSIONS

The following conclusions were drawn regarding the findings and the tested hypothesis.

The Care for Non-Reader (CNR) Program was extensively implemented, particularly in employing effective reading strategies and providing strong instructional support, yet monitoring efforts require further enhancement.

Teachers exhibit an outstanding level of competence in teaching reading, particularly in their knowledge of language structure, which is essential for effective literacy instruction. Despite minor variations in specific competencies, their overall proficiency ensures they are well-equipped to support students' reading development.

The Care for Non-Reader (CNR) Program effectively enhanced pupils' word recognition skills,

as evidenced by the increase in independent and instructional-level readers and the decline in frustration-level and non-readers. While the CNR Program successfully reduced the number of non-readers and helped some pupils achieve independent reading, the overall increase in frustration-level readers indicates that comprehension remains a challenge. The Care for Non-Reader (CNR) Program was remarkably effective in enhancing both reading comprehension and word recognition, as demonstrated by the statistically significant differences in pupils' performance before and after its implementation.

Teachers' competence was essential however evidence suggest that it does not always directly translate into significant improvements in pupils' reading performance.

Teachers face significant challenges in teaching reading due to lack of parental involvement, diverse student needs, time constraints and overcrowded classrooms. Addressing these issues through targeted interventions, enhanced training, and improved resources can help educators provide more effective reading instruction.

RECOMMENDATION

The influence of an enhanced teacher induction program on the professional competence of novice public elementary school teachers resulted in the effectiveness of its implementation. Upon a thorough study of the findings, the following actions are recommended:

1. The school heads may strengthen the monitoring mechanisms, resource allocation may be improved, and additional interventions may be explored to better support non-readers and enhance reading outcomes.

2. To further enhance reading instruction, continuous professional development programs may be provided to the teachers, focusing on areas such as oral and written language concepts. Additionally, school heads may implement targeted interventions and resource allocation strategies to address specific gaps in reading instruction and improve overall supplies' literacy outcomes.

3. However, in the presence of remaining non-readers and those still struggling with the frustration level, it is recommended to the school heads and teachers reading program may be continued for

intervention and reinforcement. To maximize reading development, further instructional strategies may be implemented to bridge the gap between word recognition and reading comprehension, ensuring that pupils can progress toward full literacy.

4. The school head may continue implementing and enhancing the CNR program by incorporating additional structured reading interventions and regular progress assessments. Teachers and stakeholders may also provide sustained support, resources, and training to ensure long-term improvements in pupils' literacy skills.

5. It is also recommended that additional support mechanisms, such as targeted teacher training and differentiated instructional strategies, may be provided by the school head to enhance pupils' reading performance.

6. To improve literacy outcomes, school heads, with support from the division office, should ensure continuous professional development for teachers on evidence-based reading strategies, foster parental involvement, allocate dedicated time for individualized reading instruction, and implement targeted interventions to support struggling learners in overcrowded classrooms.

7. The study was limited to the implementation of the Care for Non-Readers (CNR) program, the teaching competence of teachers, and the reading performance of pupils. As part of the recommendations of the present study, further studies should be conducted to identify other factors influencing reading comprehension and word recognition, ensuring a more comprehensive approach to literacy development.

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