



MONITORING AND EVALUATION IN THE IMPLEMENTATION OF READING PROGRAMS IN RELATION TO THE PERFORMANCE OF THE ELEMENTARY LEARNERS IN READING

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ABSTRACT

This study examined the extent of monitoring and evaluation practices of school heads in the implementation of reading programs in terms of Planning and Target Setting; Monitoring of Program Implementation; Data Collection and Analysis; Technical Assistance and Feedback; and Program Evaluation and Improvement and level of reading performance of the learners. Specifically, it assessed the extent of monitoring and evaluation practices in terms of planning and target setting, monitoring of program implementation, data collection and analysis, technical assistance and feedback, and program evaluation and improvement. A descriptive-correlational research design was employed. Data were gathered using a validated survey questionnaire administered to respondents involved in reading program implementation, while learners' reading performance was determined through reading assessment results. Descriptive statistics, including weighted mean, frequency, percentage, and Pearson Product-Moment Correlation, were utilized in analyzing the data. Findings revealed that school heads demonstrated a very high level of monitoring and evaluation practices, indicating strong

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implementation across all dimensions. Despite the high level of implementation, learners' reading performance was generally low. Furthermore, results showed a very strong positive and significant relationship between the monitoring and evaluation practices of school heads and learners' reading performance, leading to the rejection of the null hypothesis. The study concludes that effective monitoring and evaluation practices play a crucial role in enhancing reading program implementation and improving learners' reading outcomes. Strengthening data-driven interventions, instructional support, and continuous program improvement is recommended to address persistent literacy challenges and promote higher levels of reading proficiency.

Keywords: *Monitoring, Evaluation, Implementation, Reading Programs, Performance, Elementary Learners, Reading*

INTRODUCTION

Reading is widely recognized as one of the most fundamental skills that learners must develop to achieve academic success and lifelong learning. It serves as the foundation for acquiring knowledge across all learning areas and enables learners to effectively participate in educational activities. However, despite numerous educational reforms and interventions, reading difficulties remain a significant concern among learners worldwide. In the Philippines, reading proficiency continues to be a challenge, as evidenced by national and international assessments that indicate many learners perform below expected reading standards. This

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situation has prompted schools and educational leaders to implement various reading intervention programs aimed at improving learners' reading abilities and overall academic achievement.

The implementation of reading programs alone, however, does not guarantee success. Effective monitoring and evaluation (M&E) are essential components that ensure reading programs are properly implemented, continuously improved, and responsive to the needs of learners. Monitoring refers to the systematic collection of information regarding program activities and implementation processes, while evaluation involves assessing the effectiveness and outcomes of the program in achieving its intended objectives. Through these mechanisms, school leaders can identify strengths, challenges, and areas for improvement in reading program implementation.

School heads play a crucial role in ensuring the successful implementation of educational programs, including reading interventions. As instructional leaders, they are responsible for supervising program implementation, providing technical assistance to teachers, monitoring learner progress, analyzing data, and making informed decisions to improve instructional outcomes. Effective monitoring and evaluation practices enable school heads to determine whether reading interventions are achieving desired outcomes and whether adjustments are needed to enhance learner performance.

Research has consistently emphasized the significance of monitoring and evaluation in improving educational programs and learner outcomes. A study by Sahot (2018) found that

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an effective monitoring and evaluation system serves as a mechanism for gathering, analyzing, and utilizing information related to learner progress and school programs, thereby contributing positively to student learning outcomes. The study further revealed that schools with well-established monitoring and evaluation systems demonstrate better educational performance because decision-making is guided by evidence-based information.

Similarly, Sanchez, Labordo, and Martir (2024) highlighted that school heads' engagement in Monitoring, Evaluation, and Adjustment (MEA) significantly contributes to the effectiveness of school programs and instructional practices. Their findings emphasized that active involvement of school leaders in monitoring processes allows timely identification of implementation gaps and facilitates necessary program improvements.

In the context of reading programs, monitoring and evaluation are particularly important because they provide essential information regarding learners' reading progress, intervention effectiveness, and instructional needs. Grigg et al. (2016) argued that reading programs require comprehensive monitoring and evaluation mechanisms to assess implementation quality, learner outcomes, and overall program effectiveness. The authors emphasized that systematic data collection and evaluation help educators determine whether reading interventions are producing meaningful improvements in learners' reading abilities and identify modifications necessary for greater success.

Recent studies also demonstrate that successful reading interventions depend not only on instructional strategies but also on the quality of program monitoring and implementation.

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Jambangan (2025), in evaluating an eight-week reading remediation program, found that inadequate monitoring and implementation deficiencies were among the major challenges affecting program effectiveness. The study recommended strengthening monitoring systems to improve reading intervention outcomes and sustain learner progress.

Likewise, Cultura, Cubillas, and Cubillas (2025) assessed the implementation of Every Child A Reader Program (ECARP) in public elementary schools and found a significant relationship between stakeholders' awareness of monitoring and evaluation processes and the successful implementation of the reading program. Their findings underscore the importance of effective monitoring and evaluation practices in achieving program objectives and improving reading outcomes among learners.

Studies focusing on reading program implementation in Philippine schools further reveal the importance of school leadership in ensuring program success. Almagro et al. (2024) found that school administrators play a critical role in addressing challenges and sustaining reading program implementation through continuous supervision, monitoring, and support for teachers. Their study emphasized that effective management practices contribute significantly to the successful delivery of reading interventions.

Moreover, program evaluation studies have shown positive effects of well-implemented reading interventions on learner achievement. Research evaluating reading programs demonstrated that systematic implementation and regular assessment contribute to improved

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reading comprehension and reading achievement among learners, highlighting the value of ongoing monitoring and evaluation processes in educational interventions.

Given these considerations, there is a need to examine the monitoring and evaluation practices of school heads in the implementation of reading programs and determine how these practices relate to learners' reading performance. Understanding this relationship will provide valuable insights into the role of instructional leadership in enhancing reading outcomes and sustaining effective reading interventions. Furthermore, the findings of this study may serve as a basis for developing strategies and policies that strengthen monitoring and evaluation systems, improve program implementation, and ultimately enhance learners' reading achievement.

This study aims to determine the relationship between the monitoring and evaluation practices of school heads in the implementation of reading programs and the performance of learners in reading in Natubgan Elementary School, Kananga I District, Leyte Division. The findings of the study were basis for the proposed instructional supervision plan.

Further, it sought to answer the following sub-problems:

1. What is the extent of monitoring and evaluation practices in the implementation of reading programs in terms of:
 - 1.1 Planning and Target Setting;
 - 1.2 Monitoring of Program Implementation;
 - 1.3 Data Collection and Analysis;

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- 1.4 Technical Assistance and Feedback; and
- 1.5 Program Evaluation and Improvement?
2. What is the level of reading performance of elementary learners?
3. Is there a significant relationship between the monitoring and evaluation practices of school heads in the implementation of reading programs and learners' reading performance?
4. What instructional supervision plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study employed descriptive-correlational research design to determine the relationship between the extent of monitoring and evaluation practices of school heads in the implementation of reading programs and level of reading performance of learners in quarter

1. This study is descriptive for it describes the- determine the relationship between the extent of monitoring and evaluation practices of school heads in the implementation of reading programs in terms of Planning and Target Setting; Monitoring of Program Implementation; Data Collection and Analysis; Technical Assistance and Feedback; and Program Evaluation and Improvement and level of reading performance of the learners. Further, this study is also correlational for it determines the significant relationship between the independent (monitoring and evaluation practices) and dependent (reading performance) variables. The locale of this study is Natubgan Elementary School, Kananga I District, Schools Division of

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Leyte. The respondents of this study are thirteen (13) teachers, one school head and 50 selected struggling learners enrolled in the mentioned locale. This study utilizes survey which was taken from the study of Sahot (2018), "Extent of Implementation of Monitoring and Evaluation System in Public Schools: Elucidating Impact on Student Learning Outcome". Further, to measure the reading performance of elementary learners, the researcher-formulated reading test suited for the grade level of the identified learners. This material undergone series of validation and quality assurance before it was administered to the learners.

Sampling. The thirteen (13) teachers, one school head and 50 selected struggling learners enrolled in the mentioned locale were involved in the study. Complete enumeration was employed to identify the school head and teacher-respondents but for the learner-respondents, purposive sampling was used.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, the researcher distributed the survey to the

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respondents. They were given ample time to complete the survey. After accomplishing the surveys, it was collected, tallied, and submitted for statistical treatment.

Ethical Issues. Prior to data collection, the researcher obtained the necessary permissions and approvals from relevant authorities and conducted the study in accordance with established ethical standards. Participants were informed of the study's purpose, procedures, and significance, and informed consent was secured before participation. Confidentiality and anonymity were ensured by excluding personally identifiable information from all research records and reports. Participants were assured that their responses would be used solely for research purposes and would remain confidential. Throughout the study, the researcher maintained honesty, objectivity, and integrity in data collection, analysis, interpretation, and reporting. All sources were properly acknowledged in accordance with academic referencing standards. Research data and completed questionnaires were securely stored, with access restricted exclusively to the researcher to safeguard participant privacy and data confidentiality.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed evaluate the extent of monitoring and evaluation practices of school heads in the implementation of reading programs in terms of Planning and Target Setting; Monitoring of Program Implementation; Data Collection and Analysis; Technical Assistance and Feedback; and Program Evaluation and Improvement and reading performance of elementary learners.

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Pearson r was used to determine the significant relationship between the independent (extent of monitoring and evaluation) and dependent (reading performance) variables.

RESULTS AND DISCUSSION

Table 1

Monitoring and Evaluation Practices of School Heads in the Implementation of Reading Programs

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Planning and Target Setting			
1	The school head establishes clear goals for the reading program.	4.92	Strongly Agree
2	The school head involves teachers in planning reading interventions.	4.92	Strongly Agree
3	Reading targets are communicated clearly to teachers.	4.92	Strongly Agree
4	The school head allocates resources needed for reading activities.	4.92	Strongly Agree
5	Reading program objectives are aligned with school improvement goals.	4.92	Strongly Agree
6	The school head regularly reviews program targets.	4.67	Strongly Agree
7	Teachers participate in identifying learners needing reading intervention.	4.92	Strongly Agree
8	Reading activities are scheduled systematically.	4.83	Strongly Agree
9	The school head ensures implementation plans are documented.	4.92	Strongly Agree

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
10	Reading program priorities are clearly communicated.	4.83	Strongly Agree
B. Monitoring of Program Implementation			
11	The school head regularly monitors reading program activities.	4.92	Strongly Agree
12	Classroom observations are conducted to assess reading instruction.	4.92	Strongly Agree
13	The school head checks the implementation of reading interventions.	4.92	Strongly Agree
14	Monitoring visits are conducted according to schedule.	4.83	Strongly Agree
15	Teachers submit reports on reading program implementation.	4.55	Strongly Agree
16	The school head reviews reading intervention records.	4.67	Strongly Agree
17	Reading sessions are monitored for quality implementation.	4.83	Strongly Agree
18	Monitoring findings are documented.	4.83	Strongly Agree
19	Teachers are informed of monitoring results.	4.73	Strongly Agree
20	Monitoring activities focus on learner progress.	4.92	Strongly Agree
C. Data Collection and Analysis			
21	Reading assessment results are regularly collected.	4.92	Strongly Agree
22	Learner reading data are systematically organized.	4.75	Strongly Agree
23	Reading performance reports are analyzed.	4.92	Strongly Agree
24	Reading assessment results guide decision-making.	4.75	Strongly Agree
25	The school head uses data to identify struggling readers.	4.92	Strongly Agree

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
26	Progress monitoring tools are utilized.	4.83	Strongly Agree
27	Data are discussed during meetings.	4.92	Strongly Agree
28	Reading performance trends are analyzed.	4.83	Strongly Agree
29	Program implementation decisions are based on evidence.	4.83	Strongly Agree
30	Reading data are utilized for planning interventions.	4.92	Strongly Agree
D. Technical Assistance and Feedback			
31	The school head provides coaching to teachers implementing reading programs.	4.83	Strongly Agree
32	Constructive feedback is provided after monitoring activities.	4.92	Strongly Agree
33	Teachers receive guidance in addressing reading difficulties.	4.92	Strongly Agree
34	Professional support is provided when challenges arise.	4.83	Strongly Agree
35	Follow-up assistance is conducted after observations.	4.75	Strongly Agree
36	Good practices are recognized and shared.	4.83	Strongly Agree
37	The school head facilitates collaborative problem-solving.	4.92	Strongly Agree
38	Teachers are encouraged to improve reading instruction.	4.92	Strongly Agree
39	Feedback is timely and relevant.	4.92	Strongly Agree
40	Technical assistance improves teachers' implementation of reading programs.	4.92	Strongly Agree
E. Program Evaluation and Improvement			
41	The school head evaluates the effectiveness of reading programs.	4.83	Strongly Agree

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
42	Reading program outcomes are assessed regularly.	4.83	Strongly Agree
43	Evaluation findings are used to improve implementation.	4.83	Strongly Agree
44	Teachers participate in program evaluation.	4.92	Strongly Agree
45	Strengths and weaknesses of the program are identified.	4.83	Strongly Agree
46	Improvement plans are developed based on evaluation results.	4.83	Strongly Agree
47	Reading program objectives are reviewed periodically.	4.83	Strongly Agree
48	Evaluation findings are communicated to stakeholders.	4.83	Strongly Agree
49	Recommendations are implemented to improve reading outcomes.	4.83	Strongly Agree
50	Continuous improvement is emphasized in program implementation.	4.92	Strongly Agree
Over-all Weighted Mean		4.85	Strongly Agree (Very High Implementation)

LEGEND:

RANGES

INTERPRETATION

4.26 – 5.00 Strongly Agree (Very High Implementation)

3.26 – 4.25 Agree (High Implementation)

2.51 – 3.25 Disagree (Moderate Implementation)

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1.76 – 2.50

Strongly Disagree (Low Implementation)

1.00 – 1.75

Very Strongly Disagree (Very Low Implementation)

Table 1 Table 1 presents the monitoring and evaluation practices of school heads in the implementation of reading programs. The findings revealed that the monitoring and evaluation practices of school heads in the implementation of reading programs were assessed as Very High Implementation with an overall weighted mean of 4.85. All indicators across the five dimensions, namely planning and target setting, monitoring of program implementation, data collection and analysis, technical assistance and feedback, and program evaluation and improvement, were rated Strongly Agree. This suggests that school heads consistently perform their leadership functions in planning, supervising, monitoring, and evaluating reading interventions. Among the dimensions, high ratings were observed in indicators related to establishing clear reading goals, involving teachers in planning interventions, monitoring learner progress, utilizing assessment data, and providing technical assistance. These findings imply that school heads actively promote a systematic approach to reading program implementation through collaborative planning and evidence-based decision-making. The results support the growing body of literature emphasizing the critical role of instructional leadership in literacy improvement. School leaders who establish clear goals, allocate resources, monitor program implementation, and provide professional support contribute significantly to the success of literacy initiatives and to the improvement of student learning outcomes. Recent studies highlight that effective instructional leaders create supportive environments where literacy programs are continuously monitored and refined to maximize

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student achievement. Furthermore, the high ratings in data collection and analysis indicate that school heads value the use of assessment results in identifying struggling readers and designing appropriate interventions. Evidence suggests that data-driven leadership strengthens instructional decision-making by enabling schools to monitor learner progress, evaluate intervention effectiveness, and implement timely instructional adjustments. The findings also underscore the importance of continuous feedback and technical assistance. School heads who provide coaching, mentoring, and constructive feedback help teachers improve instructional practices, resulting in more effective reading interventions. This confirms previous research that instructional leadership promotes teacher capacity-building and fosters a culture of continuous improvement in literacy instruction.

Table 2

Frequency Distribution of Learners' Reading Performance

Likert Scale	Score Range (out of 50)	Frequency	Percentage	Interpretation
5 – Always	41–50	0	0%	Very High Performance
4 – Often	31–40	0	0%	High Performance
3 – Sometimes	21–30	13	26%	Moderate Performance
2 – Rarely	11–20	33	66%	Low Performance
1 – Never	1–10	4	8%	Very Low Performance
Total		50	100%	

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Table 2 presents the frequency distribution of learners' reading performance. The results revealed that most learners (66%) demonstrated Low Reading Performance, while 26% exhibited Moderate Reading Performance and 8% fell under Very Low Reading Performance. Notably, none of the learners reached the categories of High or Very High Performance. These findings indicate that despite the very high implementation of monitoring and evaluation practices, many learners continue to experience challenges in reading proficiency. The results suggest that effective implementation alone may not immediately translate into high learner achievement, particularly when learners possess varying literacy backgrounds, socioeconomic conditions, language exposures, and learning needs. The low reading performance observed may be attributed to lingering literacy gaps that require more intensive, learner-centered interventions. Research emphasizes that reading achievement is influenced not only by leadership practices but also by instructional quality, learner motivation, parental involvement, access to reading materials, and the appropriateness of intervention strategies (Bonita, 2025). Moreover, literacy experts emphasize the necessity of regular assessment, progress monitoring, and differentiated interventions to address specific reading difficulties and improve reading outcomes. Schools that systematically identify learning gaps and provide targeted interventions are more likely to achieve gains in literacy performance over time (Practice Guide: Assessment for Literacy Programs). The findings therefore suggest that while monitoring and evaluation mechanisms are functioning effectively, additional efforts should focus on strengthening intervention implementation, ensuring fidelity of instructional practices, and addressing learner-specific barriers to reading achievement.

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Table 3

Test of Relationship Between Monitoring and Evaluation Practices

of School Heads and Learners' Reading Performance

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Monitoring and Evaluation Practices of School Heads in the Implementation of Reading Programs (Table 1) and Learners' Reading Performance (Table 2)	0.89	12.76	1.96	Reject Ho	Significant Relationship (Very Strong Positive)

Table 3 presents the test of relationship between the extent of monitoring and evaluation practices of school heads in the implementation of reading intervention programs and learners' reading performance. The Pearson correlation analysis revealed a correlation coefficient of $r = 0.89$, indicating a very strong positive relationship between the monitoring and evaluation practices of school heads and learners' reading performance. The computed t-value (12.76) exceeded the critical value (1.96) at the 0.05 level of significance, leading to the rejection of the null hypothesis. This result implies that improvements in monitoring and evaluation practices are associated with corresponding improvements in learners' reading performance. The strong positive correlation demonstrates that effective leadership practices play a substantial role in enhancing the implementation of reading programs and supporting

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learner achievement. The finding aligns with contemporary educational leadership research, which affirms that instructional leadership influences student outcomes through strategic planning, teacher support, data utilization, monitoring of instruction, and continuous improvement efforts. School leaders who consistently oversee literacy initiatives create conditions that enhance instructional effectiveness and promote better reading outcomes among learners (Andrin et al., 2024) Likewise, evidence-based literacy frameworks emphasize that successful literacy programs depend on ongoing monitoring, systematic evaluation, and data-informed decision-making. Continuous assessment enables school leaders and teachers to identify weaknesses, implement corrective actions, and sustain improvements in reading achievement (Institute of Education Sciences). The significant relationship found in this study therefore confirms that monitoring and evaluation practices are essential components of successful reading program implementation. Strengthening these leadership practices may contribute to more effective interventions and improved literacy outcomes among learners.

CONCLUSION

Based on the findings of the study, it can be concluded that school heads demonstrated a very high level of monitoring and evaluation practices in the implementation of reading programs. The results indicate that school heads effectively perform key functions related to planning and target setting, monitoring program implementation, data collection and analysis, provision of technical assistance and feedback, and program evaluation and improvement. These practices reflect strong instructional leadership and a commitment to ensuring the

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successful implementation of school reading initiatives. Despite the very high implementation of monitoring and evaluation practices, learners' reading performance was generally low, with the majority of learners falling under the low-performance category. This finding suggests that although monitoring and evaluation systems are well established, learners continue to face literacy challenges that require intensified and targeted interventions. Furthermore, the study established a very strong positive and significant relationship between the monitoring and evaluation practices of school heads and learners' reading performance. This indicates that effective monitoring and evaluation contribute substantially to the improvement of reading outcomes. The findings affirm the importance of instructional leadership, data-driven decision-making, and continuous program improvement in enhancing literacy achievement among learners. Overall, the study concludes that monitoring and evaluation practices serve as critical mechanisms for strengthening reading program implementation and improving learners' reading performance. However, sustained efforts and complementary intervention strategies are necessary to address existing literacy gaps and achieve higher levels of reading proficiency.

RECOMMENDATIONS

1. School heads should sustain and further strengthen their monitoring and evaluation practices by conducting regular classroom observations, data reviews, and program evaluations. They should continue providing timely technical assistance, coaching, and feedback to teachers to improve the quality and effectiveness of reading instruction.

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2. Teachers should utilize assessment results and progress-monitoring data in designing differentiated and learner-centered reading interventions. Greater emphasis should be placed on addressing the specific reading needs of struggling learners through evidence-based instructional strategies and remediation programs.
 3. Learners should be encouraged to actively participate in reading improvement programs and engage in regular reading activities both in school and at home. Developing positive reading habits and increasing exposure to varied reading materials may help improve literacy skills and reading comprehension.
 4. Parents and guardians should collaborate closely with schools in supporting reading development. Establishing a literacy-rich home environment, monitoring reading activities, and encouraging regular reading practices can reinforce school-based interventions and enhance learner achievement.
 5. Education leaders should provide continuous capacity-building programs on literacy instruction, instructional supervision, and data-driven decision-making. Additional instructional resources and support mechanisms should also be provided to schools with low reading achievement levels.
 6. Schools should develop more intensive intervention programs for learners identified as struggling readers. Data obtained from reading assessments should be regularly analyzed to ensure that interventions are responsive to learner needs and aligned with established literacy goals. Current literacy frameworks emphasize the importance of continuous improvement

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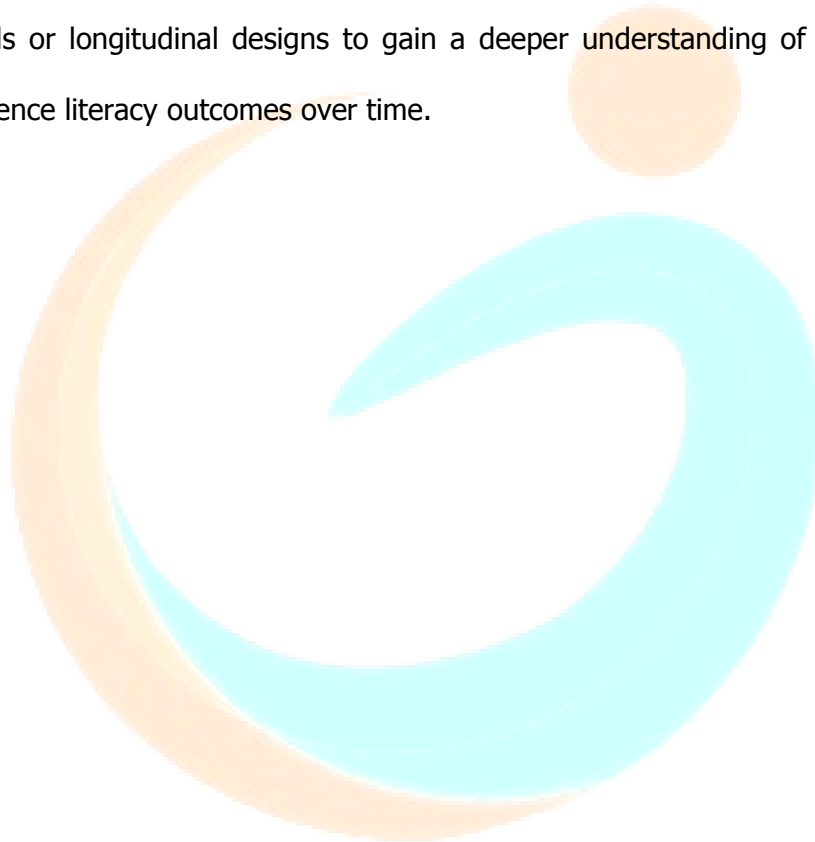
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cycles, evidence-based interventions, and systematic use of assessment data in improving reading outcomes.

7. Future studies may explore other factors affecting learners' reading performance, such as socioeconomic status, parental involvement, teacher effectiveness, learner motivation, availability of reading materials, and instructional practices. Researchers may also employ mixed-methods or longitudinal designs to gain a deeper understanding of how leadership practices influence literacy outcomes over time.



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AUTHOR'S PROFILE



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Hester Perez- Tenedero was born on April 30,1991, in Ormoc City, Leyte, Philippines. She is a Filipino citizen, married, and a Roman Catholic. She is the daughter of Baltazar C. Perez a retired School Principal II in Kananga I District and Annie C. Perez a Master Teacher-I in Kananga III District under Division of Leyte and currently resides in Barangay Naghalin, Kananga, Leyte.

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A licensed professional teacher, Hester successfully passed the Licensure Examination for Teachers (LET). She has been serving as a Grade 5 Teacher in the Department of Education, Schools Division of Leyte. Since 2014. Her dedication to teaching and commitment to educational excellence have inspired her pursuit of professional growth and lifelong learning.

At present, she is pursuing a Master of Arts in Education, major in School Administration and Supervision, at Western Leyte College of Ormoc City, Inc. Through her graduate studies,

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she aims to further enhance her leadership, management, and instructional competencies to contribute more effectively to the improvement of educational institutions and student learning outcomes.



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