Experiences of the Reading Coordinators in the Alas-Basa-Na Reading Program

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Abstract— This study explored the experiences of reading coordinators in implementing the Alas-Basa-Na Reading Program, focusing on the challenges they encountered and the strategies they employed. Using a descriptive qualitative design and Braun and Clarke's (2006) six-step thematic analysis, the study examined data from eight purposively selected reading coordinators through semi-structured interviews. Three main themes emerged: Addressing Resource Limitations and Enhancing Program Sustainability, Collaborative Support Systems, and Innovative Teaching Approaches (Transforming Teaching Approaches amid Time Constraints). The findings revealed that reading coordinators struggled with limited instructional materials, lack of professional development opportunities, and time constraints. To address these challenges, they created their own materials, sought support from school administrators, parents, and external stakeholders, and integrated flexible, student-centered teaching strategies. Future research should explore the long-term impact of these strategies on students' reading proficiency and assess the effectiveness of proposed innovations through action research.

Keywords— Alas-Basa-Na Reading Program: challenges: lived experiences: program implementation: reading coordinators.

I. INTRODUCTION

Reading coordinators work to improve the literacy of students by coordinating reading programs, reading performance monitoring, and working with teachers, students, and parents to coordinate intervention activities. Reading coordinators are school-community literacy champions as well as school-community participation, resource allocation, and program implementation champions. Their efforts are, however, largely marred by low resources, poor training, and limited time, hence uneven school coverage of reading programs. A research conducted by Lucero et al. (2019) and Partanen et al. (2019) reveals that professional growth and provision of reading materials are the determinants of successful literacy programs. Without adequate support, it is challenging for reading coordinators to address the different needs of the students, which leads to mixed reading outcomes. With these issues in mind, the Department of Education (DepEd) initiated programs like the Every Child a Reader Program (ECARP), the 3Bs Initiative, and the National Learning Recovery Program (NLRP), the Alas-Basa-Na Reading Program specifically addressing systematic reading instruction and remediation at the school level.

Challenges in the Implementation of Reading Programs

Reading coordinators are instrumental in the implementation of successful reading programs through the provision of leadership, direction, and support to teachers and students. They design and coordinate reading interventions that ensure instructional methods align with the needs of the students and monitor progress to maximize literacy acquisition (Morales & Guhao, 2020). They also coordinate professional development for teachers to effectively execute reading instruction and assessment techniques (Merto, 2019). Reading coordinators also work together with school administrators and stakeholders to solve issues like limited resources and instructional materials (Dorado & Medina, 2022).

In understanding how individuals handle challenges and develop coping mechanisms, this study is anchored on four key theories: Vygotsky's Socio-Cultural Theory (1978), Lazarus and Folkman's Transactional Model of Stress and Coping (1984), Bandura's Self-Efficacy Theory (1977), and Carver's Coping Strategies Theory (1997). These theories provide a comprehensive perspective on how individuals navigate difficulties, adapt to stress, and utilize their social and personal resources to overcome adversities.

While the potential of Alas-Basa-Na is immense, its implementation in some schools is not uniform. Issues including disproportionate access to resources, absence of systematic intervention guides, logistical issues, and clogged reading coordinators' work schedule result in unequal students' results. In District X, for instance, there still remain excessive numbers of instructional readers and non-readers despite program intervention. Such persistent problems indicate program intentions-action disconnects. This research aims to determine the reading coordinators' experience in utilizing the Alas-Basa-Na program, the problems that they face, and the solutions that they apply. Gaining insights from them will guide program implementation improvement and assist in making literacy development work across the country easier.

II. METHODOLOGY

This research utilized descriptive qualitative research approach (Merriam & Tisdell, 2016) to uncover the experiences, challenges, and coping mechanisms of reading coordinators in the management of the Alas-Basa-Na Reading Program in eight schools of the Malaybalay City Division in District X. The participants in the study were eight reading coordinators, selected on the basis of factors like five or more years of teaching experience, and who were recruited through internet-based one-on-one interviews and focus group discussions (FGDs), facilitated by Braun and Clarke's (2006) thematic analysis. Pre-testing of data revealed instruments was done by three examiners from Bukidnon State University to assess clarity, appropriateness, and linguistic accuracy.

Informed consent standards, confidentiality, and voluntary involvement ethical standards were maintained strictly per BukSU Research Ethics Committee rules. Technical hitches in FGDs excepted, approaches like session summary and adaptive communication made data collection efficient, results designed to enhance literacy interventions across school environments.

III. RESULTS AND DISCUSSION

Problem 1. What are the experiences of reading coordinators in the implementation of Alas-Basa-Na Program in terms of:

    1.1 challenges encountered; and

    1.2 coping strategies

Themes	Subthemes
Struggles in the Alas-Basa-Na Reading Program	• Limited Resources and Instructional Materials • Lack of Professional Development Opportunities • Time Constraints and Scheduling Conflicts
Innovations and Transformative Program Adaptations	• Addressing Resource Limitations and Enhancing Program Sustainability • Collaborative Support Systems • Innovative Teaching Approaches

Theme (1): Struggles in the Alas-Basa-Na Reading Program

The overlying theme that emerged is ongoing difficulty in implementing the Alas-Basa-Na Reading Program. Teachers and reading coordinators cited extreme difficulties, such as lack of proper instructional materials, limited access to professional development, and lack of a standard manual, leading to disparate practices in reading interventions. In addition, time constraints and scheduling issues, along with dual roles assumed by teachers, have restricted prioritization and effectiveness of reading sessions. These issues highlight the absolute need for a more formalized, better-funded structure to guarantee the successful functioning of the program.

Sub theme (1): Limited Resources and Instructional Materials

The responses from the reading coordinators highlight the significant struggles they face in implementing the Alas-Basa-Na Reading Program. A recurring challenge mentioned by multiple participants is the lack of instructional materials needed for effective reading interventions. This is manifested on the sentiments of the following participants:

    "They did not provide material guide to follow. No reading materials provided (P1)."

    "Teachers face challenges with limited reading materials (P4, P7)."

    "Frequently encounter a scarcity of essential resources such as printers, bond papers (P5, P6)."

    "Less access to reading materials, including books (P2, P4)."

    The reading coordinators' concerns highlight the direct impact of insufficient resources on the effectiveness of the Alas-Basa-Na Reading Program. Without access to standardized materials, teachers are forced to find alternative ways to conduct reading interventions, often relying on outdated or personally sourced materials. The absence of sufficient books and printed reading exercises limits learners' exposure to varied texts, which is essential for improving reading proficiency.

It can be implied from the responses that the lack of resources and instructional materials reflects deeper systemic challenges in program implementation. While the Alas-Basa-Na Reading Program aims to improve literacy rates, its effectiveness is hindered by the unavailability of essential tools for both teachers and students. The absence of a structured guide creates inconsistencies in teaching approaches, potentially leading to varied outcomes across different schools. Moreover, the financial burden placed on teachers suggests a misalignment between policy and actual classroom realities.

These findings are further supported by existing literatures. Lucero et al. (2019) emphasized that the lack of reading materials forces teachers to use their own money to provide resources for learners, which affects the sustainability of reading programs. Similarly, Umali (2016) highlighted that scarcity in supplies such as printed worksheets and instructional guides limits the ability of teachers to provide consistent reading interventions, leading to ineffective literacy development.

Sub theme (2): Lack of Professional Development Opportunities

A significant challenge encountered in the implementation of the Alas-Basa-Na Reading Program is the lack of professional development opportunities for teachers and reading coordinators. As mentioned:

    "There is no workshop seminar on teaching reading for all teachers or reading coordinators (P1)."

    "They only provide orientation on Alas-Basa-Na Reading Program (P4)."

    "…but there are no workshops to strengthen our skills as Reading Coordinators in teaching Reading (P7)."

    "There is a lack of professional development opportunities for teachers (P6, P8)."

    "Observed minimal support from school heads and stakeholders (P3, P5, P7)."

The responses from the participants highlight a pressing issue in the implementation of the Alas-Basa-Na Reading Program on the lack of professional development opportunities for teachers and reading coordinators. While an initial orientation was provided, it did not include in-depth workshops to equip educators with the necessary strategies and methodologies for effective reading instruction. Without proper training, teachers are left to rely on their existing knowledge, which may not be sufficient to address the diverse needs of struggling readers.

This finding is supported by several studies. Lucero et al. (2019) found that the success of reading programs heavily depends on teachers' access to professional training and instructional resources. Similarly, Merto (2019) emphasized that teachers who receive ongoing professional development are more likely to implement effective reading strategies that lead to improved student outcomes. Furthermore, Morales and Guhao (2020) highlighted the crucial role of school administrators and stakeholders in supporting teachers'

capacity-building efforts. Without structured training and support systems, reading interventions become inconsistent and less effective, ultimately hindering students' reading progress.

Sub theme (3): Time Constraints and Scheduling Conflicts

Participants expressed that one of the main challenges in implementing the Alas-Basa-Na Reading Program is the lack of time for dedicated reading sessions. Due to packed daily schedules, teachers struggle to conduct remedial reading activities effectively. As revealed in their statements:

"I struggle for remedial reading sessions due to our already full schedules (P1)."

"They need careful scheduling of dedicated reading times (P2)."

"It is difficult to spend enough time on reading sessions since the daily program is full of lessons and other activities at school (P5)."

"Reading time is typically cut or omitted since many subjects have to be covered in a day (P7)."

"It is difficult to fit regular lessons and reading activities because there is not enough time in the daily program (P8)."

The responses indicate that time constraints and scheduling conflicts are significant barriers to the effective implementation of the Alas-Basa-Na Reading Program. Teachers are required to cover multiple subjects within a limited school day, leaving little to no room for dedicated reading sessions. As a result, remedial reading activities are often deprioritized or entirely omitted. This challenge is further compounded by the lack of flexibility in the schedule, making it difficult for reading coordinators to allocate sufficient time for struggling readers.

The results emphasize how time constraints and scheduling conflicts negatively impact the effectiveness of the Alas-Basa-Na Reading Program. The limited time for reading instruction suggests that learners who struggle with literacy are not receiving the consistent and structured support they need. From the perspective of Vygotsky's (1978) Socio-Cultural Theory, learning is a social process that requires scaffolding and guided interaction, which becomes difficult when reading sessions are inconsistently scheduled or frequently omitted. Without proper time allocation, teachers cannot fully apply scaffolding techniques to support struggling readers.

The findings align with previous studies that emphasize the critical role of structured reading time in literacy development. Taganas and Jancinal (2024) highlight that without dedicated reading sessions, struggling learners fall further behind, as they lack the necessary reinforcement to develop fluency and comprehension skills. Similarly, Rio (2017) stresses that reading programs must be embedded into daily schedules rather than being treated as optional, as inconsistency in instruction leads to minimal progress in literacy. Dorado and Medina (2022) further emphasize that effective reading interventions require a well-structured timetable that allows teachers to implement targeted strategies without compromising other subject areas. These studies reinforce the need for proper scheduling and time management to ensure that reading instruction is a core component of the learning process rather than an afterthought.

Theme (2): Innovations and Transformative Program Adaptations

Reading coordinators have used different strategies to overcome challenges in the Alas-Basa-Na Reading Program. To manage limited resources, they created their own materials, reused old ones, and used free digital tools. They also worked with school heads, parents, and stakeholders to get more reading materials, hold remedial sessions, and keep the program running. To address time constraints, they included reading activities in other subjects, used different teaching methods, and encouraged peer-assisted learning. These efforts show their commitment to making the program work despite challenges, highlighting the need for ongoing support and improvements.

Sub theme (1): Addressing Resource Limitations and Enhancing Program Sustainability

The responses highlight the need for sufficient resources and structured monitoring to sustain the Alas-Basa-Na Reading Program. Participants emphasized the lack of materials, with some suggesting that program developers should provide instructional resources to support reading instruction. According to the sentiments of the following participants:

"The developer of this program should provide some materials (P5)."

"The current program that is need to be addressed is the lack of resources and limited time (P7)."

"The proper monitoring together with the monitoring tool to ensure the effectiveness and sustainability of the program (P2)."

"Assess students' reading abilities regularly to identify areas of weaknesses and be able to provide reading materials that would fit to their reading capacities (P6)."

"I implement personalized reading programs and regularly monitor learners' progress (P2, P5)."

"Separating learners based on reading abilities creates a comfortable learning environment (P7)."

The responses indicate that reading coordinators are aware of the critical need for sufficient resources and systematic monitoring to sustain the Alas-Basa-Na Reading Program. The lack of instructional materials limits their ability to implement effective reading interventions, forcing them to create or reuse materials despite time constraints. Additionally, the absence of a standardized monitoring system makes it challenging to track student progress and adjust teaching strategies accordingly. Without proper tools and support, the effectiveness of the program heavily relies on the coordinators' personal efforts.

The results highlight the reading coordinators' proactive efforts to address resource limitations and sustain the Alas-Basa-Na Reading Program despite existing challenges. From Lazarus and Folkman's Transactional Model of Stress and Coping (1984), the manner in which reading coordinators react to the persistent absence of instructional resources is an indication of employing problem-focused coping mechanisms. Instead of being overwhelmed by the absence of resources, they engage in an active response to evaluating the situation, determining gaps, and attempting to control or repair the stressor. Their coping strategies are developing personalized

reading material, grouping students by level, and requesting more stringent monitoring systems, practical measures towards reacting to and alleviating the burden on them.

The need for adequate resources and sustainable program implementation is reinforced by DepEd Memo No. 001, s. 2024, which highlights the importance of providing sufficient instructional materials for effective reading interventions. Similarly, DM No. 144, s. 2022 emphasizes structured monitoring and evaluation to ensure program effectiveness and continuity. Research by Ladiness (2022) supports the idea that resource availability significantly impacts student reading progress, stressing that well-equipped reading programs lead to better literacy outcomes. Additionally, Tolentin (2023) underscores the role of systematic support and collaboration among stakeholders in sustaining reading initiatives. These studies and policies highlight the necessity for institutional backing to ensure that reading coordinators are not solely responsible for addressing resource limitations but are supported through well-structured policies and sufficient material provisions.

Sub theme (2): Collaborative Support Systems

Reading coordinators recognize the importance of collaboration and support in strengthening the implementation of the Alas-Basa-Na Reading Program. As noted in statements:

"Our division only provides us (Reading coordinators) with orientation on the implementation of Alas-Basa-Na Reading program which are not enough. They should invite experts… (P4)"

"In several of our LAC sessions, I as reading coordinator in our school share my expertise on strategies in teaching reading…(P7)"

"Engaging parents and stakeholders to support literacy at home and in the community (P6)."

"Involving parents in monitoring and encouraging their children's reading practice at home (P8)."

"Workshops and training sessions for parents help them support their children's reading (P1)."

"Creating clubs or peer-support systems enhances reading skills through collaborative learning (P3)."

"Community and stakeholder engagement through regular communication (P2, P5, P7)."

The responses highlight that reading coordinators rely on collaborative efforts to sustain the Alas-Basa-Na Reading Program despite limited training and support from the division. While they acknowledge the importance of expert-led training, they compensate for this gap by sharing strategies through LAC sessions and involving parents in literacy initiatives. Parental engagement is seen as a key factor in reinforcing reading skills at home, but many parents lack the necessary knowledge to provide adequate support. Schools attempt to address this by organizing workshops and forming peer-support systems, yet challenges remain in ensuring consistent participation from families and stakeholders. Additionally, regular communication with the community is essential, but efforts are often inconsistent due to competing priorities.

Based on Carver's Coping Strategies Theory (1997), reading coordinators exhibit a variety of adaptive coping strategies—especially active coping, seeking social support, and planning—against the challenges of which they are confronted with respect to initiating the reading program. The Collaborative Support Systems theme illustrates the manner in which the coordinators consciously collaborate with colleagues, parents, and community stakeholders as part of the coping strategy. By sharing reading strategies in LAC sessions, involving families in reading activities at home, and arranging assistance through the community, they are not only accepting restriction but working towards negotiation and enhancing their circumstances. This would imply that coping is not only individualistic but also socially situated.

Research supports the significance of collaborative support systems in improving literacy programs. Puspita and Hasyim (2021) emphasize that teacher training and stakeholder involvement are crucial in sustaining reading interventions, as educators require continuous skill development to effectively address students' literacy needs. Chen and Hu (2021) highlight that parental engagement in reading activities significantly enhances children's reading proficiency, reinforcing the need for structured workshops to guide parents. Smith (2017) underscores that peer-assisted learning fosters a supportive reading environment, aligning with the use of reading clubs and school-community partnerships.

Sub theme (3): Innovative Teaching Approaches

Innovative teaching approaches have become essential in overcoming time constraints in reading instruction. Reading coordinators have adapted by integrating reading activities into regular lessons and employing flexible teaching strategies. These methods ensure that despite limited instructional time, students still receive the necessary reading support. According to the following responses:

"Using my time effectively to create meaningful learning experiences (P3)."

"I incorporate incentives and gamified learning to motivate students (P4)."

"I design creative lessons, strategically use technology, and implement student-centered learning approaches (P6)."
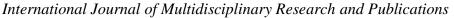
"Integration in technology because we are now in 21st century (P5)."

"We use TV/DLPs in classrooms to play reading tutorials before the start of the class (P2)."

"By integrating flexible and time-efficient teaching approaches, transform constraints into opportunities for engagement (P8)."

"Interactive reading apps and localized stories, such as Binukid stories, engage learners (P1)."

Reading coordinators have adapted to time constraints by employing creative and flexible teaching strategies. They maximize instructional time by incorporating gamified learning, technology-driven instruction, and student-centered approaches to make reading sessions engaging and effective. The use of TV, digital learning presentations (DLPs), and interactive reading apps ensures that students have access to reading materials even outside dedicated reading periods. Additionally, localized stories, such as Binukid stories, help

make reading activities more relevant and relatable to learners. These strategies highlight how reading coordinators transform limitations into opportunities for enhanced literacy instruction.

The results indicate that reading coordinators adapt to time constraints by integrating technology, gamified learning, and student-centered approaches to maintain effective reading instruction. This aligns with Vygotsky's (1978) Socio-Cultural Theory, which emphasizes that learning is most effective in social and interactive contexts. By utilizing digital tools and interactive strategies, reading coordinators create engaging environments that support students' literacy development despite limited instructional time.

Research supports the use of innovative teaching approaches in addressing time constraints in literacy instruction. Forne et al. (2022) emphasize that gamified learning enhances student engagement and motivation, making reading sessions more interactive and effective. Parthanen et al. (2019) highlight the role of technology integration in literacy programs, noting that digital tools streamline instruction and provide individualized learning experiences. Similarly, Vaughn et al. (2019) found that student-centered learning approaches, such as peer-assisted reading strategies, significantly improve reading fluency and comprehension.

Problem 2: What innovation plan can be proposed to improve the Alas-Basa-Na Reading Program?

Innovation Plan for Reading Coordinators

Key Areas	Objectives	Strategies & Implementation	Innovation	Timeline	Resources
Limited Resources and Instructional Materials	To make reading materials available and sustainable to aid literacy programs	1. Organize a community book drive and reading material donation campaign 2. Conduct local story sessions with printed storybooks and teacher-created materials 3. Collaborate with barangay officials to establish a mini reading center in schools	*"Reading Sa Aklatan"* Corner: A community-based mini library with printed stories, flashcards, and big books	June – August 2025	Donated books, locally printed materials, old magazines, teacher-created storybooks, community volunteers
Lack of Professional Development Opportunities	To equip reading coordinators with practical strategies for teaching struggling readers	1. Conduct an in-person seminar-workshop titled "Basic Remedial Reading Strategies for Early Grades" 2. Invite district reading experts and experienced teachers as speakers 3. Conduct demo-teaching sessions using locally made reading tools	*"Gabay Magbasa"* Training Series: Interactive capacity-building	September 2025	Printed training modules, demo-teaching scripts, local experts, DepEd memo for seminar support
Time Constraints and Scheduling Conflicts	To integrate reading activities into the existing class schedule effectively	1. Implement a 15-minute daily reading routine before classes ("Drop Everything and Read") 2. Assign peer reading buddies to support struggling readers during lunch or dismissal 3. Monitor implementation through reading logs	*"Basahin Bago ang Lahat"*: A time-bound daily reading initiative that fits within the regular schedule	October – November 2025	Daily reading materials, peer buddy guidelines, reading logs, teacher coordination

IV. CONCLUSION

The implementation of the Alas-Basa-Na Reading Program relies heavily on the adaptability and commitment of reading coordinators in addressing various challenges. The study highlights key difficulties, including limited instructional resources, time constraints, and insufficient professional development opportunities, which hinder the seamless execution of reading interventions. Despite these obstacles, reading coordinators employ resource optimization strategies, collaborative engagement with stakeholders, and innovative teaching approaches to sustain and enhance the program's effectiveness. Their ability to create instructional materials, integrate reading activities into daily lessons, and seek external support demonstrates their dedication to improving literacy outcomes. These findings emphasize the need for institutional backing, structured interventions, and continuous professional development to ensure the long-term success of the program. Strengthening policy support, resource allocation, and training initiatives will be essential in empowering reading coordinators and fostering a more effective and sustainable reading intervention framework.

V. RECOMMENDATIONS

To improve the implementation of the Alas-Basa-Na Reading Program and address the challenges faced by reading coordinators, several key recommendations are proposed:

Schools and education officials are encouraged to prioritize the provision of sufficient instructional materials tailored to different reading levels. Future studies may explore the effectiveness of locally developed instructional resources in improving literacy outcomes. An action research proposal can focus on the impact of community-sourced reading materials and digital literacy tools in addressing resource gaps.

Additionally, professional development opportunities need to be strengthened through regular training and capacity-building workshops to equip reading coordinators with updated reading intervention strategies. Further research may investigate the effectiveness of mentorship programs and Learning Action Cell (LAC) sessions in improving reading instruction, while an action research proposal can examine the role of peer collaboration in enhancing reading coordinators' instructional practices.

To address time constraints and scheduling conflicts, schools are advised to implement structured time management strategies to integrate reading instruction within regular class schedules without overburdening teachers. Future studies may assess the effectiveness of alternative class schedules, such as

dedicated reading blocks, in improving literacy development. An action research proposal can explore the impact of gamified learning and digital reading interventions on time-efficient literacy instruction.

As an output, the Innovation Plan for Reading Coordinators will be utilized, focusing on strategies such as localized instructional materials, stakeholder-supported reading initiatives, and technology integration to enhance reading interventions.

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