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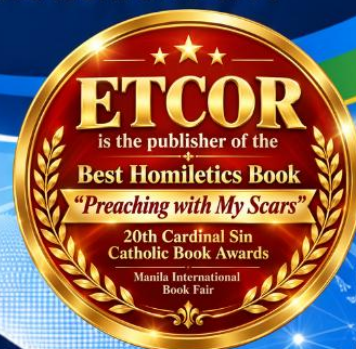
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Total Quality Management (TQM) for reading improvement

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Abstract

Aim: This study examined the application of Total Quality Management (TQM) principles in a citizen-centered reading intervention for Grade 3 learners. Specifically, it determined learners' reading levels before and after the intervention, assessed changes in reading performance, explored internal and external stakeholders' perceptions of the implementation, and identified areas for improvement.

Methodology: The study employed an action research design using a mixed-methods approach. Participants included 30 Grade 3 learners initially classified at the frustration reading level, four Master Teachers, four Grade 3 teachers, two school principals, 30 parents, and eight Sangguniang Kabataan (SK) officials. Data were collected through pre- and post-reading assessments and semi-structured interviews. Quantitative data were analyzed using descriptive statistics, while qualitative data were examined through coding, thematic analysis, and content analysis to identify stakeholder perceptions, implementation challenges, and effective practices.

Results: Before the intervention, all 30 learners were classified at the frustration reading level. Following the intervention, all learners progressed to either the instructional or independent reading level. Stakeholder feedback indicated positive perceptions of the intervention, particularly regarding structured implementation, shared responsibility, parental involvement, and community participation. Qualitative findings also indicated improvements in learner motivation, vocabulary development, reading fluency, and comprehension. However, areas for improvement included stakeholder engagement, scheduling and time management, teaching strategies and materials, and learner motivation and incentive strategies.

Conclusion: The findings suggest that integrating TQM principles into reading interventions can support improvements in learners' reading levels and promote collaborative educational practices. Systematic planning, continuous monitoring, stakeholder participation, and feedback may help strengthen foundational reading instruction. Addressing implementation challenges and sustaining stakeholder engagement are important considerations for improving and maintaining the intervention.

Keywords: *Total Quality Management, reading improvement, reading intervention, action research, stakeholder engagement*

INTRODUCTION

Foundational literacy is essential for academic achievement, social participation, and lifelong learning. However, many children worldwide struggle to develop age-appropriate reading skills. According to the World Bank (2022), approximately 70% of ten-year-old children in low- and middle-income countries could not read and understand a simple text following the COVID-19 pandemic. This underscores the need for regular learner assessment, effective instruction, and targeted learning recovery interventions. Similarly, UNICEF and Hempel Foundation (2024) emphasized strengthening educational policies and systems to accelerate foundational learning. These findings highlight that improving early literacy requires a coordinated effort among schools, families, governments, and communities to achieve measurable and sustainable learning outcomes.

Educational systems promote evidence-based instruction, diagnostic assessment, differentiated support, and continuous monitoring to improve learners' reading proficiency. However, effective reading interventions require more than appropriate teaching strategies; they also depend on adequate resources, teacher capacity, family involvement,



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and stakeholder collaboration. Total Quality Management (TQM) provides a systematic framework for addressing these challenges through continuous improvement, data-driven decision-making, shared responsibility, and accountability.

In the Philippines, foundational literacy and learning recovery remain key educational priorities. Through DepEd Order No. 013, s. 2023, the Department of Education implemented the National Learning Recovery Program (NLRP) to address learning gaps, strengthen literacy and numeracy, and promote collaboration among education stakeholders. Despite these efforts, reading difficulties persist in some elementary schools. Phil-IRI results indicate that 20.34% of learners were three grade levels behind, 40.16% were two grade levels behind, and 39.49% were grade-ready, highlighting the need for targeted reading interventions.

In the City Schools Division of Biñan, reading assessment results from District 8 revealed that 43.11% of Grade 3 pupils in Southville 5A Elementary School (288 of 668) and 22.55% in Langkiwa Elementary School (23 of 102) were at the frustration level. These findings highlight the need for targeted early literacy interventions, guided by assessment data and interpreted within their respective assessment periods. Despite the presence of experienced teachers and Master Teachers, a key challenge is to systematically integrate instructional expertise, assessment results, and available resources into a coordinated and sustainable process to improve learners' reading proficiency.

Effective reading improvement requires coordinated efforts among teachers, Master Teachers, school heads, parents, and community partners. Through differentiated instruction, instructional mentoring, resource management, and home-school collaboration, stakeholders can address learners' specific reading needs. Consistent assessment, progress monitoring, documentation, and stakeholder feedback are also essential for evidence-based decisions and continuous improvement. These efforts integrate literacy instruction, educational leadership, and citizen-centered school improvement.

Total Quality Management (TQM) provides a continuous, collaborative, and evidence-based framework for improving reading instruction through the Plan-Do-Check-Act (PDCA) cycle. This involves identifying learners' needs, implementing targeted interventions, monitoring progress, evaluating results, and refining instructional strategies and resource allocation based on evidence. A citizen-centered approach complements this process by actively engaging parents, community members, LGUs, and other stakeholders in identifying literacy needs, supporting interventions, reviewing progress, and informing improvement decisions.

This study examines how Total Quality Management (TQM), through the Plan-Do-Check-Act (PDCA) cycle, can systematically improve early-grade reading in Southville 5A Elementary School and Langkiwa Elementary School. It focuses on integrating assessment results, targeted instructional interventions, implementation monitoring, school leadership, and stakeholder participation into a documented, continuous improvement process. The study aims to develop a context-responsive approach to reading improvement, with its distinct contribution established through a critical review of relevant literature and documented research procedures.

The study may contribute to educational management and literacy research by examining how continuous quality improvement principles can strengthen early-grade reading interventions through evidence-based instruction, leadership support, assessment, and stakeholder collaboration. Pedagogically, it emphasizes aligning instruction with learners' needs and using assessment results to improve teaching strategies and materials. From a leadership perspective, it highlights the roles of school heads and Master Teachers in coordinating resources, professional support, and monitoring. Practically, the study may help participating schools strengthen reading interventions, clarify stakeholder responsibilities, and sustain improvement efforts, with its applicability to other schools depending on the findings and contextual conditions.

This study aims to develop and examine a sustainable, data-driven, and citizen-centered TQM framework for early-grade reading improvement. By integrating the PDCA cycle, reading assessment, differentiated instruction, progress monitoring, and stakeholder participation, it seeks to establish a systematic process for addressing literacy needs and sustaining continuous improvement. The framework may guide school-level literacy planning and serve as a basis for further research on its feasibility, effectiveness, and applicability in other educational settings.

Review of Related Literature and Studies

This review synthesizes international and local literature on Total Quality Management (TQM), evidence-based reading interventions, family and community engagement, and citizen-centered educational governance. It examines their contributions to effective reading program implementation, monitoring, and continuous improvement while identifying research gaps that establish the foundation of the present study.

Total Quality Management

Van Dijk et al. (2023) emphasized that evaluating reading interventions requires examining both learner outcomes and implementation fidelity, including dosage, adherence to procedures, and instructional quality. This highlights the importance of monitoring implementation processes to support continuous improvement and assess intervention effectiveness. Their findings have important implications for TQM-oriented reading programs. They emphasize that TQM-oriented reading programs should monitor both learner progress and intervention quality. Evaluating factors such as attendance, instructional time, reading materials, tutor preparedness, and adherence to teaching strategies helps identify implementation gaps and determine whether improvements are needed in instructional design, delivery, or learner support. The present study draws on this perspective by examining reading improvement not merely as the delivery of remedial instruction but as a process that requires systematic monitoring and responsive management.

The World Bank (2022) emphasized the need to address global learning poverty by assessing reading proficiency and identifying foundational literacy gaps. Consistent with TQM, the report highlights measurable outcomes and targeted improvement strategies. However, sustainable progress requires translating assessment results into appropriate instructional support, resource allocation, and systematic monitoring. The literature indicates that TQM provides a systematic framework for reading improvement through assessment, planning, implementation, evaluation, and corrective action. However, its success depends on appropriate interventions, sufficient resources, consistent implementation, and responsiveness to learners' needs. Thus, this study examines TQM as an approach to strengthening the management and evaluation of reading improvement initiatives.

Moreover, the research conducted by Zhou (2021) underscores the role of TQM principles—particularly stakeholder participation, data-driven evaluation, and ongoing enhancement—in promoting sustainable academic initiatives within schools. It points out that effective engagement of stakeholders (such as teachers, parents, and community members) along with the implementation of organized monitoring frameworks leads to both academic improvements and a sense of shared purpose. The study asserts that the effectiveness of TQM in the educational sector relies not only on efficient processes but also on collective ownership and inclusive involvement.

Reading Improvement Interventions

Denton et al. (2022) found that structured reading interventions can improve reading comprehension among young learners with or at risk of reading difficulties. Their meta-analysis of 47 studies involving 7,446 learners from kindergarten to Grade 3 reported a weighted average effect size of 0.37, supporting the value of targeted reading interventions. The findings indicate that reading interventions that address foundational skills and comprehension can improve learners' reading comprehension. However, gains tend to be smaller during follow-up assessments than immediately after intervention, highlighting the importance of monitoring long-term progress and providing continued instructional support.

Further evidence is provided by Hall et al. (2023), whose systematic review and meta-analysis examined reading interventions for elementary learners with or at risk of dyslexia. Across 53 studies involving 6,053 learners, the authors found a statistically significant overall effect of instruction on standardized reading outcomes. Their analysis also indicated that intervention dosage and the reading outcome being measured influenced intervention effects. In particular, studies involving greater instructional dosage tended to report larger effects, while reading-comprehension outcomes showed smaller effects than word-reading and spelling outcomes.

The systematic review by Quach and Eadie (2022) further examined small-group Tier 2 oral-language and early-reading interventions for children from preschool through Grade 2. The review identified a limited group of interventions supported by comparatively strong evidence and highlighted recurring features such as explicit instruction, combinations of reading-related skills, trained personnel, and regular intervention sessions. These findings reinforce the importance of providing targeted instruction that addresses identified learning needs rather than relying exclusively on general reading activities.

In the Philippine context, Republic Act No. 12028, or the Academic Recovery and Accessible Learning (ARAL) Program Act, institutionalizes learning recovery interventions for learners who require additional academic support. The law provides a policy basis for organized tutorial interventions and reinforces the importance of addressing learning gaps through targeted assistance. This national policy is relevant to the present study because it situates reading improvement within a broader commitment to learning recovery and accessible educational support.

The What Works Clearinghouse (WWC) illustrates this relationship through its evidence-based recommendations for reading interventions. Its 2022 practice guide, *Providing Reading Interventions for Students in Grades 4–9*, identifies instructional practices supported by systematic evidence reviews and distinguishes recommendations according to the

strength of available evidence (What Works Clearinghouse, 2022). This approach is consistent with TQM's emphasis on evidence-informed decision-making, while also demonstrating that quality improvement requires scrutiny of the actual evidence supporting an intervention.

Recent intervention research further supports the use of structured, targeted instruction. Lane et al. (2025), in a quasi-experimental study involving kindergarten and first-grade learners, examined the effects of UFLI Foundations, an instructional program emphasizing phonemic awareness and phonics. The study reported substantial gains in foundational literacy among learners who received the program compared with matched students receiving regular instruction. Although the findings support explicit instruction in foundational reading skills, the study's early-grade setting and particular instructional program limit the extent to which its results can be generalized to older learners or to interventions implemented under different resource conditions.

Similarly, Araújo et al. (2025) reviewed 68 studies of interventions for learners in kindergarten through Grade 2 who experienced or were at risk of reading difficulties. Their review indicated that intervention effectiveness was associated with factors such as instructional intensity, delivery arrangements, and the use of multicomponent approaches. These findings reinforce the importance of matching instructional strategies to learners' needs rather than adopting a uniform intervention for all struggling readers.

Evidence from older learners also demonstrates the continuing relevance of targeted reading support. Killingly et al. (2026) synthesized 106 studies involving learners in Grades 4–12 and found an overall positive effect of school-based reading interventions, with stronger effects for some outcomes, particularly vocabulary. The review also identified variation in effectiveness according to intervention focus and delivery conditions. Taken together, these studies indicate that reading interventions can improve literacy outcomes, but their effects depend on the instructional components, learners' characteristics, and implementation conditions.

The recommendations of Vaughn et al. (2022) emphasize explicit and targeted reading instruction. While evidence-based strategies provide guidance on effective instructional practices, their successful application requires appropriate training, sufficient instructional time, and consistent implementation. Thus, reading improvement should be assessed not only in terms of learner outcomes but also in terms of the conditions that facilitate or constrain intervention delivery. From a TQM perspective, monitoring should encompass both process and outcome indicators. Process indicators may include learner attendance, the regularity of tutorial sessions, the availability of instructional materials, and the participation of tutors and parents. Outcome indicators may include changes in reading proficiency, fluency, comprehension, and the distribution of learners across reading levels. Examining both types of indicators can help program implementers identify areas requiring corrective action.

UNESCO (2023) emphasized that educational technology should be assessed based on its relevance, equity, scalability, sustainability, and actual contribution to literacy outcomes. Technology should complement direct instruction and human interaction rather than replace them. In TQM-oriented reading programs, digital tools support continuous improvement by organizing assessment data, identifying struggling learners, guiding instructional adjustments, and monitoring progress. However, technology used only for data management should not be considered a literacy intervention, and paper-based tools remain effective alternatives when digital resources are unavailable or unsuitable.

The study by Lim (2021) looked at school principals' experiences with teacher awards and recognition programs, as well as how these impact teacher morale. Key conclusions indicate that promotion, compensation, and appreciation are the most significant motivators for teachers, and that awards/recognition contribute to a positive institutional culture, creativity, efficiency, integrity, and productivity.

Reading Intervention Program That Involves Community

Ni et al. (2021) found that parental involvement in reading can support children's literacy development, particularly among socioeconomically disadvantaged families. Their study highlighted differences in reading outcomes across family contexts and emphasized the importance of collaboration between public institutions and nonprofit organizations in promoting family literacy. Family and community engagement can support literacy development by extending learning opportunities beyond the classroom and providing additional resources for reading programs. However, participation varies according to families' time, skills, and available resources, so limited involvement should not automatically be interpreted as a lack of concern. Effective strategies should be accessible, responsive to family circumstances, and complementary to professional reading instruction. Community partners can contribute personnel, materials, and learning opportunities, provided their roles align with instructional goals and monitoring procedures. A citizen-centered approach further emphasizes gathering stakeholder feedback to identify barriers and improve program implementation. Nevertheless, stakeholder satisfaction should be distinguished from actual educational effectiveness.



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Combining stakeholder feedback with direct reading assessments provides a more comprehensive basis for evaluating program experiences, monitoring learner progress, and guiding continuous improvement.

Fikrat-Wevers et al. (2021) found that family literacy programs can improve reading outcomes in the short term, highlighting the need for flexible and sustainable family engagement strategies responsive to household circumstances. Schools can support parents through practical guidance, accessible materials, and effective communication, while broader community participation can provide additional resources and support. Integrating Total Quality Management (TQM) with citizen-centered governance enables schools to use stakeholder feedback systematically to address service gaps, improve program implementation, and promote responsive and sustainable reading initiatives.

In addition, Derotas and Barcelona (2023) performed an empirical, descriptive correlational study of Grade 6 children to investigate the link between their reading comprehension and degree of motivation to read and the level of parental assistance. They discovered that students' motivation and parental support were typically strong. According to the study, parental assistance (such as compliments, encouragement, and home assistance) is linked with improved reading outcomes.

Citizen-Centric Approach to Reading Intervention

The OECD (2023) reported that only 24% of Filipino 15-year-old students achieved at least Level 2 reading proficiency in PISA 2022, highlighting the need to strengthen literacy development while addressing social and educational disadvantages. Although these findings provide national context, they do not directly measure the effectiveness of early-grade reading interventions. A comprehensive approach combining quality instruction, adequate resources, family engagement, and institutional responsiveness is essential. In this regard, a citizen-centered approach promotes stakeholder participation, while Total Quality Management (TQM) ensures systematic feedback analysis, implementation monitoring, and continuous improvement. However, stakeholder involvement must be representative and aligned with evidence-based practices to effectively support learner progress.

Bhattacharjea et al. (2021) argue for the effectiveness of citizen-led assessments in identifying educational challenges and informing more responsive policies. Their work emphasizes that involving local communities in evaluating education systems produces data that better reflects contextual realities, leading to increased accountability and more effective advocacy. The central contribution of this study is the conceptual foundation for community involvement, asserting that these citizen-led models are more inclusive and nuanced than standardized approaches.

In a broader context, Nurmahanani (2023) conducted a quasi-experimental study to evaluate the usefulness of a literacy program that employs mixed methods that incorporated reading that is assisted by computer, group-based reading instruction, and independent tiered reading for early-grade students. The findings indicated that the intervention significantly improved word efficiency, fluency, vocabulary knowledge, and comprehension (particularly in younger grades) over the course of two semesters. While Nurmahanani's initiative is not explicitly categorized under TQM, it shares several key concepts such as data-driven assessments (tiered reading), ongoing and supported improvement (independent and group reading), and adaptability to learners' needs (blended approaches).

Synthesis

The reviewed literature emphasizes that effective reading improvement requires the integration of Total Quality Management (TQM), evidence-based instructional interventions, stakeholder collaboration, and citizen-centered governance. TQM provides a systematic framework for identifying literacy gaps, monitoring implementation, evaluating learner outcomes, and implementing corrective actions. Research highlights the importance of targeted reading instruction, adequate resources, trained tutors, parental involvement, and community participation in supporting literacy development. However, sustainable improvement requires consistent implementation, continuous monitoring, and objective assessment of reading proficiency. Guided by these principles, the present study examines how TQM can strengthen the implementation and evaluation of reading improvement initiatives among learners experiencing reading difficulties, by integrating learner assessment results, program implementation processes, and stakeholder experiences.

Theoretical Framework

This study is anchored in Total Quality Management (TQM), emphasizing continuous improvement, stakeholder collaboration, process-oriented management, and leadership commitment. Based on Deming's (1986) principles, TQM views quality as the result of systematically improving processes rather than merely evaluating outcomes. In reading



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improvement, this framework guides the identification of learners' needs, enhancement of instructional practices, and use of assessment data for informed decision-making. It also promotes shared responsibility among school leaders, teachers, learners, parents, DepEd, LGUs, and community stakeholders in improving reading proficiency.

The study is guided by four interrelated TQM principles: synergistic relationships, continuous improvement and self-evaluation, a system of ongoing process, and leadership. Together, these principles promote participatory reading instruction, evidence-based improvement, systematic intervention management, and sustained leadership support to enhance educational quality and reading outcomes.

Synergistic relationships promote shared responsibility among school heads, teachers, reading intervention implementers, parents, LGUs, and community partners in improving learners' literacy. Through coordinated efforts, stakeholders contribute expertise, resources, instructional support, and progress monitoring to address identified reading needs and strengthen the implementation of reading interventions.

Continuous improvement and self-evaluation focus on using assessment results, implementation feedback, and identified challenges to evaluate reading progress and improve instructional strategies. In this study, pre- and post-intervention reading assessments and implementer reflections guide the identification of effective practices and areas needing improvement to better address learners' needs.

A system of ongoing process emphasizes organizing, monitoring, and improving reading interventions to ensure alignment with learners' assessed needs. It involves effective instructional strategies, resource allocation, and implementation monitoring. By examining instructional practices and implementation challenges alongside changes in learners' reading levels, this principle helps identify opportunities to improve intervention processes and learner outcomes.

Leadership emphasizes the role of educational leaders in setting priorities, providing guidance and resources, supporting implementers, and fostering shared accountability. In this study, it involves overseeing the reading initiative, providing technical assistance, encouraging stakeholder participation, and using assessment results to guide decisions that strengthen implementation and address learners' reading difficulties.

The four principles work together to support systematic reading improvement. Leadership commitment provides direction and support, stakeholder collaboration mobilizes people and resources, process-oriented management guides implementation and monitoring, and continuous improvement and self-evaluation use evidence to identify areas for enhancement. Collectively, they promote a coordinated, collaborative, and evidence-informed approach to improving reading outcomes.

The study uses Deming's Plan-Do-Check-Act (PDCA) cycle as a systematic process for operationalizing TQM. While TQM provides the overall philosophy and principles for quality improvement, PDCA guides the planning, implementation, evaluation, and refinement of improvement activities through four stages: Plan, Do, Check, and Act.

The Plan stage identifies learners' reading needs, determines appropriate interventions, clarifies stakeholder responsibilities, and identifies necessary resources.

The Do stage involves implementing the planned interventions and documenting relevant activities and challenges encountered during implementation.

In the Check stage, pre- and post-intervention reading results and stakeholder feedback are examined to assess changes in learners' reading performance, understand implementation experiences, identify influencing factors, and determine areas of concern.

In the Act stage, assessment results and implementation feedback guide improvements in instructional strategies, stakeholder support, resource allocation, and monitoring. This stage reflects the iterative nature of PDCA when adjustments are implemented and reassessed. If no reimplementation occurs, the findings serve as a basis for proposed improvements rather than evidence of a completed improvement cycle.

TQM principles and the PDCA cycle guide the analysis of implementation processes, stakeholder experiences, and reading outcomes. Stakeholder participation, instructional practices, and monitoring are examined alongside learners' pre- and post-intervention reading levels. Quantitative results and qualitative feedback complement each other in explaining observed reading improvements and the factors influencing implementation.

The framework guides the analysis of reading-level changes, implementation experiences, and areas for improvement without establishing a direct causal relationship between TQM and reading outcomes. In an action research design without a comparison group, observed improvements may be associated with the intervention but cannot be attributed to it exclusively.

TQM provides the theoretical foundation for examining reading improvement as a systematic, collaborative, and continuous process. Its four principles guide implementation, while the PDCA cycle structures improvement activities.

Together, they support the analysis of reading outcomes and stakeholder experiences and inform evidence-based recommendations for strengthening literacy interventions.

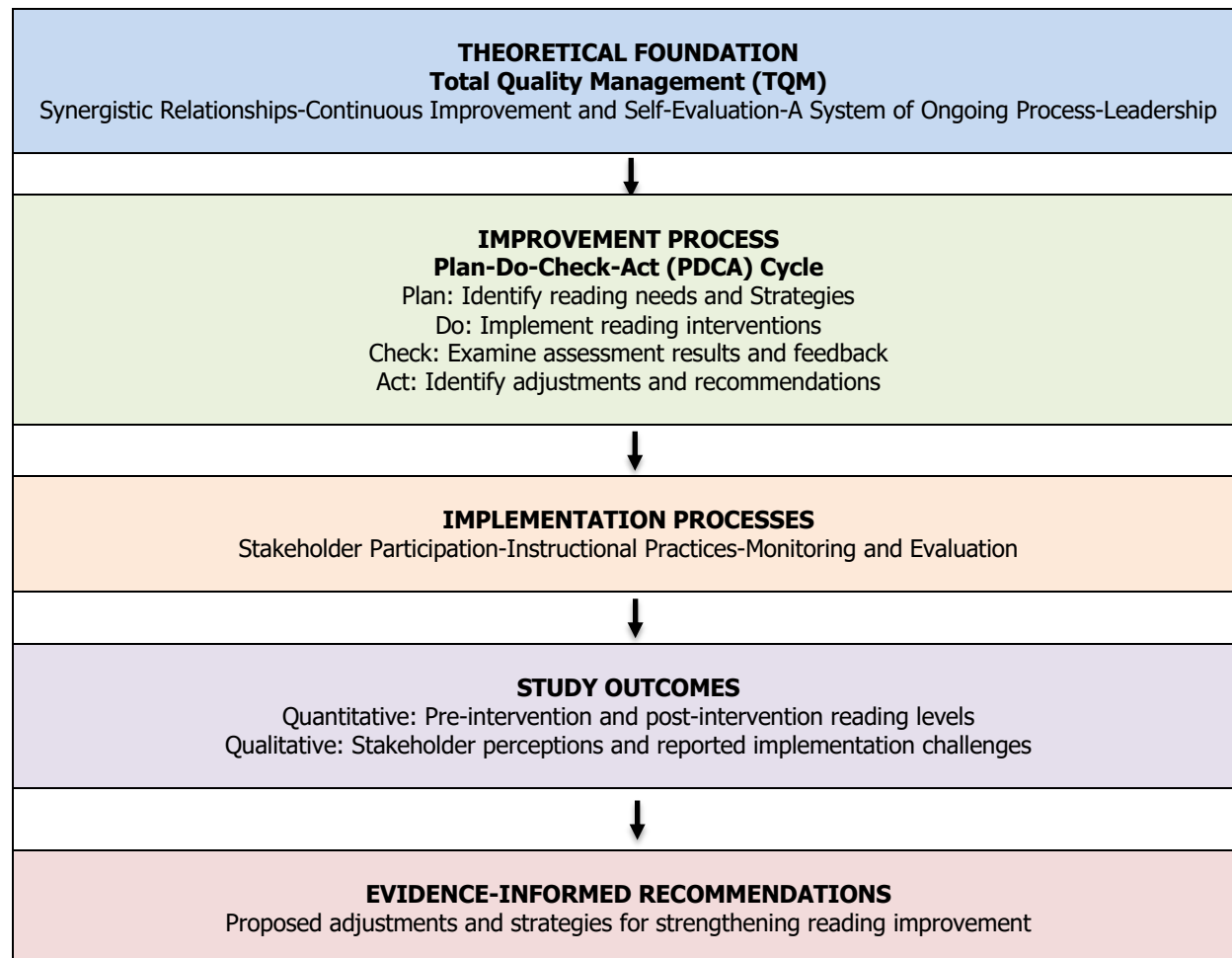


Figure 1
Total Quality Management Framework for Reading Improvement

Statement of the Problem

Reading proficiency is a fundamental component of primary education because it supports learners' acquisition of knowledge, development of broader literacy skills, and participation in subsequent learning experiences. However, some learners continue to experience difficulties in developing foundational reading skills, highlighting the need for systematic, responsive, and sustained reading interventions. Effective reading instruction requires attention to essential components of literacy, including oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension.

Addressing reading difficulties requires more than the implementation of isolated instructional activities. It also involves systematic assessment of learners' needs, appropriate selection of teaching strategies and materials, continuous monitoring of progress, and collaboration among teachers, school leaders, parents, and community stakeholders. Limited coordination, inconsistent stakeholder participation, and insufficient mechanisms for using assessment results and feedback to improve instruction may constrain the implementation of reading interventions. These concerns underscore the importance of an organized approach to instructional improvement that promotes shared responsibility and evidence-informed decision-making.

Total Quality Management (TQM) offers a potential framework for strengthening reading interventions through continuous improvement, stakeholder participation, effective leadership, and data-informed decision-making. When applied through the Plan-Do-Check-Act (PDCA) cycle, these principles can guide the planning, implementation, monitoring, and refinement of instructional strategies. A citizen-centered approach further emphasizes the participation of families and community stakeholders in supporting literacy development and responding to learners' needs.

Despite the potential relevance of these principles, their application to the reading intervention examined in this study requires systematic assessment. In particular, there is a need to document learners' reading levels before and after the intervention, examine stakeholders' perceptions of its implementation, and identify the challenges and areas requiring improvement. Addressing these concerns may provide practical insights into the implementation of collaborative and continuously monitored reading interventions.

In this context, the study examined the application of Total Quality Management principles in a citizen-centered reading intervention. It focused on learners' pre-intervention and post-intervention reading levels, stakeholders' perceptions of implementation, and the challenges and areas for improvement identified through assessment results and stakeholder feedback. The findings were intended to inform the refinement of reading intervention practices and support evidence-based decision-making among teachers, school leaders, parents, and community stakeholders.

Research Objectives

General Objective

To examine the application of Total Quality Management (TQM) principles in a citizen-centered reading intervention by determining changes in learners' reading levels, exploring stakeholders' perceptions of implementation, and identifying challenges and areas for improvement.

Specific Objectives

Specifically, the study aimed:

1. To determine the reading levels of learners before and after the implementation of the reading intervention.
2. To examine changes in learners' reading levels following the implementation of the reading intervention.
3. To explore the perceptions of internal and external stakeholders regarding the implementation of the reading intervention.
4. To identify implementation challenges and areas for improvement based on learners' reading assessment results and stakeholders' feedback.

Research Questions

This study sought to answer the following questions:

1. What are the reading levels of learners before and after the implementation of the reading intervention?
2. What changes, if any, are observed in learners' reading levels following the implementation of the reading intervention?
3. How do internal and external stakeholders perceive the implementation of the reading intervention?
4. What challenges and areas for improvement are identified based on learners' reading assessment results and stakeholders' feedback?

METHODOLOGY

Research Design

The study used a mixed-methods action research design to examine how Total Quality Management (TQM) principles could improve the reading proficiency of Grade 3 learners at the frustration reading level in public elementary schools in District 8, Biñan City, Laguna. This design enabled the systematic implementation, monitoring, reflection, and improvement of reading interventions by integrating quantitative data on learners' reading performance with qualitative insights into stakeholders' experiences and perceptions.

The study followed Creswell's (2012) cyclical action research process of planning, acting, observing, and reflecting. Baseline assessments identified learners' reading difficulties and guided intervention planning. The

intervention was implemented collaboratively with teachers, school leaders, parents, and community stakeholders. Learner progress and implementation were monitored, while pre- and post-assessment results and stakeholder feedback were analyzed to identify improvements, challenges, and areas for further action.

The TQM framework guided the intervention through continuous improvement, evidence-based decision-making, leadership, and stakeholder collaboration. The PDCA cycle structured the identification of reading needs, implementation of strategies, monitoring of progress, and improvement of instructional practices. A citizen-centered approach further emphasized the shared responsibility of learners, parents, teachers, school leaders, and community stakeholders in improving literacy outcomes.

Quantitative and qualitative findings were integrated to examine changes in learners' reading performance, stakeholder experiences, implementation challenges, and recommendations. The results provided a contextualized understanding of the intervention while recognizing that the observed improvements could not be attributed solely to the intervention due to the absence of a comparison group.

Participants and Sampling

The study was conducted in two public elementary schools in District 8, Biñan City, Laguna, from February to April 2025. The schools were selected based on the presence of Grade 3 learners identified at the frustration reading level and their participation in the reading improvement initiative. The study involved 78 participants: 30 Grade 3 learners identified at the frustration reading level and 48 adult stakeholders from two participating schools. The learners were selected based on their reading assessment results to focus on those needing additional reading support. The adult stakeholders comprised four (4) master teachers, four (4) Grade 3 teachers, two (2) school principals, thirty (30) parents, and eight (8) Sangguniang Kabataan (SK) officials. The SK representatives were included to examine how youth participation in local governance and community development contributes to reading improvement initiatives. Purposive sampling was employed to select participants based on their roles in implementing, monitoring, and supporting the reading intervention. Grade 3 learners were selected based on their documented reading levels, while teachers and school principals were included for their instructional and leadership roles. Parents and SK officials were involved to represent home-based reading support and community participation in literacy initiatives. The researcher, a Public Schools District Supervisor, coordinated the reading improvement initiative by providing technical assistance, supporting instructional planning, facilitating collaboration, interpreting learner performance data, and coordinating stakeholder participation. Ethical safeguards were implemented to separate supervisory responsibilities from research participation and ensure that participants could freely decline or withdraw without adverse consequences.

Instrument

The study employed quantitative and qualitative instruments to assess learners' reading performance, intervention implementation, stakeholder perceptions, and areas for improvement.

Reading Assessment. Pre- and post-intervention reading assessments were administered to the 30 Grade 3 learners using a specified instrument and its prescribed procedures, scoring system, and reading-level classification criteria to determine changes in their reading performance. The assessment established learners' baseline reading performance and measured changes after the intervention. Only literacy components directly assessed by the instrument or documented supplementary measures were included in the quantitative analysis.

Qualitative Data Collection Instrument. A semi-structured interview guide was used to explore stakeholders' experiences and perceptions of the reading intervention, focusing on learners' reading progress, stakeholder participation, challenges, support provided, and recommendations for improvement. The interview guide was used with the identified stakeholder groups, with responses documented through the applicable recording methods. The guide was researcher-developed and reviewed or validated by the experts. Each instrument addressed specific research questions, with reading assessments measuring changes in reading performance and qualitative instruments providing insights into intervention implementation, stakeholder experiences, and areas for improvement.

Data Collection

Data collection took place from February to April 2025, covering the identification of learners' reading needs, intervention implementation and monitoring, and post-intervention reading assessment. Baseline reading assessments were conducted with 30 Grade 3 learners at the frustration reading level to determine their initial reading performance

and identify areas needing instructional support. Relevant school records were also reviewed to verify learner classifications and document participation in the reading improvement initiative.

The intervention was implemented through reading improvement strategies led by Grade 3 teachers, with support from master teachers, school principals, parents, and SK officials. Activities focused on improving learners' reading performance through school and community collaboration. Implementation and learner progress were monitored using documented procedures. All data were systematically organized and documented in accordance with the study's data management procedures.

Qualitative data were gathered from relevant stakeholders to explore their experiences, perceived changes in learners' reading performance, participation in the intervention, implementation challenges, and recommendations for improvement. Responses were documented using the actual procedures employed in the study.

Post-intervention reading assessments were compared with baseline results to determine changes in learners' reading performance and reading-level classifications. Qualitative findings were also analyzed alongside quantitative results to explain observed changes, identify implementation challenges, and recommend improvements.

Data Analysis

The study used descriptive statistics and thematic analysis to examine quantitative and qualitative data. The findings were integrated to answer the research questions and develop recommendations for improving the reading intervention.

Quantitative Data Analysis. Pre- and post-intervention reading assessment results were analyzed using descriptive statistics, including frequencies and percentages, to determine changes in learners' reading-level classifications. Reading-level classifications were determined using the prescribed assessment procedures. The number and percentage of learners in each classification were compared before and after the intervention to describe changes in reading performance across the documented assessment groups. Reading performance changes were analyzed by comparing pre- and post-intervention reading-level distributions and calculating percentage-point changes for each category. Comparable assessment scores were also summarized using appropriate descriptive statistics.

Qualitative Data Analysis. Qualitative data were analyzed using thematic analysis, which involved coding responses, grouping related codes into categories, and identifying recurring themes aligned with the research questions. The analysis examined stakeholder perspectives on reading strategies, learners' reading progress, participation, collaboration, implementation challenges, and recommendations. Responses from different stakeholder groups were compared to identify common themes and differing experiences, with interpretations based on documented evidence. The study primarily used thematic analysis, systematic content-categorization procedure was conducted, ensuring consistency between the reported methods and actual research records.

Integration of Quantitative and Qualitative Findings. Quantitative and qualitative findings were integrated to describe changes in learners' reading performance and provide context on intervention implementation, stakeholder participation, challenges, and enabling factors. The findings were integrated to relate stakeholder perspectives to observed changes in reading levels, identify areas needing additional support, and develop recommendations for improving the intervention and strengthening the application of TQM principles in reading improvement initiatives.

Ethical Considerations

Ethical standards were upheld by ensuring informed consent, voluntary participation, confidentiality, and child protection. Adult participants were informed of the study's purpose, procedures, and data use, and their consent was obtained through the documented process.

As the learners were minors, parental or guardian consent and age-appropriate learner assent were obtained following the established procedures. Participation was voluntary, and participants were informed of their right to decline or withdraw from the study.

Confidentiality was ensured by removing identifying information, securely storing research records, and limiting access to authorized individuals. Data were used solely for the stated research purposes and handled in accordance with applicable data protection requirements and documented research procedures.

These safeguards protected participants' rights and welfare while ensuring the responsible collection, analysis, and reporting of evidence on the reading improvement initiative.



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RESULTS AND DISCUSSION

Table 1
Reading Levels Before and After the Intervention

Learner	Pre-Intervention			Post Intervention		
	Word Reading	Comprehension	Overall Reading Level	Word Reading	Comprehension	Overall Reading Level
1	88% Frustration	67% Instructional	Frustration	100% Independent	100% Independent	Independent
2	87% Frustration	67% Instructional	Frustration	99% Independent	100% Independent	Independent
3	87% Frustration	67% Instructional	Frustration	99% Independent	67% Instructional	Instructional
4	87% Frustration	67% Instructional	Frustration	100% Independent	100% Independent	Independent
5	87% Frustration	67% Instructional	Frustration	98% Independent	67% Instructional	Instructional
6	94% Instructional	50% Frustration	Frustration	100% Independent	100% Independent	Independent
7	91% Instructional	50% Frustration	Frustration	97% Independent	83% Independent	Independent
8	90% Instructional	50% Frustration	Frustration	98% Independent	83% Independent	Independent
9	88% Frustration	50% Frustration	Frustration	100% Independent	100% Independent	Independent
10	88% Frustration	50% Frustration	Frustration	99% Independent	83% Independent	Independent
11	88% Frustration	50% Frustration	Frustration	98% Independent	83% Independent	Independent
12	86% Frustration	50% Frustration	Frustration	99% Independent	83% Independent	Independent
13	86% Frustration	50% Frustration	Frustration	98% Independent	83% Independent	Independent
14	92% Instructional	50% Frustration	Frustration	99% Independent	83% Independent	Independent
15	86% Frustration	50% Frustration	Frustration	97% Independent	83% Independent	Independent
16	85% Frustration	50% Frustration	Frustration	99% Independent	67% Instructional	Instructional
17	83% Frustration	50% Frustration	Frustration	98% Independent	67% Instructional	Instructional
18	85% Frustration	33% Frustration	Frustration	99% Independent	67% Instructional	Instructional
19	85% Frustration	33% Frustration	Frustration	97% Independent	67% Instructional	Instructional
20	84% Frustration	33% Frustration	Frustration	95% Instructional	83% Independent	Instructional
21	84% Frustration	33% Frustration	Frustration	92% Instructional	83% Independent	Instructional
22	82% Frustration	33% Frustration	Frustration	96% Instructional	83% Independent	Instructional
23	81% Frustration	33% Frustration	Frustration	97% Independent	67% Instructional	Instructional
24	81% Frustration	33% Frustration	Frustration	97% Independent	67% Instructional	Instructional
25	80% Frustration	33% Frustration	Frustration	97% Independent	67% Instructional	Instructional
26	83% Frustration	17% Frustration	Frustration	97% Independent	67% Instructional	Instructional
27	82% Frustration	17% Frustration	Frustration	97% Independent	67% Instructional	Instructional
28	80% Frustration	17% Frustration	Frustration	94% Instructional	83% Independent	Instructional
29	78% Frustration	17% Frustration	Frustration	97% Instructional	67% Independent	Instructional
30	77% Frustration	17% Frustration	Frustration	97% Independent	67% Instructional	Instructional

Table 1 shows the reading levels before and after the intervention. The pre-intervention and post-intervention reading assessments showed changes in the reading-level classifications of the 30 participating learners. Before the intervention, all learners were classified at the frustration level in overall reading level, according to the classifications reported in the table. In word reading, 4 learners (13.33%) were classified at the instructional level and 26 learners (86.67%) were classified at the frustration level. In reading comprehension, 5 learners (16.67%) were classified at the instructional level and 25 learners (83.33%) were classified at the frustration level. After the intervention, the learner-level records indicated that 13 learners (43.33%) attained the independent overall reading level, while 17 learners (56.67%) attained the instructional level. In word reading, 26 learners (86.67%) reached the independent level and four (13.33%) reached the instructional level. In reading comprehension, 17 learners (56.67%) reached the independent level and 13 (43.33%) reached the instructional level.

These results indicate an observed improvement in the learners' reading-level classifications following the intervention. The distribution also suggests that word reading outcomes were stronger than reading comprehension outcomes at the end of the intervention. This difference indicates the importance of examining decoding and word recognition alongside comprehension when planning reading instruction. Teachers may use assessment results to identify learners who require further support in understanding texts, making inferences, summarizing information, and connecting ideas, provided these specific needs are confirmed by the assessment results.

These results are consistent with Denton et al. (2022), whose meta-analysis of 47 studies involving 7,446 learners from kindergarten to Grade 3 found positive effects of structured reading interventions on reading comprehension. Similarly, Hall et al. (2023) reported that reading interventions for elementary learners with or at risk of dyslexia produced positive effects on standardized reading outcomes. However, their findings also indicated that comprehension outcomes tended to be smaller than word-reading and spelling outcomes. This provides a relevant basis for interpreting the present study's comparatively stronger word-reading results and the continuing need to strengthen comprehension instruction.

Effectiveness of the Intervention in Improving the Reading Level of the Learners

The semi-structured interviews were analyzed to identify recurring patterns in the experiences and perceptions of learners and other participants regarding the intervention. Four themes were identified: (1) improvement in motivation, (2) vocabulary development, (3) improvement in fluency and comprehension, and (4) emotional engagement in reading. These themes are discussed below using representative participant excerpts and interpreted within the context of learner-centered instruction and Total Quality Management (TQM).

Theme 1: Improvement in Motivation. The interview findings suggest that some learners became more willing to participate in reading activities and more confident in reading aloud. This perception was expressed by a student who stated, "Natutuwa po ako dahil kaya ko nang basahin ang mga libro na dati ay mahirap para sa akin. Mas confident na po ako kapag nagbabasa sa klase" (P2, Student). Another student associated reading activities with enjoyment, explaining, "Masaya po ako kapag may pagbabasa kasi parang laro lang, tapos may pa-premyo pa minsan. Mas nagkakaroon po ako ng gana magbasa kahit sa bahay" (P2, Student).

These accounts suggest that the students associated their reading experiences with increased confidence, enjoyment, and willingness to read. A teacher also observed greater participation during reading sessions, noting that learners were "more confident in reading aloud" and participated more actively (P3, Teacher). Similarly, a parent reported that their child had begun reading stories voluntarily at night, particularly stories about animals (P7, Parent).

The convergence of these accounts suggests that motivation was a meaningful aspect of some participants' experiences. Enjoyable activities, occasional rewards, and appealing reading materials were mentioned in connection with learners' willingness to read. However, these interview responses do not establish the independent effects of any particular strategy or demonstrate that increased motivation necessarily resulted in higher reading proficiency.

From a TQM perspective, these findings highlight the importance of responding to learners' interests and feedback when planning reading activities. Teachers may use observations of participation and learners' reported experiences to review instructional approaches. Motivation should nevertheless be examined separately from reading performance, which requires evidence from reading assessments.

These accounts indicate that some participants perceived reading as a more enjoyable and approachable activity. The findings are consistent with the broader emphasis on targeted and engaging reading instruction discussed by Quach and Eadie (2022), who identified explicit instruction and regular intervention sessions as recurring features of

interventions supported by comparatively strong evidence. However, the present study's interview findings do not establish that enjoyment, rewards, or any particular instructional strategy independently improved reading proficiency.

Theme 2: Vocabulary Development. Vocabulary development emerged from the qualitative analysis primarily through a teacher's observation of learners' growing familiarity with words and willingness to read independently. The teacher reported, "I've observed that their vocabulary has expanded, and they are more willing to read independently" (P4, Teacher).

This account suggests that the teacher perceived vocabulary development alongside changes in learners' reading behavior. It also highlights the perceived relevance of instructional materials and strategies to learners' reading experiences. Nevertheless, the available excerpt represents an observational judgment rather than a direct measurement of vocabulary knowledge.

Within TQM, the finding emphasizes the importance of aligning learning resources and instructional approaches with learners' identified needs. Teachers may consider assessment results and classroom observations when selecting appropriate texts, introducing unfamiliar words, and providing repeated opportunities to encounter vocabulary in meaningful contexts.

This finding is relevant to Killingly et al. (2026), whose synthesis of 106 studies involving learners in Grades 4–12 found positive overall effects of school-based reading interventions, with stronger effects for some outcomes, particularly vocabulary. Nurmahanani (2023) also reported improvements in vocabulary knowledge alongside word efficiency, fluency, and comprehension following a literacy intervention for early-grade learners. Although these studies provide support for the relevance of vocabulary development in reading interventions, differences in learner populations and intervention designs should be considered when interpreting their applicability to the present study.

Theme 3: Improvement in Fluency and Comprehension. Participants described perceived improvements in reading fluency and comprehension. One student explained, "Mas madali na po sa akin ang pagbasa ng mga salita at pangungusap. Noon, hirap akong intindihin ang binabasa, pero ngayon, mas naiintindihan ko na at mas mabilis akong makabasa" (P1, Student). Another student similarly reported that reading had become more understandable and that the learner had become more interested in reading stories.

These accounts indicate that some learners perceived changes in both the speed of reading and their ability to understand texts. The responses also suggest that learners associated their reading experiences with the assistance provided by teachers and other reading supporters. One student explained that learning had become easier through the help of teachers and older youth volunteers, while another specifically mentioned assistance from teachers and the barangay (P1 and P2, Students).

Within TQM, the interview accounts also draw attention to the role of instructional support in implementing reading activities. Teachers and community volunteers were identified by students as sources of assistance. These reports provide context for understanding participants' experiences but do not establish the independent contribution of any particular stakeholder or instructional technique to the observed assessment results.

These perceptions complement Hall et al. (2023), whose review indicated that reading interventions can produce positive outcomes while also showing that effects vary according to the reading skill measured and the amount of instructional support provided. Denton et al. (2022) similarly highlighted the value of structured interventions in improving reading comprehension among young learners with or at risk of reading difficulties.

Theme 4: Emotional Engagement in Reading. The interviews also suggest that some learners experienced reading as a more enjoyable and less difficult activity. A student reported greater confidence in reading aloud, while a parent described a change from having to persuade the child to read to observing the child voluntarily reading stories at home (P2, Student; P7, Parent).

These accounts suggest that the intervention was associated, in participants' perceptions, with more positive reading experiences. Enjoyment, confidence, and willingness to participate may be relevant to learners' engagement in reading activities, particularly when they encounter unfamiliar words or challenging texts. However, the available excerpts do not establish that all learners experienced the same emotional changes.

From a TQM perspective, learners' experiences can inform the review and adjustment of instructional activities. Teachers may consider learners' feedback and observed participation alongside assessment results when evaluating the suitability of reading materials and teaching approaches. Positive emotional experiences are relevant findings in their own right, but they should not be treated as substitutes for measured reading outcomes.

These accounts complement the family-engagement literature discussed by Ni et al. (2021), which highlighted the contribution of family literacy support and the importance of collaboration between public institutions and

community organizations. Fikrat-Wevers et al. (2021) likewise emphasized the potential of family literacy programs to improve reading outcomes in the short term, while noting the importance of designing engagement strategies that respond to family circumstances and support sustainability.

Internal and External Stakeholders' Perception Regarding the Implementation of the Intervention

The semi-structured interviews explored how teachers, school principals, parents, and Sangguniang Kabataan (SK) members perceived the implementation of the reading intervention. Five themes emerged: (1) structured implementation, (2) strong stakeholder engagement, (3) sense of shared responsibility, (4) parental involvement, and (5) community empowerment through education. The themes reflect different aspects of implementation, including instructional planning, school-level coordination, support at home, and participation by community representatives.

Theme 1: Structured Implementation. Teachers described the intervention as organized around learners' reading needs and supported by monitoring and instructional adjustments. One teacher stated, "The intervention was well-planned and aligned with the learners' reading levels. It provided structured lessons and materials that we could adapt depending on the student's needs" (P3, Teacher). Another emphasized the role of regular progress monitoring and individual coaching in identifying learners who needed further support (P4, Teacher).

These accounts suggest that participating teachers valued having planned activities and opportunities to monitor learner progress. They also indicate that teachers perceived instructional adjustments as an important part of implementation. However, the statements represent participants' assessments of the program and do not independently demonstrate the accuracy of monitoring procedures or the effectiveness of specific adjustments.

In the context of TQM, structured implementation involves establishing clear activities, monitoring delivery, reviewing evidence, and adjusting processes in response to identified needs. The teachers' accounts are consistent with these principles, particularly the use of learner information to guide instructional decisions.

These perceptions are consistent with van Dijk et al. (2023), who emphasized the importance of monitoring learner outcomes and implementation fidelity when evaluating reading interventions. They also complement the recommendations of the What Works Clearinghouse (2022) and Vaughn et al. (2022), which underscore the importance of evidence-informed and targeted reading instruction.

Theme 2: Strong Stakeholder Engagement. Participants described collaboration among school personnel, parents, and youth volunteers as an important feature of the intervention. One teacher observed that the program brought these groups together and framed reading improvement as a shared mission rather than solely a school responsibility (P4, Teacher). A principal likewise described the involvement of parents and youth leaders as an important feature of the initiative (P5, Principal).

These statements suggest that stakeholders perceived opportunities for participation beyond classroom instruction. Teachers emphasized collaboration around reading activities, while the principal's account reflected a school-leadership perspective on family and community involvement.

Within TQM, stakeholder engagement provides opportunities to coordinate support and identify implementation concerns from different perspectives. The interview findings support the conclusion that collaboration was valued by participants. They do not, however, establish that participation was uniform across all stakeholders or that engagement alone produced the observed changes in reading classifications.

The findings also align with Bhattacharjee et al. (2021), whose work on citizen-led assessments emphasized the value of community participation in identifying educational challenges and informing responsive policies. Applied to the present study, stakeholder involvement provided opportunities for participants to contribute different perspectives on reading support and implementation needs.

Theme 3: Sense of Shared Responsibility. The interviews indicated that some stakeholders viewed reading improvement as a responsibility shared among school personnel and community participants. A principal explained that staff members had different roles in monitoring, teaching, and encouraging learners (P5, Principal). Another principal described diagnostic activities, targeted instruction, and follow-up as components of the program that supported teamwork (P5, Principal).

The perspective of community representatives further illustrates this distribution of roles. An SK member reported participating in planning with teachers and the school principal and helping encourage parents to allow their children to join the program (P10, SK Member).



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These accounts suggest that participants recognized different contributions to implementation. School leaders and teachers described planning and instructional coordination, whereas the SK member highlighted participation in planning and mobilizing families. The findings therefore point to a practical understanding of shared responsibility across school and community settings.

In TQM, coordinated responsibilities can support the delivery and monitoring of an educational process. Nevertheless, the interview findings do not establish that a formal accountability system was created or that the distribution of responsibilities independently improved learner performance.

This finding complements Zhou (2021), who emphasized stakeholder participation, data-driven evaluation, and ongoing improvement as relevant TQM principles in educational settings. It also reflects Ni et al.'s (2021) discussion of collaboration among families, public institutions, and community organizations in supporting literacy development.

Theme 4: Parental Involvement. Parents described participating in their children's reading activities and receiving guidance from school personnel. One parent explained, "Ako po ang nagsisigurong nagbabasa siya ng mga binigay na babasahin kahit 15 minuto kada araw," referring to efforts to ensure that the child practiced reading at home for approximately 15 minutes daily (P7, Parent).

Another parent reported that the reading sessions helped family members learn how to support their children: "Dati po, hindi ko alam kung paano turuan ang anak ko. Pero ngayon, kahit kami ay natututo. Tinutulungan kami ng mga guro at SK para makasabay" (P7, Parent). A further account indicated that involving parents in reading sessions helped them better understand how to guide their children (P8, Parent).

These responses suggest that some parents perceived the program as an opportunity to participate more actively in literacy development. Their accounts emphasize home reading practice, communication with teachers, and learning how to support children's reading. A parent also expressed the hope that the program would continue and reach more learners (P8, Parent).

From a TQM perspective, parents are important stakeholders whose experiences can inform more responsive program implementation.

These accounts are consistent with Ni et al. (2021), who highlighted the contribution of parental involvement to children's literacy development, particularly among socioeconomically disadvantaged families. Fikrat-Wevers et al. (2021) likewise found that family literacy programs can improve reading outcomes in the short term and emphasized the importance of flexible approaches that respond to household circumstances. Derotas and Barcelona (2023) also reported an association between parental assistance and reading-related outcomes among Grade 6 learners.

Theme 5: Community Empowerment through Education. The interviews also highlighted the perceived value of community participation in reading activities. A principal described collaboration with parents and barangay officials as a way of extending learning support beyond school (P6, Principal). Another principal emphasized the participation of parents and youth leaders in what was perceived as a community-supported initiative (P6, Principal).

SK members described their involvement in encouraging other young people to participate. One stated, "Bilang kabataan, masaya po kami na nakakatulong sa pagbabasa ng mga bata. Nakikita naming may pagbabago. Naging mas madali ring hikayatin ang ibang kabataan na tumulong" (P9, SK Member). Another emphasized that reading was important to the wider community and not only to schools (P10, SK Member).

These accounts indicate that community representatives perceived reading support as a contribution to local educational development. Their reported roles included participating in program activities and encouraging youth involvement. The findings also show that community participation was viewed as a means of extending support beyond the classroom.

This theme is relevant to the citizen-centered dimension of TQM, which emphasizes responsiveness to stakeholders and involvement in improving public services.

These findings complement Bhattacharjee et al. (2021), who emphasized the potential contribution of citizen-led assessments to identifying educational concerns and promoting more responsive decision-making. They also align with Ni et al. (2021), who highlighted the value of collaboration between public institutions and community organizations in promoting family literacy.

Points or Areas for Improvement of the Intervention

The qualitative analysis identified four themes concerning implementation challenges and possible areas for improvement: (1) issues with stakeholder engagement, (2) scheduling and time management, (3) enhancement of teaching strategies and materials, and (4) incentives and motivation strategies. Unlike the preceding section, which

focused on stakeholder perceptions of implementation, this section examines specific concerns reported by participants and identifies implications for future program review.

Theme 1: Issues with Stakeholder Engagement. The interviews revealed challenges related to attendance, home-based reading support, communication with parents, and the recruitment of community volunteers. Students described difficulties attending sessions and obtaining help with unfamiliar words. One student explained, "Hindi ako palaging nakakadalo sa reading session kasi tumutulong ako sa bahay. Nahuhuli na ako sa aralin minsan" (P1, Student). Another reported needing help with unfamiliar words but feeling embarrassed to ask for assistance at home (P2, Student).

Parents also described practical barriers to supporting reading activities. One parent stated, "Gusto ko po sanang tumulong sa anak ko pero hindi rin po ako marunong magbasa ng maayos. Nahihirapan din po kami sa oras kasi nagtatrabaho po ako" (P7, Parent). Another reported that both parents worked and had insufficient time to teach their child at home (P8, Parent).

School leaders identified differences in parental participation and gaps in communication about how families could support reading. Meanwhile, an SK member reported difficulty persuading other young people to volunteer because some considered reading support to be solely the teacher's responsibility (P9, SK Member).

Together, these excerpts suggest that participation was affected by differing household responsibilities, learners' need for assistance, parents' confidence in providing reading support, and the willingness of community members to volunteer. The findings also indicate that implementation challenges extended beyond the availability of reading sessions to the support learners could access outside those sessions.

Within TQM, these concerns highlight the importance of identifying barriers through stakeholder feedback and monitoring participation. Possible areas for consideration include clarifying the roles of participating groups, reviewing communication with families, and examining attendance and follow-up arrangements. These are implications drawn from the reported concerns, not solutions demonstrated by the present study.

These findings complement Ni et al. (2021) and Fikrat-Wevers et al. (2021), who emphasized that family engagement is influenced by household circumstances, available resources, and families' capacity to participate. Their findings caution against assuming that limited involvement necessarily reflects a lack of concern for children's learning.

Theme 2: Scheduling and Time Management. Participants identified scheduling and competing demands as concerns affecting the delivery of reading activities. A student explained, "Nahihirapan po ako kapag ginagawa yung pagbabasa sa hapon kasi pagod na ako. Mas maganda siguro kung umaga ginagawa para fresh pa ang isip namin" (P2, Student). This account suggests that the timing of sessions was relevant to the learner's experience and that an earlier schedule was preferred by this participant.

Teachers and principals raised related concerns about competing school activities. One teacher reported that other school activities sometimes affected program delivery (P4, Teacher), while a principal noted that reading sessions could overlap with other activities and that coordination with school timetables required attention (P6, Principal). An SK member also expressed the view that additional time for reading sessions would be helpful (P10, SK Member).

These accounts identify scheduling, session duration, and competing responsibilities as practical implementation considerations. However, they do not establish that a morning schedule would be suitable for all learners or that extending sessions would necessarily improve reading outcomes.

From a TQM perspective, scheduling is part of process planning and should be reviewed in light of attendance, learner readiness, available time, staffing, and competing school activities. Future implementation may consider these factors when developing schedules and monitoring whether the arrangements provide sufficient opportunities for guided practice. The suitability of any changes should be assessed through subsequent feedback and learner-progress data.

These findings are relevant to Hall et al. (2023), whose review indicated that intervention dosage was associated with reading outcomes. Quach and Eadie (2022) likewise identified regular intervention sessions as a recurring feature of early-reading interventions supported by comparatively strong evidence.

Theme 3: Enhancement of Teaching Strategies and Materials. Participants identified differentiated instruction and access to reading materials as areas requiring attention. One teacher recommended considering more differentiated approaches to address learners' varying reading levels (P4, Teacher). This concern is consistent with the observation that learners may require different amounts and types of instructional support.

Parents also raised the availability of reading materials at home. One parent observed that some children appeared to make less progress when they lacked books for home reading (P8, Parent). Another expressed appreciation for the assistance provided by teachers and the barangay while requesting additional books so that learners could have more reading opportunities (P8, Parent).

A teacher also suggested that gamified reading tasks or reward systems might help sustain learner participation (P3, Teacher). These comments indicate that participants identified instructional differentiation, access to suitable reading materials, and engaging activities as possible areas for improvement.

Within TQM, these findings support reviewing the alignment between learner needs, instructional approaches, and available resources. Possible implications include examining whether reading materials are appropriate for learners' current proficiency, identifying learners who need additional scaffolding, and reviewing access to reading opportunities outside school. Games and rewards may also be considered where appropriate, but their usefulness should be evaluated rather than assumed.

These findings complement Quach and Eadie's (2022) emphasis on explicit instruction and the combination of reading-related skills. They also align with Vaughn et al. (2022), who emphasized targeted reading instruction, and Hall et al. (2023), whose review highlighted the importance of considering the instructional focus and delivery conditions when evaluating reading interventions.

Theme 4: Incentives and Motivation Strategies. Recognition and incentives emerged as a possible area for improvement through a principal's recommendation: "Incentives for learners and even for teachers could increase participation and enthusiasm. A recognition system might help improve morale" (P5, Principal).

This statement reflects the principal's view that recognition could encourage participation. It is a proposed strategy rather than evidence that an incentive system was implemented or that incentives improved reading performance. Although a student also described reading activities as enjoyable and mentioned occasional rewards (P2, Student), the available excerpts do not establish the independent effect of rewards on motivation or proficiency.

From a TQM perspective, recognition may be considered as part of feedback and the reinforcement of desired participation. If adopted, a recognition approach could acknowledge effort, persistence, attendance, and individual progress rather than focus exclusively on the highest reading classifications. Such an approach may be considered when planning activities for learners with different starting points, but its effects should be monitored.

Lim (2021), in examining school principals' experiences with teacher awards and recognition programs, highlighted the perceived contribution of recognition to teacher morale and institutional culture. Although this provides a basis for discussing recognition in educational settings, the study concerns teacher recognition and cannot establish the effectiveness of incentives for learners in the present intervention.

Conclusions

The pre-intervention and post-intervention reading assessments showed changes in the reading-level classifications of the 30 participating learners following the implementation of the TQM-based reading intervention. Based on the learner-level classifications reported in the supplied table, the post-intervention results indicated that all participating learners were classified at either the instructional or independent level. Word reading outcomes showed a higher proportion of learners at the independent level than reading comprehension outcomes, indicating that continued attention to comprehension development may be warranted.

The qualitative findings indicated positive stakeholder perceptions of the intervention, particularly regarding structured implementation, stakeholder engagement, shared responsibility, parental involvement, and community participation. Interview themes also addressed learner motivation, vocabulary development, fluency, comprehension, and emotional engagement. These findings reflect stakeholder experiences and perceptions and should be interpreted separately from the reading assessment results.

The study also identified implementation challenges involving stakeholder engagement, scheduling and time management, teaching strategies and materials, and motivation. These findings suggest that reading interventions may benefit from systematic planning, regular monitoring, stakeholder feedback, and adjustments responsive to learners' needs and implementation conditions.

Overall, the findings provide context-specific evidence of changes in reading-level classifications and stakeholder experiences during the intervention period. They illustrate how TQM principles and a citizen-centered approach may inform the organization and continuous improvement of reading interventions. However, further research involving

longer follow-up periods and, where appropriate, comparison groups is needed to examine the sustainability of the observed changes and the extent to which the results may apply to other educational settings.

Recommendations

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

1. Strengthen reading assessment and instructional planning. Teachers and school leaders may use pre-intervention and post-intervention reading assessments to identify learners' needs, monitor progress, and adjust instructional strategies. Particular attention may be given to comprehension development where assessment results indicate continuing difficulties.
2. Promote sustained stakeholder participation. Schools may strengthen communication with parents, community volunteers, and local stakeholders through accessible meetings, regular progress updates, and clearly defined roles in reading support. Engagement activities may be adapted to the time constraints and participation barriers identified in the study.
3. Support teachers through professional development. School leaders and education offices may provide relevant professional development in diagnostic reading assessment, differentiated instruction, comprehension strategies, and the use of assessment evidence to refine teaching practices. Training priorities may be determined through documented teacher needs.
4. Improve the availability and suitability of reading materials. Schools and community partners may review the accessibility, relevance, and appropriateness of reading materials for learners at different reading levels. Additional resources may be considered where documented shortages affect implementation.
5. Use continuous monitoring to guide program improvement. Schools may apply a structured monitoring and feedback process informed by TQM principles. Assessment results, attendance records, implementation observations, and stakeholder feedback may be reviewed regularly to identify adjustments, where these data are available and appropriately collected.
6. Evaluate sustainability before wider implementation. Education leaders may consider maintaining and refining the intervention while gathering additional evidence on learner progress, implementation feasibility, resource requirements, and stakeholder participation. Broader adoption across schools may be considered after further evaluation establishes whether the approach is feasible and produces comparable results in other settings.
7. Conduct further research. Future researchers may examine the longer-term reading outcomes of TQM-based interventions and investigate their implementation across different schools or districts. Comparative studies may also be conducted to examine whether observed changes differ according to intervention design, learner characteristics, or implementation conditions.

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