



Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON



07 January 2026

**Regional Memorandum**

**DATA GATHERING FOR THE STUDY “DEVELOPMENT AND  
VALIDATION OF RESEARCH INSTRUMENT ASSESSING  
THE TRENDS AND DRIVERS OF CHANGE OF  
ENGLISH READING PROGRAMS IN  
THE PHILIPPINE EDUCATION  
SYSTEM”**

To **Schools Division Superintendents**

1. In reference to Memorandum 2025-PPS-OD-011-020 from the Office of the Director, Policy and Planning Service (PPS), this Office hereby endorses the deployment of the survey to all English Teachers and Reading Program Coordinators in the Elementary, Junior High School, and Senior High School. This is in assistance to Dr. Jennelyn L. Raymundo, faculty researcher, Isabela State University in her research titled “*Development and Validation of Research Instrument Assessing the Trends and Drivers of Change of English Programs in the Philippine Education System*”
2. All other details related to the request can be found in the enclosed memorandum.
3. For queries, please coordinate directly with Policy and Planning Service – Policy Research and Development Division (PPS-PRDD) via [ps.prd@deped.gov.ph](mailto:ps.prd@deped.gov.ph).
4. For dissemination to and compliance of all concerned.

  
**ATTY. ALBERTO T. ESCOBARTE, CESO II**  
Regional Director

07/ROP5/ROPI



Address: Gate 2, Karangalan Village, Cainta, Rizal  
Telephone No.: 02-8682-2114 local 470-471  
Email Address: [region4a@deped.gov.ph](mailto:region4a@deped.gov.ph)  
Website: [depedcalabarzon.ph](http://depedcalabarzon.ph)



Certificate No. PHP QMS  
22 93 0085



Republic of the Philippines  
**Department of Education**

POLICY AND PLANNING SERVICE



ORD-UM01-2026-7

**MEMORANDUM**  
**2025-PPS-OD-11-020**

FOR : **REGIONAL DIRECTORS**

FROM : *metligunas-roque*  
**MARIA CLARISSE T. LIGUNAS-ROQUE**  
 Director IV, Policy and Planning Service *VP*

SUBJECT : **Endorsement of the Survey for the Study “Development and Validation of Research Instrument Assessing the Trends and Drivers of Change of English Reading Programs in the Philippine Education System”**

DATE : 12 November 2025

This refers to the request of Dr. **Jennelyn L. Raymundo, faculty researcher, Isabela State University**, conducting a study on the development of an assessment tool to evaluate the Trends and Drivers of Change of English Reading Programs in the Philippine Education System. The study aims to gather insights into the key trends, influencing factors, and programmatic shifts in English reading instruction across various grade levels of basic education in the Philippines.

To establish the tool’s construct validity and reliability, the researcher seeks the participation of English teachers and Reading Program Coordinators from elementary to senior high school levels nationwide in an online survey. A large sample will be targeted to ensure robust parameter estimates and the generalizability of the scale. As such, the study aims to include as many respondents as possible. The results are expected to inform policy development, curriculum enhancement, and teacher professional development programs aimed at improving the quality of reading instruction and programs in the Philippines.

In this regard, this Office respectfully **endorses the deployment of the survey to all English Teachers and Reading Program Coordinators in the Elementary, Junior High School, and Senior High School levels** in consideration of existing DepEd Orders, such as DO 9, s. 2005 (*Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith*), to minimize class disruptions and maximize time-on-task for learners and teachers. Likewise, participation is voluntary, and the rights and privacy of all respondents will be fully protected in accordance with ethical research standards.

Attached is the Survey questionnaire, along with the brief description of the study. The survey questionnaire can also be accessed through the link or the QR code provided below:



Room A-205, 2<sup>nd</sup> Floor Alonzo Building, DepEd Complex, Meralco Ave., Pasig City 1600  
 Telephone Nos.: (02) 8687-2744  
 Email Address: ps.od@deped.gov.ph | Website: www.deped.gov.ph

Doc. Ref. Code	PAWIM-CO-PPS-F	Rev	00
Effectivity	09.10.24	Page	1 of 2



Google Form Link: [bit.ly/46J3ksv](https://bit.ly/46J3ksv)



For further inquiries, you may contact PPS-PRDD through email address [ps.prd@deped.gov.ph](mailto:ps.prd@deped.gov.ph) or at telephone number (02) 8635-3976. For lateral coordination, please contact the researcher, **Dr. Jennelyn L. Raymundo**, at [jennelyn.b.lacar@isu.edu.ph](mailto:jennelyn.b.lacar@isu.edu.ph).

For favorable consideration. Thank you.

# **Development and Validation of Research Instrument Assessing the Trends and Drivers of Change of English Reading Programs in the Philippine Education System**

**Dr. Jennelyn Lacar-Raymundo**  
Isabela State University

## **Rationale**

Learning crisis has become a global phenomenon as learners are continuously unable to achieve basic learning outcomes, despite access to schooling. This grave crisis has been further intensified by the COVID-19 pandemic and climate change-related phenomena, such as typhoon, drought and/or high temperature, and flooding, which led to significant learning loss, increased learning poverty, greater learning gap, particularly among disadvantaged populations (Azevedo, 2020; Banerji, 2020; Blasko et al., 2022; Bonal & Gonzalez, 2020; Gohain & Das, 2023; Rogers & Sabarwal, 2020; Silberstein, 2021; Sobhy, 2024). Learning crisis, often viewed as widespread educational deficiencies, is a worldwide figure concretizing learning gap in educational achievement, learning poverty or the proportion of children unable to meet minimum learning standards, and learning loss or the decline in knowledge and skills due to disruptions.

Several reports (e.g., Organization for Economic Co-operation and Development; UNESCO Institute for Statistics) have highlighted the dismal performance of learners in the basic and/or foundational skills (Oketch, 2021) including reading. This is strengthened by numerous studies which surfaced recently accentuating the deterioration of Filipino learners' reading comprehension skills (Rafanan & Raymundo, 2024; Tejada & Raymundo, 2025). In fact, 2018 and 2022 Programme for International Students Assessment (PISA) and other international assessments revealed that Filipinos frequently fall below minimum proficiency levels in reading (OECD, 2023). For instance, it was found that one in four students could identify the main idea in moderately complex texts or reflect on their purpose and meaning (OECD, 2022).

The prevalence of students at a frustration level through Phil IRI assessment is also supported by Abad and Sison (2022). Without instantaneous and concrete solutions or schemes, this global learning crisis will become a generational catastrophe. Consequently, several nationwide programs, along with legal mandates, were implemented to address this global learning gap in reading such as Hamon: Bawat Bata Bumabasa" (3Bs) Initiative (DepEd Memorandum No. 173, s. 2019), Catch-up Fridays with specific activity like "Drop Everything and Read" (DEAR) (DepEd Memorandum No. 001, series of 2024), National Learning Recovery Program (NLRP) (DepEd Order No. 013, s. 2023), and Republic Act No. 12028 or Academic Recovery and Accessible Learning Program Act to address the urgent learning crisis in the country. As part of these educational initiatives, reading assessments for Grades 1-10 using tools like Comprehensive Rapid Literacy Assessment and Philippine Informal Reading Inventory were integrated, and learning institutions regularly evaluate students in terms of their reading proficiency as basis in the deployment of tutorials or interventions accordingly.

Despite this, educators continue to navigate their paths on how to realize this vision as they also grapple with the precise formula for a successful implementation of reading literacy programs in the country. Amidst the existence of a huge number of reading programs in the country, students still struggle with the core of any reading instruction,

and teachers remain steadfast in the battlefield of reading skills acquisition. In fact, educational institutions need to reexamine the implemented programs to improve the alarming status of the learners in terms of their reading skills (Rafanan & Raymundo, 2024). Thus, this research unraveled emerging issues, trends, and driving forces in reading literacy and reading programs to further understand deeply the multifaceted forces of change that affect the reading culture in the country. It scanned the environment and deconstructed the forces of change of English reading literacy programs in the Philippines using causal layered analysis.

In this context, there is an impetus on the development and validation of a scale to determine the dominant critical forces that impact the trajectory of English reading literacy programs in the Philippine basic education. Hence, this study aims to develop a validated scale assessing the PESTEEL-based trends and drivers of change of English reading programs in the Philippine education system. This tool will guide the educators in making their reading programs more anchored on the most critical factors that could shape the success or trajectory of any reading-related academic endeavors.

### **Research Objective**

The current study aims to develop Likert scale that can be used to assess the PESTEEL-based trends and drivers of change of English reading programs in the Philippine education system. Specifically, the study aims to establish the construct validity and internal reliability of the scale.

### **Research Design**

This study will use quantitative research design, utilizing a descriptive survey approach. More specifically, the study will employ Confirmatory Factor Analysis (CFA) to validate the proposed structure of the scale for assessing PESTEEL-based trends and drivers of change of English reading programs in the Philippine education system. CFA is a technique used to analyze the efficacy of measurement models where the number of factors or constructs and their direct relationship is specified (Price, 2023). In the present study, CFA will be used to establish the construct validity of the developed instrument.

### **Respondents**

English reading teachers and coordinators from the Department of Education in the Philippines (both public and private) from Elementary to Junior High School levels will serve as the respondents of the study. While the adequacy of sample size is critical in CFA, a large sample size will be targeted to ensure the robustness of the parameters estimates, as well as the generalizability of the scale. As such, the study aims to include as many respondents as possible.

### **Scale Preparation and Pilot Testing**

#### *a. Scale Development*

The PESTEEL framework was utilized in the categorization of the key emerging issues and trends in the implementation of English reading literacy programs in the Philippine basic education. Hence, the critical forces that impact the trajectory of English reading literacy programs in the Philippine basic education were grouped into seven

domains: political, economic, social, technological, environmental, educational, and legal factors, which were considered as constructs in the development of the scale. These were all derived from the qualitative analysis and thematization of the results of the key informant interviews, complemented by literature reviews, to define the critical forces that impact the trajectory of English reading literacy programs in the Philippine basic education. The distribution of the items is as follows: 5 items each for political and economic factors, 9 indicators for social factor, 8 particulars for technological factor, 4 items for environmental factor, 14 indicators for educational factors, and 7 particulars for the legal factor, ranging from 1 (Very Low Influence) to 5 (Very High Influence).

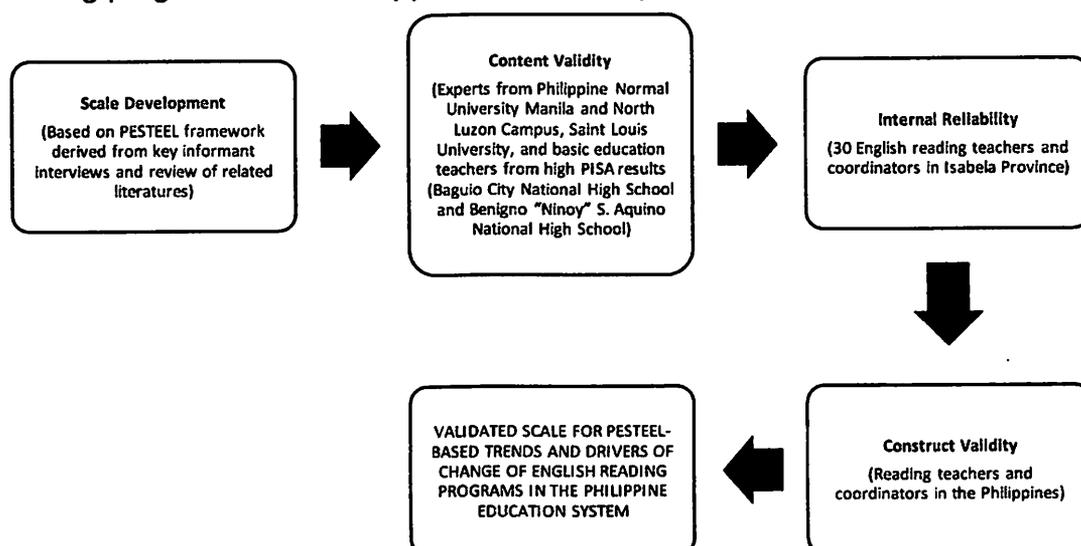
*b. Content Validity and Reliability Testing*

The content validity of the scale was assessed by English reading experts from the Philippine Normal University Manila and North Luzon Campus, Saint Louis University, and basic education teachers from high PISA results (Baguio City National High School and Benigno “Ninoy” S. Aquino National High School) in which few items were revised based on the comments of these experts. After establishing the scale’s content validity, it was pilot tested to thirty (30) reading teachers in Isabela province to establish its internal reliability. A Cronbach’s alpha of 0.83 indicated that the scale is highly reliable and internally consistent.

*c. Construct Validity Testing*

The next phase in the scale development process is the establishment of its construct validity through the administration of the instrument to a wider population. In this study, the scale will be administered to English reading teachers across elementary to junior high school levels, encompassing both public and private schools in the Philippines.

Below is the schematic diagram illustrating the process involved in developing and validating the scale for assessing the PESTEEL-based trends and drivers of change of English reading programs in the Philippine education system.



## Data Analysis

Confirmatory Factor Analysis (CFA) will be performed using JAMOVI, an open-source statistical software. In the CFA, Correlation Matrix, Bartlett's Tests, and Kaiser-Meyer-Olkin (KMO) Measures of sampling adequacy will be utilized to assess the suitability of the data for factor analysis. The model fit will be evaluated using Chi-Square Goodness of Fit, Comparative Fit Index, Root Mean Square Error of Approximation, and Standard Root Mean Square Residual. The factor loadings for each item will be inspected to evaluate their contribution to the corresponding latent constructs. Hair et al. (1998) suggested that items with factor loadings below 0.50 were considered for removal.

## References

- Abad, R. R. (2022). The perceived challenges in reading of learners: Basis for school reading programs. *Open Journal of Social Sciences*, 10(5), 183–200. <https://doi.org/10.4236/jss.2022.105013>
- Azevedo, J. P. (2020). Learning poverty: measures and simulations. *World Bank Policy Research Working Paper*. <https://doi.org/10.1596/1813-9450-9446>
- Banerji, R. (2020). *Learning "Loss" and Learning "Gain" in Primary School Years: What Do We Know from India That Can Help Us Think Forward in the COVID-19 Crisis?* RISE Programme. <https://riseprogramme.org/publications/learning-loss-and-learning-gain-primary-school-years-what-do-we-know-india-can-help-us.html>
- Blaskó, Z., Costa, P. da., & Schnepf, S. V. (2022). Learning losses and educational inequalities in Europe: Mapping the potential consequences of the COVID-19 crisis. *Journal of European Social Policy*, 32(4), 095892872210916. <https://doi.org/10.1177/09589287221091687>
- Bonal, X., & González, S. (2020). The impact of lockdown on the learning gap: Family and school divisions in times of crisis. *International Review of Education. Internationale Zeitschrift Fur Erziehungswissenschaft. Revue Internationale de Pedagogie*, 66(66), 1–21. <https://doi.org/10.1007/s11159-020-09860-z>
- Chi, C. (2023). *Philippines still lags behind world in math, reading, and science — PISA 2022*. Philstar.
- Congressional Policy and Budget Research Department. (2024). *Philippines' Performance in the 2018 and 2022 PISA*. House of Representatives, February 2024 (No. 11).
- Gohain, M., & Das, B. (2023). Learning poverty among the secondary level learners: A grave crisis in India. *Central European Management Journal*, 31(1). <https://doi.org/10.57030/23364890.cemj.31.1.59>
- Magas, G. (2023). Challenges and reforms in science education: The Philippine case. *International Review of Education Research*, 10(4), 50–64.
- OECD. (2023). *PISA 2022 Results (Volume I): The State of Learning and Equity in Education, PISA*. OECD Publishing, Paris. <https://doi.org/10.1787/53f23881-en>
- OECD. (2023). *PISA 2022 Results (Volume II): Learning During – and from – Disruption, PISA*. OECD Publishing, Paris. <https://doi.org/10.1787/a97db61c-en>
- Oketch, M. (2021). Addressing the learning crisis: Basic skills and 21st century skills. *Education in the Asia-Pacific Region: Issues, Concerns and Prospects*, 33–46. [https://doi.org/10.1007/978-981-16-0983-1\\_3](https://doi.org/10.1007/978-981-16-0983-1_3)

- Rogers, F. H., & Sabarwal, S. (2020). *The COVID-19 Pandemic*. World Bank, Washington, DC. <https://doi.org/10.1596/33696>
- Silberstein, J. (2021). *Measuring, Visualising, and Simulating Solutions to the Learning Crisis: New Evidence From Learning Profiles in 18 Countries*. RISE Programme. <https://riseprogramme.org/publications/measuring-visualising-and-simulating-solutions-learning-crisis-new-evidence-learning.html>
- Sobhy, H. (2024). Equity, the transnational and the global learning crisis. *Cogent Social Sciences*, 10(1). <https://doi.org/10.1080/23311886.2024.2359268>

**Development and Validation of Research Instrument Assessing the Trends and Drivers of Change of English Reading Programs in the Philippine Education System**

Dr. Jennelyn Lacar-Raymundo  
Isabela State University

	<b>Indicators</b>	<b>Very Relevant</b>	<b>Relevant</b>	<b>Somewhat Relevant</b>	<b>Irrelevant</b>	<b>Remarks</b>
<b>Political Factors</b>						
1.	The implementation, attention, and importance given to English reading programs are influenced by changing government priorities due to shifts in political leadership and policy focus.					
2.	The efficiency and timeliness of English reading program delivery are hindered by complex and rigid bureaucratic procedures.					
3.	The misalignment between national education policies and actual reading initiatives results in confusion among teachers and reading coordinators and misimplementation of English literacy programs at the school level.					
4.	English reading programs are often excluded or minimally emphasized in School Improvement Plans which reflects a lack of strategic prioritization.					
5.	Budget allocations tend to favor physical infrastructure development over investments in English reading programs and materials.					
<b>Economic Factors</b>						
1.	The sufficiency and utilization of LGU-allocated education funds directly influence the scope and continuity of English reading programs.					
2.	Financial constraints limit the procurement of materials, training, and other essentials necessary for the effective delivery of English reading programs.					
3.	Students' participation in English reading programs is negatively affected when they are expected to contribute to household income or					

	chores as part of their responsibility to their families.					
4.	Socioeconomic deprivation hinders consistent engagement in English reading activities due to lack of access to basic needs and literacy tools.					
5.	A shortage of appropriate English reading materials and tools restricts students' opportunities for literacy development, especially in underfunded schools.					
<b>Social Factors</b>						
1.	Psychological barriers such as fear of failure and low confidence reduce students' motivation to participate in English reading activities.					
2.	Weak English literacy skills contribute to school disengagement, thereby increasing dropout rates and absenteeism among struggling readers.					
3.	Students with low English reading proficiency are vulnerable to bullying, which negatively impacts their self-esteem and willingness to engage in reading programs.					
4.	The practice of promoting students regardless of reading proficiency undermines the effectiveness of English reading interventions.					
5.	Parents with limited education are less likely to engage in or support English reading activities at home, which affects student reading literacy progress.					
6.	Disparities in reading development among learners cause gaps in comprehension and participation, which creates instructional challenges for teachers.					
7.	Mainstreaming students with special needs in English reading classes without tailored support materials strains instructional strategies and program effectiveness.					
8.	Homes with limited access to English books and reading materials hinder consistent literacy practice outside of school.					

9.	Students with limited exposure to English face greater difficulty in comprehending English texts due to interference from their first language and limited code-switching ability.					
<b>Technological Factors</b>						
1.	Limited or unstable internet access restricts students' and teachers' ability to engage in online reading platforms and digital reading literacy initiatives.					
2.	The incorporation of ICT tools in teaching English reading is inconsistent and often impeded by a lack of technical infrastructure and support.					
3.	The proficiency of both teachers and students in navigating digital tools affects the effective delivery and uptake of English reading instruction.					
4.	The integration of mobile or digital reading apps to enhance learner engagement, improve literacy outcomes, and support independent learning and reading development remains limited in classroom instruction.					
5.	The integration of smart TVs and other digital media to supplement printed materials in English reading lessons remains limited and underdeveloped.					
6.	The effectiveness of Learning Management Systems (LMS) in delivering structured English reading lessons is constrained by a lack of familiarity and access.					
7.	Inadequate access to digital reading platforms and audiovisual support tools limits the scope and richness of English literacy programs.					
8.	The absence or minimal use of software and digital reading tools in classrooms reduces students' exposure to diverse texts and interactive literacy experiences.					
<b>Environmental Factors</b>						
1.	The lack of specialized rooms equipped with computers or					

	audiovisual tools curtails the delivery of modern, multimedia-supported English reading instruction.					
2.	Existing reading spaces, nooks, and/or centers are often underutilized and fail to provide engaging, comfortable, and resource-rich environments for sustained reading development.					
3.	The facilities used for reading sessions or activities should be conducive to create a good reading culture in schools.					
4.	The physical state of classrooms—including lighting, noise levels, and seating arrangements—affects students' ability to concentrate and learn during reading sessions and build positive reading habits.					
<b>Educational Factors</b>						
1.	Professional development for reading instruction is mostly localized, with limited access to national or international reading literacy-focused training programs.					
2.	Teacher training programs lack specific, technical content tailored to the implementation and innovation of customized and contextualized reading programs.					
3.	Reading interventions are often short-term or grade-specific, which lack continuity and inclusivity for early graders, struggling readers, and nonreaders.					
4.	Reading instruction remains reliant on traditional texts and methods, with limited integration of localized, bilingual, or culturally relevant content.					
5.	Overcrowded classrooms and disproportionate teacher-student ratios reduce individualized and focused reading instruction and teachers' capacity to monitor learner progress, which negatively affect literacy outcomes.					
6.	Teachers' limited authority under child-friendly school policies contributes to classroom					

	management issues, which affects students' reading engagement and reading program's effectiveness.					
7.	The amount of time allocated for reading classes is insufficient to build sustained comprehension and fluency among learners, especially for struggling readers.					
8.	The lack of standardized or comprehensive diagnostic tools hinders early identification and intervention for learners with reading difficulties.					
9.	The use of standardized reading assessment tools such as Phil-IRI provides uniformity in evaluation but may limit opportunities for teachers to adopt varied, needs-based approaches in appropriately examining the learners' reading skills.					
10	While integration of reading activities exists in all subjects, the reach and consistency of cross-curricular reading strategies remain minimal and underdeveloped as teachers remain focused on the technical content of their subject matter.					
11	The customized reading programs implemented in schools adhere to principles for reading instruction which emphasize word recognition efficiency, vocabulary, and comprehension skills.					
12	The reading programs implemented in schools target students' discourse-structure awareness, reading fluency, and motivation.					
13	The reading programs implemented focus on using metacognitive reading strategies, providing extensive reading opportunities for learners, and integrating content and language learning goals.					
14	Monitoring tools such as PhilIRI and video documentation are inconsistently used for evaluating reading progress.					
<b>Legal Factors</b>						

1.	Legal mandates like National Reading Program, Catch-Up Fridays, and Academic Recovery and Accessible Learning (ARAL) Act encourage the rollout of customized reading interventions to address learning gaps.					
2.	Reading initiatives are sometimes treated as bureaucratic requirements rather than authentic educational endeavors.					
3.	Policies like No Child Left Behind (NCLB) guide schools toward inclusive reading literacy approaches that ensure no learner is left without intervention.					
4.	Standardized test formats like multiple choice limit the demonstration of integrated language skills and reduce assessment validity.					
5.	Legal directives relieving teachers of administrative duties enable greater focus on reading instruction and program implementation.					
6.	National frameworks like the National Learning Recovery Program are designed to support schools in recovering learning losses, particularly in reading literacy.					
7.	The Basic Education Curriculum places emphasis on foundational literacy which serves as a policy-driven platform for reading programs.					

Content-validated by:

\_\_\_\_\_  
Signature over Printed Name