



Educational Resource Allocation and Practices of Public Elementary School Teachers in the Implementation of the Reading Program

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study aimed to examine the relationship between educational resource allocation and the teaching practices of public elementary school teachers in implementing the school reading program. A descriptive-correlational research design was used, involving 132 public elementary school teachers in the Malalag District, Division of Davao del Sur. Data were gathered using standardized questionnaires and analyzed using mean, standard deviation, Pearson product-moment correlation, and multiple linear regression. Results showed that both educational resource allocation and teaching practices were rated as very high in implementation. A significant positive relationship was found between resource allocation and teachers' practices, suggesting that

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increased allocation contributes to more effective implementation of reading programs. Among the resource domains, international trends emerged as the strongest predictor of teaching practices. In this context, “practices” refer to teachers’ strategies, activities, and approaches used in delivering reading instruction. This study contributes to the understanding of how targeted resource investment can enhance teaching effectiveness. It highlights the importance of strategic resource planning, including professional development, adoption of international best practices, and improved access to instructional materials. These findings offer practical insights for school administrators and policymakers aiming to strengthen literacy outcomes through improved support for reading programs.

Keywords: *Educational resource allocation; teachers' practices; school reading program; descriptive-correlational; public elementary schools.*

1. INTRODUCTION

Teacher practices are essential in ensuring the effectiveness of reading instruction and overall student literacy development. These practices include the selection of instructional strategies, integration of technology, and adaptation of teaching methods based on students' needs. Teachers who effectively implement research-based reading interventions and differentiated instruction create more engaging learning environments, leading to improved student reading comprehension and fluency (Minor, 2023). However, various challenges, such as a lack of access to updated reading materials, inadequate professional development, and high student-teacher ratios, can hinder teachers from applying best practices in reading instruction (Guy, 2024). Without sufficient resources and support, teachers may struggle to implement effective strategies, potentially impacting student literacy outcomes.

Globally, teachers implement student-centered approaches, such as differentiated instruction and inquiry-based learning, which help accommodate diverse learning needs and promote high literacy rates (Mihail, 2023). Similarly, in Yemen, educators emphasize interactive reading strategies, such as guided reading, shared reading, and reciprocal teaching, to develop students' comprehension skills and critical thinking abilities (Moneus & Albatool, 2023). In contrast, in countries such as Nigeria and Uganda, teacher-centered instruction, reliance on rote memorization, and limited exposure to modern teaching methods hinder the development of literacy skills. In these regions, teachers often lack the training and pedagogical knowledge necessary to implement effective literacy instruction, resulting in poor student reading outcomes (Muganga & Ssenkusu ah, 2019; Edeh-Okwuos, 2022). These findings

underscore the importance of equipping teachers with innovative teaching methodologies, continuous professional development, and access to evidence-based instructional strategies to improve literacy worldwide.

In the Philippines, teacher practices in reading instruction vary based on their training, pedagogical beliefs, and classroom conditions. Many educators employ phonics-based instruction, storytelling, and reading aloud to enhance students' foundational literacy skills (Abellana et al., 2024). However, in Cabuyao City, challenges such as large class sizes, insufficient training in differentiated instruction, and the pressure to cover a rigid curriculum limit teachers' ability to implement interactive and student-centered reading strategies (Mendoza, 2024). Studies suggest that teachers who integrate comprehension-based approaches, metacognitive strategies, and multimodal literacy activities produce better student reading outcomes than those who rely on repetitive drills and textbook-based instruction. To improve literacy instruction, it is essential to strengthen teacher training programs and encourage the adoption of more interactive and research-driven reading practices in classrooms (Alhabshi & Abdelaziz, 2022; Mardones et al., 2024).

In Malalag District, Division of Davao Del Sur, teacher practices in reading instruction reflect a combination of traditional and modern approaches. Some educators employ explicit instruction, scaffolding techniques, and student-led discussions to enhance comprehension and engagement (Maceda, 2024). However, in many public schools, teachers still rely on repetitive drills, whole-class choral reading, and direct instruction due to time constraints and the lack of training in student-centered strategies (Baccala, 2020). Despite these limitations, some teachers in Malalag District, Division of Davao Del Sur

adapt their practices by incorporating peer-assisted learning, collaborative reading activities, and community engagement initiatives to support struggling readers (Sungahid et al., 2023).

Educational resource allocation significantly influences teacher practices, shaping how educators deliver instruction and engage students. Teachers with access to sufficient resources, such as modern teaching materials, digital tools, and professional development opportunities, are more likely to implement innovative and student-centered instructional strategies (Bhardwaj et al., 2025). Conversely, those in resource-limited environments often rely on traditional rote-learning methods due to outdated materials, large class sizes, and insufficient training support. These challenges can hinder teachers' ability to adapt to diverse learning needs, reducing the effectiveness of their instruction and overall student engagement (Dewan & Sharma, 2025). Research highlights that improving resource allocation, alongside targeted teacher training, enhances teaching quality and promotes more dynamic and effective classroom practices (Meng, 2023; Hardina et al., 2024).

Despite the recognized importance of educational resource allocation in supporting effective teaching, limited research has explored its direct relationship with teacher practices in reading instruction, particularly in public elementary schools in Malalag District, Division of Davao Del Sur. While studies have highlighted the role of resources such as textbooks, digital learning tools, and professional development

programs in enhancing instructional quality, little attention has been given to how disparities in resource distribution affect teachers' ability to implement research-based literacy strategies. Teachers who have access to adequate resources are more likely to adopt diverse and effective instructional approaches, while those in resource-constrained environments may struggle to engage students, adapt teaching methods, and apply intervention programs. Although national and international research has examined educational resource allocation and teacher practices separately, there is a lack of localized studies that investigate their interconnected impact on literacy instruction. This gap underscores the need for a comprehensive study that examines the extent to which educational resource allocation influences teacher practices, providing insights into improving reading instruction and student literacy outcomes in Malalag District, Division of Davao Del Sur.

This study aims to analyze the extent of educational resource allocation and its influence on teacher practices in reading instruction among public elementary school teachers in Malalag District, Division of Davao Del Sur. By examining these factors, the study will provide valuable insights for school administrators, policymakers, and educators in developing strategies that enhance resource distribution, improve teacher preparedness, and strengthen reading programs. Ultimately, the findings will contribute to creating a more effective and student-centered education system by ensuring that schools provide adequate support for teachers to implement research-based reading instruction successfully.

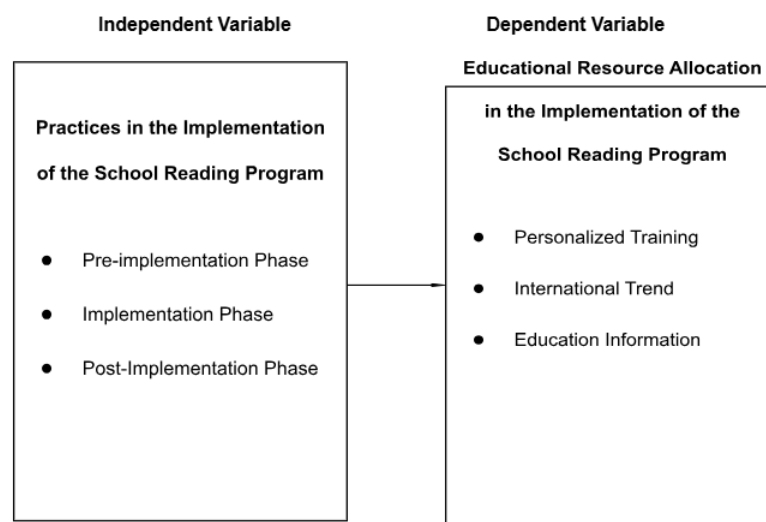


Fig. 1. Conceptual Framework of the Study

1.1 Statement of the Problem

This study aimed to determine the significant relationship between educational resource allocation and the practices of public elementary school teachers in the implementation of the school reading program. Specifically, it sought answers to the following questions:

1. What is the extent of the educational resource allocation of public elementary school teachers in the implementation of the school reading program in terms of:
 - 1.1 Personalized training;
 - 1.2 International trend; and
 - 1.3 Education information?
2. What is the extent of the practices of public elementary school teachers in the implementation of the school reading program in terms of:
 - 2.1 Pre-implementation phase;
 - 2.2 Implementation phase; and
 - 2.3 Post-implementation phase?
3. Is there a significant relationship between educational resource allocation and the practices of public elementary school teachers in the implementation of the school reading program?
4. Which domains of educational resource allocation significantly influence the practices of public elementary school teachers in the implementation of the school reading program?

1.2 Hypotheses

Ho1: There is no significant relationship between educational resource allocation and practices of public elementary school teachers in the implementation of the school reading program.

Ho2: The domains of educational resource allocation do not significantly influence the practices of public elementary school teachers in the implementation of the school reading program.

2. METHODOLOGY

2.1 Research Design

The study employed a quantitative research design, specifically utilized a descriptive

correlational approach. Quantitative research involves the systematic collection of numerical data, with statistical, mathematical, or computational techniques applied to ensure objective, accurate, and measurable results (Mohajan, 2020). To achieved reliable findings, the study used standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Mellinger & Hanson, 2020).

Additionally, the research followed a non-experimental framework, which focuses on observing and analyzing naturally occurring relationships between variables (LaVigne-Jones, 2023). Unlike experimental research, which manipulates variables to explore cause-and-effect relationships, non-experimental research aimed to understand and describe relationships as they naturally unfold in real-world settings (Gamage, 2025).

Furthermore, a descriptive correlational research approach applied to explored and described the connections between two or more variables without altering them. The primary goal of this approach was to identify and understand patterns, relationships, or associations between variables (Mertler et al., 2021). Unlike experimental research, which sought to establish causality by manipulating conditions, descriptive correlational research focused on measuring the strength and direction of relationships as they naturally occur (Devi et al., 2022).

In the context of this study, the descriptive-correlational research design was appropriate as it aimed to describe the extent of educational resource allocation and practices of public elementary school teachers in the implementation of the school reading program. Additionally, the study sought to determine the significant relationship between educational resource allocation and practices of public elementary school teachers in the implementation of the school reading program.

2.2 Research Respondents

The study included a total of 132 out of 200 elementary school teachers from public schools in Malalag District, Division of Davao del Sur using Slovin's formula, with a 95% confidence interval and a 5% margin of error. The inclusion criteria were as follows: first, the teacher currently employed at a public elementary school within the Malalag, Davao Del Sur during the

2024-2025 school year. Second, the teacher had at least three years of teaching experience in any grade level. Teachers who do not meet these criteria were excluded. Specifically, those who were not employed in a public elementary school within Malalag District, Division of Davao del Sur the 2024-2025 school year, those with less than three years of teaching experience, and teachers on temporary leave or undergoing administrative actions were excluded, as they might not accurately represent regular teaching experiences. Additionally, school administrators and guidance counselors who do not directly teach elementary-level subjects were excluded.

This study utilized a simple random sampling technique, which ensured that every member of the population had an equal and unbiased chance of being selected (Demir, 2022). Each teacher in the population were assigned a unique number, and the sample were drawn through a random lottery method after compiling a list of eligible teachers. This approach ensured a thorough and unbiased examination of the teachers in the Malalag District, Division of Davao del Sur, maintaining consistency based on the inclusion criteria. It also ensured that the sample accurately represented the larger teacher population, providing a reliable foundation for analyzing the study's variables.

2.3 Research Instrument

An adapted survey questionnaire were utilized to assessed the relationship between educational resource allocation and teacher practices in the implementation of the school reading program. The questionnaire for this study were divided into two main sections: the Educational Resource Allocation Scale and the Teacher Practices Scale. An expert review panel of three individuals were tasked with reviewing the survey to ensure its content validity. These experts provided feedback on the clarity, readability, and relevance of the items, offering written comments on any concerns raised in the issues table included in the expert review packet. A pilot survey conducted with 30 teachers to assess the face validity of the items and their logical ordering. This pilot survey also helped to identify any overrepresented or omitted items in the data collection process. Based on the expert review and the pilot survey results, revisions were made to the questionnaire. Additionally, the pilot survey process were used to evaluate the reliability of the instrument. The Cronbach alpha coefficient

were applied to measure the consistency of scores, with a threshold of 0.7 or higher indicating that the research instrument were deemed reliable.

The first part of the questionnaire were based on the Educational Resource Allocation Scale by Wang et al. (2024). The scale included items that focus on evaluating various dimensions of educational resource allocation, including personalized training, international trend, and education information. Its overall Cronbach's alpha coefficient is 0.780, which supported the reliability of the questionnaire for measuring the variable educational resource allocation was reliable. In this study, the educational resource allocation scale demonstrated excellent reliability, with a Cronbach's alpha value of 0.950.

The second part of the questionnaire was developed by Benedicto and Tumarong (2024) to assessed the teachers' practices in the implementation of the school reading program. The Teachers' Practices Implementation Scale, assesses the pre-implementation phase, implementation phase and post-implementation phase. The overall Cronbach's alpha coefficient for the scale is 0.810, indicating that the questionnaire was reliable for measuring teachers' practices in the implementation of the school reading program. In this study, the eachers' practices in the implementation of the school reading program scale demonstrated excellent reliability, with a Cronbach's alpha value of 0.924.

2.4 Data Gathering Procedure

In order to collect data for this study, the researcher went through the following processes and procedures:

The data collection procedure for this study were carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission were requested from the Dean of the Graduate School. Once granted, the request were forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensures that all institutional and educational guidelines were followed.

The next phase involved gathering data by creating and distributing survey questionnaires

that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage honest responses.

After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, and correlation analysis.

2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, the following statistical tools were utilized:

Mean was used to assess the extent of educational resource allocation and practices in the implementation of the school reading program of public elementary school teachers.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between educational resource allocation and practices in the implementation of the school reading program of public elementary school teachers.

Multiple linear regression analysis was employed to determine whether the domains of educational resource significantly influence practices in the implementation of the school reading program of public elementary school teachers.

3. RESULTS AND DISCUSSION

3.1 Extent of Educational Resource Allocation among Public Elementary School Teachers in the Implementation of the School Reading Program

Presented in Table 1 is the summary of indicators in the extent of educational resource allocation among public elementary school

teachers in the implementation of the school reading program, based on the mean scores and standard deviations. The indicator "education information" has the highest mean of 4.33, which is categorized as very extensive, followed by "personalized training" with a mean of 4.31, also categorized as very extensive. Lastly, "international trend" received the lowest mean of 4.30, yet it remains within the very extensive category. The overall mean of 4.31 suggests that public elementary school teachers extensively utilize educational resources to support the implementation of the school reading program.

The overall standard deviation of 0.76 indicates that responses were closely clustered around the mean, reflecting consistency in teachers' engagement with these resources.

This implies that teachers actively integrate various forms of educational support, including personalized training, international best practices, and access to education-related information, to enhance reading instruction. Their extensive engagement in resource allocation ensures that students benefit from well-structured, research-based, and globally informed literacy programs. Moving forward, maintaining access to these resources and continuously updating teaching strategies will be essential for sustaining and improving the effectiveness of school reading initiatives. This finding is emphasized by the research of Norman (2023), who stated that strong educational resource allocation in the implementation of school reading programs ensures that teachers have access to essential materials, training, and technology needed to enhance literacy instruction. Similarly, Kilag et al. (2023) highlighted that adequate resource allocation allows educators to implement personalized reading interventions, integrate international best practices, and utilize up-to-date educational information, leading to more effective and engaging reading programs. Furthermore, Wang et al. (2024) argued that well-distributed educational resources support teacher capacity-building, foster student engagement, and create a structured learning environment that improves reading proficiency, ultimately strengthening the overall impact and sustainability of school reading programs.

Table 1. Extent of Educational Resource Allocation among Public Elementary School Teachers in the Implementation of the School Reading Program

Indicators	SD	Mean	Descriptive Level
Personalized Training	0.82	4.31	Very Extensive
International Trend	0.84	4.30	Very Extensive
Education Information	0.78	4.33	Very Extensive
Overall	0.76	4.31	Very Extensive

3.2 Extent of Practices of Public Elementary School Teachers in the Implementation of the School Reading Program

Presented in Table 2 is the summary of indicators in the extent of practices of public elementary school teachers in the implementation of the school reading program, based on the mean scores and standard deviations. The indicator "implementation phase" has the highest mean of 4.37, which is categorized as very extensive, followed by both the "pre-implementation phase" and "post-implementation phase", each with a mean of 4.35, also categorized as very extensive. The overall mean of 4.36 indicates that public elementary school teachers engage in very extensive practices across all phases of the reading program's implementation. The overall standard deviation of 0.77 suggests that the ratings were closely clustered around the mean, reflecting consistency in teachers' responses.

This implies that teachers demonstrate a strong commitment to the planning, execution, and evaluation of the school reading program. Their extensive involvement ensures that necessary preparations are made, effective strategies are implemented, and continuous improvements are applied. Such dedication contributes to the overall success and sustainability of the reading program, ultimately enhancing students' literacy development and fostering a culture of reading within the school community.

This finding is emphasized by the research of Greenleaf et al. (2023), who stated that strong practices in the implementation of school reading programs ensure the effective delivery of literacy instruction, enabling students to develop essential reading skills. Similarly, Emma and Owen (2025) highlighted that well-structured teaching practices, including personalized instruction, data-driven interventions, and the integration of technology, contribute to higher

student engagement and improved reading outcomes. Furthermore, Meng (2023) argued that implementing strong practices fosters consistency, collaboration, and adaptability among educators, allowing them to refine instructional methods, address diverse learning needs, and sustain the long-term success of school reading initiatives.

3.3 Significant Relationship Between Educational Resource Allocation and Practices of Public Elementary School Teachers in the Implementation of the School Reading Program

Presented in Table 3 is the correlation analysis between educational resource allocation and the practices of public elementary school teachers in implementing the school reading program. The relationship between educational resource allocation and teachers' practices has a correlation coefficient (R) of 0.61, with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between educational resource allocation and teachers' practices in the school reading program. The R² value of 0.37 suggests that approximately 37% of the variation in teachers' practices can be explained by educational resource allocation. Given that the p-value is less than 0.05, the null hypothesis (H_{01}) is rejected, supporting the claim that educational resource allocation is significantly related to teachers' practices.

This suggests that when schools effectively allocate educational resources such as instructional materials, technology, and professional development opportunities, teachers are more likely to implement effective practices in the school reading program. Adequate resource allocation enables teachers to design engaging reading activities, provide targeted interventions, and foster a supportive learning environment for students. The positive relationship highlights the

Table 2. Extent of Practices of Public Elementary School Teachers in the Implementation of the School Reading Program

Indicators	SD	Mean	Descriptive Level
Pre-Implementation Phase	0.81	4.35	Very Extensive
Implementation Phase	0.79	4.37	Very Extensive
Post-Implementation Phase	0.83	4.35	Very Extensive
Overall	0.77	4.36	Very Extensive

Table 3. Significant Relationship Between Educational Resource Allocation and Practices of Public Elementary School Teachers in the Implementation of the School Reading Program

Variables	Mean	SD	R	R ²	Degree of Relationship	p-value	Decision
Educational Resource Allocation	4.33	0.76	0.61	0.37	High	0.000	Reject Ho1
Practices	4.36	0.77					

crucial role of resource availability in enhancing the quality of reading instruction, ultimately contributing to improved literacy outcomes among students.

This finding corresponds with the research conducted by Slavin (2020), who examined how educational resource allocation significantly impacts the practices of public elementary school teachers in implementing school reading programs. Their study found that sufficient resources, such as instructional materials, professional training, and technological support, enhance teachers' ability to apply effective literacy strategies. Similarly, Esqueda (2024) emphasized that well-distributed educational resources enable teachers to implement personalized reading interventions, integrate international best practices, and utilize data-driven approaches, leading to improved student literacy outcomes. Moreover, Barber and Klauda (2020) found that a strong relationship between resource allocation and teaching practices fosters a more

structured and engaging reading environment, ensuring that educators can effectively meet students' diverse learning needs and sustain the long-term success of school reading programs.

3.4 Domains of Educational Resource Allocation that Significantly Influence Practices of Public Elementary School Teachers in the Implementation of the School Reading Program

Presented in Table 4 is the regression analysis examining how different domains of educational resource allocation—personalized training, international trend, and education information significantly influence the practices of public elementary school teachers in implementing the school reading program. The regression model indicates that all three domains positively contribute to teaching practices, with varying levels of influence.

Table 4. Domains of Educational Resource Allocation that Significantly Influence Practices of Public Elementary School Teachers in the Implementation of the School Reading Program

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	2.90	0.80		4.90	0.000	Significant
Personalized Training	0.80	0.72	0.62	4.38	0.000	Significant
International Trend	0.85	0.76	0.68	4.40	0.000	Significant
Education Information	0.78	0.70	0.64	4.32	0.000	Significant
Regression Model						
Practices = 2.90 + 0.80 (Personalized Training) + 0.85 (International Trend) + 0.78 (Education Information)						
R=0.63; R ² =0.396; F=64.24; p-value=0.000						

Among the domains, the international trend has the strongest influence on teachers' practices ($B = 0.85$, $Beta = 0.68$, $t = 4.40$, $p = 0.000$), suggesting that exposure to global best practices, advanced teaching methodologies, and international literacy strategies enhances the effectiveness of reading program implementation. Personalized training follows ($B = 0.80$, $Beta = 0.62$, $t = 4.38$, $p = 0.000$), highlighting the importance of targeted professional development in equipping teachers with specialized instructional strategies to address diverse student learning needs. Education information ranks third ($B = 0.78$, $Beta = 0.64$, $t = 4.32$, $p = 0.000$), emphasizing that access to relevant data, research-based approaches, and up-to-date educational materials supports evidence-based teaching practices in reading instruction. The regression equation is as follows: $\text{practices} = 2.90 + 0.80$ (personalized training) $+ 0.85$ (international trend) $+ 0.78$ (education information). The model explains 39.6% of the variance in teaching practices ($R^2 = 0.396$), with an F-value of 64.24 and a p-value of 0.000, indicating that the overall model is statistically significant.

These findings suggest that integrating international trends into educational resource allocation has the most substantial impact on shaping teachers' instructional practices, followed closely by personalized training and access to education information. Strengthening these domains can further enhance the effectiveness of school reading programs by ensuring that teachers are well-equipped with innovative strategies, professional training, and relevant educational materials to support student literacy development.

This finding aligns with the research of Minor (2023), who emphasized the significant influence of educational resource allocation on the practices of public elementary school teachers in implementing school reading programs. Their study found that key domains such as personalized training, international trends, and education information play a crucial role in shaping teachers' instructional methods, intervention strategies, and overall effectiveness in literacy instruction. Similarly, Pak et al. (2020) highlighted that when schools allocate resources in alignment with these domains, teachers are better equipped to implement innovative reading approaches, integrate technology, and adapt instruction to diverse student needs. Additionally, William and Quadry Taiwo (2025) found that a

well-supported educational resource framework enhances teacher preparedness, fosters continuous professional development, and ensures the sustainability of effective reading programs, ultimately improving student literacy outcomes.

4. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

Firstly, the extent of educational resource allocation among public elementary school teachers in implementing the school reading program is always observed. Schools consistently provide resources across the domains of personalized training, international trend, and education information, ensuring that teachers have the necessary support to implement effective reading instruction. This indicates that schools recognize the importance of resource allocation in enhancing literacy programs and are committed to providing teachers with adequate tools and professional development opportunities.

Secondly, the extent of teachers' practices in the implementation of the school reading program is always observed. Teachers actively engage in the pre-implementation, implementation, and post-implementation phases, demonstrating strong commitment to planning, executing, and evaluating reading interventions to enhance student literacy. This indicates that teachers are dedicated to fostering student reading proficiency by systematically applying best practices and instructional strategies throughout the different phases of program implementation.

Thirdly, a significant relationship between educational resource allocation and teachers' practices is observed. This indicates that when schools allocate sufficient resources, teachers are more likely to implement structured and effective reading programs. Access to training, international best practices, and relevant educational information enhances their instructional strategies, improving student learning outcomes. This indicates that providing well-planned educational resources directly supports teachers in delivering high-quality reading instruction and sustaining impactful literacy initiatives.

Finally, all domains of educational resource allocation significantly influence teachers'

practices, with international trend having the strongest impact. This highlights the importance of integrating global best practices into school reading programs to enhance instructional quality. This indicates that exposure to international literacy trends and teaching methodologies equips teachers with innovative approaches, allowing them to refine their instructional methods and optimize student learning. Ensuring continued investment in educational resources, particularly in professional training and updated literacy strategies, can further strengthen teachers' ability to implement effective reading programs, ultimately improving literacy development among students.

The findings of this study, which examine the significant influence of educational resource allocation on the practices of public elementary school teachers in implementing the school reading program, are supported by Resource-Based Theory (RBT), Social Cognitive Theory (SCT), and Ecological Systems Theory.

Resource-Based Theory (RBT) by Barney et al. (2021) emphasizes that an organization's effectiveness is largely dependent on its ability to strategically allocate and manage its resources. In the context of education, this theory suggests that schools with well-managed financial, material, and human resources provide teachers with the necessary tools to successfully implement reading programs. Access to high-quality reading materials, digital tools, and professional development programs enables teachers to adopt research-based literacy strategies and enhance student engagement. Conversely, schools with limited resources may struggle to support teachers in delivering effective literacy instruction, leading to disparities in student reading achievement. This theory highlights the critical role of resource sufficiency in shaping teachers' practices and fostering the success of school reading programs. Teachers, therefore, should maximize the available resources by integrating innovative teaching strategies, seeking professional development opportunities, and effectively utilizing reading materials to enhance student literacy outcomes.

Moreover, Social Cognitive Theory (SCT) by Bandura (1986), as cited by Schunk & DiBenedetto (2023), explains that human behavior is shaped by the interaction of environmental, cognitive, and behavioral factors. In the context of school reading programs, this

theory highlights the importance of teachers' self-efficacy and professional development in influencing instructional practices. Schools that provide teachers with sufficient training, mentorship, and instructional resources create a positive learning environment where educators feel more confident in their teaching abilities, leading to better reading program implementation. On the other hand, a lack of instructional support may decrease teacher motivation, limit the use of diverse reading strategies, and negatively impact student learning. This theory reinforces the need for well-structured professional development initiatives and resource allocation strategies to support teacher effectiveness. Teachers should actively engage in training programs, collaborate with peers to share best practices, and apply evidence-based reading interventions to enhance student literacy skills.

Furthermore, Ecological Systems Theory by Bronfenbrenner (1979), as cited by Crawford (2020), underscores how various environmental levels influence an individual's behavior and development. Applied to education, this theory suggests that teachers' ability to implement effective reading programs is shaped by their interactions within different systemic levels, including school leadership, institutional policies, and community involvement. When schools allocate resources effectively at the classroom level (microsystem), foster collaboration among educators and administrators (mesosystem), and align policies and funding with instructional needs (exosystem), teachers are better positioned to implement impactful literacy programs. However, systemic barriers such as inadequate budgets, lack of administrative support, and restrictive policies can hinder teachers' ability to enhance reading instruction. This theory highlights the interconnectedness of educational policies, institutional support, and resource allocation in shaping teachers' practices. Teachers should advocate for better resource distribution, participate in school-wide decision-making regarding literacy initiatives, and engage with stakeholders to strengthen the reading program's impact.

5. RECOMMENDATIONS

Based on the findings and conclusions of this study, several key recommendations are proposed. Given the very high level of educational resource allocation among public elementary school teachers in implementing the

school reading program, school administrators are encouraged to maintain and enhance their investment in quality resources. This includes the continued provision of personalized training programs, access to international best practices, and updated educational information that aligns with current literacy trends. Collaborations with educational organizations and government agencies are also recommended to secure funding and improve access to reading materials, technology, and teacher development initiatives. Teachers, on their part, should proactively seek out available educational resources, engage in training programs, and integrate newly learned strategies into their reading instruction to optimize student learning outcomes.

Similarly, as teachers' practices in implementing the reading program were also found to be at a very high level, it is advisable to support and further develop effective instructional strategies. Schools should establish professional learning communities, peer mentoring initiatives, and practical training sessions to foster knowledge sharing and pedagogical refinement. Encouraging collaboration among educators and promoting a culture of continuous improvement can further enhance instructional quality. Teachers are also encouraged to work collaboratively, explore innovative reading strategies, and engage in reflective practice to continuously improve their teaching.

Considering the significant relationship between resource allocation and teaching practices, it is important for school administrators to allocate resources strategically based on identified needs and instructional priorities. Regular evaluations of resource use, soliciting teacher feedback on challenges, and applying data-driven approaches in resource distribution are recommended to ensure maximum effectiveness. Teachers, in turn, should communicate their instructional needs clearly, assess the usefulness of provided resources, and adjust their methods to make the best use of available tools.

Moreover, since international trends were identified as having the strongest influence on teaching practices, efforts to expose teachers to global literacy methodologies should be strengthened. Schools can encourage participation in international literacy forums, online workshops, and exchange programs to broaden teachers' instructional perspectives. Integrating global approaches into local reading programs can improve teaching effectiveness,

boost student engagement, and keep literacy education current and innovative. Teachers are encouraged to stay informed about international best practices, apply relevant strategies in their classrooms, and share their experiences with colleagues to enrich the overall school reading program.

Finally, future researchers are encouraged to explore additional factors that may affect the successful implementation of school reading programs, such as teacher motivation, parental involvement, and community engagement. These areas may offer further insights into enhancing literacy initiatives and supporting long-term improvements in student reading outcomes.

ETHICAL APPROVAL AND CONSENT

This study was carried out in full accordance with established ethical standards to uphold the rights, dignity, and welfare of all participants. Before initiating data collection, the researcher obtained all necessary approvals, including a recommendation from the Dean of the Graduate School at Rizal Memorial Colleges and ethical clearance from the institution's Ethics Review Committee. The ethical protocols observed were guided by the recommendations of Pregoner et al. (2025), ensuring alignment with current standards for research involving human participants in educational settings. Participation was entirely voluntary, and all individuals were thoroughly briefed on the study's goals, scope, and their right to withdraw or decline participation at any point without facing any consequences. Informed consent was secured to confirm their understanding and willingness to participate. To ensure confidentiality, no identifying personal information was gathered, and all responses were handled with strict privacy. The data collected were used solely for academic purposes. These ethical practices ensured the study was conducted with transparency, accountability, and professional integrity.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript.

The details of the AI usage are as follows:

1. **Grammarly:** Used for grammar and spellchecking, as well as suggestions for

improving sentence structure and overall clarity.

2. **Quillbot:** Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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