

Teachers Preparedness and Motivation on Hamon: Bawat Bata Bumabasa (3BS Initiative) at Jolo II District

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Article Details:

Received: 19 June 2026

Revised: 30 June 2026

Accepted: 9 July 2026

Published: 25 July 2026

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Recommended Citation:

Hasan, N.-n. B. (2026). Teachers Preparedness and Motivation on Hamon: Bawat Bata Bumabasa (3BS Initiative) at Jolo II District. *The International Review of Multidisciplinary Research*. 1 (9), 264-275.
<https://doi.org/10.67167/vertex.645>

Index Terms:

teacher's preparation, teacher's motivation, rewards, reading, reading initiatives, teaching methods

Abstract. A comprehensive study was conducted to investigate the specific relationship between teacher preparedness and motivation within the *Hamon: Bawat Bata Bumabasa* (3B's Initiative) reading program situated in the Jolo II District. The methodology utilized a five-part, researcher-made questionnaire distributed among local educators. The gathered data were analyzed using statistical tools, namely the weighted mean and the Pearson Product-Moment Correlation Coefficient. The research findings revealed that local educators possess a "Very Prepared" level of readiness. This high level demonstrates that they are well-equipped to successfully administer the Comprehensive Rapid Literacy Assessment (CRLA) tool and effectively utilize the resulting data for targeted classroom instruction. Furthermore, the participating educators reported being "Very Motivated," reflecting a deep, authentic emotional investment in their students' ultimate academic success. The primary driving forces behind this exceptional motivation, which includes visible student progress, professional support, and workplace collaboration, elicited a "Strongly Agree" response from participants, effectively identifying these elements as powerful catalysts for overall teacher engagement. However, despite displaying excellent readiness and a strong internal drive, the teachers also "Strongly Agreed" that they face severe systemic hurdles. This feedback effectively categorizes the program's overall implementation environment as highly challenging. Crucially, the formal correlation analysis established a statistically significant relationship between teacher preparedness and motivation. This critical link underscores that when educators are thoroughly equipped through robust resources, professional training, and proper mental readiness, their internal motivation to drive the reading initiative forward increases significantly. Consequently, providing thorough preparation serves as a vital prerequisite for ensuring the program's ultimate long-term success.

Introduction

A fundamental goal of basic education is to ensure that every student becomes a proficient reader. Reading proficiency is the bedrock of academic success across all subject areas, as it enables learners to comprehend, analyze, and synthesize information. However, despite concerted efforts by the Department of Education (DepEd) to address the persistent literacy gaps among Filipino learners, challenges remain. The "Hamon: Bawat Bata Bumabasa (3B's Initiative)," a key program of DepEd, was launched to intensify the reading advocacy and cultivate a culture of reading in schools nationwide.

The official promulgation of the program is contained in DepEd Memorandum No. 173, s. 2019, titled "Hamon: Bawat Bata Bumabasa (3B's Initiative)." This issuance mandates all public schools to intensify their advocacy for reading and ensure that every learner is a proficient reader at their grade level. The success of such a high-stakes, system-wide intervention, however, depends significantly on the capabilities and commitment of its frontline implementers: the teachers.

The actualization of the 3Bs Initiative's goals depends heavily on two critical factors: teachers' preparedness and their motivation. Preparedness encompasses a teacher's mastery of content, pedagogical skills, and access to necessary resources

for effective reading instruction. Motivation, on the other hand, involves the teacher's willingness, enthusiasm, and belief in their ability to deliver the program, which is crucial for sustaining the rigorous demands of reading intervention.

A study by Balanquit and Fernandez (2022) supports the vital interplay of these variables within a reading program context. They concluded that both teacher readiness (encompassing content, procedural, and motivational aspects) were crucial contributors to student learning outcomes in reading. Specifically, the study highlighted that while teachers showed high levels of motivation, there was a need to enhance their competence along academic qualifications and experiences to improve overall readiness to teach reading.

In geographically and culturally diverse areas like Jolo II District, the localized challenges in implementing a national mandate, such as the 3Bs Initiative, can be unique. Differences in resource allocation, training opportunities, and the socio-cultural environment can all influence how teachers perceive their readiness and maintain their motivation. Therefore, this study aims to assess the specific level of preparedness and motivation of teachers in Jolo II District in implementing the Hamon: Bawat Bata' Bumabasa (3Bs Initiative) to determine its effectiveness and to provide data-driven recommendations for localized support and intervention.

Research Questions:

This study sought to answer the following questions:

1. What is the level of Preparedness of teachers at Jolo II district on the Hamon: Bawat Bata Bumabasa (3B's Initiative) in terms of: Comprehensive Rapid Literacy Assessment tool?
2. What is the level of motivation of teachers on Hamon; Bawat Bata' Bumabasa program?
3. What are the driving forces that influence motivation?
4. What are the perceived challenges faced by teachers in the effective implementation of the Hamon: Bawat Bata Makababasa Program 3B's in their respective School?
5. Is there a significant relationship between teachers Preparedness and their motivation on the Hamon: Bawat Bata' Bumabasa (3B's Initiative)?

Null Hypotheses

1. The level of preparedness of the teacher at Jolo II district on the Hamon: Bawat Bata Bumabasa (3B's Initiative) in terms of Comprehensive Rapid Literacy Assessment Tool (Phonological Awareness, Decoding, Oral Reading Fluency) is not significantly high.
2. The level of motivation of teachers on the Hamon: Bawat Bata Bumabasa (3B's Initiative) is not motivated.
3. The driving forces that influence the teachers' motivation in implementing the program do not influence at all.
4. The perceived challenges faced by teachers in the implementation of the Hamon: Bawat Bata Bumabasa (3B's Initiative) in their respective schools is not a challenge.
5. There is no significant relationship between teachers Preparedness and their motivation on the Hamon: Bawat Bata' Bumabasa (3B's Initiative).
6. There is a significant relationship between teachers Preparedness and their motivation on the Hamon: Bawat Bata Bumabasa (3B's Initiative).

Theoretical and Conceptual Framework

This study is grounded in four key theories that explain the complex relationship between a teachers preparedness, and motivation in the successful execution of educational reforms, specifically in the context of the 3Bs reading initiative.

The success of the Hamon: Bawat Bata Bumabasa (3B's Initiative) relies on a complex interplay between teacher preparedness and motivation. Rather than operating in isolation, the following theories—Self-Determination Theory (SDT), the Theory of Planned Behavior (TPB), the Concerns-Based Adoption Model (CBAM), and Social Cognitive Theory (SCT)—provide a cohesive roadmap for understanding how a teacher's internal drive and external preparation translate into classroom results.

At the core of this framework is Social Cognitive Theory (SCT), which serves as the overarching "umbrella." SCT's principle of reciprocal determinism suggests that a teacher's environment (resources and district support), personal factors (self-efficacy), and behavior (teaching practices) are constantly influencing one another. Within this cycle, Self-Efficacy acts as the bridge to Self-Determination Theory (SDT). When a teacher feels prepared through training and resources, their self-efficacy rises, satisfying the SDT need for competence. As these psychological needs—competence, autonomy, and relatedness—are met, the teacher moves from extrinsic "compliance" with the 3B's initiative toward intrinsic motivation, where they embrace the program out of a genuine desire to improve student literacy.

This internal motivation and sense of competence directly feed into the Theory of Planned Behavior (TPB). A teacher's "Preparedness" is functionally equivalent to Perceived Behavioral Control (PBC) in TPB. If teachers feel they possess the necessary skills and resources, their PBC increases. When combined with a positive attitude toward the 3B's and the subjective norms (supportive pressure from Jolo II District peers), a strong behavioral intention is formed. This intention is the most immediate precursor to the actual, high-quality implementation of reading instruction.

Finally, the Concerns-Based Adoption Model (CBAM) tracks the evolution of this implementation over time. It provides a developmental lens: as teachers gain preparedness (increasing PBC and Self-Efficacy) and motivation (SDT), they naturally progress through the Stages of Concern. They move away from "Self-Concerns" (anxiety about their own ability) and "Task-Concerns" (struggling with the logistics of the 3B's) toward "Impact-Concerns," where their primary focus is the literacy outcomes of their students.

Collectively, these theories suggest that Teacher Preparedness is not merely a technical state but a psychological catalyst. SCT and TPB illustrate how training and resources build the self-efficacy and perceived control necessary to form a solid intention to teach. Simultaneously, SDT ensures that this intention is fueled by intrinsic motivation rather than mere administrative coercion. As these factors align, CBAM predicts a professional shift: the teacher ceases to worry about the "how-to" of the 3B's Initiative and begins to focus on the "how-well" regarding student reading levels.

Ultimately, the research framework is supported by a logic where preparedness provides the capability (SCT/TPB), motivation provides the will (SDT), and together they drive the progression (CBAM) toward the 3B's goal of "every child a reader."

Methodology

Research Design

This study employed a descriptive-correlational research design. This dual approach allowed for a comprehensive analysis of the variables before examining their interactions. A descriptive survey is a non-experimental research design used to systematically describe the characteristics, behaviors, or opinions of a specific population. It focused on the "what" of the research subject rather than the "why." In this study, the descriptive survey was used to determine the level of teachers' preparedness and motivation toward the Hamon: Bawat Bata Bumabasa (3Bs Initiative) in Jolo II District. It also identified the specific challenges and leading forces that influenced their professional motivation.

The correlational method is a type of research design that investigates the relationship between two or more variables without the researcher controlling or manipulating any of them. It aimed to determine whether a statistical connection existed and the strength of that connection. This method was utilized in this study to determine the significant relationship between teachers' preparedness and their motivation in implementing the 3Bs program. By using this design, the researcher established if an increase in teacher preparedness was associated with a corresponding change in their level of motivation.

According to Creswell and Creswell (2018), the descriptive-correlational design is appropriate for studies seeking to describe the characteristics of a population and examine the relationships between variables without manipulating them. This design enabled the researcher to draw meaningful conclusions about the connection between teachers' preparedness and their motivation levels in carrying out literacy initiatives such as the 3Bs program.

Research Environment

This study was conducted across eight schools within the Jolo II District. These institutions included: Port Area Elementary School, Riverside Elementary School, Dan Dan Utuhtalum Elementary School, Bus-Bus Elementary School, Lambayung Elementary School, Laud Lambayung Elementary School, Martirez Elementary School, Sheikh Mustafa Elementary School. The schools were distributed across the following areas within the Municipality of Jolo, Sulu: Barangay Walled City: Port Area Elementary School and Riverside Elementary School. Barangay Bus-Bus: Dan Dan Utuhtalum Elementary School, Bus-Bus Elementary School, Lambayung Elementary School, and Laud Lambayung Elementary School. Barangay San Raymundo: Martirez Elementary School and Sheikh Mustafa Elementary School.

Respondent

The respondents of this study were the 57 primary teachers who handled the Comprehensive Rapid Literacy Assessment (CRLA) in their respective schools. They were chosen because of their direct involvement in administering and implementing the program.

Jolo II District	Number of Teachers Handling CRLA
Primary Teachers	57

Table 1: Frequency and Percentage Distribution of Respondents

Sampling Procedure

The study utilized the total population sampling method, which included all 57 primary teachers from Jolo II District who conducted the CRLA. This method collected data from every qualified respondent, ensuring that the views and experiences of all CRLA teachers were accurately represented and that the findings reflected the actual conditions in the district.

Research Instrument

A researcher-developed questionnaire was utilized to assess teachers' level of preparedness, motivation, driving factors, and perceived challenges in implementing the 3Bs Initiative. The questionnaire consisted of five major parts:

Part I: Comprised the demographic profile of the respondents. Part II: Measured teachers' preparedness in implementing literacy instruction, focusing on CRLA key domains: Phonological Awareness, Decoding and Word Recognition, and Oral Reading Fluency and Comprehension. Part III: Evaluated teachers' motivation, examining intrinsic factors such as sense of purpose, enthusiasm, ownership, and confidence. Part IV: Identified the primary driving factors that influenced teachers' motivation. Part V: Determined the challenges encountered by teachers in implementing the program.

The respondents indicated their level of agreement in Parts III, IV, and V using a 4-point Likert scale: 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree). For Part II, a different 4-point Likert scale was used: 4 (Very Prepared), 3 (Moderately Prepared), 2 (Not Prepared), and 1 (Not Prepared at All).

Data Gathering Procedure

The researcher followed a systematic data gathering procedure that aligned with the Department of Education's Hamon: Bawat Bata Bumabasa (3Bs Initiative). Part II of the questionnaire was guided by the DepEd Order and the CRLA Manual; specifically, indicators were adapted from pages 6–9 of the manual to measure preparedness in literacy instruction.

Before the actual data collection, the researcher sought the expertise of three validators to evaluate the research questionnaire in terms of clarity, relevance, and content validity. Their feedback was utilized to refine and finalize the instrument prior to its administration.

After validation, the researcher prepared and sent formal letters addressed to the prospective respondents and to the principals of the different schools in the Jolo II District. These letters requested permission to conduct the study and to administer the validated questionnaire. Data gathering commenced only upon receipt of approval from the school authorities concerned.

The validated questionnaires were personally distributed by the researcher to the participating schools to ensure proper administration and to provide clarification when necessary. Respondents were given five days to complete the questionnaire. Once completed, the questionnaires were collected personally by the researcher to ensure a high retrieval rate and to maintain the confidentiality and integrity of the responses. All gathered data was treated with strict confidentiality and was used solely for research purposes.

Statistical Treatment

To analyze the data, various statistical tools were utilized. To determine the level of teachers' preparedness, motivation, driving forces, and the challenges encountered, the weighted mean was used. To determine if there was a significant relationship between teachers' preparedness and motivation, the Pearson Product-Moment Correlation Coefficient (r) was employed. These statistical tools ensured accurate and meaningful interpretation of the gathered data.

Results and Discussion

Problem 1: Preparedness of teachers on the Hamon: Bawat Bata Bumabasa (3B's Initiative)

The data presented in Table 4.1 illustrates the perceived level of preparedness of the 57 respondents in administering and utilizing the Comprehensive Rapid Literacy Assessment (CRLA). This evaluation is categorized into three key literacy domains: Phonological Awareness, Decoding, and Oral Reading Fluency. The results are interpreted through the weighted mean and its corresponding descriptive rating.

Level of Preparedness	N	Mean	Description
A. CRLA (Phonological awareness/Phonics)			
I can administer and score the Letter Sound Knowledge task, including differentiating between letter names and sounds.	57	3.71	Very Prepared
I can conduct the Rhyming Identification tasks as part of the CRLA, following the correct procedure.	57	3.77	Very Prepared
I can conduct and score the Initial Sound Identification tasks accurately.	57	3.75	Very Prepared
I use the scoring guides to accurately assess the Phonological Awareness skills of my K-1 learners.	57	3.57	Very Prepared
I apply the results of the Early Literacy Skills component to create appropriate instructional activities.	57	3.63	Very Prepared
6. I am confident in my ability to interpret the results of the Early Literacy Skills component to identify specific learning gaps.	57	3.47	Very Prepared
7. I can administer the Early Literacy Skills tasks for students with varying levels of mother tongue proficiency.	57	3.45	Very Prepared
8. I have sufficient practice and experience in administering the Early Literacy Skills component of the CRLA.	57	3.59	Very Prepared
9. I can explain the results of the Early Literacy Skills assessment to parents in an easy-to-understand manner.	57	3.61	Very Prepared
10. I use the Early Literacy Skills data to inform my daily reading instruction.	57	3.57	Very Prepared
Overall Mean		3.61	Very Prepared
B. CRLA (Decoding and Word Recognition)			
1. I can administer and score the Isolated Words task, marking words the learner reads correctly and incorrectly.	57	3.47	Very Prepared
2. I can administer and score the Isolated Sentences task, evaluating the learner's ability to read simple sentences.	57	3.45	Very Prepared
3. I am confident in distinguishing between correct, incorrect, and self-corrected responses during the Decoding and Word Recognition tasks.	57	3.52	Very Prepared
4. I can conduct this component in the language of instruction required for the specific grade level.	57	3.56	Very Prepared
5. I analyze decoding errors (e.g., misreading initial sounds, common sight words) to determine specific needs.	57	3.52	Very Prepared
6. I link the results of the Decoding component to interventions focused on phonics and sight words.	57	3.47	Very Prepared
7. I have a clear understanding of the scoring criteria for the Decoding and Word Recognition component.	57	3.43	Very Prepared
8. I am confident in my ability to interpret the results of this component to differentiate my instruction.	57	3.47	Very Prepared
9. I use the Decoding and Word Recognition data to create targeted small-group reading instruction.	57	3.43	Very Prepared
10. I identify specific patterns in decoding errors that inform my future lessons.	57	3.38	Very Prepared
Overall Mean		3.47	Very Prepared
C. (CRLA) Oral Reading Fluency and Comprehension			
1. I can administer the Oral Reading Fluency task, timing the learner and accurately marking words per minute.	57	3.49	Very Prepared
2. I accurately track miscues (e.g., omissions, insertions, substitutions) during the oral reading fluency task.	57	3.50	Very Prepared
3. I assess a learner's Prosody (expression, phrasing, pace) during the oral reading fluency task.	57	3.49	Very Prepared
4. I can administer the Reading Comprehension task by asking the required questions from the stories.	57	3.59	Very Prepared

5. I accurately evaluate the learner's responses to the reading comprehension questions.	57	3.63	Very Prepared
6. I can conduct the Listening Comprehension tasks for learners who are not yet reading independently.	57	3.43	Very Prepared
7. I feel confident using the fluency data to set realistic reading speed goals for my students.	57	3.43	Very Prepared
8. I am confident in linking the comprehension results to interventions that target specific comprehension strategies.	57	3.36	Very Prepared
9. I use the fluency and comprehension data to inform my classroom's guided reading activities.	57	3.63	Very Prepared
10. I am confident in my ability to interpret the overall Fluency and Comprehension results to categorize learners' reading profiles	57	3.57	Very Prepared
Overall Mean		3.51	Very Prepared
Overall Mean	57	3.53	Very Prepared

Table 2.1 Mean and Descriptive Interpretation for Level of Preparedness

The data in Table 2.1 outlines the respondents preparedness across thirty specific indicators. In the domain of Phonological Awareness and Phonics, mean scores ranged from 3.45 (mother tongue proficiency) to 3.77 (rhyming identification), with other indicators including letter-sound knowledge (3.71), initial sound identification (3.75), scoring guides (3.57), instructional application (3.63), result interpretation (3.47), practice experience (3.59), parental communication (3.61), and informing daily instruction (3.57). In Decoding and Word Recognition, scores ranged from 3.38 (identifying error patterns) to 3.56 (language of instruction), alongside isolated words (3.47), sentences (3.45), distinguishing responses (3.52), analyzing errors (3.52), linking to interventions (3.47), scoring criteria (3.43), interpreting for differentiation (3.47), and small-group instruction (3.43). Finally, Oral Reading Fluency and Comprehension showed means between 3.36 (comprehension strategies) and 3.63 (evaluating responses and guided reading), with timing/marking (3.49), tracking miscues (3.50), assessing prosody (3.49), asking questions (3.59), listening tasks (3.43), speed goals (3.43), and reading profiles (3.57). Every indicator falls within the "Very Prepared" range, reflecting high pedagogical confidence.

Across the three domains, the thematic means demonstrate a high level of professional readiness. Category A (Phonological Awareness/Phonics) yielded the highest sub-mean of 3.61, followed by Category C (Oral Reading Fluency and Comprehension) at 3.51, and Category B (Decoding and Word Recognition) at 3.47. Despite these minor variations, all three categories maintained a descriptive rating of "Very Prepared." Consequently, the Overall Mean of 3.53 confirms a comprehensive level of preparedness, indicating that the educators are well-equipped to both administer the CRLA and utilize its results to provide targeted support to their learners.

The high level of preparedness observed among the respondents aligns with the findings of Wang et al. (2021), who noted that teachers who perceive themselves as highly prepared demonstrate greater confidence in utilizing complex assessment tools like the CRLA. This "Very Prepared" rating suggests a strong degree of assessment literacy, which Tan and Lee (2023) define as the essential skills needed to effectively implement and use results to support student learning. Furthermore, the educators' readiness to link results to instructional application mirrors the success seen in SDO-Makati, where consistent and prepared implementation of the CRLA led to a dramatic reduction in students requiring intensive intervention. By possessing high assessment literacy across the domains of phonological awareness, decoding, and fluency, these teachers are better positioned to connect data with targeted instruction, ultimately enhancing the effectiveness of early literacy interventions as emphasized by Bataliran et al. (2024).

Problem 2: Level of Motivation of teachers on Hamon: Bawat Bata Bumabasa (3B's Initiative)

Table 3.1 presents the level of motivation among the respondents regarding the implementation of the reading program. This section evaluates how the participants perceive their roles, their commitment to the program's goals, and their overall enthusiasm for teaching reading. By analyzing their responses to various motivational indicators, the table highlights the educators' internal drive and dedication to student success.

Statements	N	Mean	Description
1. I feel a strong sense of purpose in helping my students become proficient readers.	57	3.66	Very Motivated
2. I am enthusiastic about the activities and strategies of the program.	57	3.56	Very Motivated
3. I am willing to spend extra time to ensure the program's success.	57	3.59	Very Motivated
4. I find the process of teaching reading through this program to be personally rewarding.	57	3.47	Very Motivated

5. I am committed to achieve the program's goals for all my students.	57	3.56	Very Motivated
6. I feel a sense of ownership over the program's implementation in my classroom.	57	3.63	Very Motivated
7. I believe that my efforts in this program are making a significant impact on my students.	57	3.63	Very Motivated
8. I feel encouraged to innovate and try new teaching methods within the program.	57	3.54	Very Motivated
9. I am consistently inspired by my students' reading progress.	57	3.64	Very Motivated
10. I am confident in my ability to teach reading effectively using this program.	57	3.56	Very Motivated
Overall Mean	57	3.58	Very Motivated

Table 3.1 Mean and Descriptive Interpretation for Level of Motivation

Based on the data presented in Table 3.1 regarding the Level of Motivation, the respondents demonstrated high levels of engagement across all ten statements. The highest mean score was recorded at 3.66 for the sense of purpose in helping students become proficient readers, followed closely by the inspiration drawn from students' reading progress at 3.64. Both the feeling of ownership over the program and the belief in making a significant impact earned a mean of 3.63. Willingness to spend extra time for the program's success resulted in a mean of 3.59, while enthusiasm for program strategies and commitment to goals both reached 3.56. Additionally, confidence in teaching ability scored 3.56, the encouragement to innovate scored 3.54, and finding the process personally rewarding scored 3.47. All individual statements fell within the "Strongly Agree" range, resulting in a qualitative description of Very Motivated for every item.

The overall mean for the level of motivation is 3.58, which corresponds to the Very Motivated descriptive rating. This overall score suggests that the 57 respondents possess a deeply rooted commitment to the program and a strong belief in its efficacy. The consistency across all indicators highlights a unified positive outlook, indicating that the educators are not only confident in their instructional roles but are also emotionally invested in the success and progress of their students within this specific framework.

This study aligns with the findings of Sala (2023) and Warren (2021), who both argued that teacher motivation and job performance are mutually reinforcing, where successful performance reinforces the teacher's intrinsic drive. The high mean scores regarding confidence in teaching ability and the sense of impact are consistent with Wang et al. (2021), who explained that teachers who perceive themselves as highly prepared and capable are significantly more confident and motivated in utilizing complex instructional tools. Finally, the respondents' strong sense of ownership and commitment echoes the research of Mazzye, Duffy, and Lamb (2023), which highlighted that effective preparation and field-based experience contribute to stronger teacher confidence and a sustained motivation to teach literacy effectively.

Problem 3: Driving Forces that Influence Teachers Level of Motivation

Table 4.1 presents the statistical analysis of various factors that influence teacher motivation within the program. Based on a survey of 57 respondents, the data evaluates eleven key driving forces, ranging from student outcomes to administrative support and compensation.

Statements	N	Mean	Description
1. My motivation is driven by the positive reading outcomes of my students.	57	3.66	Influences to a great extent
2. Professional development opportunities related to the program significantly boost my motivation.	57	3.52	Influences to a great extent
3. Recognition from my school head or colleagues for my work on the program is a strong motivation.	57	3.56	Influences to a great extent
4. The availability of adequate and high-quality reading materials influences my motivation.	57	3.49	Influences to a great extent
5. Receiving a supportive response from parents encourages my efforts.	57	3.52	Influences to a great extent
6. My motivation is sustained by the positive feedback I receive on my teaching.	57	3.42	Influences to a great extent
7. A collaborative environment with fellow teachers makes me more motivated.	57	3.56	Influences to a great extent

8. Clear and consistent guidance from DepEd and school administration keeps me motivated.	57	3.43	Influences to a great extent
9. The opportunity to witness the personal growth of my students is my greatest motivator.	57	3.59	Influences to a great extent
10. Fair compensation and benefits influence my motivation to exert extra effort.	57	3.43	Influences to a great extent
Overall Mean	57	3.52	Influences to a great extent

Table 4.1 Mean and Descriptive Interpretation for Driving Forces

Based on the data presented in Table 4.1 regarding the driving forces influencing teacher motivation, several key factors emerged as significant motivators, all falling within the "Influences to a great extent" category. The highest individual mean score was 3.66, attributed to teachers being motivated by the positive reading outcomes of their students. This was closely followed by the opportunity to witness the personal growth of students at 3.59. Both recognition from school heads or colleagues and a collaborative environment with fellow teachers earned identical mean scores of 3.56. Professional development opportunities and supportive responses from parents both reached a mean of 3.52. The availability of high-quality reading materials scored 3.49, while fair compensation and clear guidance from administration both tied at 3.43. Finally, positive feedback on teaching sustained motivation with a mean of 3.42.

The overall mean for all driving forces influencing teacher motivation is 3.52. According to the provided legend, this value falls within the 3.26–4.00 range, which carries the verbal description of "Strongly Agree." Consequently, the data indicates that, overall, these factors influence teacher motivation to a great extent, suggesting that student success, professional support, and environmental collaboration are powerful catalysts for teacher engagement within this program.

Furthermore, these findings align with the research of Dewaele and Li (2021), who described recognition as a vital internal drive that sustains a teacher's persistence and enthusiasm. Ultimately, as Warren (2021) emphasized, teacher motivation and job performance are deeply interconnected; motivated teachers perform more effectively, while witnessing that successful performance—such as positive reading outcomes—further reinforces their intrinsic motivation to teach.

Problem 4: Challenges in the implementation of the Hamon: Bawat Bata Bumabasa

Table 5.1 presents the perceptions of 57 educators regarding the various obstacles encountered during the implementation of a reading program. By evaluating ten specific statements ranging from logistical constraints like class size to external factors such as parental involvement the table utilizes mean scores to categorize the severity of these hurdles. The data aims to pinpoint which systemic and environmental issues most significantly impede teaching effectiveness, providing a quantitative basis for understanding the current educational landscape and identifying areas where administrative or instructional support is most critically needed.

Statements	N	Mean	Description
1. I face a shortage of age-appropriate and engaging reading materials.	57	3.26	Challenge
2. Lack of time in the school schedule is a major barrier to effective implementation.	57	3.43	Challenge
3. Class size is too large, making it difficult to provide one-on-one reading support.	57	3.36	Challenge
4. Insufficient training on how to use diagnostic tools is a significant challenge.	57	3.45	Challenge
5. Lack of support from school administration hinders the program's success.	57	3.45	Challenge
6. My students have a low level of initial reading readiness, which is a major obstacle.	57	3.31	Challenge
7. Insufficient parental involvement and support in the existing reading program.	57	3.33	Challenge
8. The existing curriculum is too rigid, making it hard to integrate the program.	57	3.15	Not Challenge
9. I find it difficult to manage the different reading levels of students in a single class.	57	3.10	Not Challenge
10. Student absenteeism and lack of consistent attendance pose a significant challenge.	57	3.54	Challenge
Overall Mean	57	3.34	Challenge

Table 5.1 Mean and Descriptive Interpretation for Challenges

In the Table 5.1 are 10 statements regarding obstacles to implementing a reading program, surveyed among 57 teachers. Based on the provided legend, a mean score between 3.26 and 4.00 indicates that teachers "Strongly Agree" the item is a challenge. The highest-rated challenge is student absenteeism and lack of consistent attendance (Mean = 3.54), followed closely by insufficient training on diagnostic tools (3.45) and lack of administrative support (3.45). These scores suggest that external factors, such as student reliability and institutional support systems, are the primary hurdles. Other significant challenges that teachers "Strongly Agree" with include time constraints in the school schedule (3.43), large class sizes (3.36), insufficient parental involvement (3.33), low initial reading readiness (3.31), and a shortage of age-appropriate materials (3.26).

Notably, only two items—rigid curriculum (3.15) and managing different reading levels (3.10)—received a description of "Not Challenges." However, their mean scores still fall within the "Agree" (2.56–3.25) range, indicating they are still viewed as difficulties, though less severe than the others.

The overall mean of 3.34 falls within the "Strongly Agree" bracket (3.26–4.00), categorized overall as "Challenges." This indicates that, as a whole, the teachers perceive the environment for implementing the reading program as highly difficult. The collective data suggests that the success of the program is significantly hindered by a combination of student-related issues (absenteeism), structural limitations (time and class size), and a need for better professional development and administrative backing.

The survey results identifying student absenteeism, lack of training, and administrative gaps as primary hurdles are strongly supported by existing literature regarding the Hamon: Bawat Bata Bumabasa (3Bs) Initiative. Specifically, the teachers' "Strongly Agree" rating for insufficient training on diagnostic tools (3.45) and lack of materials (3.26) mirrors the findings of Salcedo (2020) and Omela and Martin (2020), who identified restricted access to reading resources and the need for streamlined diagnostic tools as critical gaps in the Philippine literacy landscape. Furthermore, the high concern regarding insufficient parental involvement (3.33) aligns with the research of Magana and Guinto (2025), who found that limited home support remains one of the most pressing challenges in reinforcing literacy practices outside the classroom. In addition, the significant stressor of time constraints in the school schedule (3.43) is echoed by Ronberg (2023) and Simmons (2019), both of whom emphasized that managing diverse reading difficulties within a limited instructional timeframe often hinders effective progress monitoring and intervention. Ultimately, the overall mean of 3.34, which categorizes these factors as formidable "Challenges," validates the assertion by Cardino and Ortega-Dela Cruz (2020) that a teacher's sense of efficacy and the availability of professional development are the determining factors in overcoming the structural and environmental barriers inherent in reading program implementation.

Problem 5: Preparedness and Motivation on the "Hamon: Bawat Bata Bumabasa"

The relationship between Preparedness and Motivation is a critical factor in the success of the "Hamon: Bawat Bata Bumabasa (3B's Initiative)." Table 4.5 presents the correlational analysis used to determine if a statistical link exists between these two variables. By examining the p-value against the established significance level, this table identifies whether the readiness of the participants significantly influences their drive to engage with the reading program.

The following data serves as the basis for either accepting or rejecting the null hypothesis regarding the connection between these two educational dimensions.

Variables		p-Value	Decision	Remarks
Preparedness	Motivation	.001	Reject	There is significant relationship

Table 6.1 Correlation Table for the Preparedness and the Motivation on the Hamon: Bawat Bata Bumabasa (3B's Initiative)

The statistical result yielded a p-value of .001. Following the standard alpha level of 0.05, the decision was made to reject the null hypothesis. The results indicate a significant relationship between the level of preparedness and the level of motivation among the participants. The findings suggest that preparedness and motivation are not independent factors but are significantly linked within the context of the 3B's Initiative. A p-value of .001 is considered highly significant. This suggests that the probability of this relationship occurring by random chance is only 0.1%, providing strong evidence that as one variable changes, the other tends to change as well.

The significant relationship remark implies that students or educators who are better prepared for the reading initiative likely exhibit higher levels of motivation (or vice versa). This underscores the importance of readiness—whether through resources, training, or mental preparation—as a catalyst for driving the internal drive (motivation) necessary to succeed in the reading challenge.

These results corroborate the findings of Mazzye, Duffy, and Lamb (2023), who observed that comprehensive training and residency models significantly bolster a teacher's self-efficacy and internal drive. Ultimately, as Ward-Seidel (2025) posited, the readiness of an educator serves as the foundational framework upon which teaching motivation is built, ensuring that they remain engaged and effective in implementing reading initiatives.

Conclusion and Recommendations

It is concluded that there is a high level of readiness and professional synergy among the educators regarding the administration and utilization of the CRLA. The data suggests that faculty members are "Very Prepared," particularly in foundational pedagogical areas, and this technical capability is deeply intertwined with a "Very Motivated" professional outlook. Because a highly significant relationship exists between preparedness and motivation, it is evident that when teachers feel equipped with the right skills, their internal drive to improve student reading proficiency is naturally amplified. Therefore, the educators are not merely performing a duty but are professionally invested in the program's success. However, the research reveals that sustaining this internal momentum is contingent upon a supportive professional ecosystem. While driving forces—specifically student-centered outcomes and collaborative environments—influence motivation to a "Great Extent", these are countered by significant systemic hurdles. With a "Challenges", it is evident that student absenteeism and insufficient administrative support act as primary inhibitors to the program's full potential. This research, supported by reliable data, concludes that while teachers are both prepared and driven, addressing these structural limitations and ensuring student consistency are essential to translating professional synergy into optimal reading outcomes.

Recommendations

Based on the findings of this study, the following recommendations are hereby made.

A. Based on the Problems:

1. Correlational Attendance Interventions: Since absenteeism was identified as the primary hurdle, the school should implement "Parent-Teacher Engagement Contracts." This moves beyond simple tracking by establishing a documented relationship between consistent attendance and the "Student Growth" that your data shows is the teachers' primary motivator.
2. Specialized CRLA "Deep-Dive" Retraining: Despite high preparedness, teachers cited insufficient training on diagnostic tools as a major challenge. Move beyond one-size-fits-all webinars to "hands-on clinics" where teachers practice scoring and interpreting results in real-time with peer-coaching.
3. Institutionalized "Reading Blocks": To address time constraints, the school must protect reading time. Carve out a non-negotiable 30-minute "Power Reading" block in the daily schedule where no other school activities, meetings, or interruptions are permitted.
4. Resource Mobilization Partnerships: To solve the shortage of materials, the school should launch a "Community Reading Drive" or partner with NGOs to curate age-appropriate, leveled reading materials that align specifically with the mother tongue and English proficiency levels identified in the CRLA.
5. Differentiated Instructional Coaching: While managing different reading levels was rated lower as a challenge, it remains a difficulty. Implement a "Leveled Learning" model where students are grouped across classes for 45 minutes based on their CRLA profile rather than their grade level.
6. Administrative "Open-Door" Feedback Loops: Since lack of administrative support is a top-three challenge, the administration should hold monthly "Reading Progress Circles" where teachers can share data-driven needs directly with school heads, ensuring support is responsive rather than top-down.

B. Research Policy

1. The "Preparation-Motivation" Linkage Policy: The school board should mandate that no new reading initiative be launched without a "Readiness Audit." This policy ensures that teachers are mentally and logistically prepared (training/materials) before implementation to prevent "initiative fatigue" and maintain high motivation.
2. Teacher Recognition and Incentive Policy: Since recognition and student growth are the highest motivators, the school should formalize an "Impact Award" program. This policy would grant professional development credits or service awards to teachers who demonstrate the highest growth in their students' CRLA profiles.

3. Inclusion and Readiness Policy for Enrollment: Establish a policy requiring a "Reading Readiness Assessment" for all transferring or enrolling students. This ensures teachers have immediate baseline data to prevent the challenge of "low initial reading readiness" from disrupting the classroom flow.

C. Research Agenda

1. Longitudinal Analysis of CRLA Impact on Student Learning Outcomes
2. Mitigating Systemic Barriers: An Action Research on Administrative Support Models
3. The "Absenteeism-Literacy Gap": Community-Based Strategies for the 3B's Initiative
4. Digital Literacy Integration: Enhancing Diagnostic Tool Training
5. Comparative Study of Internal vs. External Motivation in High-Stakes Reading Programs

Acknowledgement

The authors would like to thank the colleagues and institutions who provided guidance, feedback, and support throughout the conduct of this research and the preparation of this manuscript. Any remaining errors or omissions are the sole responsibility of the authors.

Funding

No external funding was received for this research.

Competing Interests Statement

The author declares no conflict of interest

Data Availability Statement

No new datasets were generated or analyzed during this study.

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Appendices

No appendices are attached to this study.