

Status of Implementation of National Reading Program in Public Elementary Schools

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Abstract

This study determined the status of implementation of the National Reading Program in selected public elementary schools in the Binangonan II District, Division of Rizal, during the School Year 2025–2026. Anchored on the reading initiatives of the Department of Education (DepEd), the program underscores the importance of strengthening learners' reading proficiency as a foundational skill for academic success. The research examined the consistency of program implementation across its major components and identified challenges affecting its delivery. The study utilized a descriptive survey research design. A total of 115 public elementary teachers served as respondents and were profiled according to age, sex, civil status, position title, educational attainment, length of service, and in-service trainings attended. Data were gathered using a researcher-made questionnaire-checklist covering four key areas: instructional strategies, availability of reading materials, school facilities and resources, and monitoring and evaluation practices. Statistical tools such as weighted mean and tests of significant difference were employed to analyze the data. Findings revealed that the National Reading Program was very much implemented in all areas. Monitoring and evaluation practices were rated the highest, indicating strong compliance and oversight, while instructional strategies were consistently applied in classroom settings. The availability of reading materials received the lowest rating among the four areas, though it remained within a high level of implementation. No significant differences were found in teachers' perceptions when grouped according to their demographic profiles, suggesting a uniform implementation across schools. However, challenges such as limited parental involvement, insufficient digital resources, inadequate reading facilities, and low learner motivation were identified. The study concluded that while implementation is consistent and standardized, addressing contextual and resource-related gaps is essential to maximize program effectiveness. Recommendations include strengthening administrative support, enhancing instructional innovation, improving resource allocation, and fostering stronger school-community partnerships.

Keywords: National Reading Program, reading proficiency, public elementary schools, program implementation, instructional strategies, educational management

1. Introduction

Education is universally recognized as a powerful instrument for personal empowerment and national development. It equips learners with the knowledge, skills, values, and attitudes necessary to participate meaningfully in society and to respond to the demands of a rapidly changing world. In the Philippine context, the 1987 Constitution, Article XIV, Section 1, clearly mandates that the State shall protect and promote the right of all citizens to quality education at all levels and take appropriate steps to make such education accessible to all. This constitutional directive underscores the responsibility of educational institutions to design and implement responsive programs that address learners' diverse needs, particularly in foundational areas such as literacy. Reading proficiency is widely regarded as the cornerstone of academic achievement. It is through reading that learners access content in mathematics, science, social studies, and other disciplines. Without strong literacy skills, pupils struggle to comprehend instructions, analyze information, and construct meaning from texts, ultimately affecting their overall academic performance. In recognition of persistent learning gaps and the effects of educational disruptions, the Department of Education (DepEd) institutionalized reforms through DepEd Order No. 013, s. 2023, which adopted the National Learning Recovery Program (NLRP). A major component of this initiative is the National Reading Program (NRP), designed to systematically strengthen literacy development from Key Stages 1 to 3.

The National Reading Program operates through two complementary tiers. The Core Reading Program focuses on foundational literacy skills in the early grades, including phonemic awareness, decoding, vocabulary development, fluency, and comprehension. The Supplemental Reading Program, on the other hand, provides targeted interventions for learners who require additional support, ensuring that struggling readers receive differentiated instruction and remediation.

Through this structured approach, the program aims to prevent widening literacy gaps and ensure that no learner is left behind.

International and local literature consistently affirms that the success of reading programs depends not only on curriculum design but also on effective implementation. Kim and Park (2022) emphasized that teacher competence, motivation, and continuous professional development significantly influence literacy outcomes. Similarly, Rimrodt et al. (2021) highlighted the complexity of reading comprehension processes, reinforcing the need for systematic and research-based instruction. Studies by Huang and Lee (2022) and Lopez and Santos (2023) further revealed that adequate school facilities, availability of reading materials, and digital resources contribute to improved student motivation and performance. In the Philippine setting, Sta. Ana (2022) and Moraga (2022) demonstrated that structured reading interventions yield positive gains in literacy performance, particularly when reinforced by teacher involvement and parental support. However, Niones (2022) and Reyes and Bautista (2022) observed inconsistencies in program delivery, insufficient materials, and limited monitoring mechanisms that affected overall implementation. Santos and Villanueva (2022) also underscored that teacher preparedness and access to resources remain critical factors in sustaining program effectiveness.

Despite these valuable contributions, existing studies have largely concentrated on intervention outcomes or specific program components. There is limited empirical evidence examining the comprehensive status of implementation of the National Reading Program at the district level, particularly in public elementary schools in the Binangonan II District, Division of Rizal. Furthermore, there remains a gap in understanding whether the implementation is uniform across teacher demographics and how contextual challenges influence consistency and quality of delivery. Preliminary observations in public elementary schools within the district indicate that while the National Reading Program has been introduced and operationalized, variations in resource availability, teacher training, parental involvement, and monitoring practices may affect its impact. Some pupils continue to exhibit difficulties in reading comprehension and fluency, which consequently hinder their performance in other subject areas. These realities highlight the necessity of systematically assessing how the program is being implemented and identifying areas that require strengthening.

Given these considerations, this study was undertaken to determine the status of implementation of the National Reading Program in selected public elementary schools in Binangonan II District. Specifically, it sought to assess the extent of implementation across key components, examine differences in teachers' perceptions when grouped according to demographic variables, identify challenges encountered in program delivery, and propose recommendations to enhance literacy initiatives. By providing empirical evidence on the program's implementation, the study aims to contribute to informed decision-making, strengthen literacy interventions, and ultimately improve reading outcomes among public elementary school pupils.

2. Materials and methods

2.1 Research Design

The researcher used the descriptive research design with structured questionnaires as the primary instrument for data collection

2.2 Research Setting

The study was conducted in selected public elementary schools in Binangonan District, Division of Rizal. These schools include Bangad Elementary School, Bombong Elementary School, Buhangin Elementary School, Janosa Elementary School, Kasile Elementary School, Kinaboogan Elementary School, Kinagatan Elementary School, Malakaban Elementary School, Pinagdilawan Elementary School, Tabon Elementary School, and Talim Elementary School.

2.3 Respondents

The respondents of the study were the total population of elementary grade teachers in selected public elementary schools in Binangonan District, Division of Rizal, which consisted of one hundred fifteen (115) teachers. They were described in terms of age, sex, civil status, position title, educational attainment, length of service, and in-service trainings attended.

2.4 Research Instruments

The primary data-gathering instrument used in the study was a researcher-made questionnaire-checklist designed to assess the implementation of the National Reading Program. The instrument consisted of three main parts. The first part gathered the personal profile of the respondents, including age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. The second part focused on determining the status of implementation of the National Reading Program in public elementary schools. It covered key areas such as teacher competency and training, instructional strategies used, availability of reading materials, school facilities and resources, and monitoring and evaluation practices. Each area contained ten (10) indicators, with a total of fifty (50) items. Responses were measured

using a five-point Likert scale ranging from “Least Implemented” (1.00–1.49) to “Very Much Implemented” (4.50–5.00). The third part assessed the extent of problems encountered by teachers in implementing the program. A separate five-point scale was used, ranging from “Not Encountered” (1.00–1.49) to “Always Encountered” (4.50–5.00), to determine the frequency of challenges experienced. To ensure validity, the questionnaire–checklist underwent content validation by experts in research and education, including professorial lecturers, the thesis adviser, a statistician, a head teacher, an officer-in-charge, and the Dean of the Graduate Studies Program. Their comments and recommendations were incorporated into the final version of the instrument to enhance clarity, relevance, and reliability.

2.5 Data Collection

The study was conducted following the approved Gantt Chart of Activities, which outlined each phase of the research process—from the formulation of the research problem to the revision and submission of the final manuscript. After identifying the research objectives and developing the questionnaire–checklist, the instrument underwent content validation by experts in research and education to ensure clarity, relevance, and reliability. Subsequently, formal permission to conduct the study was secured from the Office of the Schools Division Superintendent. Upon approval, the validated questionnaire was administered to the identified respondents through Google Survey Forms to facilitate efficient data collection. In administering the survey, the researcher strictly adhered to the provisions of Republic Act No. 10173, or the Data Privacy Act of 2012, ensuring confidentiality, voluntary participation, and proper handling of respondents’ information. After data collection, responses were retrieved, encoded, and processed using the Statistical Package for the Social Sciences (SPSS). The data were analyzed and interpreted in accordance with the specific sub-problems of the study. Based on the statistical results, the summary of findings, conclusions, and recommendations were formulated. Following the oral defense, the manuscript was revised to incorporate the comments and suggestions of the Oral Examination Committee. The revised manuscript was also subjected to an anti-plagiarism check at the statistical center to ensure academic integrity. Upon final approval and completion of all requirements, hardbound copies of the thesis were submitted to the Office of the Graduate Studies Program and other concerned offices.

2.6 Data Analysis

The study utilized appropriate statistical tools for data analysis and interpretation. Frequency, percentage, and rank distribution were used to describe the profile of the respondents. Weighted mean was applied to determine the status of implementation of the National Reading Program across its different aspects and to assess the extent of problems encountered by teachers. To identify whether significant differences existed in the perceived implementation of the program when respondents were grouped according to their profile variables, One-Way Analysis of Variance (ANOVA) was employed.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Teacher Respondents in Terms of Selected Variables

As reflected in the table, most of the teacher-respondents belong to the age group 51–60 years old with 60 or 52.2 percent, followed by 41–50 years old with 46 or 40.0 percent, while only 8 or 7.0 percent and 1 or 0.9 percent are within the age ranges 31–40 and 61 years and above, respectively. In terms of sex, the majority are female teachers with 95 or 82.6 percent, and only 20 or 17.4 percent are male. As to civil status, almost all respondents are married, totaling 105 or 91.3 percent, while 8 or 7.0 percent are single and 2 or 1.7 percent are widow/widower. Regarding their position title, most of them are Teacher I with 65 or 56.5 percent, followed by Teacher III with 32 or 27.8 percent; only a few holds higher positions such as Master Teacher I (10 or 8.7 percent) and Master Teacher II (3 or 2.6 percent). With respect to educational attainment, the largest group of respondents are Bachelor’s Degree holders, comprising 60 or 52.2 percent, while 33 or 28.7 percent possess master’s units (With MAED/MAT units), and 22 or 19.1 percent are master’s degree holders (MAED/MAT). In terms of length of service, many of them have been teaching for 11–15 years with 53 or 46.1 percent, followed by those with 5 years and below of service (17 or 14.8 percent) and 26 years and above (14 or 12.2 percent). The least represented are those with 16–20 years of service (8 or 7.0 percent). As regards to in-service trainings attended, most teachers have undergone Division-level trainings with 82 or 71.3 percent, while 30 or 26.1 percent attended regional trainings. Only 2 or 1.7 percent participated in District trainings, and 1 or 0.9 percent have attended international training. Overall, this distribution shows that the respondents are mostly experienced, married, female teachers holding lower to mid-level positions, with a strong participation in division-level professional development activities.

Table 1: Frequency and Percentage Distribution of the Respondents in Terms of the Selected Variables

Age	f	%	R
31-40 years old	8	7.0	3
41-50 years old	46	40.0	2
51-60 years old	60	52.2	1
61 years and above	1	0.9	4
Total	115	100.0	
Sex			
Male	20	17.4	2
Female	95	82.6	1
Total	115	100.0	
Civil Status			
Single	8	7.0	2
Married	105	91.3	1
Widow/Widower	2	1.7	3
Total	115	100.0	
Educational Attainment			
Master of Arts in Education/ Masters of Arts in Teaching	22	19.1	3
With MAED/MAT Units	33	28.7	2
Bachelor's Degree	60	52.2	1
Total	115	100.0	
Position Title			
Master Teacher 2	3	2.6	5
Master Teacher I	10	8.7	3
Teacher III	32	27.8	2
Teacher II	5	4.3	4
Teacher I	65	56.5	1
Total	115	100.0	
Length of Service			
26 years and above	14	12.2	3
21-25 years	13	11.3	4
16-20 years	8	7.0	6
11-15 years	53	46.1	1
6-10 years	10	8.7	5
5 years and below	17	14.8	2
Total	115	100.0	
In-Service Trainings Attended			
International	1	0.9	4
Regional	30	26.1	2
Division	82	71.3	1
District	2	1.7	3
Total	115	100.0	

3.2. Status of Implementation of the National Reading Program in Public Elementary Schools as Perceived by the Respondents With Respect to Instructional Strategies Used, Availability of Reading Materials, School Facilities and Resources, and Monitoring and Evaluation Practices

The findings reveal that the overall implementation of the National Reading Program is carried out to a great extent, with a composite weighted mean of 4.49, interpreted as Often. Among the four major aspects, monitoring and evaluation practices ranked highest (4.82), followed by school facilities and resources (4.44), instructional strategies used (4.40), and availability of reading materials (4.32), which ranked lowest. Although all components were rated as Often

implemented, teachers perceived monitoring and evaluation as the strongest area, while reading materials were the least evident. These results indicate that the program is generally consistent and evident across schools, particularly in assessment and reporting practices. However, variations exist in the implementation of other components, especially in the provision of reading materials. The findings imply that while strong monitoring systems support literacy instruction, further improvement in instructional resources and reading facilities is necessary to enhance overall program effectiveness. The results are consistent with the study of Niones (2022), which found that assessment and monitoring practices in reading programs were more consistently implemented than resource-related components. This confirms that large-scale reading programs often demonstrate stronger compliance in evaluation processes compared to materials provision and facility support.

Table 2: *Status of Implementation of the National Reading Program in Public Elementary Schools as Perceived by the Respondents With Respect to Instructional Strategies Used, Availability of Reading Materials, School Facilities and Resources, and Monitoring and Evaluation Practices*

Aspects	W $\bar{X}$	Verbal Interpretation	Rank
Instructional Strategies Used	4.40	Much Implemented	3
Availability of Reading Materials	4.32	Much Implemented	4
School Facilities and Resources	4.44	Much Implemented	2
Monitoring and Evaluation Practices	4.82	Very Much Implemented	1
Composite W$\bar{X}$	4.49	Much Implemented	

3.3. Significant Difference on the Status of Implementation of the National Reading Program as Perceived by the Respondents When Grouped According to Their Profile Variables

The results of the F-test indicate that there is no significant difference in the perceived status of implementation of the National Reading Program when respondents are grouped according to age, sex, civil status, position title, educational attainment, length of service, and in-service trainings attended. All computed p-values were greater than 0.05, leading to the acceptance of the null hypotheses. This means that teachers consistently assessed the program similarly across all four aspects: instructional strategies, availability of reading materials, school facilities and resources, and monitoring and evaluation practices. The findings suggest that teachers' perceptions are uniform regardless of their demographic and professional backgrounds, indicating that the program is implemented in a consistent and standardized manner across schools. The absence of significant differences implies equitable exposure to training, resources, facilities, and monitoring systems, reflecting coherence in program delivery within the district. These results align with the study of Vega (2020), which found that standardized implementation of school programs often results in similar teacher perceptions regardless of profile characteristics. Both studies highlight that when clear guidelines and structures are in place, program experiences tend to be stable and uniformly practiced across educational settings.

Table 3: *Significant Difference on the Status of Implementation of the National Reading Program as Perceived by the Respondents When Grouped According to Their Profile Variables*

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
Instructional Strategies Used	1.840	0.144	Accepted	Not Significant
Availability of Reading Materials	0.511	0.676	Accepted	Not Significant
School Facilities and Resources	0.442	0.723	Accepted	Not Significant
Monitoring and Evaluation Practices	1.367	0.257	Accepted	Not Significant
Sex				
Instructional Strategies Used	0.865	0.354	Accepted	Not Significant
Availability of Reading Materials	1.547	0.216	Accepted	Not Significant
School Facilities and Resources	0.074	0.786	Accepted	Not Significant
Monitoring and Evaluation Practices	1.089	0.299	Accepted	Not Significant
Civil Status				
Instructional Strategies Used	0.804	0.450	Accepted	Not Significant
Availability of Reading Materials	0.807	0.449	Accepted	Not Significant
School Facilities and Resources	0.891	0.413	Accepted	Not Significant
Monitoring and Evaluation Practices	0.492	0.612	Accepted	Not Significant
Educational Attainment				

Instructional Strategies Used	0.291	0.883	Accepted	Not Significant
Availability of Reading Materials	0.358	0.838	Accepted	Not Significant
School Facilities and Resources	0.385	0.819	Accepted	Not Significant
Monitoring and Evaluation Practices	0.556	0.695	Accepted	Not Significant
Position Title				
Instructional Strategies Used	0.214	0.808	Accepted	Not Significant
Availability of Reading Materials	0.743	0.478	Accepted	Not Significant
School Facilities and Resources	0.172	0.842	Accepted	Not Significant
Monitoring and Evaluation Practices	0.393	0.676	Accepted	Not Significant
Length of Service				
Instructional Strategies Used	0.281	0.922	Accepted	Not Significant
Availability of Reading Materials	0.678	0.641	Accepted	Not Significant
School Facilities and Resources	1.417	0.224	Accepted	Not Significant
Monitoring and Evaluation Practices	1.019	0.410	Accepted	Not Significant
In-Service Trainings Attended				
Instructional Strategies Used	1.183	0.319	Accepted	Not Significant
Availability of Reading Materials	2.479	0.065	Accepted	Not Significant
School Facilities and Resources	0.931	0.429	Accepted	Not Significant
Monitoring and Evaluation Practices	0.755	0.522	Accepted	Not Significant

3.4. Problems Encountered by Teachers in the Implementation of the National Reading Program in Public Elementary Schools

The findings show an overall weighted mean of 4.01, interpreted as Often Encountered, indicating that teachers regularly face challenges in implementing the National Reading Program. The most serious concern identified is minimal parental involvement in reinforcing reading habits at home, which received the highest mean of 4.50 and was interpreted as Always Encountered. Other frequently encountered problems include lack of external support from LGUs and NGOs (4.43), limited digital resources and multimedia tools (4.40), and low student interest and motivation (4.37). In contrast, issues such as lack of teacher training (3.47) and large class sizes (3.11) were only Sometimes Encountered. Overall, the results highlight that resource-related and stakeholder-related concerns are the most persistent barriers to effective implementation. These findings suggest that while the program is operational, teachers must navigate recurring obstacles that affect its full delivery. Limited parental engagement weakens reinforcement of literacy skills at home, while insufficient external support and digital resources restrict instructional enhancement. Low learner motivation further complicates classroom efforts. The results imply that stronger stakeholder collaboration, improved resource allocation, and enhanced parent-engagement initiatives are necessary to support program success. The findings are consistent with Otaza and Idul (2024), who reported similar challenges in reading program implementation, including limited resources, low learner motivation, absenteeism, and insufficient stakeholder support, reinforcing that such barriers commonly affect literacy initiatives across schools.

Table 4: Problems Encountered by Teachers in the Implementation of the National Reading Program in Public Elementary Schools

Problems Encountered in Implementing the National Reading Program		W $\bar{X}$	Verbal Interpretation	Rank
1.	Lack of sufficient training for teachers on effective reading instruction.	3.47	Sometimes Encountered	9
2.	Shortage of age-appropriate and engaging reading materials.	4.14	Often Encountered	5
3.	Limited school facilities (libraries, reading corners).	3.54	Often Encountered	8
4.	Large class sizes make individualized instruction difficult.	3.11	Sometimes Encountered	10
5.	Insufficient monitoring and evaluation due to time constraints.	4.08	Often Encountered	6.5
6.	Low student interest and motivation in reading.	4.37	Often Encountered	4
7.	Minimal parental involvement in reinforcing reading habits.	4.50	Always Encountered	1
8.	Limited digital resources and multimedia tools.	4.40	Often Encountered	3
9.	Lack of external support from LGU and NGOs.	4.43	Often Encountered	2
10.	Inconsistent implementation of remedial programs.	4.08	Often Encountered	6.5
Overall W $\bar{X}$		4.01	Often Encountered	

4. Conclusion & Recommendations

The study concludes that the National Reading Program is effectively designed to meet the needs of all learners, with reading activities aligned to develop essential literacy skills. The program contributes positively to improving students' reading proficiencies, demonstrating its relevance and impact in public elementary schools. Based on the findings, several recommendations are proposed: school administrators should provide continuous training and mentoring for teachers; teachers should use varied and technology-supported instructional strategies to engage diverse learners; parents should actively support reading at home; schools should enhance reading facilities and resources; LGUs and partner organizations should contribute materials and funding; an action plan should be implemented to address gaps; and similar studies in other districts are encouraged to validate and strengthen program effectiveness.

Compliance with ethical standards

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