



PROJECT CARES: IMPROVING READING PERFORMANCE THROUGH COLLABORATIVE APPROACH AND ENHANCED SUPPORT-NETWORK

Claro, Jhonrie Q.
Completed 2023



E - Saliksik
Department of Education
Research Portal
e-saliksik.deped.gov.ph

E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.

Project CARES: Improving Reading Performance Through Collaborative Approach and Enhanced Support-Network

Claro, Jhonrie Q.

Teacher I

Mercedes Central School

Department of Education, Division of Zamboanga City

jhonrie.claro01@deped.gov.ph

09974574970

Abstract

Reading has been capitalized in the education process. It has been put premium in the context of learning recovery as the return of in-person classes is observed. This action research aims to examine the reading performance level of Grade IV pupils of Mercedes Central School before and after the employment of Project CARES (Collaborative Approach in Reading in Enhanced Supports-Network). The participants of the study were the 45 Grade 4 pupils of Mercedes Central School; the top 5 performing learners in the pre-test were utilized for the qualitative part. The data were gathered through a mixed method. The quantitative one-group pretest-post-test design used the mean and paired sample t-test to measure the learners' reading performance in the treatment phases; the network support was determined through a teacher-made survey questionnaire; and the qualitative part employed thematic analysis to interpret the transcribed interviews. The analysis of how the project CARES facilitates their reading performance has emerged into two themes: availability of learning support and access to reading resources. The level of learners' oral word recognition in the pre-intervention was frustration and instructional in the post-intervention. Similarly, learners' reading comprehension escalates from frustration in the pre-test to independent in the post-test. Notably, there is a significant difference in the learners' reading performance levels before and after the intervention. This outcome suggests that the project CARES effectively improves the learners' reading performance. In this regard, school heads, teachers, and students are encouraged to adopt the intervention because of its efficacy.

Keywords: *collaborative approach; Project CARES; reading performance; support network*

Acknowledgment

Above all, gratitude is due to the **Almighty God**, without whose goodness the researcher would not have been able to complete this action research. I give thanks to God for allowing me to finish this research in good health. The researcher would like to express his sincere gratitude to several people who had an impact on the conception and completion of this work. As a result, the author wishes to convey their sincere gratitude to the following people for donating their time, energy, and knowledge:

Members of the Basic Education Research Fund's Schools Division Research Committee, which continuously funded all of the Department of Education's researchers.

Thanks to Zamboanga City's Schools Division Superintendent **Roy C. Tuballa, EMD, JD, CESO VI**, for his help and approval in getting the study finished.

Alhadzmar Lantaka, Ed.D., SPES-Planning and Research, for his outstanding guidance and support throughout this investigation. His knowledge and suggestions greatly improved the study.

Janekin V. Hamoc for her assistance, inspiration, and tenacity in examining each section of the researcher's manuscript.

Thank you to **Virginia F. Bunda, Ed.D.**, PSDS, Mercedes District, for the success of this manuscript and her never-ending words of encouragement.

Aezl Ian A. Aguana, Ed.D., Principal II, for his steadfast aid and technical support in collecting the data and finishing the researcher's manuscript.

Thank you to the Mercedes Central School SPED Center's Grade 4 Teachers for your cooperation and supportive comments during the data collection.

The researcher will always be grateful to his wife, **Mrs. Maricor Y. Claro**, daughters **Jhaneia Marie Y. Claro** and **Jhanaia Marie Y. Claro**, his late mother, **Mrs. Maxima Q. Claro**, and his siblings for their unwavering love, prayers, and moral and emotional support, as well as to his late father, **Mr. Nicanor E. Claro**.

Context and Rationale

For a child to succeed academically and in life, reading instruction is essential (Collier 2019, 91-105). One of the best indicators is how well a youngster develops these fundamental and predictive skills (Đurišić and Bunijevac 2017, 137-153) of whether or not he or she will be able to learn effectively and engage in a knowledge-based society afterwards (Joynes, Rossignoli and Amonoo-Kuofi 2019, 1).

In the current environment, educational institutions not only in the Philippines but around the world are facing significant problems in instructional progress, especially in teaching reading and literacy (Rotas and Michael 2020, 27-35). While the value of every child's right to read has been a primary concern for reading teachers across the country, the consequences of school closure during the pandemic have exacerbated existing reading issues and dramatically widened the gap between kids who receive reading support at home and those who do not (Gallagher 2020, 1).

Indubitably, the growing concern about the worsening handicap in the reading of many learners, specifically in reading comprehension, posits among the most challenging in terms of reading proficiency in the country today. According to CNN Philippines (2020), when it comes to literacy, the nation does better than most other countries in the world, among the principal indicators of a country's overall competence (Hassan, McPhillips and Levenson 2022, 1). In the nation, there are over a million pre-literates and over six million persons who are classified as illiterate.

The impact of the learning loss is manifested in the students' reading performance, particularly in oral word recognition and reading comprehension. During the recent reading assessment of Mercedes Central School, results project a downtrend with 82% learning loss and only 69 (18%) total pupils of 381 in the class show a passing literacy mark. Most pupils have difficulty in the accuracy of word sounds and recognition and answering critical and evaluative questions. The majority even got imprecise answers for the literal question.

This implies that even at the low-level thinking skills, the reading performance of the Grade IV pupils declined due to the learning loss caused by the pandemic. This plummeting result is alarming and raises very serious concerns. However, this should not come as a surprise when one considers that only school years ago, all institutions were closed for the academic year.

Although literacy skills continue to develop over the course of a person's life, it is clear among elementary school learners according to records from the school's literacy program that some learners did not develop the fundamental reading skills that were expected of them during distance learning, which has an impact on face-to-face instruction. In light of this, despite the difficulties presented by the upcoming learning landscape, continuing to offer a relevant innovation and responsive curriculum is necessary (Dayagbil et al. 2021, 49-68) which is the in-person setup.

Regardless of the existing challenges, all these, in a few manners, have been addressed by the framework adopted in the Basic Education Learning Recovery and Continuity Plan (BE-LRCP) of the Department of Education down to the classroom reading teachers' level to innovate mechanism in responding to the current issues and challenges emerging in the rearview of the in-person learning scheme (BE-LRCP 2022, 45-60).

In this manner, the concept of literacy recovery recalls intensive reading remediation with enhanced support networks and the use of resources. A vast of studies highlight that parental participation is the best indicator of literacy success and future academic achievement since parents are the people who shape children's perceptions of the value of education the most. Because of this, it is crucial for the home reading environment for the learners to engage in regular reading practice at home for their

children to effectively navigate through the stages of literacy development (Carolina 2021, 3). Hence, it is strategic to augment the use of all reading resources that can improve the reading performance of the learners, not only dependent on the teacher's remediation at school, but it must also follow an extensive approach and responsibility.

Consequently, this initiative resounds DepEd's adopt-a-school activities in the in-person reading context aligned with the DepEd common goal and thrust (OU-LAPP NO. 332, s. 2021), which highlights the implementation to promote literacy through the help of DepEd partners and volunteers; DepEd Order Memorandum no. 173, s. 2019 - Hamon: Bawat Bata Bumabasa, and OU-LAPP Memo No. Q-267, s. 2021- Guidelines on the Utilization of PSF for Building Partnership and Linkages (BPLP).

In light of these conditions, this action research was conceived to enhance the reading performance of the Grade IV pupils, particularly the proponent's class oral word recognition and comprehension through the intensified home reading supports. Further, this also delved to determine the effectiveness of the intervention made.

Innovation, Intervention, and Strategy

Project CARES (Collaborative Approach in Reading through Enhanced Support-Network) is a better-structured support system that connects the school with stakeholders and academic community members to administer the school's reading program remediation and enhancement in the context of Basic Education-Learning Recovery and Continuity Plan (BE-LRCP) in light of the comeback of the in-person classes set up.

It is the channeled platform on the Brigada sa Pagbasa and the contextualized DepEd National Adopt-A-School Program (OU-LAPP Memorandum No. 332, s. 2021), which highlighted the implementation to promote literacy through the help of DepEd partners, donors, and reading volunteers as extensive reading support at home. It is based on the School Improvement Plan established by Republic Act No. 9155, also known as the Governance of Basic Education Act, which gave schools and staff the authority to increase community involvement and participation, as well as all legally binding policies and regulations of the Department of Education (DepEd Orders 5 & 80, Sections 1992, and DepEd Order 24, Section 2016), DepEd Memorandum no. 173, s. 2019, Hamon: Bawat Bata Bumabasa, DepEd Basic Education Learning Continuity Plan p.50, DepEd Memorandum 032, s. 2020, and OU-LAPP Memo No. Q-267, s. 2021- Guidelines on the Utilization of PSF for Building Partnership and Linkages (BPLP).

It aimed to improve literacy in a holistic approach by providing a comprehensive strategic CARES framework to address all of the identified gaps and issues in reading. This consequently flattened the reading literacy curve of the diagnosed struggling and frustrated symptomatic pupils of Mercedes Central School SPED Center in using the downloaded and validated reading materials and activities, learning materials, reading supports, tutee and reading volunteers, donors, as outsourcing initiatives. It is believed that literacy recovery, particularly the reading performance of the Grade IV pupils, demands exhausted collaborative efforts from all members of the academic community.

Hence, project CARES, a local outsourcing program, was exhausted through the 'Bayanihan' spirit from all manner of good Samaritans across the civil and academic community of Mercedes Central School SPED Center to assist through a reading support network at school, at home at the community level.

Project CARE framework highlights the following methodology:

C-Collaborate and Coordinate: Reading remediation was conducted through pairing support at school, home, and community levels. On this basis, the identified struggling reader was partnered with a good reader facilitated by the teacher. In any event, where no good reader is available, the teacher herself will give the direct remediation activities.

Similarly, all reading activities were extensively done at home until complete mastery was achieved. During this process, the home and community para-teachers facilitated the completion and reading assistance.

A-Acquire and Actualize: This reading program was realized through the outsourcing mechanism by gaining networking reading supports, thus, ultimately leveraged on the existing partner's school initiatives and engaging volunteers/ partners to help children how to read. These potential networking supports were: (1) volunteer reader at home or in the neighborhood; (2) volunteer tutor in the community or at home; (3) community volunteer book giver, either private persons or a public organization; (4) volunteers assist in meeting needs during program implementation.; (5) Assisting readers on a volunteer basis through the adopt-a-non-reader program; (6) Volunteers who support Phone-Yagi sa CARES by providing smartphones and other reading and educational devices; (7) volunteers to drive teachers to their homes during home visits.

R-Read, Relevel, Reread, and Re-asses: The program used graded literacy worksheets at various ability levels and concentrations to test each learner's success in the key six components of a reading program: oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension. The simple view of reading (SVR), a theoretical framework that is in line with the Big 6 of reading, was used to accommodate learners. Thus, it was of prime importance to identify which quadrant a student should sit on the said theoretical framework and addressed the reading individualities. As a result, it was implemented with guaranteed regular communication, guaranteed monitoring, and strengthened relationships between the teacher, the para-teacher, the parents, the reading volunteers, and most importantly, the learners. These reading materials shall adopt the Philippine Informal Reading Inventory (Phi-IRI). It shall use the literacy methodology and strategies like (1) Fuller Approach; (2) Digital and Print Story Books; (3) and Functional Literacy Assessment Tool. These materialized in the form of integrated reading materials in modules, enjoyable reading worksheets, challenging task cards, and simplified reading guide sheets packed in the Family Reading Bag. In this process, the learners were expected to master a particular level of reading material before moving to another level.

E-Evaluate and Enhance. This phase aimed to evaluate the program's outcome and assess the learners' final reading level. After this, the pretest result was compared with the post-test result. Significant findings and gaps were addressed in improving the materials in the program.

Action Research Questions

The ultimate purpose of this action research was to improve the reading performance of the Grade IV pupils of Mercedes Central School through the utilization of the project CARES: Collaborative Approach in Reading through Enhanced Support Network in the School Year 2022-2023.

Specifically, it sought to answer the following research questions:

1. What is the level of Grade IV pupils' reading performance before and after the reading intervention in terms of
 - 1.1 word recognition;
 - 1.2 reading comprehension?
2. Is there a significant difference between the level of Grade IV pupils' reading performance before and after the reading intervention?
3. What is the level of the reading support network before and after the intervention?
4. Is there a significant difference between the level of the reading support network before and after the intervention?
5. How does project CARES facilitate the reading performance of the Grade IV pupils?

Action Research Methods

Research Design

In this study, the researcher utilized a mixed method, particularly the concurrent mixed method design. The quantitative part employed the one-group pretest and post-test design. This ascertained the level of learners reading proficiency particular, on reading recognition and comprehension, and its significant difference in both phases after the pretest and post-test results are inferentially compared using the adopted Phil-IRI reading tool. On the other hand, the network support was determined through a teacher-made survey questionnaire which underwent a pilot-testing and passed on the Cronbach Alpha Test of 0.89. Meanwhile, the qualitative part used the in-depth structured interview to determine the students' thoughts, emotions, and perceptions, particularly on how the project CARES facilitated the reading performance of the Grade IV pupils.

Participants and/or Other Sources of Data Information

The participants of this study were the Grade IV learners of Mercedes Central School in the school year 2022-2023, Schools Division of Zamboanga City, whose reading performance was below the passing mark. There were a total of 45 participants in this study. They were determined using purposive sampling representing the population's true characteristics. In qualitative part, the criteria of selection were (1) certified learner of the school for S.Y. 2022-2023 (2) Top 5 performing learners in the reading pre-test.

Research Instrument

The quantitative part employed the one-group pretest and post-test design. This ascertained the level of learners reading proficiency particular, on reading recognition and comprehension, and its significant difference in both phases after the pretest and post-test results are inferentially compared using the adopted Phil-IRI reading tool. On the other hand, the network support was determined through a teacher-made survey questionnaire which underwent a pilot-testing and passed the Cronbach Alpha Test of 0.89. Meanwhile, the qualitative part used the in-depth structured interview to determine the students' thoughts, emotions, and perceptions, particularly on how the project CARES facilitated the reading performance of the Grade IV pupils.

Data Gathering Procedure

By the Research Ethics Protocol, the researcher sought approval from the Schools Division Superintendent to perform the study. After receiving approval, the researcher presented the research procedure and offered information about the study without attempting to influence the students' responses. To guarantee that the student respondents' involvement in the study was entirely voluntary, the parents were asked to complete and sign the informed assent. After conducting the pre-reading assessment, the intervention project CARES was fully implemented.

After the implementation of the intervention, a structured one-on-one interview was conducted for selected 5 participants guided by the criteria of selection. Participants were permitted to share their ideas, feelings, and opinions regarding the employment of project CARES. The responses were analyzed to see how Project CARES impacted their reading performance. Following this was the conduct of the post-test reading assessment.

Data Analysis

The following guidelines for the quantitative and qualitative approaches were followed when analyzing the research data in order to show how the data was reported and analyzed. For Research Problem 1, the percentage was employed to describe the level of Grade IV pupils' reading performance in oral word recognition and reading comprehension. Regarding Research Problem 2, Paired t-test was employed to ascertain whether a substantial difference exists in the Grade IV pupils' oral word recognition and reading comprehension. Concerning Research Question 3, the mean and standard deviation were used to explain the level of the reading support network before and after the intervention. For Research Problem 4, Paired t-test was employed to ascertain whether a substantial difference exists in the level of the reading support network before and after the intervention. Lastly, thematic analysis was used on the transcribed data to describe how the respondents improved their reading proficiency through the project CARES.

Results and Discussion

Reading Performance before and after the intervention. Table 1 shows the mean percentage of the Grade IV pupils in oral word recognition and reading comprehension in both phases, pre-test, and post-test.

Table 1: Level of Oral Word Recognition and Reading Comprehension of Grade IV Before and After the Reading Intervention.

Assessment	Pre-Test		Post-Test	
	MP	Level Description	MP	Level Description
Oral Word Recognition	56.67	Frustration	93.62	Instructional
Reading Comprehension	44.13	Frustration	82.22	Independent

Legend: Word Recognition: 89%-below-Frustration; 90%-96%-Instructional; 97%-100-Independent
 Reading Comprehension: 58%-below-Frustration; 59%-79%-Instructional; 80%-100-Independent

It can be gleaned from the table that in the pre-test, the mean percentage of oral word recognition is 55.67%, described as frustration. This result implies that the Grade IV learners struggle to correctly read the word lists and sight words in the reading passage appropriate to their grade level. Araim (2016) study shared a resemblance and surmised that when students read at their frustration level, they had lower comprehension scores and reported feeling more negative emotions toward reading. Likewise, Nevenglosky, Cale, and Aguilar (2019) argue that while some level of frustration is necessary for learning and growth, excessive frustration can have negative effects on reading development and should be minimized. Hence, Project CARES was employed.

Consequently, it can be noted that after the intervention, oral word recognition has leaped to a mean percentage of 93.62%, described as instructional level. This finding suggests that the Grade IV pupils can read with support and guidance from a teacher and reading support within the Project CARES framework. This progression level of provides a balance between challenge and success, allowing the student to learn and grow while still feeling confident and motivated. Moreover, they can decode and recognize most of the words that require support and guidance from the teacher and reading support under the Project CARES.

On the other hand, the reading comprehension level of the Grade IV pupils in the pre-test was 44.13%, marked as frustration. This finding equates to the word

recognition level. However, it can be noted that after the intervention's employment, pupils' reading comprehension level is 82.22%, labeled as independent. The findings further suggest that the Grade IV pupils can read and comprehend texts independently without needing significant support or guidance from a teacher or adult after the intensive reading intervention through Project CARES. Learners can typically decode words, understand vocabulary, and comprehend the meaning of the text without assistance.

The result implies that after the implementation of the intervention project CARES, there was a progression of the reading level of the Grade IV pupils in oral word recognition and reading comprehension from the baseline of frustration to instructional and independent, respectively. İter (2017) emphasizes that moving students from frustration levels to instructional and independent reading levels is a critical goal for literacy instruction. This process involves providing appropriate assistance and instruction to support struggling readers develop the skills and strategies they need to read and comprehend texts on their own. These were demonstrated in the project CARES.

These findings are equally supported by Iwai's (2016) study that underscores explicit instruction as well as modeling of successful reading skills provided in the reading assistance intervention can help learners improve their reading level. He contends that reading support has demonstrated reading skills such as decoding, assessing comprehension, and vocabulary expansion and then urges students to apply these strategies on their own.

Similarly, the guided reading practice in the project CARES is where a teacher or another adult and a small group of students are working together to read a text in an extensive reading setup. Sioringas and Steier (2019) mentioned that the reading support is there to help and provide direction whenever it's required, and they also work with the class to build efficient reading strategies. This can be an efficient method for helping pupils progress from the level of annoyance to the level of teaching and then ultimately to the level of independence.

Testing the Difference of the Reading Performance Before and After the intervention. Table 2 displays that the t-stat is bigger than the critical value of 1.67 after the treatment.

Table 2: Test of Significant Difference in Students' Level of Reading Performance Before and After the Reading Intervention

Phase	n	mean	variance	df	t-stat	Critical value	p-value	Interpretation
Pre-Test	45	50.40	209.05	44	16.97	1.67	0.003	Significant
Pos-Test		88.22	6.67					

*Significance at 0.05 level

The table demonstrates the existing epochal difference between the means of the pre and post-implementation of the intervention from 50.40 to 88.22. Similarly, the table also poses a remarkable increase in the post-intervention weighted mean, which roughly almost doubled the pre-intervention weighted mean. This projects that the Grade IV reading performance in the pre-intervention is frustration at instructional and independent levels. This indicates that the employment of the project CARES is essentially effectual to the improvement of the reading performance of the student.

Additionally, applying the intervention produced a p-value of 0.003 which is less than the significance level. Thus, there is a notable distinction in the Grade IV pupils' level of reading performance both before and after the application of the Project CARES.

Reading Support-Network. Table 3 provides insight that the mean of the support network in the reading in the pre-intervention is 2.09, described as low. The findings suggest that the support given by the parents or any member of the family in the community was found to be low. These were evident in the lack of resources and support for kids to develop strong reading skills in their home environment. This can significantly impact their academic performance and personal growth (Mohammed and Amponsah 2018).

Table 3: Level of the Reading Support Network Before and After the Intervention

Phases	Mean	Std	Description
Pre-Intervention	2.09	0.25	Low
Post-Intervention	4.34	2.23	Very High

4.20-5.00-Very High; 3.40-4.19-High; 2.60-3.39-Moderate; 1.80-2.59-Low; 1.00-1.79-Very Low

Serving the purpose of the intervention using the CARES (Collaborate and Coordinate; Acquire and Actualize; Read, Relevel, Reread, and Re-asses; and Evaluate and Enhance) framework, there was an incremental gain in the support network in the post-intervention having a mean 4.34. This implies that the reading support network was high where the Grade IV learners received reading assistance and guidance from the parents at home, reading volunteers in the community, and reading assistance school. Similarly, there was progression in the resources given.

This result is corroborated by the investigation of Knospe, Sturk, and Gheitasi (2021) averred that reading support can increase the learners reading performance through the provision of access to reading resources and other forms of reading initiatives. Additionally, Alecsander (2022) underpins that to improve the learners' reading performance, individualized reading support can be tailored to meet the unique needs of each student. This type of support can be provided through one-on-one tutoring or small-group instruction. Through individualized reading support, students can receive targeted instruction that focuses on their specific reading challenges. Further, the provision of reading access to an assortment of literary resources can also improve students' reading levels. By offering a range of reading materials, students can explore different genres and find topics that interest them. This can help to cultivate a passion for reading, which can motivate students to read more. These were observed during the implementation of the Project CARES.

Testing the Difference in the Reading Support-Network. The outcomes of the treatment in terms of the reading support are presented in Table 4, which shows that the t-stat value of 27.91 surpasses the critical value of 1.75 with a degree of freedom of 15. In addition to this, it exemplifies the epoch-spanning that occurs between the means of the pre-implementation and the post-implementation of the intervention in this study. The pre-implementation mean has doubled after the implementation.

Table 4: Test of Significant Difference on Reading Support Network Before and After the Intervention

Phase	n	mean	variance	df	t-stat	Critical value	p-value	Interpretation
Pre-Intervention	45	2.09	0.06	15	27.91	1.75	0.001	Significant
Post-Intervention		4.34	0.05					

*Significance at 0.05 level

According to these findings, the reading support network shown by the students in the pre-intervention survey was low, but it significantly increased after the intervention, reaching a high level. It is abundantly clear from this that the utilization of the project CARES is demonstrably indicative of the fact that the reading support network has increased and improved.

In addition, the intervention's use produced a p-value of 0.001, which is less significant than the threshold of significance. Therefore, there is a significant difference in the reading support network before and after the intervention project CARES.

The Stevick-Colaizzi-Keen method of analysis, modified by Moustakas (1994), was employed by the researcher to analyze and identify the themes. The statements that were pertinent to the participant's experience were first listed by the researcher. This is called horizontalization, and every response was valued equally. Second, the researcher made a list of every statement that wasn't repeated and didn't overlap. The experience's invariant horizons were these propositions. Third, the investigator created themes out of invariant horizons. Fourth, the researcher created a unique textural description of each participant's experience, complete with verbatim examples, using the invariant horizons and themes. Fifth, a unique structural description of each participant's experience was created by the researcher. Sixth, based on the consistent elements and themes of each participant's experience, the researcher created a textural-structural description of the meanings and essences of each experience. Ultimately, the investigator combined the distinct textural-structural accounts to create a comprehensive account that encapsulated the fundamental aspects of the encounter for every participant collectively.

The analysis of how the project CARES facilitates their reading performance has emerged into two themes: availability of learning support, and access to reading resources.

Theme 1: Availability of Learning Support.

Most of the participants in this study testified that through the project CARES, availability of the learning supports was noted and facilitated their improvement in reading:

“With the availability of my sister and sometimes my parents at home and their way of monitoring us to develop my reading skills. They make sure that someone from the family facilitates the activity given” (P2).

“The activity sheets were accomplished by ensuring that someone from the family and the community can help me in my reading activity and that they are available. Before, they were not so engaged in helping us, and I did it alone. Now I can ask anyone to help me in reading” (P3).

“I now have reading support available to help in improving my reading performance. They taught how to read the difficult words and understand the story” (P4).

Keyser (2021) mentioned that the availability of reading support is essential for ensuring that all pupils can acquire excellent reading skills. Reading is a crucial ability for academic achievement and personal development. Children who have trouble reading may lag behind their classmates academically which can have lasting effects on their educational and employment chances.

This reading support can take various forms, such as individualized tutoring, classroom instruction, access to reading materials, and technology-based aids (Tomas,

Villaros and Galman 2021). Schools and families can help students overcome reading difficulties and build strong reading skills by offering reading support.

Theme 2: Access to Reading Resources.

Based on the responses, most participants highlighted that they got engaged in reading activities through the availability of access to reading resources:

“I can now access reading materials at school. I enjoy reading and learning more” (P1).

“Here in our house, we start to collect the book and other reading materials. I love to read and my parents also guide us. Sometimes we use the tablet to access other reading activities online” (P5).

This theme result is faithfully included in the vast articles of education which consistently ingeminates that access to reading resources can improve learning reading performance. Liu and Chen (2022) underscore that access to reading materials is vital to guaranteeing that all persons have the chance to acquire strong reading skills. Further, Allcott (2021) elaborates that access to reading resources includes physical books, internet resources, CDs, and e-books, among others. Hence, individuals can locate reading materials that match their interests and reading levels if they have having access to a range of reading materials, which can make reading more pleasurable and help them foster a love of reading.

The same backing proposed by Starke (2020) that schoolchildren who have access to books both at home and in school are more likely to develop proficient reading abilities and a love of reading. In addition, students with access to reading resources are more likely to achieve academic success and have better long-term educational and professional results.

Conclusion and Recommendations

This action research aimed to examine the reading performance level of Grade IV pupils of Mercedes Central School before and after the employment of project CARES (Collaborative Approach in Reading in Enhanced Network Supports. The result shows: The oral word recognition of the Grade IV pupils before the intervention was 56.67% described at frustration level. Oral reading progression was noted in the post-test where Grade IV learner’s oral reading performance was marked instructional having a mean of 93.62%. Likewise, reading comprehension has leaped from 44.1% described as frustrated to 82.22 marked as independent reading gain. There is a significant difference in the reading performance of the Grade IV pupils before and after the intervention Project CARES. The reading support network in the pre-intervention was found low with a mean of 2.09 and high in the post-intervention with a mean of 4.34. There is a significant difference in the reading support network before and after the intervention Project CARES. Lastly, availability of reading support and access to the reading resources were the themes generated in the participants' responses. This means that the Project CARES (Collaborative Approach in Reading in Enhanced Network Supports because the pupils have improved their performance after the intervention was applied. With the extensive use of this research, learners' reading ability will be improving and can help them read with ease and confidence. The researcher conducted this research to help enhance the effectiveness of the existing practices on the Phil-IRI reading tool. Based on the findings of the study, the following recommendations are formulated: DepEd officials may craft a program that focuses on a reading support network and

maximize the use of accessibility of reading resources and other like the intervention division-wide, and conduct training for reading upliftment to ensure the attainment of the reading proficiency. The school heads should invest more and campaign for the reading support network. They may also enhance and embed the same intervention into the reading program. The teachers may adopt the utilization of Project CARES at the classroom level. The parents should intensify their reading support and guidance to the learners and monitor their children's learning progress. Finally, it is recommended that future researchers carry out the study with similar variables. They might also broaden the investigation to address the division-wide question.

Action Plan

ACTIVITY	OBJECTIVES	STRATEGIES / IES	PERSONS RESPONSIBLE	TIMELINE	RESOURCES	SUCCESS INDICATORS
Information Dissemination	To inform and disseminate the result of the action research (AR) to the administrators, teachers, for the adoption of the project CARES across the curriculum level	Inform the administrators and teachers the results of the action research during the Learning Action Cell (LAC) session and during Cluster In-Service Training (INSET).	Researcher Administrators Teachers	August 2022 onward	Completed AR Research Output Project CARES reading resources and supports	Informed and disseminated the result of the action research
Mentoring	To assist the teachers in the crafting and utilization of project CARES	Conduct a seminar-workshop on the creation and utilization of the project CARES	Researcher Administrators Teachers	August 2022 onward	Teacher-Made PowerPoint	Utilization of the Teacher-Made PowerPoint Instructional Materials
Monitoring	To monitor the implementation of project CARES	Classes Observation Instructional Monitoring	Administrators Teachers	September 2022 onward	Teacher-Made PowerPoint Reading Resources and supports	Improved learning performance of the students
Evaluation	To evaluate the outcome of the project CARES	Gather the needed data for the evaluation	Researcher Administrators Teachers Students Parents	June 2023	Evaluation Sheet Student's Scores	Sustainability Plan and Re-adoption of the Project CARES

References

- Alecsander, Igor. 2022. *Education Week*. <https://www.edweek.org/teaching-learning/how-schools-can-support-older-students-who-lag-in-reading/2022/01>.
- Allcott, Lisa. 2021. *National Library*. <https://natlib.govt.nz/blog/posts/reading-on-screen-vs-reading-in-print-whats-the-difference-for-learning>.
- Araim, A. 2016. *Guided Reading at Frustration Level*. <https://scholarworks.calstate.edu/downloads/tt44pp133>.
- Basic Education Learning Recovery and Continuity Program. 2022. "Basic Education Learning Recovery and Continuity Program." *Department of Education* 45-60.
- Carolina, ST. 2021. *Importance of Reading at Home*. <https://www.screadingproject.org/importance-of-reading-at-home#:~:text=Studies%20show%20that%20early%20reading,establishing%20essential%20foundational%20literacy%20skills>.
- Collier, Ellie. 2019. "Why is Reading so Important for Children?" *High Speed Reading Training*. <https://www.highspeedtraining.co.uk/hub/why-is-reading-important-for-children/>.
- Dayagbil, Filomena T., Daisy R. Palompon, Laurence L. Garci, and Michelle Mae J. Olvido. 2021. "Teaching and Learning Continuity Amid and Beyond the Pandemic." *Front. Educ., Sec. Higher Education*. <https://doi.org/10.3389/feduc.2021.678692>.
- DepEd Memorandum no. 173, s. 2019. 2019. *Hamon: Bawat Bata Bumabasa (3Bs Initiative)*. <https://www.deped.gov.ph/2019/11/22/november-22-2019-dm-173-s-2019-hamon-bawat-bata-bumabasa-3bs-initiative/>.
- Đurišić, Maša, and Mila Bunijevac. 2017. "Parental Involvement as a Important Factor for Successful Education." *ceps Journal Vol.7 No. 3*. <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>.
- Gallagher, Bianca. 2020. "Keeping Literacy Alive during COVID-19 Pandemic." *Save the Children*. <https://www.savethechildren.net/blog/keeping-literacy-alive-during-covid-19>.
- Hassan, Carma, Deidre McPhillips, and Eric Levenson. 2022. "Student test scores plummeted in math and reading after the pandemic, new assessment finds." *Cable News Network, Inc.* <https://edition.cnn.com/2022/09/01/us/student-test-scores-drop/index.html>.
- İlter, İlhan. 2017. *International Electronic Journal for Elementary Education*. <https://files.eric.ed.gov/fulltext/EJ1156309.pdf>.
- Iwai, Yuko. 2016. *The Effect of Explicit Instruction on Strategic Reading in a Literacy Methods Course-International Journal of Teaching and Learning in Higher Education*. <https://files.eric.ed.gov/fulltext/EJ1106323.pdf>.
- Joynes, Chris, Serena Rossignoli, and Esi Fenyiwa Amonoo-Kuofi. 2019. "21st Century Skills:." *K4D: Knowledge, evidence and learning for development*. https://assets.publishing.service.gov.uk/media/5d71187ce5274a097c07b985/21st_century.pdf.
- Keyser, Adele. 2021. *Worksheet Cloud*. <https://www.worksheetcloud.com/blog/why-is-reading-important/>.
- Knospe, Yvonne, Erika Sturk, and Parvin Gheitasi. 2021. *Additional support for pupils with reading difficulties – a case study Taylor and Francis*. <https://doi.org/10.1080/20004508.2021.1966886>.

- Liu, Hao, and Xi Chen. 2022. *Sec. Educational Psychology*.
<https://doi.org/10.3389/fpsyg.2022.948612>.
- Mohammed, I., and Ofori Amponsah. 2018. *African Educational Research Journal* Vol. 6(4), pp. 273-278. DOI: 10.30918/AERJ.64.18.071.
- Nevenglosky, Erica A., Chris Cale, and Sunddip Panesar Aguilar. 2019. *Barriers to effective curriculum implementation-Research in Higher Education Journal* .
<https://files.eric.ed.gov/fulltext/EJ1203958.pdf>.
- OU-LAPP Memo No. Q-267, s. 2021. 2021. *Guidelines on the Utilization of Program Support Funds for Partnership Building and Linkages* .
<https://www.deped.gov.ph/2018/02/15/do-07-s-2018-guidelines-on-the-utilization-of-program-support-funds-for-partnership-building-and-linkages-for-fiscal-year-2018/>.
- OU-LAPP NO. 332, s. 2021. 2021. *Conduct of the 2021 Brigada Eskwela*.
<https://caraga.deped.gov.ph/wp-content/uploads/2021/07/img-210730124059.pdf>.
- Rotas, Erwin E., and Michael B. Cahapay. 2020. "Difficulties in Remote Learning: Voices of Philippine University Students in the Wake of COVID-19 Crisis." *Asian Journal for Distance Education* Vo. 15 Issue 2.
<https://files.eric.ed.gov/fulltext/EJ1285295.pdf>.
- Sioringas, Mandy, and Nola Steier. 2019. *St. Catherine University The Effect of Guided Reading on Student's Academic Achievement in First-Grade Classrooms*.
<https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1312&context=maed>.
- Starke, Kathryn. 2020. *Developing a Love of Reading in Students Edutopia*.
<https://www.edutopia.org/article/developing-love-reading-students/>.
- Tomas, Mary Jane L., Erleo T. Villaros, and Sheena Mai A. Galman. 2021. *The Perceived Challenges in Reading of Learners: Basis for School Reading Programs- Open Journal of Social Sciences*.
<https://www.scirp.org/journal/paperinformation.aspx?paperid=109033>.

Financial Report

A. Supplies and Materials					
ITEMS	QTY	UNIT	DESCRIPTION	UNIT PRICE	TOTAL AMOUNT
1	2	Reams	A4 size s20 Bond Paper	200.00	400.00
2	4	Set	EPSON Computer Ink	400.00	1,600.00
4			Binding Expenses		500.00
5	10	Pcs.	Folders	20.00	200.00
6			Miscellaneous		1000.00
Total					3,700.00
7			Miscellaneous Expenses		1,300.00
Grand Total					5,000.00

Appendix A

Survey Questionnaire

Directions: Please put a checkmark on the box of each item which approximates your thinking, feeling, and behavior toward your reading support. The following numbers have their corresponding descriptions: 5 – Often, 4 – Always, 3 – Sometimes, 2 – Rarely, and 1 – Never.

Reading Support	5	4	3	2	1
1. My reading support network at school is available.					
2. My reading support network at home facilitates me in my reading activities					
3. My reading support network in the community provides reading assistance specific to my reading needs					
4. My reading support network takes an interest in my reading proficiency development.					
5. My reading support network provides supplemental reading materials to help the child with her reading.					
6. My reading support network gives rewards for a job well-done as motivation for my reading.					
7. My reading support network keeps reading inventory of my reading progress.					
8. My reading support network does not put much pressure on my reading to keep me enjoying my reading.					
9. My reading support network provides a reading schedule.					
10. My reading support network takes patience in providing reading drills.					
11. My reading network correct my number of reading errors.					
12. I ask her sister/ brother to help her son/daughter with the reading practices.					
13. My reading network let me deal with my reading practices for me to be independent.					
14. My reading network immediately provides positive feedback when it comes to my reading proficiency.					
15. My reading network discusses the importance of having reading proficiency for the child.					

I. Interview Guide Questions

Engaging Question

1. How is your reading experience in the project CARES?

Core Questions

2. How does Project CARES facilitate your reading proficiency?
3. What specific support you gained that facilitate your reading proficiency?
4. What approach in the project CARES that best improve your reading proficiency?
5. What challenges do you encounter in the facilitation of your reading proficiency?
6. How do you overcome this?

Exit Question

7. Is there anything else you want to share about is your reading experience in the project CARES that has not been brought up? What is it/are they?

Appendix B Informed Assent

I, the undersigned, confirm that (please tick the box as appropriate):

1.	I have read and understood the information about the research, as provided in the Information Sheet dated _____.	<input type="radio"/>
2.	I have been allowed to ask questions about the research and the participation of my son/daughter.	<input type="radio"/>
3.	I voluntarily agree to allow my son/daughter to participate in the research.	<input type="radio"/>
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalized for withdrawing, nor will I be questioned on why I have withdrawn.	<input type="radio"/>
5.	The procedures regarding confidentiality have been clearly explained (e.g., use of names, pseudonyms, anonymization of data, etc.) to me.	<input type="radio"/>
6.	If applicable, separate consent terms for interviews, audio, video, or other data collection forms have been explained and provided to me.	<input type="radio"/>
7.	The use of the data in research, publications, sharing, and archiving has been explained to me.	<input type="radio"/>
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	<input type="radio"/>
9.	Select only one of the following: <ul style="list-style-type: none"> • I would like my son/daughter's name used and understand what I have said or written as part of this study will be used in reports, publications, and other research outputs so that anything I have contributed to this project can be recognized. • I do not want my son/daughter's name used in this project. 	<input type="radio"/> <input type="radio"/>
10.	Along with the Researcher, I agree to sign and date this informed consent form.	<input type="radio"/>

Participant:

Name of Parent/Guardian

Signature

Date

Researcher:

Name of Researcher

Signature

Date