



**STAKEHOLDERS' EXPERIENCES ON THE IMPLEMENTATION OF PROJECT
BATA (BATANG AKTIBO TALENTADO ASENSADO) IN THE SCHOOLS
DISTRICT OF CONCEPCION: BASES FOR ENHANCEMENT
RECOVERY PROGRAM**

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ABSTRACT

This mixed-methods study determined the stakeholders' experiences with the implementation of Project BATA in the Schools District of Concepcion, providing bases for enhancement recovery. Employing a phenomenological design, the study utilized in-depth interviews to gather qualitative data. Project BATA, a comprehensive reading intervention program, was introduced in the district to support at-risk learners in improving their literacy skills. However, stakeholders faced various challenges, including inadequate classrooms, scheduling constraints, insufficient reading materials, frequent absenteeism, limited parental involvement, and a lack of interest in reading. Despite these obstacles, stakeholders developed coping mechanisms, such as pull-out classes, localized reading materials, incentives, home-school connections, and home visitations. Based on stakeholders' experiences, the study revealed that while challenges existed, they were manageable, and an action plan was developed to enhance the program.

Keywords: *Project BATA, Challenges, Coping Mechanism, Enhancement Program*

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INTRODUCTION

Background of the study

Reading is a foundational skill that unlocks a world of knowledge, fosters creativity and imagination, and empowers individuals to achieve personal growth and development. It allows people to explore new ideas, cultures, and perspectives while improving vocabulary, critical thinking, and communication skills. Whether through books, newspapers or digital content, reading helps students stay informed and engaged with the world around them. It can be a source of education, entertainment, and even relaxation. Developing a habit of reading not only enriches the minds but also enhances the ability to understand and interpret information in daily lives.

One way to address literacy problem in the Schools District of Concepcion is through Project BATA (Batang Aktibo Talentado Asensado). This is a district initiative reading program to help at-risk learners improved their literacy skills.

To identify learners' reading level, the teachers employed the result of CRLA (Comprehensive Rapid Literacy Assessment) and PHIL IRI to determine who will be included in the lists for intervention in reading. After selecting the recipients for the program, a tutor or teacher hired for this program was assigned in every school to help learners enhance their reading levels. The tutor was given minimum compensation taken from the budget for Special Education Fund of the municipality. Upon completion of the program, learners were given post-test to determine if their reading levels improved.

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Although various programs have been implemented in schools to enhance learners' literacy skills, there remains a need for further research to inform and improve the effectiveness of these initiatives, ultimately optimizing their implementation.

The stakeholders' experiences can be an additional basis in the implementation of the Project BATA to improve the reading program as well as a literacy status of the learners. It also improves the way how teachers manage the interventions to the struggling learners and to increase the awareness of parents towards the education of their children. Moreover, the study focused on the experiences of the stakeholders to provide intensive individualized support tailored to learners' specific needs, thus significantly improve the literacy skills of struggling learners setting them on a path toward future academic success.

The study determined the stakeholders' experiences on the implementation of PROJECT BATA (Batang Aktibo Talentado Asensado) which has been implemented by the Schools District of Concepcion as one of the bases for enhancement recovery program.

MATERIALS AND METHODS

Research Methodology

This chapter delineates the research methodology employed in this study, encompassing the research design, participant selection, data collection procedures, instrumentation, and data analysis techniques utilized to investigate the research questions.

Research Method

This study employed a mixed-methods approach, combining in-depth interviews with data sampling. During the interviews, the researcher and participant engaged in a

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collaborative discussion, seated at a comfortable distance, to explore a series of questions related to a specific topic. The objective was to elicit the participants' core perspectives and insights on the issue within a social context, as conveyed through their responses to the questions.

Research Design

This study employed a qualitative-quantitative research design, incorporating phenomenology.

Phenomenology seeks to explore how individuals perceive the world, acknowledging potential variations from prevailing views. This approach focuses on subjective interpretations of personal experiences, gathering insights through in-depth interviews.

Phenomenology is frequently employed in disciplines such as psychology, sociology, and social welfare. As Smith (2013) notes, this approach involves an in-depth examination of conscious experience from a subjective, first-person viewpoint.

The fundamental characteristic of any experience is its inherent intentionality, whereby it is oriented toward a specific entity, occurrence, or phenomenon.

This intentional orientation is made possible by the experience's inherent meaning or content, which symbolizes the entity, in conjunction with facilitating condition.

Participants of the Study

The participants were the five (5) selected school heads, seven (7) teachers, six (6) parents and seven (7) learners obtained from the number of stakeholders' in the Schools District of Concepcion for the school year 2023-2024 specifically, six from Bacjawan Sur

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Elementary School, six from Concepcion Central School, five from Domingo Y. Sobremonte Memorial School, five from Tamis-ac Elementary School and three from Macabang Elementary School.

Sampling Design

This study employed a purposive sampling design, which involves selecting participants based on specific characteristics of the population and the research objectives. This non-probability sampling approach allows for the deliberate selection of individuals who possess particular traits or experiences relevant to the study. Purposive sampling is also referred to as judgmental, selective, or subjective sampling, highlighting the researcher's intentional selection of participants.

Research Instrument

The research instrument employed was a customized interview schedule designed by the researcher. This schedule consisted of two open-ended questions specifically crafted to address the research objectives. To ensure accurate data collection and documentation, voice and video recorders were utilized, contingent upon the participants' consent.

Validity of the Research Instrument

To establish the validity of the researcher-designed interview schedule, a panel of experts was consulted, comprising the adviser, the Dean of the Graduate School, and a team of jurors renowned for their expertise in research methodology, assessment, and English grammar. These validators scrutinized each question, providing feedback for review and refinement.

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Validity, in this context, pertains to the accuracy, relevance, and usefulness of the inferences drawn by the researcher (Fraenkel & Wallen, 2007). Content-related validity evidence ensures that the interview schedule's content and format align with the defined variables and the sample population under study, thereby facilitating the validation of individual items.

The feedback, corrections, and suggestions provided by the validation panel were meticulously considered and documented using the standardized form adapted from Good and Scates (Appendix A).

Data Gathering Procedures

To facilitate the study, the researcher secured necessary permits from key stakeholders, including the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisor, school heads, teachers, learners and individual participants. This ensured a smooth and authorized data collection process.

The researcher personally delivered the letter requesting approval to the relevant authorities. To make it easier for respondents, the researcher physically visited the five schools in the District of Concepcion 1.

Prior to conducting the interviews, participants were asked to sign a waiver granting permission for the study. This step ensured informed consent and confidentiality. The researcher utilized semi-structured, in-depth interviews as the principal means of data collection.

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To ensure accuracy, voice and video recorders were utilized to capture participants' responses in their exact words. The interview questions included open-ended inquiries that allowed the participants to share their perspectives on the challenges they believed they faced in the implementation of Project BATA and how they cope these challenges. After completing the series of interviews, the researcher compiled and organized the gathered data, establishing a foundation for subsequent in-depth analysis and interpretation.

Data Analysis

The collected data underwent thematic analysis, a qualitative research technique aimed at uncovering patterns and themes within the data.

As noted by Maguire and Delahunt (2017), thematic analysis seeks to distill key themes from the data, which are then used to shed light on the research question or provide insight into a particular issue.

This involved a comprehensive process of summarizing, analyzing, and interpreting the data, ultimately rendering it meaningful and coherent.

Summary

This investigation sought to examine stakeholders' experiences of the implementation of Project BATA as a basis for an enhanced recovery initiative in the Concepcion Schools District during the 2024-2025 academic cycle.

A hybrid research methodology was utilized, integrating both qualitative and quantitative approaches. In-depth discussions were facilitated, guided by a phenomenological research framework. The participant cohort comprised 25 stakeholders, including five

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educational administrators, seven instructors, six guardians, and seven pupils, selected from the official registry of stakeholders in the Concepcion Schools District for the 2023-2024 academic cycle.

Data collection was facilitated through a customized interview protocol, augmented by audio and video recordings, contingent upon participant assent.

To ensure the accuracy and relevance of the interview protocol, it underwent content evaluation by a panel of specialists, utilizing the criteria outlined by Fraenkel and Wallen (2007). The researcher incorporated expert feedback to refine and validate the instrument.

Upon establishing the validity of the interview protocol, requisite authorizations were obtained from the advisor, Dean of the Graduate School, Office of the Schools Division Superintendent, Educational Administrator, and individual participants. The researcher then conducted in-depth discussions at locations convenient for the participants, compiling the collected data upon completion.

The following are the findings of the study:

Based on the results of the in-depth interview with the stakeholders as to their experiences on the implementation of Project BATA, it was found out that they experienced lack of classrooms, insufficient reading materials, frequent absenteeism, parental involvement and lack of interest in reading.

Based on the results of the in-depth interview with the stakeholders as to how they coped with challenges encountered on the implementation of Project BATA, it was found out

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that they employed pull-out class, used localized reading materials, gave incentive, and conducted home school connection.

An action plan on enhancement recovery program on Project BATA was proposed to address problems on lack of classrooms. A training workshop intended for teachers to upgrade the skills of teachers to answer insufficient reading materials, and training will be conducted for parents to strengthen home school connection and answer the issues on lack of interest in reading for learners.

CONCLUSION

Based on the findings, the following insights were drawn:

The pre-test and posttest results of the five sample schools increase every school year and it shows that the Project BATA reading program is effective and should be carried on. Provision of learning space is important so that learners as well as teachers have conducive place for learning.

Teachers can create localized reading materials to support the reading program and to have more reading materials for learners' advancement.

Involvement of parents plays a big role and much attention should be given in order to provide positive feedback and sustain the learners' interest to be in school.

The support of school heads plays a crucial role in the successful implementation of Project BATA. Moreover, the long-term practicality and growth of the program are heavily

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dependent on the budgetary allocation made by school heads through the school's Maintenance and Other Operating Expenses (MOOE).

RECOMMENDATIONS

In the light of the findings and insights arrived in this study, the following recommendations are forwarded:

School heads, teachers and parents need to work hand in hand for the benefit of the learners and to enhance the implementation of the Project BATA.

School heads should provide suitable learning space and conduct training and workshop to upgrade teachers' skills needed to improve learners' reading skills and abilities. Parents should be given proper training in order to uplift their perspective towards good education of their children and to make them aware on their children's performance in school.

To facilitate implementation, a copy of the proposed action plan for the enhancement recovery program should be submitted to the Schools Division Office, Regional Office, and Central Office for review, approval, and subsequent implementation.

In the event that the recommended action plan is not approved, school administrators are encouraged to adopt and implement the plan on a local level, through informal arrangements, to ensure that the benefits of the enhancement recovery program are still realized.

Future research endeavors are encouraged to replicate and expand upon this study, incorporating additional variables not explored or referenced in the current investigation. This

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would provide a more comprehensive understanding of the topic and potentially uncover new insights and perspectives.



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