



EFFECTIVENESS OF JUAN KAPATID (JK) PROGRAM IN ENHANCING THE READING SKILLS OF STRUGGLING READERS AMONG GRADES 3-6 PUPILS AT STA. CLARA ELEMENTARY SCHOOL

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ABSTRACT

The action research aimed to determine the effectiveness of the Juan Kapatid (JK) Program in enhancing the literacy of struggling learners at Sta. Clara Elementary Schools. The study explored key aspects of the program, including the impact of Socio-Emotional Learning (SEL) and the role of parental involvement through the Suporta Eskwela Club (SEC). Data were gathered through qualitative methods such as interviews, observations, and assessment results. The children participating in the program, whom we refer to as JK achievers, undergo three (3) assessments: baseline, midline and endline. The findings served as the basis for proposing an enhancement plan to strengthen the program's implementation and sustainability in the school.

Results showed that Juan Kapatid (JK) Program had a positive impact on learners' literacy development, with most participants demonstrating significant gains in reading fluency from baseline to endline assessments. The structured, and there were times one-on-one sessions, provided a supportive environment that enabled learners to gradually build foundational academic skills. Additionally, students became more confident and participative in classroom activities as their abilities improved over time.

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The findings also highlighted the crucial role of Socio-Emotional Learning (SEL) in the program's success. SEL helped learners regulate emotions, build relationships, and gain self-confidence, which further enhanced their engagement and academic performance. Moreover, the Suporta Eskwela Club (SEC) empowered parents to take an active role in their child's academic development, providing them with approaches to support learning at home and creating stronger school-family connections.

In light of the findings, the study recommends the continued implementation of the Juan Kapatid (JK) Program with an enhancement plan focused on addressing teacher workload, providing additional learning resources, and strengthening partnerships with key stakeholders like the Gokongwei Brothers Foundation. Sustaining these efforts will help ensure that the program remains effective in addressing literacy gaps and continues to foster a supportive, inclusive learning environment for all learners.

Keywords: *Juan Kapatid (JK) Program, fluency, Suporta Eskwela Club (SEC), stakeholders, assessment*

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