



LEARNERS' READING AND COUNTING SKILLS PROGRESS (LRC-SKIP) PROGRAM: INTERNAL STAKEHOLDERS INVOLVEMENT AND LEARNERS' LITERACY AND NUMERACY SKILLS AS BASIS FOR ENHANCEMENT

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ABSTRACT

This study, utilizing a mixed research design, aimed to find out the learners' literacy and numerical skills and internal stakeholders' involvement as basis for enhancement. Data of the study was gathered through a researcher- made interview questions and was integrated using thematic analysis. Based on the result of the study, the teachers were responding to slow learners' needs and enhancing learners' literacy and numeracy skills. Parents, on the other hand, were helping their children to read and compute, while learners enjoy learning how to read and write. Teachers faced challenges like lack of interest in reading and counting and poor reading and counting skills. Parents encountered problems on lack of students' parental guidance and difficulty in reading and counting numbers. To cope with the challenges, teachers employed strategies such as giving more activities and sufficient learning materials. Moreover, parents encouraged their children to read and count and spend more time with their children. Learners sought help from teachers and parents to cope with the challenges. The study's findings provided the foundation for improvement.

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Keywords: *Internal Stakeholders Involvement, LRC-SKIP Program, Literacy and Numeracy Skills*

INTRODUCTION

National and international assessments, such as the National Achievement Test (NAT) and the Program for International Student Assessment (PISA, 2022), have consistently revealed alarming trends in reading proficiency among Filipino learners. These assessments indicate that a significant portion of learners fall below proficiency levels, hindering their academic progress and prospects.

Effective reading numeracy intervention programs play a crucial role in addressing reading difficulties and improving overall literacy rates. Research has shown that early intervention is particularly effective in addressing reading challenges and preventing academic disparities (Ehri et al., 2001). Therefore, the implementation of evidence-based reading interventions is essential to bridge the gap between struggling readers and their proficient peers

Numeracy, along with literacy, is one of the most important aspects of schooling and life. From paying for groceries and receiving change, to counting, and gathering ingredients, numeracy governs a lot of processes and interactions. It is therefore important to make sure children get a good start on numeracy skills (Wannabees, 2024).

Reading and counting skills are fundamental skills that underpin all aspects of education and personal development. Literacy and numeracy skills are the foundations of

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lifelong learning and full participation in society. These skills empower students to make meaning, think critically, and creatively, and reach their full potential (Tambre, 2017).

Different modalities were used by the schools to facilitate continued learning among learners, but the efforts were not enough because many learners lost interest and motivation in their studies. Teachers reported that there were some instances where parents were the ones answering the learning modules of their children during the half-day classes due to extreme heat.

The Iwa-Macatol Elementary School came up with the PROJECT LRC-SKIP (Strengthening and Advocating Reading for All) that will help the recovery of our education, particularly by helping our struggling learners improve their literacy and numeracy skills. Moreover, the program aims to assist and support teachers in their passion, profession, and vocation in nurturing learners to become readers and numerates.

The DepEd agenda MATATAG is setting a new direction for the implementation of PROJECT LRC-SKIP that yielded promising results, with improvements in reading proficiency documented and counting skills in our school in the Schools District of Pototan II.

The researcher conducted this study to provide a comprehensive analysis of the implementation of the school program exploring the experiences and perspectives of teachers, parents, and learners within the school. By examining the program's successes, limitations, and areas for improvement, this research aimed to offer valuable insights that can inform the enhancement of the LRC-SKIP Program of Iwa-Macatol Elementary School this school year 2024-2025.

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MATERIALS AND METHODS

Research Methodology

This Chapter presents the research methodology used in the study. This includes the research method, research design, the respondents of the study, research instruments, data gathering and procedures, and the statistical tools used to analyze the data.

Research Method

The research study utilized a mixed research design. The researcher used a phenomenological research. It is a method of comprehending and investigating experience through social interaction, time, a location or sequence of locations, and cooperation between the researcher and participants (Connelly & Clandinin, 2016).

The interviews were conducted in a face-to-face setting, allowing both interviewer and interviewee to sit together while contemplating a series of questions pertaining to a specific issue.

For quantitative methods, the researcher used both descriptive and inferential statistical tools.

Research Design

Both quantitative and qualitative research designs were used in this study. Understanding and interpreting people's or groups' subjective experiences, meanings, and social circumstances is the aim of this research design. In order to find patterns, themes, and insights pertaining to a certain study question or topic, it entails gathering and evaluating non-

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numerical data from sources like observations, interviews, and written materials (Creswell, J.

W., & Creswell, J. D. 2017).

In-depth interview was used in this study to gather comprehensive and detailed information from participants about their experiences, perspectives, beliefs, and attitudes related to a specific topic or research question. These interviews are conducted in a one-on-one or small group setting, allowing for open and in-depth discussions (Creswell,2013).

Participants of the Study

The study involved six elementary school teachers, six parents, and six learners of Iwa-Macatol Elementary School in the Schools District of Pototan during the school year 2024-2025.

Participants were chosen based on their relevance to the study, their ability and interest in responding to the interview questions, and the constraints imposed by respondents' consent and ethical considerations. Participants were selected using a purposive sampling technique. Because they have certain traits and experiences related to the research subject, participants were specifically chosen. Prior to conducting the interview, the researcher obtained a letter of authorization and presented it to the participants.

Sampling Design

In this study, purposive sampling design was used. According to Fraenkel & Wallen (2007),in purposive sampling, the researcher does not simply study anyone is available but rather utilizes his judgement to select a sample that he believes, based on past information, may offer the data he needs.

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The researcher purposely selected the respondents for the study. Only teachers who were given a regular permanent appointment starting school year 2024-2025 and still teaching at the time of the study in the public elementary schools within the schools District of Pototan II, Iloilo were included as respondents of the study.

Research Instrument

The study used a mixed research design. According to Azorin (2016) mixed research is a type of study design that mixes (2017) and blends qualitative and quantitative research approaches. In order to better comprehend a phenomenon and provide answers to the research questions, it entails gathering and evaluating both qualitative and quantitative data.

The principal research instrument utilized in the study is Interview Guide Questions. The interview guide was divided into three question guides: questions for the teachers, questions for the learners, and questions for the parents. Participants were asked three probing questions about their views on the implementation, challenges, and coping mechanisms in the implementation of the program.

The development of the interview was guided and aligned closely with the research objectives and inquiry.

It encompasses a curated set of open-ended inquiries, probes, and prompts, all meticulously designed to elicit nuanced information and insights from participants (Rubin & Rubin, 2021). This research instrument facilitates the systematic collection of qualitative data by guiding the conversation and enabling consistent coverage of essential subjects, thereby ensuring the richness and depth of the obtained information.

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The construction and validation of the interview guide questions is an integral aspect of the research process and necessitates alignment with the specific research goals and inquiries. It encompasses a range of questions, probes, and follow-up prompts carefully crafted to encourage participants to share their experiences, perspectives, and insights (Seidman, 2018).

In finding out the significant difference in literacy and numeracy results of the learners in Iwa-Macatol Elementary School during the school year 2023-2024, the researcher used the pre-test and post-test results as secondary data of the study.

Validity of the Research Instrument

One of the most crucial factors in determining a test's quality is the validity of the research tool. Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes based on the data to be collected. In content-related validity, the content and format must be consistent with the definition of variables and a sample of the subject to measure that helps validate the items in the questionnaire (Fraenkel and Wallen, 2007).

The researcher constructed nine (9) interview questions. The questions were divided into three (3) Categories namely, teachers, parents, and learners. It was submitted to the thesis adviser for review and the face and content validation to a panel of experts. The panel of experts inspected each item based on appropriateness, relevance, clarity of the language used, and correctness of sentences. The corrections or modifications, and suggestions on the

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content of the questionnaire were followed in the final draft of the instrument before the conduct of the study.

Data Gathering Procedure

In-depth interviews are a qualitative research method used to collect rich and detailed data by engaging in one-on-one or small-group conversations with research participants. Before conducting interviews, participants will be purposefully selected based on specific characteristics, experiences, or criteria relevant to the research objectives (Creswell & Creswell, 2017).

Participants were supplied with information regarding the study's purpose, protocols, and confidentiality. Informed consent is sought from each participant, (Merriam, 2019).

Interview sessions were administered personally to the teachers, parents, and learners. Participants were given the opportunity to respond honestly to the questions, which allowed them to feel at ease discussing their opinions, insights, difficulties, and coping strategies—all of which are crucial for the study.

Data Analyses

Thematic analysis was performed to find, examine, and describe patterns (themes) in the data collected for this study. The technique, which involves looking through a data set to find, was used to the analysis of qualitative data. Examine and document recurring trends. (Braun and Clarke, 2016).

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RESULTS AND DISCUSSION

This qualitative and quantitative research method was used to formulate a program enhancement on LRC-SKIP Program as basis for enhancement program during the school year 2023-2024.

For method of qualitative research, the researcher used in the study was descriptive utilizing in-depth interviews. During the interview, the interviewer was permitted to sit a substantial distance away and analyze the set of questions pertaining to a certain topic. Through the participants' answers to the questions, the key idea or essential points of view regarding involvement in a particular issue in a social setting were to be obtained.

The study used phenomenology under qualitative research design. Phenomenology can be considered a philosophical approach in undertaking qualitative research (Fraenkel and Wallen, 2007).

The participants of the study were the six teachers, six parents, and six learners. They are all from Macatol Elementary School, schools District of Pototan II. Then research instrument utilized in the study was a researcher-made interview guide. Voice and video recorders were used for data gathering and documentation depending upon the permission of the participants.

The data gathering instruments were subjected to face-to-face content validation by a panel of experts. Thematic analysis was used for descriptive data analysis.

For quantitative research method, the researcher utilized the Phil-IRI and E-RUNT pre-test and post-test results. Both descriptive and inferential statistics were used in the study.

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For descriptive analysis, frequency count, percentage, and mean were used. The inferential statistics used was Wilcoxon Signed Test set at 0.05 level of significance.

Permits from the adviser, dean of the Graduate School, Office of the Schools Division Superintendent, School head, and individual participants were obtained to allow the researcher to conduct the study. The research personal went to the schools/community convenient on the part of the participants to conduct the interview.

The researcher consolidated all collected data after series of interviews. The information was gathered, analyzed, and interpreted using thematic approach.

The following are the findings of the study.

Based on the results of the study, it was found out that the experiences of teachers in the implementation of the LRC-SKIP Program were responding to learners' needs, enhancing learners' literacy and numeracy skills, and enjoying teaching slow learners.

It was also found out that the parent's experiences in the implementation of the LRC-SKIP program were helping children read and compute and encouraging learners not to be absent from their class.

For learners' experiences, it was revealed that they were learning how to read and count and enjoying while learning.

On the results of the study, it was found out that the challenges encountered by the teachers in the implementation of LRC-SKIP program were the lack of interest in reading and counting and poor reading and counting skills.

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It was also found out that the parents' challenges encountered by them in the implementation of LRC-SKIP program were a lack of parental guidance and difficulty in reading and writing numbers.

Further, it was found out that the challenges encountered by learners in the implementation of LRC-SKIP Program was the difficulty in reading and counting numbers.

During in-depth interviews, it was found out that the teachers coping strategies for the challenges they encountered in the implementation of LRC-SKIP program were giving more activities within learners' interest and providing sufficient instructional materials.

On the other hand, the parents' coping strategies for the challenges they encountered in the implementation of LRC-SKIP program were encouraging their children to read and count and giving them more time.

Moreover, learners coped with the challenges through seeking help from their teachers and parents.

It was found out that the teachers assigned to LRC-SKIP have awful wisdom to share their learning with their learners and with other teachers. Some have unlikely potential to improve social responsibility and compassion for the learners. It was also found out that the learners' literacy skills after the LRC-SKIP program include a number of essential elements that combine to build students' general literacy abilities, which aids in the development of their reading and comprehension skills.

The learners were properly guided by their respective parents and teachers during the conduct of the interview.

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Using in-depth interviews, voice and video recorders were provided to completely capture the interviewee's words and responses. The participants comfortably sit together with the researcher to get the responses to the questions.

Finding out what the participants thought of the study was the goal. After conducting a number of interviews, the researcher combined all of the information gathered.

The following recommendations were reached in light of the study's findings:

The teachers, parents and learners' experiences in the implementation of LRC-SKIP program developed academic skills, exposure, and training that helps them do their current responsibilities more effectively and prepares them to facilitate learning. These skills in reading and counting numbers can be cultivated among the learners only when teachers and parents enriched with the proper academic setting and furnish with a well-planned enhancement program.

The reading and numeracy program of the school came as a challenge for the teachers, parents, and learners. Having help from teachers is very important role in school. At home, learners need parents who will guide them in their studies, especially in reading and counting numbers. Thus, good understanding and the optimal responsibility of all elements are needed so that the school program can further extend assistance to the learners.

Support mechanisms should be organized that will benefit the learners love of reading and numbers. Positive work outcomes and organizational and stakeholders' commitment is necessary for a long-term benefit that will foster initiatives and work more effectively and prepares them to facilitate learning. These academic skills in reading and math can be

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cultivated by learners only when teachers and parents are enriched with the proper academic setting and equipped with a planned enhancement program.

The pre-tests on English literacy and numeracy required to adapt and improve upon a modern work environment and more than mastering basic mathematics that require the skills of critical thinking, judgment, and sense of making relate to applied context for better performance of learners in English and Math.

The post-test in reading encompasses a variety of skills that can permit all aspects of learners' life. Having strong reading abilities can enable teacher and parents interpret and find meaning in all they read and when they continuously improved their reading skills. The results further ensure learners by providing mathematical knowledge and skills that are essential for underlying thoughts and concepts in teaching mathematics.

LRC-SKIP program of the school indicated that the program underwent thorough evaluation in identifying the strong and weak points in terms of literacy and numeracy performance of the learners. Evaluation is not just a testing program, but it is a continuous process being made toward the objectives and to know if the objectives are achievable and worthwhile.

CONCLUSIONS

The following are the recommendation based on the results of the study.

School heads, teachers, and parents may help improve more and sustain the level of learners' understanding in reading and counting numbers by providing the needed technical assistance in literacy and numeracy program.

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Teachers may use a variety of teaching methods that may help their learners with different learning styles in order to enhance the learning skills of the learners and knowledge of the parents and teachers in the implementation of the program.

Teachers, parents, and learners may be involved in seminars and trainings in partnership with non-government organizations in capitulating them towards effective reading instructions and basic tools used in teaching mathematics and reading.

The school may establish communication and linkages among stakeholders by seeking inputs, feedback, and collaboration to ensure the full implementation of LRC-SKIP Program.

Teachers may continue guiding, mentoring, and coaching learners with difficulties in reading and counting numbers during their vacant time or even during Saturdays and Sundays.

Similar studies may be conducted in other areas using different variables which are not included in the present study to discover more significant results that would broaden the concepts of learners in literacy and numeracy.

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