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**IMPACT OF PROJECT GLARE ON THE ACADEMIC PERFORMANCE  
OF BENEFICIARIES AT GAWARAN ELEMENTARY SCHOOL  
FOR SCHOOL YEAR 2022-2023**

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**ABSTRACT**

The results of the study hoped to serve as a baseline in implementing Project GLARE to reinforce and enhance reading, for learners under the frustration level and non-readers.

The descriptive research was used in this study to gather necessary data. Records of the Phil-IRI pre-test and post-test and academic performance of learners during the first and fourth quarters were gathered to be used in comparing results.

To further describe, interpret, and analyze the data, the researcher used the F-Test or One Way ANOVA, and Measure of Central Tendency as statistical tools.

The findings concluded that Project GLARE is very helpful to struggling learners with reading difficulties. The F-value of 0.05 and the level of significance at 0.01 revealed that the project is beneficial to learners with difficulties in reading to improve their reading skills.

The study conducted among the Grade One to Six learners at Gawaran Elementary School, Bacoor City, during school year 2022-2023.

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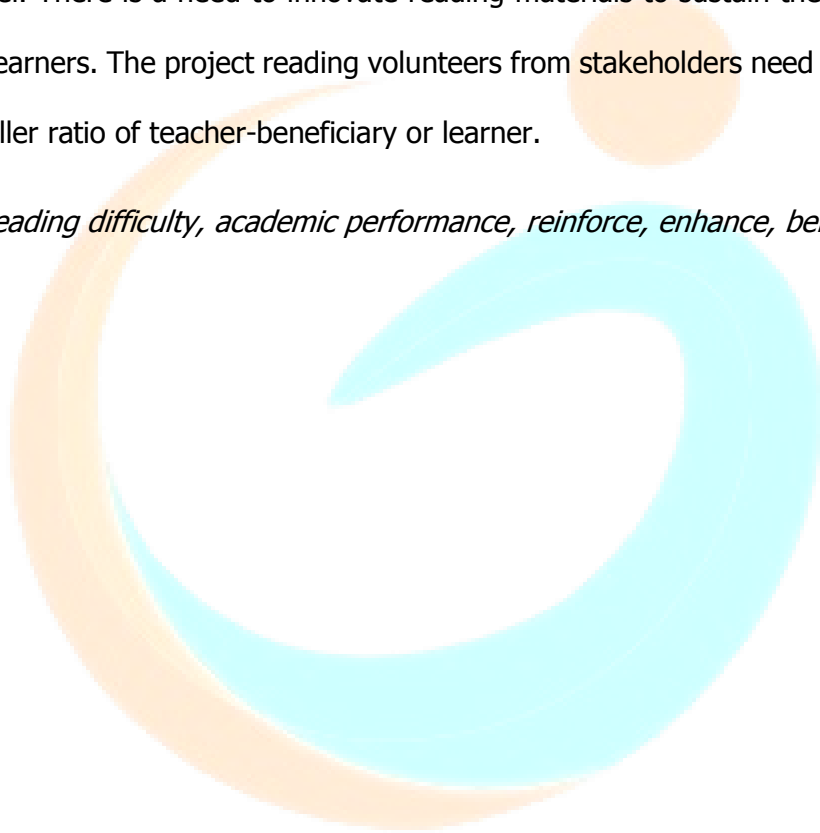
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The stratified random technique was applied in determining sample size.

The results of the study proved that there was an increase on the academic performance of the project beneficiaries.

Based on the results, the project needs to be implemented to help learners under frustration level. There is a need to innovate reading materials to sustain the project for the 21st-century learners. The project reading volunteers from stakeholders need to be increased to have a smaller ratio of teacher-beneficiary or learner.

**Keywords:** *reading difficulty, academic performance, reinforce, enhance, beneficiaries*



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## INTRODUCTION

Reading is the complicated process of word recognition, comprehension, fluency, and motivation are all significant components. The learners who develop word recognition must learn phonemic awareness by breaking apart and manipulating the sounds. The alphabetic principle like certain letters is used to represent the sounds like s and h can form the /sh/ sound. Decoding is another thing to consider in reading by applying their knowledge of letter-sound relationships to come out words that are new to them. In developing comprehension, learners need to enhance background knowledge about many topics, broad oral and print vocabulary, understanding of how the English language works, different purposes for reading, knowledge of various kinds of texts, and strategies for identifying meaning from text, and for problem-solving when the meaning digests. The fluency in reading is attained through developing a high level of accuracy in word recognition, use of phrasing and expression for oral reading, and comprehension into automatic skills. Learners or children would not choose to read if reading is not fulfilling or pleasurable. According to Cotter (2011), understanding is the process of simultaneously extracting and producing meaning from written language through interaction and involvement. There are three components to it: reader, text, and intention. Using reading comprehension techniques, it is possible to comprehend texts, authors, and contexts more fully.

To maintain the motivation to read, learners or children need to appreciate the pleasures of reading, see reading as an opportunity to explore their interests, and view it as

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a social act to be shared with others. Allow them to be comfortable with different written forms and genres.

What may a reader expect from reading strategies? A good reader is usually a self-motivated, self-controlled learner. He reads for enjoyment or curiosity, for information and education, not because of external distinctions. Before beginning to read, each reader has personal objectives to understand the substance and meaning. Additionally, this kind of reader is often a competent reader who uses metacognitive strategies expertly and skillfully as tools to surpass a poor reader in terms of reading comprehension (Chen, 2009).

Children in the elementary level have engaged in reading activity in school which has a significant positive influence on the learners' reading achievement, attitude towards reading, and attentiveness inside the four walls of the classroom. Teachers listen to their learners read through encouraging them to participate in the storytelling by miming certain parts of the story or even by simply making appropriate roles. Hence, much attention has been given to reading. Children's knowledge of reading affects directly not only how successful they are in school but also how well they do throughout their lives. When children learn to read, they have the key that opens the door to all knowledge of the world. It opens new worlds that improve children's lives.

The challenge in reading faced by our educators at present is the development and improvement of it through proper intervention and methodology. This is to make an interactive

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classroom environment where learners are empowered to share ideas and explore the wonderful world of reading.

According to Grabe (2001), Goodman saw reading as an active learning process in which students needed to be taught how to learn more efficiently and make assumptions based on context, recognize expectations, make inferences about the text, and skim ahead to fill in the environment.

Today, learning to read is a struggle for many children, and progress is hardly noticeable. The need to help learners who are having trouble reading is urgent. The Phil-IRI test results from the 2022–2023 academic year are proof of this. To cater to such reading difficulties, the Project GLARE is being planned and carefully created. GLARE is an acronym that stands for Grouping Learners by Ability for Reading Enhancement. The project has been implemented and launched for six consecutive years to support the development and improvement of reading skills to help ensure that every child can read appropriately in the grade level the learner is currently enrolled in. Project GLARE has five areas or categories namely: sound recognition, word identification or consonant-vowel-consonant (CVC), decoding, phrases, and comprehension such categories will address the reading needs of each learner starting from the category the learner will start, based on the result of the reading assessment, until the final level which is the comprehension. When a learner with reading difficulty starts with the sounds after recognizing their reading disability, they move on to the CVC, then to decoding, to phrases, and finally to comprehension. In this way, they are exposed to a variety of strategies and reach the last stage, which is the comprehension level. Every

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grade level has categories, and as the grade level rises, the difficulty of the topics increases.

Project GLARE is perfect for meeting the needs of each learner because individuals who work on their reading skills are not separated from or even excluded from other classes they ought to attend.

According to the schema theory, the features try to bring back previously learned information on the topic of the selection to ensure that the concepts and ideas being learned are understood more clearly. The learners are helped to comprehend and appreciate various activities that make use of various techniques and strategies.

To complete the assigned task on time and advance in the achievement of learning requirements, the teacher is working to improve the reading skills of the learners. The project focuses on a set of exercises for mastering as well as an assessment tool to find out how well the learners have mastered the abilities that are intended to improve their reading comprehension.

The activities provided to the students are not only interesting, but they also help them enhance their oral and cognitive abilities, which in turn helps their reading comprehension. They will come to understand how fun and exciting learning is. It will give him more chances to read and comprehend what he needs to read.

Project GLARE is different from other forms of addressing the learning disabilities of one child, particularly in reading disabilities. Some educators isolate learners with reading disabilities from nondisabled peers. Such a scenario is causing another problem.

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Some educators isolate learners with reading disabilities from nondisabled peers. Such a scenario is causing another problem. The pattern of within-school segregation based on observed disability has persisted for decades without public outcry, although millions of students, teachers, and administrators comply with it daily, and it is well documented (Tyson, 2013). Remedial reading programs have been implemented in Philippine primary schools for a long time in the school system. Genero's research (quoted in Gatcho & Bautista, 2019) revealed how the nation's primary and secondary schools created their remedial programs to help struggling readers read. According to Deborah Wolter in her article "From Labels to Opportunities", April 2017, when we view struggling readers primarily through the lens of their disabilities, we set them on a path to segregation and ineffective instruction. As she added, we should view all young readers and writers primarily as readers and writers, not as students with disabilities. The capacity to coordinate subskills, such as reading, includes the ability to decode print independently and to understand or interpret print; a print-to-sound translation procedure that makes the text understandable (2010) Cassidy et al.

According to the National Center on Universal Design for Learning (2014), the Universal Design for Learning (UDL) is a process in which curriculum objectives, teaching strategies, instructional resources, and assessments are planned from the outset to consider the individual differences among students. The method acknowledges that kids' developmental timelines don't follow the calendar. There is no requirement to enforce rigid differences between classes, grades, or even benchmark levels. All kids should be offered ongoing progress by educators. According to the Common Core State criteria, "no set of grade-

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specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom" (2012).

Teachers can use UDL principles in many ways as they plan literacy lessons and activities. They can make available a variety of engaging children’s books and other print materials at a wide range of levels; use dynamic and flexible groupings in their small group instruction; and always provide clear, concise directions and identify learning goals. At each center for assignment, teachers should offer developmentally appropriate, authentic, enticing materials students can practice with. Such material should be “open-ended” or able to be used by all students, such as blank notebooks, or any writing tools, word lists, and computers, retrieved (National Center on Universal Design for Learning, 2014).

The creation of Project GLARE is very significant to address appropriately and properly the reading disabilities of the learners. The whole-hearted support of teachers in the implementation of the project is very much applauded for they work on it by setting aside other schoolwork like checking and recording learners’ output. The Project GLARE is being implemented from grade one to grade six learners. Every grade adviser from grade one to grade six, in all sections, had identified learners who had reading disabilities during September 2022 and after the results of the first periodical examinations.

At present school year 2022-2023, the selection of Project GLARE recipient learners is based on the Phil-IRI pretest who fell under non-reader and frustration levels. The success of

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learners catered by Project GLARE was reflected at the end of the school year through posttest in Phil-IRI assessment tools (Department of Education, 2013).

A meeting of all parents and guardians of the pupils identified who will undergo the project was made to inform them of the objectives and purpose of it and the process of conducting the project.

The process of implementation in every grade level is to group learners according to their reading ability.

Academic failure was long considered to be the primary characteristic of young readers. Educators are dealing with a previously unheard-of rise in the frequency of damaging and threatening activities that seriously impair instruction and student learning, as well as a rising proportion of students who haven't mastered proficiency in reading (Blackburn, 2009). For this reason, the researchers came up with this study to find if there is an impact of Project GLARE on the academic performance of the learner beneficiaries.

## MATERIALS AND METHODS

### A. Participants and/Other Sources of Data and Information

This study is focused on assessing the implementation of Project GLARE – Grouping Learners by Ability for Reading Enhancement to cater to the learners who have difficulty in reading as listed in the Phil-IRI results conducted in September 2022 who belonged to the

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frustration level. The study was conducted during the end of the school year 2022- 2023 at Gawaran Elementary School. It is limited only to learners from grades one to six, elementary level, who had been reported under the frustration level as reflected and documented in the Phil-IRI administration. The respondents were delimited to 60 learners randomly selected in grades one to six, 10 from every grade level were involved in the study. They will be selected using a fishbowl technique per grade level.

This study was made to help the learners particularly those who belong to the frustration level of the Phil-IRI results and incurred poor academic performance during the first periodical examinations. These factors contribute to the difficulty in reading thus learners tend to result in guessing their answers during quizzes and examination periods.

The grouping was applied from grade one to grade six. A learner will start from the category he belongs then at the end of the month a celebration of success is conducted after the evaluation has been made for those who passed in their current group and proceed to the next category. The child should be able to reach and pass the comprehension level to be able to finish Project GLARE. Each assigned teacher in every category per grade level diligently and with compassion performed their role and tasks in the implementation of the project until it was finished in June 2023 of the school year 2022-2023.

Necessary reading materials were distributed per category in every grade level to be used during the conduct of the project and to facilitate the reading skills being taught to the

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learners. The Project GLARE was conducted daily during school days. The project started its implementation in September 2022 and ended last June 2023.

## Population, Sample, and Sampling Techniques

The researcher used a stratified simple random technique. Every member of the population has an equal chance of being selected for the study, which is the main benefit of a stratified simple random technique. As a result, there is a guarantee that the sample picked is representative of the population and was chosen without bias. The statistical inferences made from the study of the sample will hold true in roll.

## B. Data Gathering Methods/Collection

A research technique called descriptive research describes the features of the population or phenomenon under study. The "what" of the research subject is given greater attention in this descriptive methodology than the "why" of the research subject.

The approach mainly concentrates on defining the characteristics of a demographic group without concentrating on "why" a specific phenomenon happens. In other words, it only "describes" the subject of the investigation without explaining "why" it occurs. (<https://www.questionpro.com/blog/descriptive-research/>).

It is a general procedure that describes the nature of a situation as it exists at the time of the study and explores the course of a particular phenomenon (Tavers, 1978). It has for its main purpose the description of phenomena (Good, 1973).

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Record of academic performance of pupils during the first and fourth quarters to be used in comparing the results, Phil-IRI pre-test and post-test results, and facilitating and hindering factors encountered during the implementation were used in the study to answer the research questions.

### C. Data Analysis Plan

#### Statistical Treatment of Data

To further describe, interpret, and analyze the data, the researcher used the following statistical tools.

1. Data analysis installed in the PC (software) for Correlation (Pearson Product-Moment),
2. F-Test or One Way Anova. This is used to determine the contribution of a given factor and to compare the means of the two test results. Computation is made using the software in Simplified Statistics.
3. Measure of Central Tendency. This is used to determine the mean of every test.

### D. Ethical Issues

The researcher asked permission from the principal of Gawaran Elementary School to conduct this action research on the impact of Project GLARE on the academic performance of the learner beneficiaries for the school year 2022-2023. Only the simple random selected ten learners in every grade level from grades one to six, with a total of sixty learners, were

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used as respondents for academic performance data, Phil-IRI pre-test, and post-test results, and records of attendance were taken with utmost confidentiality.

### PROPOSED INNOVATION, INTERVENTION, AND STRATEGY

TITLE OF THE PROGRAM	<b>Project GLARE -(Grouping Learners by Ability for Reading Enhancement)</b>	<b>Project TEInSeT - (Teachers Empowerment through In-Service Training)</b>
TARGET AREA	<p>Learners Improvement and Development Towards Reading</p> <ul style="list-style-type: none"> <li>- Help learners identify their reading disabilities</li> <li>- Encourage learners to start where their reading needs have been determined</li> <li>- Motivate learners to finish the program and report regularly during the conduct to attain success</li> <li>- Acquire better academic performance</li> </ul>	<p>Teachers Development of Knowledge, Skills, and Values for Teaching Reading through Project GLARE</p> <ul style="list-style-type: none"> <li>- Gain knowledge and skills in teaching effective reading program</li> <li>- Produce reading materials intended for each grade level per category</li> <li>- Develop a sense of responsibility without getting monetary incentives but the fulfillment of helping</li> </ul>

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		improve learners' achievement
OBJECTIVES	<ol style="list-style-type: none"> <li>1. Develop learners skills in reading</li> <li>2. Attain the needed reading category being enhanced</li> <li>3. Improve pupils academic performance</li> </ol>	<ol style="list-style-type: none"> <li>1. Acquire knowledge and skills in teaching reading</li> <li>2. Create useful and attractive reading materials to facilitate learning</li> <li>3. Share his expertise to cater to the reading disabilities of pupils</li> </ol>
STRATEGIES	<ol style="list-style-type: none"> <li>1. Obtain Phil-IRI result from all class advisers from grades three to six</li> <li>2. Group Learners/pupils according to category where they belong based on the reading assessment</li> <li>3. Call for a meeting to inform the pupils of their reading disabilities and launch the Project GLARE</li> <li>4. Allow the parents to affix their signature in the Memorandum of Agreement</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend the In-Service Training for teachers in teaching reading</li> <li>2. Apply creativity in making instructional materials for reading</li> <li>3. Gain various insights and strategies toward teaching reading</li> </ol>

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	5. Start the project after all necessary things have been materialized.	
HUMAN RESOURCES	School Head Teachers Researcher	School Head Teachers
OTHER RESOURCES	School Fund Self-Fund	School Fund Stakeholders
PROGRAM DURATION	Second to Fourth Quarter	Second to Fourth Quarter
EXPECTED OUTPUT	*Improved reading skills of pupils *Better Academic performance	*Well-trained teachers *Different reading instructional materials

## RESULTS AND DISCUSSION

This chapter presents tables, analyses, and interprets the gathered data in the study that aims to determine the impact of Project GLARE on the academic performance of the learner beneficiaries at Gawaran Elementary School during the school year 2022-2023.

Tables are presented in a manner that gives clarity on data presentation and analyzes the results as the basis for determining the impact of the project on the academic performance of the learners.

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## 1. What is the Phil-IRI results during the pre-test and post-test?

**Table 1. Result of Phil-IRI Pre-Test in English for School Year 2022-2023**

### Phil- IRI Pre-Test Result S.Y. 2022-2023

Level	Enrolment			Reading Level- English															
				Independent				Instructional				Frustration				Non-Reader			
	M	F	Total	M	F	Total	%	M	F	Total	%	M	F	Total	%	M	F	Total	%
One	324	300	624	26	28	54	8.65%	147	139	286	45.83%	134	120	254	40.71%	17	13	30	4.81%
Two	295	273	568	27	46	73	12.85%	153	126	279	49.12%	102	92	194	34.15%	13	9	22	3.87%
Three	291	255	546	58	44	102	18.68%	118	132	250	45.79%	103	71	174	31.87%	12	8	20	3.66%
Key State 1	910	828	1738	111	118	229	13.18%	418	397	815	46.89%	339	283	622	35.79%	42	30	72	4.14%
Four	280	273	553	46	89	135	24.41%	159	128	287	51.90%	71	54	125	22.60%	4	2	6	1.08%
Five	294	273	567	89	112	201	35.45%	150	123	273	48.15%	47	34	81	14.29%	8	4	12	2.12%
Six	234	231	465	127	138	265	56.99%	82	73	155	27.198.11%	25	20	45	16.55%	0	0	0	0.00%
Key State 2	808	777	1585	262	339	601	37.92%	391	324	715	45.11%	143	108	251	15.84%	12	6	18	1.14%
Total	1718	1605	3323	373	457	830	24.98%	809	721	1530	46.04%	482	391	873	26.27%	54	36	90	2.71%

The table shows that in English subjects there are non-readers of 90 learners or 2.71% out of 3,323 enrollees for the school year 2022-2023. The frustration is 873 or 26.27% out of 3,323 enrollees. The Grade 1 level has the biggest contribution in non-readers of 30 learners or 4.81% and in the frustration level of 254 or 40.71% out of 3,323 total enrollees. Key Stage 1 has 72 non-readers or 4.14%, and frustrations 622 or 35.79% while Key Stage 2 has 18 or

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1.14% non-readers and 251 or 15.84% frustrations. Key stage 1 dominates the biggest number of non-readers and frustrations.

**Table 2. Result of Phil-IRI Pre-Test in Filipino for School Year 2022-2023.**

Level	Enrolment			Reading Level- Filipino															
				Independent				Instructional				Frustration				Non-Reader			
	M	F	Total	M	F	Total	%	M	F	Total	%	M	F	Total	%	M	F	Total	%
One	324	300	624	33	26	59	9.46%	152	136	288	46.15%	122	125	247	39.58%	17	13	30	4.81%
Two	295	273	568	33	54	87	15.32%	147	112	259	45.60%	102	98	200	35.21%	13	9	22	3.87%
Three	291	255	546	90	58	148	27.11%	107	98	205	37.55%	82	91	173	31.68%	12	8	20	3.66%
<b>Key Stage 1</b>	<b>910</b>	<b>828</b>	<b>1738</b>	<b>156</b>	<b>138</b>	<b>294</b>	<b>16.92%</b>	<b>406</b>	<b>346</b>	<b>752</b>	<b>43.27%</b>	<b>306</b>	<b>314</b>	<b>620</b>	<b>35.67%</b>	<b>42</b>	<b>30</b>	<b>72</b>	<b>4.14%</b>
Four	280	273	553	70	119	189	34.18%	161	109	270	48.82%	45	43	88	15.91%	4	2	6	1.08%
Five	294	273	567	104	120	224	39.51%	158	126	284	50.09%	24	23	47	8.29%	8	4	12	2.12%
Six	234	231	465	138	137	275	59.14%	78	79	157	33.76%	18	15	33	5580.00%	0	0	0	0.00%
<b>Key Stage 2</b>	<b>808</b>	<b>777</b>	<b>1585</b>	<b>312</b>	<b>376</b>	<b>688</b>	<b>43.41%</b>	<b>397</b>	<b>314</b>	<b>711</b>	<b>44.86%</b>	<b>87</b>	<b>81</b>	<b>168</b>	<b>10.60%</b>	<b>12</b>	<b>6</b>	<b>18</b>	<b>1.14%</b>
Total	1718	1605	3323	468	514	982	29.55%	803	660	1463	44.03%	393	395	788	23.71%	54	36	90	2.71%

The table shows the result of the Pre-Test in Filipino subjects. There are 90 non-readers or 2.71% out of 3,323 total enrollees and 788 frustrations or 23.71% out of 3.323 total. The biggest contributor is also the grade 1 learners with 22 or 3.87% non-readers and 247 or 39.58% out of 3,323 enrollees.

Key Stage 1 has 72 or 4.14% non-readers and 620 or 35.67% frustrations while Key Stage 2 has 18 or 1.14% non-readers and 168 or 10.60% frustrations. Key stage 1 has the biggest non-readers and frustrations.

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**Table 3. Result of Phil-IRI Post-Test in English for School Year 2022-2023**

Level	Enrolment			Reading Level- English															
				Independent				Instructional				Frustration				Non-Reader			
	M	F	Total	M	F	Total	%	M	F	Total	%	M	F	Total	%	M	F	Total	%
One	326	301	627	159	145	304	48.48%	136	128	264	42.11%	28	25	53	8.45%	3	3	6	0.96%
Two	297	280	577	156	167	323	55.98%	117	95	212	36.74%	24	18	42	7.28%	0	0	0	0.00%
Three	293	251	544	130	125	255	46.88%	90	85	175	32.17%	73	41	114	20.96%	0	0	0	0.00%
<b>Key State 1</b>	<b>916</b>	<b>832</b>	<b>1748</b>	<b>445</b>	<b>437</b>	<b>882</b>	<b>50.46%</b>	<b>343</b>	<b>308</b>	<b>651</b>	<b>37.24%</b>	<b>125</b>	<b>84</b>	<b>209</b>	<b>11.96%</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>0.34%</b>
Four	274	270	544	145	116	261	47.98%	121	150	271	49.82%	8	4	12	2.21%	0	0	0	0.00%
Five	296	275	571	136	154	290	50.79%	153	118	271	47.46%	7	3	10	1.75%	0	0	0	0.00%
Six	234	232	466	143	141	284	60.94%	91	91	182	39.06%	0	0	0	0.00%	0	0	0	0.00%
<b>Key State 2</b>	<b>804</b>	<b>777</b>	<b>1581</b>	<b>424</b>	<b>411</b>	<b>835</b>	<b>52.81%</b>	<b>365</b>	<b>359</b>	<b>724</b>	<b>45.79%</b>	<b>15</b>	<b>7</b>	<b>22</b>	<b>1.39%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
Total	1720	1609	3329	869	848	1717	51.58%	708	667	1375	41.30%	140	91	231	6.94%	3	3	6	0.18%

The table shows the Post-Test Results of the English subject that the zero target in the non-readers did not meet. There are 6 or 0.96% left in the non-readers category and 209 or 11.96% in the frustrations for Key Stage 1, while in Key Stage 2 the zero target in non-readers was met but not in frustration wherein 22 or 1.39% out of 3,329 total enrollees.

**Table 4. Result of Phil-IRI Post-Test in Filipino for School Year 2022-2023**

Level	Enrolment			Reading Level- Filipino															
				Independent				Instructional				Frustration				Non-Reader			
	M	F	Total	M	F	Total	%	M	F	Total	%	M	F	Total	%	M	F	Total	%
One	326	301	627	182	164	346	55.18%	129	120	249	39.71%	12	14	26	4.15%	3	3	6	0.96%
Two	297	280	577	170	182	352	61.01%	113	89	202	35.01%	14	9	23	3.99%	0	0	0	0.00%
Three	293	251	544	175	163	338	62.13%	98	69	167	30.70%	20	19	39	7.17%	0	0	0	0.00%
<b>Key State 1</b>	<b>916</b>	<b>832</b>	<b>1748</b>	<b>527</b>	<b>509</b>	<b>1036</b>	<b>59.27%</b>	<b>340</b>	<b>278</b>	<b>618</b>	<b>35.35%</b>	<b>46</b>	<b>42</b>	<b>88</b>	<b>5.03%</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>0.34%</b>
Four	274	270	544	149	158	307	56.43%	123	110	233	42.83%	2	2	4	0.74%	0	0	0	0.00%
Five	296	275	571	150	165	315	55.17%	140	109	249	43.61%	6	1	7	1.23%	0	0	0	0.00%
Six	234	232	466	190	200	390	83.69%	44	32	76	16.31%	0	0	0	0.00%	0	0	0	0.00%
<b>Key State 2</b>	<b>804</b>	<b>777</b>	<b>1581</b>	<b>489</b>	<b>523</b>	<b>1012</b>	<b>64.01%</b>	<b>307</b>	<b>251</b>	<b>558</b>	<b>35.29%</b>	<b>8</b>	<b>3</b>	<b>11</b>	<b>0.70%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
Total	1720	1609	3329	1016	1032	2048	61.52%	647	529	1176	35.33%	54	45	99	2.97%	3	3	6	0.18%

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The table reveals the results of the Post-Test in Filipino Subjects wherein there are 6 or 0.34% out of 3.329 total enrollees and 88 or 5.03% in the frustration level in Key Stage 1. The non-readers belonged to Grade 1 while the biggest contributor to frustration were the Grade 3 beneficiaries.

Key Stage 2 has zero non-readers and 11 or 0.70% frustrations.

From the results of the pre-test and post-test, the conduct of Project GLARE contributes a lot to the improvement of reading skills among learners having reading disabilities.

**Table 5. Percentage Gain from the Phil-IRI Pre-Test and Post-Test Results**

	ENGLISH						FILIPINO					
	PRE-TEST		POST-TEST		GAIN NR	GAIN F	PRE-TEST		POST-TEST		GAIN NR	GAIN F
	NR	F	NR	F			NR	F	NR	F		
Key Stage 1	72	622	6	209	91.67%	66.40%	72	620	6	88	91.67%	85.81%
Key Stage 2	18	251	0	22	100%	91.24%	18	168	0	11	100%	93.45%

The table shows the percentage of gain from the Pre-Test and Post-Test Results of non-readers (NR) and frustrations (F). The target is 100% gain from non-readers and frustrations. Based on the table 100% was only attained by Key Stage 2 for non-readers only while 91.24% and 93.45% were frustrations, English and Filipino, respectively. Key stage 1 has 91.67% and 66.40%, non-readers and frustrations, respectively in English. For Filipino

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key stage 1, 91.67% and 85.81% were non-readers and frustrations, respectively. It implies that the project made an impact on the improvement of the reading skills of the learner beneficiaries.

## 2. What is the Phil-IRI result during the implementation of Project GLARE?

**Table 6. The Phil-IRI Pre-Test Results During the Implementation of the Project GLARE**

	ENGLISH		FILIPINO	
	PRE-TEST		PRE-TEST	
	NR	F	NR	F
Key Stage 1	72	622	72	620
Key Stage 2	18	251	18	168

The table shows that during the implementation of the program, for the English learning area, Key Stage 1 had 72 non-readers and 622 under the frustration level. The Key Stage 2 had 18 non-readers and 251 under the frustration level.

For the Filipino learning area, Key Stage 1 had 72 non-readers and 620 under the frustration level. The Key Stage 2 had 18 non-readers and 168 under the frustration level.

The Key Stage 1 had almost the same level of non-readers and the frustration level, 72 and 622 for English and 72 and 620 for Filipino, respectively. While for Key Stage 2, the

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same numbers of non-readers were 18 in English and Filipino; 251, and 168 for English and

Filipino, respectively.

### 3. Is there a significant difference between learners' performance during and after the conduct of Project GLARE?

**Table 7. Academic Performance of the Respondents for the General Average During the First and Fourth Quarter**

Respondents	First Quarter Final Average	Fourth Quarter Final Average	Respondents	First Quarter Final Average	Fourth Quarter Final Average
G1 - 1	75	79	G4 - 31	78	81
G1 - 2	76	79	G4 - 32	78	82
G1 - 3	79	81	G4 - 33	78	82
G1 - 4	77	79	G4 - 34	78	82
G1 - 5	78	81	G4 - 35	78	82
G1 - 6	75	79	G4 - 36	78	83
G1 - 7	78	81	G4 - 37	78	81
G1 - 8	77	80	G4 - 38	78	82
G1 - 9	77	81	G4 - 39	78	82
G1 - 10	75	80	G4 - 40	79	82
G2 - 11	77	80	G5 - 41	78	81
G2 - 12	76	78	G5 - 42	78	82
G2 - 13	75	77	G5 - 43	79	86
G2 - 14	77	81	G5 - 44	80	85
G2 - 15	75	78	G5 - 45	81	85
G2 - 16	76	78	G5 - 46	82	85

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G2 - 17	75	79	G5 - 47	81	85
G2 - 18	80	85	G5 - 48	78	82
G2 - 19	80	85	G5 - 49	80	82
G2 - 20	75	79	G5 - 50	80	82
G3 - 21	78	85	G6 - 51	80	83
G3 - 22	78	86	G6 - 52	79	81
G3 - 23	75	84	G6 - 53	81	86
G3 - 24	79	88	G6 - 54	75	79
G3 - 25	77	86	G6 - 55	75	80
G3 - 26	75	80	G6 - 56	76	80
G3 - 27	80	87	G6 - 57	80	85
G3 - 28	77	81	G6 - 58	78	82
G3 - 29	76	79	G6 - 59	80	85
G3 - 30	76	80	G6 - 60	79	86

The table shows the general average of each respondent during the first quarter and in the fourth quarter. It presents the academic performance during the start of the project implementation and at the end of implementation.

**Table 8. The Measure of Central Tendency (Descriptive Analysis)**

First Quarter		Fourth Quarter	
Mean	77.75	Mean	81.95
Standard Error	0.244284959	Standard Error	0.340674804

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Median	78	Median	82
Mode	78	Mode	82
Standard Deviation	1.892223157	Standard Deviation	2.638855684
Sample Variance	3.580508475	Sample Variance	6.963559322
Kurtosis	-0.825860706	Kurtosis	-0.767339231
Skewness	0.078608674	Skewness	0.359372633
Range	7	Range	11
Minimum	75	Minimum	77
Maximum	82	Maximum	88
Sum	4665	Sum	4917
Count	60	Count	60

The table shows the general average during the First Quarter and in the Fourth Quarter, the mean is 77.75 and 81.95, respectively. The mean implies that there was an increase in academic performance after the implementation of Project GLARE. The project helped the non-readers and those at the frustration level improve their academic performance as shown in the data above.

The correlation using the Pearson Product Moment shows a positive correlation wherein the first variable had increased in the second variable. The correlation was so related that one directly implied or was complementary to the other. The two sets, the first and fourth-quarter general averages are correlated, hence the correlation is called co-variation. The

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statistical analysis was concentrated on how the relationship between two variables with

interval type of data. The GPA scores correlate with the GPA scores in the fourth quarter.

**Table 9. F-Test Result of the General Average for the First and Fourth Quarter**

F-Test Two-Sample for Variances		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	77.75	81.95
Variance	3.580508475	6.963559322
Observations	60	60
df	59	59
F	0.514177924	
P(F<=f) one-tail	0.005849309	
F Critical one-tail	0.649368947	

The table on F-Test is used to determine the contribution of Project GLARE to the academic performance of the beneficiaries. The F-value with varying degrees of freedom is found in the table presented with an F-value of 0.05 and the level of significance at 0.0058 or

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0.01. The result proves that the project is related to the increase in academic performance of the respondents or beneficiaries of the project.

#### 4. What is the facilitating and hindering factors encountered during the implementation?

Facilitating Factors	Hindering Factors
a. 100% participation of Gawaran Teachers to support the project before or after their 6 hours teaching hours. They devoted 1 hour to reading remediation	a. Frequent absenteeism of some learners during remediation.
b. Stakeholders support as reading tutors/reading teachers like BJMP volunteer personnel, SGPTA officers, and some SGC officers.	b. No motivation or less encouragement from parents toward performance improvement.
c. Provision of reading materials to the reading teachers/tutors	c. Lack of support or cooperation from parents.
d. Yearly update on the availability of reading materials	

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## 5. Based on the results of the study, what enhancement program may be proposed?

Based on the results of the study, the following are to be proposed:

1. The project needs to be implemented if there is a need to help the learners under frustration level.
2. The project reading volunteers from stakeholders need to be increased so that there is a smaller ratio of teachers/tutors to the beneficiaries/learners. When there is a smaller ratio, the beneficiaries can be guided thoroughly in their reading difficulties.
3. The project members need to innovate reading materials to whatever is new for the 21st-century learners.

## Conclusion:

The proponent conducted the study among the Grade One to Six learners of Gawaran Elementary School, Molino 7, Bacoor City, Cavite during the school year 2022-2023.

The stratified random technique was applied in determining the sample size. There were 10 respondents from grades one to six with a total of sixty learners. In every grade level, all beneficiaries' names were listed on a bond paper and were cut, rolled, and placed in a bowl. The teacher got ten rolled papers one at a time to determine who were the 10 respondents of the study.

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Statistical data analysis was applied using the Microsoft Excel Statistical Analysis and the software Simplified Statistical Tools. The data analysis, F-test or One Way Anova, and measure of central tendency were used in the study to answer specific questions:

1. What is the Phil-IRI results during the pre-test and post-test?
2. What is the Phil-IRI result during the implementation of Project GLARE?
3. Is there a significant difference between learners' performance during and after the conduct of Project GLARE?
4. What is the facilitating and hindering factors encountered during the implementation?
5. Based on the results of the study, what enhancement program may be proposed?

## **FINDINGS:**

The percentage of gain from the Pre-Test and Post-Test Results of non-readers (NR) and frustrations (F), the target is 100% gain from non-readers and frustrations. Based on the table 100% was only attained by Key Stage 2 for non-readers only while 91.24% and 93.45% were frustrations, English and Filipino, respectively. Key stage 1 has 91.67% and 66.40%, non-readers and frustrations, respectively in English. For Filipino key stage 1, 91.67% and 85.81% were non-readers and frustrations, respectively. It implies that the project made an impact on the improvement of the reading skills of the learner beneficiaries.

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During the implementation of the program, Key Stage 1 had almost the same level of non-readers and frustration level, 72 and 622 for English and 72 and 620 for Filipino, respectively. While for Key Stage 2, the same numbers of non-readers were 18 in English and Filipino; 251, and 168 for English and Filipino, respectively.

The descriptive analysis shows the general average scores during the First Quarter and in the Fourth Quarter, the mean is 77.75 and 81.95, respectively. The mean implies that there was an increase in academic performance after the implementation of Project GLARE. The project helped the non-readers and those at the frustration level improve their academic performance as shown in the result.

The correlation using the Pearson Product Moment shows a positive correlation wherein the first variable had increased in the second variable. The correlation was so related that one directly implied or was complementary to the other. The two sets, the first and fourth-quarter general averages are correlated, hence the correlation is called co-variation. The statistical analysis was concentrated on how the relationship between two variables with interval type of data. The GPA scores correlate with the GPA scores in the fourth quarter.

The table on F-Test is used to determine the contribution of Project GLARE to the academic performance of the beneficiaries. The F-value with varying degrees of freedom is found in the table presented with an F-value of 0.05 and the level of significance at 0.0058 or 0.01. The result proves that the project is related to the increase in academic performance of the respondents or beneficiaries of the project.

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The project facilitating factors are 100% participation of Gawaran Teachers to support the project before or after their 6 hours teaching hours. They devoted 1 hour to reading remediation. Stakeholders support as reading tutors/reading teachers like BJMP volunteer personnel, SGPTA officers, and some SGC officers. Provision of reading materials to the reading teachers/tutors. Yearly update on the availability of reading materials. The hindering factors are frequent absenteeism of some learners during remediation, no motivation or less encouragement from parents toward performance improvement, and lack of support or cooperation from parents.

## RECOMMENDATIONS:

Based on the results of the study, the following are to be proposed:

1. The project needs to be implemented if there is a need to help the learners under frustration level.
2. The project reading volunteers from stakeholders need to be increased so that there is a smaller ratio of teachers/tutors to the beneficiaries/learners. When there is a smaller ratio, the beneficiaries can be guided thoroughly in their reading difficulties.
3. The project members need to innovate reading materials to whatever is new for the 21st-century learners.

C. Plans for Dissemination and Advocacy

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After the proposal, data gathering, and presentation of the action research, the researcher willingly disseminates the results of the conducted research for further study and implementation of the said project as a tool for reading intervention. The project implementation will benefit the learners with reading difficulties and their parents as well to refrain from hiring private tutors.



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