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**STAKEHOLDERS' SUPPORT ON PANDAC ELEMENTARY SCHOOL  
SA PAGBASA MAY PAG-ASA PROGRAM (PESPAGPRO):  
BASIS FOR PROGRAM ENHANCEMENT**

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**ABSTRACT**

The descriptive-qualitative study determined the support extended by stakeholders on "Pandac Elementary School Sa Pagbasa May Pag-asa Program (PESPAGPRO)" as basis for program enhancement in Pandac Elementary School, Schools District of Pavia during the school year 2022-2023. The research method utilized in this study was qualitative method using in-depth interview and the research design was phenomenology. The participants were the 15 selected stakeholders of the school composed of teachers, school heads, parents, members of Local Government Units, barangay officials, and other stakeholders of the community. It was found out through in-depth interview with the stakeholders that their support extended on Pandac Elementary School Sa Pagbasa May Pag-asa Program (PESPAGPRO) was on the provision of supplies and materials, financial support, improvement of facilities, and provision of activities and monitoring. Through in-depth interview with the stakeholders, it was also found out that their ways on how they extended their support were on giving time, regular support, and solicitation/donation.

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**Keywords:** *Stakeholders' Support, Pandac Elementary School Sa Pagbasa May Pag-Asa Program*

*(PESPAGPRO), Program Enhancement*

## INTRODUCTION

Every Child A Reader Program (ECARP), aims to “give the learners skills in reading, which will allow them to become competent and independent readers at their grade level”. The government provides fund that could be utilized in support with uplifting the literacy level of every young generation. The Department of Education, in particular, is encouraging all schools to increase their enthusiasm for reading. They believed that reading was an essential skill in all other content areas and would be needed for the purpose of producing a globally competitive professional as well as a country's productive citizen (DO-No.-70-s.-2011).

Being able to read will not only give the young minds the required skill to be excellent academically it will also provide them the competence to go beyond their dreams. Reading is one way to be successful in the future. It plays a vital role in honing a child holistically. It will develop them to become a better individual of the society. It will make them aware of the things that they need to pursue their goals in life.

Parents' involvement in this journey is crucial since they are the first educators of their children. They must encourage them to read and make them understand the beauty and

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importance of reading for them to develop the intrinsic motivation they need to be what they want to be.

The teachers become the added support in the learners' interest in reading. They will be their motivating factor at school. Teachers provide most if not all the things they need to hold on to that momentum and to help them grasp success.

The institution is an avenue where the children could continue learning. As they have the motivation within them, the love for reading will flourish and their interests will go further to contribute to social and economic development. This is the main reason why the school comes up with "Sa Pagbasa May Pag-asa Program (PESPAGPRO)" to help each learner improve their reading skills.

The support from the people around the child is a must to attain the high level of literacy rate among the primary levels. The researcher wishes to clarify what other interested parties can provide for students and their institutions in order that they achieve the highest level of English literacy. This will be the basis for policy recommendations given that they are working in close cooperation to increase the number of readers.

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## MATERIALS AND METHODS

### Research Method

The research method utilized in the study was qualitative research using in-depth interview. This is intended to find out the experiences, understandings, opinions, or motivations of participants. The relationship between the interviewer and interviewee is crucial to the success of the research interview; the interviewer builds an environment of trust with the interviewee/s, guiding the interviewee/s through a set of topics or questions to be discussed in depth (Creswell & Creswell, 2018).

The interviewer with the interviewee during the interview was allowed to sit together in a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

### Research Design

The study used phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences. Phenomenology is

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done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

According to Smith (2013), from the first person's point of view, phenomenology is an examination of consciousness structures as they are experienced. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. The experience shall be directed at the object in question by virtue of its content or meaning which corresponds to that object, accompanied by appropriate enabling conditions.

### Participants of the Study

The participants of the study were the fifteen selected stakeholders of the school in the Schools District of Pavia composed of teachers, school head, parents, members of Local Government Units, barangay officials, and other stakeholders of the community.

### Sampling Design

Purposive sampling design was used in the study. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling (Patton, 2002)

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## Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule had two questions focusing on the purposes of the study.

Voice and video recorders were used for data gathering and documentation depending upon the permission of the participants.

## Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who are considered for experts in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and sample of subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel & Wallen, 2007).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

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## Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

The researcher conducted an interview with the participants but prior to this, the researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study. Minimum health protocols mandated by the Inter Agency Task Force (IATF), Department of Health (DOH) guidelines amidst the pandemic, DepEd Orders on the Health protocols, Local Government Units and the Barangay health protocols were strictly observed and followed during the conduct of the study. Other participants were not available for interview. The researcher interviewed fifteen participants instead of twenty-four.

Using in-depth interview, a voice and video recorder were provided to capture the interviewee's responses accurately. The researcher consolidated all of the collected data after series of interviews. Those data were analyzed and the researcher provides program enhancements to encourage and promote literacy to the learners.

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## Data Analyses

The information gathered were analyzed using thematic approach.

In quantitative data, thematic analysis is a process of identifying patterns or themes. For Maguire and Delahunt (2017), the thematic analysis objective is to identify themes such as patterns in data that are important or interesting and use them for solving research problems or commenting on an issue. That means summarizing the data obtained, analyzing, and interpreting them in a way that makes sense.

## RESULTS AND DISCUSSIONS

The study was conducted to determine the support extended by stakeholders on "Pandac Elementary School Sa Pagbasa May Pag-asa Program (PESPAGPRO)" as basis for program enhancement in Pandac Elementary School, Schools District of Pavia during the school year 2022-2023.

The research method utilized in the study was qualitative method using in-depth interview and the research design was phenomenology.

The participants of the study were the fifteen selected stakeholders of the school composed of teachers, school heads, parents, members of Local Government Units, barangay officials, and other stakeholders of the community.

A researcher-made interview schedule was used as an instrument to gather data.

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Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

The questionnaire underwent content-validation by the panel of experts. The Criteria for the Content Validation by Fraenkel and Wallen (2007) were used to determine the validity of the questions in the interview schedule. The researcher considered all comments and suggestions relative to the validation of the tool. After the questionnaire has been found valid, permits were prepared to allow the researcher to start conducting the in-depth interview.

The researcher had obtained authorization to carry out his studies from the academic advisor, Dean of the graduate school, Head of School, Office of Schools Executive Director, and individual participants. The researcher personally interviewed the participants in a school or community site that was convenient for them to do so.

After several interviews, all the collected data have been consolidated by the researcher. The information has been gathered, analyzed and interpreted on the basis of a thematic approach.

The following are the findings of the study:

Based on the results of the in-depth interview with the stakeholders as to their support extended on Pandac Elementary School Sa Pagbasa May Pag-asa Program (PESPAGPRO), it was found out that they provided supplies and materials, financial support, improvement of facilities, and provision of activities and monitoring.

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Through in-depth interview with the stakeholders as to their ways on how stakeholders extend their support on Pandac Elementary School Sa Pagbasa May Pag-Asa Program (PESPAGPRO), it was found out that they give time, regular support, and solicitation/donation.

Based on the findings, the following insights were drawn:

The program is of great help to the learners. It will give them a chance to learn the art of reading attentively. The focus of this program will be on them.

Support from stakeholders and other members of the educational community of the school is necessary for the improvement of the school.

The parents' support is of the utmost importance. It's really a demonstration of how well each learner has progressed if his family is fully behind him. That'll give them incentive to do their best in school and learn as quickly as possible. Apart from the support that we have been provided by stakeholders during our in depth interviews, they can be of great help to reward those who improve their reading skills. That way, learners will be encouraged to do more and go beyond their limits.

## CONCLUSION

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

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There should be reading classroom that is conducive to learning.

Reading materials should be appealing to young mind to gain their interest and to motivate them. Teachers should be innovative and creative in making use of scarce resources and availability of the latter in transferring and sharing the technology and knowledge to the learners.

The parents should be involved. They should do a follow-up at home so that the learners may learn faster. They should be capacitated on how to extend support to their children at home and appreciated of the work done to sustain their interest and enthusiasm in supporting the school and their children's education.

There should be a reading teacher that will focus on this program. Additional manpower is a must to monitor the progress of the learners and should have constant feedbacking from the teacher.

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