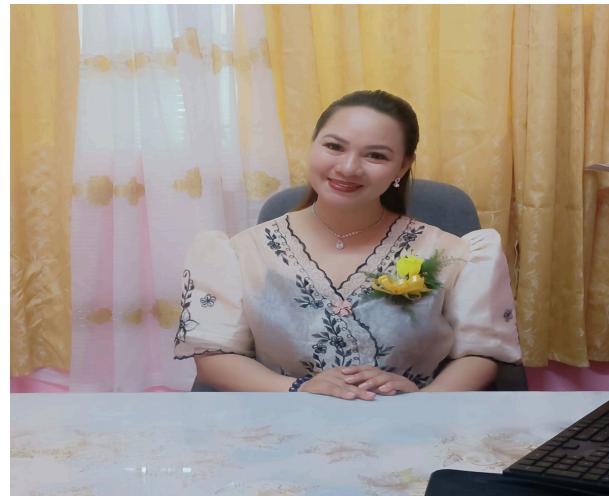




Republic of the Philippines  
Department of Education  
REGION IV-A CALABARZON  
CITY SCHOOLS DIVISION OF BIÑAN CITY

Project AKLAT (Advocating Knowledge on Literacy and Teaching): Effects of Advocacy Materials on Intensifying the School Reading Program of Platero Elementary School



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### ABSTRACT

In the recent Basic Education Report, Duterte (2023), raised an alarming issue on literacy. She mentioned as reported in the 2018 Programme for International Students Assessment (PISA), 81 percent of participating Filipino learners could not deal with basic math problems, 81 percent had trouble understanding texts of moderate length, and 78 percent could not recognize correct explanations for scientific phenomena or draw valid conclusions from given data.

To address this, the Department unveiled an education agenda themed “*Matatag: Bansang Makabata, Batang Makabansa*,” (Nation for children, children for the nation) which will focus on curriculum reform, accelerated delivery of services, promoting the well-being of learners, and providing greater support to teachers (Palatino, 2023).

Prior to this, the Department enjoins schools across the country to help learners develop their reading skills by developing and implementing relevant initiatives to nurture a culture of reading which is a requisite in all content areas as exemplified by its Hamon: Bawat Bata Bumabasa or the 3Bs initiative (DepEd Memorandum No. 173, s. 2019 par. 5).

The students, parents, administrators, and every citizen must be concerned about it. Strengthening partnerships and links within the basic education curriculum is a noteworthy advancement in today's schools to address this. It is true that concerns and conflicts that arise between the school, students, and parents are quickly located and resolved. To meet the demands of the increasing number of young people who want to get a high-quality education for their future, strong partnerships between parents and teachers are crucial.

When planning for school improvement, it is crucial to recognize the activities, programs, and initiatives that foster school-community relations and be aware of the issues and challenges that exist between the two (Basibas, Fabiosa, Aconga and Tentativa, 2021).

Because of the existing problems with literacy, this study will be anchored on Teaching and Learning of the Basic Education Research Agenda (DepEd Order 39, s.2019) with a focus on Governance. Specifically, it will be anchored on Program Management with an emphasis on Networking and Linkages to attract the community to become partners in promoting literacy.

In addition, this study will also be anchored on the pillar of Quality as included in the Basic Education – Learning Continuity Plan of the Department of Education. Specifically, it aims to contribute to the Sub-Intermediate Outcome number 3.2 which is about learners in Key Stage 2 (Grades 4-6) attaining learning standards in literacy and numeracy skills and applying 21st-century skills to various real-life situations

**Keywords:** literacy, anchor, crucial

## INTRODUCTION

The implementation of the Philippine Informal Reading Inventory (Phil-IRI) program is mandated by the Department of Education (DepEd) for implementation in schools as an assessment tool for determining the performance of learners in reading proficiency.

However, after years of program implementation since 2011 at the elementary level, there are still questions, apprehensions, and difficulties encountered especially by the teachers on the effectiveness of the program. A revised guideline for Phil-IRI implementation was

drafted through DepEd Order No. 14, series 2018 introducing it to the secondary level. In this context, considering they have been implemented at the elementary level, substantial elementary graduates were still assessed as slow or non-readers.

Evidently, the educational system is still confronted with issues concerning literacy improvement, especially for many learners who fall behind in reading and writing, exhibiting poor performance in reading comprehension.

## METHODOLOGY

The researcher utilized in planning for strengthening the linkages and networking aspects of the school. Planning for advocacy and marketing would benefit from the output and results. It can be further utilized in promoting literacy through an intensified reading program with the help of school partners from the community involvement.

The researcher used an open-ended survey questionnaire to obtain feedback from participants from their frame of reference. Methods that will be used to collect data include a collection of written responses by participants.

The respondents in this study were selected teaching personnel of Platero Elementary School Grade Levels 4-6.

The number of teacher respondents per grade level is listed in Table 1 below.

Grade Level	Male	Female
4	1	5
5	1	5
6	0	4
TOTAL	2	14

The researcher gathered data from elementary school teachers of Platero Elementary School of the Schools Division of Biñan City. They may be of varied ages, with different numbers of years in service, with specialization in any subject area, may hold any

teacher level position, and may have varied highest educational attainment. Furthermore, the participants may be handling key-stage levels 4-6.

## RESULTS

Based on the gathered data through open-ended questionnaires and the result of PHIL-IRI assessment which shows forty-nine non-readers, only twenty-nine learners were left behind and 126 identified Frustration became 58 after the post-assessment. The result showed that the respondents agreed that Project AKLAT assists in the reading enhancement.

The collective responses about Project AKLAT showed the enhancement and importance of collaboration of teachers, learners, and the community in achieving growth in terms of literacy level.

## DISCUSSION

This study utilized qualitative inquiry through an open-ended questionnaire to obtain experiences and gather important data and feedback on the effects of Project AKLAT in the reading program for each grade level.

The main instrument for this study was a survey, which contained open-ended questions to be answered by teacher respondents. The questions shall be validated by the English School Coordinator, and four (4) Master Teachers in the field of education to ensure reliability.

To ensure confidentiality,

the researchers will be storing all collected data in a Google Drive Folder. In addition, the researcher will save the collected data on a secure password-protected computer and back them up on a secure external hard drive in the researcher's home office.

To introduce the study to the participants and maintain their confidentiality, the researcher will e-mail out letters to teacher respondents. Also, informed consent forms will be sent to identify teachers, describing the study and asking for signatures if they agree to participate. The letter will include an introduction of the researcher, the purpose of the study, a description of the importance of the research study, and will draw the participant's attention to the consent form. The consent form will clarify procedures and will explain confidentiality, risks, and benefits of participation in the study. The consent form will describe any risk to participants and the option to withdraw from the study at any time. If a participant withdraws in the middle of the study, the data will be destroyed.

Data will be manually organized first by the researcher and theme deduction through manual coding will follow. Manual coding will be done by circling, highlighting, bolding, underlining, or coloring rich or significant quotes, cognitive, and feelings from the responses.

Once the codes are identified, they will be organized into categories and then common themes and

interpretations will follow. The researcher will attempt to develop the storyline from the common themes that will be identified from the dataset and will link them to deduce the meaning that participants attach through experiencing the phenomena. Furthermore, the researcher will maintain a reflective journal to address biases and establish appropriate transferability and credibility measures.

The qualitative method to be used in the study will be documenting the written responses and performing manual coding and deduction of common themes that would emerge.

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