#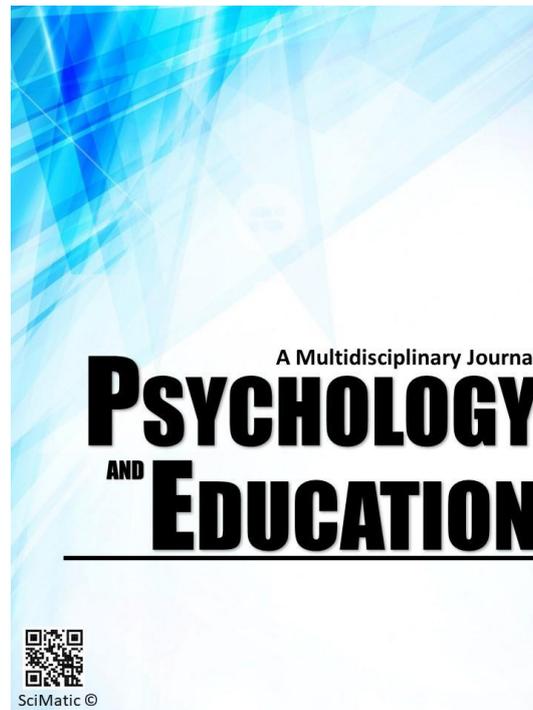 IMPLEMENTATION OF PROJECT BLUE RIZAL - BARANGAYAN PARA SA BAWAT BATA BUMABASA IN PUBLIC SECONDARY SCHOOLS IN BARAS SUB- OFFICE

Implementation of Project Blue Rizal - Barangayan Para sa Bawat Bata Bumabasa in Public Secondary Schools in Baras Sub-Office

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Abstract

The study aimed to assess the extent of implementation of Project Blue-Rizal Barangayan para sa Bawat Bata Bumabasa in public secondary schools in Baras Sub-Office during the School Year 2021-2022. The study revealed that Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa is much implemented as perceived by the two groups of respondents with respect to project advocacy, reading materials, reading assessment and school and community partnership. On the other hand, significant difference exists when teachers are grouped according to their civil status and length of service with respect to project advocacy and reading materials and when reading-volunteers are grouped according to their occupation and monthly family income with respect to the different aspects. The problems encountered are moderately serious for teachers and less serious for the reading volunteers and both of them noticed that having lack of fund is the top problem. The study concluded that teachers and reading volunteers have the same views towards the implementation of Project Blue Rizal - Barangayan Para sa Bawat Bata Bumabasa. The study recommended that School administrators may give priority to the problems encountered by teachers and reading volunteers in the implementation of Project Blue Rizal – Barangayan Para sa Bawat Bata Bumabasa; School administrators may organize general parent meeting to discuss problems affecting their children's performance and lack of interest in learning; Schools administrators may tap sponsors to provide the needed reading materials to further enhance the reading performance of students; Teachers and reading volunteers may collaborate in monitoring the materials used in the program; and The proposed action plan is recommended for implementation. Similar studies along this area using other variables may be conducted.

Keywords: Education, Reading, Philippines, Public Schools, Project Blue Rizal

Introduction

Education is deemed very important for the life of an individual, especially for the students who are considered the center of any educative process. The main purpose of education is the integral development of a person. It is also an avenue for a better life. Through the learning process, all people can develop cognitive abilities, physical abilities and establish values and beliefs. Promoting reading for every student is very vital since it is one way of communication. Likewise, it is the fundamental purpose of education to gain knowledge and ideas. Reading exercises the comprehension and analytical abilities of the student fires up one's imagination and stimulates the memory of the mind. As stated in the 1987 Philippine Constitution, Article XIV, Section 1: "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all."

The cited legal provision emphasizes that the educational system primarily aims to provide for a broad general education that will assist each pupil in the peculiar ecology of his own society; to attain his potential as a human being; enhance the range and quality of individual and group participation in the basic functions of society and acquire an essential educational foundation of his development into a productive and versatile citizen. As such, it recognizes the students' right to receive, primarily through competent instruction, relevant quality education in line with national development goals and conducive to their full development as persons with human dignity. This study aims on providing the teachers and reading volunteers with proper skills in reading and comprehension to make the students fully prepared for their studies in the tertiary level. The reading skills, as well as the comprehension of the students in public secondary schools, should always be given due consideration. The teachers and reading volunteers play a significant role in really shaping the future of high school students. The program Blue Rizal - Barangayan para sa Bawat Bata Bumabasa in partnership between the school and community provides advocacy campaigns about reading and comprehension, provides reading resources and materials, reading interventions, and reading assessments to track the learning and improvement of the participants on reading and comprehension.

Furthermore, as stated in DepEd Memo No. 173 s.

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2019, "Hamon: Bawat Bata Bumabasa (3Bs Initiative): "In support of the Implementation of the K to 12 Basic Education Program, the Department of Education (DepEd) is continuously fulfilling its mandate to produce productive and responsible citizens equipped with essential competencies and skills for lifelong learning. To make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills."

The cited DepEd memorandum states that in order to fulfill its mandate to produce responsible citizens with essential knowledge and skills, schools all over the country provide necessary programs to help the students develop their reading skills and make every student a reader. In line with this memorandum, the provincial government of the Province of Rizal supports this reading project of DepEd Rizal in its aim to develop the reading skills as well as the comprehension of the participating students in public secondary schools in Baras Sub-Office. With the program Blue Rizal- Barangayan para sa Bawat Bata Bumabasa, the teachers believe that the goals of the schools to strengthen the reading performance of the students will be achieved.

The program Blue Rizal Barangayan para sa Bawat Bata Bumabasa serve as a springboard in attaining the desired educational objectives. The program will provide the necessary materials needed like reading instruction materials. The activities for the program will be instructed to participating students and teachers in order to understand the program purposes.

It has been observed by the researcher that the participating students still encountered problems in reading and comprehension and these concerns should be given importance to further enhance the skills needed. Likewise, much to the concern of the teachers is the improvement of the performance of the students once their reading abilities improved. Moreover, the researcher also observed that some students are not well- versed in reading and also in comprehending the meaning of different words used in writing a sentence or a paragraph, meaning they have their reading difficulties.

The teacher therefore believes that the goal in any reading instruction is comprehension. It is for this purpose that reading is taught in different classes. Reading instruction is adequately provided by teachers because they aim to develop the reading skills of the students. It is considered as a tool subject. It is a primary access for studying other skills such as listening, speaking and writing. Therefore, reading with understanding is a vital skill that should be developed in every student in order to arrive at the

mastery of learning the lessons. Likewise, it has been observed by the researcher that some students do not have the interest to read, and this the reason why some of them do not develop the understanding of what they are reading.

It is on this context that the researcher deemed it necessary to determine the extent of implementation of Project Blue- Rizal Barangayan Para sa Bawat Bata Bumabasa in public secondary schools in Baras Sub-Office to see for herself the possible effects of having a reading program that would help develop the potential of the students and likewise determine the felt needs of the students.

Research Questions

The study aimed to determine the extent of implementation of Project Blue- Rizal Barangayan Para sa Bawat Bata Bumabasa in public secondary schools in Baras Sub-Office during the School Year 2021-2022. Specifically, it sought answers to the following sub-problems:

1. What is the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa as perceived by the two groups of respondents with respect to:
    1.1 project advocacy;
    1.2 reading materials;
    1.3 reading assessment; and
    1.4 school and community partnership?
2. Is there a significant difference between the perceptions of the two groups of respondents on the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa with respect to the mentioned aspects?
3. Is there a significant difference on the perceptions of the two groups of respondents on the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa with respect to the mentioned aspects in terms of their profile?
4. What is the extent of the problems encountered in the implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa?

Literature Review

Campbell (2012) stated that at-risk readers often lack role models who use the same Standard English as that taught in schools. Effective role models for children are those who can explain the purposes for reading and can model fluency, expression, and inflection with Standard English. Without such role models, students typically receive limited exposure to literature, vocabulary, and figures of speech or common

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everyday phrases. To antidote a lack of role models, struggling readers should be saturated with language in the classroom. To increase the amount of language a child hears and uses, teachers can play books on tape, conduct read aloud, and use a variety of oral activities. Parent involvement is also important. Home environments that are "print-rich" familiarize children with language and reinforce its importance. For teachers, supporting children at school often means encouraging support at home.

Struggling readers sometimes lack background experiences that classwork assumes they have had. For example, if children are reading a story about making cookies, but have only experienced store-bought varieties, they might not understand the excitement of a character who enjoys the smell of baking cookies. Educators can build commonly shared background knowledge through real-world experiences, simulations, visuals, or storytelling.

Kelly (2014) stated that many teachers are concerned about the numbers of elementary children who struggle with reading. Such concerns are warranted. Studies indicate that when students get off to a poor start in reading, they rarely catch up. Struggling readers encounter negative consequences: grade retention, assignment to special education classrooms, or participation in long-term remedial services. Further, as they progress through the grade levels, the academic distance from those who read well grows more pronounced.

One reason children often struggle is because they lack two critical reading skills: phonics and comprehension. Direct phonics instruction is vital for struggling readers. The teachers and experts we interviewed agreed with the Report of the National Reading Panel that stated "systematic phonics instruction produces significant benefits for students in kindergarten through sixth grade and for children who are having difficulty learning to read." Phonemic awareness instruction asks children to focus on and manipulate phonemes, the smallest units, in spoken syllables and words. Explicit phonics instruction helps children understand that spoken words are composed of identifiable sounds and that sounds are represented in print by symbols. The teachers and experts also mentioned the Spalding Method as effective in helping children recognize phonograms and letter patterns in words.

Explicit phonics instruction must also teach blending sounds and word patterns. There are simple ways to help children strengthen their blending skills.

Examples are classroom reviews, games that change one letter to make a new word, and audiotapes that focus on specific sounds and blends.

Teachers can also point little words contained within bigger words when a struggling reader gets stuck. This important decoding skill can be taught by posting words on classroom walls or by having students keep word banks of unfamiliar terms. When tutoring one-on-one, students can be asked to build compound words from word cards. As they construct the words, they learn new vocabulary and how to search for the little words within larger ones. When finished, students can be asked to read all of the words out loud and to discuss the meaning of the words they don't know. Another simple decoding technique is to make a chart in the classroom for children to use as for guidance in learning to decode. Such a chart might read.

According to Afflerbach (2016) there are three areas of reading assessment that she believed to be crucial for students' reading development: developing comprehensive formative assessments, assessing the wide array of factors that contribute to students' reading development, and fostering student independence by helping students learn to use reading assessment on their own.

Individuals who are regarded as smart as their peers but having poor reading abilities cannot improve it as much as their peers. As per record, all students pass elementary education. Corollary, even those who have poor reading ability pass their classes. They cannot perform reading at the level expected of their grade, resulting in anxiety and depression throughout their schooling. They are usually stereotyped as unsuccessful throughout their formal education. Such results in adoption problems in their classes.

Learning to read can be particularly challenging for children from minority ethnic groups or where their first language is not the language of instruction. A growing number of studies on diverse orthographies have highlighted the fact that reading problems occur in all written language. Closing the reading gap among students with below-basic comprehension skills in schools throughout the United States is a challenge not only for schools and districts, but also for political and economic entities.

According to Hollowel (2012) reading intervention programs are crucial in helping struggling students become successful readers. Teachers should ideally have at least two intervention programs available to them to use with small groups or individual students.

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Programs that are research-based are the most effective because they have been designed for students to learn, practice, and reinforce essential reading skills.

Effective reading intervention programs will incorporate the five essential components of reading: phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. Research indicates that mastery of these skills will determine a child's ability to become a successful reader. A child learns to read in a continuum of these skills: sound production, letter identification, decoding and blending, then reading for meaning. Intervention programs should focus on activities and techniques that improve ability in these areas.

Effective reading intervention programs should always supplement the core reading curriculum used during whole group instruction. The letters, sounds or comprehension strategies that have been introduced and taught in class should be the focus of interventions for struggling students. This will help more students achieve mastery of skills so they will be on pace with the rest of the class.

Presley (2012) stated that the role of the teacher in intervention programs is that of modeler and facilitator. The teacher will model the activity or skill that is the focus of the intervention then guide the students as they practice. The goal of a reading intervention is to bring the child to the point where they assume more of the responsibility for learning the skill so they can become independent readers.

Effective reading intervention programs should be designed in a student friendly way. For example, manipulatives or interactive computer learning games help keep students focused and on task. Activities should also be easy to use in a small group of three to five students who can help each other learn and practice the skills. Students should also be able to keep up with their own progress on a graph or score sheet so they will not become discouraged.

Effective reading intervention programs help decrease the need for remedial reading classes at all levels, especially in grades K-3, where reading disabilities are usually diagnosed. Intervention programs can also help decrease the number of students who have to be retained.

Intervention programs give the teachers a chance to work one-one-one or in small groups to help students in ways that would not be possible during whole group instruction. The teacher is also able to monitor progress on specific skills, which makes identifying and targeting struggling students an easier and more reliable procedure.

As stressed by Hangen (2012) there is a need for a contemporary sight words based reading program that built a base of high frequency words for students and then used those words to teach basic phonemic patterns and decoding strategies. This led to the creation of the PCI Reading Program, a comprehensive leveled program for non-readers of all ages. Like other effective sight-words based programs, the PCI Reading Program begins with effortless discrimination and mastery based learning at a list of words. 140 words are taught in Level One.

 An additional 140 words are taught in Level Two as well as the basic reading skills such as inflectional endings and compound words. Then in Level Three, the 280 words students have already learned are sued to teach selected phonemic patterns and sounds. Ultimately, Level Three is envisioned as a bridge to reading materials outside the program.

As cited by Dela Rosa (2013) teaching reading with a variety of strategies/ methods is essential in the teaching-learning process and would help a lot in achieving retention of learning. This is true since children are naturally eager/and curious about things and they always respond well to a variety of learning activities.

Today, most reading comprehension programs teach students explicit reading strategies using teacher direct instruction with additional student practice. Comprehension through discussion involves lessons that are "instructional conversations" that create higher-level thinking opportunities for students. The purpose of the discussions is to promote critical and aesthetic thinking about text and encourage full classroom involvement.

Reading different types of texts requires the use of different reading strategies and approaches. Making reading an active, observable process can be very beneficial to struggling readers. A good teacher interacts with the text in order to develop an understanding of the information before them. Some good reading strategies are predicting, connecting, inferring, summarizing, analyzing and critiquing. There are many resources and activities educators and instructors of reading can use to help with reading strategies in specific content areas and disciplines. Some example are graphic organizers, talking to the text, anticipation guides, double entry journals, interactive reading and note taking guides, chunking and summarizing.

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Skill in reading is an essential element and a necessity which will enable the learner to triumph in school as well as in his daily life activities. It also inspires him to gain more insights and to understand better the topics read. Most likely, the failure of the learner in other subject is attributed to his weakness or poor comprehension skills. If a student is poor in reading, he or she also encounters difficulty in all other subject areas.

According to Suarez (2013), ultimate Phonics is a proven remedial reading program that dramatically improves reading ability for many struggling readers. It provides the direct, systematic, intensive phonics instruction that a lot of older students never received in their early years in school. It is an affordable, complete program that enables you to accelerate the development of poor readers into good readers.

For students who never learned phonics due to poor instruction in the early grades, Ultimate Phonics provides a thorough, solid foundation for better reading. Without strong phonics skills is impossible to be a good reader. Now you can thoroughly teach your children or students those critical phonics skills with just a few hours per week using our program. For students who have some phonics skills, but read so slowly and laboriously that they have poor comprehension. Ultimate Phonics can accelerate their development into rapid, accurate, fluent readers with good comprehension.

As stated by Mallari (2012), if students fall behind in reading it is very difficult for them to catch up. Studies consistently show that around 75% of students who are reading below grade level at the end of third grade never catch up and have their education permanently crippled. Fortunately, by devoting as little as two hours per week to Ultimate Phonics, many struggling readers can catch up and succeed in their education and career.

Poor reading affects all other subjects. If children or students are poor readers they will struggle in most subjects. In English, history, and social studies they can't comprehend the text. And in math, they will have trouble reading and understanding word problems. Strong reading skills are a requirement for a good education and struggling readers must have their reading problem fixed to have any hope of success.

In many cases, a child struggles with reading because of poor teaching or poor curriculum in the early grades. Unfortunately, most reading curriculum is badly designed and many primary grade teachers, although well intentioned, are inadequately trained to

teach good reading. The human brain is not designed by nature to read. Although humans are naturally provided with incredible spoken language abilities, there is no part of our brain that is designed to read printed language. This explains why learning to read is so difficult for students and why a well-designed phonics program like is the key for teaching them.

When one learns to read he goes through a gradual process of connecting the parts of the brain that recognize patterns such as letters and letter groups with the parts of the brain that handle spoken language. This is commonly known as phonics. When this learning process is complete we can rapidly scan printed language and fluently and accurately decode it into spoken language.

Meanwhile, as mentioned by Leopoldo (2013), remedial reading is an extremely important class for children who are struggling with reading. Because these children have difficulty reading, they generally do not like it. To reach these students, it is crucial for remedial reading teachers to make reading fun at the students' levels. This involves finding interesting and lively reading materials, playing games, using art and creativity during class, providing success every class period and rewarding students for hard work. Some schools have remedial reading as a pull-out program, and some have push-in programs. Pull-out programs are necessary for some children to succeed in reading.

Children that qualify for remedial reading programs have a 500-1000 or even a 2000 word deficit. Children need a crash course in phonics, sight word recognition, and fluency / automaticity all while developing strong vocabulary knowledge. Many programs will refocus on phonics and slowly move into sight words then finally reading comprehension. Remedial reading programs must meet the needs of a diverse student population. Finding great methods to use with at-risk students is difficult at times.

According to Paloma (2012), good readers are phonemically aware, understand the alphabetic principle, apply these skills in a rapid and fluent manner, possess strong vocabularies and syntactical and grammatical skills, and relate reading to their own experiences. Difficulties in any of these areas can impede reading development. Further, learning to read begins far before children enter formal schooling. Children who have stimulating literacy experiences from birth onward have an edge in vocabulary development, understanding the goals of reading, and developing an awareness of print and literacy concepts.

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Conversely, the children who are most at risk for reading failure enter kindergarten and the elementary grades without these early experiences. Frequently, many poor readers have not consistently engaged in the language play that develops an awareness of sound structure and language patterns. They have limited exposure to bedtime and lap time reading.In short, children raised in poverty, those with limited proficiency in English, those from homes where the parents' reading levels and practices are low, and those with speech, language, and hearing handicaps are at increased risk of reading failure.

Methodology

The study used the descriptive method of research specifically, the survey design. A questionnaire-checklist was utilized as a tool for gathering data and information for the study,

According to Calmorin (2016) the descriptive evaluative method is designed to gather information about the evaluation of present/existing conditions. It is helpful to express the cause of the phenomena. It involved collection of data in order to test hypothesis or answer questions concerning the current status of the study. Since the nature of the study involves the gathering and interpreting of detailed information to be used as a basis to assess the extent of a particular program, thus, this method is deemed necessary.

Furthermore, this method is the most appropriate method to determine the extent of implementation of Project Blue Rizal -Barangayan para sa Bawat Bata Bumabasa in public secondary schools in Baras Sub-Office.

Participants

The respondents of the study considered the total population of teachers and reading volunteers in public secondary schools in Baras Sub-Office. These consist of 191 teachers and 71 reading volunteers. The respondents were described in terms of teachers' age, sex, civil status, position title, educational attainment, length of service and webinars attended and reading volunteers' age, sex, civil status, educational attainment, occupation, monthly family income, and webinars attended.

Table 1 shows the distribution of respondents by school

	Teachers	Reading Volunteers
Baras National High School	45	5
Baras-Pinugay Integrated High School	74	40
Baras-Pinugay Phase 2 National High School	62	11
Baras Senior High School	10	15
Total	**191**	**71**

Instruments of the Study

The researcher utilized a questionnaire-checklist on the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa in public secondary schools. Part I of the questionnaire-checklist dealt on the profile of the respondents in terms of teachers' age, sex, civil status, position title, educational attainment, length of service and webinars attended and reading volunteers' age, sex, civil status, educational attainment, occupation, monthly family income, and webinars attended.. Part II dealt on the extent of implementation of Project Blue-Rizal Barangayan para sa Bawat Bata Bumabasa in public secondary schools with respect to project advocacy, reading materials, reading assessment, and school and community partnership. Each aspect consists of ten items with a total of forty (40) items. Part III dealt on the extent of the problems encountered on the implementation of Project Blue-Rizal Barangayan para sa Bawat Bata Bumabasa in public secondary schools.

Procedure

The study followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of research problem up to the revision of the manuscript and submission of the final copy. Permission to conduct the study was obtained from the Office of the Schools Division Superintendent. After the validation of the instrument, the questionnaire-checklists were administered to the respondents. The researcher was also guided by Data Privacy Act.

After the retrieval, the data were encoded and processed. The data were processed using Statistical Package for Social Sciences (SPSS). Data processing and analysis were done. Based on the interpreted data, the summary of findings, conclusions and recommendations were made. The manuscript was subjected to anti-plagiarism process at the statistical center. After considering all the suggestions given by the panel members, hardbound copies were submitted to the Office of the Dean of the Graduate Studies

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Program and other offices concerned.

Ethical Considerations

The researcher seek permission to conduct the study and secured a copy of permit to conduct study from the School Division Office of Rizal to get their approval. Furthermore, the researcher presented the approved copy of permit to conduct study and letter to the school heads and respondents involved.

Results and Discussion

These presents the results, analysis and interpretation of data relative to the questions raised to determine the extent of implementation of Project Blue- Rizal Barangayan Para sa Bawat Bata Bumabasa in public secondary schools in Baras Sub-Office during the School Year 2021-2022.

Extent of Implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa as Perceived by the Two Groups of Respondents with Respect to Project Advocacy, Reading Materials, Reading Assessment and School and Community Partnership

Table 2 *(see appendix)* presents the extent of implementation of Project Blue-Rizal - Barangayan Para sa Bawat Bata Bumabasa as perceived by the two groups of respondents with respect to project advocacy.

The table reflects that with respect to project advocacy, the teacher-respondents obtained a composite mean of 4.58 while the reading volunteer-respondents got 4.60, both are verbally interpreted as Very Much Implemented. All the items are interpreted as Very Much Implemented and Much Implemented for both respondents.

First in rank for the teacher-respondents reflects that in the implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa, the schools are aligned to the medium term development plan of the Division with a weighted mean of 4.71 while last in rank shows that the schools possess the qualities which are doable in nature and maintains tactful resolution imbued with psychological distance to subordinates at 4.47 weighted mean. For the reading volunteer-respondents, first in rank portrays that in the implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa, the schools direct operations

according to the school improvement plan with a weighted mean of 4.76 while last in rank shows that schools assert goals which are realistic in nature so that subordinates can assist anytime at 4.46 weighted mean.

This means that the two groups of respondents perceived that Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa is much implemented with respect to project advocacy. Both groups have the same perceptions that the school directs activities in accordance with the school improvement plan, demonstrates how the desired aim may be attained through direct and indirect supervision, and is in line with the division's medium-term development strategy.

This implies that the advocacy of Project Blue- Rizal Barangayan Para sa Bawat Bata Bumabasa promotes a common aim that is in keeping with the DepEd's vision for quality in service delivery by displaying ideas and plans to all parties involved in order to carry out the program. The program asserts goals which are realistic in nature so that subordinates can assist anytime and have goals directed towards the development of the full potential of teachers.

The findings are in conformity with the statement of Presley (2012) that effective reading intervention programs help decrease the need for remedial reading classes at all levels, especially in grades K-3, where reading disabilities are usually diagnosed. Intervention programs can also help decrease the number of students who have to be retained.

Table 3 *(see appendix)* presents the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa as perceived by the two groups of respondents with respect to reading materials.

The table indicates that with respect to reading materials, the teacher-respondents obtained a composite mean of 3.89 while the reading volunteer-respondents got 4.19, both are verbally interpreted as Much Implemented. All the items are interpreted as Very Much Implemented and Much Implemented for both respondents.

First in rank for the teacher-respondents illustrates that in the implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa, the schools provide supplementary materials with a weighted mean of 4.37 while last in rank shows that the schools provide periodicals and newspapers at 3.74 weighted mean. Meanwhile, for the reading volunteer-respondents, first in rank depicts that in the

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implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa, the schools provide supplementary materials with a weighted mean of 4.56 while last in rank shows that schools provide newspapers at 3.97 weighted mean.

Findings indicate that the two groups of respondents identified that Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa is much implemented with respect to the reading materials. Both groups have the same perceptions that the school provides additional resources that can improve the implementation of teachings that teachers and reading volunteers are teaching in the cited project.

This implies that for successful learning outcomes, reading materials accessibility such as supplementary materials, reference books and textbooks are essential. Students must be exposed enough to have opportunity in practicing reading in school and at home. Moreover, reading materials are very important since they serve as teaching aids for students included in the Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa. The materials in the said program will help the students to learn and master their own language ability in order to learn reading.

The findings are in conformity with the statement of Leopoldo (2013) that remedial reading is an extremely important class for children who are struggling with reading. It is importance for remedial reading teachers to make reading fun at the students' levels. This involves finding interesting and lively reading materials, playing games, using art and creativity during class, providing success every class period and rewarding students for hard work.

Table 4 (*see appendix*) presents the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa as perceived by the two groups of respondents with respect to reading assessment.

As shown in the table with respect to reading assessment, the teacher-respondents obtained a composite mean of 4.53 while the reading volunteer-respondents got 4.60, both are verbally interpreted as Very Much Implemented. All the items are interpreted as Very Much Implemented and Much Implemented for both respondents in the aspect of reading assessment.

First in rank for the teacher-respondents reflects that in the implementation of Project Blue-Rizal, Barangayan Para sa Bawat Bata Bumabasa, the teachers/ reading volunteers give quizzes at 4.70 while last in rank

demonstrates that teachers/ reading volunteers give short tests at 4.26 weighted mean. For the reading volunteer-respondents, first in rank indicates that in the implementation of Project Blue-Rizal, Barangayan Para sa Bawat Bata Bumabasa, the teachers/ reading volunteers give quizzes at 4.70 while last in rank illustrates that the teachers/ reading volunteers give reading readiness test at 4.30 weighted mean.

This means that the two groups of respondents perceived that Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa is much implemented with respect to the reading assessment. Both groups perceived that teachers and reading volunteers provide quizzes and other assessment materials to test the ability of students whether they have gained knowledge after being involved in the said program.

This implies that it is important to assess students' reading abilities in order to comprehend their general reading skills and assess if they are adequately prepared for future learning and educational advancement. Reading assessment aid students' comprehension for their skills and requirements. Moreover, there are meant to provide feedback on the skills, processes, and knowledge resources that represent reading abilities of students involved in that Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa.

The findings are in conformity with the statement of Afflerbach (2016) that there are three areas of reading assessment that are important for students' reading development: developing comprehensive formative assessments, assessing the wide array of factors that contribute to students' reading development, and fostering student independence by helping students learn to use reading assessment on their own

Table 5 *(see appendix)* presents the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa as perceived by the two groups of respondents with respect to school and community partnership.

As depicted in the table with respect to school and community partnership, the teacher-respondents obtained a composite mean of 4.43 while the reading volunteer-respondents got 4.49, both are verbally interpreted as Much Implemented. All the items are interpreted as Very Much Implemented and Much Implemented for both respondents.

First in rank for the teacher-respondents reveals that in the implementation of Project Blue-Rizal, Barangayan Para sa Bawat Bata Bumabasa, the school and

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community provide/help enhance the reading skills of the student participants with a weighted mean of 4.65 while last in rank indicates that the school and community provide/help transportation for reading volunteers at 3.92 weighted mean.

On the other hand, for the reading volunteer-respondents, first in rank shows that in the implementation of Project Blue-Rizal, Barangayan Para sa Bawat Bata Bumabasa, the school and community provide/help enhance the reading skills of the student participants with a weighted mean of 4.63 while last in rank demonstrates that school and community provide/help transportation for reading volunteers at 4.23 weighted mean.

Findings indicate that the two groups of respondents identified that Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa is much implemented with respect to the school and community partnership. The school and community assist in improving the reading abilities of the student participants, as well as extra reading materials and teaching resources to be used in the reading program as viewed by both of respondents.

This implies that partnerships between schools and the community can help students receive better education while also assisting schools in meeting the objectives of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa. The collaborations may offer positive impact on students' reading skills and performance. Moreover, collaboration between the community and schools enhances and solidifies values, culture, and the educational opportunities that schools may offer to their students.

The findings are in conformity with the study of Aterrado (2014) that in order to improve the performance of the pupils, they should be exposed to more instructional materials in reading. Teachers and volunteers should also utilize variety of reading strategies to enhance pupils' reading performance level.

Table 6 *(see appendix)* presents the summary on the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa as perceived by the two groups of respondents with respect to the different aspects.

As reflected from the table, for the teacher-respondents the composite weighted mean obtained is 4.36 verbally interpreted as Much Implemented. First in rank is project advocacy at 4.58 while reading materials ranked last at 3.89. For the reading volunteer-respondents, the composite weighted mean obtained is

4.47 verbally interpreted as Much Implemented. Tied for the first rank are project advocacy and reading assessment at 4.60 while reading materials ranked last at 4.19 weighted mean. All the items for both respondents are verbally interpreted as Much Implemented.

From the result, it indicates that the perceptions of the two groups of respondents are the same in all aspects. Teachers and reading volunteers believed that project advocacy, reading materials, reading assessment and school and community partnership are much implemented in Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa. Both respondents believed that reading is a difficult skill that requires training in both text decoding and text interpretation, thus, the implementation of the said program is a must.

This implies that Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa has a great impact on students' learning to accomplish the program. The said program aims at making Rizal a reading province so that no child will be a non-ready and develop students who are readers in the grade level. One of the most significant educational outcomes of education is the ability to read. Student's learning, including the development of broader literacy abilities, and their future successful involvement in society, including the workforce, both depend on their ability to read.

This is related to the statements of Hollowel (2012) that reading intervention programs are crucial in helping struggling students become successful readers. Programs that are research-based are the most effective because they have been designed for students to learn, practice, and reinforce essential reading skills.

Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa with Respect to the Mentioned Aspects

Table 7 *(see appendix)* presents the significant difference between the perceptions of the two groups of respondents on the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa with respect to the mentioned aspects.

It is reflected from the table that with respect to project advocacy, reading materials, reading assessment and school and community partnership, the obtained p-values are all higher than 0.05 level of significance, thus, this accepts the null hypothesis.

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Findings reveal that there is no significant difference between the perceptions of the two groups of respondents on the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa with respect to the different aspects. This means that teachers and reading volunteers have the same perceptions towards the benefits of implementing Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa on enhancing the reading performance students.

The findings imply that both groups have similar views that Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa aims to generate responsible, productive individuals who possess the fundamental knowledge and abilities necessary for lifelong learning. Schools all throughout the nation are entrusted with assisting students in developing their reading abilities in order to make every learner a proficient reader. Many young students still have difficulty attaining the early language, literacy, and numeracy learning standards, thus, the implementation of the said program is necessary.

This is in contradiction with the study of Hernandez (2014) that the perception of the respondents on the effectiveness of metacognitive reading strategies with respect to scanning, skimming, reading in-depth, reflecting, repeated reading and paired reading differ significantly.

Significant Difference on the Perceptions of the Two Groups of Respondents on the Extent of Implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa with Respect to the Mentioned Aspects in Terms of Their Profile

Table 8 *(see appendix)* presents the significant difference on the perceptions of the teacher-respondents on the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa with respect to the mentioned aspects in terms of their profile.

As illustrated from the table is the test for significant difference on the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa as perceived by the teacher-respondents with respect to the different aspects in terms of their age, sex, educational attainment, length of service and webinars attended, the obtained p-values are higher than .05 level of significance. This accepted the null hypothesis. On the other hand, when they are grouped according to their civil status and position title with respect to

project advocacy and reading materials, the obtained p-values are less than .05 level of significance, thus, the null hypothesis is rejected.

This means that teachers' age, sex, educational attainment, length of service and webinars attended have nothing to do with their perceptions about the implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa with respect to project advocacy, reading materials, reading assessment and school and community partnership. However, it is significant when they are grouped according to their civil status and length of service with respect to project advocacy and reading materials.

This finding leads to an implication that regardless of the respondents' age, sex, educational attainment, length of service and webinars attended, they view that the Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa offers additional methods and exercises to help struggling readers improve their decoding, comprehension, and fluency skills. The curriculum of traditional reading programs is

supplemented with reading intervention programs. However, teachers' perception changes when they are already married since for them, they give emphasis on reading skills of students that helps them to strengthen their memory and retention skills. Moreover, teachers who are longer in the service have analyzed the appropriate materials for helping students to know the importance of reading.

Findings are in relation with the study of Magwili (2014) that the test on the significant difference of the perceived level of effectiveness of enrichment activities in the teaching of reading by the teachers with respect to storytelling, games and writing activity when respondents are grouped by educational attainment accepted the null hypothesis.

Table 9 *(see appendix)* presents the significant difference on the perceptions of the reading volunteer-respondents on the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa with respect to the mentioned aspects in terms of their profile.

As illustrated from the table is the test for significant difference on the extent of implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa as perceived by the reading volunteer-respondents with respect to the different aspects in terms of their age, civil status, educational attainment, and webinars attended, obtained p-values higher than .05 level of significance, thus, this accepted the null hypothesis.

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On the other hand, when they are grouped according to their occupation and monthly family income with respect to all aspects, the obtained p-values are less than .05 level of significance, thus, the null hypothesis is rejected.

This means that reading volunteers' age, civil status, educational attainment, and webinars attended have nothing to do with their perceptions about

This means that reading volunteers' age, civil status, educational attainment, and webinars attended have nothing to do with their perceptions about the implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa with respect to project advocacy, reading materials, reading assessment and school and community partnership. However, it is significant when they are grouped according to their occupation and monthly family income as reflected in the different aspects.

Findings imply that regardless of the respondents' age, civil status, educational attainment, and webinars attended, they agreed that Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa gives students the chance to improve their reading, writing, test-taking, and study skills an instructional level. Through teaching, decoding, comprehension, writing, study techniques, and test-taking tactics spread throughout our school district's curricula and units of study, students build confidence and their skills advance. However, volunteers' point of view differs when they belong to the different monthly income bracket and occupation since they knew that reading comprehension has always been the biggest problem of students and until now many intervention programs have been established in order to address this issue.

This is in relation with the finding of Indon (2015) that monthly family income is significant on the reading performance of grade one pupils as perceived by the respondent and pupils should be exposed to variety of reading activities that will enhance their reading abilities.

Extent of the Problems Encountered in the Implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa

Table 10 *(see appendix)* presents the extent of the problems encountered in the implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa.

As reflected in the table is the extent of the problems encountered in the implementation of Project Blue-

Rizal Barangayan Para sa Bawat Bata Bumabasa, the top three problems encountered by the teacher-respondents illustrates that they noticed of having lack of fund, the time allotted not sufficient and there is lack of webinars and training to participate with. Meanwhile, for the reading volunteer respondents, the top three problems encountered are lack of funds, lack of cooperation among the concerned individuals and lack of coordination with the concerned authorities.

This means that the problems encountered are moderately serious for teachers and less serious for the reading volunteers. Schools must identify requirements and set related goals in order to allocate resources efficiently in the implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa. Without duplicating efforts, coverage might be assured by coordinating activities across education agencies, throughout child service sectors, and in collaboration with community organizations.

Findings imply that teachers really need to be provided with the necessary materials and fund in the implementation of the program and it should also consider the present situation having the pandemic. Teachers, particularly those in the secondary level, should be a first source as they can identify their students' needs prior to their reading performance, thus, there is a need for funding for the said program.

This is parallel with the finding of Gonzalez et al., (2020) that pointed to the need for a more focused and sustained reading program. The implications of their study may affect positive social change by providing teachers with sustained training, support and program fund to be effective reading development facilitators.

Conclusion

Based on the findings, the following conclusions are drawn: (1) Teachers and reading volunteers have the same perceptions on the implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa. (2) Teachers' age, sex, educational attainment, length of service and webinars attended and reading volunteers' age, civil status, educational attainment, and webinars attended are not contributory on their perception about the implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa.

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Table 2

Extent of Implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa as Perceived by the Two Groups of Respondents with Respect to Project Advocacy

Project Advocacy In the implementation of Project Blue- Rizal Barangayan Para sa Bawat Bata Bumabasa , the schools …	Teachers			Reading Volunteers		
	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R
1. make concrete plans for the school.	4.60	Very Much Implemented	6	4.56	Very Much Implemented	6
2. direct operations according to the school improvement plan.	4.64	Very Much Implemented	2.5	4.76	Very Much Implemented	1
3. are aligned to the medium term development plan of the Division.	4.71	Very Much Implemented	1	4.73	Very Much Implemented	2
4. possess the qualities which are doable in nature.	4.47	Much Implemented	9.5	4.48	Much Implemented	9
5. display ideas and plans to all concerned towards the accomplishment of the program.	4.62	Very Much Implemented	4.5	4.61	Very Much Implemented	5
6. assert goals which are realistic in nature so that subordinates can assist anytime.	4.53	Very Much Implemented	7.5	4.46	Much Implemented	10
7. promote common goal which is in line with the DepEd's vision towards quality in the delivery of services.	4.62	Very Much Implemented	4.5	4.62	Very Much Implemented	4
8. have goals directed towards the development of the full potential of teachers.	4.53	Very Much Implemented	7.5	4.55	Very Much Implemented	7.5
9. maintain tactful resolution imbued with psychological distance to subordinates.	4.47	Much Implemented	9.5	4.55	Very Much Implemented	7.5
10. show how to achieve the desired goal through direct and indirect supervision.	4.64	Very Much Implemented	2.5	4.69	Very Much Implemented	3
Overall Mean	**4.58**	**Very Much Implemented**		**4.60**	**Very Much Implemented**	

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Table 3
Extent of Implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa as Perceived by the Two Groups of Respondents with Respect to Reading Materials

Reading Materials	Teachers			Reading Volunteers		
In the implementation of Project Blue- Rizal, Barangayan Para sa Bawat Bata Bumabasa , the schools provide…	W x̄	VI	R	W x̄	VI	R
1. textbooks.	3.79	Very Much Implemented	7	4.42	Much Implemented	2.5
2. reference books.	3.95	Very Much Implemented	3	4.42	Much Implemented	2.5
3. supplementary materials.	4.37	Much Implemented	1	4.56	Very Much Implemented	1
4. magazines.	3.76	Very Much Implemented	8	4.04	Much Implemented	9
5. journals.	3.83	Very Much Implemented	5.5	4.10	Much Implemented	5.5
6. periodicals.	3.74	Very Much Implemented	9.5	4.10	Much Implemented	5.5
7. newspapers.	3.74	Very Much Implemented	9.5	3.97	Much Implemented	10
8. comics.	3.83	Very Much Implemented	5.5	4.10	Much Implemented	5.5
9. entertainment materials.	3.87	Much Implemented	4	4.08	Much Implemented	8
10. pamphlets.	3.99	Very Much Implemented	2	4.10	Much Implemented	5.5
Overall Mean	**3.89**	**Much Implemented**		**4.19**	**Much Implemented**	

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Table 4
Extent of Implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa as Perceived
by the Two Groups of Respondents with Respect to Reading Assessment

Reading Assessment	Teachers			Reading Volunteers		
In the implementation of Project Blue-Rizal, Barangayan Para sa Bawat Bata Bumabasa, the teachers/ reading volunteers give…	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R
1. reading assessment test.	4.63	Very Much Implemented	2	4.69	Very Much Implemented	3
2. formative test.	4.51	Very Much Implemented	7.5	4.62	Very Much Implemented	6
3. speed and comprehension test.	4.59	Very Much Implemented	3	4.69	Very Much Implemented	3
4. analytical rubric.	4.51	Very Much Implemented	7.5	4.69	Much Implemented	3
5. printed worksheets.	4.55	Very Much Implemented	4.5	4.58	Very Much Implemented	7
6. quizzes.	4.70	Very Much Implemented	1	4.70	Very Much Implemented	1
7. short tests.	4.26	Much Implemented	10	4.56	Very Much Implemented	8
8. checklist.	4.42	Much Implemented	9	4.49	Much Implemented	9
9. self-reflection.	4.55	Very Much Implemented	4.5	4.63	Very Much Implemented	5
10. reading readiness test.	4.53	Very Much Implemented	6	4.30	Much Implemented	10
Overall Mean	**4.53**	**Very Much Implemented**		**4.60**	**Very Much Implemented**	

Table 5

Extent of Implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa as Perceived by the Two Groups of Respondents with Respect to School and Community Partnership

School and Community Partnership In the implementation of Project Blue-Rizal, Barangayan Para sa Bawat Bata Bumabasa, the school and community provide/help . . .	Teachers			Reading Volunteers		
	W x̄	VI	R	W x̄	VI	R
1. additional instructional materials to be used in the reading program.	4.61	Very Much Implemented	3	4.51	Very Much Implemented	5
2. reading remediation program.	4.58	Very Much Implemented	4	4.46	Much Implemented	6
3. enhance the reading skills of the student participants.	4.65	Very Much Implemented	1	4.63	Very Much Implemented	1
4. the students with reading difficulties.	4.49	Much Implemented	5	4.45	Much Implemented	7.5
5. supplementary reading materials.	4.62	Very Much Implemented	2	4.58	Very Much Implemented	2.5
6. additional reference materials.	4.28	Much Implemented	9	4.58	Very Much Implemented	2.5
7. create additional resources for the sustainability of the program.	4.37	Much Implemented	7	4.44	Much Implemented	9
8. additional incentive for the reading volunteers.	4.31	Much Implemented	8	4.45	Much Implemented	7.5
9. proper channels of communication to teachers, reading volunteers, and student-participants.	4.44	Very Much Implemented	6	4.56	Very Much Implemented	4
10. transportation for reading volunteers.	3.92	Much Implemented	10	4.23	Much Implemented	10
Overall Mean	**4.43**	**Much Implemented**		**4.49**	**Much Implemented**	

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Table 6

Summary on the Extent of Implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

Aspects	Teachers			Reading Volunteers		
	Wx̄	**VI**	**R**	**Wx̄**	**VI**	**R**
Project Advocacy	4.58	Very Much Implemented	1	4.60	Very Much Implemented	1.5
Reading Materials	3.89	Much Implemented	4	4.19	Much Implemented	4
Reading Assessment	4.53	Very Much Implemented	2	4.60	Very Much Implemented	1.5
School and Community Partnership	4.43	Much Implemented	3	4.49	Much Implemented	3
Composite Mean	**4.36**	**Much Implemented**		**4.47**	**Much Implemented**	

Table 7

Result of the t-test on the Perceptions of the Two Groups of Respondents on the Extent of Implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa with Respect to the Mentioned Aspects

Aspects	Groups	N	Mean	SD	t-value	p-value	Ho	Verbal Interpretation
Project Advocacy	Teachers	191	4.58	.5523	.604	.722	Accepted	Not Significant
	Reading Volunteers	71	4.60	.5086				
Reading Materials	Teachers	191	3.89	.8475	.195	.428	Accepted	Not Significant
	Reading Volunteers	71	4.19	1.0066				
Reading Assessment	Teachers	191	4.53	.4744	.627	.721	Accepted	Not Significant
	Reading Volunteers	71	4.60	.5285				
School and Community Partnership	Teachers	191	4.43	.5101	.770	.642	Accepted	Not Significant
	Reading Volunteers	71	4.49	.6484				

Table 8
Significant Difference on the Perceptions of the Teacher-Respondents on the Extent of Implementation
of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa with Respect to the
Mentioned Aspects in Terms of Their Profile

Aspects	F-value	p-value	Ho	Verbal Interpretation
Age				
Project Advocacy	1.761	.091	Accepted	Not Significant
Reading Materials	1.561	.071	Accepted	Not Significant
Reading Assessment	1.089	.368	Accepted	Not Significant
School and Community Partnership	1.871	.098	Accepted	Not Significant
Sex				
Project Advocacy	1.761	.081	Accepted	Not Significant
Reading Materials	1.671	.109	Accepted	Not Significant
Reading Assessment	1.785	.168	Accepted	Not Significant
School and Community Partnership	1.900	.651	Accepted	Not Significant
Civil Status				
Project Advocacy	3.996	.047	Rejected	Significant
Reading Materials	3.998	.007	Rejected	Significant
Reading Assessment	.002	.964	Accepted	Not Significant
School and Community Partnership	.067	.798	Accepted	Not Significant
Position Title				
Project Advocacy	3.369	.000	Rejected	Significant
Reading Materials	3.325	.000	Rejected	Significant
Reading Assessment	1.871	.092	Accepted	Not Significant
School and Community Partnership	1.871	.098	Accepted	Not Significant
Educational Attainment				
Project Advocacy	1.761	.091	Accepted	Not Significant
Reading Materials	1.671	.099	Accepted	Not Significant
Reading Assessment	1.651	.451	Accepted	Not Significant
School and Community Partnership	1.098	.561	Accepted	Not Significant
Length of Service				
Project Advocacy	1.651	.871	Accepted	Not Significant
Reading Materials	1.981	.761	Accepted	Not Significant
Reading Assessment	1.901	.990	Accepted	Not Significant
School and Community Partnership	1.901	.651	Accepted	Not Significant
Webinars Attended				
Project Advocacy	1.901	.451	Accepted	Not Significant
Reading Materials	1.781	.541	Accepted	Not Significant
Reading Assessment	1.901	.431	Accepted	Not Significant
School and Community Partnership	1.671	.900	Accepted	Not Significant

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Table 9
Significant Difference on the Perceptions of the Reading Volunteer-Respondents on the Extent of
Implementation of Project Blue-Rizal Barangayan Para sa Bawat Bata Bumabasa
with Respect to the Mentioned Aspects in Terms of Their Profile

Aspects	F-value	p-value	Ho	Verbal Interpretation
Age				
Project Advocacy	.309	.735	Accepted	Not Significant
Reading Materials	.405	.527	Accepted	Not Significant
Reading Assessment	.649	.423	Accepted	Not Significant
School and Community Partnership	.769	.384	Accepted	Not Significant
Civil Status				
Project Advocacy	.527	.664	Accepted	Not Significant
Reading Materials	2.134	.126	Accepted	Not Significant
Reading Assessment	1.637	.202	Accepted	Not Significant
School and Community Partnership	1.871	.119	Accepted	Not Significant
Educational Attainment				
Project Advocacy	.412	.800	Accepted	Not Significant
Reading Materials	.363	.549	Accepted	Not Significant
Reading Assessment	2.174	.145	Accepted	Not Significant
School and Community Partnership	1.871	.991	Accepted	Not Significant
Occupation				
Project Advocacy	5.329	.007	Rejected	Significant
Reading Materials	6.880	.002	Rejected	Significant
Reading Assessment	13.430	.000	Rejected	Significant
School and Community Partnership	11.112	.002	Rejected	Significant
Monthly Family Income				
Project Advocacy	4.199	.019	Rejected	Significant
Reading Materials	8.028	.001	Rejected	Significant
Reading Assessment	6.139	.004	Rejected	Significant
School and Community Partnership	4.516	.002	Rejected	Significant
Webinars Attended				
Project Advocacy	1.880	.124	Accepted	Not Significant
Reading Materials	1.978	.108	Accepted	Not Significant
Reading Assessment	1.699	.161	Accepted	Not Significant
School and Community Partnership	1.771	.761	Accepted	Not Significant

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Table 10
Extent of the Problems Encountered in the Implementation of Project Blue-Rizal Barangayan
Para sa Bawat Bata Bumabasa

Problems Encountered	Teachers			Reading Volunteers		
	wx	VI	R	wx	VI	R
1. Lack of coordination with the concerned authorities	3.22	Moderately Serious	4	2.37	Less Serious	3
2. The needed reading materials are not available	2.97	Moderately Serious	8	2.01	Less Serious	10
3. Lack of cooperation among the concerned individuals	3.05	Moderately Serious	7	2.38	Less Serious	2
4. Lack of fund	3.41	Moderately Serious	1	2.47	Less Serious	1
5. Lack of support from the school officials	2.86	Moderately Serious	9	2.10	Less Serious	9
6. Lack of information dissemination	2.76	Moderately Serious	10	2.20	Less Serious	6
7. Lack of webinars and trainings	3.26	Moderately Serious	3	2.25	Less Serious	5.5
8. Insufficient linkages with the stakeholders	3.07	Moderately Serious	6	2.31	Less Serious	4
9. Lack of support from the community	3.12	Moderately Serious	5	2.17	Less Serious	8
10. Time allotted is not sufficient	3.29	Moderately Serious	2	2.25	Less Serious	5.5

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