

# **TEACHERS' ISSUES ON THE IMPLEMENTATION OF PROJECT RISE: EXPLORATORY APPROACH**

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## **ABSTRACT**

This study on the integrated findings of an exploratory sequential mixed methods research design investigate teachers' issues on the implementation of Project RISE. The exploratory sequential mixed methods design is characterized by an initial qualitative phase of data collection and analysis, followed by a phase of quantitative data collection analysis, with a final phase of integration or linking of data from the two separate strands of data. More specifically, it aimed to construct, develop and evaluate the issues on the implementation of Project RISE scale as viewed by the teachers. In the qualitative phase, there were ten teachers who participated in the in-depth interview and seven teachers participated in the focus group discussion. There were five themes that emerged from the interview that put emphasis developing pupils reading skills, pupils' capabilities, cooperation and allocation, readiness of teachers, and teachers' preparation. A 60-item issues on implementation of Project RISE scale was also constructed based from the results of the interview, which was subjected to the quantitative phase. In the quantitative phase, 200 questionnaire responses were analyzed for exploratory factor analysis (EFA). Results showed three underlying teachers' issues on the implementation of Project RISE. A total of three themes on Teachers' Issues on the Implementation of Project RISE Questionnaire was developed which are developing pupils' reading skills with thirteen items; readiness of teachers with three items; and teachers' preparation with four items with a total of 20- item questionnaire.

**Keywords:** *Teachers Issues, Implementation, Project RISE, Exploratory Approach, Factor Analysis, Reliability Test Municipality of Tulunan, Philippines*

## **INTRODUCTION**

More over half of all kids and teenagers worldwide fall short of the required minimum proficiency in arithmetic and reading. The ability of a country to compete

internationally for the highest caliber of education is based on its economic strength. Numerous financially qualified people opt to pursue their academic careers in developed countries (Yang et al., 2019). But in underdeveloped and least developed countries, education is usually expected to be of little to no quality (Pocan, 2022).

Furthermore, the Alliance for Excellent Education (2020) states that one of the main risk factors for dropping out of school is reading proficiency. Students who read below grade level have a twice as high chance of dropping out of school as those who can. Almost 85% of kids who have been labeled with learning challenges have reading as their main issue. Reading comprehension is essential for success in school and the workplace. A child's education is greatly impacted by their early elementary school years (Vaughn & LianaThompson, 2018). All topic area subjects show a substantial association between reading and learning abilities (Hirsch, 2018)

It is urgently needed on a global scale to give youth the tools they need to achieve better academic results. This is demonstrated by student performance in OECD countries, where 23% of 15-year-olds, on average, were unable to fulfill the basic requirements for reading proficiency, which hindered their capacity to engage in meaningful and productive activities in life (OECD, 2019). On the PISA reading test, which assesses students' comprehension of lengthy texts, capacity to deal with abstract concepts, and ability to discern between fact and opinion, more than 91% of pupils did not receive a Level 5 or 6. Understanding is a crucial ability for both navigating the curriculum in school and achieving success outside of it (OECD, 2019).

Furthermore, the Program for International Assessment (PISA) awarded Filipino youngsters around the age of 15 a reading comprehension score of 340 points in a 2018 global assessment involving 600,000 pupils globally, which was lower than the average of 487 points. Consequently, the Philippines came in bottom place out of 79 countries in the aforementioned poll (Manaog, N., 2020). Teachers have been entrusted with figuring out what kind of assistance children require in order to develop functional literacy, as defined by the national standard, given the importance of reading and understanding. According to Snow et al. (2020), there is a contention that educators cannot assume full responsibility for guaranteeing that students develop their reading skills.

The large percentage of Filipino children who struggled with reading was another issue plaguing the country's educational system; this issue was strongly associated with low achievement, especially in public schools. Another indicator that the kids' reading abilities aren't reaching their full potential is the low achievement levels. In 2019, a portion of Filipino fifth graders' performance showed the least competency in three learning domains: reading, writing, and mathematics, according to the Southeast Asia Primary Learning Metric (SEA-PLM) (Bernardo et al., 2022).

Regarding the Division-Wide Memorandum No. 403, Section 4: Reading Interventions to Strengthen Education, s. In 2022, Rise C: A Reading Camp will be implemented with the specific goal of addressing the learning gaps caused primarily by the sudden pedagogical shift brought about by the pandemic. This program will not only address the current issues of reading deficiencies but also further cultivate and enhance the learners' love of reading. The learners are also exposed to different engaging activities that would enhance their macro skills. Under Project RISE, the DepEd will distribute reading and video materials to the 53 districts it covers to increase the reading

skills of children in Kinder 1 to Grade 3. The Division Office will distribute 11,280 reading materials that can be used by schools throughout the province, Reading Coordinator Rendella Dulay said (Soriano, 2023).

Reading and writing are two key abilities that must be mastered in school, and students in the elementary grades are expected to master certain competences in both areas (Collins, 2018). Learners require specific language support in order to promote academic reading comprehension. Both the setting of the classroom and the teaching style must promote learning (Anagün, 2018). The ideal objectives and standards of such educational systems also conflict with other factors. Due to issues the nation is currently experiencing, the quality of education is specifically declining in the Philippines (Galang, 2021).

In order for schools to be successful, they must employ evidence-based strategies that can help struggling readers achieve better reading outcomes. They also need to execute the evidence in a methodical and long-lasting way to guarantee fidelity of delivery. Nonetheless, it is acknowledged that evidence is not being used effectively in education policy or practice. Although it is considered to be challenging to attain, the consistent use of evidence-based procedures is regarded as a driver of advancement in the health sector (Rolls-Reutz et al., 2020). Improving educational processes presents a significant barrier when it comes to knowledge transfer from research results into practice (Gorard et al., 2020). From the point of requirement identification to the point of solution implementation, this calls for a supported framework.

Even with the widespread use of phonics instruction in schools to increase reading proficiency, student performance data in England continues to show a need for higher reading standards. In elementary and secondary education, systematic methods of teaching understanding are less common than those of teaching phonics. This is in spite of the fact that research (Thurston et al., 2020) shows that comprehension teaching via reciprocal reading can improve struggling students' reading outcomes.

While most studies utilize either qualitative or quantitative designs or primarily focus on the impact of reading interventions on students' progress, this study employed a mixed method design. The study's findings indicate that effective student support programs must be developed by educators and education officials to guarantee that every student succeeds in reading. In order to give teachers sufficient resources for struggling readers, the current study intends to ascertain how Project RISE-C, a reading intervention, is implemented. This involves using strategic reading intervention materials that are successful for remedial programs.

## **METHODS**

### **Research Design**

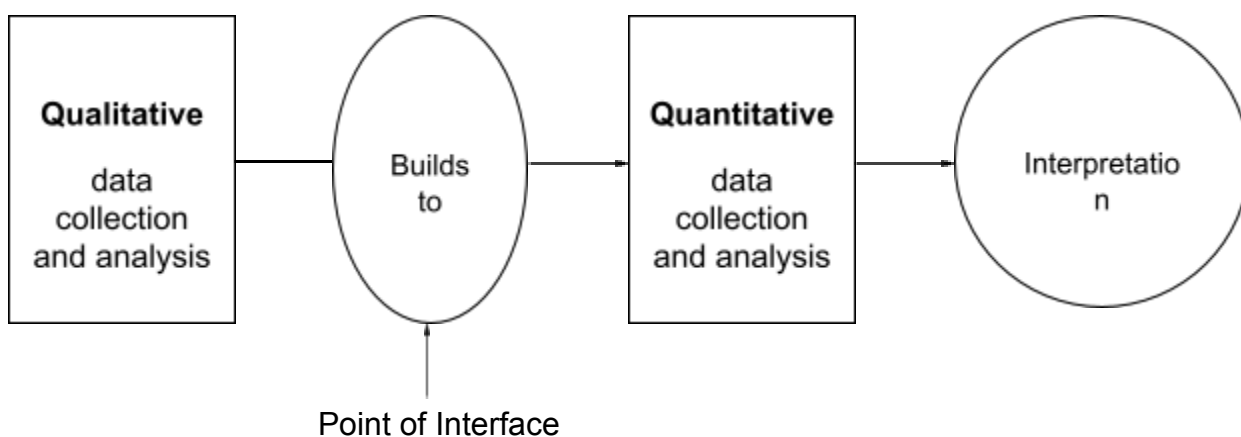
An exploratory sequential mixed method technique was used in this investigation. In the first stage, this involves collecting and evaluating qualitative data. an extension of the findings from the first phase of qualitative data collection through a second round of quantitative data collection and analysis. "The design may or may not be carried out

from a clear theoretical perspective (refer to Figure 2.1), with a primary focus on the first stage and mixed data that arises from relationships between the gathering of qualitative and quantitative data.

Furthermore, the investigator starts the study by collecting and evaluating qualitative data, then applies the results to a subsequent quantitative stage (Creswell, 2014). The two major goals of the technique are to improve measurements using targeted population samples and determine whether data from a small sample of people (in the qualitative phase) can be transferred to a larger sample of people (in the quantitative phase).

Qualitative data is appropriate when variables are not yet known or a hypothesis is not yet formulated (Morrow, 2007). One of its elements is content analysis, which functions on the assumption that people have attitudes or ideas about using reading interventions, and that these may be precisely inferred from listening to them speak (Wilkinson, 2004). Determining participants' concerns regarding the application of reading interventions is, thus, one goal of content analysis. Content analysis is the process of classifying statements made by individuals into cohesive, collective groups of opinions. This process can be quite methodical. With this design, the preliminary items are developed and categorized based on participant interviews.

Construct validity is a component of the qualitative approach, according to Messick (1989), and it is used to ascertain the factor structure of the construct or measurements. Because it includes several different types of validity that aid in the evaluation of such construct validity, construct validity is regarded as an all-encompassing phrase to evaluate the measurement process used to measure a certain concept. This is why construct validity is seen as a process that you go through to evaluate the validity of a measurement procedure, whereas a variety of other forms of validity are methods (or instruments) that you employ to determine whether the measurement procedure actually measures a particular construct in a more practical manner (Wainer & Braun, 1988).



**Figure 2.1:** Design diagram of Exploratory Sequential Design

**Source:** Creswell, J.W., & Plano Clark, V.L. (2011)

## **Research Locale**

This study was conducted in the three (3) district public elementary schools in the Municipality of Tulum, Division of Cotabato, school year 2023-2024. Which consist of Tulum East District with 14 schools, Tulum North District with 7 schools and Tulum South District with 11 schools.

Situated in the southernmost region of Cotabato Province, Tulum, formally known as the Municipality of Tulum, is a first-class municipality. Its boundaries run north to south along Mlang: Datu Paglas, Maguindanao; west along Liguasan Marsh; east along Makilala; and east along Magsaysay, Davao del Sur. Bagumbayan, Banayal, Batang, Bituan, Bual, Daig, Damawato, Dungos, Kanibong, La Esperanza, Lampagang, Bunawan, Magbok, Maybula, Minapan, New Caridad, New Culasi, New Panay, Paraiso, Poblacion, Popoyon, Sibsib, Tambac, Tuburan, F. Cajelo, Bacong, Galidan, Genoveva Baynosa, and Nabundasan are the 29 barangays that make up its political division. The Maguindanaon term "tulun," which meaning "a place of abundance" or "where grace fall," is the source of the Tulum language.

The majority of the area's initial settlers were Muslim tribes that established in the lowlands. The hills and mountains were inhabited by nomadic tribes such as the B'laans, Bagobo, and Tirurays. Datu Enok was thought to be the first datu to rule the area under the datuist form of government. There was a noticeable growth in population as a result of the arrival of Christian immigrants from Luzon and the Visayas, as well as the intermarrying of the newcomers with the locals.

## **Research Participants**

The results of in-depth interviews with ten (10) public elementary school teachers are used to identify the specific variables. Seven additional teachers are brought in to facilitate focus group discussions, which help determine whether further investigation is necessary and what should be included in the questionnaire.

The survey, which was developed based on the qualitative interviews, was distributed to 200 public elementary school teachers in the Municipality of Tulum in order to do an exploratory factor analysis. The population in this study was stratified before the sample was selected. Understanding the characteristics of the population's members is essential for stratifying the population prior to selecting a sample (Fowler, 2009). The candidate must have the following qualifications: they must have worked as a regular classroom teacher in a public elementary school for at least a year and be hired full-time. A reliability test involving thirty more individuals is requested following the administration of 200 questionnaires.

## **Research Instrument**

During the qualitative stage, the investigator created an interview guide that inquired about the participants' opinions regarding the execution of Project RISE, a reading intervention. An understanding of the opinions and views of a group of teachers regarding the implementation of reading interventions, as well as the similarities and

differences in their experiences, beliefs, and school practices, were gained from the interview.

As a consequence of focus group talks, the questionnaire's items were created based on frequency of occurrence. The development of the tool throughout the qualitative phase exposed the instructors' opinions regarding the Project RISE reading interventions scale's implementation. Dimension reduction is applied to this tool in order to identify the components that make up the instructors' conception of reading interventions.

The researcher also invited five experts to confirm the content validity of the interview questions and ascertain whether the items accurately reflected teachers' viewpoints on the implementation of reading interventions. This will ensure that the questionnaire is straightforward to read and comprehend.

## **Data Collection**

The first step in collecting data is to submit a letter requesting authorization to conduct the research to the graduate school dean. Next, the letter of authorization was given to the following DepEd employees: the superintendent of the schools division, the supervisors of the public school districts, and the principal or head of the school. Following approval, the researcher contacted the target school's instructor and requested times for data collection that wouldn't interfere with lessons and would allow enough time to allow for training in completing the questionnaire. The researcher was assisted by representatives in this process.

On the day of data collection, the respondents are asked to sign a consent letter that details their voluntary involvement in the study as stated in the instrument. The only people included in this study were those who signed the consent form. Participants are guaranteed that their answers will be kept private and that this study will not use their names in any way. Following data retrieval, appropriate labeling and encoding of the data are completed.

## **Data Analysis**

A study is not automatically considered to be "mixed methods" just because it uses both qualitative and quantitative data collection techniques. Rather, mixed methods research is defined and distinguished by the integration or linkage of the two strands of data. Integration can occur in a study at several stages, such as design, technique, or interpretation. Additionally, it can take many different forms, such as embedding, merging, constructing, or connecting (Creswell and Plano Clark 2011; etters, Curry, and Creswell 2013). Using a sequential design, the initial data linking for this study was completed at the design level. The findings from the first research phase were utilized to construct the second stage of the research design.

Using the results from the first exploratory database, the researcher builds quantitative measures in this approach by analyzing the two databases independently. This implies that the researcher must carefully consider the stages involved in the analysis of qualitative data and decide which discoveries to build upon. Numerous

situations that are the focus of significant elements in the second quantitative phase may arise from a qualitative case study. **Interpretation.** The quantitative findings from the last stage of the study are delivered after the application of the qualitative outcomes (e.g., the construction of an instrument, the creation of new quantitative measures). Since the two databases are usually derived from separate samples and the purpose of the technique is to ascertain whether the qualitative themes can be extended to a bigger sample, comparing the two databases makes little sense.

**Validity.** When employing this method, researchers must confirm the reliability of both the quantitative scores and the qualitative data. However, there are unique validity issues with this architecture that the proposal developer should be aware of. One worry is that the investigator might not have followed the right procedures to create a reliable psychometric tool. It's not simple to develop a good instrument; appropriate measures must be taken. Another worry is that a researcher can create a tool or set of measurements that misses out on the depth of the qualitative data. This happens when the qualitative data isn't rigorous enough, or when it's only at the topic level and doesn't go through the additional data analysis stages that come with employing a qualitative design type, like ethnography, grounded theory, or case study techniques. Finally, as previously said, if the sample from the qualitative phase was included in the quantitative phase, there would be an overwhelming amount of duplicate responses. The ideal scenario is for the qualitative participants to supply data for the scale, instrument, or variable design, but not for them to additionally complete the instruments that are used for follow-u

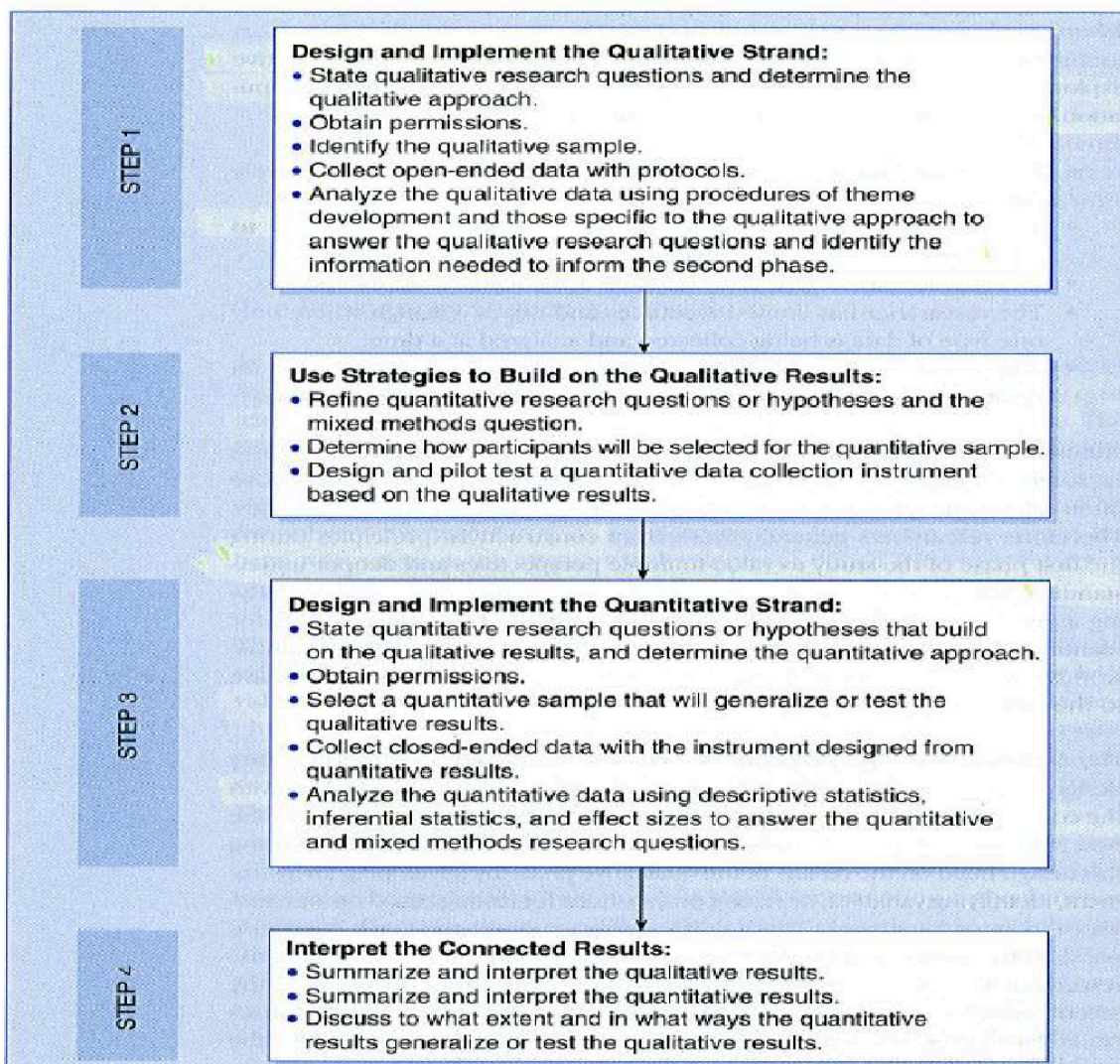




Figure 2.2. Flowchart of Basic Procedures in Implementing an Exploratory Design  
(Source: Creswell, J.W., & Plano Clark, V.L. (2011))

## RESULTS AND DISCUSSIONS

### Emerging Themes of Teacher's Issues on the Implementation of Project RISE

Five themes come out of the Municipality of Tulum's focus groups and in-depth interviews with the chosen public elementary school teachers that put emphasis on developing pupils' reading skills, pupils' capabilities, cooperation and allocation, readiness of teachers and teachers' preparation.

**Developing Pupils' Readiness.** Many participants stated that developing pupil's readiness can help learner to develop their creativity and innovation. They expressed that it is difficult to develop pupil's readiness due to the preparation of interventions for those students who are struggling in reading. However, they must establish a good rapport with reading, as it promotes social, emotional, physical, and cognitive growth. These are evident in the following quotes from the participants:

*"It is essential for helping students who have difficulties in reading."*  
(IDI-Participant 6)

*"It helps children to improve their cognitive skills, enlightens them to new ideas, and develops their critical thinking skills. As a Grade 1 teacher it helps my pupils to learn letter sound and eventually connect those new ideas and make reading habit."*  
(FGD-Participant 2)

*"Project Rise is a crucial as it addresses the diverse literacy needs of students, fostering improved reading skills and comprehension, by providing targeted interventions it helps bridge gaps in learning, ensuring that the students develop a strong foundation in reading skills vital for success across various subjects and in life."*  
(FGD-Participant 5)

This result implies that mostly of the teachers think that Project RISE is very important to develop pupil's readiness in reading. Project RISE is a program implemented by the DepEd to make remediation classes for pupils specially non-readers. Teachers should be in charge of not only identifying kids who struggle with



reading but also creating the most effective reading remediation plans, according to Rivera and Aggabao (2020), who also endorsed this. This means that once they are aware of their students' reading weaknesses, they must come up with a solution. It can be helpful to provide them with the earliest assistance and employ techniques to meet their needs, as this can enhance students' reading readiness. Furthermore, reading strategies are crucial for raising pupils' reading comprehension. Reading strategies, in accordance with Banditvilai (2020), induce readers to modify their reading habits in order to address task demands, contextual factors, and text complexity.

**Pupils Capabilities.** Most of the participants stated that pupils' capabilities in reading is low. They cannot identify even sounds of the alphabet and poor in comprehension. These views are presented by the quotes of the participants as discussed below:

*"Poor comprehension skills of pupils and difficulty in decoding syllables."*  
(FGD-Participant 2)

*"Poor reading comprehension. Some are inefficient or inaccurate decoding of unfamiliar words."*  
(IDI-Participant 9)

*"Delay in phonemic awareness, the ability to break words into individual sounds. For example, turning /cat/ not /c/ /a/ /t/."*  
(FGD-Participant 3)

According to Balan et al. (2019), the findings suggest that teaching children to read is not as simple as it seems. There is no one-size-fits-all approach to teaching reading, and some students struggle even to learn the alphabet's name and sound. As a result, the Philippine government remains gravely concerned about children who struggle with reading, as it can lead to difficulties in other areas of their education. Since reading is essential for developing good study habits, students' reading proficiency is correlated with their academic success.

**Cooperation and Allocation.** Most of the participants expressed their perception and thoughts on the Project RISE. This program must have the cooperation with parents. Parents are obliged to send their children in the said program. Schools must also allocate budgets to implement this program. These views are presented by the quotes of the participants as discussed below:

*"Obligates the parents to send their children to attend this program."*  
(IDI-Participant 6)

*"Addressing issues in project rise involves strategic resource allocation differentiated instruction, ongoing assessment, clear communication with stakeholders and professional development to stay abreast of effective literacy strategies."*  
(FGD-Participant 5)

*“Having a complete set of reading materials, encourage pupils to attend the reading program and motivate parents to teach their children at home especially reading.”*

(FGD-Participant 6)

The findings imply that for better implementation of Project RISE there must have cooperation with parents and schools must allocate budgets for the purchase of reading materials. This supported by Morelos (2021), having an adequate supply of reading materials, including textbooks, periodicals, articles, and more, will help boost the many reading programs and interventions aimed at achieving academic success. Furthermore, the low reading proficiency scores of the students are partly a result of the absence of parental supervision and support. Students, regardless of their gender, age, family status, or financial status, were unaware of the importance of reading well since most parents do not monitor their children's academic development (Cabalo and Cabalo, 2019).

**Readiness of Teachers.** Most of the participants rate their self as ready in the implementation of the Project RISE. They are well-prepared for the implementation of project rise, have a solid understanding of its framework, assessment tools, and instructional strategies The participant explained these ideas as follows:

*“I always think for the positive outcome of every learner, I rated myself 90% for my readiness because being a guide and a teacher is best way for them to learn.”*

(FGD-Participant 3)

*“My rating is 9 out of 10 it's because attended a lot of training and seminars on how to give reading intervention to a struggling learner.”*

(FGD-Participant 4)

*“I'm well-prepared for implementing project rise, having a solid understanding of its framework, assessment tools, and instructional strategies. My rating is 8.”*

(FGD-Participant 6)

The findings imply that teachers are ready and well prepared in teaching non-readers and knowledgeable about the project. They are happy to share and work with students to help them learn how to process new information in a way that alters their behavior or helps them achieve their academic goals. Cuñado & Abocejo (2018) provide support for this, saying that since teachers are so important to the educational system, administrators should take the initiative to fund additional trainings and seminars to ensure the innovations needed for creating instructional reading materials that support the improvement of students' comprehension skills. However, according to Ligudon and Ildefonso (2022) DepEd fails to provide language instructors with the necessary training to implement the reading inventory program in schools.

**Teachers Preparation.** Most of the participants elaborated that as a teacher they must be well prepared in every project to implement specially in the instructional

materials and lesson planning. They must be familiar with the framework and guidelines to for them to teach the pupils well. The participant explained these ideas as follows:

*“In order for reading interventions to be effective, fundamental components of teaching and learning such as scaffolding, shaping connecting to prior knowledge, motivating and providing opportunities to practice skills should be implemented.”*  
(FGD-Participant 4)

*“Preparation for project rise involves familiarizing myself with the program's framework conducting initial assessment of students reading levels planning differentiated instruction and establishing effective communication channels with both students and parents.”*  
(FGD-Participant 5)

*“Attend orientation and training how to handle pupils with reading problem. Assess pupils who are required to attend the said program.”*  
(FGD-Participant 6)

The findings imply that teachers need to be equipped with materials that have been proven to be successful. They must attend seminars and training on handling non-reader pupils. Teacher should actively seek professional development opportunities, engage in collaborative discussion with experience. Educators stayed updated on research in literacy education and reflect on my own teaching practices. This is supported by Shuel (2021), it can also be highly advantageous to employ efficient techniques and a range of teaching tactics for reading that take into account each student's unique demands, learning style, and capacity. This helps to remove obstacles to the school's reading program or intervention's implementation. Integrating the reading program into the curriculum for students who have been diagnosed with reading impairments is also advantageous and should be given priority (Tomas et al., 2021).

### **Construction of Teachers Views on The Implementation of Project RISE Scale**

Table 1 displays the participants' views on the implementation of Project RISE scale components, which are chosen based on how frequently they appear in the responses from qualitative interviews. The table is based on the participant narratives. An

exploratory factor analysis (EFA) data reduction technique was applied to this 60-item questionnaire. As a result, using the dimensions from the a priori qualitative analysis, the number of components was limited to three.

**Table 1**  
**Teachers Issues on the Implementation of Project RISE Scale Items**

| ITEM |                                                                                                                  |
|------|------------------------------------------------------------------------------------------------------------------|
| 1    | I need to conduct daily reading for students whose reading below grade level benchmark.                          |
| 2    | I need to monitor the reading level of the pupils.                                                               |
| 3    | I need to implement reading interventions to strengthen the reading skills of learners.                          |
| 4    | I need to implement remediation classes for pupils specially non-readers using the Project-Rise.                 |
| 5    | I need to conduct summer reading class for learners with reading difficulties.                                   |
| 6    | I need to integrate literacy and creativity into learning and assessment.                                        |
| 7    | I need to prepare daily lesson plan for the implementation of Project Rise.                                      |
| 8    | I need to increase my patient in teaching nonreader learners.                                                    |
| 9    | I need to develop every child reading skills.                                                                    |
| 10   | I need to implement Project Rise to improve the reading fluency and comprehension of pupils.                     |
| 11   | I need to provide quality education to every learner specially the slow and non-reader.                          |
| 12   | I need to help my slow readers to become a successful reader.                                                    |
| 13   | I need to prepare different reading materials for the implementation of Project Rise.                            |
| 14   | I need to teach my pupils to learn letter sound and eventually connect those new ideas and make reading a habit. |
| 15   | I need to help struggling reader to develop their ability to read.                                               |
| 16   | I need to teach them syllabication to recognize new words.                                                       |
| 17   | I need to convince learners with no interest to attend this program to attend summer reading class.              |
| 18   | I need to obligate the parents to send their children to attend this program.                                    |
| 19   | I need to ensure the availability of the reading materials.                                                      |
| 20   | I need to engage them in every reading activity.                                                                 |
| 21   | I need to use context clues and new teaching strategies in implement this program.                               |
| 22   | I need to provide them a reading intervention that help them boost their confident.                              |
| 23   | I need to assist them and pay attention when in need.                                                            |
| 24   | I need to be inclusive and provide more reading activities.                                                      |

- 25 I need to provide enough time, encourage broad understanding and teach students active learning skills.
- 26 I need to address issues in project rise involves strategic resources allocation, differentiated instruction and clear communication with stakeholders.
- 27 I need to have complete set of reading materials.
- 28 I need to encourage pupils to attend the reading program.
- 29 I need to motivate parents to teach their children at home especially reading.
- 30 I need to prepare lesson plan and instructional materials for teaching delivery mode.
- 31 I need to attend the orientation on the said project.
- 32 I need to print materials daily that are needed by the learners.
- 33 I need to attend seminars and training on handling non-reader pupils.
- 34 I need to schedule the time and make sure plans for the session and materials are ready for daily session.
- 35 I need to provide the necessary support and resources to improve their reading skills.
- 36 I need to provide questions that promotes critical thinking and increase understanding.
- 37 I need to prepare reading materials according to their age level and capacity to practice reading.
- 38 I need to familiarize myself with the program's framework to implement the project successfully.
- 39 I need to be well-prepared to teach non-reader.
- 40 I need to attend more trainings, orientation and seminars about the program.
- 41 I need to provide free snacks for pupils in every session.
- 42 I need to use Marungko approach to improve learners reading skills.
- 43 I need to conduct remedial class everyday.
- 44 I need to use technologies and have a small group tutoring and one on one tutoring.
- 45 I need to give rewards to the pupils who attended the program.
- 46 I need to help build child's self-worth, as well as their academic understanding.
- 47 I need to reduce the number of non-readers and promotes reading important in daily living.
- 48 I need to seek professional development opportunities, engage in collaborative discussion and stay updated on different teaching practices.
- 49 I need to engage them in every task that made them feels comfortable to learn.
- 50 I need to improve pupils reading skills and understand the great importance of the Project Rise.
- 51 I use my own money to buy materials for the preparation of Project Rise.

- 52 My pupils' parents are very supportive in this project.
  - 53 I need to prepare different types of reading materials for different level of learners.
  - 54 I spend so much time for the preparation of my lesson and reading materials.
  - 55 I can easily communicate with my pupils' parents regarding the implementation of this project.
  - 56 I spend my own money for the free snacks of my pupils to increase their attendance.
  - 57 I receive support from my school head and colleagues for the implementation of this project.
  - 58 I am knowledgeable about this project.
  - 59 I feel that this project is an additional work for me.
  - 60 I need to attend different trainings about the project to improve my knowledge about it.
- 

### **Teacher's Issues on the Implementation of Project RISE Scale**

***Testing of the 60-item Teacher's Issues on the Implementation of Project RISE Scale.*** To ensure that the construction could withstand factor analysis testing, the Bartlett's test of sphericity and the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy were employed. The KMO value of .576 in Table 2, which is higher than the recommended value of .5, indicates that the sample is worthy of and appropriate for factor analysis. Kaiser (1974) stated that values greater than .5 ought to be acknowledged. Furthermore, scores between .5 and .7 are considered mediocre, those between .7 and .8 are considered good, and those between .8 and .9 are considered extraordinary, per Kaiser (1974).

To determine whether there was any duplication among the variables that could be condensed into a limited number of factors, the Bartlett's test was conducted in the interim. The results revealed that the data exhibits structured relationships and the p-value is significant ( $p < .05$ ), suggesting that factorability is presumed. Tabachnick and Fidell (2007) emphasize that a significant result on the Bartlett's Test of Sphericity is necessary for factor analysis to be appropriate.

**Table 2**

| <b>KMO and Bartlett's Test</b>                   |                    |          |
|--------------------------------------------------|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    | .576     |
|                                                  | Approx. Chi-Square | 3337.350 |
| Bartlett's test of Sphericity                    | df                 | 1770     |
|                                                  | p-value            | .000     |

As shown in the preliminary analysis, it can be generalized that the items of teacher's issues on the implementation of Project RISE scale is suitable and adequate for extraction of factors, and thus ready for factor analysis.

**Derivation of the Number of Factor Structure.** The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are three dimensions on the implementation of Project RISE principle. Hence, the three-factor model exhibit clean patterns as shown in Table 3.

Twenty out of the sixty items met the requirements and were further rotated and analyzed. The factor loadings lower than .4 were eliminated from the model. Subsequently, the build consisting of twenty items is rotated. The promax rotation was employed since the factors seem to be associated with a coefficient above .50, suggesting that the data is not thought to be orthogonal.

The pattern matrix employing Principal Axis Factoring and a Varimax rotation technique of Varimax with Kaiser Normalization is displayed in Table 3. We looked at each item's explained variance and communalities ( $h^2$ ). When evaluating variables, the proportion of total variation explained is critical, and a minimum of 60% is considered acceptable (Hinkin et al., 1997). If an item's loading was weak ( $<.40$ ), it was eliminated if it had crossloadings, or large loadings on two or more factors. Field (2013) provides support for the recommendation that a loading time of .4 is sufficient to avoid cross-loading, meaning that the items accurately reflect their factors. According to Hair et al. (1998), loadings indicate the degree of correspondence between the variable and the factor, with greater loadings indicating that the variable is representational of the factor.

**Table 3**  
**Rotated Factor Matrix Three-Factor Model**

|   |                                                                                                  | Factor |   |   |
|---|--------------------------------------------------------------------------------------------------|--------|---|---|
|   |                                                                                                  | 1      | 2 | 3 |
| 1 | I need to familiarize myself with the program's framework to implement the project successfully. | .511   |   |   |
| 2 | I need to provide them a reading intervention that help them boost their confident.              | .506   |   |   |
| 3 | I need to be well-prepared to teach non-reader.                                                  | .475   |   |   |
| 4 | I need to print materials daily that are needed by the learners.                                 | .460   |   |   |



|    |                                                                                                                                                         |      |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 5  | I need to teach my pupils to learn letter sound and eventually connect those new ideas and make reading a habit.                                        | .459 |
| 6  | I need to monitor the reading level of the pupils.                                                                                                      | .454 |
| 7  | I need to obligate the parents to send their children to attend this program.                                                                           | .453 |
| 8  | I need to address issues in project rise involves strategic resources allocation, differentiated instruction and clear communication with stakeholders. | .452 |
| 9  | I need to prepare reading materials according to their age level and capacity to practice reading.                                                      | .448 |
| 10 | I need to schedule the time and make sure plans for the session and materials are ready for daily session.                                              | .419 |
| 11 | I need to provide enough time, encourage broad understanding and teach students active learning skills.                                                 | .418 |
| 12 | I need to motivate parents to teach their children at home especially reading.                                                                          | .414 |
| 13 | I need to ensure the availability of the reading materials.                                                                                             | .410 |
| 14 | I receive support from my school head and colleagues for the implementation of this project.                                                            | .632 |
| 15 | I spend so much time for the preparation of my lesson and reading materials.                                                                            | .524 |
| 16 | I need to prepare different types of reading materials for different level of learners.                                                                 | .521 |
| 17 | I need to use technologies and have a small group tutoring and one on one tutoring.                                                                     | .709 |
| 18 | I need to give rewards to the pupils who attended the program.                                                                                          | .529 |
| 19 | I use my own money to buy materials for the preparation of Project Rise.                                                                                | .464 |
| 20 | I need to reduce the number of non-readers and promotes reading important in daily living.                                                              | .409 |

Each item's item loadings to its factor show that factors and variables have enough correlation to be regarded as components of the factor. By using the EFA, the three-factor model of issues on the implementation of Project RISE with 20 items was developed as shown in table 5, namely: developing pupils reading skills, readiness of teachers, and teachers' preparation.

### Reliability Test of the Scale

To ascertain the internal consistency of the items, the instrument's reliability was assessed. The high level of overall reliability is demonstrated in Table 4, where the Cronbach's alpha is .807. The factor 2 (Cronbach's alpha of .815), factor 3 (Cronbach's alpha of .824), and dimension 1 (Cronbach's alpha of .743) component subscales are likewise over the .70 alpha criterion. This implies that the tool has a high level of internal

consistency. This is corroborated by Nunnally (1978), who said that instruments used in basic research should have a reliability of at least .70.

**Table 4**  
**Reliability Analysis of Issues on the Implementation of Project RISE Scale**

| Factor         | Cronbach's alpha |
|----------------|------------------|
| Factor 1       | .743             |
| Factor 2       | .815             |
| Factor 3       | .824             |
| <b>OVERALL</b> | <b>.807</b>      |

### **Final Version of Teachers Issues on the Implementation of Project RISE Model**

The final version of the instrument, which is the study's result, is provided in Table 5's format. Several face validity concerns are brought up by the research based on the factor loadings on the 60 questions. Items exhibiting cross-loading were eliminated if the loading was weak ( $<.40$ ). The notion that elements that are meaningless and unrepresentative of a factor can be removed from the model is supported by Hair et al. (2010). Items with low coefficients might not be included in the factor structure, but the researcher can also modify the Hair et al. (2010) loading coefficient to include just the items that best represent the component.

Teachers Issues on the Implementation of Project RISE Questionnaire was created utilizing the EFA. There are three themes among the twenty pieces in this tool. A total of three themes was developed which are developing pupils reading skills with a total of thirteen items; readiness of teachers with three items; and teachers' preparation with four items. The 5-point Likert-scale from 5-strongly agree to 1-strongly disagree is shown below.

**Table 5**  
**Teachers Issues on the Implementation of Project RISE Questionnaire**

| ITEMS                                   |                                                                                                  |
|-----------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>DEVELOPING PUPILS READING SKILLS</b> |                                                                                                  |
| 1                                       | I need to familiarize myself with the program's framework to implement the project successfully. |
| 2                                       | I need to provide them a reading intervention that help them boost their confident.              |
| 3                                       | I need to be well-prepared to teach non-reader.                                                  |
| 4                                       | I need to print materials daily that are needed by the learners.                                 |

- 5 I need to teach my pupils to learn letter sound and eventually connect those new ideas and make reading a habit.
  - 6 I need to monitor the reading level of the pupils.
  - 7 I need to obligate the parents to send their children to attend this program.
  - 8 I need to address issues in project rise involves strategic resources allocation, differentiated instruction and clear communication with stakeholders.
  - 9 I need to prepare reading materials according to their age level and capacity to practice reading.
  - 10 I need to schedule the time and make sure plans for the session and materials are ready for daily session.
  - 11 I need to provide enough time, encourage broad understanding and teach students active learning skills.
  - 12 I need to motivate parents to teach their children at home especially reading.
  - 13 I need to ensure the availability of the reading materials.
- READINESS OF TEACHERS**
- 14 I receive support from my school head and colleagues for the implementation of this project.
  - 15 I spend so much time for the preparation of my lesson and reading materials.
  - 16 I need to prepare different types of reading materials for different level of learners.
- TEACHERS PREPARATION**
- 17 I need to use technologies and have a small group tutoring and one on one tutoring.
  - 18 I need to give rewards to the pupils who attended the program.
  - 19 I use my own money to buy materials for the preparation of Project Rise.
  - 20 I need to reduce the number of non-readers and promotes reading important in daily living.

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**Legend:**

- 5- Strongly Agree
- 4- Agree
- 3- Moderately Agree
- 2- Disagree
- 1- Strongly Disagree

## **CONCLUSION**

In the light of the study, the following conclusions were drawn:

1. The emerging themes highlight how teacher thoughts on the issues on the implementation of Project RISE which put emphasis on developing pupils reading skills, pupils' capabilities, cooperation and allocation, readiness of teachers, and teachers' preparation.
2. The results derived from factor analysis indicate that issues on the implementation of Project RISE has three factors that include developing pupils reading skills, readiness of teachers, and teachers' preparation.

3. Reliability test revealed the results on issues on the implementation of Project RISE that the overall Cronbach's Alpha was .807 which interpreted as high. It means that the validity of the instruments was high and suitable for using the instrument as a tool.
4. Issues on the Implementation of Project RISE Questionnaire with 20 items was developed to measure teachers' issues on the implementation of Project RISE.

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