



**IMPLEMENTATION OF PROJECT BR-B4 IN TAYTAY ELEMENTARY SCHOOL:  
AN EVALUATION**

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**Abstract**

This study which aimed to evaluate the implementation Project Blue Rizal: Barangayan para sa Bawat Bata Bumabasa (BR-B4) and determine the extent of stakeholder's engagement on its implementation was conducted at Taytay Elementary School during the School Year 2022-2023.

The researchers used descriptive method of research with online survey questionnaire as the main instrument which was sent to the fifty (50) parents and ten (10) teachers who served as respondents and who evaluated the reading program with respect to its objectives, instructional strategies, assessment, intervention activities, program monitoring and evaluation, and the extent of stakeholder's engagement.

The results of showed that the two groups of respondents' evaluation obtained overall mean of 3.63 and 3.31 and verbally interpreted as Much Agree. In addition, the respondents also Much Agree on the extent of the engagement of the stakeholders on its implementation. Meanwhile some of the limitations that they had identified were the overlapping tasks of the teachers and learners who are not participating, while the parents cited that their job and tasks at home hinder them to actively involve in the program.

The respondents suggested for the school to conduct capacity training for teachers and parents, and establish firm connections among stakeholder to further improve the reading program.

## Introduction of the Research

Literacy skills is one of the most fundamental skills a learners must have during this 21<sup>st</sup> century era. In this regard, one of formal education's primary goals is to produce individuals who are proficient readers that are globally competent. Likewise, it may serve as one of the most important vehicles a person could have in turning his or her dreams into realities. Thus, uplifting reading performance of the students still considers as the biggest concern of education sector around the world.

As one of the basic skills required in the classroom, reading takes a significant role in a child's learning process as it is the most prominent language skill. It is the mother of all study skills.

Republic Act 7165 states that it is the policy of the State to give highest priority to the adoption of measures for the total eradication of illiteracy. The advent of this act serves as a potent tool to totally eradicate the unprecedented increase of illiteracy which is truly alarming. This could be possibly happened if reading literacy would be properly addressed.

However, as a global concern, reading skills, especially in comprehending the symbols and texts presented in reading materials, of the learners seems to be major problem that is faced by the educators nowadays. Students show poor reading ability as reflected in the results of different local and international tests. One of the most prominent among these is the result of 2018 Programme for International Student Assessment (PISA) which the country scored the lowest in reading comprehension and the second lowest in mathematics and science. Among 79 participating countries and economies, the Philippines scored the lowest in reading comprehension for both boys and girls, with average score of 340.

Consequently, the result of the pre-assessment test in reading using the Philippine Informal Reading Inventory (Phil-IRI) showed that there are 203 pupils who are under frustration level of reading. Based on their pre-test, these learners have poor vocabulary, poor comprehension, slow readers, and have difficult in decoding the texts.

In this connection, they are included in the division-initiated reading program in the Schools Division Office of Rizal known as Blue Rizal: Barangayan para sa Bawat Bata Bumabasa.

The aforesaid program which recognizes the significance of Department of Education's flagship program 'Hamon: Bawat Bata Bumabasa aims to make every

learner in the province of Rizal literate who manifests a love of reading. In addition, it promotes family literacy across Rizal by enhancing parents', community volunteers' and/or guardians' involvement engage local government units and other stakeholders, to participate and sustain the communities' implementation of BR-B4 Program in Rizal province and make Rizal a reading province by 2022.

Furthermore, The BR-B4 is the flagship program of SDO Rizal in addressing the problem of literacy. It is a three-strand program that runs throughout the year. It offers Beginning Reading Sessions for Kindergarten to Grade 3 learners and Remedial Reading Sessions for Grades 4-10 learners in summer. Reinforcement Reading Sessions shall be offered from the first month to the last month of a school year. It operates in community-based manner where in each barangay, adults or parents are encouraged to read to all children in their respective households to develop enjoyment in- and love for reading (Beginning Reading Session) while Teachers or Reading Enthusiasts shall provide an online Reading-skills instructions to learners over and above the regular class schedule (Remedial Reading Sessions). On the other hand, reading skills essential in the transition from "learning to read" to "reading to learn" are explicitly taught from the first to the last month of a school year by teachers (DM 262, s. 2020).

Project BR-B4 has been implemented in the division of Rizal for years, yet there are limitations that the implementers are still experiencing especially on attaining its goal to provide reading remediation to the learners who are identified as struggling readers and how the community participates in achieving the objective of this endeavor.

In this regard, the researchers, being the reading teachers in Taytay Elementary School opted to conduct this study to evaluate its implementation as regards to every aspect of its process towards realizing the aims of the program and determine the extent of the participation of the stakeholders on its conduct. They believe that the results of this study would serve as the basis of the school to further improve the reading program.

## **Literature Review**

According to Oakhill, Chain, and Elbro (2015), reading comprehension is a challenging activity that incorporates a variety of cognitive abilities and skills including word recognition, decoding, and text specific language expertise. The reader must crack the author's codes, which are typically used in texts by the

author through the use of idioms, synonyms, and antonyms. It means that readers must grasp the language in order to understand the reading and be able to recognize words and decode the text.

Relatively, Foorman (2014) said that reading skills are one of the bases that determine whether a student will be successful in the academic field. The ability to read properly is one of the most important skills a student must possess, that is why teachers must take it upon themselves to make sure that their students have the ability to read properly.

Likewise, being able to read proficiently is essential, especially if one wants to achieve a higher level of education. This is supported by Coyne et al. (2011), their study, it showed that teaching students how to read with comprehension is one of the most important duties teachers should complete.

Woolley (2011) cited that one of the most crucial reading skills that must be learned is reading comprehension. Students must be able to build a solid knowledge of the meaning of the text they read in order to complete each activity.

Gonzalez, Valenzuela and Martin-Ruiz (2017) discovered that if you want to improve or recover the reading skills of students that, implementing an intervention plan is an effective strategy. This is supported by Capellini et al. (2015).

Olivarez (2019) conducted a study to determine how effective the intervention plan that she has implemented in Magallanes Elementary School in terms of reading skills of the students. According to the study conducted by Olivarez (2019) she has determined that the reading skills of the students improved after implementing her intervention plan. It is stated in her research that the following increased; independent readers from 28% became 41%, instructional level from 26% became 30%, While the percentages of the following decreased; frustration level from 27% became 22%, non-readers from 19% became 7%.

Furthermore, Mudzielwana (2014) believed that the emphasis on the family in literacy development is not an incidental one. The involvement of parents is a generally recognized factor in the success of their children. The primary motivation for involving parents in literacy development is that the involvement seems to benefit both parent and child. Furthermore, he emphasized that a child does not become literate on his or her own. He or she should seek assistance from parents and teacher. For this reason, the first school of the children is the home, and their first teachers are their parents.

## **Research Questions**

This study aimed to evaluate the implementation of Project BR-B4 at Taytay Elementary School during the School Year 2022-2023. Specifically, it sought questions to the following research problems.

1. What is the evaluation of the parents and teachers on the implementation of Project BR-B4 with respect to its:
  - 1.1. Objectives;
  - 1.2. Instructional Strategies;
  - 1.3. Assessment;
  - 1.4. Intervention Activities; and
  - 1.5. Project Monitoring and Evaluation?
2. What is the extent of participation of stakeholders on the implementation of Project BR-B4?
3. What are the limitations experienced by the teachers and parents during the conduct of the reading program?
4. What are the suggestions of the respondents to further improve the implementation of Project BR-B4?

### **Scope and Limitations**

This research study which focused on the evaluation of Project Blue Rizal: Barangayan para sa Bawat Bumabasa (BR-B4) was conducted at Taytay Elementary School in Taytay Sub-office, Schools Division of Rizal. Also, it determined the extent of the engagement of the stakeholders in the project and the limitations experienced by the teachers and parents.

Quantitative and qualitative methods were used in this paper. Fifty (50) parents of the pupils who are clientele of the reading program and ten (10) reading-teachers served as the respondents in this study. They were chosen purposively by the researchers since they were the ones who showed willingness to participate in this research.

Online survey questionnaire using the Google Form served as the main research instrument in data gathering. The link was sent to the respondents and the researchers monitored the answers to ensure accurate and credible information.

### **Research Methodology**

#### **a. Sampling**

The researchers utilized purposive sampling technique in choosing the respondents of this study. Purposive sampling, also known as judgment, selective or subjective sampling, is a sampling technique in which researcher relies on his or her

own judgment when choosing members of population to participate in the study (Saunders, 2012). This was the suitable method to be used since the researchers are colleagues of the teacher-respondents and they know the parent-respondents. In addition, they have chosen the respondents based on their willingness to participate.

### **b. Data Collection**

Descriptive method of research was used in this study. Siedlecki (2020) defined what is descriptive research. He stated that a researcher studied the variables as they appear in their natural context and no manipulation is done. Survey questionnaire is used in descriptive method which is useful for collecting information from a group to describe characteristics of the population. In addition, it involves the collection and analysis of data about people or materials with the intention to compare existing and required standards.

Online survey questionnaire was administered through Google Form to gather the needed data. The link was sent to the respondents to determine their evaluation on the implementation of Project BR-B4 in terms of its objectives, instructional strategies, assessment, intervention activities, and project monitoring and evaluation. The extent of the engagement of stakeholders in the said project was also determined. It was also used to gather suggestions from the respondents for further improvement of the project. The researchers themselves monitored the online form to make sure that it served its purpose to answer the research problems presented in this paper.

## **Discussion of Results and Recommendations**

### **Evaluations of Teachers and Parents on the Implementation of Project BR-B4 with respect to Selected Aspects**

Table 1 presents the evaluation of the two groups of respondents on the implementation of Project BR-B4 with respect to its objectives.

**Table 1**  
**Evaluation of the Two Groups of Respondents on the Implementation of Project BR-B4 in terms of Its Objectives**

<b>Objectives</b>	<b>Teachers</b>		<b>Parents</b>	
	<b>Mean</b>	<b>Verbal Interpretation</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
1. The program develops love for reading among pupils.	3.70	Much Agree	3.51	Much Agree
2. The program enhances the literacy skills of the learners.	3.90	Much Agree	3.40	Much Agree
3. The program motivates the pupils through reading which	3.70	Much Agree	3.40	Much Agree

lead to their increased academic performance.				
4. The program trains the reading-teachers regarding the process.	3.40	Much Agree	3.31	Much Agree
5. The program establishes strong collaboration among stakeholders.	3.80	Much Agree	3.26	Much Agree
<b>Overall Mean</b>	<b>3.70</b>	<b>Much Agree</b>	<b>3.38</b>	<b>Much Agree</b>

The table shows that the evaluation of the teachers and parents evaluated the implementation of the reading program with respect to its objectives obtained an overall mean of 3.70 and 3.38 respectively and both verbally interpreted as Much Agree.

It can be glanced that the two groups of respondents believe that the program serves its primary purpose which is to enhance the learner’s reading skills and develop love in reading among them. This implies that Project BR-B4 has essential guides that lead the teachers to achieve the desired outcomes and achieve its targets.

Table 2 presents the evaluation of the two groups of respondents on the implementation of Project BR-B4 with respect to its instructional strategies.

**Table 2**  
**Evaluation of the Two Groups of Respondents on the Implementation of Project BR-B4 in terms of Its Instructional Strategies**

Instructional Strategies	Teachers		Parents	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. The program provides differentiated instruction to different types of readers.	3.40	Much Agree	3.17	Much Agree
2. The program provides different materials for diverse learners.	3.60	Much Agree	3.03	Much Agree
3. The program designs appropriate reading lessons to meet readers’ needs.	3.70	Much Agree	3.29	Much Agree
4. The program utilizes picture clues and illustrations to aid the pupils in reading.	3.30	Much Agree	3.43	Much Agree
5. The program uses explicit instruction on critical reading priorities.	3.50	Much Agree	3.26	Much Agree
<b>Overall Mean</b>	<b>3.50</b>	<b>Much Agree</b>	<b>3.25</b>	<b>Much Agree</b>

The table shows that the evaluation of the teachers and parents evaluated the implementation of the reading program with respect to its instructional strategy obtained an overall mean of 3.50 and 3.25 respectively and both verbally interpreted as Much Agree.

It can be glanced that the two groups of respondents agreed that the reading program gives variety of materials to cater the needs of different learners and uses learning aids to support the enhancement of the reading level of the clientele. This implies that Project BR-B4 adopts instructional strategies that conform to what the learners should learn and employs learning experiences that address their learning needs, especially in reading.

Table 3 presents the evaluation of the two groups of respondents on the implementation of Project BR-B4 with respect to its assessment.

The table shows that the evaluation of the teachers and parents evaluated the implementation of the reading program with respect to its assessment obtained an overall mean of 3.56 and 3.25 respectively and both verbally interpreted as Much Agree.

**Table 3**  
**Evaluation of the Two Groups of Respondents on the Implementation of Project BR-B4 in terms of Its Assessment**

Assessment	Teachers		Parents	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. The program implementers use the prescribed assessment tools from the DepEd.	3.90	Much Agree	3.40	Much Agree
2. The program implementers give assessment at the beginning, during the implementation, and after the conduct of the program.	3.80	Much Agree	3.20	Much Agree
3. The program implementers observe and record learner's progress before, during, and after the implementation.	3.40	Much Agree	3.20	Much Agree
4. The program implementers reflect on the results of the assessment tests.	3.20	Much Agree	3.23	Much Agree
5. The program implementers report the analysis of the	3.50	Much Agree	3.23	Much Agree



results of the assessment tests.				
<b>Overall Mean</b>	<b>3.56</b>	<b>Much Agree</b>	<b>3.25</b>	<b>Much Agree</b>

It can be glanced that the two groups of respondents concurred to the idea that the reading program utilizes the learning assessment tools that are provided by SDO-Rizal which are suitable for the learners and are used in all the schools in the province. This implies that Project BR-B4 is utilizing standard form of assessment tests to measure the learner’s reading performance before, during, and after the conduct of the reading remediation sessions.

Table 4 presents the evaluation of the two groups of respondents on the implementation of Project BR-B4 with respect to intervention activities.

The table shows that the evaluation of the teachers and parents evaluated the implementation of the reading program with respect to its intervention activities obtained an overall mean of 3.70 and 3.33 respectively and both verbally interpreted as Much Agree.

**Table 4**  
**Evaluation of the Two Groups of Respondents on the Implementation of Project BR-B4 in terms of Its Intervention Activities**

Intervention Activities	Teachers		Parents	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. The program implementers include language activities that develop reading, listening, speaking, and writing skills of the learners.	4.00	Much Agree	3.46	Much Agree
2. The program builds phonemic awareness activities into instruction in letter and sounds.	4.00	Much Agree	3.26	Much Agree
3. The program gives intervention activities that improve learner's vocabulary.	3.60	Much Agree	3.34	Much Agree
4. The program uses tutoring or small group instruction for children who require additional instructional support.	3.40	Much Agree	3.31	Much Agree
5. The program stimulates the pupils' interest in reading	3.50	Much Agree	3.26	Much Agree

through interactive reading activities.				
<b>Overall Mean</b>	<b>3.70</b>	<b>Much Agree</b>	<b>3.33</b>	<b>Much Agree</b>

It can be glanced that the two groups of respondents share similar thoughts that the reading program provides learning tasks that enhance the macro skills of the pupils which are connected with each other in order for them to elevate their literacy skills. This implies that Project BR-B4 targets holistic development of the clientele through variety of intervention activities.

Table 5 presents the evaluation of the two groups of respondents on the implementation of Project BR-B4 with respect to project monitoring and evaluation.

The table shows that the evaluation of the teachers and parents evaluated the implementation of the reading program with respect to its project monitoring and evaluation obtained an overall mean of 3.68 and 3.33 respectively and both verbally interpreted as Much Agree.

**Table 5**  
**Evaluation of the Two Groups of Respondents on the Implementation of Project BR-B4 in terms of Its Project Monitoring and Evaluation**

Project Monitoring and Evaluation	Teachers		Parents	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. The reading-teachers strictly monitor the process from the start to its completion.	4.00	Much Agree	3.37	Much Agree
2. The reading-teachers conduct risk analysis relative to every aspect of the program.	3.60	Much Agree	3.20	Much Agree
3. The reading-teachers identify plans for the continuous improvement of the program	3.70	Much Agree	3.34	Much Agree
4. The reading-teachers discuss the progress of the reading program among teachers and stakeholders.	3.20	Much Agree	3.31	Much Agree
5. The reading-teachers provide periodic and timely feedback on the conduct of intervention activities.	3.90	Much Agree	3.40	Much Agree

<b>Overall Mean</b>	<b>3.68</b>	<b>Much Agree</b>	<b>3.33</b>	<b>Much Agree</b>
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It can be glanced that the two groups of respondents believe that the reading program follows systematic monitoring and evaluation of the conduct of the remedial sessions from the start up to the end of its implementations. This implies that Project BR-B4 has good way of identifying the success indicators of the programs and its areas for improvement.

Table 6 presents the summary of the evaluation of the two groups of respondents with respect to the selected aspects.

**Table 6**  
**Composite Table on the Evaluation of the Two Groups of Respondents with respect to Selected Aspects**

Selected Aspects	Teachers		Parents	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Objectives	3.70	Much Agree	3.38	Much Agree
2. Instructional Strategies	3.50	Much Agree	3.25	Much Agree
3. Assessment	3.56	Much Agree	3.25	Much Agree
4. Intervention Activities	3.70	Much Agree	3.33	Much Agree
5. Project Monitoring and Evaluation	3.68	Much Agree	3.33	Much Agree
<b>Grand Mean</b>	<b>3.63</b>	<b>Much Agree</b>	<b>3.31</b>	<b>Much Agree</b>

It can be seen on the table that all aspects on the implementation of Project BR-B4 are evaluated by the respondents as Much Agree with the grand mean of 3.63 and 3.31 respectively. This means that the teachers and parents concurred to the idea that the program has clear goals aligned to the target of the division office, employs strategies for different learners, gives assessment in every phase of the program, and strictly assess the conduct of the reading remediation program.

### **Extent of Stakeholder’s Engagement in Project BR-B4**

Table 7 presents the extent of engagement of stakeholders in Project BR-B4 based on the responses of the teachers and parents.

The table shows that the perceptions of the two groups of respondents on the extent of participation of the stakeholders in the conduct of Project BR-B4 obtained overall mean of 3.08 and 3.29 and verbally interpreted as Much Agree.

**Table 7**  
**Extent of Engagement of Stakeholders**  
**in the Implementation of Project BR-B4**

	Parents		Teachers	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. The stakeholders assist the school in sourcing out funds for the reading program.	2.20	Agree	2.23	Agree
2. The stakeholders serve as reading-teachers during the implementation of the reading program.	2.40	Agree	2.17	Agree
3. The stakeholders support the maintenance of school reading facilities.	2.00	Agree	2.14	Agree
4. The stakeholders attend forum and meetings as regard to monitoring and evaluation of the reading program.	2.20	Agree	2.26	Agree
5. The stakeholders serve as advocate for the reading program activities.	2.40	Agree	2.31	Agree
<b>Overall Mean</b>	<b>2.24</b>	<b>Agree</b>	<b>2.22</b>	<b>Agree</b>

It can be glanced that the two groups of respondents have similar perceptions that the stakeholders engage themselves in Project BR-B4 as they provide different assistance to the teachers and school to achieve the goal of the reading program. However, it can be reflected from their answers that all of the means fall on the scale of Agree. This means that though the stakeholders partake their parts in the implementation of BR-B4, the extent of their engagement can still be stronger and more established. This implies that the engagement of the stakeholders should be improved which consequently leads to the achievement of one of its objectives which is to involve the community in the improvement of literacy skills of the learners in the province of Rizal.

**Limitations Experienced by the Teachers and Parents in the Implementation of Project BR-B4**

The following table summarizes the common answers of the teachers and parents as regards to the implementation of Project BR-B4.

<b>Limitations of Teachers</b>	<b>Limitations of Parents</b>
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<ul style="list-style-type: none"> <li>- Our overlapping tasks deter us from accomplishing our tasks as reading teachers most of the time.</li> <li>- There are pupils who are not willing to participate in the program because they want to go home early.</li> <li>- Some of the materials are not clear for us reading teachers.</li> <li>- There is no proper training for reading teachers as regard to the process of this program.</li> </ul>	<ul style="list-style-type: none"> <li>- We have jobs which hinder us to actively participate in the program.</li> <li>- We do not have sufficient knowledge and skills.</li> <li>- We do not understand some of the materials and how we will use these.</li> <li>- We have other responsibilities at home.</li> </ul>
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### **Suggestions of the Teachers and Parents to further improve the Implementation of Project BR-B4**

Based on the answers of the teachers and parents, the following are the frequent suggestions of the respondents for further improvement of the reading program.

- a. The school may conduct training workshops on the process of the reading program and development of other learning aids that the reading-teachers may use during the conduct of remedial sessions.
- b. The school may capacitate the parents as regards the provision of intervention activities to their children especially when they are at home.
- c. The school may seek more stakeholders who can support the program in giving incentives to clientele like foo and travel expense allowance for parents.
- d. The school may establish strong links for a more successful achievement of its objectives.

### **Plans for Dissemination and Utilization**

<b>DISSEMINATION ACTIVITIES</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>Jun e</b>	<b>July</b>	<b>Augus t</b>
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1. Finalization of Research						
2. Presentation of Results to school						
3. Submission and Presentation of Results in the Sub-office						
4. Presentation to Division for possible adaption						

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