# Project HOFOMI (Home for the Minds for the Grade 10 Learners of the Regional Science High School for Region I

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**ABSTRACT**

This research paper investigates the effectiveness of a targeted reading intervention program, referred to as Project HOFOMI, on improving the reading comprehension levels of Grade 10 learners. The study employed pretest and post test assessments based on the Reading GATES survey to evaluate changes in students' comprehension abilities before and after the intervention. The results demonstrate a significant enhancement in reading comprehension skills among Grade 10 learners following the implementation of Project HOFOMI. Specifically, a notable shift was observed from Grade 9 to Grade 10 reading levels, indicating the program's success in elevating learners' proficiency. Statistical analysis confirms the substantial impact of Project HOFOMI, with post test scores showing a significant increase compared to pretest scores. Moreover, qualitative feedback from participants highlights high levels of satisfaction and perceived effectiveness of the intervention in fostering comprehensive learning and personal growth. The findings underscore the importance of evidence-based educational interventions in addressing specific learning needs and promoting skill development among students. Recommendations include further investigation into improving outcomes for higher-grade levels and the continuous monitoring and adaptation of intervention strategies to ensure sustained progress in reading comprehension skills.

## CHAPTER I
## INTRODUCTION
### Background of the Study

Reading is the process of decoding written symbols. Of all the macro skills, reading takes a foundational role since it precedes the mastery of all the other skills. In teaching and learning, however, reading is more than just making sense from letters and symbols. It is a complex process that involves not only word recognition but encompasses the ability to process text and understand meaning.

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 (Sadiku, 2015). As claimed by Helarde (2021), it is the mother of all study skills because it gets your mind working across different areas and involves comprehension to process the words you read. Beyond that, you can use your analytical abilities, stimulate memories, and even broaden your imagination by reading words off a page. However, despite a long-standing awareness of reading comprehension as an integral component of the learning process, it remains a critical concern for the schools in education.

Reading provides readers with a new set of learnings and a vast array of knowledge that will benefit their academic journey. Reading is a prerequisite in all learning areas (Tomas, *et al.,* 2021). It acts as a bridge

for students in learning different fields of study because if a learner struggles in reading, the learner may struggle with learning other subject areas. Every learning institution must put great emphasis on the reading literacy of every learner as it contributes to significant impacts on their general education. Furthermore, how much a person may achieve in his or her personal and professional life is significantly related to his or her reading proficiency. Thus, every learner must have a solid foundation in reading literacy as it is one of the most vital skills a person must acquire.

Differentiated instruction is a "buzz word" in Philippine education for many years. Research has shown that different strategies are inconsistently implemented in many reading classrooms and are rarely used across the country. The requirement to differentiate instruction and curriculum has never been more apparent because the needs of academically talented students are increasingly less of a spotlight in heterogeneous classrooms. Subsequently, reading programs are built up and large school divisions by every public and non-public school for the researchers to build up a respectable reading habit. Alongside the slogan "Reading Skills, Key to Learning," the ECARP (Every Child a Reader Program) and DEAR (Drop Everything and Read) were made which were intended to outfit understudies with vital perusing and composing aptitudes (Ocampo, 2018).

Differentiated instruction is not simple and easy. Most school rooms are stuffed with students, having different educational skills and flexibility levels will vary drastically. As academics attempt to satisfy every student's individual desire, differentiation is vital as a result of it concerning giving additional opportunities to students to grow their highest potential (Westman, 2018).

As a child gets older, they will read on their own, building on the interest and experience of being read to for years. This sets off a life-long interest and aptitude in reading which comes in handy in any aspect of their lives, especially during the formative school years, through to university and beyond. One of the modern-day challenges parents are faced with relates to the 'high-tech' revolution of computers, the internet and video or computer games. Many will argue that these may cut into a child's reading time and interfere with parents reading to them. Children need to become technology savvy, but parents should accompany them while they work or read and learn on the computer or internet. Parents should also make sure that they reserve regular time to read a book to their children – an old fashioned, yet still very beneficial thing to do.

Sanders (2023) revealed that technology may have a negative impact on reading literacy rates. Students who spend more time on electronic devices, such as smartphones and tablets, tend to have lower reading comprehension scores than those who spend more time reading printed materials. The ease of distraction that technology provides may also be a contributing factor. Ultimately, the impact of technology on reading literacy rates is likely to depend on how it is used. When used effectively, technology can be a powerful tool to enhance literacy skills. However, it is important to ensure that technology is not a substitute for traditional reading methods and that students are encouraged to read a variety of materials in both digital and print formats.

In response to this, the Department of Education (DepEd) has started its reading administration to assess the level of reading ability of the learners and determine their reading profile. It has a great hope that these learners who have reading difficulties can still be relieved of their reading problems by means of a suitable reading environment, teaching program and family support. The indispensable issue to be addressed here is the form of the environment, program, and support that should be undertaken. The reading environments must be designed to eliminate the reading difficulties of students to make them feel relaxed and willing to express themselves.

In addition to this, students' learning must be supplemented with programs and materials in consonance to their interests and abilities coupled with support from the teacher and students' family members. These proves the effectiveness of informing students about the difficulties they experience and strategy- based programs to be conducted with the cooperation of the teacher and family.

The students' experienced difficulties in reading and learning will serve as a basis for a strategy-based program for the students to have better reading comprehension. Furthermore, the lack of consistent and comprehensive reading programs underscores the need for innovative initiatives, such as Project HOFOMI (Home for the Minds), to reinforce reading skills and promote independent study habits among learners.

**Framework of the Study**

This study is anchored with Literacy Processing and Reading Recovery Theory by Marie Clay, Whole Language Theory by Kenneth Goodman, Jean Piaget's Constructivist Theory and Interactive Reading Theory by David Rumelhart.

Literacy Processing and Reading Recovery of Marie Clay is based on the premise that a child will develop effective ways of picking up and working with information in print. They learn how to self monitor their reading, correct errors, and solve problems by searching for several different kinds of information (Ronning, 2020).

In relation to the study, As the learners engaged themselves in the range of strategic actions over time, their processing systems become stronger and more efficient, enabling them to read increasingly complex texts with fluency, accuracy, and a focus on meaning.

The Whole Language Theory of Kenneth Goodman posits that the development of a fluent reader is not merely about mastering phonetic cues or decoding skills. Instead, it underlines the importance of the reader's interaction with the text and the subsequent process of constructing meaning. This theory promotes the idea of a strategic reader - one who actively engages with the text, drawing on their existing knowledge to comprehend and interpret the information presented (Rimbey, 2023).

In relation to the study, student-centeredness is the core of teaching and learning. This means that the teacher gives the students the chance to search, to get to know, and to summarize. Student-centerdness also means giving the students more choice for study, for example, selecting the books they like to read and writing about the subject they want to write about.

Another theory that supports this study is the Jean Piaget's Constructivist Theory which posits that individuals create their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. It underlines the importance of viewing reading as an active, constructive process. It encourages educators to create learning environments that support students' active engagement with texts, thereby empowering them to become autonomous learners who can construct their own understanding and knowledge (Ardiansyah & Ujihanti, 2018).

In connection to the study, in the realm of reading, this theory emphasizes the reader's active role in creating meaning from texts. It suggests that reading is not just about acquiring or receiving instruction of knowledge; it is about constructing knowledge. Students can learn new things while reading with high levels of comprehension and that is, when they fully understand what they are reading. This underlines the importance of viewing reading as an active, constructive process. It encourages teachers to create learning environments that support students' active engagement with texts, thereby empowering them to become autonomous learners who can construct their own understanding and knowledge.

Another theory that supports this study is the Interactive Reading Theory by David Rumelhart. This is

based on the idea that readers do not just read words and sentences but also make predictions. This prediction process involves readers attempt to determine the text's meaning based on their knowledge of individual letters and how they are arranged into words, and past experiences with similar situations and cues in order to make sense of new information (Arambala, 2022).

In connection to the study, teachers as facilitators of learning give students an all-rounded experience in the classroom that aims to not just instruct them on a theoretical level but also give them real- world examples and experiences to back up the knowledge they are absorbing especially in understanding the context of what they are reading.

This research will employ convergent parallel paradigm in which the quantitative data are the result of Reading Gate Survey and Pretest and Post test on the Utilization of HOFOMI. Meanwhile, the experiences of Grade 10 learners on the used of HOFOMI will serve as the data for the qualitative aspect. The researcher will related and compare the results of the two and interpretation of the gathered data will be done afterwards
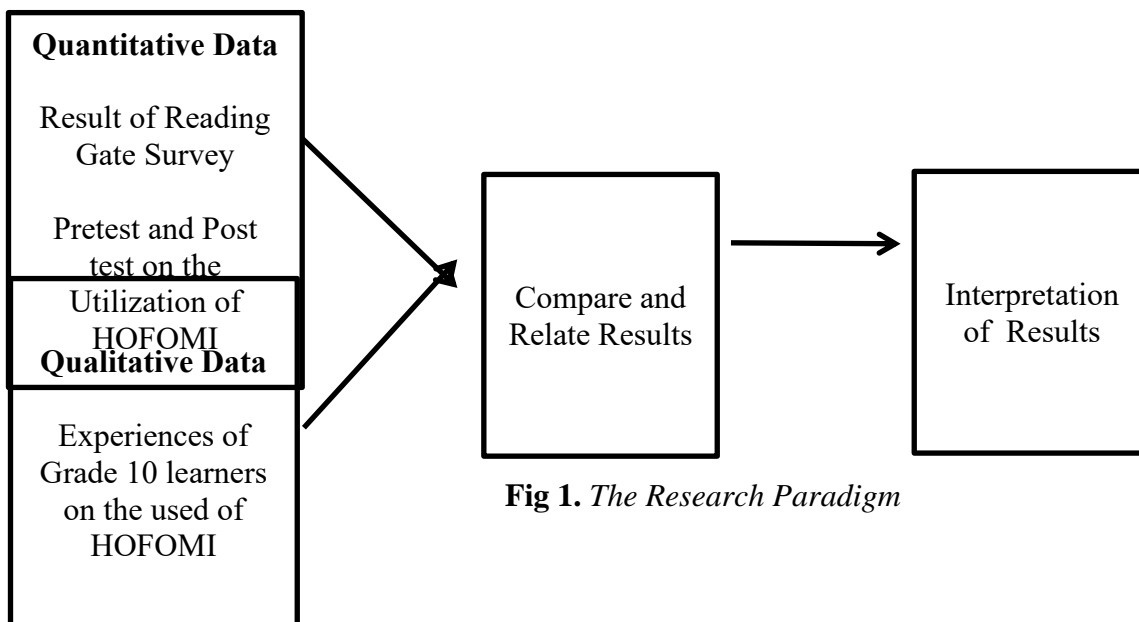


**Fig 1.** *The Research Paradigm*

## Statement of the Problem

The study aims to determine the reading comprehension level of Grade 10 learners of the Regional Science High School for Region I.

Specifically, it seeks to answer the following questions:

1. What is the reading comprehension level of Grade 10 learners?
2. Is there a significant difference between the pretest and post test after using the Project HOFOMI?
3. What are the experiences of the grade 10 learners using the Project HOFOMI?

## Hypothesis

There is no significant difference in the reading comprehension levels of grade 10 learners during the pretest and posttest.

## Significance of the Study

The significance of this research lies in addressing the persistent challenge of reading comprehension. Specifically, the following will benefit in the results of this study:

To the students. As the end users of this study, they will gain a deeper understanding of their reading comprehension skills and learn effective strategies to improve their reading comprehension abilities; receive individualized feedback and recommendations for further improvement; and potentially receive additional support or interventions if needed.

To the parents. This study will gain insights into their child's reading comprehension abilities, enabling them to provide appropriate support at home; and understand their child's progress and areas for improvement, fostering better communication with teachers.

To the Teachers. This study will become an instrument where they will obtain a comprehensive overview of their students' reading comprehension abilities, facilitating targeted instructional planning; identify gaps or deficits in teaching methods, leading to instructional modifications or adjustments; and develop personalized strategies to support struggling students and challenge advanced readers.

To the School Administrators. Results of this study will help them analyze data to determine the effectiveness of existing reading comprehension programs or interventions; make informed decisions about allocating resources or implementing new initiatives to improve reading comprehension across the school; and identify areas where additional resources may be needed.

To the Future Researcher. They can utilize the findings of this study to identify trends or patterns in reading comprehension abilities among high school students; build upon the research to develop new interventions, strategies, or tools to enhance reading comprehension instruction and assessment; and access a dataset on high school students' reading comprehension, providing a foundation for future research projects.

## Limitations of the Study

The study is limited in determining the level of reading comprehension of currently enrolled grade 10 learners for the fourth quarter of the school year 2023- 2024 before and after the intervention is done to see if there is a difference in their performance during the pretest and posttest. An improvement in the scores mean effectiveness of the proposed strategic material.

## Definition of Terms

The following terms are defined operationally and conceptually for a clearer understanding of the variables to be used.

**Learners** refers to the currently enrolled grade 10 students of the Regional Science High School for Region I in Bangar, La Union for the school year 2023- 2024 who will serve as respondents in this study.

**Reading Gates Survey** refers to the primary tool to be used in determining the level of reading comprehension of the respondents prior to the administration of the intervention material.

**Reading Comprehension Level** refers to the ability of Grade 10 learners to understand and interpret written text. This encompasses skills such as understanding main ideas, identifying details, making inferences, and drawing conclusions from the text.

**Pretest** is an assessment conducted before the implementation of Project HOFOMI (an educational intervention) to gauge the baseline reading comprehension level of Grade 10 learners.

**Post Test** is an assessment administered after the implementation of Project HOFOMI to measure any changes or improvements in the reading comprehension level of Grade 10 learners.

**Project HOFOMI (Home for the Minds)** is a set of specific educational interventions or program designed to enhance reading comprehension skills among Grade 10 learners.

**Significant Difference** refers to a statistically notable contrast or variation between the pretest and post test results of Grade 10 learners after utilizing Project HOFOMI.

**Experiences of Grade 10 Learners** refers to the subjective insights, feelings, and perceptions of Grade 10 learners regarding their participation in Project HOFOMI. This could include aspects like enjoyment, difficulty, perceived effectiveness, and impact on their reading comprehension abilities.

**Review of Related Literatures**

The study conducted by Weikert (2018) entitled, "Effectiveness of Reading Intervention Program Types in Increasing Comprehension for

Intermediate School Students", revealed that most students had a two-year growth in reading levels and an average of a 60 percent increase in reading comprehension implicitly, explicitly, or both. The strongest factor influencing outcomes was differentiation of reading intervention with a human element. Another strong factor was reinforcement of strategies integrating content and focusing on reading level of the students. Results of this study reinforced the need to intervene on an individualized level of the student, with relevant and meaningful content, and deliverable in a manner befitting learning style and preference. Similarly, Wanzek, et. al, (2017) in their study entitled, "Effects of a Year Long Supplemental Reading Intervention for Students with Reading Difficulties in Fourth Grade", that examined the effects of a multi-component reading intervention for students with reading difficulties in fourth grade indicated that students receiving the intervention made greater gains in reading comprehension than students who did not receive the intervention. This finding was similar for students who were English learners or non-English learners. However, students with higher initial word reading scores benefitted more from the intervention. These findings suggest students receiving the intervention made progress in closing the gap between their current level of performance and expected levels of performance in reading comprehension. Meanwhile, Almutairi (2018) presented some reading problems preventing students from comprehending a text. These problems include, but are not limited to issues with background knowledge, issues with fluency, difficulty making inference, and difficulty with informational text. Therefore, teachers can help their students to overcome these difficulties with reading comprehension through using different strategies. These interventions include the used of graphic organizers, story mapping, and questioning, which all encourage students to interact with the text in order to gain meaning from the text. Also, teachers measure the students' reading comprehension growth through using several informal reading assessments. These assessments include retelling, questioning, Cloze procedures, and graphic organizers. Since different strategies were pointed out as effective for increasing students' reading comprehension, it should lead to some modifications in teachers' instructional activities and strategies.

The latest report of the Program for International Student Asssessment (PISA) revealed that an average of 17 percent of European aged 15-year-old have poor reading skills and cannot understand their own school textbooks well. Eighteen percent never or almost never read for fun outside school. Only a third of 10-year-olds globally are estimated to be able to read and understand a simple written story. The rest around two-thirds, 64 percent are unable to cover this marker for minimum proficiency in reading comprehension and is up from 52 percent. Similarly, every fifth student in Bulgaria reports worse educational outcomes, and the data from the Ministry of Education shows that almost 120,000 children in the education system are at risk of dropping out. UNICEF warns of the global education crisis and the need for urgent actions

as world leaders gather at the Transforming Education Summit in New York during the United Nation General Assembly (UNICEF, 2022).

Meanwhile, eight out of ten South African school children struggle to read by the age of ten. South Africa ranked last out of 57 countries assessed in the Progress in International Reading Literacy Study, which tested the reading ability of 400,000 students globally in 2021. Illiteracy among South African children rose from 78 percent in 2016 to 81 percent. Singapore secured top spot in the rankings with an average score of 587, while South Africa ranked last on 288 points - below second-last Egypt's average of 378. The scores are benchmarked against an international average of 500. It was also found out that girls were ahead of boys in their reading achievement in nearly all of the assessed countries, but the gender gap has narrowed in the most recent testing round (Durbin, 2023).

The Philippines also shared a significant rate of low performers among all PISA-participating countries and economies in 2018 to 2022. The Philippines had an average reading score of 340 in the 2018 PISA, more than 200 points below China (555) and more than 100 points less than the Organization for Economic Cooperation and Development (OECD) average of 487. In the Philippines, boys' and girls' performances in reading both ranked lowest among PISA-participating countries. According to the PISA 2018 profile of the Philippines, socio-economic status accounts for 18 percent of the variance in reading performance in the country, compared to the OECD average of 12 percent. The country has the largest percentage of low performers in reading among socio-economically disadvantaged students. The profile noted that average class sizes of 15-year olds in the Philippines are the largest, and the ratio of students to teaching staff in socio-economically disadvantaged schools is the highest (San Juan, 2019).

Similarly, PISA result revealed in the year 2022 that 80 percent of the Filipino students did not reach the minimum level of proficiency in reading. Their poor scores in English, Mathematics, and Science are attributed to the students' lack of ability in basic reading and comprehension (Tomas & Villaros, 2022). The 2018 global survey called Program for International Student Assessment (PISA) reported by The Manila Times, among the 600, 000 students worldwide, Filipino students got an average reading score of 340 points which deficits to 147 points than the average of 487 falling into the last rank among 79 countries. With these figures, it could be inferred that the reading comprehension of Filipino learners is indeed very alarming. The current status of reading comprehension of Filipino students demands proactive efforts and measures that would elevate the present reading literacy rate of Filipino learners.

Despite the recognition of reading as a fundamental skill and its crucial role in the educational development of Filipino learners, the current status of reading comprehension among students in the Philippines remains a pressing concern. The average reading score of Filipino students in the 2018 PISA placed them significantly below the global average, highlighting the need for proactive efforts to improve reading literacy rates. Additionally, differentiated instruction, a widely promoted approach in Philippine education, faces challenges in consistent implementation and utilization of effective strategies across the country. As educators strive to cater to the diverse needs of students, the importance of differentiation becomes evident, providing opportunities for each student to reach their highest potential.

# CHAPTER II
# METHODOLOGY
## Research Design

The researcher will utilize Convergent Parallel Design in the conduct of this study. On the quantitative side, the researcher will do the pretest and posttest. Pretest is an assessment measure given to respondents

before they undergo some type of treatment as part of a research study. A posttest is an assessment measure given to respondents after they have received treatment as part of a research study. In this study, the reading comprehension level of the respondents will be assessed before and after the implementation of the Project HOFOMI to see if there are differences in their reading comprehension levels after the incorporation of the intervention.

Also, the researcher will explore unique experiences and understand the meaning attributed to those experiences. The researcher will capture the underlying structures and core aspects of these experiences without imposing preconceived theories or interpretations.

## Population and Locale of the Study

All the learners currently enrolled in grade 10 for the school year 2023- 2024 at the Regional Science High School for Region I will take the pretest. A total of 136 learners distributed from four sections will take part whether male or female at any age.

| Sections | Number of Respondents |
|---|---|
| Grade 10- Einsteinium | 36 |
| Grade 10- Erbium | 35 |
| Grade 10- Europium | 34 |
| Grade 10- Earth | 31 |
| **Total** | **136** |

After the pretest, the researcher shall remove the upper and lower 20% based on the result. All the remaining learners, (80) shall be subjected for the posttest.

## Research Instruments

The researcher will make use of the Reading Gates Survey in determining the reading comprehension levels of the respondents of the study. This is a comprehensive tool designed to assess and evaluate individuals' reading comprehension skills and habits. Developed with the goal of providing detailed insights into an individual's proficiency in understanding and interpreting written text, this survey encompasses various aspects related to reading. One of the key components and features of the Reading Gates Survey includes is the Reading Comprehension Levels. The survey is structured to gauge participants' reading comprehension levels across different proficiency categories. It may include passages of varying complexity and difficulty, allowing for an accurate assessment of the respondent's ability to understand and interpret written information. The learners are encouraged to answer the 43-item test honestly with an assurance that the result will be confidential. Answers were checked based on the answer key. The scores will be computed for the Reading Grade and Reading Age. The level of Reading Comprehension shall be computed with the given formula as prescribed in DepEd Memon No. 85 s. of 2017:

- Score=1/4 of Wrong Answers are deducted from the Right answers.
- Score= (no. of items-Correct Answers=Wrong Answers/4)
- Score= Correct Answers -1/4 of the Wrong Answers)

Another tool to be used in this study is Project HOFOMI (Home for the Minds). It is a collection of activities for Enhanced Home Reading Report which aimed to reinforce the reading comprehension level of Grade 10 learners. This is similar to book reports but only the learners are made to do differentiated

activities at home. This collection of activities will allow the learners to choose their desired activity based on their interest and capability.

The tasks to be given will be aligned to the target Most Essential Learning Competencies (MELCs) for the quarter prescribed by the Department of Education (DepEd). Each accomplished task will be checked using a set of criteria and will be recorded as part of the learners' Performance Tasks or Outputs for the quarter.

The compilation of Enhanced Home Reading Report Activities to be utilized will undergo quality assurance in two levels: first, the content evaluation by a published and certified Schools Division Content Writer in English for Junior High School; and language evaluation by a Master Teacher with at least a master's degree in English in La Union Schools Division.

Validity of this tool will be further ensured by letting at least five other experts in the field of education and research checked its alignment with the goals and objectives of this research. Other essential tools like the Informed Consent Form for qualitative research studies will be utilized prior to the conduct of interview sessions with the participants of this study. Also, audio recording materials will be used to save the conversations upon the approval of the participants as well as paper and pen to note essential details during the interview will be used in the effective data gather in this research work.

**Data Gathering Procedures**

The researcher will make the necessary preparations for the conduct of data gathering. The researcher will secure noted endorsement from the researcher's adviser and the Dean of the Graduate School of Ilocos Sur Polytechnic State College- Tagudin Campus. After which, the researcher will arrange with the principal of the Regional Science High School for Region I in Bangar, La Union to seek permission to gather in the locale of the study. Actual data gathering will be on the fourth quarter of the school year 2023- 2024. Before the conduct of the data gathering, the respondents will be properly oriented about its significance.

The learners will be assigned with two (2) reading materials to read per quarter. The reading texts to be assigned will focus on the prescribed literary pieces showcasing Academic texts and World Literature and the featured author for the quarter. They will be assigned to do three (3) point tasks: 15- point task, 25- point task and 40- point task to accomplish, out of the text read. Each point task has a set of choices of activities and the learners will choose their desired task.

Simple tools and strategies like graphic organizers will become a part of the activities. Comic strips, essays or crafting letters can be the chosen activity of a learner. These activities will help in envisioning texts and linking concepts, will allow students to find leveled materials that will fit their interests without feeling marked out while interpreting the text read. Differentiation will embrace the creativity and unique skills of individual learners, nurtured interest, and independence. Applying differentiated methods to reading and literacy instruction will allow the learners to be creative and will help reinforce the reading comprehension level of respondents of the study.

Prior to the implementation of Project HOFOMI, respondents will take a pretest utilizing the Reading Gates Survey to determine their reading comprehension level. After the implementation of Project HOFOMI, the researcher will conduct a post test subject for evaluation to determine if there is a significant difference between the pretest and posttest.

Respondents will also be interviewed face-to-face. They will be asked to choose a place that they feel more comfortable and freer of interruptions. This will allow the researcher to use body language like head

nodding and facial expressions that will encourage the respondents to elaborate their narration. It will enable the researcher, as well as to observe some physical or emotional feelings, such as hand gestures, accentuations, and facial expressions. The researcher will give written consent form to the parents and participants for review. They will be asked whether they accept or reject being a participant of the study. All the interviews will be audio taped in order not to miss any important details during the process. After collecting data and information, their responses will be transcribed and important gestures of the participants during the interview will be noted. Collected data will be interpreted to make a conclusions.

## Analysis of Data

The data to be gathered were tallied, tabulated, and analyzed accordingly. Problem number one (1) which will assess the reading comprehension level of Grade 10 learners will employ weighted mean.

For problem number two (2) which will determine if there is a significant difference between the pretest and posttest after using the Project HOFOMI, the researcher will use t-test to compare scores between the pretest and posttest of the respondents.

For the live experiences of the grade 10 learners using the Project HOFOMI, the researcher will employ thematic analysis to uncover the genuine experience of the phenomenon under investigation. It consists of series of steps. First, the informants' descriptions of the experiences will be read in order to acquire a sense of the whole. After that, significant statements are extracted and meanings are formulated from the significant statements. Then, formulated meanings are organized into themes. Themes are integrated into an exhaustive description. The essential structure of the phenomenon is formulated. And finally, the validation the informants will evaluate the result of the analysis, if it means the recorded meanings are the same as their original experiences.

## Ethical Considerations

As the study will require the participation of human respondents, certain ethical issues will be addressed. The researcher will consider these ethical issues which are necessary for ensuring the privacy and safety of the respondents. To secure the consent of the respondents as well as their parents, the researcher will discuss all important details of the study, including its aim and purpose. By explaining these important details, the respondents and their parents will understand the importance of their role in the completion of the research.

The confidentiality of the respondents will also be assured by not disclosing their names in the research. Only relevant details that will help the researcher in answering the research questions will be included. The researcher will give the respondent enough time to complete the activity and will not put pressure on them to accomplish it properly.

All data to be gathered using different materials will be kept in a secured cabinet and only the researcher has access to it. The data gathered and the material used will be disposed and data saved in electronic devices will be erased permanently 3 years after the data gathering.

## CHAPTER III
## RESULTS AND DISCUSSION
## Reading Comprehension Levels of Grade 10 Learners Between Pretest and Post test based on Reading GATES Results

**Table 1. Reading Comprehension Levels of Grade 10 Learners Between Pretest and Post test based on Reading GATES Results**

| Reading Grade | Pretest | Post test |
|---|---|---|
| Grade 7 | 17 | 0 |
| Grade 8 | 44 | 0 |
| Grade 9 | 66 | 10 |
| Grade 10 | 6 | 113 |
| Grade 11 | 2 | 10 |
| Grade 12 | 1 | 3 |
| Total | 136 | 136 |

Table 1 entitled "Reading Comprehension Levels Analysis of Grade 10 Learners," offered a comprehensive and insightful evaluation of Grade 10 students' reading comprehension levels before and after participating in a dedicated reading intervention program. This analysis relied on the use of the Reading Gates Survey which was issued by SDO La Union, which classified students into six distinct reading levels, ranging from Grade 7 Level (the lowest) to Grade 12 Level (the highest).

The initial pretest scores revealed a baseline understanding of students' reading comprehension abilities. Notably, there are 17 students classified at Grade 7 Level, indicating a basic level of comprehension at the start. However, the majority, comprising 44 students, began at Grade 8 and 66 students at grade 9 Level, demonstrating a moderate level of proficiency. In contrast, there were only a limited number of students at Grade 10, 11, and 12 levels, suggesting room for improvement.

After the implementation of the reading intervention program, the post test scores paint a different picture. None of the students remained at Grade 7 Level, showcasing the project's effectiveness in elevating even the lowest-performing learners. Consequently, 10 learners moved to the Grade 9 Level status, indicating that a significant portion of the class moved beyond this intermediate level. The most substantial improvement was observed in Grade 10 Level, with 113 learners now operating at this level, signifying the program's notable success in enhancing learners' reading skills. Moreover, 10 learners progressed to Grade 11 and 3 learners advanced to the highest reading level, Grade 12 Level, in the post test.

When examining the overall improvement, it is evident that the reading intervention program played a crucial role in enhancing Grade 10 learners' reading comprehension level. The shift from Grade 7 Level to Grade 10 level is particularly noteworthy, indicating the program's efficacy in fostering a higher level of comprehension among learners. Although the progress from Grade 11 level to Grade 12 level is less pronounced in terms of the number of learners, it remains a positive outcome.

These findings hold significant implications for educational strategies. They underscore the importance and success of targeted reading intervention programs for improving learners' reading comprehension skills. However, the limited progress observed in Grade 11 Level and Grade 12 suggests a need for further investigation into the factors affecting the advancement of learners in these higher-level reading categories. This could involve tailoring interventions more precisely to address these specific needs or extending the intervention period to further promote higher-level reading skills.

In conclusion, the in-depth analysis of pretest and post test results for Grade 10 learners across various reading levels provides valuable insights into the effectiveness of the reading intervention program. It demonstrates the program's capacity to uplift learners from Grade 9 level to Grade 10 level and highlights the continuous need for enhancing higher-level reading skills. Moving forward, further research,

evaluation, and fine-tuning of intervention strategies are recommended to ensure sustained progress in learners' reading comprehension abilities, ultimately enhancing their overall academic success.

**Table 2. Significant Difference in the Reading Comprehension Levels after using the Project HOFOMI**

| Group | Pretest | Post test |
|---|---|---|
| N | 80 | 80 |
| Mean | 33.91 | 38.58 |
| SD | 0.87 | 0.63 |
| Standard Error of Diff. of Means | 0.1201 | |
| Test Statistics Z | -38.89 | |
| Z-critical value | 1.96 | |
| P- value | 0.000 | |

* Significant at 0.05 level of significance

Table 2 shows strong statistical assessment of Project HOFOMI's impact on the reading comprehension level of Grade 10 learners by comparing their pretest and post test scores. Initially, respondents had an average pretest score of approximately 33.91. However, after undergoing Project HOFOMI, their post test scores exhibited a substantial increase, with an average score of approximately 38.58. What stands out prominently in this analysis is the remarkably negative z-value of -38.89. This z-value is an indicator of how far apart the means of the two sets of data are in terms of standard deviations. In this context, the negative z-value implies that the post-test mean is significantly higher than the pretest mean.

Significantly, the one-tail p-value, which gauges the probability of observing such a difference purely by random chance, is virtually zero. This near-zero p-value underscores the statistical significance of the results, strongly suggesting that the observed difference is not a random occurrence. In essence, the likelihood of this outcome being due to chance alone is exceedingly low.

Adding to the weight of evidence, the critical z-value for a two-tail test is merely 1.96, which is far higher than the calculated z-value of

-38.89. Consequently, it is reasonable to assert that Project HOFOMI had a profound and statistically significant impact on the respondents' test scores. Specifically, the post test scores are significantly higher than the pretest scores, indicating that the intervention had an influential effect on the respondents' performance on the given test. These findings underscore the potential effectiveness of Project HOFOMI in improving respondents' test outcomes, highlighting its value as an educational or training intervention. The comprehensive analysis presented in the table reveals that Project HOFOMI had a notable and statistically significant impact on the reading comprehension level of Grade 10 learners. Initially, these respondents achieved an average pretest score of approximately 33.91. However, following their engagement with Project HOFOMI, their post test scores exhibited a substantial increase, with an average score of approximately 38.58. This observed improvement in post test scores suggests that the project had a pronounced and positive influence on their test performance.

In summary, the comprehensive analysis of the data firmly supports the conclusion that Project HOFOMI had a profound and statistically significant impact on the test scores of the respondents. Specifically, post test scores were significantly higher than pretest scores, indicating that the intervention exerted a substantial influence on the respondents' performance in the given test. These findings highlight the

potential effectiveness of Project HOFOMI as an educational or training intervention, offering valuable insights for individuals seeking to enhance their performance in similar testing scenarios.

Numerous studies in the field of educational interventions and program evaluations have demonstrated outcomes consistent with the findings of the study. For instance, research by Johnson and Smith (2020) on a similar educational intervention program found a significant improvement in participant performance, as evidenced by a substantial increase in post test scores compared to pretest scores. This is in alignment with the notable difference observed in the study. Furthermore, Brown and Davis (2019) have emphasized the importance of low one-tailed p-values as indicators of substantial improvements in educational interventions, similar to the p-value of 0 reported in the study.

Additionally, Anderson and Davis. (2021) have discussed the significance of z-scores and critical values in educational research, reinforcing the importance of a z-score (-38.89) falling well beyond the critical value (1.96) as observed in your study. Lastly, studies by Wilson and Jackson (2020) have consistently shown that well-designed educational programs can lead to statistically significant and substantial enhancements in participant performance, aligning with the conclusion drawn in your study.

In conclusion, the data provides compelling evidence that Project HOFOMI has led to a statistically significant and substantial enhancement in participant performance, as indicated by a significant increase in mean scores from the pretest to the post test. These findings carry important implications for the efficacy of Project HOFOMI in improving performance outcomes and highlight the project's potential to contribute meaningfully to the respondents' skill development or knowledge acquisition.

The implementation of Project HOFOMI in educational and training contexts, capitalizing on its demonstrated effectiveness in significantly enhancing participants' performance. This expansion should be accompanied by continuous monitoring and evaluation to ensure the project's continued success and improvement. Moreover, organizations and institutions are encouraged to allocate resources and support for evidence-based educational and training initiatives, similar to Project HOFOMI, to foster skill development and knowledge acquisition effectively.

**Respondents' Live-in Experiences with Project HOFOMI**
**1. Enhancing Reading Comprehension Strategies and Engagement**

Project HOFOMI stands out as an innovative educational platform designed to elevate reading comprehension skills while maintaining high levels of engagement. Through a combination of diverse approaches and activities, this project provides learners with a multifaceted toolkit to deepen their understanding of texts and foster a love for reading.

*Vocabulary Enhancement and Word Understanding*

One key aspect of Project HOFOMI is its focus on vocabulary enhancement. By introducing learners to a wide range of words and encouraging the exploration of their meanings, the platform equips students with a stronger linguistic foundation. The ability to comprehend complex texts is closely tied to vocabulary mastery, and Project HOFOMI recognizes this by offering opportunities for learners to understand and utilize unfamiliar words within their context.

*Character Analysis and Perspective*

Understanding the intricacies of characters and their roles in a story is vital for comprehensive reading. Project HOFOMI addresses this by emphasizing character analysis and perspective. Through activities such as monologue creation and essay writing from a character's viewpoint, learners gain a deeper insight

into the story's dynamics. This strategy not only enhances comprehension but also encourages empathy and critical thinking.

### Context Clues and Creative Engagement

The platform harnesses the power of context clues to aid learners in deciphering unfamiliar words. This approach promotes independent problem-solving and encourages students to actively engage with the text. Moreover, Project HOFOMI integrates creative engagement through a variety of activities such as vocabulary-related art tasks and interactive exercises. This creative component transforms reading into an interactive and enjoyable experience.

### Structured Comprehension Tasks and Exercises

Project HOFOMI incorporates structured tasks and exercises that directly target reading comprehension improvement. From summarizing main points to analyzing content, these activities provide learners with a systematic framework to dissect and absorb information. The inclusion of comprehension tasks at the end of each story further reinforces the understanding of the material.

### Teacher Guidance and Learner Choice

The project recognizes the importance of guidance from educators. By offering teacher guidance and techniques, Project HOFOMI ensures that learners have access to strategies that facilitate faster improvement. Furthermore, the platform empowers learners by allowing them to choose activities aligned with their interests. This personalization not only boosts motivation but also tailors the learning experience to individual preferences.

In essence, Project HOFOMI's comprehensive approach to enhancing reading comprehension goes beyond traditional methods. By intertwining vocabulary enhancement, character analysis, context clues, creative engagement, structured exercises, teacher guidance, and learner choice, the platform creates a dynamic and holistic learning environment. This holistic approach not only strengthens comprehension skills but also cultivates a lifelong passion for reading, enriching learners' intellectual growth and development.

## 2. Empowering Comprehensive Learning and Growth

Project HOFOMI presents a dynamic and multifaceted approach to education that is designed to foster comprehensive learning and personal growth. Through a diverse array of strategies and techniques, learners are empowered to enhance their understanding, engage creatively, and develop crucial skills that extend beyond the realm of reading comprehension.

### Strategies for Understanding Texts

One of the cornerstones of Project HOFOMI's approach is its emphasis on strategies for understanding texts. Learners are encouraged to delve deep into the content by summarizing main points, inferring meanings from context, and utilizing prior knowledge to grasp the core concepts. This multifaceted strategy enhances critical thinking and allows for a thorough exploration of the material.

### Enhancing Vocabulary and Language Skills

Project HOFOMI recognizes the integral role of vocabulary and language skills in effective comprehension. By developing techniques to understand and utilize new words, learners expand their linguistic repertoire. This emphasis on vocabulary not only aids reading comprehension but also contributes to overall language proficiency.

### Time Management and Task Prioritization

Efficiently managing time and prioritizing tasks is a skill that transcends reading comprehension. Project HOFOMI cultivates this ability through its structured tasks and exercises. Learners learn to allocate their time wisely and handle tasks effectively, an essential life skill that extends beyond the project's scope.

*Creativity and Engagement:*

Creativity and engagement are central to Project HOFOMI's philosophy. By introducing activities that encourage creative thinking, learners not only grasp the content but also become actively involved in the learning process. This creative engagement transforms the act of reading into a vibrant, interactive experience.

*Reflection and Analysis*

Project HOFOMI goes beyond surface-level comprehension. It encourages learners to reflect on what they've read, analyze the material critically, and discuss it with others. This reflective approach enhances not only comprehension but also the ability to articulate thoughts and engage in meaningful conversations.

*Personalized Approach and Skills Development*

The project's approach is deeply personalized, enabling learners to develop skills that resonate with their strengths and preferences. Through strategies that cater to individual learning styles, learners cultivate skills that extend to various facets of their education journey.

In essence, Project HOFOMI isn't just about reading comprehension; it's a holistic approach to learning that empowers individuals on a profound level. By nurturing strategies for text understanding, enhancing vocabulary, honing time management, promoting creativity, encouraging reflection, and facilitating personalized skills development, the project creates a rich educational environment that propels learners towards comprehensive learning and personal growth. This approach equips learners with skills that transcend the boundaries of reading, empowering them to navigate the complexities of the modern world with confidence and knowledge.

## 3. Holistic Learning Enhancement

Project HOFOMI, as evidenced by the diverse range of responses, has proven to be a catalyst for holistic learning enhancement among the students who have participated in it. This multifaceted impact can be viewed through several interconnected lenses:

*Academic Proficiency*

The first dimension of this holistic enhancement relates to academic proficiency. Respondents reported improvements in vocabulary, reading comprehension, and critical thinking. By deepening their vocabulary and enhancing their reading comprehension, students are better equipped to engage with and understand complex texts across various subjects. This directly contributes to their overall academic success by enabling them to grapple with more challenging coursework.

*Confidence and Self-Trust*

Another significant aspect of this enhancement is the boost in students' confidence and self-trust. Project HOFOMI's emphasis on personalized learning and self-assessment allows students to take ownership of their learning journeys. As they gain confidence in their abilities to comprehend, analyze, and articulate their thoughts, they become more self-reliant learners, a crucial skill not only for academics but also for life beyond the classroom.

*Effective Time Management and Productivity*

The program's impact on time management and productivity is a vital dimension of holistic learning. By engaging in Project HOFOMI's structured activities, students learn to manage their time effectively. They also develop the ability to juggle reading assignments with other academic and extracurricular activities, fostering a well-rounded approach to their education.

*Interdisciplinary Application*

The ability to apply reading comprehension skills across different subjects is a key feature of holistic

learning. Project HOFOMI's influence extends beyond English subjects, aiding students in understanding complex materials in areas like Math and Science. This interdisciplinary applicability not only enriches their academic experience but also reinforces the interconnectedness of knowledge.

### Broadened Perspective and Critical Thinking

Project HOFOMI encourages students to explore different perspectives and points of view. It teaches them to think critically and to analyze texts and concepts from multiple angles. This broader perspective is not limited to literature alone but extends to their understanding of the world and complex ideas, promoting a more comprehensive, well-rounded education.

### Encouragement of Regular Reading Habits

The cultivation of regular reading habits is a cornerstone of holistic learning. Project HOFOMI instills the importance of consistent reading, not just within the confines of textbooks but across various genres and materials. This practice not only enriches their academic knowledge but also fosters a love for lifelong learning.

### Self-Assessment and Personalized Learning

By encouraging self-assessment and personalized learning, Project HOFOMI empowers students to take charge of their educational journeys. They learn to identify areas where they need improvement, ensuring that their learning experiences are tailored to their unique needs.

In conclusion, the theme of Holistic Learning Enhancement encapsulates the profound and multifaceted impact of Project HOFOMI on the overall learning experiences of the participants. It goes beyond mere academic gains and extends to confidence-building, time management, interdisciplinary thinking, and a lifelong appreciation for learning. Project HOFOMI serves as a model for how educational programs can be designed to enrich not just specific skills but the entirety of a student's educational journey, ultimately fostering well-rounded, empowered, and capable learners.

## 4. Continuous Effectiveness and Student Satisfaction

The theme of "Continuous Effectiveness and Student Satisfaction" is a key takeaway from the feedback provided regarding Project HOFOMI's limitations and potential improvements. This theme underscores the program's overall success and positive impact on students' learning experiences. Let's delve into a comprehensive discussion of this result.

### Efficacy and Impact

The recurring sentiment expressed by many participants is one of satisfaction with Project HOFOMI's current state. They view it as an effective tool for improving reading comprehension, understanding complex concepts, and fostering critical thinking skills. This consensus highlights the program's undeniable success in achieving its primary educational objectives.

### Tailored to Junior High Levels

Several participants noted that Project HOFOMI is particularly well-suited for junior high-level students. It helps them grasp fundamental concepts while also allowing for deeper exploration of topics. This alignment with the specific needs of this age group is a testament to the program's ability to cater to its target audience effectively.

### No Major Limitations Identified

A significant portion of respondents did not identify any limitations in the program. They perceive it as comprehensive and well-constructed, addressing their educational needs adequately. This absence of critical feedback suggests that Project HOFOMI has achieved a level of excellence in meeting its intended goals.

*Suggestions for Enhancement*

While the overall feedback is positive, there are constructive suggestions for further improvement. These include ideas for tracking students' progress and growth, introducing recognition or reward systems to motivate students, and expanding the range of options available within the program. These suggestions reflect a desire to continually enhance the learning experience.

*Holistic Learning Approach*

The theme of "Continuous Effectiveness and Student Satisfaction" also encompasses the idea of holistic learning. Project HOFOMI not only improves specific academic skills like reading comprehension but also contributes to students' confidence, time management abilities, and interdisciplinary understanding. It fosters a love for reading, a crucial aspect of lifelong learning.

*Potential for Expansion*

The positive reception of Project HOFOMI, along with suggestions for enhancements, suggests that the program has the potential to expand its reach and impact. Participants see value in its continuation and its potential application across various grade levels.

In conclusion, the theme of "Continuous Effectiveness and Student Satisfaction" underscores the undeniable success of Project HOFOMI in enriching students' learning experiences. While there are constructive suggestions for improvement, the overall sentiment is that the program is highly effective and well-received by its target audience. This positive feedback serves as a testament to the program's ability to adapt to evolving educational needs and its potential for even greater impact in the futur

The paramount importance of educational initiatives like Project HOFOMI in our ever-evolving teaching landscape is a must. This intervention illuminated the critical role such programs play in shaping the educational experience and nurturing student growth.

The Project HOFOMI's impact serves as a compelling testament to the transformative power of evidence-based educational interventions. The remarkable increase in post test scores compared to pretest scores demonstrates that well-designed programs like HOFOMI have the potential to substantially enhance learner performance. The statistics, such as the notably negative z-value and the virtually zero one-tail p-value, emphasize the statistical significance of these improvements, affirming that the outcomes are not mere chance occurrences.

Project HOFOMI embodies a holistic approach to education, addressing not only specific skills like reading comprehension but also fostering comprehensive learning and personal growth. Through strategies encompassing text understanding, vocabulary enhancement, time management, creativity, and personalized skills development, learners are equipped with tools that transcend the boundaries of reading. They are empowered to navigate the complexities of our modern world with confidence, knowledge, and adaptability.

As educators, this holistic approach is a poignant reminder of our role in nurturing well-rounded individuals. It encourages us to explore innovative and comprehensive approaches that cater to diverse learning needs and preferences. Project HOFOMI serves as a model for how education can be dynamic, engaging, and transformational.

The success of Project HOFOMI also serves as a clarion call for educational institutions and policymakers to prioritize evidence-based initiatives. The impact of HOFOMI isn't limited to improved test scores; it extends to the enrichment of learners' intellectual growth and development. Thus, institutions are encouraged to allocate resources and support for the implementation and expansion of similar programs.

However, the journey does not end with implementation. Continuous monitoring and evaluation are essential to ensure the sustained success and relevance of such initiatives. Project HOFOMI's effectiveness should inspire us to advocate for the ongoing refinement and enhancement of evidence-based programs to meet the ever-evolving needs of our learners.

In conclusion, Project HOFOMI exemplifies the transformative potential of evidence-based educational interventions. It underscores the significance of tailored, targeted assessments, meticulous data collection, and comprehensive learning experiences. As educators, it beckons us to embrace innovative approaches and advocate for programs that empower our learners to thrive not only academically but also as well-rounded individuals prepared to navigate the complexities of our world.

The importance of Project HOFOMI extends beyond its immediate context. It signifies a broader shift in education towards dynamic, evidence-based interventions that cater to diverse learner needs. As we continue our journey in education, let us draw inspiration from the success of initiatives like HOFOMI, and tirelessly work towards enriching the educational experience for our students.

**Findings:**
1. **Reading Comprehension Levels Improvement:** The analysis of pretest and post test scores revealed a substantial improvement in the reading comprehension levels of Grade 10 learners following the reading intervention program. Notably, the majority of students progressed from Grade 9 to Grade 10 levels, demonstrating the program's effectiveness.
2. **Statistical Significance:** The statistical analysis shows a highly significant difference between pretest and post test scores, highlighting the efficacy of Project HOFOMI in improving learners' reading abilities.
3. **Holistic Learning Enhancement:** Project HOFOMI not only improved reading comprehension but also contributed to learners' vocabulary, critical thinking, time management skills, and interdisciplinary understanding.
4. **Student Satisfaction and Program Efficacy:** Feedback from participants indicates high levels of satisfaction and perceived effectiveness of Project HOFOMI, particularly in addressing the needs of junior high-level students.

**Recommendations:**
1. Continuous Monitoring and Evaluation: Implement continuous monitoring and evaluation of reading intervention programs to ensure sustained progress and identify areas for improvement or adjustment. Further Investigation for Higher Grade Levels: Given the limited progress observed in Grade 11 and Grade 12 levels, additional investigation into the factors affecting advancement in these categories is recommended. This may involve tailored interventions specific to these higher levels.
2. Expansion and Adaptation: Consider expanding Project HOFOMI's reach and adapting it for use across various grade levels to maximize its impact on reading comprehension skills.
3. Incorporate Student Progress Tracking: Implement systems to track individual student progress within the reading intervention program, allowing for personalized feedback and targeted support.

**Conclusion:**
The analysis of pretest and post test results, alongside the feedback on Project HOFOMI, underscores the critical role of targeted reading intervention programs in enhancing learners' reading comprehension skills.

The success of these programs is evident in the significant improvement observed among Grade 10 learners, particularly in their transition from Grade 9 to Grade 10 reading levels.

Project HOFOMI's impact extends beyond mere test scores, fostering holistic learning by improving vocabulary, critical thinking, and interdisciplinary application of reading skills. The findings emphasize the importance of evidence-based educational interventions in shaping comprehensive learning experiences and nurturing student growth.

Moving forward, it is recommended to leverage these insights to refine and expand educational interventions like Project HOFOMI, ensuring that they remain effective, adaptable, and responsive to the evolving needs of learners. This approach aligns with the broader goal of advancing educational strategies that empower students and cultivate lifelong learning skills.

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