



# **EXPLORING TEACHERS AND LEARNERS' PERCEPTION, ATTITUDE AND COMMITMENT TOWARDS PROJECT DEAR (DROP EVERYTHING AND READ)**

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## **ABSTRACT**

This study, completed in May 2025, explored the perceptions, attitudes, and levels of commitment of teachers and learners toward Project Drop Everything and Read (DEAR) in selected public elementary schools in the Gamu District, Isabela. Using a quantitative descriptive-correlational research design, the study involved 40 Grade 6 teachers and 248 Grade 6 learners from fifteen public elementary schools. Data were gathered through survey questionnaires and analyzed using frequency and percentage distribution, weighted mean, analysis of variance, independent t-test, and Pearson product-moment correlation. Findings revealed that teachers generally perceived Project DEAR as beneficial, while learners also showed favorable perceptions of the program's contribution to reading skills, academic performance, motivation, and learning engagement. Teachers displayed a committed level of participation, whereas learners demonstrated a highly committed level of involvement in DEAR activities. Results further showed no significant differences in teachers' perceptions, attitudes, and commitment when grouped according to age, educational attainment, and length of service. Among learners, perceptions and attitudes did not significantly differ across demographic profiles; however, commitment significantly differed when grouped according to sex. Correlation results indicated a significant relationship between teachers' perception and attitude, but not between their perception and commitment or attitude and commitment. Among learners, perception, attitude, and commitment were all significantly related. A significant relationship was also found between teachers' commitment and learners' perception. The study concluded that Project DEAR was positively regarded and broadly supported, but its sustained effectiveness required structured implementation, gender-responsive strategies, teacher support, regular monitoring, and strengthened home-school literacy partnerships across all participating Gamu District schools.

**Keywords:** *Project DEAR, reading intervention, learner engagement, teacher commitment, literacy development*

## INTRODUCTION

Reading constitutes a foundational skill that underpins academic achievement, personal development, and lifelong learning. It functions as a gateway to knowledge acquisition, critical thinking, and active participation in society. Within the Philippine educational context, the significance of reading has been consistently highlighted as a central driver of student success and national development. Despite the implementation of various literacy initiatives, however, many Filipino learners continue to experience difficulties in attaining basic reading proficiency, particularly in the early grades. National reading assessments, such as the Comprehensive Rapid Literacy Assessment (CRLA; Department of Education Region VIII, 2025) and the Philippine Informal Reading Inventory (Phil-IRI; Department of Education, 2018), have revealed persistent gaps in learners' reading performance. The CRLA, administered to early-grade learners, identifies foundational literacy deficiencies to facilitate timely intervention, while the Phil-IRI provides teachers with diagnostic insights into learners' reading levels, fluency, and comprehension (Department of Education, 2018; Department of Education Region VIII, 2025). Results from these assessments consistently demonstrate that a substantial proportion of learners perform below expected reading benchmarks, underscoring the urgent need for sustained and strategic literacy interventions (Department of Education, 2018; Department of Education Region VIII, 2025).

Teachers play a pivotal role in the implementation of literacy initiatives within the educational system, serving as the primary agents in delivering meaningful learning experiences to children. They facilitate the development of reading abilities through direct and explicit instruction, employing guided teaching methods and integrating the principles of Universal Design for Learning to support diverse learner needs (CAST, 2024; National Reading Panel, 2000). Effective reading educators must possess a comprehensive understanding of the foundational components of early reading development, commonly referred to as the "Big Six": (1) oral language, (2) phonological awareness, (3) phonics, (4) vocabulary, (5) fluency, and (6) comprehension (Konza, 2014). These elements must operate cohesively to ensure that learners acquire the skills necessary for independent and meaningful reading. Recognizing the centrality of reading proficiency to academic achievement, the Philippine government has enacted policies and programs to strengthen literacy development across all levels of education. The Enhanced Basic Education Act of 2013, or Republic Act No. 10533, underscores the strengthening of the basic education curriculum, including the development of foundational competencies necessary for lifelong learning (Republic Act No. 10533, 2013). Complementing this, the Every Child a Reader Program (ECARP) highlights the necessity of reading intervention, assessment support, teacher training, and evidence-based reading instruction as essential components of effective literacy programs (Department of Education, 2011).

In accordance with national mandates, the Department of Education (DepEd) institutionalized the Bawat Bata Bumabasa (3Bs) Program through DepEd Memorandum No. 173, s. 2019, which requires all schools to intensify efforts in strengthening learners' reading competencies and cultivating a culture of literacy that produces independent, grade-level proficient readers (Department of Education, 2019a). This program provides a framework for schools to design and implement structured reading interventions, instructional support mechanisms, and assessment tools that guide learners toward established literacy benchmarks. Nevertheless, classroom observations and assessment data consistently indicate that a significant number of learners continue to fall below the expected standards of reading proficiency. These persistent challenges have compelled DepEd to introduce supplementary school-based interventions aimed at reinforcing sustained reading practice and fostering greater learner engagement (Department of Education, 2019b).

One notable literacy intervention is Project Drop Everything and Read (DEAR), implemented under DepEd Memorandum No. 001, s. 2024 on Catch-Up Fridays (Department of Education, 2024). Project DEAR mandates a designated period within the school day during which learners, teachers, and school personnel engage in sustained, independent reading. The rationale underpinning this initiative is grounded in the recognition that structured and supported silent reading experiences can contribute to the development of reading fluency, comprehension, motivation, and lifelong reading habits, particularly when learners are provided with appropriate materials, guidance, accountability, and opportunities for meaningful interaction about texts (Reutzel & Juth, 2014). Conceptually, the program is designed to operate both as a preventive and remedial strategy, cultivating reading habits within a learner-centered environment that complements and reinforces formal classroom instruction.

Project DEAR fosters the development of autonomous readers, a critical component of academic achievement and lifelong learning. By promoting sustained engagement with appropriately leveled and interest-based texts, the program seeks to advance academic equity by addressing the diverse reading needs of learners (CAST, 2024; Reutzel & Juth, 2014). The effectiveness of the initiative, however, is contingent upon its implementation at the school level, particularly the role of teachers in providing differentiated support and ensuring access to meaningful reading materials (Wanzek et al., 2010). Although Project DEAR has been adopted in numerous schools across the Philippines, empirical investigations into its perception and practice within actual classroom contexts remain limited. Persistent questions regarding teacher motivation, learner engagement, and the enabling or constraining factors that shape implementation highlight the need for further inquiry. Examining these dimensions is essential to strengthening the design, delivery, and sustainability of reading programs nationwide.

This study endeavored to examine the perceptions, attitudes, and levels of commitment of both teachers and learners toward Project Drop Everything and Read (DEAR) in selected public elementary schools within Gamu, Isabela. Through the analysis of these perspectives, the research sought to identify critical success factors, address gaps in program implementation, and propose actionable recommendations that aligned

with the nation's broader literacy objectives. Ultimately, this investigation contributed to the continuing initiatives of the Department of Education (DepEd) and other stakeholders in enhancing reading proficiency and cultivating a generation of lifelong readers.

## Research Questions

The study attempted to explore teachers and learners' perception, attitude, and commitment on Project DEAR.

Specifically, it sought to answer the following questions:

1. What is the profile of the teachers-respondents in terms of:
  - a. Age
  - b. Educational attainment
  - c. Length of service
2. What is the profile of the learner-respondents in terms of:
  - a. Age
  - b. Sex
  - c. Monthly family income
  - d. Parents educational attainment
3. What is the perception of the respondents on the importance of Project DEAR?
4. What is the attitude of the respondents towards Project DEAR?
5. What is the level of commitment of the respondents towards Project DEAR?
6. Is there a significant difference in the perception of the respondents towards project DEAR when grouped according to profile?
7. Is there a significant difference in the attitude of respondents towards -Project DEAR when grouped according to profile?
8. Is there a significant difference in the level of commitment of the respondents towards Project DEAR when grouped according to profile?
9. Is there a significant relationship between the perception, attitude and commitment of the teachers and learners towards Project DEAR?

## METHODOLOGY

### Research Design

The study adopted a quantitative approach, specifically utilizing a descriptive–correlational research design. This design integrates both descriptive and correlational methods to provide a comprehensive analysis of the research problem. The descriptive component sought to portray existing conditions without manipulation of variables, while the correlational component examined the degree and direction of relationships among variables without inferring causation.

In this context, the research was descriptive as it assessed the perceptions, attitudes, and levels of commitment of teachers and learners toward Project D.E.A.R. across fifteen public elementary schools in the Gamu District. Project D.E.A.R. was implemented as part of the Department of Education's reading-related initiatives under Catch-Up Fridays (Department of Education, 2024). Concurrently, the correlational aspect was employed to determine the significant relationships among respondents' perceptions, attitudes, and commitment toward the program's implementation. Thus, the chosen research design offered a systematic framework for both describing the variables and analyzing their interrelationships.

### **Locale of the Study**

The study was undertaken across fifteen public elementary schools within the Gamu District, specifically: Barcolan Elementary School, Buenavista Elementary School, Camp Melchor F. Dela Cruz Elementary School, Dammao Elementary School, Furao Elementary School, Gamu Central School, Guibang Elementary School, Lenzon Elementary School, Linglingay Elementary School, Mabini Elementary School, Pintor Elementary School, Sta. Rosa Elementary School, Songsong Elementary School, Union Elementary School, and Upi Elementary School. All of these institutions are located in Gamu, Isabela, a fourth-class municipality, and operate under the K–12 Basic Education Program as mandated by the Department of Education (DepEd).

The public elementary schools in Gamu, Isabela are administered by the Gamu Schools District Office, which functions as a local extension of the Department of Education (DepEd) under the Cagayan Valley Region. Historically, the municipality of Gamu was established in the late seventeenth century by settlers from dissolved pueblos. Similar to other areas in Isabela, the early development of public education in Gamu faced significant challenges, including low student attendance, inadequate educational resources, and competition from church-operated schools.

Over time, deliberate measures were undertaken to strengthen the school system, such as the creation of additional districts and the appointment of supervising teachers to address the growing school population and enrollment demands. Despite these efforts, public school attendance during the early twentieth century remained limited, with only about 25% of the school-aged population enrolled. This low participation was largely attributed to long travel distances and insufficient means of transportation.

In its formative years, public schooling in Gamu operated under constrained conditions, often utilizing rented facilities and relying on community contributions for the construction of school buildings. Furthermore, the expansion of public education encountered resistance from well-established church-run schools, which wielded considerable influence

Despite the initial challenges encountered, school enrollment in Gamu steadily increased, necessitating the expansion of school districts to accommodate the growing population of students and educational institutions. To ensure effective oversight and administration, supervising teachers were designated to assist in the management of

schools within the district. The establishment and continuous development of public schools in Gamu have played a pivotal role in advancing the town's educational landscape and contributing significantly to its overall socio-economic progress.

### Selection and Description of Respondents

The respondents of this study consisted of Grade 6 teachers and learners from the 15 public elementary schools in the Gamu District. The total population included forty 40 Grade 6 teachers and 650 Grade 6 learners. To ensure representativeness and validity, the Grade 6 learner participants were selected through a random sampling technique, thereby providing each individual an equal opportunity to be included in the sample. From the total population of 650 learners, only 248 were chosen as participants. To determine the appropriate sample size, Slovin's Formula was employed. This statistical method provides a systematic approach for calculating the required number of respondents based on the given population size and a specified margin of error, thereby ensuring the reliability and validity of the study's results.

**Table 1**  
**Distribution of Respondents of the Study**

School	Total population of Grade 6 teachers	Total population of Grade 6 learners	Sample population of Grade 6 learners
Barcolan Elementary School	2	22	8
Buenavista Elementary School	2	19	7
Camp Melchor F. Dela Cruz Elementary School	3	62	24
Dammao Elementary School	3	24	9
Furao Elementary School	2	45	17
Gamu Central School	6	113	43
Guibang Elementary School	2	50	19
Lenzon Elementary School	2	21	8
Linglingay Elementary School	2	31	12
Mabini Elementary School	4	87	33
Pintor Elementary School	3	32	12
Sta. Rosa Elementary School	2	18	7
Songsong Elementary School	2	42	16
Union Elementary School	2	18	7
Upi Elementary School	3	66	24
<b>Total</b>	<b>40</b>	<b>650</b>	<b>248</b>

## Data Gathering Procedure

To commence the data-gathering process, the researcher formally submitted a letter of request to the Schools Division Superintendent of the Schools Division of Isabela, seeking approval to conduct the study within the jurisdiction of the Gamu District. Upon receiving authorization, the researcher coordinated with the school heads of the fifteen public elementary schools identified as research sites. Separate letters of request were subsequently addressed to each school principal or officer-in-charge to secure consent for administering the questionnaires to the selected Grade 6 teachers and learners.

Following the approval process, the researcher scheduled visits to each school to conduct a brief orientation for the respondents. During these sessions, the objectives of the study, ethical considerations, and clear instructions for accomplishing the questionnaire were thoroughly explained. Respondents were assured of the confidentiality and voluntary nature of their participation. Assent and consent forms were distributed and collected prior to the actual administration of the questionnaires.

The researcher personally distributed the appropriate sets of questionnaires to both teachers and learners to minimize errors, clarify questions, and ensure consistency in the administration process across all participating schools. Upon completion, the questionnaires were immediately retrieved to guarantee a 100% retrieval rate and to uphold the integrity and completeness of the collected data.

## Statistical Treatment of Data

The present study employed appropriate statistical tools to systematically analyze the data gathered from the respondents. The specific methods utilized are outlined as follows:

**Frequency and Percentage Distribution.** To address the first and second research questions, which focused on describing the demographic profile of teachers and learners, the researcher applied frequency counts and percentage distribution as the primary statistical techniques. The respondents' profiles were determined using the percentage formula.

**Weighted Mean.** For the third, fourth, and fifth research questions, the weighted mean was computed to assess the respondents' perceptions, attitudes, and commitment toward the importance of Project D.E.A.R. The data were organized and interpreted through researcher-constructed tables, which facilitated systematic presentation and analysis.

**ANOVA.** To address the sixth, seventh, and eighth research questions, the Analysis of Variance (ANOVA) was employed. This statistical technique was utilized to determine whether significant differences existed in the respondents' perception, attitude, and level of commitment toward Project D.E.A.R. when grouped according to their demographic profile variables.

**Independent t-test** . For the ninth research question, the Independent t-test, also referred to as the two-sample t-test, was applied. This method was used to ascertain whether significant differences were present in the respondents' perception, attitude, and commitment toward Project D.E.A.R. when categorized into two independent groups.

**Pearson Product-Moment Correlation Coefficient (Pearson r)**. To address the tenth research question, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed. This statistical procedure was used to determine the significant relationships among the respondents' perception, attitude, and level of commitment toward Project D.E.A.R.

## RESULTS AND DISCUSSION

1. What is the profile of the teachers-respondents in terms of:
  - a. Age

**Table 1**  
**Frequency and Percentage Distribution of Teacher-Respondents According to Age**

<b>Age Group</b>	<b>Frequency</b>	<b>Percentage</b>
50-above	4	10.0
41-50	17	42.5
31-40	13	32.5
21-30	6	15.0
<b>TOTAL</b>	<b>40</b>	<b>100</b>

Table 1 reveals that the largest proportion of teacher-respondents (42.5%) are within the age bracket of 41–50 years, followed by 32.5% who are aged 31–40 years. The computed mean age of 36.62 situates the majority of the teaching workforce in middle adulthood, a developmental stage commonly associated with stability, productivity, and heightened professional commitment. Educators in this age group are often characterized by enhanced teaching efficacy, particularly in the domain of reading instruction, as they draw upon accumulated years of pedagogical experience and refined classroom management skills. Such attributes are critical in ensuring the effective implementation of instructional programs like Project D.E.A.R. and the attainment of desired learning outcomes.

This finding is corroborated by the work of Lavy (2016), who demonstrated that effective teaching practices significantly influence student achievement. Similarly, research on teacher experience indicates that teaching experience is positively associated with student achievement gains throughout much of a teacher's career (Kini & Podolsky, 2016). Likewise, the National Reading Panel (2000) underscored the critical role of effective reading instruction, teacher preparation, and professional development in fostering literacy success. Consistent with the Department of Education's literacy

agenda, particularly the Every Child a Reader Program and the Bawat Bata Bumabasa initiative, the age profile of the Gamu District teaching force indicates a workforce strategically positioned to advance literacy initiatives. DepEd emphasizes sustainable teacher professional development and capacitating teachers as effective reading instructors.

## b. Educational Attainment

**Table 2**  
**Frequency and Percentage Distribution of Teacher-Respondents According to Educational Attainment**

<b>Educational Attainment</b>	<b>Frequency</b>	<b>Percentage</b>
Doctoral Degree	1	2.5
Master's Degree	16	40.0
Bachelor's Degree	23	57.5
<b>TOTAL</b>	<b>40</b>	<b>100</b>

The data presented in the table indicate that a majority (57.5%) of the teacher-respondents hold a bachelor's degree. Meanwhile, sixteen respondents, representing 40%, have attained a master's degree, and only one respondent (2.5%) has completed a doctoral degree. This distribution reflects a professional teaching workforce in which a significant proportion pursue advanced studies beyond the undergraduate level. The notable presence of graduate degree holders underscores a strong commitment to professional development, which is widely recognized as a factor that enhances instructional effectiveness. Such qualifications are particularly valuable in the implementation of literacy initiatives, including programs like Project DEAR.

This finding is consistent with the work of Darling-Hammond (2000), who emphasized that teacher preparation, certification, and professional development are strongly associated with student achievement in reading and mathematics. Similarly, Darling-Hammond et al. (2017) highlighted that effective professional learning improves teaching practices and student outcomes when it is content-focused, sustained, collaborative, and aligned with instructional goals. Garet et al. (2001) likewise found that professional development significantly enhances teachers' knowledge, skills, and classroom practice, while Desimone et al. (2002) reported that professional development focused on specific instructional practices increases teachers' use of those practices in the classroom. Taken together, these insights suggest that graduate-level preparation and continuing professional development may contribute meaningfully to the success of Project DEAR, particularly when such preparation is aligned with established principles of reading pedagogy.

**c. Length of Service**

**Table 3**  
**Frequency and Percentage Distribution of Teacher-Respondents According to Length of Service**

<b>Length of Service in Years</b>	<b>Frequency</b>	<b>Percentage</b>
16-20	1	2.5
11-15	10	25.0
6-10	27	67.5
0-5	2	5.0
<b>Total</b>	<b>40</b>	<b>100</b>
Mean of length of service: 9.99 or 10 years		

Table 3 reveals that a substantial proportion (67.5%) of the teacher-respondents possess between six and ten years of teaching experience, with a computed mean of 9.99 years. This distribution indicates that the majority of the teaching workforce are at the mid-stage of their professional careers, characterized by both accumulated expertise and the capacity for sustained contribution to educational programs. Teachers within this range are likely advancing toward mastery of instructional practices, particularly in literacy education. Their professional maturity positions them to effectively sustain and implement initiatives such as Project DEAR, thereby reinforcing the long-term viability of such programs.

Kini and Podolsky (2016) established that teaching effectiveness demonstrates significant improvement during the first decade of practice, with particularly notable gains in reading instruction. These findings are consistent with those of Garet et al., (2016) who highlighted that teachers within this experience range are more inclined to engage in targeted professional development. Such participation enhances instructional strategies in reading and contributes meaningfully to improved literacy outcomes.

**2. What is the profile of the learner-respondents in terms of:**

**a. Age**

**Table 4**  
**Frequency and Percentage Distribution of Student-Respondents According to Age**

<b>Age Group</b>	<b>Frequency</b>	<b>Percentage</b>
13	44	17.75
12	127	51.20
11	77	31.05
<b>Total</b>	<b>248</b>	<b>100</b>

The data presented in Table 4 indicate that the majority of Grade 6 learners are 12 years old, comprising 51.20% of the cohort. This is followed by learners aged 11 years (31.05%) and those aged 13 years (17.75%). These findings suggest that most students are enrolled at an age considered appropriate for their grade level, with a smaller proportion either slightly younger or older than the expected norm.

Age-appropriate placement is significant, as it ensures that instruction corresponds to learners' developmental stages. Students who are at the expected age for their grade level are more likely to benefit from pedagogical approaches tailored to their cognitive and linguistic capacities, particularly in the domain of literacy acquisition.

Reports from UNESCO (2015) and the Department of Education (2016) emphasize that age-appropriate educational alignment fosters equitable learning opportunities and enhances literacy development.

#### **b. Sex**

**Table 5**  
**Frequency and Percentage Distribution of Student-Respondents According to Sex**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	102	41.13
Female	146	58.87
<b>Total</b>	<b>248</b>	<b>100</b>

Table 5 presents the frequency and percentage distribution of the student-respondents according to sex. The data indicate that the majority of Grade 6 student-respondents are female, comprising 58.87 percent, while males account for 41.13 percent. This finding suggests a higher level of female participation among learners in the study, which aligns with broader enrollment patterns observed in basic education across the Philippines. The predominance of female enrollment at the elementary level may be attributed to stronger school retention among girls. According to the Philippine Statistics Authority (2020), female students generally demonstrate higher completion rates and are less likely to drop out compared to their male counterparts in primary education.

This gender distribution may carry significant implications for reading-related outcomes. Research conducted by the Organisation for Economic Co-operation and Development (OECD) (2019) consistently demonstrates that girls outperform boys in reading literacy across diverse international contexts. The present findings corroborate these global patterns. A predominance of female students within the classroom may enhance the effectiveness of literacy initiatives such as Project D.E.A.R., given that girls are generally more receptive to structured reading programs. Nevertheless, this trend also underscores the necessity of implementing targeted pedagogical strategies aimed at fostering greater engagement among male students, thereby addressing the persistent gender gap in literacy performance.

### c. Family Income

**Table 6**  
**Frequency and Percentage Distribution of Student-Respondents According to Family Income**

Family Income	Frequency	Percentage
41,000-Above	35	14.11
31,000-40,000	53	21.37
21,000-30,000	80	32.26
11,000-20,000	55	22.18
1,000-10,000	25	10.08
<b>Total</b>	<b>248</b>	<b>100</b>

Table 6 presents the frequency and percentage distribution of student-respondents according to their families' monthly income. The data reveal that the largest proportion, representing 32.26% of respondents, belong to households with a monthly income ranging from ₱21,000 to ₱30,000. This is followed by 55 respondents (22.18%) whose families earn between ₱11,000 and ₱20,000. In accordance with the NEDA (2018) classification, the majority of respondents fall within the lower middle-income category, while only 35 respondents (14.11%) come from relatively affluent households with monthly earnings exceeding ₱41,000. This income distribution is a critical factor in understanding learners' access to reading materials and supportive learning environments. Households with lower income levels often face constraints in providing adequate educational resources, which may adversely affect reading development and overall academic performance. Research consistently shows that socioeconomic status (SES) exerts a significant influence on literacy development. Jeynes (2015) emphasized that parental involvement, even within low-income households, can substantially enhance children's reading performance. The present findings corroborate this perspective, indicating that although many learners encounter economic constraints, school-based reading initiatives—such as Project D.E.A.R.—when complemented by home literacy support, have the potential to mitigate SES-related disparities in literacy outcomes.

### d. Father's Educational Attainment

**Table 7**  
**Frequency and Percentage Distribution of Student-Respondents According to Father's Educational Attainment**

Educational Attainment	Frequency	Percentage
College Level	82	33.07
Vocational	81	32.66
High School	56	22.58
Elementary	29	11.69
<b>Total</b>	<b>248</b>	<b>100</b>

Table 7 presents the frequency and percentage distribution of the student-respondents' fathers according to their educational attainment.

The data indicate that 82 respondents or 33.07% reported that their fathers reached the college level, while 81 or 32.66% completed a vocational or two-year course. A smaller proportion of 11.69% had fathers who attained only elementary education.

These findings suggest that a considerable number of fathers in the sample may provide an educationally supportive environment within the home. Fathers with higher educational attainment are more likely to foster environments that value learning, which can positively influence children's reading habits. Such environments often include access to books, opportunities for vocabulary-enriching conversations, and encouragement of academic achievement. This observation is consistent with the findings of the OECD (2012), which highlight that children of more educated parents—particularly fathers tend to perform better in reading due to increased cognitive stimulation and support at home.

#### e. Mother's Educational Attainment

**Table 8**  
**Frequency and Percentage Distribution of Student-Respondents According to Mother's Educational Attainment**

<b>Educational Attainment</b>	<b>Frequency</b>	<b>Percentage</b>
College Level	92	37.10
Vocational	77	31.05
High School	58	23.38
Elementary	21	8.47
<b>Total</b>	<b>248</b>	<b>100</b>

The frequency and percentage distribution of the student-respondents' mothers' educational attainment are presented in Table 6-e.

The data reveal that 92 mothers or 37.10% attained the college level, 77 or 31.05% completed vocational or short-term courses, 58 or 23.38% graduated from high school, and 21 or 8.47% finished elementary education. These figures indicate that the majority of the respondents' mothers achieved post-secondary education, which reflects a relatively high level of educational attainment.

This trend corroborates the findings of Dearing and Tang (2010), who emphasized that maternal education significantly influences children's early language and literacy development, particularly through the quality of home learning environments.

Scholars such as Melhuish et al. (2015) contend that although maternal education constitutes a significant factor in literacy development, its influence is not direct but rather mediated by contextual variables including household income, the quality of the home environment, and the degree of parental involvement. Consequently, while the data

indicate a relatively high level of maternal educational attainment, its actual impact on students' reading performance is contingent upon the extent to which such educational capital is effectively translated into sustained and meaningful home literacy practices.

### 3. What is the perception of the respondents on the importance of Project DEAR?

#### a. Teacher-Respondents

**Table 9**  
**Mean Distribution and Qualitative Description of Teachers' Perception on the Importance Project D.E.A.R.**

	<b>Mean</b>	<b>Description</b>
1. The Project DEAR is very useful	3.53	Strongly Agree
2. The Project DEAR will improve numeracy and literacy skills	3.48	Strongly Agree
3. The project DEAR improves reading skills	3.40	Strongly Agree
4. The project DEAR helps improve academic performance	3.28	Strongly Agree
5. The project DEAR motivates learners to read their lessons	3.18	Agree
6. The project DEAR leads to the understanding of the lessons	3.30	Strongly Agree
7. The project DEAR improves the teaching and learning process.	3.45	Strongly Agree
8. The Project DEAR is an additional task for teachers and students	2.88	Agree
9. The project DEAR is ineffective in improving students' academic performance	1.68	Strongly Disagree
10. The project DEAR is boring to students	1.43	Strongly Disagree
11. The project DEAR is an additional work for teachers and students	3.03	Agree
12. The project DEAR is an additional expense for teachers.	2.35	Disagree
13. The project DEAR is a waste of time and money	1.88	Disagree
14. The materials in the activities are hard to understand	2.08	Disagree
15. The words used in the reading materials are hard to comprehend	2.30	Disagree

16. The students cannot understand the contents of the reading materials	2.33	Disagree
17. Majority of my students are always absent during catch up Fridays	2.23	Disagree
<b>Overall Mean</b>	<b>2.69</b>	<b>Agree</b>

Table 9 presents the mean scores and their corresponding interpretations of teachers' perceptions regarding Project DEAR.

The results reveal that most items obtained mean scores ranging from 3.25 to 4.00, which fall under the category of *Strongly Agree*. This outcome indicates substantial endorsement of statements affirming that Project DEAR is beneficial, contributes to enhanced academic performance, and serves as a mechanism for bridging educational gaps. Items with mean scores between 2.50 and 3.24 were interpreted as *Agree*, reflecting generally positive perceptions that DEAR fosters literacy and reading skills, although some teachers regarded it as an additional responsibility. On the other hand,, items rated between 1.75 and 2.49, interpreted as *Disagree*, suggest opposition to the notion that DEAR is monotonous, wasteful, or burdensome. Notably, two items received scores below 1.74 or *Strongly Disagree*, signifying some doubt about its effectiveness in improving lesson comprehension or teaching quality.

With an overall mean score of 2.69, the findings suggest that teachers generally *Agree* that Project DEAR is beneficial. These varied responses highlight the importance of effective program implementation. While educators broadly recognize DEAR as a valuable literacy initiative, concerns persist regarding its instructional efficacy in the absence of structured follow-up. This implies that although DEAR fosters positive reading habits, its integration with guided instruction and systematic feedback may be necessary to strengthen comprehension and enhance academic performance.

This perspective aligns with recent study by Kuhn and Ivey (2017), who argue that sustained silent reading programs achieve optimal effectiveness when accompanied by teacher modeling and structured discussion. In parallel, Boltz emphasizes the critical role of teacher support and curricular integration in cultivating student engagement. Taken together, these findings indicate that although educators generally recognize the potential of DEAR initiatives, their success is contingent upon deliberate and thoughtful implementation.

#### b. Learner-Respondents

**Table 10**  
**Mean Distribution and Qualitative Description of Learners' Perception on Project D.E.A.R.**

	Mean	Description
1. The project DEAR is very useful to my academic performance	3.69	Strongly Agree

2. The Project DEAR bridges my Educational GAP	3.65	Strongly Agree
3. The Project DEAR improvea my numeracy and literacy skills	3.67	Strongly Agree
4. The project DEAR improves my reading skills	3.65	Strongly Agree
5. The project DEAR motivates me to read my lessons	3.58	Strongly Agree
6. The project DEAR helps me understanding my lessons	3.60	Strongly Agree
7. The project DEAR improves the teaching and learning process.	3.60	Strongly Agree
8. The project DEAR is a waste of time for us students.	2.60	Agree
9. The project DEAR is ineffective in improving my academic performance	2.69	Agree
10. The project DEAR is boring to us students	1.95	Disagree
11. The project DEAR is an additional work for us student.	2.79	Agree
12. The project DEAR is an additional expense for us student.	2.73	Agree
13. The Project Dear motivates me to come to school every day.	3.35	Strongly Agree
14. The Project DEAR allows me to choose what we want to read.	3.49	Strongly Agree
<b>Over all Mean</b>	<b>3.22</b>	<b>Agree</b>

Table 7-b presents the mean scores and their corresponding interpretations of the student-respondents' perceptions of Project DEAR.

Items emphasizing the program's usefulness, its contribution to academic performance, its role in addressing literacy gaps, and its capacity to motivate students to read obtained mean scores ranging from 3.25 to 4.00, which fall under the interpretation *Strongly Agree*. On the contrary, statements suggesting that Project DEAR is merely an additional task, ineffective, or financially burdensome received mean scores between 2.50 and 3.24, interpreted as *Agree*. One item registered a mean score of 1.95, corresponding to *Disagree*. The overall mean score of 3.22, interpreted as *Agree*, indicates that students generally perceive Project DEAR as moderately beneficial and relevant to their learning experiences.

The findings reveal a different perceptions: while students appreciate the allocation of dedicated reading time, some express reservations regarding its direct relevance to

classroom instruction. This divergence suggests that the absence of explicit academic integration may contribute to the comparatively lower evaluation of the program's influence on the broader teaching–learning process.

These findings align with the work of Ivey et al. (2018), who demonstrated that student engagement is strengthened when reading programs emphasize autonomy and purpose. In a similar vein, Boltz (2017) underscored that while silent reading can cultivate motivation, its academic value is contingent upon deliberate integration with instructional practices. Accordingly, although the Drop Everything and Read initiative is generally well-received by students, its overall effectiveness is maximized only when it is strategically embedded within the broader framework of classroom learning.

#### 4. What is the attitude of the respondents towards Project DEAR?

##### a. Teacher- Respondents

**Table 11**  
**Mean Distribution and Qualitative Description of Teachers' Attitude Toward Project D.E.A.R.**

	<b>Mean</b>	<b>Description</b>
1. I enjoyed teaching every Catch-up Friday	3.05	Sometimes
2. I find the DEAR activities useful for my students	3.38	Always
3. I find rewarding when my students enjoyed the DEAR activity	3.55	Always
4. I prepare the activities with ease.	3.00	Sometimes
5. Project DEAR helps the students to understand all learning areas	3.28	Always
6. I enjoy the DEAR activities with my students	3.23	Sometimes
7. I am so engrossed with the DEAR activities	2.95	Sometimes
8. I can easily think of encouraging DEAR activities	3.13	Sometimes
9. I can easily choose materials for my students	3.50	Always
10. I give my students interesting and engaging activities	3.28	Always
11. I encourage my students to read at home	3.40	Always
12. I let my students read in silence and give them questions to answer	3.33	Always
13. I encourage my students to read in the classroom with their friends	3.48	Always

14. I prepare reading materials based on their interest	3.48	Always
15. I found the activities of DEAR boring.	2.13	Seldom
16. I do not like to prepare materials its time consuming	2.50	Sometimes
17. My challenged students are ashamed to participate in the activity	2.35	Seldom
18. I do not like to participate in the DEAR activities	2.25	Seldom
19. I enjoy working with the project DEAR.	3.35	Always
20. I would rather supervise in another project of the department rather than the Project DEAR.	2.25	Seldom
<b>Overall Mean</b>	<b>3.04</b>	<b>Sometimes</b>

Table 11 presents the mean scores and corresponding interpretations of teacher-respondents' attitudes toward Project DEAR.

Ten items obtained mean ratings ranging from 3.25 to 4.00, which fall under the category *Always*. This outcome reflects consistently positive attitudes, particularly in areas such as deriving fulfillment when students enjoy DEAR, encouraging reading beyond the classroom, and facilitating engaging activities. Several items, including the ease of preparing activities, enjoyment of DEAR sessions, and perceptions of the program's usefulness, were rated *Sometimes* with mean scores between 2.50 and 3.24, indicating moderate levels of engagement. In contrast, a few statements—such as preparing materials aligned with students' interests or expressing disfavor toward DEAR due to time constraints were rated *Seldom* with mean scores between 1.75 and 2.49, suggesting occasional reluctance or implementation challenges. The overall mean score of 3.04, interpreted as *Sometimes*, implies that while teachers generally support Project DEAR, their enthusiasm and ease of implementation vary across different aspects of the program.

These findings suggest that, although the Drop Everything and Read initiative is generally perceived favorably, educators encounter practical constraints that hinder its full implementation. Limited preparation time for instructional materials and the absence of explicit alignment with established curriculum objectives may restrict its consistent and purposeful integration into classroom practice.

This finding aligns with the work of Guthrie et al. (2016), who underscore that teacher enthusiasm and the modeling of reading behaviors exert a significant influence on students' motivation to read. In contrast, Wanzek et al. contend that the effectiveness of initiatives such as Drop Everything and Read (DEAR) hinges not only on teacher involvement but also on sustained institutional support, including the provision of adequate resources and professional development. Accordingly, the moderate levels of

engagement observed in the present study highlight the critical need for systemic reinforcement to maximize the impact of DEAR programs.

**b. Learner- Respondents**

**Table 12**  
**Mean Distribution and Qualitative Description of Learners' Attitude Toward Project D.E.A.R.**

	Mean	Description
1. I enjoyed doing activities every Catch-up Friday	3.48	Always
2. I want to read my favorite book.	3.49	Always
3. I want to read alone.	3.02	Sometimes
4. I learn more in a silent place.	3.54	Always
5. I prefer to read with my friends.	3.44	Always
6. I enjoy the DEAR activities.	3.60	Always
7. I am motivated to read.	3.52	Always
8. I can easily understand picture books.	3.63	Always
9. I' m interested with relationship/friendship books	3.46	Always
10. I want to read at home.	3.34	Always
11. I prefer reading in a library.	3.37	Always
12. I enjoy reading in the classroom with my friends.	3.38	Always
13. I hardly understand the reading materials.	2.15	Seldom
14. I found the activities of Project DEAR boring.	1.99	Seldom
15. I am ashamed to my classmate if they will find out that I'm a poor reader	1.94	Seldom
16. I do not like participating in the DEAR activities	1.87	Seldom
17. I do not like reading. It does not help me at all	1.70	Never
18. The materials in the activities are hard to understand	2.49	Seldom
19. The words used in the reading materials are hard to comprehend	2.52	Sometimes
20. I always want to go to school because of Project DEAR	3.49	Always
<b>Overall Mean</b>	2.97	<b>Sometimes</b>

Table 12 presents the mean scores and corresponding interpretations of student-respondents' attitudes toward Project DEAR.

The findings indicate that a majority of items were rated as *Always with* mean ranging from 3.25–4.00, reflecting strong agreement. These items pertain to comprehension of picture books, enjoyment of reading preferred texts, participation in reading activities at home, and utilization of the library. Several items received ratings interpreted as *Sometimes* (mean range: 2.50–3.24), such as the preference for independent reading. Certain responses also reveal mixed perceptions or challenges, particularly with respect to difficulties in understanding selected materials. Meanwhile, items rated as *Seldom* (mean range: 1.75–2.49) suggest less favorable attitudes toward reading. The overall mean score of 2.97, interpreted as *Sometimes*, indicates that learners generally exhibit a moderately positive attitude toward Project DEAR. This outcome implies that while the program fosters engagement, additional support and encouragement remain necessary to further strengthen students' reading dispositions.

These varied attitudes indicate that while Project DEAR effectively cultivates reading enjoyment among many learners, it may not adequately support students with lower literacy proficiency. In the absence of explicit instruction or individualized scaffolding, some learners risk disengagement, thereby diminishing sustained participation. This interpretation aligns with the findings of Guthrie et al. (2016), who demonstrated that students' motivation to read is enhanced when they are afforded opportunities to exercise choice and engage with meaningful texts. Similarly, Conradi et al. (2017) confirmed that positive reading dispositions are fostered when instructional activities are tailored to learners' interests and needs. Moreover, the necessity of instructional scaffolding reflects the conclusions of Wanzek et al. (2010) who emphasize the pivotal role of guided reading strategies, particularly for students experiencing difficulties. Consequently, although Project DEAR demonstrates considerable promise, its effectiveness is contingent upon deliberate, context-sensitive implementation.

## 5. What is the level of commitment of the respondents towards Project DEAR?

### a. Teacher- Respondents

**Table 13**  
**Mean Distribution and Qualitative Description of Teachers' Level of Commitment on Project D.E.A.R.**

	Mean	Interpretation
1. I am willing to work beyond school hours.	2.80	Committed
2. I am happy with the DEAR project.	3.35	Highly Committed
3. I am proud to tell others that I am participate in the DEAR program.	3.13	Committed
4. I am inspired to do my best for this project	3.00	Committed

5. I would leave this project if only it could get a positive result.	2.95	Committed
6. I am satisfied with this job.	3.00	Committed
7. I always remind the student to do better in their studies.	3.55	Highly Committed
8. I motivate my students to improve their reading skills.	3.50	Highly Committed
9. I tell my colleagues about the good intention of the Project DEAR	3.50	Highly Committed
10. I cite good students' performance to the rest of the students.	3.55	Highly Committed
11. I elicit the help and opinions of educational leaders.	3.10	Committed
12. I take up problems of the school with barangay leaders, parents, and school administrators.	3.63	Highly Committed
13. I meet parent concerning their my school performance.	3.30	Highly Committed
14. I solicit used books to improve my learners' reading level.	3.18	Committed
15. I used my spare time to make reading materials for my students.	2.78	Committed
16. I extend my time on preparing reading materials after work.	3.05	Committed
17. I'm willing to extend my time reading on weekends	2.83	Committed
18. I usually teach my students in one to one basis.	3.03	Committed
19. I provide reading materials to my students at my own expense.	3.03	Committed
20. I suit reading materials according to the needs of my learners.	3.63	Highly Committed
<b>Overall Mean</b>	<b>3.19</b>	<b>Committed</b>

Table 13 presents the mean scores and corresponding interpretations of teacher-respondents' commitment to Project DEAR.

The overall mean score of 3.19, interpreted as *Committed*, indicates that teachers demonstrate a strong dedication to the program's implementation. This commitment is evident across multiple dimensions of their professional responsibilities, suggesting that the majority of respondents are actively engaged in advancing the objectives of the initiative. The findings further imply that teachers are deeply invested in ensuring the success of Project DEAR, recognizing its role in preparing learners for higher education

and fostering habits of lifelong learning. However, commitment alone does not guarantee sustained success. The strength of this dedication is contingent upon institutional support, the provision of adequate resources, and the maintenance of manageable workloads. In the absence of these enabling conditions, even highly motivated teachers may experience burnout, particularly given the continuous preparation and monitoring required in reading programs.

This interpretation is substantiated by Valencia and Villarreal (2003), who emphasized the pivotal role of teacher commitment in sustaining literacy initiatives. In parallel, Guthrie and Wigfield (2017) underscored that teacher enthusiasm exerts a significant influence on students' reading motivation and achievement. Conversely, Bayat and Tarmizi (2017) cautioned that, in the absence of administrative support and ongoing professional development, teacher commitment may diminish over time. Taken together, these perspectives suggest that while the findings indicate strong teacher dedication to Project DEAR, its long-term viability is contingent upon consistent institutional reinforcement.

### b. Learner- Respondents

**Table 14**  
**Mean Distribution and Qualitative Description of Learners' Level of Commitment on Project D.E.A.R.**

	Mean	Interpretation
1. I am willing to read beyond school hours.	3.26	Highly Committed
2. I am proud to tell others that I am participating in the DEAR program.	3.54	Highly Committed
3. I am inspired to do my best for my improvement	3.51	Highly Committed
4. I would stay in this project if only it could get a positive result.	3.23	Committed
5. I am satisfied with my teachers' DEAR activities.	3.60	Highly Committed
6. I always remind the student to do better in their studies.	3.45	Highly Committed
7. I motivate myself for the improvement of my reading skills.	3.52	Highly Committed
8. I work overtime on reading matters.	3.29	Committed
9. I tell my classmates about the good intentions of the Project DEAR.	3.53	Highly Committed
10. I solicit the help of my classmates whenever I encounter problems regarding the DEAR activities.	2.98	Committed

11. I take up problems of the school with barangay leaders, parents, and school administrators.	3.06	Committed
12. I tell good students' performance to other students.	3.50	Highly Committed
13. I borrow used books to improve my reading skills.	3.46	Highly Committed
14. I used my free time in reading books.	3.48	Highly Committed
15. I inform my parent concerning my school performance.	3.42	Highly Committed
16. I'm willing to extend my time reading on weekends.	2.86	Committed
17. I usually prefer to read with my teacher on a one-to-one basis.	3.28	Highly Committed
18. I read materials provided by my teachers that suit my personal need.	3.43	Highly Committed
19. I borrow books from my elementary siblings to practice my reading skills.	3.26	Highly Committed
<b>Overall Mean</b>	<b>3.35</b>	<b>Highly Committed</b>

Table 14 presents the mean scores and corresponding interpretation of the student-respondents' commitment to the implementation of Project DEAR.

The findings reveal that learners exhibited a consistently high level of commitment across most indicators, as evidenced by the mean scores. The overall mean score of 3.35, categorized as "*Highly Committed*," indicates that students are actively engaged and demonstrate strong willingness to participate in the Catch-Up Friday activities (Department of Education, 2024). This interpretation is consistent with the findings of Mina (2025), who reported that students who actively engaged in Catch-Up Fridays experienced notable improvements in their reading proficiency. Chi (2024) underscores that the lack of adequately trained educators and sufficient instructional support poses a significant barrier to program effectiveness, even in the presence of strong student enthusiasm. This observation affirms that while commitment provides an essential foundation, it must be complemented by pedagogical rigor and institutional support to fully optimize the outcomes of Project DEAR.

**6. Is there a significant difference in the perception of the respondents towards project D.E.A.R. when grouped according to profile?**

**a. Teachers**

**Table 15**  
**Results of the Test of Significant Difference in the Perception of Teachers Towards Project DEAR when Grouped According to Profile**

Teachers' Perceptions Towards Project DEAR and the following profile	P-Values	Analysis	Decision	Remarks
Age	0.789	$P > 0.05$	Accept $H_0$	Not significant
Educational attainment	0.543	$P > 0.05$	Accept $H_0$	Not significant
Length of service	0.870	$P > 0.05$	Accept $H_0$	Not significant

Table 15 presents the results of the test of significant difference in teachers' perceptions of Project DEAR when grouped according to their age, educational attainment, and length of service—using one-way ANOVA at the 0.05 level of significance. The analysis reveals that all computed p-values exceed the 0.05 threshold, thereby supporting the acceptance of the null hypothesis. This outcome indicates that no significant differences exist in teachers' perceptions of Project DEAR across the specified demographic categories. In essence, teachers, regardless of age, educational background, or length of service, demonstrate comparable views toward the program. These findings suggest that the respondents' perceptions of Project DEAR remain consistent and unaffected by their demographic characteristics. The findings of this study is consistent with the findings of Schwab et al. (2023), who determined that teacher demographics—such as age and educational attainment have minimal influence on the frequency and implementation of reading-aloud practices in classrooms. Rather than demographic variables, their study underscores the primacy of institutional support and programmatic structure in shaping the effectiveness of such initiatives.

**b. Learners**

**Table 16**  
**Results of the Test of Significant Difference in the Perceptions of Learners Towards Project DEAR When Grouped According to their Profile**

Learners' Perceptions Towards Project DEAR and the following profile	P-Values	Analysis	Decision	Remarks
Age	0.177	$P > 0.05$	Accept $H_0$	Not significant

Sex	0.078	P > 0.05	Accept H <sub>0</sub>	Not significant
Monthly Family Income	0.214	P > 0.05	Accept H <sub>0</sub>	Not significant
Father's Educational attainment	0.379	P > 0.05	Accept H <sub>0</sub>	Not significant
Mother's Educational attainment	0.910	P > 0.05	Accept H <sub>0</sub>	Not significant

Table 16 presents the results of the test of significant difference in learners' perceptions of Project DEAR when grouped according to age, sex, monthly family income, father's educational attainment, and mother's educational attainment, using a one-way ANOVA at the 0.05 level of significance.

The analysis revealed that the p-values for all profile variables exceeded the threshold of 0.05. Hence, the null hypothesis is accepted, indicating no significant differences in the perceptions of Grade 6 learners across the specified demographic categories. This finding suggests that learners, regardless of age, sex, socioeconomic status, or parental educational attainment, share a consistent view of the program's impact on their studies. Such uniformity in perception underscores the principle that the design and instructional context of literacy initiatives, rather than demographic background, most strongly influence engagement.

This confirms the findings of Guthrie and Klauda's (2014), that instructional context is the primary driver of reading motivation and engagement. Similarly, the OECD's (2016) PISA 2015. report affirms that well-structured literacy programs can foster equitable participation across socioeconomic and gender groups.

**7. Is there a significant difference in the attitude of the respondents towards Project D.E.A.R. when grouped according to profile?**

**a. Teachers**

**Table 17  
Results of the Test of Significant Difference in the Attitudes of Teachers Towards Project DEAR When Grouped According to their Profile**

Teachers' Attitudes Towards Project DEAR and the following profile	P-Values	Analysis	Decision	Remarks
Age	0.951	P > 0.05	Accept H <sub>0</sub>	Not significant
Educational attainment	0.458	P > 0.05	Accept H <sub>0</sub>	Not significant
Length of service	0.809	P > 0.05	Accept H <sub>0</sub>	Not significant

Table 17 presents the results of the test of significant difference in the attitudes of teacher-respondents toward Project DEAR when grouped according to their profiles.

The data reveal that the p-values for age (0.951), educational attainment (0.458), and length of service (0.809) all exceed the 0.05 level of significance. Consequently, the null hypotheses are accepted at this threshold. These findings indicate that there are no statistically significant differences in teachers' attitudes toward Project DEAR based on age, educational attainment, or years of service. This outcome suggests that regardless of whether teachers are younger or older, possess higher or lower educational qualifications, or have more or fewer years of teaching experience, their perceptions of Project DEAR—particularly regarding its usefulness and their level of engagement—remain consistent.

The present result aligns with the findings of Schwab et al. (2023), who reported that teacher demographics exert minimal influence on attitudes toward or the frequency of implementing reading-aloud practices. Rather, systemic factors such as school policy, instructional design, and the availability of resources play a more decisive role in shaping teachers' engagement with literacy initiatives. Similarly, Johnston and Wildy (2018), observed that teacher commitment to reading programs was more strongly associated with perceived student benefit and institutional support than with personal attributes. Nonetheless, certain studies suggest that teacher experience and educational background may affect confidence in adopting new instructional approaches. For instance, Jenkins and Ewing (2019) noted that younger teachers often demonstrated greater flexibility in embracing innovative pedagogies, though this did not consistently correspond with more favorable attitudes. Taken together, the current findings affirm that, when adequate support and a unified school-wide approach are in place, demographic differences in teacher perspectives can be substantially minimized.

## b. Learners

**Table 18**  
**Results of the Test of Significant Difference in the Attitudes of Learners Towards Project DEAR When Grouped According to their Profile**

Learners' Attitudes Towards Project DEAR and the following profile	P-Values	Analysis	Decision	Remarks
Age	0.396	$P > 0.05$	Accept $H_0$	Not significant
Sex	0.506	$P > 0.05$	Accept $H_0$	Not significant
Monthly Family Income	0.441	$P > 0.05$	Accept $H_0$	Not significant
Father's Educational attainment	0.862	$P > 0.05$	Accept $H_0$	Not significant

Mother's Educational attainment	0.446	$P > 0.05$	Accept $H_0$	Not significant
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Table 18 shows the results of the test for significant differences in the attitudes of learner-respondents toward Project DEAR when grouped according to their demographic profiles.

The computed p-values for age (0.396), sex (0.506), monthly family income (0.441), father's educational attainment (0.862), and mother's educational attainment (0.446) all exceed the 0.05 level of significance. Consequently, the null hypotheses for these variables are accepted. These findings indicate that there are no statistically significant differences in learners' attitudes toward Project DEAR across the identified demographic categories. This suggests that learners, irrespective of age, sex, socioeconomic status, or parental educational attainment, exhibit comparable attitudes toward the program. Furthermore, the results imply that these demographic factors do not exert a meaningful influence on how learners perceive or engage with Project DEAR.

The absence of significant differences in attitude across demographic groups suggests that Project DEAR functions as a broadly accepted reading intervention. This outcome reflects the program's potential success in fostering equitable reading opportunities within the classroom, thereby mitigating the disparities commonly observed in literacy engagement. Such findings are consistent with the work of Valencia and Abad (2020), who reported that student-centered reading programs are most effective when they ensure equitable access and cultivate intrinsic motivation. Likewise, Basaraba and Yovanoff (2016) found that structured, inclusive reading environments reduce attitudinal variance across demographic categories. Nevertheless, Chi (2024) cautions that while perceptions may appear uniform, actual outcomes may still be shaped by external influences such as home literacy resources, underscoring the importance of sustained support beyond classroom-based initiatives.

**8. Is there a significant difference in the level of commitment of the respondents towards Project D.E.A.R. when grouped according to profile?**  
**a. Teachers**

**Table 19**  
**Results of the Test of Significant Difference in the level of commitment of Teachers Towards Project DEAR When Grouped According to their Profile**

Teachers' Attitudes Towards Project DEAR and the following profile	P-Values	Analysis	Decision	Remarks
Age	0.480	$P > 0.05$	Accept $H_0$	Not significant
Educational attainment	0.195	$P > 0.05$	Accept $H_0$	Not significant
Length of service	0.109	$P > 0.05$	Accept $H_0$	Not significant

Table 19 presents the results of the test for significant differences in teacher-respondents' level of commitment to Project DEAR when grouped according to demographic variables such as age, educational attainment, and length of service.

The p-values obtained for age (0.480), educational attainment (0.195), and length of service (0.109) all exceed the 0.05 threshold of significance. Accordingly, the null hypotheses for these variables are accepted, indicating that no statistically significant differences exist in teachers' commitment levels across these demographic categories.

This finding suggests that teachers demonstrate a comparable degree of commitment to Project DEAR regardless of their age, level of educational attainment, or length of service. Such uniformity reflects a shared sense of responsibility and dedication to fostering students' reading skills through the program, independent of personal or professional backgrounds. The consistency of commitment likely stems from a strong institutional ethos and a collaborative school climate. When literacy initiatives such as DEAR are embedded within the culture of the institution—reinforced by collective goals and organizational support—individual differences exert minimal influence on teacher engagement.

These findings are corroborated by scholars on teacher collective efficacy. Goddard et al. (2020) demonstrated that a shared belief in a school's mission fosters consistent teacher commitment across diverse demographic groups. In a similar vein, Skaalvik and Skaalvik (2019) highlighted that sustained engagement in reform initiatives is more strongly influenced by professional collaboration and program transparency than by individual characteristics. While Avalos (2011) acknowledged that personal training can shape the uptake of new initiatives, more recent studies, such as those by Goddard et al. (2020), suggest that structured, school-wide programs have the capacity to mitigate such differences.

## b. Learners

**Table 20**  
**Results of the Test of Significant Difference in the Level of Commitment of Learners Towards Project DEAR When Grouped According to their Profile**

Learners' Attitudes Towards Project DEAR and the following profile	P-Values	Analysis	Decision	Remarks
Age	0.511	$P > 0.05$	Accept $H_0$	Not significant
Sex	<b>0.017</b>	<b><math>P &lt; 0.05</math></b>	<b>Reject <math>H_0</math></b>	<b>Significant</b>
Monthly Family Income	0.490	$P > 0.05$	Accept $H_0$	Not significant
Father's Educational attainment	0.780	$P > 0.05$	Accept $H_0$	Not significant

Mother's Educational attainment	0.685	$P > 0.05$	Accept $H_0$	Not significant
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Table 20 bears the results of the test for significant differences in the level of commitment of learner-respondents towards Project DEAR when grouped according to their demographic profiles—age, sex, monthly family income, father's educational attainment, and mother's educational attainment.

The results indicate that the p-values for age (0.511), monthly family income (0.490), father's educational attainment (0.780), and mother's educational attainment (0.685) are all greater than the 0.05 level of significance. Consequently, the null hypotheses for these variables are accepted at the 0.05 level of significance, suggesting that there are no significant differences in learners' commitment to Project DEAR when grouped according to these demographic factors.

However, a significant difference is observed when learners were grouped according to sex, leading to the rejection of the null hypothesis at the 0.05 level of significance. This finding implies that male and female students differ in their level of commitment towards Project DEAR. Overall, the results suggest that student commitment to Project DEAR is largely consistent across age, socioeconomic background, and parental education levels, underscoring the program's broad appeal and equitable implementation. The gender-based difference, however, indicates that female students may exhibit higher levels of commitment than male students.

This outcome aligns with existing research, which highlights that girls often demonstrate greater intrinsic motivation and engagement in reading activities, whereas boys may require targeted interventions to foster comparable levels of commitment.

Numerous studies have consistently demonstrated that female students exhibit higher levels of reading interest, intrinsic motivation, and reading frequency compared to their male counterparts. Logan and Johnston (2009) reported that girls not only achieve superior performance in reading tasks but also display greater enjoyment and engagement in reading activities. Similarly, the OECD (2019) confirmed this trend across multiple countries, noting that girls consistently outperform boys in both reading literacy and motivation. Collectively, these findings underscore the influence of gender on reading-related behaviors and highlight the importance of incorporating gender-responsive interventions in initiatives such as Project DEAR.

**9. Is there a significant relationship between the perception, attitude, and level of commitment of the respondents towards Project D.E.A.R.?**

**a. Teachers**

**Table 21**  
**Results of the Test of Significant Relationship Between the Perception, Attitude, and Commitment of Teachers towards Project DEAR**

Variables	r - values	P-Values	Analysis	Decision	Remarks
Perception and attitude of teachers	<b>0.415</b>	<b>0.008</b>	P < 0.05	Reject H <sub>0</sub>	Significant
Perception and commitment of teachers	<b>-0.122</b>	<b>0.455</b>	P > 0.05	Accept H <sub>0</sub>	Not significant
Attitude and commitment of teachers	<b>0.117</b>	<b>0.473</b>	P > 0.05	Accept H <sub>0</sub>	Not significant

Table 21 presents the results of the test for significant relationships among teachers' perception, attitude, and level of commitment toward Project DEAR, utilizing the Pearson r-test at the 0.05 level of significance.

The findings reveal that the p-value (0.008) for the relationship between perception and attitude is less than the 0.05 threshold, leading to the rejection of the null hypothesis. This outcome indicates a statistically significant relationship between teachers' perception and attitude toward Project DEAR. Moreover, the positive r-value (0.415) denotes a moderate positive correlation, suggesting that teachers who hold more favorable perceptions of Project DEAR are also more likely to demonstrate positive attitudes toward the program. This supports the premise that when teachers perceive Project DEAR as beneficial for student literacy, they are inclined to cultivate and sustain favorable attitudes toward its implementation. Conversely, no significant relationships were observed between perception and commitment ( $r = -0.122$ ,  $p = 0.455$ ) or between attitude and commitment ( $r = 0.117$ ,  $p = 0.473$ ), as both p-values exceed the 0.05 threshold. These results imply that positive beliefs and attitudes do not necessarily translate into heightened levels of commitment.

This gap suggests that structural and emotional factors may constrain actual commitment despite favorable perceptions. Teachers may acknowledge the value of the program and express positive attitudes, yet still encounter challenges in fully engaging due to workload demands, limited time, or insufficient institutional support. These findings resonate with recent scholarship: Pajares (2016) emphasized that beliefs shape attitudes, whereas Fullan (2006) contended that genuine commitment is largely contingent upon institutional backing and the presence of clear frameworks. Consequently, enhancing the impact of Project DEAR necessitates addressing systemic support mechanisms rather than focusing solely on shifting perceptions.

**b. Learners**

**Table 22**  
**Results of the Test of Significant Relationship Between the Perception, Attitude, and Commitment of Learners towards Project DEAR**

Variables	r - values	P-Values	Analysis	Decision	Remarks
Perception and attitude of learners	0.588	0.001	$P < 0.05$	Reject $H_0$	Significant
Perception and commitment of learners	0.560	0.001	$P < 0.05$	Reject $H_0$	Significant
Attitude and commitment of learners	0.480	0.001	$P < 0.05$	Reject $H_0$	Significant

Table 22 presents the results of the test for significant relationships among the perception, attitude, and level of commitment of learners toward Project DEAR, utilizing the Pearson r test at the 0.05 level of significance.

The findings reveal that all computed p-values—perception and attitude (0.001), perception and commitment (0.001), and attitude and commitment (0.001)—are less than the 0.05 threshold. Consequently, the null hypotheses were rejected, indicating that all three relationships are statistically significant. These results imply that learners who hold favorable perceptions of Project DEAR are more likely to demonstrate positive attitudes toward the program. Similarly, those with positive perceptions tend to exhibit stronger commitment to its activities, while learners with more positive attitudes are also more inclined to show higher levels of commitment. Collectively, these findings underscore the interconnectedness of learners’ perceptions, attitudes, and commitment, highlighting the reinforcing nature of these dimensions in sustaining engagement with Project DEAR.

The findings presented which demonstrate significant relationships among learners’ perceptions, attitudes, and commitment toward Project DEAR, align with established research on reading motivation and engagement. The observed positive correlations indicate that students who perceive the program favorably are more likely to cultivate constructive attitudes and exhibit stronger commitment to its activities. These results are reinforced by Guthrie and Wigfield’s (2000) Engagement Model, which posits that meaningful reading experiences foster intrinsic motivation and sustained participation. Similarly, Gambrell (2011) underscores that when learners recognize value, voice, and relevance in reading initiatives, their commitment intensifies—thereby affirming the interconnected relationships identified in the present study.

**c. Teachers and Learners**

**Table 23**  
**Results of the Test of Significant Relationship Between the Perception, Attitude, and Commitment of Teachers and Learners towards Project DEAR**

Variables	r values	P-Values	Analysis	Decision	Remarks
Perception of teachers and perception of students	-0.039	0.810	P > 0.05	Accept H <sub>0</sub>	Not significant
Perception of teachers and attitudes of students	-0.250	0.120	P > 0.05	Accept H <sub>0</sub>	Not significant
Perception of teachers and commitment of students	-0.100	0.539	P > 0.05	Accept H <sub>0</sub>	Not significant
Attitudes of teachers and attitudes of students	0.026	0.875	P > 0.05	Accept H <sub>0</sub>	Not significant
Attitude of teachers and perception of students	0.117	0.473	P > 0.05	Accept H <sub>0</sub>	Not significant
Attitude of teachers and commitment of students	0.155	0.340	P > 0.05	Accept H <sub>0</sub>	Not significant
Commitment of teachers and commitment of students	0.182	0.262	P > 0.05	Accept H <sub>0</sub>	Not significant
Commitment of teachers and perception of students	0.396	0.011	P < 0.05	Reject H <sub>0</sub>	Significant
Commitment of teachers and attitude of students	0.206	0.201	P > 0.05	Accept H <sub>0</sub>	Not significant

Table 23 exhibits the results of the test for significant relationships between the perceptions, attitudes, and levels of commitment of teachers and learners toward Project DEAR, analyzed using Pearson’s r at the 0.05 level of significance.

The findings indicate that most of the variables examined yielded p-values greater than 0.05, signifying no significant relationship between the corresponding teacher and learner variables. Specifically, there is no significant relationship between teachers’ perceptions and students’ perceptions, attitudes, or levels of commitment; between teachers’ attitudes and students’ perceptions, attitudes, or levels of commitment; and between teachers’ commitment and students’ attitudes or levels of commitment. These results suggest that the manner in which teachers perceive, engage with, or commit to Project DEAR does not directly influence how students perceive, engage with, or commit to the program, and vice versa.

However, the p-value for the relationship between teachers’ commitment and students’ perception (0.011) is less than the 0.05 threshold, leading to the rejection of the null hypothesis. This indicates a significant relationship between teachers’ commitment and students’ perception of Project DEAR. Furthermore, the r-value (0.396) denotes a moderately strong positive correlation between the two variables. This implies that the greater the teachers’ commitment to Project DEAR, the more positively students perceive the program. This finding underscores the potential influence of teacher engagement on

learners' perceptions of the initiative, even if such engagement does not necessarily affect their attitudes or levels of commitment.

These findings align with the work of Guthrie et al. (2013), who emphasized that teacher modeling and instructional support play a pivotal role in shaping students' perceptions of reading tasks. However, they cautioned that such modeling alone may be insufficient to cultivate deeper commitment without the presence of additional motivational factors. In a similar vein, Logan et al., (2011) argued that while teacher enthusiasm can enhance the perceived value of reading activities, sustained student commitment often hinges on elements such as personal interest, peer influence, and autonomy. Collectively, the data suggest that teacher commitment exerts a positive influence on how students perceive Project DEAR, yet by itself may not be adequate to transform engagement behaviors or attitudes. This underscores the necessity of multifaceted approaches to reading motivation that integrate teacher influence with student-centered dimensions, including choice, relevance, and peer interaction.

## Conclusions

Based on the findings, the following conclusions were deduced.

1. The teacher-respondents demonstrate professional capability in implementing Project DEAR effectively. A majority are in the middle adulthood stage, possess at least a bachelor's degree, and have accumulated moderate teaching experience. These attributes collectively reflect professional maturity, stability, and sufficient expertise, thereby equipping them to carry out literacy interventions with competence and reliability.
2. The learner-respondents demographic and socio-economic characteristics suggest a supportive context that may enhance learners' engagement in literacy programs.
3. Both teachers and learners consistently perceive the DEAR program as beneficial, recognizing its capacity to enhance academic performance, strengthen literacy skills, bridge learning gaps, and foster motivation to read. Their shared positive attitudes further underscore the program's value, with teachers regarding it as rewarding and effective in cultivating reading habits, while learners demonstrate enthusiasm through independent reading, library use, and active participation in reading-related activities both at home and in school. Moreover, the strong commitment exhibited by both groups highlights the sustainability of the program. Teachers remain dedicated to its implementation, and learners show a high level of willingness to engage in Catch-Up Friday and other reading activities, thereby reinforcing the program's long-term viability. Collectively, these results suggest that Project DEAR is not only perceived as effective but is also supported by favorable attitudes and strong commitment, ensuring its continued relevance in promoting literacy development.
4. The perceptions, attitudes, and levels of commitment toward Project D.E.A.R. among both teachers and learners in the Gamu District are generally consistent across demographic profiles. Teachers' perceptions and attitudes did not significantly vary according to age, educational attainment, or length of service, while learners' perceptions

and attitudes remained stable regardless of age, sex, family income, or parental educational background. These results suggest that Project D.E.A.R. is broadly accepted and positively regarded across diverse respondent groups.

5. In terms of commitment, teachers exhibited no significant differences across demographic variables, whereas learners' commitment was consistent across most profiles but varied significantly when grouped by sex, indicating gender-based differences in engagement with the program. Furthermore, the analysis revealed a significant relationship between teachers' perception and attitude, underscoring the influence of teachers' views on their disposition toward Project D.E.A.R. However, no significant link was found between their perception and commitment or between attitude and commitment. In contrast, learners demonstrated statistically significant relationships among perception, attitude, and commitment, suggesting that their views, feelings, and level of involvement in the program are closely interconnected.

## **Recommendations**

In light of the findings and conclusions, the following recommendations are forwarded.

**1. Institutional Strengthening of Project DEAR Implementation in Gamu District.** It is recommended that the Schools Division of Isabel–Gamu District formally institutionalize Project DEAR as a non-negotiable core literacy intervention. This entails establishing a standardized DEAR framework and monitoring tool to ensure uniform implementation across all Grade 6 classes. Such institutionalization will promote consistency, accountability, and sustainability in fostering literacy development.

**2. Mandatory Literacy Enhancement Training for Teachers .** It is further recommended that school heads mandate annual, district-based intensive training programs focused on reading pedagogy, motivational strategies, and learner engagement. These professional development initiatives will ensure that teacher commitment is not merely reflected in positive perceptions but is effectively translated into consistent instructional practice, thereby strengthening the overall impact of Project DEAR

**3. Strengthening Male Learner Engagement.** In light of the significant differences in reading commitment observed between male and female learners, schools are encouraged to implement targeted engagement strategies specifically designed for boys. Such initiatives may include comics-based reading programs, competitive reading challenges, and interest-driven reading corners. These approaches are intended to sustain and enhance male learners' participation in literacy activities.

**4. Establishing a Rigorous Monitoring System.** To ensure fidelity and consistency in the implementation of Project DEAR, schools within the Gamu District should adopt a structured monthly monitoring and evaluation framework. This system must incorporate documentation protocols, observation checklists, and systematic tracking of learners'

reading progress. Such measures will provide accountability and reinforce the integrity of program delivery.

**5. Reinforcing Home-School Literacy Partnerships.** Recognizing the influence of socioeconomic factors on reading development, schools should strengthen collaboration with families through quarterly parent literacy assemblies. These assemblies will equip parents with structured home-based reading strategies, thereby mitigating potential barriers and ensuring that learners receive consistent literacy support beyond the classroom.

**6. Creation of School-Based Reading Committees.** It is recommended that every school within the Gamu District establish a DEAR Literacy Committee tasked with the planning, supervision, and evaluation of reading activities. Such committees will serve as institutional mechanisms to sustain program momentum and ensure accountability in implementation.

**7. Sustainability Through Recognition and Incentive Systems .** The district is encouraged to adopt a comprehensive system of reading awards, recognition programs, and milestone achievements. These initiatives should be uniformly implemented across schools to reinforce learner motivation and sustain long-term commitment to literacy development.

**8. Policy Reinforcement on Reading Time Allocation.** School administrators must strictly enforce the protection of DEAR time within the weekly schedule. This designated period should remain uncompromised by academic or administrative interruptions, thereby safeguarding the integrity of literacy-focused activities.

**9. Teacher Commitment Enhancement through Workload Rationalization.** The Department of Education, Gamu District, is strongly urged to review and rationalize teacher workload distribution. Such measures will enable educators to devote adequate time and energy to literacy interventions without being hindered by excessive administrative responsibilities.

**10. Future Research Directions in the Gamu District Context.** Further studies are recommended to investigate the long-term impacts of DEAR on reading comprehension and overall academic performance. Particular attention should be given to rural and low-income school contexts within the Gamu District to generate insights that may inform policy and practice in similar educational settings

## **Compliance with Ethical Standards**

This study was conducted in accordance with accepted ethical standards for research involving human participants. Prior to data gathering, the researcher secured the necessary permission from the concerned educational authorities and school heads of the participating public elementary schools in the Gamu District. The purpose, procedures, and significance of the study were clearly explained to the respondents before the administration of the questionnaires. Participation was strictly voluntary, and

informed consent and assent were obtained from the teacher-respondents, learner-respondents, and concerned guardians, as applicable. The respondents were assured that they had the right to decline or withdraw from the study at any time without any penalty or negative consequence. Confidentiality and anonymity were strictly observed by ensuring that no personal identifying information was disclosed in the presentation, analysis, and interpretation of data. All gathered information was used solely for academic and research purposes. The study involved no physical, psychological, social, or academic harm to the respondents. Moreover, the researcher maintained honesty, objectivity, and integrity throughout the conduct of the study, particularly in the collection, treatment, interpretation, and reporting of data.

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