



Utilization of Project Share: (Strengthening Holistic Approach for Reading Enhancement) Among Struggling Readers in Liponpon Elementary School, AY 2025-2026

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Abstract

This study, entitled “*Utilization of Project SHARE: (Strengthening Holistic Approach for Reading Enhancement) among Struggling Readers in Liponpon Elementary School, A.Y. 2025–2026,*” employed a descriptive research design to determine the effectiveness of Project SHARE in improving learners’ reading comprehension, reading fluency (in terms of speed and accuracy), and reading motivation. The study also aimed to identify the challenges encountered by the learners during the implementation of the program. The respondents of the study were thirty-five (35) struggling readers from Grades 1 to 6, identified through the Philippine Informal Reading Inventory (PHIL-IRI) and Comprehensive Rapid Literacy Assessment (CRLA). A researcher-made questionnaire and standardized reading assessment tools were used as the primary data gathering instruments. Statistical tools such as frequency, percentage, weighted mean, ranking, and composite mean were utilized to analyze the collected data.

Findings revealed that learners showed significant improvement in reading comprehension, as evidenced by the shift from frustration level at the beginning of the school year to instructional and independent levels at the end of the school year. The effectiveness of Project SHARE in enhancing reading fluency was rated to a moderate extent, with improvements observed in reading speed, accuracy, and comprehension. Furthermore, the program had a positive influence on learners’ reading motivation, particularly in terms of interest in reading, active participation, and attitude toward reading activities, all rated as useful. Despite these positive outcomes, several challenges were identified, including difficulty in understanding unfamiliar words, slow reading pace, limited access to reading materials, and lack of support at home.

Based on the findings, the study proposes enhancement activities that focus on strengthening vocabulary development, providing more reading resources, increasing parental involvement, and sustaining structured reading interventions. These initiatives aim to further improve learners’ reading performance and motivation. Overall, Project SHARE proved to be an effective and relevant intervention in addressing the reading needs of struggling learners and in promoting holistic literacy development.

Keywords: *Comprehension, Fluency, Motivation, Project SHARE, Struggling Readers*



I. INTRODUCTION

Reading literacy remains one of the most fundamental competencies that influence a learner's academic success and lifelong learning. In the context of elementary education, reading is not merely the ability to decode written symbols but a complex process involving comprehension, fluency, critical thinking, and engagement. However, despite continuous educational reforms and literacy programs in the Philippines, a significant number of learners still struggle with reading, particularly in rural and resource-limited schools.

National and international assessments have consistently highlighted gaps in reading proficiency among Filipino learners. Many students fall under frustration or instructional reading levels, indicating difficulties in decoding, comprehension, and fluency. These challenges are often compounded by external factors such as limited access to reading materials, insufficient parental support, and lack of exposure to meaningful literacy experiences. As a result, struggling readers are at risk of falling behind academically and developing negative attitudes toward reading. Liponpon Elementary School reflects this national concern, as preliminary assessments using tools such as the Philippine Informal Reading Inventory (PHIL-IRI) and the Comprehensive Rapid Literacy Assessment (CRLA) revealed that a majority of learners are classified as frustrated readers. These learners exhibit difficulties in word recognition, reading fluency, comprehension, and participation in reading activities. Furthermore, many come from households with limited educational support, making it more difficult for them to improve their reading skills outside the classroom.

In response to these challenges, Project SHARE (Strengthening Holistic Approach for Reading Enhancement) was implemented as a structured intervention program aimed at improving the reading abilities of struggling learners. The program integrates evidence-based strategies such as repeated reading, guided oral reading, peer-assisted learning, and the use of culturally relevant materials. It also emphasizes collaboration among teachers, learners, and the community to create a supportive learning environment.

This study aims to evaluate the effectiveness of Project SHARE in improving the reading comprehension, fluency (in terms of speed and accuracy), and motivation of struggling readers in Liponpon Elementary School during the Academic Year 2025–2026. Specifically, it seeks to determine the level of learners' reading comprehension, assess the impact of the intervention on reading skills, examine its influence on motivation, identify challenges encountered by learners, and propose enhancement activities based on the findings. The results of this study are expected to contribute to the improvement of literacy programs by providing data-driven insights and practical recommendations for educators, school administrators, and future researchers.

II. METHODS

Research Design

This study employed a descriptive research design to evaluate the effectiveness of Project SHARE in improving the reading skills and motivation of struggling learners. Descriptive research is appropriate for this study as it focuses on describing the current status of variables without manipulating them and allows for systematic analysis of learners' responses and performance.



Respondents of the Study

The respondents consisted of thirty-five (35) struggling readers from Grades 1 to 6 of Liponpon Elementary School. These learners were identified based on their performance in the PHIL-IRI and CRLA assessments, where they were categorized under the frustration or instructional levels. The respondents included both male and female learners aged approximately 7 to 12 years old.

Data Gathering Instruments

The primary instrument used in this study was a researcher-made questionnaire designed to measure the effectiveness of Project SHARE in improving learners' reading skills and motivation. Specifically, the instrument assessed reading fluency in terms of speed and accuracy, reading comprehension, and reading motivation, which includes interest, participation, and attitude toward reading activities. It also identified the challenges encountered by learners during the implementation of the program. In addition to the questionnaire, standardized assessment tools such as the Philippine Informal Reading Inventory (PHIL-IRI) and the Comprehensive Rapid Literacy Assessment (CRLA) were utilized to measure learners' reading comprehension and monitor their progress across three periods: Beginning of the School Year (BOSY), Midyear (MOSY), and End of the School Year (EOSY). To ensure the reliability and validity of the data, the questionnaire underwent expert validation prior to its administration.

Data Gathering Procedure

The researcher secured permission from school authorities prior to conducting the study. Parental consent was also obtained to ensure ethical compliance. The questionnaire was administered personally to the respondents, and sufficient time was given for them to answer honestly. Reading assessments using PHIL-IRI and CRLA were conducted at different intervals (BOSY, MOSY, EOSY) to monitor learners' progress. The collected data were then organized, tabulated, and prepared for analysis.

Statistical Treatment of Data

The collected data were analyzed using appropriate statistical tools to ensure accurate interpretation of the results. Frequency and percentage were used to describe the distribution of responses and to determine the number of learners under each category. The weighted mean was utilized to assess the level of effectiveness of Project SHARE in improving reading fluency, comprehension, and motivation. In addition, the composite mean was used to summarize the overall results for each variable, while ranking was applied to identify the most significant indicators based on their computed values. These statistical tools provided a clear basis for interpreting learners' reading performance, motivation, and the challenges they encountered throughout the implementation of the program.

III. RESULTS

1. Reading Comprehension Levels

The results from the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (PHIL-IRI) showed a clear and consistent improvement



in learners' reading comprehension from the Beginning of the School Year (BOSY) to the End of the School Year (EOSY). At BOSY, the majority of learners were at the frustration level (CRLA: 25 or 71.43%; PHIL-IRI: 24 or 68.57%), indicating significant difficulty in understanding texts and a need for intensive intervention. Only a few were at the instructional level, and none reached the independent level.

By Midyear (MOSY), there was a noticeable shift in performance. The number of learners at the frustration level decreased (CRLA: 12 or 34.29%; PHIL-IRI: 14 or 40.00%), while more learners moved to the instructional level (CRLA: 18; PHIL-IRI: 17) and some began reaching the independent level (CRLA: 5; PHIL-IRI: 4). This indicates that learners were gradually developing comprehension skills and responding positively to the strategies implemented through Project SHARE.

At EOSY, the improvement became more evident. Only 6 learners (17.14%) remained at the frustration level in both assessments, while the majority were at the instructional level (CRLA: 17; PHIL-IRI: 18), and a considerable number reached the independent level (CRLA: 12 or 34.29%; PHIL-IRI: 11 or 31.43%). This upward trend demonstrates that Project SHARE played a significant role in enhancing learners' reading comprehension, enabling them to progress from struggling readers to more independent and competent readers over time.

2. Effectiveness of Project SHARE in Reading Fluency

The effectiveness of Project SHARE in improving reading fluency was found to be at a moderate extent, with an overall composite mean of 3.26. In terms of reading speed, the learners obtained a composite mean of 3.24, interpreted as moderate extent, with increased confidence in reading aloud identified as the highest indicator. This suggests that learners were able to improve their pacing and reduce hesitation while reading, although some still experienced difficulty in maintaining consistent reading speed.

For reading accuracy, the composite mean was 3.20, also interpreted as moderate extent, with confidence in reading correctly as the highest-rated indicator. The use of guided reading and immediate feedback helped learners minimize errors and improve word recognition; however, challenges with complex or unfamiliar words remained evident.

In terms of reading comprehension, learners achieved a composite mean of 3.35, interpreted as moderate extent, with the ability to summarize stories as the highest indicator. This reflects that learners improved in understanding texts, identifying main ideas, and answering comprehension questions. Overall, these findings indicate that Project SHARE was moderately effective in enhancing the reading fluency of learners, contributing to gradual improvements in speed, accuracy, and comprehension.

3. Influence on Reading Motivation

The influence of Project SHARE on learners' reading motivation was found to be positive, with an overall composite mean of 3.34, interpreted as useful. In terms of interest in reading, learners obtained a composite mean of 3.33, indicating that they became more interested and engaged in reading activities. This suggests that the program successfully encouraged learners to develop curiosity and enjoyment in reading.



For active participation, a composite mean of 3.34 was recorded, showing that learners demonstrated increased willingness to participate in reading tasks, discussions, and collaborative activities. This reflects improved confidence and engagement during reading sessions. Similarly, in terms of attitude toward reading, learners also obtained a composite mean of 3.34, indicating that they developed more positive attitudes and greater confidence in their reading abilities.

4. Challenges Encountered

The findings revealed that learners encountered several challenges during the implementation of Project SHARE. The most common difficulty reported was with unfamiliar words, with 80% of the learners indicating that they still struggled in decoding and understanding complex vocabulary. This was followed by problems in comprehension (74.3%), showing that some learners continued to have difficulty understanding passages despite the intervention. Additionally, 71.4% of the learners reported slow reading speed, indicating that fluency development remains a concern. Other challenges included lack of reading materials and insufficient support at home, which affected learners' ability to practice reading outside the classroom. These findings highlight the need for continuous support, both in school and at home, to further enhance learners' reading skills and sustain their progress.

5. Proposed Enhancement Activities

Based on the findings of the study, several enhancement activities were proposed to further improve the effectiveness of Project SHARE and address the identified gaps in learners' reading development. These include strengthening vocabulary development through targeted word recognition and decoding exercises, implementing more structured and frequent guided reading sessions, and providing additional reading materials that are age-appropriate and culturally relevant. Moreover, the study recommends the integration of peer-assisted reading and small-group discussions to reinforce comprehension and participation. It also emphasizes the importance of involving parents and guardians by encouraging home-based reading practices and providing guidance on how they can support learners. Continuous monitoring and assessment of learners' progress are likewise recommended to ensure that interventions remain responsive to their needs. These enhancement activities aim to sustain learners' improvement and further develop their reading fluency, comprehension, and motivation.

IV. DISCUSSION

The findings of the study indicate that Project SHARE was effective in improving the reading comprehension, fluency, and motivation of struggling readers, although the level of effectiveness was generally moderate. The observed improvement in reading levels from frustration to instructional and independent stages suggests that structured and consistent reading interventions can significantly enhance learners' literacy skills.

The moderate improvement in reading fluency highlights the importance of continuous practice and reinforcement. Strategies such as repeated reading, guided oral reading, and peer-assisted learning were beneficial in developing speed and accuracy; however, learners still require more time and individualized support to achieve mastery. This supports the idea that reading fluency develops gradually through sustained and scaffolded instruction.



In terms of reading comprehension, learners demonstrate better ability to process and understand texts, particularly in summarizing and identifying key ideas. This indicates that interactive and discussion-based strategies used in Project SHARE were effective in promoting higher-order thinking skills. The findings align with existing research that emphasizes the role of guided questioning and collaborative learning in enhancing comprehension.

The positive influence on reading motivation further strengthens the effectiveness of the program. Increased interest, participation, and positive attitudes suggest that learners are more engaged and confident in reading activities. Motivation plays a critical role in literacy development, as engaged learners are more likely to practice reading and improve their skills over time.

Despite these improvements, several challenges persist, particularly in vocabulary, comprehension, and environmental support. These findings emphasize that literacy development is influenced not only by instructional strategies but also by external factors such as access to materials and parental involvement. Therefore, interventions must adopt a holistic approach that addresses both academic and socio-environmental needs.

Conclusion

Based on the findings of the study, it can be concluded that Project SHARE was effective in improving the reading comprehension, fluency, and motivation of struggling learners. Learners showed significant progress from frustration to instructional and independent reading levels, indicating improved comprehension skills. The program was moderately effective in enhancing reading fluency in terms of speed, accuracy, and understanding, while also positively influencing learners' interest, participation, and attitude toward reading. However, challenges such as difficulty with unfamiliar words, slow reading pace, and limited support at home still persisted, highlighting the need for continuous intervention and support.

Recommendations

It is recommended that Project SHARE be continuously implemented and strengthened to further improve learners' reading skills. Teachers should focus on enhancing vocabulary and decoding skills, while schools should provide more reading materials to support practice. Parental involvement should also be encouraged to reinforce reading at home. Additionally, the use of differentiated instruction, peer-assisted learning, and regular assessment should be sustained to address learners' needs and monitor their progress effectively.

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