

A SWOT analysis on the implementation of project SCORE at Cupang elementary school main

Un análisis FODA sobre la implementación del proyecto SCORE en la escuela primaria de Cupang
Uma análise SWOT sobre a implementação do projeto SCORE na escola primária de Cupang

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ABSTRACT

This study was conducted to analyze the implementation of Project SCORE at Cupang Elementary School Main, Muntinlupa City. The researchers sought this paper to evaluate the program and its adaptability to other institutions. Respondents of the study were the teachers who volunteered to be a part of Project SCORE from school years 2015-2020. Analysis via the SWOT System was used to help the researchers with the evaluation of the transcribed interview responses. Coded responses were analyzed and gave the researchers adequate ones to pick on Project Score 2.0.

Keywords: reading, program, remedial, reinforcement, summer program, educational project

RESUMEN

Este estudio se realizó para analizar la implementación del Proyecto SCORE en la Escuela Primaria Cupang Main, Muntinlupa City. Los investigadores buscaron este documento para evaluar el programa y su adaptabilidad a otras instituciones. Los encuestados del estudio fueron los maestros que se ofrecieron como voluntarios para ser parte del Proyecto SCORE de los años escolares 2015-2020. Se utilizó el análisis a través del Sistema FODA para ayudar a los investigadores con la evaluación de las respuestas transcritas de las entrevistas. Las respuestas codificadas se analizaron y les dieron a los investigadores las adecuadas para seleccionar Project Score 2.0.

Palabras clave: lectura, programa, nivelación, refuerzo, programa de verano, proyecto educativo

RESUMO

Este estudo foi realizado para analisar a implementação do Projeto SCORE na escola primária de Cupang Main, cidade de Muntinlupa. Os pesquisadores buscaram este artigo para avaliar o programa e sua adaptabilidade a outras instituições. Os entrevistados do estudo foram os professores que se voluntariaram para fazer parte do Projeto SCORE dos anos letivos 2015-2020. A análise por meio do Sistema SWOT foi utilizada para auxiliar os pesquisadores na avaliação das respostas das entrevistas transcritas. As respostas codificadas foram analisadas e deram aos pesquisadores respostas adequadas para escolher o Project Score 2.0.

Palavras-chave: leitura, programa, corretivo, reforço, programa de verão, projeto educacional

1 INTRODUCTION

Reading is one of the significant skills that every child must learn at an early stage. Building a strong language and literacy foundation supports children's future school success (Pace, Alper, Burchinal, Golinkoff, & Hirsh-Pasek, 2019). If strong reading comprehension is not developed by third grade, children will have a substantially greater risk of dropout or a high probability to fail if they cannot understand what they are reading at the end of the school year.

Thus, effective reading literacy programs play a vital role in early reading instructions, it develops reading ability in all learners and is based on established methods. There are three components that

are critical to the design, implementation, and sustainability of an effective reading program; professional development that equips teachers with strong knowledge on teaching balance literature. Second, the effective reading tools that are suited to the basic knowledge, and third, the school structures and leadership that support the implementation.

One of the examples of a localized reading program is Project A School of Readers (SCORE). This program is a reading literacy program implemented since 2015 to promote literacy and conduct early intervention of struggling readers.

To accelerate the reading development of struggling readers, elementary classroom teachers are expected to take the challenging and crucial role (Walmsley and Allington, 1995). To lighten up the challenge, Project SCORE served as a structured guideline for elementary reading teachers on how to teach reading systematically. The proponent of Project SCORE considered several components in designing it, these are the professional training of teachers, balanced literacy instructions, responsive teaching, adaptation of diverse reading programs and tools, and reading assessments. Implementers of Project SCORE were trained to enrich their leadership, strategies, and skills in teaching phonological awareness and making connections to texts. Not all reading programs are the same as the others while there is no perfect program that will best fit all reading problems. Hence, the researcher adapted different phonics instructions and tools. Philippine Informal Reading Inventory (PHIL-IRI), a reading assessment in English was administered by the teachers to identify the reading level of the students and specify the list of children who were found and categorized under non-reader, frustration, instructional and independent. In addition, validated teacher-made reading assessment tools were also used to supply the other reading information needed.

Background of the Study

The present study took its inspiration from the International Reading Association had recognized several reading programs as exemplary due to the strong desire of researchers to make every child a reader. As reading advocates, the researchers have a passion to promote the power and gift of reading across the country. Thus, enabling the currently implemented reading program to be more suitable and adaptable to the needs of the learners is complex but fulfilling tasks.

For this research requirement, one of the two researchers shared the reading program she originally designed and still currently being implemented for the past six years. The said program was entitled Project (SCORE) A School Of REaders. It aimed to let all children in Cupang Elementary School Main learn to read and comprehend. Since it has been cascaded and being implemented for years, the researchers would like to navigate and thoroughly study the said reading program and its effects through a SWOT Analysis.

Project SCORE was an output as revised reading literacy program based on the program implementation reviews of two implemented programs namely Project FLOWERS (SY 2006-2010) and Project SAVERS (SY 2010-2015) which were also all implemented in Cupang ES Main. Projects FLOWERS and SAVERS target all grade levels' reading development through conducting recreational activities such as game-based and big books reading. CESM utilized all donated reading materials in Project FLOWERS with functional reading; while in Project SAVERS, we have added a developmental and remedial reading activities. Whilst, Project SCORE arises focusing on holistic reading components starting with Developmental, Functional and Recovery, followed by Remedial and Recreational Reading activities. The said school accommodates approximately 3200 pupils with 86 teachers, 84 classes, 91 instructional classrooms and 18 non-teaching personnel. These reading profiles of the school helped the proponent to list down all non-readers and struggling readers from Grade One to Grade Six.

Therefore, the researchers chose to study the implementation of Project SCORE through SWOT Analysis. For many years as reading teachers in the primary grade, the researchers who currently taking up Doctor of Philosophy in Reading Education, witnessed predicament as well as

the advancement of the learners and teachers towards reading. Thus, it was the intension of this study to determine the strength, weakness, opportunities, and threats of Project SCORE to make plans and actual adjustments suitable its adaptability, effectivity, and sustainability.

Statement of the Purpose

This study aimed to analyze the implementation of Project SCORE at Cupang Elementary School Main, Division of Muntinlupa. Specifically, this study sought answers to the following questions.

1. What are the strengths of Project SCORE?
2. What are the weaknesses of the program?
3. What are the opportunities that you saw in the conduct of Project SCORE?
4. What are the threats that you see in Project SCORE?

Scope and limitations

This study was conducted to analyze the SWOT: Strength (S), Weakness (W), Opportunities (O), and Threats (T) of Project SCORE during its implementation in Cupang Elementary School Main under Schools Division of Muntinlupa.

Focused Group Discussion (FGD) was conducted by the researchers together with the (6) six reading teachers who already administered Project SCORE and served as our respondents. The focused group discussion focused only on the implementation of the program since SY 2015-2020. The respondents freely expressed and shared their insights and actual experiences about the five components of the Project SCORE which include Developmental Reading, Reading Recovery, Remedial Reading, Functional Reading, and Recreation Reading.

Significance of the Study

As the researchers aimed to update and fit the current reading program to the new set-up of Cupang Elementary School Main, the researchers pushed through with its evaluation using the SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis.

The formative evaluation of Project SCORE determines the processes or practices which made the reading program successful. SWOT Analysis can also help the researchers to identify the practices that needed to be eliminated or modified to the development of Project SCORE.

The study has the potential to provide several contributions to the field of early language literacy. It aimed to create a new model on SWOT Analysis of School Reading Program that provides a deeper understanding on the school-initiated reading program to help other elementary schools in designing their own reading program.

More so, to address the weakness and threats of Project SCORE and sustain the strength and accept the opportunities that the reading program foresee and accomplish.

2 THEORETICAL FOUNDATIONS

This study is honed to some theoretical positions of well-known educators and authors. Relevant concepts and theories of experts and flied specialist provided the theoretical framework and background for a better understanding of the present study focusing on the Project's implementation. Reading is one of the most researched topics in education and the primary focus of instruction at the elementary level. Indicated theories mentioned focused on the educators' program implementation and its effectiveness to learners.

Transactional Theory of Reading

It is a comparatively modern theory based on cognitive and constructivism with the intention to consider that learning is a social matter at heart and expand upon them even further. While cognitivism and constructivism argue that everyone, upon reading a book, will have at their core a unique perspective of what they have just read. Transactional Theory hypothesizes that the words on the page have no “true” meaning until the reader reads them. Furthermore, this “true” meaning which is given to the words on the page is only true in one person’s mind: the reader. During learning to read and during reading, the reader processes language by constructing meaning using the print and their own experiences and prior knowledge as conditioned by their intentions, purpose a Focus Group Discussion situational context. According to Walpole, (2006) Informal Reading Inventories can be used as a classroom-level assessment, but their apt role is an initial screening instrument. The result must be followed up by more specific assessments in areas of concern, designed to identify instructional needs.

Reader Response Theory

According to Rosenblatt (1978, cited in Bressler, 1999), the reading process involves a reader and a text. Both the reader and the text interact or share a transactional experience. The text Acts as a stimulus for eliciting various past experiences, thoughts and ideas from the reader, those found in everyday existence and in past reading experiences. Simultaneously, the text shapes the reader’s experiences, selecting, limiting, and ordering the ideas that best conform to the text. For Rosenblatt, the reader is no longer passive. Based on the Theory on text Data, the reader becomes an active participant along with the text in creating meaning. Theory on text Data by Gray and Leary (in Villamin,1996) states that texts have objective properties. This means that word frequency and sentence length are determinants of text difficulty. To make texts easier to comprehend, one should use higher frequency words and shorter sentences. It should be noted, however, that complex sentences are easier to understand when they clearly show casual relationships.

Conceptual Framework

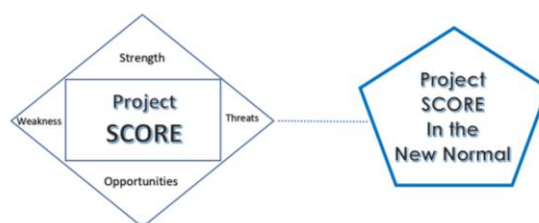


Figure 1
Conceptual Framework of the Research Proposal

The SWOT (strengths, weaknesses, opportunities, and threats) analysis was used as a prime methodology during the Focused Group Discussion to identify the reading program’s accomplishments and succession, areas of improvement, futur plans of adjustments, and challenges encountered which made the ongoing 5-year program still in effect and in place and for consideration of modification and/or elimination of some areas which need improvement. It is a conventional technique in many professions, including management, non-profit organizations, and childcare, and has been shown to be effective in identifying key successes and areas where improvement is needed (González-Unzaga, & Reyes Morales, 2018) Strengths are the internal factors and positive aspects of the program under evaluation. Weaknesses are the external factors hindering the performance and growth in which the program could improve. Opportunities are ways that the program could take advantage in the future. Threats are issues of concern that are external

to the program but have the potential to affect that program (Helms & Nixon, 2010). The goal of the SWOT analysis in the study was to determine the components of Project SCORE that were effective in early reading instructions, to identify program weaknesses and to inform the Project proponent and implementers for its development. The secondary purpose of the study was to provide a complete and comprehensive summative of SWOT analysis of Project SCORE to determine if the reading program is effective, can be acceptable by other school and ideal for adaptation.³

METHODOLOGICAL PROCEDURES

This chapter presents the design, sampling method, instrument, procedures, and data analysis of the study.

3.1 Research Design

The researchers of this paper utilized the qualitative method. As a qualitative research design, this study focused on the narrations and perceptions of the respondents. This is in line with the description of the method as totally opposed and different from a quantitative paper due to its distinct bases, and analysis of textual data (Creswell and Creswell, 2018). Merriam and Tisdell (2019) write that qualitative research focuses on understanding how men give meaning to their experiences. These definitions and descriptions affirm the use of the researchers as appropriate for the design of this paper since there was no quantifiable data collected throughout the study. This paper also falls under the Narrative classification. As a narrative analysis, the researchers inquired about the implementation of Project School of Readers (SCORE) through the perspective of the teacher-respondents. This is in line with the description of what narrative analysis is, which, according to De Fina and Georgiakopoulou (2015) is a mode of inquiry to the practice of various human doings, which in this case, as implementers of the aforementioned project. After all, this method revolves around the stories of the research participants (Kim, 2015).

3.2 Respondents and Sampling

The study centers on the six (6) teacher-respondents who volunteered to be a part of the summer remedial sessions of Project Score in 2016. During the time of their volunteer work, they were deployed by SDO Muntinlupa as teachers to Cupang Elementary School – Main which they are still affiliated with at the time of the study. The researchers deemed the venue significant to the study due to the success observed by the Division of Muntinlupa.

1.3 Research Instrument

The instrument used in gathering data was focus group discussion (FGD). Hennink (2015) describes this method of data collection with a predetermined number of respondents expressing their thoughts on a particular topic or issue. The issue in this case would be the analysis of the Project Score from the perspective of the respondents. The use of focus group discussion in this research allowed the surfacing of the strengths and weaknesses, opportunities, and threats, in terms of the motivation, attitudes, and beliefs of the respondents. Kamberelis and Dimitriadis (2014) affirm this method and its implications to both the unit and individual's thoughts. To analyze the narrations, four (4) questions were posed for the respondents to ponder on before the actual operation:

1. What are the strengths of Project SCORE?
2. What are the weaknesses of the program?
3. What are the opportunities that you saw in the conduct of Project SCORE?
4. What are the threats that you see in Project SCORE?

1.4 Data Gathering Procedure

Prior to the implementation of the FGD, the researchers sought the permission of the school principal to conduct the study. During the conduct of the study, the session was recorded in audio. Some of the participants responded in Filipino while there were who answered in English. It was transcribed by the researchers, translated Filipino answers to English and coded their answers accordingly.

3.5 Data Analysis

Data analysis is the systematic examination, classification and interpretation of the collected data (Sutton & Austin, 2015). These questions coincide with the themes which the researchers had in mind, hence, a deductive approach to coding the responses. The preconceived codes or themes were strengths, weaknesses, opportunities, and threats. These four themes belong to the SWOT Analysis which organizations use to evaluate and develop strategic means to enhance one's program or organization (Kenton, 2021). The goal of the paper is to evaluate Project Score for its re-implementation and feasible adoption of other academic institutions.

4 RESULTS AND DISCUSSION

Due to ethical considerations, the researcher used representations to conceal the identity of the teacher-respondents. R1 was for teacher-respondent 1, R2 for teacher-respondent 2 and so on. Tables 1 to 4 show the verbatim and translated responses of the teacher-respondents. The collected responses were coded accordingly and grouped according to qualitative data analysis.

Respondent	Response	Code	Grouping	Theme
R1	The program is so great because it does not benefit only the kids but also the teachers.	Benefits both pupils and teachers	Strength	Teacher-Based Learner-Based
R2	One of the strengths of the program is the enjoyment of the kids while they are learning. They didn't know that while we are focuses on reading, there were games which helped them.	Enjoyment of the kid while learning	Strength	Learner-Based
R3	What I can say Project Sore is that is great because of the materials used and how the proponent implemented the project. The Sound-a-Bit material and the CD were distributed both to the teachers and the pupils.	Materials used and how the proponent implemented the project	Strength	Teacher-Based
R4	In each room, there were materials provided that's why they (learners) are reading. I brought them once in the library where they could freely choose the book.	Provided materials	Strength	Teacher-Based Material-Based
R5	What I see as a strength of Project score is that reading is the foundation of excellence. It is not just the learners who are benefiting as we seek to address their needs. Even teachers were ignited to write short stories, poems, and other reading materials for the project's references.	Benefits both pupils and teachers Teachers were ignited to write	Strength	Learner-Based Teacher-Based
R6	So, the strength of this reading program is, 1, in terms of its implementation, it is a structured program. Teachers have a clear guide for their instructions. Second, the activities cater the different styles of the learners.	Clear guide for the teachers in implementation. The activities cater different styles of the learners.	Strength	Teacher-Based Learner-Based

Table 1 shows the responses of the teacher-respondents on the question, "What are the strengths of Project SCORE??"

In terms of strength, Project Score gives Teacher-Based, Learner-Based and Material-Based emphases. The respondents mostly observed Teacher-Based activities. R1 shared her experience and spoke that the program "benefits both teachers and learners." R3 implied that due to the "materials used and how the proponent implemented the project," the program was easy for the teachers to administer to pupils. R4 almost said the same thing about the availability and appropriateness of the materials. Moreover, R5 articulated that "it is not just the learners who are benefiting... even teachers were ignited to write." Teachers who have a gift in writing and those who want to explore writing were encouraged to produce materials for the program. R6 expressed

similar sentiments with R3 who expressed the easy implementation of the program due to the implementation and the clear instructions for teachers. In terms of Learner-Based responses, R1 mentioned that it both benefits teachers and learners. R2 responded with the question that “One of the strengths of the program is the enjoyment of the kids while they are learning.” R5 agreed with R1 regarding the benefit that it gives to learners. R6 mentioned that the program ensures the “enjoyment of the kids while they are learning.” Only one respondent, R4, considered Material-Based activities as a strength.

Respondent	Response	Code	Grouping	Theme
R1	The parents were our problem because it was already the vacation and the learners had to go to school. It was a problem on how we would encourage the parents to let their children spend their vacation in school.	Problem on how to encourage the parents to allow the children to school during vacation	Weakness	Parent Issue
R2	One of the problems we faced was how we would get the learners to join the reading camp. It was difficult to encourage the learners to join the reading camp during vacation.	Difficulty in encouraging the learners to join the program during vacation	Weakness	Teacher Issue
R3	Finances. The program had a weakness in funding due to limited resources.	Funding due to limited resources	Weakness	Administration Issue
R4	What I saw that was a problem was the internet connectivity of the pupils. We had to provide for their internet connectivity.	Internet connectivity of the pupils	Weakness	Learner Issue
R5	What I see as a form of weakness in the program is its lack of evaluation. There should be committee assigned to evaluate the activities.	Lack of evaluation	Weakness	Administration Issue
R6	There is only one weakness that I see in the program. Hard work was necessitated from the teachers for the program to be implemented. Teachers involved in the program had to exert extra effort. It was tiring on the part of the teachers.	Tiring on the part of the teachers	Weakness	Teacher Issue

Table 2 shows the responses of the teacher-respondents to the question, “What are the weaknesses of the program?”

Regarding the issues due for improvement, the teacher-respondents showed concerns over Teacher Issues, Parent Issues, Learner Issues and Administration Issues. Both R3 and R5 responded with Administration Issues. R3 found funding as weakness while R5 saw the lack of having an evaluating committee. R2 and R6 both saw Teacher Issues as weaknesses. R2 shared her experience and said that “It was difficult to encourage the learners to join the reading camp during vacation.” In the same vein, R6 raised her concern also for the program as it was “tiring on the part of the teachers.” R4 considered internet connectivity as a Learner Issue. As experienced, she explained her response and mentioned that “What I saw that was a problem was the internet connectivity of the pupils. We had to provide for their internet connectivity.” R1 found the difficult parents to be a Parent Issue. She mentioned that “It was a problem on how we would encourage the parents to let their children spend their vacation in school.”

Respondent	Response	Code	Grouping	Theme
R1	The opportunity that was granted by Project Score was I was able to enhance my capacity as a reading teacher.	Enhance one's capacity as a teacher	Opportunity	Skill Enhancement
R2	In my part, the opportunity granted to me was to practice my leadership stances. I was a new level chairman during the time of the implementation.	Practice leadership stances	Opportunity	Skill Practice
R3	One of the opportunities was to experience camaraderie with our other colleagues. You will not be limited to your grade level. You will have exposures to other techniques from other levels which you could learn from.	Exposure to other techniques from other teachers	Opportunity	Skill Acquisition
R4	I will share the opportunity I had during the program. I was able to invite an actor to speak and encourage the children to get better in reading.	Invite an actor to speak and encourage the children	Opportunity	Skill Practice
R5	The opportunity that I saw in me was related to my habit in reading and writing. It became an outlet for me to express my passion in writing.	Outlet for the expression of one's passion	Opportunity	Skill Practice
R6	I observed two opportunities. It was an opportunity for the children to learn outside the classroom. It was also a venue for teachers to learn. It was like while you teach, you will learn. You will also have an opportunity to express your talent in the program.	A venue for both learners and teachers to learn	Opportunity	Skill Enhancement

Table 3 shows the responses of the teacher-respondents to the question, “What are the opportunities that you saw in the conduct of Project SCORE?”

Opportunities saw by the respondents were registered as Skill Enhancement, Skill Practice, and Skill Acquisition. R2, R4 and R5 all responded with skill practice. R2 saw that practicing leadership stances could help the program. R4 had an opportunity to invite a famous actor to engage the learners. R5 found an opportunity to showcase his writing skills and contribute his works to the program. R1 and R6 both saw Skill Enhancements as opportunities in the program. R1 emphasized the opportunity she saw to enhance her competencies as a reading teacher while R6 expressed the chance she saw in the program as a “venue for the teachers to learn”. R3 alone responded with the opportunity of Skill Acquisition. She said that “You will have exposures to other techniques from other levels which you could learn from.”

Respondent	Translation	Code	Grouping	Theme
R1	If the teacher loses her or his passion in teaching , it would be a grave threat to the program.	Teacher loses his or her passion in teaching	Threat	Professional Mediocrity
R2	For me, what I see as a threat is the support of the parent . Since the program is conducted during summer, it would be a threat if the parents do not support the learners.	Support of the parent	Threat	Parental Discouragement
R3	For the threats, the security of the pupils during summer is one. Their travel going to and fro should be safe and secured.	Security of the pupils	Threat	Pupil Endangerment
R4	One of the threats that I see is when the teacher loses commitment to pursue his or her support in the reading program . If the teacher does not have the heart for teaching to read anymore, the program won't last.	Teachers' commitment to support the program	Threat	Professional Mediocrity
R5	If project score ceases, the culture of excellence in the school would also stop .	The culture of excellence in the school would stop without the program.	Threat	Cultural Deterioration
R6	One of the threats that I think is during the implementation, I had to give way. There were activities to be given up so the program could be prioritized .	Activities had to be given up so the program could be prioritized.	Threat	Professional Mediocrity Parental Discouragement

Table 4 shows the responses of the teacher-respondents to the question,

“What are the threats that you see in Project SCORE?”

As per the threats observed by the teacher-respondents, they were focused on Parental Discouragement, Professional Mediocrity, Cultural Deterioration, and Pupil Endangerment. R1, R4 and R6 showed concern on threats concerning Professional Mediocrity. R1 saw that “If the teacher loses her or his passion in teaching, it would be a grave threat to the program.” This indeed would harm the program in a high level. This is like R4’s sentiments which includes the phrase “teacher’s losing commitment to pursue his or her support in the reading program.” She also mentioned that if the teacher fails to possess the heart to persevere in the program, the program will suffer and won’t last. R6 spoke in the same vein but deducted a different emphasis on the side of mediocrity. Due to priorities, one would have other “activities to be given up so the program could be prioritized.” R6 also mentioned some thoughts on Parental Discouragement which coincides with the theme of R2’s. He mentioned that while teachers would have difficulties in prioritizing due to the demands of the program, it would be the same with parents since they would have to give up summer vacations to support their children. R2 also saw the support of the parents as a prominent threat against the program. According to R2, “Since the program is conducted during summer, it would be a threat if the parents do not support the learners.” R3 saw Pupil Endangerment as a threat that could harm the program. When asked about threats for the program, she mentioned that “the security of the pupils

during summer is one. Their travel going to and fro should be safe and secured.” R5 observed that the loss of the program would affect the school. He mentioned that “If project score ceases, the culture of excellence in the school would also stop.”

The four themes centralized by the teacher-respondents in the first research question are Teacher-Based, Learner-Based and Material-Based emphases. These are the strengths which the teacher-respondents expressed in relation to the research question. In the SWOT Analysis, Strength refers to the advantage an organization possess over other entities (Teoli, et al. 2021). These are internal factors that organizations have control with to pursue their end (Schooley. 2021). Project Score possesses Teacher-Based, Learner-Based and Material-Based and has control over these three that could be empowered to strengthen the project itself. Teacher-Based strengths such as clear instructions, structured and patterned programs, skilled writers and other related ones could provide stability to the continuity of the project. Teachers who could follow the instructions and programs could explore these aspects. Skilled Writer-Teachers could contribute to the ever-widening materials of the project. Learner-Based strengths consist of enjoying activities and those instructions that befit the individuality of each concerned pupil. Somehow, it could be described as one aligned with learner-centered instructions. Accordingly, Learner-Centered instructions is an approach that engages learners through active learning strategies (Stephenson, et al. 2013). It could be inferred from this that the project includes activities that stimulate the interest of the pupils to activities that improve their reading. This is something worth exploring as not all reading programs induce learners to read intelligently. Hanford confidently critiqued a widely accessed reading material crafted by Lucy Calkins and concluded that it is a flawed one (2020). She writes that the consulting group Student Achievement Partners (SAP) deduced that Calkins’s program do not help children to be good in reading. Apparently, Project Score has a different reputation as confirmed by the experiences of R1, R3, R5 and R6. Material-Based strengths have something to do with the reading materials and other devices provided by Project Score for implementation. R4 did not specify the rationale regarding her response vis-à-vis the materials’ efficiency and effectiveness. Rather, she stated that the provisions for both the teachers and the learners were enough to induce the children to get a book and read.

Research Question 2: What are the weaknesses of the program?

The second question organized a set of themes in the responses. These are Administration Issue, Parent Issue, Teacher Issue and Learner Issue. These are responses towards the weaknesses of the program. In SWOT analysis, weaknesses are the opposite of strength and are factors that could derail the program (2020). The teacher-respondents expressed their thoughts that the organization has that could make it slow in progress, less production or the worse, to be defunct. In terms of administration issues, funding and evaluation were raised as primary concerns. Public schools in the Philippines are funded differently as usual operations are counted against the Maintaining Operation and Other Expenses (MOOE). However, there are many ways which it could be funded through the local government, non-government organization funds, and even from the stakeholders themselves (Abrajano, 2015). Project Score stands as a non-inclusion since it is a program independent from the usual operation of the school. It is understandable why it has some difficulties in funds. However, lacking an evaluating committee is a controllable variable in the project. The value of having an evaluating committee is that it would help the proponents and implementors see the controllable deficits, mistakes, errors, or even ones that could lead to errors. It could also help the project find the strongest aspects and explore how it could be transferred to others (2017). Implied in this practice is that Project Score relies on the evaluation of the proponent alone for feedbacking. Parent Issues concerning permit, approvals, encouragements, and other related concerns are considered weaknesses of the project. While these could be controlled by the teachers themselves through various correspondence and means, it could degenerate into

indifference if the issue is not resolved prior to the start of the program. It would hurt Project Score's operation if the teachers would have difficulties encouraging the parents to bring their children to school during the summer break. Teacher Issues mostly were spoken under the context of difficult communication that could encourage the struggling readers to join the program. As observed, both the issues raised for the Teachers and the Parents could be categorized as communication issues except that one goes for the giver of the encouragement, the teachers, while the other falls for the receiving end, the parents. The Learner Issue concerns only the internet connectivity. While there are surely more concerns with the learners, only the internet connectivity was expressed during the FGD. It is worth mentioning that this is resolved by the teachers shouldering the expenses for the data of their own learners. Implied in this is that the project houses activities that can only be accessed through the internet. As mentioned earlier regarding weaknesses in the context of SWOT, this one could be arranged since it is a controllable variable.

Research Question 3: What do you see as opportunities to explore in the project?

The third research question sought to explore the opportunities in the project. In SWOT analysis, Opportunities are potential strengths of the project (Ommani, 2011). As per the responses of the teacher-respondents, the themes Skill Practice, Skill Enhancement and Skill Acquisition were the common ones. Skill practice is a common opportunity for every organization. In the context of teachers who have their own specialization, one has a unique skill to share. This is an opportunity to share their expertise and talents. Project Score allowed the teacher-respondents to express their poem writing or story writing skills. It also enabled them to showcase their art or articulation skills. Moreover, the learners would have the same opportunity. Whatever each learner possesses as a skill, they would have the opportunity to practice and express it in the program. Skill Enhancement is also a theme the teacher-respondents gave. This is an opportunity that is related and connected to Skill Practice. Skill Practice allows the participants, both teachers, learners, and other stakeholders, in performing or expressing their skills, Skill Enhancement is about getting better in their skills. Reading teachers have the advantage in this since the focus is really on their side. Nevertheless, reading-contingent activities could promote the development of other skills in other activities. Especially that Project Score offers a variety of activities beyond reading, learners, teachers and other stakeholders would have opportunities to practice and improve or enhance their skills. Accordingly, one can attain improvement in skill if one can observe well and understand the interaction between the skill and the cognitive necessities (Raw et al. 2019). Skill Acquisition is another category the teacher-respondents considered as an opportunity for the participants. If Skill Practice has something to do with simply expressing one's skill, and that Skill Enhancement is related to improvement, Skill Acquisition is the obtainment or getting a skill. While there would be some who believe that acquisition is not always achieved through empirical means as offered by Project Score (Williams and Hodges, 2005), the researchers would side with the conventional belief that observation helps in skill acquisition. Especially that Project Score induces the participants to showcase a variety of talents and skills, any participant can assume a showcased skill or talent through observing, practicing, or even asking about it.

Research Problem 4: What are the opportunities in Project Score?

Challenges, issues, gaps and problems are what constitute the project's threats. According to Ommani, threats, as defined by SWOT analysis, have something to do with possible harm to the project due to the weaknesses that were not intervened appropriately. Professional Mediocrity, Parental Discouragement, Pupil Endangerment and Culture Deterioration were the focuses of the responses of the teacher-respondents vis-à-vis the query regarding their perceived threats. Professional Mediocrity has something to do with a professional lacking the consistency to perform (Onyee, 2018). In the teaching profession, it simply means one who goes to work to do the minimum demand. While there are those who strive for professional mediocrity to achieve an ideal

work-life balance (Seckler. 2019), a teacher should not consider this stance because of the influence they might produce to the learners. Goodman sees having a mediocre teacher as an opportunity for the learners to be more independent (2017) while Awan wants to emulate passionate ones (2019). In the context of Project Score, indifferent teachers are the key to the failure of the project. Parental Discouragement was also treated as an issue by the teacher-respondents. As Durisic and Bunievac explains in their study, parental involvement is an important factor for a successful education (2017). Some parents from Cupang Elementary School Main seem to be indifferent towards the reading development of their children that some teachers had to tell their experience about them. Pupil Endangerment is also a threat that could be exploited due to the project's weakness on Learner Issue. There should be an intervention planned and implemented for those who are difficult to bring in to school. By doing so, safety of the children could be assured. Cultural Deterioration was also a concern among the threats that the teacher-respondents showed concerns with. This is in relation to the Teacher Issues which are contingent to the implementation of the program. Accordingly, there is a relationship between the cultural identity and a particular learning (Altugan. 2014), case-in-point, the gleanings from Project Score and the culture of excellence it produced in the school. However, the weakness of having teachers with no sense of passion could produce the other way around.

4 CONCLUSION

Generally, Project Score affects the teachers, learners, parents, administration, materials, and even the culture in Cupang Elementary School Main. The opportunities that were observed by the teacher-respondents were connected to the strengths that they also observed. In the same way, the threats posed in Project Score were also connected to the weaknesses observed by the same teacher-respondents. The strengths that are geared towards the direction of the Teachers, Learners, and Materials are the basis of the opportunities in skill practice, enhancement, and acquisition. In the same way, the Teacher, Learner, Administration, and Parent Issues are what could be intervened with to avoid the threats posed in Professional Mediocrity, Parental Discouragement, Pupil Endangerment, and Cultural Deterioration.

Implications

The conclusions led to a few implications that the researchers recommend:

Teachers should maintain the strength of the program in being one of the receiving ends of the benefits. As persons of interest gearing towards skill practice, acquisition, and development, teachers should keep exploring various skills that could be helpful to their professional growth and production among the learners. A teacher should also emphasize their issues and plan some interventions to avoid the threats of being burned out and tired to be productive in Project Score. In the same way, to manage the difficulties in dealing with both parents and learners, a better rapport should be established, and better clarification of the project's agenda be presented. Learners should keep their interested stances in reading. They should participate well so their reading skills, and other related skills, could improve during the project. They should also talk to their own parents to help the teachers find ease in helping them get better in reading. Parents should not give the teachers a difficult time in helping their children. One way of dealing with this is to keep constant communication with their teacher and the project facilitators. The administration officers should support the project by funding it through various means. If the school officers cannot locate a fund that could be directed from the national treasury, they could communicate with the other stakeholders to help the proponent and the facilitators implement the project with efficiency and effectiveness. Future researchers can explore the program in terms of the children's perspective together with the previous programs related to Project SCORE.

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