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HOPE: ENGLISH WORKSHEETS FOR KEY STAGE ONE LEARNERS OF ULANGO ELEMENTARY SCHOOL TOWARDS READING LITERACY

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ABSTRACT

This study aimed to determine the effectiveness of HOPE: (Helping little One Progress in English) English worksheets for key stage one Learners of Ulango Elementary School towards Reading Literacy. Specifically, this study sought to answer the following: the acceptability of English worksheet components and characteristics to reading proficiency, the significant effect of English worksheet between components and characteristics on the reading Literacy of key stage one pupils.

In this study, descriptive method of research was used to examine the effectiveness of HOPE: English worksheet for key stage one learners of Ulango Elementary School in SDO- Calamba City.

Based on the given findings, the acceptability of reading English worksheet as to components in terms of topics, objectives, exercises, and assessments were very high. Also, the acceptability of reading English worksheet as to characteristics in terms of clarity, usability, and richness were also very high. In addition, the level of reading literacy in terms of phonemic, word recognition, comprehension, and fluency was all remarked as very satisfactory except for vocabulary with a remark of outstanding. Furthermore, a significant effect was found on English Reading Literacy using HOPE: English worksheets.

Based on the findings, it is concluded that there is a significant effect on the English Reading Proficiency of key stage one pupils using HOPE: English worksheets. Thus, the hypothesis stating that, "there is no significant effect the Reading Proficiency of Key Stage One Pupils of Ulango Elementary School" were rejected.

Based on the drawn conclusion, it is recommended that: Parents, Teachers, School Head or Principals may choose English Reading Worksheets to properly teach primary learners in the Reading English as an emergent Readers; and The findings of the study encourage to create an opportunity to extend the continual learning of the students by giving seminars about Hope English Worksheet to the teachers in Reading Literacy which would help the learners to learn independently.

KEYWORDS: *HOPE; English worksheet; reading proficiency*

1. INTRODUCTION

Mortimer Adler, chairman of Encyclopedia Britannica said reading is learning, in fact reading is the foundation of learning without the reading ability, a student journey in learning will be in chaos. Moreover, a worksheet has become a tradition as a teaching resource or a helping hand towards effective teaching reading.

Reading is one of the fundamentals in the aspect of Education. In line with this, the Department of Education is pursuing that No child is left behind. There is no specific standardized reading material for key stage one teachers and students in order to reach the goal of quality education that has been interrelated to the Reading Performance of Basic Education pupils in our country which stated in the Mission and Vision of the Department.

Utilizes the Phil-IRI Assessment for Reading to develop and assess the reading level or ability of a student in every school which has a pre-test held in the beginning of the school year and a post-test was conducted before the school year end Phil-IRI.

In a school setting a worksheet is in a form of paper which was given by teacher to students to do the particular task in a specific subject or lesson. It is an effective tool of learning to engage and ensure students are actively learning. Teacher creates worksheets to ensure holistic learning of the subjects. Worksheets includes concepts and questions, It is great to test the learning outcome. It can also be used to identify or assess the weakness of the students. To understand the difficult concepts a worksheet can also be used effectively Worksheets are great teaching resources and it helps to improve the result of the students in their academic studies. After using worksheets Students have seen a great improvement in their performance (Shrikant, 2021).

Worksheets had an important role in the teaching and in the learning process to help teachers in conveying the knowledge to students, one of its important roles of teachers in preparing learning is to develop one in order to be utilized by students in the learning process. Hence, the teacher needs to create or develop a suitable worksheet so it engages the learner's thinking capacity and it should be provided within the materials. Worksheets had an important role in the teaching and learning process to help teachers in conveying the knowledge to students Therefore, materials should be designed to lead towards a communication task in which learners use the content and language knowledge they have built up through the material. It must provide opportunities for learners to use their existing knowledge and skills and continue a life long learning experience (Mahsunah & Shobah, 2022).

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Therefore this study pursued to know the effectiveness of HOPE: English worksheets for Key Stage One Students toward Reading Literacy of students from Ulango Elementary School.

1.1 Statement of the Problem

Specifically, the following sub-problems were answered:

1. What is the acceptability level of English Worksheet as to Components in terms of;
   - 1.1 assessment;
   - 1.2 exercises;
   - 1.3 objectives and;
   - 1.4 topic?
2. What is the acceptability level of the of English worksheet as to Characteristic in terms of;
   - 2.1 clarity;
   - 2.2 usability; and
   - 2.3 richness?
3. What is the level of reading Literacy of Key Stage One Pupils of Ulango Elementary School in terms of;
   - 3.1 comprehension;
   - 3.2 fluency;
   - 3.3 phonemic;
   - 3.4 word recognition; and
   - 3.5 vocabulary?
4. Does the English Worksheet components significantly affect the Reading Literacy of the Key Stage One Pupils of Ulango Elementary School?
5. Does the English worksheet characteristics significantly affect the Reading Literacy of the Key stage One Pupils of Ulango Elementary School

2. METHODOLOGY

The descriptive method of research was used in this study. It helped in examining the effectiveness of English Worksheet to the selected Key Stage One Pupils of Ulango Elementary School during the School Year 2023-2024 towards their Reading Literacy.

Descriptive research of studies dealing with the status of any kind of phenomena a researcher may wish to study.
A survey requires a carefully pre-tested questionnaire discussed in this chapter. This survey questionnaire showed the response from the selected Key Stage One Pupils of Ulango Elementary School during the School Year 2023-2024 towards their Reading Literacy.

Descriptive involves analyzing, tabulating, interpreting and describing with some types of comparison and contrast. The researcher used to discover the relation between the independent and dependent variable.

3. RESULTS AND DISCUSSION

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study namely, HOPE; English Worksheet its effectiveness to the selected Key Stage One Learners of Ulango Elementary School during the School Year 2023-2024 towards their Reading Literacy. To give clarity to different problems, the following tabular presentations and discussions will further characterize, analyzed and interpreted.

Table 1. Acceptability of English Worksheet as to Components in terms of Topic

STATEMENTS	MEAN	SD	REMARKS
The topic or content of the English worksheet is easy to understand and can be applied to the reading subject of English.	3.57	1.13	Strongly Agree
The topic or content of the reading worksheet is included in the DepEd's English subject curriculum.	3.86	0.90	Strongly Agree
The topic of the English worksheet is suitable for pupils at Key Stage One grade level.	3.57	0.79	Strongly Agree
The topic or content clearly explains the lesson.	3.71	0.76	Strongly Agree
The topics of the English worksheet enhance pupil engagement.	3.29	0.49	Strongly Agree
Weighted Mean	*3.60*		
SD	*0.38*		
Verbal Interpretation	*Very High*		

Table 1 illustrates the extent of English Components in terms of Topic

From the statements, "*The topic or content of the reading worksheet is included in the DepEd's English subject curriculum*" yielded the highest mean score *(M=3.86, SD=0.90)* and was remarked as Strongly Agree. On the other hand, "*The topics of the English worksheet enhance pupil engagement*" received the lowest mean score of responses with *(M=3.29, SD=0.49)* yet was remarked Strongly Agree.

The extent of English Components in terms of Topic attained a weighted mean score of 3.60 and a standard deviation of 0.38 and was Very High among the respondents. The table shows the result was Very High in terms of the topic or text content. In the same way the according to a study came to the conclusion that while most students could understand the text's content, they still had trouble understanding reading materials that explained the definitions, general structures, and purposes of each text. Because only an example of each text is presented in the majority of the texts.

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Table 2. Extent of English Components in terms of Objectives.

STATEMENTS	MEAN	SD	REMARKS
The objectives of the worksheet are aligned with the current curriculum.	3.57	0.79	Strongly Agree
The objectives of the worksheet aim to improve the reading proficiency of the pupils.	3.71	0.76	Strongly Agree
The objectives of the English worksheet encompass macro domains in English.	3.86	0.69	Strongly Agree
The objectives of the English worksheet encompass micro domains in English.	3.57	0.79	Strongly Agree
The objectives of the worksheet cater to the diverse learning needs of the pupils.	3.86	0.90	Strongly Agree
Weighted Mean **SD** **Verbal Interpretation**	3.71 0.34 Very High		

Table 2 illustrates the Acceptability of English Worksheet as to Components in terms of Objectives From the statements, "3. The objectives of the worksheet cater to the diverse learning needs of the pupils." yielded the highest mean score *(M=3.86, SD=0.90)* and was remarked as Strongly Agree. On the other hand, "T the objectives of the worksheet are aligned with the current curriculum and the objectives of the worksheet are aligned with the current curriculum" received the lowest score of responses with *(M=3.57, SD=0.79)* yet was remarked Strongly Agree.

The extent of English Components in terms of Objective attained a weighted mean score of 3.71 and a standard deviation of 0.34 and was **Very High** among the respondents. The table shows the result was Very High in terms of the topic or text Objective.

Table 3. Acceptability of English Worksheet as to Components in terms of Exercises

STATEMENTS	MEAN	SD	REMARKS
The exercises enhance the reading fluency ability of the Key Stage One students.	3.57	0.79	Strongly Agree
The exercises enhance the phonemic ability of the Key Stage One students.	3.57	0.79	Strongly Agree
The exercises enhance the word recognition ability of the Key Stage One students.	3.71	0.95	Strongly Agree
The exercises enhance the comprehension ability of the Key Stage One students.	3.86	0.38	Strongly Agree
The exercises enhance the vocabulary ability of the Key Stage One students.	3.43	0.53	Strongly Agree
Weighted Mean **SD** **Verbal Interpretation**	3.63 0.31 Very High		

Table 3. Illustrates the Acceptability of English Worksheet as to Components in terms of Exercises from the statements, "3. The exercises enhance the comprehension ability of the Key Stage One students.." yielded the highest mean score *(M=3.86, SD=0.38)* and was remarked as Strongly Agree. On the other hand, "The exercises enhance the vocabulary ability of the Key Stage One students." received the lowest score of responses with *(M=3.43, SD=0.53)* yet was remarked Strongly Agree.

The acceptability of English Worksheet as to Components in terms of Exercises attained a weighted mean score of 3.63 and a standard deviation of 0.31 and was **Very High** among the respondents. The table shows the result was Very High in terms of the Exercises. In the same way the according to Counsellor, 2020, Worksheets are an excellent tool for teaching kids how to think. Their attempts to come up with answers and solutions on their own cause their reasoning to grow. Worksheets' most advantageous feature is their readily printable format. The children's improvisation can be examined by having them complete the same worksheet again later.

Table 4. Extent of English Components in terms of Assessment

STATEMENTS	MEAN	SD	REMARKS
The assessment enhances the phonemic ability of the pupils.	3.57	0.53	Strongly Agree
The assessment enhances the word recognition ability of the pupils.	4.43	0.79	Strongly Agree
The assessment enhances the comprehension ability of the pupils.	3.86	0.69	Strongly Agree
The assessment enhances the vocabulary ability of the pupils.	3.57	0.79	Strongly Agree
The assessment enhances the fluency ability of the pupils.	3.29	0.76	Strongly Agree
Weighted Mean **SD Verbal Interpretation**	*3.74* *0.22 Very High*		

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Table 4 illustrates acceptability of English Worksheet as to Components in terms of Assessment From the statements, "The assessment enhances the word recognition ability of the pupils." yielded the highest mean score *(M=4.43, SD=0.79)* and was remarked as Strongly Agree. On the other hand, "The assessment enhances the vocabulary ability of the pupils." received the lowest score of responses with *(M=3.29, SD=0.76)* yet was remarked Strongly Agree.

The acceptability of English Worksheet as to Components in terms of Assessment attained a weighted mean score of 3.74 and a standard deviation of 0.22 and was **Very High** among the respondents. The table shows the result was Very High in terms of the

Table 5. Composite table of Acceptability of English Components

INDICATORS	**WM**	**SD**	**V.I.**
Topic	3.60	0.38	Very High
Objectives	3.71	0.34	Very High
Exercises	3.63	0.31	Very High
Assessment	3.74	0.22	Very High
Overall Mean **SD** **Verbal Interpretation**	*3.67* *0.31* *Very High*		

Table 5. verifies the composite table of extent of English Components From the indicators, "*Assessment*" yielded the highest weighted mean score *(M=3.74, SD=0.22)* and was interpreted *to a very high*. This is followed by "*Objectives*" with a weighted mean score *(M=3.71, SD=0.34)* and was also interpreted *to as very high*. On the other hand, the indicator "*Topic*" received the lowest weighted mean score of responses with *(M=3.60, SD=0.38)* yet was also was also interpreted *to a very high*. The extent of English Components attained an overall mean score of 3.67 and a standard deviation of 0.31 and was interpreted *to a very high* among the respondents. Even though worksheets can be a useful part of an all-encompassing learning strategy, it's crucial to use a range of teaching techniques. This helps maintain students' motivation and engagement while accommodating various learning styles. A dynamic and interesting learning environment can be produced by incorporating technology, hands-on activities, multimedia resources, and group projects.

Table 6. Acceptability of English worksheet as to Characteristic in terms of Clarity

STATEMENTS	**MEAN**	**SD**	**REMARKS**
The worksheet provides visual clarity to the pupil readers.	4.00	1.00	Strongly Agree
The English worksheet is designed according to the needs and levels of the pupils.	3.57	0.53	Strongly Agree
The English worksheet is written in a progressive manner, starting from easy to complex for pupils.	3.71	0.76	Strongly Agree
The worksheet has clear instructions.	3.86	0.69	Strongly Agree
The worksheet has been chronologically arranged per unit or lesson.	3.29	0.49	Strongly Agree
Weighted Mean **SD** **Verbal Interpretation**	*3.69* *0.30* *Very High*		

Table 6 illustrates the acceptability of English Worksheet as to Characteristics in terms of Clarity from the statements, "31.The worksheet provides visual clarity to the pupil readers yielded the highest mean score *(M=4.00, SD=1.00)* and was remarked as Strongly Agree. On the other hand, "The objectives of the worksheet are aligned with the current curriculum and 5.The worksheet has been chronologically arranged per unit or lesson received the lowest score of responses with *(M=3.29, SD=0.49)* yet was remarked Strongly Agree.

The extent of acceptability of English Worksheet as to Characteristics attained a weighted mean score of 3.69 and a standard deviation of 0.30 and was **Very High** among the respondents. The table shows the result was Very High in terms of the Clarity.

Table 7. The Acceptability of English Worksheet as to Characteristics in terms of Usability

STATEMENTS	**MEAN**	**SD**	**REMARKS**
The typography (text) used in the English worksheet was clear and easy to read.	3.00	0.58	Strongly Agree
The English worksheet was creatively designed to enhance graphics or designs.	3.43	0.98	Strongly Agree
The English worksheet was handy and accessible to every pupil.	2.71	0.76	Strongly Agree
The English worksheet was made according to the new curriculum.	3.00	0.82	Strongly Agree
The worksheet is usable for addressing diverse needs of pupils.	2.86	0.38	Strongly Agree
Weighted Mean **SD** **Verbal Interpretation**	*3.00* *0.42* *Very High*		

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Table 7 illustrates the acceptability of English Worksheet as to Characteristics in terms of Usability from the statements, "The English worksheet was creatively designed to enhance graphics or designs.' yielded the highest mean score *(M=3.43, SD=0.98)* and was remarked as Strongly Agree. On the other hand, "The English worksheet was handy and accessible to every pupil' received the lowest score of responses with *(M=2.71, SD=0.76)* yet was remarked Strongly Agree.

The extent of acceptability of English Worksheet as to Characteristics in terms of usability attained a weighted mean score of 3.00 and a standard deviation of 0.42 and was **Very High** among the respondents. The table shows the result was Very High in terms of the Clarity. In the same way the Students can be encouraged to participate more actively and engage more when using interactive digital worksheets such as input forms, drag-and-drop activities, and instant feedback mechanisms. Students are more engaged in the learning process when worksheets are made more interactive and less passive.

Table 8. The Acceptability of English Worksheet as to Characteristics in terms of Richness

STATEMENTS	MEAN	SD	REMARKS
The worksheet contains fundamentals of English.	2.86	0.69	Strongly Agree
The worksheet is visually appealing.	3.43	0.53	Strongly Agree
The worksheet contains desirable elements.	3.43	0.79	Strongly Agree
The worksheet involves higher-order thinking skills for reading proficiency.	3.14	0.69	Strongly Agree
The worksheet has strong content or topics that cater to the different needs of Key Stage One pupils.	3.86	0.90	Strongly Agree
Weighted Mean **SD** **Verbal Interpretation**	*3.34* *0.30* *Very High*		

Table 8. Illustrates the acceptability of English Worksheet as to Characteristics in terms of Richness From the statements, "5.The worksheet has strong content or topics that cater to the different needs of Key Stage One pupils. *(M=3.86, SD=0.90)* and was remarked as Strongly Agree. On the other hand, "The worksheet involves higher-order thinking skills for reading proficiency. Received the lowest score of responses with *(M=3.14, SD=0.69)* yet was remarked Strongly Agree.

The extent of acceptability of English Worksheet as to Characteristics in terms of Richness attained a weighted mean score of 3.34 and a standard deviation of 0.30 and was **Very High** among the respondents. The table shows the result was Very High in terms of the Richness. Worksheets for English also include comprehension exercises, which are frequently presented as non-fiction texts. By asking students to read passages and respond to questions regarding the main ideas, content, or author's intent, these exercises help them become more proficient readers.

Table 9. Composite table of Acceptability of English as to Characteristic.

INDICATORS	WM	SD	V. I.
Clarity	3.69	0.30	Very High
Usability	3.00	0.42	Very High
Richness	3.34	0.30	Very High
Overall Mean **SD** **Verbal Interpretation**	*3.34* *0.34* *Very High*		

Verifies the Composite table of Acceptability of English as to Characteristic from the indicators, "*Clarity*" yielded the highest weighted mean score *(M=3.69, SD=0.30)* and was interpreted *to a very high*. This is followed by "*Richness*" with a weighted mean score *(M=3.34, SD=0.30)* and was also interpreted *to as very high*. On the other hand, the indicator "*Usability*" received the lowest weighted mean score of responses with *(M=3.00, SD=0.30)* yet was also was also interpreted *to a very high*.

The extent of English Components attained an overall mean score of 3.34 and a standard deviation of 0.34 and was interpreted *to a very high* among the respondents.

Table 10. Level of reading Literacy of Key Stage One Pupils of Ulango Elementary School

Literacy	TEST 1			TEST 2		
	WM	SD	V. I.	WM	SD	V. I.
Phonemic	2.47	1.52	Fair	3.93	0.91	Very Satisfactory
Word Recognition	2.55	1.41	Fair	3.97	0.97	Very Satisfactory
Comprehension	2.34	1.42	Fair	4.01	0.85	Very Satisfactory
Fluency	1.86	1.49	Fair	4.11	0.82	Very Satisfactory
Vocabulary	2.21	1.43	Fair	4.31	0.70	Outstanding

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Overall Mean	*2.32*	*4.08*
SD	*0.99*	*0.61*
Verbal Interpretation	*Fair*	*Very Satisfactory*

Table 10 presents the level of reading Literacy of Key Stage One Pupils of Ulango Elementary School. For a test. 1, out of a total number of eighty-six respondents, the literacy *"Word Recognition*" yielded the highest weighted mean score *(M=2.55, SD=1.41)* and was interpreted *as Fair*. While the literacy *"Fluency*" yielded the lowest weighted mean score *(M=1.86, SD=1.49)* and was interpreted *as Fair*. With a *(Weighted Mean Score = 2.32, SD = 0.99)* it shows that the level of reading Proficiency of Key Stage One Pupils in test 1 has a descriptive equivalent of *Fair.*

For test. 2, out of total number of eighty-six respondents, the proficiency *"Vocabulary*" yielded the highest weighted mean score *(M=4.31, SD=0.70)* and was interpreted *as Outstanding*. While the Literacy *"Phonemic*" yielded the lowest weighted mean score *(M=3.93, SD=0.91)* and was interpreted *as Very Satisfactory*. With a *(Weighted Mean Score = 4.08, SD = 0.61)* it shows that the level of reading acceptability of English Worksheet of Key Stage One Pupils in test 2 has a descriptive equivalent of *Very Satisfactory.* In their 2019 study, Roembke et al. investigated whether reading comprehension, decoding, and fluency in middle-school pupils who perform poorly are automatically predicted by their ability to recognize written words.

Table 11. Regression Analysis on the use of English Worksheet components to the Reading Literacy of the Key Stage One Pupils of Ulango Elementary School.

Reading Proficiency	**B**	**SE**	**B**	**t**	**P**
Constant	5.731	1.883		3.044	0.003
Topic		0.292	-0.483	-1.654	0.102
Objectives		0.325	-0.29	-0.893	0.375
Exercises		0.319	0.016	0.052	0.959
Assessment		0.531	0.293	0.553	0.582
R-squared			.049		
Adjusted R-squared			.004		
Standard Error of the Estimate		.606			
F(3, 85)				3.09	.036

The table presents the results of a multiple regression analysis examining the effect of English Worksheet components to the Reading Literacy of the Key Stage One Learners of Ulango Elementary School. The *Topic, Objectives, Exercises and Assessment* have significant effect to the Reading Literacy of the Key Stage One Pupils. The F-test of the overall model is significant (F(3, 85) with, $p < 0.05$), indicating that the regression model is a good fit for the data. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*Is there a significant effect of English Worksheet components to the Reading* Literacy *of the Key Stage One Learners of Ulango Elementary School*" is rejected. Thus, the alternative should be accepted which incites that there is a significant effect between them. Each world has its own dialect. Being an international language, English plays a significant role in people's daily lives all over the world. English plays a vital role in travel, education, work, entertainment, and electronic communication, demonstrating how important it is to learn the language.

Table 12. Regression Analysis on the use of English worksheet characteristics to the Reading Literacy of the Key Stage One Pupils of Ulango Elementary School

Reading Literacy	**B**	**SE**	**B**	**t**	**P**
Constant	3.844	1.018		3.775	3E-04
Clarity		0.24	-0.253	-1.056	0.294
Usability		0.208	-0.219	-1.055	0.295
Richness		0.306	0.544	1.779	0.079
R-squared			.039		
Adjusted R-squared			.005		
Standard Error of the Estimate		.605			
F(4, 136)				1.143	.336

The table presents the results of a multiple regression analysis examining the effect of English worksheet characteristics to the Reading Proficiency of the Key Stage One Learners of Ulango Elementary School. The *Clarity, Usability and Richness* have no significant effect to the Reading Literacy of the Key Stage One Pupils. The F-test of the overall model is not significant (F(3, 85) with, $p > 0.05$), indicating that the regression model is no a good fit for the data.

From the findings above, we can I nfer that at 0.05 level of

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significance, the null hypothesis "*Is there a significant effect of English worksheet characteristics to the Reading* Literacy *of the Key Stage One Learners of Ulango Elementary School*" is accepted which incites that there is no significant effect between them. According to a study the worksheet shouldn't be tedious; it should highlight a problem-solving or usage pattern without oversimplifying the concept.

4. CONCLUSION AND RECOMMENDATIONS

Based on the findings, the following conclusions were drawn. The acceptability of English Worksheet as to Components was Very High in terms of Topic, Objectives, Exercises, Assessment. The acceptability of English Worksheet was Very High as to Characteristics in terms of Topic, Objectives, Exercises, and Assessment. The extent of English Components was "Very Satisfactory" in terms of; Topic, Objectives, Exercises, Assessment. This means that Based on the findings of the study, the following conclusions were made. With the use of the Hope; English Worksheet.

Worksheets for one quarter the researcher found out that there is a significant difference on assessment scores for each level of activities, indicating improvement in learner's performance on their English Reading Literacy. This implied the effectiveness of the used of HOPE: English Worksheets employed during the study in enhancing Reading Literacy of the learner's. It was found out that, there is a significant effect on the English Reading Proficiency of key stage one pupils using HOPE: English worksheets. Thus, the hypothesis stating that, "there is no significant effect the Reading Literacy of Key Stage One Pupils of Ulango Elementary School" were rejected.

To summarized, it can be concluded that Hope; English Worksheet have significant effects on Key stage one learners of Ulango Elementary School towards Reading Literacy.

In the light of findings and conclusions, the following recommendations were hereby given;

1. Parents, Teachers, School Head or Principals may choose English Reading Worksheets to properly teach primary learners in the Reading English as an emergent Readers.
2. They may create or include an ICT integration while using of HOPE Reading Worksheet. It may be called Digital HOPE; English Worksheet which was aligned to the compress MELC competencies so that students may be able to acquire expected knowledge, skills and values expected to them as a 21st century Students.
3. Future researcher may also conduct study with the Worksheets with the same goals of objectives determine if there would be similar effects. Also the study may focus on the specific effect on the Academic Success by using the Hope; English Worksheet to its readers to have firm results and research as to the preparation to the new "Matatag" curriculum in the incoming school year 2024- due to its significance companents and also lack of significance in terms of characteristics towards Reading Proficiency of the learners.

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