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AN ASSESSMENT ON THE IMPLEMENTATION OF PROJECT B.O.O.K.S. (BRINGING OPPORTUNITIES AND OUTSTANDING KNOWLEDGE TOWARDS SUCCESS) THROUGH THE LENS OF SCHOOL STAKEHOLDERS: A MULTIPLE CASE STUDY

Cecel D. Abiao[1], Benjie F. Salcedo,LPT[2]
[1]*Student Researcher, Institute of Teacher Education, Kapalong College of Agriculture, Sciences and Technology, Kapalong, Philippines*
[2]*Instructor, Institute of Teacher Education, Kapalong College of Agriculture, Sciences and Technology, Kapalong, Philippines*

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ABSTRACT
This multiple case study aimed to accumulate and understand the assessment on the impact in the literacy rates in the implementations of Project BOOKS through the experiences of school stakeholders in Maniki Central Elementary School SPED Center. Using purposive sampling and inclusion criteria, the participating six (6) participants were identified. All of them participated in the in-depth interviews. The study highlighted the positive impact with regards to literacy rates in the implementation, such as focus on literacy development, improvement of student's reading ability and holistic development. Key findings revealed that stakeholders experienced challenges such as being saddened for the loss of materials, time constraints and overlapping of activities. Despite these challenges, stakeholders demonstrated resilience through adaptive coping strategies, including partnership and collaboration, stakeholder engagement and support, and the importance of having a supportive environment. The study also highlighted the realization of stakeholders on the importance of books, success and improvement of the implementation, and the call for addressing reading difficulties through reading experts and programs. The results of this study were deemed significant by the participants, teachers, students, and researchers.
KEYWORDS: *Project B.O.O.K.S, stakeholders, multiple-case study, conducive learning environment, Philippines*

INTRODUCTION
A book is a written or printed work with pages bound together, used to communicate ideas, stories, and knowledge. They come in various genres, such as fiction, non-fiction, and reference, and are crucial for children's literacy, cognitive growth, and academic success. Access to a variety of books promotes vocabulary expansion, comprehension, and critical thinking, fostering a love for learning (Auld, 2019).

A study in Ghana highlighted challenges students face with poor infrastructure, lack of power, insufficient library space, and limited support services, which hinder a conducive learning environment (Agyekum, 2023).

Similarly, a study in Iloilo, Philippines, identified problems such as inadequate laboratory facilities, insufficient library resources, and large class sizes. The study suggested solutions, including upgrading facilities and acquiring additional books (Masbano, 2018).

These studies show the challenges in creating environments that support literacy and reading development. Therefore, research focusing on the impact, experiences, and coping strategies of stakeholders in the implementation of Project B.O.O.K.S. is essential. Gathering insights from teachers, principals, parents, and students can inspire others and guide stakeholders in overcoming challenges.

Moreover, there are related studies, such as the study of Waldron (2019) entitled "Dream More, Learn More, Care More, and Be More": The Imagination Library Influencing Storybook Reading and Early Literacy", as well as the research of Soulen (2022) entitled "Students' Frequency of Access to School Library Materials in Transformative Times" and a study by Tura (2022) entitled "Evaluating the Impact of Book Gifting on the Reading Behaviors of Parents and Young Children" which examined the impact of the donated books to the students in the development of their reading skills. However, this paper differs by focusing on the experiences of stakeholders at Maniki Central Elementary School SPED Center in the Philippines.

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Hence, the findings will be shared at conferences and with relevant organizations, and published in an international journal to benefit educators, scholars, and policymakers globally. This will promote the exchange of knowledge and contribute to improving educational practices.

Research Questions

1. How does the implementation of the project B.O.O.K.S (Bringing Opportunities and Outstanding Knowledge towards Success) impact literacy rates in Maniki Central Elementary School SPED Center?
2. What are the experiences and challenges of the stakeholders in the implementation of the project B.O.O.K.S (Bringing Opportunities and Outstanding Knowledge towards Success)?
3. How does the stakeholders cope with the challenges that arise in the implementation of the project B.O.O.K.S (Bringing Opportunities and Outstanding Knowledge towards Success)?
4. What are the insights of the stakeholders in the implementation of the project B.O.O.K.S (Bringing Opportunities and Outstanding Knowledge towards Success)?

RESEARCH METHODOLOGY

Research Design

This study used a qualitative design to analyze social phenomena systematically. Furthermore, it was claimed that qualitative methods help explore the central phenomenon, in this case, the experiences of stakeholders in implementing Project B.O.O.K.S. as well as its impact on elementary students' literacy, and how stakeholders navigated challenges during implementation were the focus of this paper (Denzin, 2009).

Participants

In accordance with Creswell's (2013) recommendation, there were between (3) and fifteen participants in the case study. The following criteria was used in choosing the participants: they were all stakeholders of Maniki Central Elementary School SPED Center who participated in the implementation of Project B.O.O.K.S.

The researcher chose the participants based on the following inclusion criteria.Case 1 of this study consisted of (1) one parent of an elementary student of Maniki Central Elementary School SPED Center who participated in the implementation of Project B.O.O.K.S. In attempt to triangulate the experiences of the parent, the researcher invited another parent of the student who participated in the implementation of Project B.O.O.K.S as an informant. Case 2 of this study consisted of (1) one teacher of Maniki Central Elementary School SPED Center who facilitated the implementation of Project B.O.O.K.S. In attempt to triangulate the experiences of the teacher, the researcher invited another teacher who participated in the implementation of Project B.O.O.K.S as an informant. Case 3 of this study consisted of the school head of Maniki Central Elementary School SPED Center who participated in the implementation of Project B.O.O.K.S. In attempt to triangulate the experiences of the school head, the researcher invited another teacher who participated in the implementation of Project B.O.O.K.S as an informant.

Data Collection

The researcher followed strict data collection protocols throughout the study. The research technical panel reviewed and approved the manuscript and interview guide. After approval, the researcher obtained authorization from DepEd and the school head to proceed. Purposive sampling was used to select participants. Meanwhile, the researcher ensured a comfortable environment and explained the study's purpose, duration, confidentiality, safety measures, and use of mobile phones for recording. Also, the participants were given a study summary before the interviews. Data was recorded and checked for accuracy, then securely stored on a flash drive or laptop. Transcribed data was analyzed using thematic analysis to identify emerging themes. All personal data was permanently erased, and a data analyst assisted with accuracy. Ethical concerns were addressed, and the study considered participants' experiences and benefits.

Data Analysis

The researcher grouped the study's themes into categories for further examination, shaping the overall description of the phenomenon. The identified themes were discussed and fully developed to provide a vivid description, leading to conclusions and confirmation. Furthermore, data was gathered from legitimate sources, particularly the stakeholders of Maniki Central Elementary School- SPED Center, ensuring firsthand accounts. The researcher set aside personal biases to maintain objectivity and balance subjectivity, ensuring impartial analysis. Purposeful sample selection kept the research focused on the study objectives (Biklen & Bogden, 1982; Creswell, 2012).

Data was analyzed through reduction, removing unnecessary information to highlight key findings. Along with this, the method focused on how Project BOOKS impacted literacy development, emphasizing significant data that demonstrated improvements in reading, comprehension, and overall literacy (Sutton & Austin, 2015).

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RESULTS AND DISCUSSION

CROSS-CASE ANALYSIS

Table 1. Impact in the Literacy on the Implementation of Project BOOKS

Emerging Themes	Supporting Statements
Focus on Literacy Development	• *"In implementing Project BOOKS, the school has established a book pantry with books that children can borrow and take home."* –IDI-01 • *"As a parent, the establishment of book pantry really helps my child to read a book in the school and at home."*–IDI-02
Improvement of Student's Reading Ability	• *"I have observed, especially with my child, that he has become more interested in reading because when he came home, he will read the books."* –IDI-01 • *"So as a teacher of these learners, I have observed that some of my students have developed their reading abilities and some needs to be given much attention and to help them focus in reading."* –IDI-04
Holistic Development Of The Students	• *"Currently, Project BOOKS has had a significant impact on my child, as he is now able to read storybooks."* –IDI-01 • *"In the class sessions, especially in critical thinking skills, the child is more engaged in storytelling and that they can read books on their own and also their comprehension level became higher."* –IDI-03

Impact in the Literacy on the Implementation of Project BOOKS. After conducting the interviews with participants, three key themes emerged: Focus on literacy development, Improvement of students' reading ability, and Holistic development. These themes reflect the core insights shared during the discussions.

To begin with, the first theme in the study **focus on literacy development** claimed that the participants emphasized that literacy development is essential for academic success and lifelong learning. Strong literacy skills enable students to understand complex information, engage with various texts, and communicate effectively, serving as the foundation for all subjects.

In line with this, participants observed the significance of the second major theme which is **improvement of students' reading ability**, including fluency, comprehension, and confidence. Both teachers and parents noted increased engagement with reading materials and a deeper understanding of texts. These improvements were linked to the targeted interventions and resources provided through the project.

Meanwhile, the participants highlighted the importance of **holistic development of the students**, which includes academic, social, emotional, and physical growth. In literacy development, it means addressing both academic skills and emotional/social aspects supporting learning. Initiatives like Project BOOKS foster confidence, resilience, and a love for learning, contributing to students' overall success.

Table 2. Experiences and Challenges of the Stakeholders in the Implementation of Project BOOKS

Emerging Themes	Supporting Statements
Being Saddened for the Loss of Materials due to Fire	• *"The biggest challenge for us is when the materials were burned last year, the reading corner and books were burned and it was so disheartening because you from BEED Students give your effort just to give books and build the reading corner and in just seconds or minutes, it was burned by the fire."* –IDI-03 • *"The biggest challenge for us facilitator is when everything was burned. It happened last year and all of us were saddened because of the fire. Everything was burned, from the materials to the reading corner."* –IDI-04
Time Constraint in the Implementation Phase	• *"I struggle a bit because I am busy with household chores and taking care of my children."* –IDI-01 • *"As a parent, time constraint really challenge me because I must help my child to read and also take care of them."* –IDI-02
Overlapping of Activities	• *"As a parent, being busy with the household chores is the biggest challenge because of the things needed to be done in the house."*–IDI-02 • *"I think none because there is allotted time especially for the stakeholders."* –IDI-03

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Experiences and Challenges of the Stakeholders in the Implementation of Project Books. After conducting interviews with participants, three key themes emerged: sadness over the loss of materials, time constraints, and overlapping activities. These themes reflect the participants' core experiences and challenges in implementing the project.

To begin, participants expressed **sadness over the loss of donated materials**, especially those intended for the book pantry project. These resources were crucial for students' literacy development, and their loss represented a setback in providing educational support to the community.

Also, **time constraints** were identified as a significant challenge. The pressure to complete tasks within limited time frames requires flexibility, especially in education-focused projects, where balancing multiple responsibilities is often difficult.

In addition to this, the participants also noted struggles with **overlapping activities**, where conflicting demands on time and attention hindered progress. This issue is common in educational projects, where coordinating tasks like teaching, meetings, and student activities can lead to delays and distractions.

Table 3. Stakeholders to Cope with the Challenges they Faced during the Implementation of Project BOOKS

Emerging Themes	Supporting Statements
Partnership and Collaboration	• *"The teachers from Maniki Central inform us about the updated information and what needs to be done for Project BOOKS."* –IDI-01 • *"The teachers always communicate with us parents on what is the update regarding Project BOOKS."* –IDI-02
Stakeholder Engagement and Support	• *"Stakeholders were given orientation and if there are problems that will arise, they were given focus-group discussion so that we could discuss the things to be done especially in the implementation of the project."* –IDI-03 • *"Partnership not only in your institution but also with the parents with our Project PAIR, with the parents who are the partner of that initiative and also our alumni association wherein one batch of our alumni really sponsored materials and resources for looks which is needed by the students. We are also giving updates to the stakeholders about the implementation of the Project."* –IDI-05
Having a Supportive Learning Environment	• *"I can say that the students who are involved in this project, they are inspired and motivated to learn how to read."* –IDI-04 • *"The students are inspired because of the reading corner that is fully equipped with resources and materials that helps them become motivated because they are given priority and importance."* –IDI-05

Stakeholders to Cope with the Challenges they Faced during the Implementation of Project BOOKS. After the interviews, three key themes emerged: Partnership and collaboration, Stakeholder engagement and support, and Having a supportive environment. These themes reflect the participants' experiences and challenges in the project's implementation.

In the third table, the participants first emphasized that **partnership and collaboration** are essential for the project's success. This involves working together toward a common goal, requiring effective communication, mutual respect, and a shared vision. In educational initiatives, aligning stakeholders' efforts toward a unified objective is crucial. Open communication and respecting each other's roles foster efficiency and help overcome challenges.

Secondly, the participants highlighted the importance of engaging **stakeholders engagement and support** for the project's success. Active engagement builds strong relationships, fostering collaboration and shared ownership. It ensures that all parties are committed to the project's goals, contributing their expertise and resources to enhance its impact.

Lastly, the participants also emphasized the significance to a **have supportive learning environment** where students feel safe, valued, and respected. Such an environment encourages engagement with learning materials and active participation in reading, boosting motivation and improving literacy skills.

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Table 4. Insights of the Stakeholders about the Implementation of Project BOOKS

Emerging Themes	Supporting Statements
Importance of Books	• *"As a parent of a non-reader, books really helps to boost the motivation of my child to learn how to read books."* –IDI-02 • *"Books are very important to the school children that is why until now, we are urging our stakeholders to donate books for us because we don't have enough materials because it was burned."* –IDI-03
Success and improvement	• *"This project is really good and the implementation is successful that is why those who are adapting the project can have it and will work for it so that the full implementation of the program will be duplicated in other elementary schools in Kapalong East District."* –IDI-03 • *"As of now, we have increased the level of identified learners who are catered in this program, we have an increase of 75%, wherein the students who are full refresher in the start of our program until January, we have assessed and evaluated them and out of 10 students, there are 8 students who improved and developed their reading level."*–IDI-05
Addressing Reading Difficulty	• *"I recommend to provide reading experts to every schools that could handle the non-readers because it is important for them to develop their reading skills and also the reading experts could find ways how to develop the reading skills of a child."* –IDI-03 • *"I can recommend that this project will continue so that many learners can be helped and developed."*–IDI-04

Insights of the Stakeholders about the Implementation of Project BOOKS. After conducting interviews with the participants, three key themes emerged: Importance of books, Success and improvement, and Addressing reading difficulties. These represent the core aspects of the participants' experiences and challenges in the project.

This study highlighted the **importance of books** wherein the participants emphasized that books are vital for providing knowledge, sparking imagination, and promoting learning. They expose children to new ideas, cultures, and experiences, broadening their worldview. Books also improve vocabulary and language skills, enhancing communication.

Furthermore, the participants also noted that the project **success and improvement** on their reading abilities. Success refers to achieving goals like better academic performance, while improvement signifies progress from a previous level, showing growth over time.

At last, the participants stressed the need to **address reading difficulties** to help all students become proficient readers. Early intervention and targeted support are crucial for overcoming challenges and building foundational skills, ensuring strong literacy for academic and lifelong success.

CONCLUDING REMARKS

Books are essential in our lives, providing information and helping develop reading skills that enhance vocabulary, comprehension, creativity, and critical thinking. Numerous studies emphasize the importance of reading in education, particularly in fostering reading skills in young children. However, understanding the perspectives of parents and teachers is also crucial for developing these skills.

From the beginning, the research team trusted that the researcher would approach the study with dedication, effort, and perseverance to gather relevant and quality data. In-depth interviews were used to collect participants' experiences, with their responses serving as the primary data source. To sum up everything, the researcher is grateful for their cooperation, honesty, and support throughout the process. Despite facing challenges as a student with many responsibilities, the researcher worked hard to complete the study and is confident that readers will find it credible.

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