



Measuring the Effectiveness of Project REDE in Cultivating Reading Habits

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Abstract

Catch-up Friday held significant value in informing educational practices by offering evidence-based insights for refining literacy programs. Understanding the impact of Project REDE led to the enhancement of literacy strategies and interventions, ultimately improving reading outcomes among the target population. This study was conducted to measure the effectiveness of project REDE in cultivating reading habits. Specifically, it aimed to determine the reading test scores of Grade V male and female pupils from the Project REDE. Determine the reading habits of Grade V male and female pupils and to determine the influence of test scores of Grade V male and female pupils from Project REDE to their reading habits. In conducting this study, the researcher asked permission from the school principal of Amazion Elementary School, Kidapawan City, to allow the researcher to conduct the study and include the chosen students as respondents. Documentary analysis was used with a standard instrument from the DepEd to gather the reading test scores of Grade V pupils and a reading habits survey taken from TeachersPayTeachers.com. The data revealed that both genders showed engagement in reading and instructional-level performance in oral skills, female students outperformed males in silent reading. Correlation between test scores and reading habits varied between genders, with weaker correlations observed for females in oral word recognition. Project REDE positively impacted reading habits, especially among intrinsically motivated female students who also outperformed males in oral recognition, silent reading, and listening. The study revealed variations in reading performance and habits between genders. This underscores the need for gender-sensitive teaching strategies. While both genders showed engagement and achieved instructional-level performance in oral skills, the disparity in silent reading and oral word recognition necessitates differentiated instruction to address these specific areas.

Keywords: Catch-up Friday, Project REDE, Grade V pupils, Reading habits.

Review Article

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I. INTRODUCTION

The implementation of "Catch Up Fridays" by the Department of Education (DepEd) in the Philippines has encountered both approval and obstacles. The program, started in January 2024, seeks to improve educational disparities among pupils by focusing Fridays to the enhancement of reading, values, peace, and health education (Magsambol, 2024). Amazion Elementary School answers the mandate through implementing the Project ReDe (Read Develop and enjoy). The goal is to strengthen learning and customize lessons to meet the particular requirements of children through differentiated instruction.

Teacher associations have expressed worries about the inconsistent execution of the program, citing challenges such as

insufficient reading resources, student absenteeism, and increased workload for teachers (Bochiş et al., 2021) DepEd acknowledges the necessity for modifications based on the feedback obtained from the field. Magsambol (2024) states that the program consists of a weekly educational intervention that emphasizes reading activities and values education. Engaging in reading activities facilitates the cultivation of essential cognitive abilities such as analytical reasoning, lexical proficiency, linguistic fluidity, and the capacity to understand and interpret written material (Council et al., 2015).

However, there has been a decrease in reading habits among students, particularly teenagers in recent years. Catch-Up Friday aims to improve Filipino students' reading skills and attitudes, but its effectiveness depends on addressing time



constraints, teacher workload, and resource availability. A holistic approach, continuous evaluation, and focus on student engagement are crucial for its success. The prevalence of this phenomenon can be attributed to factors such as the extensive utilization of the internet and digital devices (Dwivedi et al., 2020). With the problem about reading habits and the timely implementation of Catch-Up Friday, the researcher is seeks to measure the effectiveness of Catch-up Friday (Project REDE of Amazion Elementary School) in cultivating study habits. The researcher conducted a thorough assessment by collecting quantitative data, such as reading test scores and reading habits.

This study was conducted to measure the effectiveness of project REDE in cultivating reading habits. Specifically, it aimed to determine the reading test scores of Grade V male and female pupils from the Project REDE, in terms of oral reading word recognition, listening skills, and silent reading. It aimed also to determine the reading habits of Grade V male and female pupils. Further, it determines the influence of test scores of Grade V male and female pupils from Project REDE to their reading habits.

This study held significant value in informing educational practices by offering evidence-based insights for refining literacy programs. Understanding the impact of Project REDE lead to the enhancement of literacy strategies and interventions, ultimately improving reading outcomes among the target population. By identifying effective elements of the project, educators are able to tailor future initiatives to better meet the diverse needs of students and communities, promoting a culture of reading. Additionally, the study’s findings empower communities by providing evidence of the project’s impact on reading habits, facilitating support for sustained literacy initiatives, and mobilizing resources. The study not only to

inform educational practices but also had the potential to transform the way literacy programs are designed and implemented. By empowering teachers, administrators, parents, students, and future researchers, the study paves the way for a more effective and inclusive approach to literacy education that benefits the entire community.

II. METHODOLOGY

This study utilized a descriptive-correlation research method to determine the reading test scores from Project REDE and reading habits. It also measured the effectiveness of Project REDE in cultivating the reading habits of the Grade V pupils. This study described the influence of Project REDE on the reading habits of the pupils. The subjects of the study were the selected grade V pupils from Amazion Elementary School, Kidapawan City. The class had twenty-five girls and thirteen boys, with a total population of thirty-eight (38) pupils. The researcher utilized the complete enumeration in identifying the respondents/subject of the study.

This study used documentary analysis with a standard instrument from the Department of Education to gather the reading test scores of Grade V pupils and a reading habits survey taken from TeachersPayTeachers.com (<https://ph.pinterest.com/pin/194569646381550810/>). The reading survey was designed to determine the way it motivates readers and their reading habits. It was inspired by Donalyn Miller's book *Reading in the Wild*. The survey covered topics such as motivation and reading habits. In the standard instrument, Phil-IRI-graded passages in English were used. Below is the interpretation of the verbal description use in reading habits.

Table A. Reading Habits’ Rating Interpretation

Interpretation	Rating	Verbal Description
The student strongly agrees with the statement. Reading for this reason is a frequent and significant activity.	5	Yes
The student agrees with the statement. Reading for this reason is a common activity.	4	Most of the time
The student is neutral or unsure about the statement. Reading for this reason is neither frequent nor infrequent.	3	Can’t decide
The student disagrees with the statement. Reading for this reason is not a common activity.	2	Not most of the time
The student strongly disagrees with the statement. Reading for this reason is rare or nonexistent.	1	Not at all

To describe the data, descriptive statistics, including frequency distribution, percentage count, and mean, were used to summarize and evaluate the responses received from the

participants. Addition, the simple linear regression was used to determine the influence of Project REDE test scores from the Grade V reading habits.

III. RESULTS AND DISCUSSIONS

Reading test scores of Grade V male and female pupils from the Project REDE in terms of oral reading word recognition

Table 1.1 presents the oral reading word recognition scores of Grade V male and female pupils participating in Project REDE. Analysis of the data reveals distinct patterns in reading proficiency across gender lines. Among the 13 male pupils, most, or 31% (4) of them, belong to the reading level of independent, the majority, or 46% (6), at the instructional level, and a few, or 23% (3), at the frustration level. Meanwhile, in the female pupils, there are most, or 40% (10), were under the independent level, the majority, or 94% (18), at the instructional level, and a few, or 35% (6), at the frustration level.

Collectively, the data indicate that the majority of the pupils (both male and female) are functioning at the instructional level in oral reading word recognition. This suggests that while students are capable of recognizing words with some support, they are not yet fully autonomous readers. Such learners often benefit most from structured instructional guidance that targets decoding strategies, sight word recognition, and fluency-building activities (Rasinski, 2012).

This reading level aligns with what Vygotsky (1978) termed the Zone of Proximal Development (ZPD)—a phase in which

learners can perform a task with guidance but not yet independently. Instruction within this zone is most effective because it scaffolds students’ abilities just beyond their current level, promoting cognitive growth and skill acquisition. Hence, the concentration of students within the developing proficiency zone suggests they are well-positioned for growth through strategic, supportive instruction.

Word recognition—the rapid and accurate identification of written words—is foundational to fluent reading and comprehension. According to Ehri (2005), the transition from decoding to automatic word recognition significantly improves reading fluency and allows cognitive resources to shift from deciphering individual words to understanding the overall meaning of the text. Moreover, strong word recognition skills have been found to support broader language competencies such as listening comprehension and vocabulary development (Khaghaninejad, 2024).

The high proportion of students at the developing proficiency level indicates they are engaged in the learning process and stand to benefit from continued instructional interventions aimed at promoting autonomous reading. These findings align with Zhussupova and Shadiev (2023), who emphasized that readers in this zone—with approximately 95% word accuracy—experience minimal decoding disruptions, allowing them to focus more on meaning-making and comprehension.

Table 1.1 Reading test scores of Grade V male and female pupils from the Project REDE in terms of oral reading word recognition.

Oral Reading Word Recognition	Independent		Instructional		Frustration	
	f	%	f	%	f	%
13 Male	4	(31%)	6	(46%)	3	(23%)
25 Female	10	(40%)	12	(48%)	3	(12%)
Total	14	(71%)	18	(94%)	6	(35%)

Legend:

Score	Reading Level	Interpretation
6-7	Independent	Can read and understand text without help
5	Instructional	Needs some support to understand text
1-4	Frustration	Struggles to read and needs significant help

Reading test scores of Grade V male and female pupils from the Project REDE in terms of listening skills.

Table 1.2 presents the reading test scores of Grade V male and female pupils under Project REDE, assessed

specifically in relation to their listening comprehension skills. The data reflect notable differences in performance between genders and across different proficiency levels. Among the 13 male pupils, only 2 (15%) achieved a reading level categorized as proficient (independent), indicating they can comprehend spoken texts with little to no assistance. The majority, or 6

males (46%), were at the instructional level, which suggests these students require moderate support to process and understand spoken information, and most, or 5 males (39%), were at the frustration level, struggling significantly to comprehend oral texts and requiring intensive support. Meanwhile, among the 25 female pupils, there were seven (7) or 28% at the independent level, eleven (11) or 44% at the instructional level, and seven (7) or 28% at the frustration level. These results indicate that while the majority of both male and female pupils fall within the instructional level, males exhibit a higher percentage at the frustration level compared to females. The data imply that a significant portion of the Grade V pupils, particularly males, struggle with listening comprehension. This

performance gap may be attributed to several factors, including cognitive development, attention span differences, and learning preferences (Andreou, Vlachos, & Andreou, 2005). Boys, in particular, may be more susceptible to auditory processing issues or may benefit less from traditional instructional strategies that emphasize passive listening. Furthermore, the disparity in performance between male and female pupils indicates the potential influence of gender-specific variables on listening comprehension skills. According to Kimura (2001) and Wong and Nunan (2011) has suggested that females often outperform males in language tasks involving auditory input, possibly due to neurological and sociolinguistic differences in language acquisition.

Table 1.2 Reading test scores of Grade V male and female pupils from the Project

REDE in terms of listening skills.						
Listening	Independent		Instructional		Frustration	
	f	%	f	%	f	%
13 Male	2	(15%)	6	(46%)	5	(39%)
25 Female	7	(28%)	11	(44%)	7	(28%)
Total	9	(48%)	17	(90%)	12	(67%)

Legend:

Score	Reading Level	Interpretation
6-7	Independent	Can read and understand text without help
5	Instructional	Needs some support to understand text
1-4	Frustration	Struggles to read and needs significant help

Reading test scores of Grade V male and female pupils from the Project REDE in terms of silent reading.

Table 1.3 presents the silent reading test scores of Grade V pupils in Project REDE, categorized by gender. The assessment results highlight that a significant portion of both male and female pupils demonstrate strong proficiency in silent reading, with over 40% achieving the highest level of comprehension. Among the 13 male pupils, 5 (38%) belong to the independent level, indicating they can independently read and fully understand text without external support. 5 males (38%) were at the instructional level, suggesting they have partial comprehension and may need moderate guidance. And three (3) or 24% were at the frustration level, indicating substantial difficulty in understanding written material and a need for intensive instructional support. Among the 25 female pupils, 11 (44%) were classified under the independent level,

10 (40%) were at the instructional level, and 4 (16%) were at the frustration level. Overall, this indicates a relatively high level of silent reading proficiency among female pupils, with a smaller proportion needing significant support. The data reveal that the majority of Grade V pupils exhibit a strong foundation in silent reading, with 40% attaining the independent level. This suggests that a significant number of students are operating within or near the upper bounds of their ZPD and may benefit from exposure to more challenging reading materials (Vygotsky, 1978). The findings also support the use of silent reading as a critical practice in literacy development. Laverde (2024) argues that silent reading mirrors authentic reading experiences and cultivates natural reading habits, allowing students to internalize content and develop independent reading stamina. Furthermore, Krashen (2004) emphasizes that free voluntary reading — often done silently — is one of the most powerful tools for developing literacy across content areas. The difference in results between male and

female pupils, although not drastic, mirrors trends identified by Logan and Johnston (2009), who reported that girls often show higher reading engagement and fluency than boys. This might be linked to motivation, interest in reading materials, or early

literacy experiences. However, the relatively balanced distribution suggests that both genders are benefiting from instructional strategies in Project REDE.

Table 1.3 Reading test scores of Grade V male and female pupils from the Project REDE in terms of silent reading.

Silent Reading	Independent		Instructional		Frustration	
	f	%	f	%	f	%
13 Male	5	(38%)	5	(38%)	3	(24%)
25 Female	11	(44%)	10	(40%)	4	(16%)
Total	16	(82%)	15	(78%)	7	(40%)

Legend:

Score	Reading Level	Interpretation
6-7	Independent	Can read and understand text without help
5	Instructional	Needs some support to understand text
1-4	Frustration	Struggles to read and needs significant help

Reading habits of Grade V male pupils

Table 2.1 shows the reading habits of Grade V male pupils. The data revealed the reading habits of Grade V male pupils based on a survey with a total score of 508, yielding an average mean of 56.44 with the verbal description of “Most of the time”. The male students demonstrate positive reading habits, with most statements scoring above the "Yes" threshold. This indicates that the respondent strongly agrees with the statement. The students demonstrate goal-setting behavior, which is a positive sign for developing strong reading habits. They are actively thinking about their reading and working towards improvement. While the statement *"I read because any teacher or parent tells me I have to"* also received a Yes verbal description, this suggests that reading for this reason is a frequent and significant activity. And the statement *"I read because maybe I'll get prizes or get to do something special"* received a Can't decide verbal description, suggesting that external rewards are not a consistent motivator for these students. Reading for this reason is neither frequent nor infrequent. This implies a moderate level of engagement with reading, but the low score for extrinsic rewards highlights the importance of focusing on intrinsic motivation in educational strategies.

This requires understanding and addressing the underlying

reasons for their lack of engagement with reading. This finding aligns with the sociocultural theory of literacy, which emphasizes the role of social interaction and engagement in fostering literacy development. The students' positive reading habits are likely influenced by their exposure to reading materials, discussions with peers and teachers, and the broader cultural context that values reading. A critical factor influencing reading habits among males is their intrinsic motivation. Westerveld et al., (2020) found that, while there is no significant difference in reading ability between boys and girls, girls tend to enjoy reading more. This lack of motivation in boys can discourage them from reading. Therefore, it is crucial to develop educational strategies that help boys develop a love for reading. Interventions that align with boys' interests and identities are likely to be more effective in encouraging them to read. These findings emphasize the importance of fostering intrinsic motivation in literacy instruction. When students read for enjoyment, curiosity, or self-improvement rather than for rewards, their engagement tends to be deeper and more sustained. According to Gambrell (2011), intrinsic motivation is a critical predictor of reading success, and students who are intrinsically motivated are more likely to develop lifelong reading habits. Educational environments that support choice, relevance, and autonomy in reading can significantly increase boys' interest and participation in literacy activities.

Table 2.1 The Reading habits of Grade V male pupils

Statements	Score	Verbal Description
I read to be entertained and escape because I love it.	60	Yes
I read to learn and to become better at doing something or an expert on a subject.	57	Yes
I read because I want to become a better reader for my future.	61	Yes
I read because any teacher or parent tells me I have to.	57	Yes
I read because maybe I'll get prizes or get to do something special.	41	Can't decide
I keep track of what I read somewhere	59	Yes
I know what I want to read	56	Most of the time
I make reading goals and work towards reaching and going above and beyond.	63	Yes
I take advantage of reading emergencies.	54	Most of the time
Total	508	
Ave Mean	56.44	Most of the time

Legend:

Score Range	Rating	Verbal Description
57-67	5	Yes
46-56	4	Most of the time
35-45	3	Can't decide
24-34	2	Not most of the time
13-23	1	Not at all

Reading habits of Grade V female pupils

Table 2.2 shows the reading habits of Grade V female pupils. The data revealed the reading habits of Grade V female pupils based on a survey with a total score of 915, yielding an average mean of 101.44 and verbal description of "Most of the time". The data shows that these Grade V female students agrees with the statement. Reading for this reason is a common activity. Most of the statements in the survey received a score of "Yes" or "Most of the time" indicating that the students generally enjoy reading, read to learn, and are motivated to improve their reading skills.

The female pupils' responses indicate that their reading is primarily driven by intrinsic motivation. They read for enjoyment, to learn new things, and to become better readers. The statement "*I read because maybe I'll get prizes or get to do something special*" received a "Not most of the time" rating. It shows that students disagree with the statement. Suggesting that external rewards are not a consistent motivator, and reading for this reason is not a common activity. This pattern aligns with Self-Determination Theory (Deci & Ryan, 2000), which emphasizes that motivation is strongest and most enduring when it stems from intrinsic sources—such as autonomy, competence, and relatedness. When students choose to read out

of interest and personal goals rather than external pressures or rewards, they are more likely to develop lifelong reading habits and deeper comprehension skills.

This implies that internal factors primarily drive their reading habits. The high average mean score (101.44) and the predominantly positive verbal descriptions further support the conclusion that these girls generally enjoy reading and are intrinsically motivated to engage in it. Educational strategies should focus on creating engaging and meaningful reading experiences that provide students with autonomy, a sense of competence, and opportunities for social connection. This finding aligns with the self-determination theory, which posits that individuals are inherently motivated to engage in activities that provide a sense of autonomy, competence, and relatedness. Female students' responses indicate that reading helps them feel in control of their learning, gives them a sense of accomplishment, and connects them to broader ideas and information. Research consistently shows that females outperform males in reading. A large National Assessment of Educational Progress study found that females have a small to medium advantage in reading, and this difference has persisted. This highlights the importance of early reading habits for developing long-term literacy skills in females, which are crucial for academic success (Cremin et al., 2014).

Table 2.2 The Reading habits of Grade V female pupils

Statements	Score	Verbal Description
I read to be entertained and escape because I love it.	113	Yes
I read to learn and to become better at doing something or an expert on a subject.	118	Yes
I read because I want to become a better reader for my future.	118	Yes
I read because any teacher or parent tells me I have to.	103	Most of the time
I read because maybe I'll get prizes or get to do something special.	54	Not most of the time
I keep track of what I read somewhere	92	Most of the time
I know what I want to read	116	Yes
I make reading goals and work towards reaching and going above and beyond.	108	Most of the time
I take advantage of reading emergencies.	91	Most of the time
Total	913	
Ave Mean	101.44	Most of the time

Legend:

Score Range	Rating	Verbal Description
109-129	5	Yes
88-108	4	Most of the time
67-87	3	Can't decide
46-66	2	Not most of the time
25-45	1	Not at all

The Influence of Reading Test Score of Grade V Male and Female Pupils from Project REDE To Their Reading Habits

Table 3 presents the results of a statistical analysis examining the influence of reading test scores on the reading habits of Grade V male pupils from Project REDE. The table shows weak positive correlations (r-values ranging from 0.21 to 0.34) between reading test scores and reading habits for male pupils in three areas: oral word recognition, listening activity, and silent reading. These correlations are statistically significant ($p < 0.00$), indicating that the observed relationships are unlikely to be due to chance.

This implies that male pupils who perform better on these tests tend to exhibit more positive reading habits. The findings suggest that reading test scores, particularly in oral word recognition and listening comprehension, may serve as weak predictors of reading habits for male pupils. However, the weak correlations suggest that other factors, such as motivation, access to books, and home environment, likely play a significant role. Moreover, Project REDE is just an additional strategy to convince the students, but still, reading habits and skills have a small influence. This aligns with the concept of multifactorial literacy development, which emphasizes the influence of multiple factors beyond decoding skills on reading proficiency. This highlights the need for a multi-faceted approach to supporting reading development, focusing on both decoding skills and other crucial factors.

Interventions should focus on more than just basic skills like

word recognition and listening comprehension; they should also cultivate intrinsic motivation, provide access to diverse reading materials, and foster a supportive home reading environment. A concerning trend is the lack of interest and motivation in reading among many male students, both in their native language and others (Council et al., 2015b). While social media engagement is increasing, traditional academic reading seems less appealing to them. This highlights the need for educators to adapt their teaching methods to promote reading skills by incorporating modern and relatable reading formats that may better engage male students.

The table shows that for female pupils, the correlations between reading test scores and reading habits are generally weak or negligible. Despite the weak to negligible correlations, all the correlations are statistically significant ($p < 0.00$), indicating that the observed relationships are unlikely to be due to chance. While there's no significant relationship between oral word recognition test scores and reading habits, both listening and silent reading abilities show a weak positive correlation with reading habits. This implies that improving listening and silent reading skills might positively influence overall reading habits in Grade V female pupils. However, the correlation is weak, suggesting that other factors significantly influence reading habits.

The findings suggest a more complex relationship between reading test scores and reading habits for female pupils compared to male pupils. The weak to negligible correlations indicate that reading test scores alone might not be strong predictors of reading habits for girls. This reinforces the

importance of considering factors like motivation, book access, and home environment, which can influence reading habits in all genders (Henrich et al., 2010). Research into the reading differences between boys and girls offers valuable insights into the complex biological, social, and cultural factors at play. While some differences exist, they are not static. By

challenging stereotypes, providing engaging materials, and fostering positive reading environments, we can encourage all children to enjoy reading. Further research is essential to understand these gender differences and develop effective strategies to support all children in becoming strong readers (English, 2021).

Table 3. The influence of reading test score of Grade V male pupils from Project REDE to their reading habits

Male	df	r- value	p- value	Interpretation
Test score on oral word recognition and reading habits	12	0.34	0.00	weak correlation and significant
Test score on listening activity and reading habits	12	0.24	0.00	weak correlation and significant
Test score on silent reading and reading habits	12	0.21	0.00	weak correlation and significant
Female				
Test score on oral word recognition and reading habits	24	0.00	0.00	Negligible correlation and significant
Test score on listening activity and reading habits	24	0.17	0.00	weak correlation and significant
Test score on silent reading and reading habits	24	0.26	0.00	Weak correlation and significant

CONCLUSION

Based from the findings, the researcher concluded that Project REDE had positive impact on cultivating reading habits among Grade V pupils, particularly among female students who demonstrate a strong intrinsic motivation for reading. The researcher concluded that in terms of oral recognition, silent reading, and listening, the female is better than the male, but in the respondents, male and female students in Amazion Elementary School belong to the instructional level. And in reading habits, both of them also in the instructional level. Since the reading skills are under instructional level, it shows only a weak correlation with the reading habits. Even if its weak, reading skills have a contributing factor.

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