The Implementation of Bawat Bata Bumabasa (3B's)
Initiative and Learners Academic Performance in Core Subjects

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Abstract

The "Bawat Bata Bumabasa" Initiative operates on the profound belief that literacy is not merely a basic skill but a fundamental right, essential for equitable access to education and opportunities for all. This study aimed to determine the level of implementation of the Bawat Bata Bumabasa Initiative and its relationship to the academic performance of learners in Gitagum District. Specifically, this addressed the level of implementation considering the big six of reading: oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension. It sought to find out the significant relationship between the implementation of Bawat Bata Bumabasa (3B's) Initiative and the Academic Performance of learners. The data collection involved one hundred and sixty-one (161) Public Elementary teachers from Gitagum District during the School Year 2022-2023. The study utilized a patterned and modified questionnaire from the DM 173, S2019 Bawat Bata Bumabasa Initiatives. The researcher determined the sample size using the universal sampling technique. Descriptive statistics, including measures such as mean and standard deviation, were applied to briefly characterize the variables under investigation.

Findings indicated a very high result on the respondents' level of implementation of the Bawat Bata Bumabasa Initiative. It also shows a satisfactory result of the academic performance of learners in core subjects. Overall, the implementation of the Bawat Bata Bumabasa Initiative showed a significant relationship between learners' academic performance as indicated by the r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. It is recommended that teachers should promote active student participation and model clear communication and respectful dialogue. Administrators need to update the math curriculum to align with current standards and ensure equitable access to quality instruction, while parents should establish a daily reading routine and engage in discussions to enhance comprehension and critical thinking.

Keywords: Bawat Bata Bumabas (3B's), Academic Performance

1. Introduction

The Bawat Bata Bumabasa (3B's) Initiative is a key educational program in the Philippines aimed at improving early literacy among learners. Recognizing the foundational role of reading in academic success, the initiative addresses widespread concerns about students' poor reading proficiency, which

significantly impacts their performance in core subjects like English, Science, and Mathematics. Despite its importance, the program's implementation has been inconsistent across schools, resulting in varied levels of support and outcomes. Previous assessments reveal that many learners still lack grade-level literacy skills, prompting educators to intensify reading interventions. The 3B's Initiative not only focuses on basic reading but also integrates higher-order thinking skills such as critical thinking, creativity, and problem-solving into reading and comprehension activities.

Research supports the initiative's effectiveness. Longitudinal studies show that students engaged in structured literacy programs experience significant gains in reading proficiency and comprehension. These improvements contribute to cognitive development and prepare students for academic success. Furthermore, the initiative plays a crucial role in addressing educational inequity by targeting disadvantaged communities. By improving literacy among marginalized groups, the 3B's Initiative helps close the achievement gap and fosters social mobility, contributing to a more just and inclusive society.

Research Questions

This study aimed to determine the Implementation of the Bawat Bata Bumabasa (3B's) Initiative Program and the Academic performance in core subjects in Gitagum District for the School Year 2022-2023. Specifically, this sought to answer the following questions.

1. What is the respondents' level of implementation in the Bawat Bata Bumabasa (3B's) Initiative considering oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension?
2. What is the learners' academic performance in English, Mathematics and Science?
3. Is there a significant relationship between the implementation of the Bawat Bata Bumabasa (3B's) Initiative and the academic performance of learners?

Significance

The findings of this study provide valuable insights into the effectiveness of the Bawat Bata Bumabasa (3B's) Initiative and its link to learners' academic performance. It highlights the importance of reading comprehension in improving achievement and guides supervisors in designing more effective reading interventions. By monitoring the program, school heads and parents can identify strengths and areas for improvement, helping them make informed decisions to enhance reading efforts. Teachers are also encouraged to be more engaged and committed to fostering literacy. For learners, improved reading comprehension leads to better academic outcomes. Lastly, the study offers useful data for future researchers aiming to address reading proficiency gaps and strengthen literacy programs.

Scope and Limitations

This study focuses on the implementation of the Bawat Bata Bumabasa Initiative and the academic performance in core subjects. The data collection is conducted with one hundred and sixty-one teachers of Gitagum District for the School Year 2022-2023, who represent the population.

Specifically, this study does not cover other problems that are not related to the Bawat Bata Bumabasa (3B's) Initiative and the academic performance of learners. Each of the respondents is given the same questionnaire to answer. The result of the study is applicable only to the respondents of the study and is not used as a measure of the effectiveness of the Bawat Bata Bumabasa 3B's Initiative and the academic performance of those who do not belong to the population of this study. The main source of the data is the questionnaire, which is adopted and modified by the researcher.

2. Literature Review

Bawat Bata Bumabasa (3B's) Initiative

This initiative, mandated by DepEd Memorandum No. 173, s. 2019, is a nationwide reading intervention program aimed at improving students' reading proficiency by promoting an integrated approach to literacy instruction. It emphasizes six essential components: oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension, which must be consistently developed throughout the day (Lledo, 2019). Oral language is the foundation of reading and includes phonology, semantics, syntax, and pragmatics (Budeharso, 2019). Phonological awareness involves recognizing sounds, rhymes, and syllables, which are critical for phonemic and phonics instruction (Dorado et al., 2022). Phonics teaches the connection between letters and sounds, often through synthetic approaches that build confidence and fluency (Genelza et al., 2022). Vocabulary plays a key role in comprehension, with most word knowledge acquired through reading and meaningful exposure. Fluency, comprising speed, accuracy, and expression (Rath, 2018), ensures smooth and expressive reading, which supports understanding. Comprehension is the ultimate goal of reading and is crucial for academic success, especially by third grade, when students begin "reading to learn" (Almutairi, 2018). Overall, the 3B's Initiative seeks to build strong, fluent, and thoughtful readers by integrating these key elements into daily classroom instruction, thus ensuring learners are prepared for lifelong academic achievement.

Academic Performance

Academic performance measures how well students achieve their educational goals, often assessed through classroom activities, standardized tests, and cumulative grades. It serves as a key indicator of educational quality and program effectiveness. Performance evaluation in education includes analyzing outcomes, inputs, and effectiveness scores, such as the difference between actual and predicted graduation rates (Horn et al., 2019). Research shows that students with strong academic achievement tend to earn higher incomes, have better job opportunities, and experience increased self-esteem and reduced risk of mental health issues and substance abuse (Temtama et al., 2019). Despite these benefits, some studies reveal a growing number of students who fail to graduate on time, reflecting ongoing challenges in academic performance (Ab Razak et al., 2019). Both intellectual and non-intellectual factors like learning styles and study habits play a role in academic success (Magulod, Jr., 2018). This review helps explain the relevance of these factors in relation to the Bawat Bata Bumabasa (3B's) Initiative, offering insights into how early literacy efforts contribute to improving learners' academic outcomes.

3. Methodology

Research Design

The researcher employed a descriptive quantitative non-experimental design using a correlational method to determine the effectiveness of the Bawat Bata Bumabasa (3B's) Initiative and its relationship to learners' academic performance in core subjects. Structured questionnaires served as the primary data-gathering tool. This approach allowed for a formal, objective, and systematic collection of numerical data to describe and analyze the connection between the implementation of the reading program and student outcomes. The respondents were Grade 4 to Grade 6 teachers, whose insights provided valuable data for understanding the effectiveness of the 3B's Initiative.

Participants

In this study, the respondents were the one hundred and sixty-one (161) teachers among the eleven (11) schools in Gitagum District, Division of Misamis Oriental, during the School Year 2022-2023.

Data Collection

The questionnaire used in this study was adapted from DepEd Memorandum 173, s. 2019 and Konza's (2014) study on the "Big Six" elements of reading, which emphasizes the importance of oral language and early literacy. It was modified to fit the study's purpose and divided into two parts: Part I assessed the implementation of the Bawat Bata Bumabasa (3B's) Initiative, focusing on the six key reading elements—oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension; Part II collected data on learners' general weighted average in core subjects for the Fourth Quarter of SY 2023–2024.

Data Analysis

The researcher determined the sample size using the universal sampling technique to select participants from the target population. Universal sampling, also known as systematic sampling or random interval sampling, is a probability sampling technique used in research to select a sample from a larger population. In universal sampling, every member of the population has an equal chance of being selected for the sample. This method ensured each individual in the population had an equal chance of being included in the sample, thereby enhancing the representativeness of our study's findings.

 The respondents included teachers from the elementary level, specifically Grade 4 to 6 teachers. Both experienced educators and new teachers participated, allowing for a diverse range of perspectives.

4. **Results and Discussions**

   Problem 1. What is the respondents' level of implementation in the Bawat Bata Bumabasa (3B's) Initiative considering oral language, phonological awareness, phonics, vocabulary, fluency and comprehension?

Table 1
Summary Distribution of Respondents' Level of Implementation in the Bawat Bata Bumabasa (3B's) Initiative

Variables	Mean	SD	Interpretation
Oral Language	3.68	0.45	Very High
Phonological Awareness	3.76	0.48	Very High
Phonics	3.76	0.45	Very High
Vocabulary	3.77	0.44	Very High
Fluency	3.76	0.44	Very High
Comprehension	3.79	0.44	Very High
Overall	**3.75**	**0.45**	**VERY HIGH**

Table 1 reveals a very high level of implementation of the Bawat Bata Bumabasa Initiative, with an overall mean of 3.75 (SD = 0.45). This indicates that educators have effectively integrated the initiative's components into teaching, contributing to early literacy and academic success. As Rivera and Cruz (2022) reported, students showed notable improvements in reading comprehension after implementation, confirming its effectiveness. Among the six core areas, Comprehension scored the highest mean of 3.79 (SD = 0.44), suggesting that strategies focused on understanding texts are especially impactful. Research by Duke and Carlisle (2023) supports this, emphasizing that comprehension fosters critical thinking, deeper understanding, and academic growth. Conversely, Oral Language recorded the lowest mean score of 3.68 (SD = 0.45), though still interpreted as very high. Challenges in this area may stem from limited speaking opportunities and teacher preparation. As noted by Garcia and Reyes (2024), targeted interventions and professional development are needed to strengthen students' oral communication, which is essential for vocabulary and reading development. Findings from the Department of Education (2023) reinforce these results, citing improved reading proficiency, better access to materials, and enhanced teaching capacity. Overall, the 3B's Initiative has significantly influenced literacy development, but continued support for oral language is essential for holistic student progress.

Problem 2. What is the learners' academic performance in English, Mathematics, and Science?

Table 2
Summary Distribution of the Learners' Academic Performance in
English, Mathematics and Science

Indicators	Mean	SD	Interpretation
English	83.60	1.25	Good
Mathematics	81.47	1.37	Good
Science	83.87	1.87	Good
Overall	**82.98**	**1.50**	**GOOD**

Table 2 shows that learners exhibited a satisfactory academic performance in English, Mathematics, and Science, with an overall mean score of 82.98 (SD = 1.50). This performance reflects that students are generally meeting academic standards in core subjects, which are vital for developing critical thinking, scientific literacy, and problem-solving skills. Science emerged as the highest-performing subject with a mean of 83.87 (SD = 1.87), suggesting the initiative's emphasis on comprehension and inquiry-based learning is yielding strong outcomes in scientific understanding. As noted by Rivera and Cruz (2022), sustained engagement in the Bawat Bata Bumabasa Initiative led to continuous improvements in Science performance, likely due to strategies like hands-on experiments and real-world applications. Mathematics, on the other hand, had the lowest mean score of 81.47 (SD = 1.37). Despite this, performance remains satisfactory. Comprehension was identified as a key factor influencing math success, as supported by Lee and Ng (2020), who found that students with strong mathematical language comprehension performed better in problem-solving. Across subjects, reading comprehension was emphasized as foundational to learning. It enables students to extract meaning from complex texts, instructions, and visual data, making it integral to success in all academic areas (August & Shanahan, 2022). Findings underscore that the Bawat Bata Bumabasa Initiative has significantly contributed to academic improvement across subjects by

promoting literacy, teacher support, and student engagement. However, there remains a need for targeted interventions in Math and English to sustain and elevate performance levels further (Garcia & Reyes, 2024).

Problem 3: Is there a significant relationship between the implementation of Bawat Bata Bumabasa (3B's) Initiative and the academic performance of learners?

Table 3

Test of Relationship between the Implementation of Bawat Bata Bumabasa (3B's) Initiative and Learner's Academic Performance

Level of Implementation of Bawat Bata Bumabasa (3B's) Initiative Indicators	Learner's Academic Performance			OVERALL
	English r-value p-value	Mathematics r-value p-value	Science r-value p-value	r-value p-value
Oral Language	0.545 (MPR) 0.040* S	0.014 (NLR) 0.816 NS	0.119 (WPR) 0.390 NS	0.060 (NLR) 0.299 NS
Phonological Awareness	0.555 (MPR) 0.034* S	-0.002 (NLR) 0.971 NS	0.054 (NLR) 0.349 NS	0.018 (NLR) 0.752 NS
Phonics	0.532 (MPR) 0.005* S	0.054 (NLR) 0.353 NS	0.023 (NLR) 0.686 NS	0.036 (NLR) 0.531 NS
Vocabulary	0.553 (MPR) 0.008* S	0.116 (WPR) 0.451 NS	**0.504 (MPR) 0.050* S**	**0.565 (MPR) 0.004* S**
Fluency	0.516 (MPR) 0.046* S	0.134 (WPR) 0.120 NS	**0.527 (WPR) 0.051* S**	**0.340 (WPR) 0.013* S**
Comprehension	0.583 (MPR) 0.001* S	**0.172 (WPR) 0.013* S**	**0.367 (WPR) 0.001* S**	**0.374 (WPR) 0.001* S**

Table 3 shows that the implementation of the Bawat Bata Bumabasa (3Bs) Initiative, particularly in the areas of vocabulary, fluency, and comprehension, has a significant relationship with learners' academic performance, as evidenced by the r-values and probability values falling below the 0.05 significance level. This led to the rejection of the null hypothesis and implies that these components are positively associated

with academic achievement. A strong vocabulary enhances students' ability to comprehend texts, perform well in standardized tests, and participate actively in classroom discussions across various subjects. Fluency, while not a direct predictor of academic performance, supports confidence, motivation, and the ability to manage tasks and assessments effectively. Comprehension, meanwhile, is critical for understanding, analyzing, and synthesizing information, allowing students to succeed in core subjects such as English, Math, and Science. In contrast, the implementation of oral language, phonological awareness, and phonics showed no significant relationship with academic performance. Although these components are essential in early literacy development, they do not appear to directly influence broader academic achievement in higher grade levels. Oral language skills, while important for communication, are less emphasized in formal assessments and may not fully reflect academic success. Similarly, phonological awareness and phonics focus on decoding and early reading skills, which, when taught in isolation, may not lead to significant gains in comprehension or performance in content-rich subjects. These findings highlight that while foundational literacy skills are important, it is the development of vocabulary, fluency, and comprehension that more strongly supports sustained academic achievement.

5. Conclusion and Recommendations

Conclusion

In conclusion, the study demonstrates that focusing on vocabulary, fluency, and comprehension significantly contributes to learners' academic performance in core subjects. These components are crucial for academic excellence across core subjects and reflect the importance of incorporating them into educational strategies. The limited impact of phonological awareness, oral language, and phonics on broader academic success suggests that while these elements are foundational, they may not be as influential in achieving higher academic outcomes once foundational skills are established. This indicates that while phonics and phonological awareness are critical for the early stages of reading, their direct contribution to academic performance in core subjects may diminish as students advance.

Moreover, the satisfactory performance of learners indicates that while progress has been made, there is a need for a more comprehensive strategy that integrates these findings with additional educational supports to further enhance academic achievement. The satisfactory performance indicates that while improvements are evident, there is room for further enhancement in the initiative's approach or in addressing other variables affecting academic success.

The Bawat Bata Bumabasa initiative has made valuable strides, but continued refinement and holistic approaches are essential for maximizing its effectiveness and improving learners' overall academic performance.

Recommendations

Based on the result and findings in the study, the following are recommended with the hope of enriching the level of implementation of the Bawat Bata Bumabasa (3B's) Initiative Program of Gitagum District, Division of Misamis Oriental.

The teachers should encourage active participation and create opportunities for students to speak freely to enhance their oral language skills. They should also demonstrate good communication skills by speaking clearly, using appropriate language, and actively listening to students. Model turn-taking and respectful conversation techniques.

The school administrator must review and enhance the mathematics curriculum to ensure it is aligned with current standards and best practices. Ensure that all students have equitable access to high-quality math instruction, resources, and support services.

The parents and stakeholders should establish a daily reading routine. Reading with the child regularly encourages them to read independently. They must discuss the books or articles read to build comprehension and critical thinking skills.

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