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Assessing the Effects of Cornerstone Reading Tutorial

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ABSTRACT

Reading is a vital skill that shapes students' academic performance across all subjects. This study examined the impact of a reading intervention on the proficiency and English performance of Calape Central Elementary School students from 2016 to 2018. Implemented through the collaboration of Bohol Island State University–Calape Campus, Couples for Christ–ANCOP, and the Department of Education, the program used a quantitative design with 59 slow readers from the 4th and 5th batches. Data were gathered through the Dolch Basic Sight Vocabulary Test and English grades, analyzed via correlated t-test. Results showed a 27.65% improvement in reading and a 1.57% increase in grades. Findings confirm the program's effectiveness, recommending its continued expansion through collaborative partnerships.

Keywords: Collaboration, effects, intervention, performance, proficiency, reading, tutorial

INTRODUCTION

Reading proficiency is a fundamental skill that plays a crucial role in a student's academic success. The ability to comprehend written text not only impacts performance in language-related subjects but also influences overall

learning outcomes. Despite the recognized significance of reading, many students face challenges in developing their reading skills, which can hinder their educational progress.

This study focuses on the Cornerstone Reading Tutorial Program, a collaborative initiative between Bohol Island State University - Calape Campus, the Couples for Christ (CFC) - Answering the Cry of the Poor (ANCOP) initiative, and the Department of Education. The program aims to address the reading difficulties faced by students, particularly those attending Calape Central Elementary School in Calape, Bohol, during the academic years 2016--2018. The study aimed to assess the effectiveness of the Cornerstone Reading Tutorial Program on students' reading proficiency and English performance from A.Y. 2016-2018, specifically, it answered these questions.

1. What is the respondent's reading proficiency level using Dolch Basic Sight Vocabulary Test?
2. Is there a significant difference between the respondents' level of reading proficiency using Dolch Basic Sight Vocabulary Test before and after the implementation of the program?
3. What is the respondent's level of performance in English?
4. Is there a significant difference between the respondent's level of performance in English before and after the implementation of the program?
5. What recommendations can be made, based on the result of this study?

LITERATURE REVIEW

This is rooted in the need to assess the effectiveness of the Cornerstone Reading Tutorial Program in transforming students' reading proficiency levels and English performance. Reading proficiency is considered a cornerstone skill that underpins success across various subjects and academic domains. Adora et al. (2024) reported that students who participate in independent reading demonstrate improved reading comprehension, verbal fluency, and general knowledge compared with those who do not. Mackenzie (2025) also stated that they are eagerly motivated to engage in more reading. They show progress in their reading skills and attain higher scores on academic assessments across different subjects. This implies that engaging in reading activities fosters critical thinking and strengthens reading comprehension, ultimately benefiting students' overall academic performance. Therefore, understanding the impact of this program on students' reading skills and overall academic performance is highly important.

RESEARCH METHOD

We employed a quantitative research design. This study aimed to examine the impact and sustainability of the tutorial program by analyzing the respondents' reading proficiency level and English performance. To describe the pupils' reading proficiency level, the researchers used the Dolch Basic Sight Vocabulary Test results before and after the tutorial program.

On the other hand, to describe the pupils' English performance, the researchers used the English 1st- and 4th-quarter grades. Moreover, this study analyzed the significant difference in pupils' reading proficiency and English performance before and after the program. Furthermore, this study examined the relationship between respondents' reading proficiency levels and English performance after the tutorial program. Furthermore, to test if there is a significant difference in the respondents' reading proficiency level and English performance before and after the conduct of the Cornerstone Reading Tutorial Program, the correlated *t-test* was used. The participants of the Cornerstone Reading Tutorial Program were the 30 and 29 slow readers for the two batches, which totaled to 59 participants for the two-year implementation of the Cornerstone Reading Tutorial, from 2016-2018.

RESULTS

Table 1 shows the respondents' reading proficiency level of their Dolch Basic Sight Vocabulary Test results for the S.Y. 2016-2018 implementation of the Cornerstone Reading Tutorial. In this 4th batch, the result showed that 1 from 10 tutees were categorized as Primer after participating in the Cornerstone Reading Tutorial Program. All pupils in the Primer & 1st Reader level had improved to a higher reading proficiency level. While 17 from 4 tutees became 2nd reader level. Moreover, 5 from 0 tutees are categorized as 3rd Reader. There is a percentage increase of 30.49% on the reading proficiency level of the participating tutees for this school year.

In addition, it displays the respondents' reading proficiency level based on their Dolch Basic Sight Vocabulary Test results for the program's 5th batch. The result showed that 1 tutee was categorized as a Pre-Primer before participating in the Cornerstone Reading Tutorial Program. Only 1 from 10 tutees advanced to the 1st Reader level while 17 from 14 tutees remained in the 2nd Reader level. Moreover, 10 from 2 tutees are categorized as 3rd Reader. There is a percentage increase of 25.09% on the reading proficiency level of the participating tutees for this school year.

Table 1*Respondent's Profile in terms of Dolch Basic Sight Vocabulary Test*

School Year	Scores	Description	Before Tutorial		After Tutorial	
			f	c	f	%
2016-2017 (4 th batch) n=30	211-220	3 rd Reader	0	0.00	5	16.67
	171-210	2 nd Reader	4	13.33	17	56.67
	121-170	1 st Reader	16	53.33	7	23.33
	76-120	Primer	10	33.33	1	3.33
	0-75	Pre-Primer	0	0.00	0	0.00
		Average		137.80		179.73
	Description		1 st Reader		2 nd Reader	
	Mean Difference				30.49%	
2017-2018 (5 th batch) n=29	211-220	3 rd Reader	2	6.90	10	34.48
	171-210	2 nd Reader	14	48.28	17	58.62
	121-170	1 st Reader	10	34.48	1	3.45
	76-120	Primer	2	6.90	1	3.45
	0-75	Pre-Primer	1	3.45	0	0.00
		Average		163.41		204.41
	Description		1 st Reader		2 nd Reader	
	Mean Difference				25.09%	
OVERALL N=59	211-220	3 rd Reader	2	3.39	15	25.42
	171-210	2 nd Reader	18	30.51	34	57.63
	121-170	1 st Reader	26	44.07	8	13.56
	76-120	Primer	12	20.34	2	3.39
	0-75	Pre-Primer	1	1.69	0	0.0
		Average		150.21		191.74
	Description		1 st Reader		2 nd Reader	
	Mean Difference				27.65%	

Generally, Table 1 also shows the combined reading proficiency level of all the respondents for two school years based on their Dolch Basic Sight Vocabulary Test results. After participating in the Cornerstone Reading Tutorial Program, 0 from 1 tutee, 2 from 12, and 8 from 26 tutees were categorized as Pre-Primer, Primer, and 1st reader, respectively. Moreover, 18 increased to 34 tutees and 2 increased to 15 tutees were in the 2nd reader and 3rd reader level. There is an overall percentage increase of 27.65% in the reading proficiency level of all participating tutees for the two school years.

Table 2 shows the summary of the results of the correlated t test for the analysis of Dolch Basic Sight Vocabulary test results of the two batches of respondents. The 4th and 5th batches show significant differences between before and after tutorial classes for the two school years of implementation.

Table 2

Analysis of Dolch Basic Sight Vocabulary Test Results

School Year	Sources of Variation	Mean	Degree of Freedom	Computed	Tabular	Decision	Interpreta- tion
				t value	Value		
@ 0.05 level of significance							
2016-2017 (4 th batch) n=30	Before the Reading Tutorial Program	137.8	29	-8.90	±2.04	Reject H _o	Significant
	After the Reading Program	179.7					
2017-2018 (5 th batch) n=29	Before the Reading Tutorial Program	163.4	28	-5.05	± 2.05	Reject H _o	Significant
	After the Tutorial Program	204.4					
OVERALL N=59	Before the Reading Tutorial Program	150.3	58	-8.90	±2.00	Reject H _o	Significant
	After the Tutorial Program	191.8					

The result implies that the Cornerstone Reading Tutorial is an effective means of increasing the reading performance of the tutees. Students who have difficulty reading end up with poor academic performance. Since reading is a vital component that leads to academic success, achievement becomes hindered when students struggle to understand. Therefore, for students to perform best in school, they must first master the skill of reading (Castro, 2024 and Mackenzie, 2025).

Findings show that the Cornerstone Reading Tutorial Program had positive effects on the participants. Many participants had improved by one to two levels after they joined the program. Torgesen et al. (2001) and Vaughn & Wanzek (2014), in their study, affirmed that a tutorial program is effective in enhancing the reading competencies of the pupils.

Table 3 shows the respondents' English performance as another variable for this study. In the 4th batch of implementation, 21 respondents were at the *Fairly Satisfactory level*, and 9 were at the *Did Not Meet the Expectation level*. After the tutorial classes, a varied result was observed. From 21 tutees who were Fairly Satisfactory at the beginning of the tutorial program, it became 26 after the program, and the 9 tutees who *Did Not Meet the Expectation level* were trimmed down to 2 tutees after. The table also shows the computed average grade before the tutorial program is 75.06, which increased to 76.50, wherein both fall on the *Fairly Satisfactory level* and depict a 1.88% average increase.

Table 3

Respondents' Profile in terms of English Performance

School Year	Scores	Description	Before Tutorial		After Tutorial	
			f	c	f	%
2016-2017 (4 th batch) n=30	90-100	Outstanding	0	0.00%	0	0.00%
	86-89	Very Satisfactory	0	0.00%	0	0.00%
	80-85	Satisfactory	0	0.00%	2	6.67%
	75-79	Fairly Satisfactory	21	70.00%	26	86.67%
	0-74	Did Not Met Expectations	9	30.00%	2	6.67%
		Average	75.06		76.50	
		Description	Fairly Satisfactory		Fairly Satisfactory	
		Mean Difference	1.88%			

2017-2018 (5 th batch) n=29	90-100	Outstanding	1	3.45%	0	0.00%
	86-89	Very Satisfactory	0	0.00%	1	3.45%
	80-85	Satisfactory	5	17.24%	6	20.69%
	75-79	Fairly Satisfactory	20	68.97%	21	72.41%
	0-74	Did Not Meet Expectations	3	10.34%	1	3.45%
			Average	77.31		78.20
		Description	Fairly Satisfactory		Fairly Satisfactory	
		Mean Difference	1.15%			
OVERALL N=59	90-100	Outstanding	2	3.39%	15	25.42%
	86-89	Very Satisfactory	18	30.51%	34	57.63%
	80-85	Satisfactory	26	44.07%	8	13.56%
	75-79	Fairly Satisfactory	12	20.34%	2	3.39%
	0-74	Did Not Meet Expectations	1	1.69%	0	0.00%
			Average	76.17		77.37
		Description	Fairly Satisfactory		Fairly Satisfactory	
		Mean Difference	1.57%			

In addition, Table 3 also displays the 5th batch's composition; 20 were *Fairly Satisfactory* and 3 *Did Not Meet Expectations*. After the tutorial program, of the 3 tutees, 1 remained in the *Did Not Meet Expectation* level, and of the 20 tutees, 21 became *Fairly Satisfactory*. One tutee rises to *Satisfactory* and *Outstanding* levels after the tutorial program. Also reflected in the table is the average score of 77.31% before the tutorial program and 78.20%, with an average increase of 1.15% in their English performance observed after the tutorial.

For the overall English performance, 1 tutee remained at the "Did Not Meet Expectation" level. Among the 12 tutees, 2 progressed to the "Fairly Satisfactory" level. Additionally, 8 out of 26 advanced to "Satisfactory," while the "Very Satisfactory" category increased from 18 to 34. Those in the "Outstanding" level rose from 2 to 15. The data also show an improvement in average scores, rising from 76.17% before the program to 77.37% after, reflecting a 1.57% increase in English performance. The result implies that reading tutorials has a significant effect on the respondents' English performance. Hock et al. (2003) affirmed that one-on-one tutoring is highly effective in enhancing pupils' reading skills.

Table 4 shows the summary of the results of the correlated *t-test* for the analysis of the English performance of the two batches of respondents. Generally, there is a significant difference before and after the tutorial program. The results assert that adult-instructed one-to-one reading interventions for elementary students using trained volunteers or college students were highly effective (Chang et al., 2025, and Elbaum et al., 2000). Carter and Derrick (2025) and Cortes et al. (2025) affirm in similar studies that students showed more progress in reading than expected as a result of the reading tutorial. Saro, Barol, Glodobe, Grana, & Biluga (2024) emphasized that without a solid foundation in reading skills, students would face ongoing challenges in mastering other disciplines. This assertion highlighted the essential role of reading proficiency as a cornerstone of academic success.

Table 4

Analysis of the Respondents' English Grades

School Year	Sources of Variation	Mean	Degree of Freedom	Computed Tabular		Decision	Interpretation
				t-value	Value		
				@ 0.05 level of significance			
2016 - 2017 (4 th batch) n=30	Before the Reading Tutorial Program After the Reading Program	75.06 76.05	29	-6.28	±2.04	Reject H ₀	Significant
2017 - 2018 (5 th batch) n=29	Before the Reading Tutorial Program After the Tutorial Program	77.31 78.27	29	-1.9	± 2.05	Accept H ₀	Not Significant
OVERALL N=59	Before the Reading Tutorial Program After the Tutorial Program	76.17 77.37	58	-4.5	±2.00	Reject H ₀	Significant

DISCUSSION AND CONCLUSIONS

The Cornerstone Reading Tutorial Program has a positive, progressive impact on students' reading proficiency and English performance. This undeniable correlation between students' reading proficiency and their English performance underscores the program's significance in elevating academic achievement. As we look ahead, it becomes abundantly clear that the collaborative efforts involving the Cornerstone Reading Tutorial Program and the College of Teacher Education must be steadfastly maintained and expanded in the years to come. This partnership holds immense potential as an operative strategy to nurture students' reading proficiency, thereby catalyzing improvements in their overall English performance. In essence, the continued implementation of the Cornerstone Reading Tutorial Program is an essential initiative that empowers students to enhance their reading skills and, consequently, excel in their English language abilities. The Cornerstone Reading Tutorial Program is much more effective in increasing reading proficiency and improving the English performance of the students. It further signifies that the College of Teacher Education, BISU Calape Campus, should continue conducting the reading tutorial program for the recipient school and may do so in other schools.

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