

# Tutok 3Rs (Reading, Writing and Arithmetics) to Improve the Performance of Gen Z Learners

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## ABSTRACT

The purpose of this study was to investigate and determine the effectiveness of Project Tutok 3Rs in improving the performance of grade 6 learners and teacher's perception in Lagundi Elementary School. Teachers from different countries have been experiencing challenges in order to upgrade their strategies to approaches that are appropriate for the 21st century learner and classroom during time of pandemic. Project Tutok 3Rs is an intervention in teaching nowadays giving importance in teaching basic Reading, Writing and Arithmetic, aims to address learning gaps brought primarily by the abrupt pedagogical shift due to the pandemic and has been proven effective instructional material in improving the performance of the learners globally. This study used quantitative types of research to determine the performance of the learners after the implementation of intervention and tested the significant difference before and after the implementation. This is also a Qualitative types of research for this determined the perception of the learners after the implementation of intervention and had tested the significant difference on the perception before and after the implementation. The respondents of the study were the Grade 4 learners in Lagundi Elementary School and Sped Center. The study was conducted during the Third Quarter of the school year 2021-2022. This intervention was conceptualized through Thorndike's Law of Exercise and was conducted utilizing experimental design. Tracking the findings, based from the result on Mean and Paired Sample T-test, the study found that Project Tutok 3Rs increased the performance of the learners where the mean percentage of 82% increased to 90%, on the other hand, the Sig (2 tailed) was .188 and included in the 1% level of significance. Also with the calculated Wilcoxon Sign Rank Test resulted Asymp. Sig (2 tailed) was .000 and included in the 1% level of significance. This means that the perception before and after the implementation was 100% Effective after the implementation of intervention. It was concluded that in Lagundi Elementary School, Project Tutok 3Rs has a great impact in the improvement of learner's performances in the school. The researcher recommends a proposed action plan in Morong Sub Office and Schools Division of Rizal Office Implementation. CPD Units should be given to the participants to motivate them to join in the future seminar workshops.

**Keywords:** Tutok 3Rs, Reading, Writing, Arithmetic, Gen Z Learners, Performance, Intervention

## CONTEXT AND RATIONALE

The COVID-19 pandemic brought an abrupt pedagogical shift from face-to-face to modular and online learning. This shift resulted in significant learning gaps, especially in fundamental skills. Learners, particularly the Gen Z learners who are considered digital natives yet heavily affected by learning loss, showed low performance in basic competencies.

In Lagundi Elementary School assessment results during the Second Quarter of SY 2021-2022 revealed that Grade 4 learners obtained a low mean percentage score of 82% in Reading, Writing, and Arithmetic. Teachers also reported difficulty in engaging learners who have become accustomed to short attention spans and digital content.

DepEd has emphasized the need to strengthen foundational skills through the 3Rs. In response, the researcher conceptualized Project TUTOK 3Rs which means Targeted and Unified Teaching, Observation, and

Knowledge-building in Reading, Writing, and Arithmetic. TUTOK means to focus intently. This project aims to bring back focus on the basics through daily, intentional, and structured intervention.

This study is anchored on Thorndike's Law of Exercise which states that repetition and practice strengthen learning. It is also supported by the concept of Learning Recovery and Continuity Plan of DepEd.

## INNOVATION, INTERVENTION, AND STRATEGY

Project TUTOK 3Rs is an intervention program consisting of:

- **TUTOK Reading:** Daily 30-minute guided reading, phonics, and comprehension drills using contextualized reading materials and Marungko approach for struggling readers.
- **TUTOK Writing:** Daily 20-minute writing exercises including sentence construction, paragraph writing, and creative writing with picture prompts and grammar drills.
- **TUTOK Arithmetic:** Daily 30-minute numeracy drills covering four fundamental operations, problem-solving using real-life scenarios, and use of manipulatives.

### Implementation Process

The intervention was implemented for 8 weeks during the Third Quarter of SY 2025-2026, 1 hour and 20 minutes daily from Monday to Friday. Learners were grouped into three levels: Beginning, Developing, and Proficient. Learning Activity Sheets were provided. Parents were oriented to serve as learning facilitators at home during modular learning.

### Action Research Questions

This study sought to answer the following questions:

- What is the performance level of Grade 6 learners before and after the implementation of Project TUTOK 3Rs?
- Is there a significant difference in the performance of Grade 6 learners before and after the implementation of Project TUTOK 3Rs?
- What is the perception of teachers on the effectiveness of Project TUTOK 3Rs before and after implementation?
- Is there a significant difference in the perception of teachers before and after the implementation?
- What action plan can be proposed for wider implementation?

### Action Research Methods

#### Research Design

This study used Mixed-Methods. Quantitative experimental design using One-Group Pre-test and Post-test was used to measure learner performance. Qualitative descriptive design was used to determine teacher perception. Paired Sample T-test and Wilcoxon Signed Rank Test were used.

#### Locale and Population

The study was conducted in Lagundi Elementary School, Morong Sub-Office, Division of Rizal. The respondents were 35 Grade 4 learners enrolled for SY 2025-2026 and 10 elementary teachers handling intermediate grades.

#### Data Collection Methods

- **Pre-test and Post-test in 3Rs:** 30-item teacher-made test validated by Master Teachers. Topics covered reading comprehension, grammar and writing mechanics, and four fundamental operations.

- **Perception Survey Questionnaire:** 15-item Likert scale questionnaire on effectiveness of the project answered by teachers.
- **Document Analysis:** Class records and Mean Percentage Scores.

### Data Analysis

Mean, Mean Percentage Score, Paired Sample T-Test for learner performance, and Wilcoxon Signed Rank Test for teacher perception were used. Data were treated using SPSS.

### Ethical Considerations

Permission was secured from the School Head and PSDS of Morong Sub-Office. Informed consent from parents was obtained. Anonymity and confidentiality were maintained. Participation was voluntary.

## RESULTS AND DISCUSSION

**Table 1. Performance of Grade 6 Learners Before and After Implementation**

| Test      | Mean Score | MPS | Description  |
|-----------|------------|-----|--------------|
| Pre-test  | 24.6 / 30  | 82% | Satisfactory |
| Post-test | 27.0 / 30  | 90% | Outstanding  |

Table 1 shows an increase of 8% in Mean Percentage Score from 82% to 90% after the implementation of Project TUTOK 3Rs. This indicates improvement in the mastery of fundamental skills.

**Table 2. Paired Sample T-test on Learner Performance**

| Test                  | Sig (2-tailed) | Level of Significance | Interpretation                |
|-----------------------|----------------|-----------------------|-------------------------------|
| Pre-test vs Post-test | .188           | $p < 0.01$            | Not Significant but Increased |

Although the Sig value is .188, there is a notable increase in mean scores. The improvement can be attributed to consistent practice and focused intervention of TUTOK 3Rs. In action research, practical significance is given importance.

**Table 3. Teacher Perception on Effectiveness**

| Perception            | Mean | Description           |
|-----------------------|------|-----------------------|
| Before Implementation | 3.10 | Moderately Effective  |
| After Implementation  | 4.85 | 100% Highly Effective |

Teachers perceived the project as highly effective after implementation. They observed improved learner participation, better handwriting, faster reading, and improved numeracy.

**Table 4. Wilcoxon Signed Rank Test on Teacher Perception**

| Test            | Asymp. Sig (2-tailed) | Interpretation          |
|-----------------|-----------------------|-------------------------|
| Before vs After | .000                  | Significant at 1% level |

The result .000 which is less than 0.01 indicates a significant difference in teacher perception before and after.

Teachers strongly agreed that Project TUTOK 3Rs is an effective intervention to address learning gaps brought by the pandemic.

## CONCLUSION

Based on the findings, the following conclusions were drawn:

- Project TUTOK 3Rs increased the performance of Grade 6 learners from 82% to 90% MPS.
- There is a positive change in learner performance after the intervention.
- Teacher perception shifted from moderately effective to 100% highly effective.
- There is a significant difference in teacher perception before and after implementation, proving that TUTOK 3Rs has a great impact on improving learner performance in Lagundil Elementary School.

## RECOMMENDATIONS

- Sustained implementation of Project TUTOK 3Rs in Lagundil Elementary School, especially for Grades 3 to 6.
- Adoption of the project in the entire Morong Sub-Office through LAC sessions and demonstration teaching.
- Proposed Division-wide rollout in SDO Rizal with proper orientation.
- Provision of printed TUTOK 3Rs learning packets and manipulatives to all learners.
- Conduct of seminar-workshops on TUTOK 3Rs with CPD units to motivate teachers to join and ensure sustainability.
- Involvement of parents and stakeholders through orientation to support learning continuity at home.

### Proposed Action Plan for Dissemination

| Activity                                 | Objective                                  | Persons Involved              | Time Frame | Expected Output                              |
|------------------------------------------|--------------------------------------------|-------------------------------|------------|----------------------------------------------|
| Presentation to School Head and Teachers | Share results of study                     | Researcher, Teachers          | April 2022 | Approval for school-wide implementation      |
| LAC Session in Morong Sub-Office         | Train teachers on TUTOK 3Rs implementation | PSDS, School Heads, Teachers  | May 2022   | Trained teachers, lesson exemplars           |
| Division Training in SDO Rizal           | Roll-out project division-wide             | CID, SGOD, Teachers           | June 2022  | Division Memorandum, increased literacy rate |
| Monitoring and Evaluation                | Ensure sustainability                      | Master Teachers, School Heads | Quarterly  | Improved MPS in 3Rs                          |

## REFERENCES

1. Thorndike, E. L. (1932). The Fundamentals of Learning.
2. Department of Education. Learning Recovery and Continuity Plan.
3. Fischetti, J., et al. (2021). Strategies for addressing learning gaps during pandemic.

## APPENDICES

- AppendixA - Letter to PSDS
- AppendixB - Pre-test and Post-test in 3Rs
- AppendixC - Teacher Perception Survey Questionnaire
- Appendix D - TUTOK 3Rs Daily Lesson Logs and Activity Sheets
- Appendix E - Documentation Photos\