



**MANAGEMENT OF TEACHING STRATEGIES FOR ENHANCING
LEARNERS' READING ABILITY**

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ABSTRACT

This study aimed to determine the effectivity of teacher's management in teaching strategies for enhancing learners' reading ability in Cotabato City Division for the school year 2022-2023.

The data gathered were collected and encoded and subject to statistical procedures such as describing the teacher's offline classes and the learners' reading ability of the potential readers. Pearson r correlation was used to determine the relationship between the teacher's management of teaching strategies and the learners' reading ability of the potential readers.

After the data has been gathered, it was tallied, analyzed, and interpreted with the help of a statistician.

Results showed that the Grade IV teachers of Cotabato City Division had highly managed their phone calls, modular approach, and monitoring tool during the reading offline class. They gave the potential readers the tools that can help them succeed and enhanced their reading ability.

The reading ability of the potential readers in terms of phonemic awareness, word recognition, spelling, and comprehension is highly performed after the intervention had been given during the reading offline class.

The data shows a significant relationship between the teacher's management of teaching strategies and the learners' reading ability of the potential readers. This implies that the strategies used by the teacher during the reading offline class were helpful to improve the

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reading ability performance of the potential readers. It also implies that the teaching strategies cater to the expected skills to be learned or enhanced by the potential readers.

Keywords: *Management, Offline Classes, Potential Readers, Cotabato City Division*

THE PROBLEM AND ITS SETTING

Background of the Study

Today's educational advancement is inextricably linked to the science and technology advancement. The required knowledge always keeps up with advancements in technology on a worldwide scale. Teaching and learning in the classroom has to be original and creative in terms of education. In this instance, learners' current levels of mastery of classes, particularly reading skills, are relatively poor.

Reading is an integral part of every educational process as all the subjects taught at all levels of the educational system involve reading (Cimmiyotti, 2013). Despite its importance, reading is one of the most challenging areas in the education system. In 2018 global survey called Program for International Assessment (PISA), the Philippines ranked last among 79 countries. When Corona Virus 19 or COVID 19 hits the world, children were not allowed to go to their respective schools. Learner's reading ability during COVID 19 was deteriorating due to lack of learning on how to read. It is undeniable how the lockdown situation greatly affected Filipinos' mental health and fitness. Children were not immune to the problems of lockdown either. With schools pivoting to remote learning, traditional methods of teaching have been upended and a number of concerns have arisen. In fact, as the result of a recent study, the United Nations Children's Fund (UNICEF) regards students in the Philippines as having poor reading skills.

In several ways, the public health crisis has hampered students' exposure to reading and literacy. Students learning remotely may have fewer opportunities to hold books in their

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue I

August 2024

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hands and practice turning pages left to right. Those learning in-person are finding classroom bookshelves empty or limited due to safety protocols.

Snowling and Hulme (2015), cited in Brooks (2016) note that children who respond poorly to literacy intervention tend to have oral language weaknesses and that it is possible to improve oral language skills by interventions focusing on developing listening skills, vocabulary and narrative skills. The ability to read is essential for academic success. One of the most crucial abilities that every learner must master is this one. All study areas require it as a prerequisite. Because a learner who struggles with reading may also struggle in other subject areas. For those who struggle to read, there is a risk that the main purpose of being able to read becomes lost. The desired outcome is that children not only can read, but want to read. For this reason, reading needs to be motivating and meaningful.

Cited in Manila Bulletin in December 2019, many Filipino learners are struggling to meet the learning standards in early language, literacy, and numeracy. The DepEd has strongly encouraged all elementary and secondary public schools to intensify their advocacy, particularly reading. Education Secretary Leonor Briones, in DepEd memorandum no. 173 s. of 2019 said that the 3Bs initiative would help strengthen the Every Child a Reader Program (ECARP), which primarily aims to equip learners with reading skills to make them proficient and independent readers in their grade level. Briones asked all offices at the Central, regional, and schools Division Offices and school levels to respond to the 3Bs initiatives by intensifying their advocacy for reading and pledging their commitment to make every learner a reader at his or her grade level.

Under Parliament Bill 209, the program will be known as the Supplemental Academic Learning Amelioration Program (SALAP), which aims to improve the learning competencies of students and boost their confidence as they transition from lower to higher grades. Reading will be prioritized to develop the critical and analytical skills of learners. With this, the Ministry of Basic, Higher, and Technical Education required all schools in the BARMM Region to have their remedial classes especially on reading in first two consecutive months of the school year 2022-2023, every Thursday and Friday.

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At every stage in a pupil's development, oral language is an important factor in literacy development. In young children, and particularly those from disadvantaged backgrounds, a focus on oral language skills can have benefits for both reading and writing (Educational Endowment Foundation, 2016 & 2017, Kamil et al, 2008). During a pandemic, the majority of students at public schools do not have access to the internet; they would prefer to purchase food instead. Some students lacked smartphones because their parents couldn't afford to purchase one. Offline classes are available to learners in public school such as printed reading materials and phone calls. Teacher reaches their learners thru phone calls; they communicate to their learners for them to learn how to read using the printed reading materials given.

A good reader has a chance to learn well across the board, whereas a potential reader has a potential to lose interest across the board. It is crucial to solve this ongoing issue in the education sector. There are a variety of reasons why a learner struggles with reading. To assist a student become a proficient reader, a teacher and parent should collaborate. Contacting parents and guardians can be a game changer in terms of establishing an effective reading at home. The educational materials and the teacher's teaching methods should be tailored to the needs of the student. To meet the needs of the potential readers, support for teachers from the school, division, central office, and the community should also be provided.

METHOD

This chapter discusses the methods and processes will be used in the study. It is presented accordingly: the research design, locale of the study, respondents and sampling design, research instrument, validity and reliability of the instrument, data gathering procedures, and statistical treatment.

Research Design

This study used descriptive-correlation research. The descriptive design describes the respondents' phone calls clearly, the modular approach towards potential readers, the monitoring tool, and potential readers' reading ability performance in phonemic awareness,

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word recognition, spelling, and comprehension skills. Meanwhile, the correlation design infers a significant relationship between the management of teaching strategies and the enhancement of potential readers reading ability.

Locale of the Study

The study was conducted in the school's division of Cotabato City. Specifically, it involves eight (8) central elementary schools, namely: Cotabato City Central Pilot School, Sero Central School, Notre Dame Village Central Elementary School, Rojas Central Elementary School, Lugay-Lugay Central Elementary School, Tamontaka Central Elementary School, Datu Siang Central Elementary School and Vilo Central Elementary School. The eight central schools will be taken from the eight districts of the Cotabato City Division. Thus, each district has one central school as a respondent.

Research Subjects

The study respondents were the Grade IV advisers of the eight central schools of Cotabato City Division during the school year 2022-2023 since they are the immediate grade right after grade 3, which stated on D.O. 45, s. 2002 that every child is a successful reader at the end of Grade III. At the same time, they are the advisers of the said potential readers.

Sampling Design

This study used complete total enumeration. There were 68 Grade IV advisers from the eight central schools of Cotabato City Division.

Research Instrument

This study used a self-made survey questionnaire. It was used to gather data and essential information needed in this study. The survey questionnaire was encompassed two parts. Part I was about the management of teaching strategies of the teacher. It was categorized into three aspects: the teacher's phone calls, modular approach towards the

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potential readers, and the monitoring tool. Part II was about the potential readers' reading ability performance in phonemic awareness, word recognition, spelling, and comprehension.

For Part I, the responses of the respondents were interpreted using the following scale: (5) – always, (4) – often, (3) – sometimes, (2) – rarely, (1) – never. For Part II, the responses of the respondents were interpreted using the following scale: (5) – highly performed, (4) – performed, (3) – moderately performed, (2) – less performed, (1) – least performed.

Data Gathering Procedure

The researcher wrote a request letter to the Dean of Cotabato State University – Graduate School to ask permission for the conduct of the study at Central Schools of Cotabato City Division. Upon the approval of the Schools Division Superintendent, the researcher asked permission from the principal of Cotabato City Central Pilot School, Sero Central School, Notre Dame Village Central Elementary School, Rojas Central Elementary School, Lugay-Lugay Central Elementary School, Tamontaka Central Elementary School, Datu Siang Central Elementary School and Vilo Central Elementary to conduct the survey questionnaire. Along with the letter was a request for all the advisers of grade IV classes of the said schools to be the respondents of the study. Attached to the survey questionnaire was the approved letter from the School Principals. The respondents were given enough time to provide the necessary data. The questionnaires were personally administered and retrieved by the researcher right after they accomplished it.

After retrieving all the data, they were tallied and submitted to the statistician to fix the tabular presentation of data. After which, the data were analyzed and interpreted as a basis for the findings, conclusions, and recommendations.

The respondents in the study remained anonymous, and their names were not be disclosed in any way. The information provided was not incriminated the respondents in any way either.

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Statistical Treatment of Data

The gathered data were carefully organized into tables. This study used means to describe the management of teaching strategies and the enhancement learners reading ability performance of the potential readers. It was interpreted using the following scale.

Scale	Range of Means	Description	Interpretation
5	4.21 – 5.00	Highly Managed	Highly Manifested
4	3.41 – 4.20	Managed	Manifested
3	2.61 – 3.40	Moderately Managed	Moderate Manifested
2	1.81 – 2.60	Less Managed	Fairly Manifested
1	1.00 – 1.80	Least Managed	Not Manifested

The Pearson Product-Moment Correlation Coefficient was used to determine the relationship between the management of teaching strategies and the enhancement of learners reading ability of the potential readers

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the re-statement of the problem, a summary of findings, conclusions, recommendations, and recommendations for further study.

Re-statement of the Problem

This study aimed to access the management of teaching strategies for enhancing learners' reading ability among Grade IV pupils of Central Schools of Cotabato City Division school year 2022-2023.

Specifically, this study sought to answer to the following questions:

1. To what extent is the use of offline classes for reading schemes in terms of:
 - 1.1 phone calls
 - 1.2 modular approach
 - 1.3 monitoring tool?

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2. To what extent is the learners' reading ability development in the use of offline classes schemes in terms of:

- 2.1 Phonemic Awareness
- 2.2 Word Recognition
- 2.3 Spelling
- 2.4 Comprehension?

3. Is there a significant relationship between the management of teaching strategies and learners' reading ability?

Summary of Findings

The result showed that most of grade IV teachers in Cotabato City Division have high management on the teaching strategies in enhancing learners' reading ability. Specifically, there was high management on the use of phone calls for reading.

The learners' reading ability development result showed that the majority have performed as described by the grade IV teachers of Cotabato City Division. However, in terms of phonemic awareness had the highest result on the reading ability performance of the potential readers. They observed that the reading ability development of the potential readers after the offline classes had improved specifically in phonemic awareness.

The data shows a significant relationship between the management of the teaching strategies and the learners' reading ability.

Conclusion

The management of the teaching strategies of the grade IV teachers in the Cotabato City Division contributes the improvement of the reading ability of the potential readers. Based on the results shown, the study concludes that the management of teaching strategies in offline classes, especially the phone calls, has great help to improve the reading ability of the potential readers since the teachers teach their learners in reading asynchronously and

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understand the strengths and needs of each potential reader. Moreover, with the management of the teaching strategies in offline classes, it is essential to improve the reading ability of potential readers, wherein it helps to reduce the number of learners who cannot read.

Recommendations

Based on the result yielded on this study, the following were highly recommended:

1. The teacher must provide a module that fits their learners level of reading ability to increase the interest of their learners in learning reading skills.
2. The school should provide a financial assistance to teachers for them to call their learners using mobile phone for their reading session and for them to prepare instructional materials depend on level of reading ability.
3. New normal has face-to-face, online, modular, radio and television based, and different offline classes, it is needed to embrace these changes because there are still risks that the education sector may encounter such as natural and man-made calamities. The Local Government Unit should assist the poorest learners in the community for them to have their mobile phone.

Recommendation for Further Study

Based on the result yielded on this study, the following were highly recommended for further research:

1. Enhancing Teacher’s Teaching Strategies through Training-Workshops.
2. Correlation between the Offline Classes for Reading and the Curriculum.
3. Supervision on Reading Ability Development of the Potential Readers using Phone Calls and Modules.

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue I

August 2024

Available online at <https://www.instabrightgazette.com>



Reading Attitude and Proficiency in the New Normal

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