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**TEACHERS' AND PARENTS' EXPERIENCES IN TEACHING BEGINNING  
READING USING RAINBOW CONNECTION INTERVENTION  
PROGRAM: BASES FOR ENHANCEMENT PROGRAM**

**LARLYN A. ERMOSO**  
**Author**

**ABSTRACT**

This research paper aimed to find the Teachers' and Parents' Experiences in Teaching Beginning Reading using the Rainbow Connection Intervention Program: Bases for Enhancement program using a phenomenological approach under the qualitative method. The participants of the study were nine (9) teachers from Grades 1 to 3 and nine (9) parents of learners under the participating teachers of NJ Ingore Elementary School. A face-to-face in-depth interview was conducted following a minimum health protocol. Three interview types were used: open-ended, semi-structured, and structured. One-on-one in-depth interviews were analyzed thematically after categorizing the original transcripts into meaning units. Teachers and parents held differing views on the Rainbow Connection intervention program for beginning reading. Nonetheless, the program significantly impacted the school community by producing competitive and reader-ready learners. While challenging, teachers and parents found fulfillment and happiness in supporting their children's needs.

**Keywords:** Beginning Reading, Rainbow Connection, Intervention Program

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## INTRODUCTION

Reading is an invaluable source of information for children, especially those who are facing challenges. Developing a love of reading at a young age is crucial for opening the door to a lifetime of learning, as reading is an essential skill for education. If children develop a love of reading early on, they will have advantages in expanding their vocabulary, becoming independent, and building self-confidence. It is an important skill that can help children develop their imagination and social-emotional skills. By reading, children can learn how to understand and make sense of the world around them, as well as the people in it. Learning to read is crucial for a child's success, both in academic settings and in everyday life in our highly literate society.

Engaging in reading for pleasure can lead to a multitude of positive outcomes for children. From improved social skills and cognitive abilities to enhanced emotional development and mental health, it's clear that reading is a valuable and beneficial activity. Not only does it encourage adult-child social interaction, but it also fosters increased observance of the world around them and helps develop future reading skills.

Technology advancements have expanded the range of reading contexts and formats, placing a greater demand on core reading skills. While such information may appear straightforward and natural to a literate adult, many youngsters worldwide struggle with reading and fail to achieve a high level of proficiency. Studies have shown that over 50% of children who start their schooling have language skills that are below the expected level for their age in certain

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regions. With the onset of the COVID-19 pandemic, this figure is likely to have worsened as many children have experienced a regression in their language development, which has left them trailing behind their peers(Sword,2021).

Due to the COVID-19 pandemic, school closures, and stay-at-home orders, they harmed students' literacy and numeracy skills. In its aim to have learning continuity at home, the Department of Education introduced different interventions and learning modalities, such as modular learning, where modules were sent out to parents who instantly became teachers of their children. With this, various programs and interventions were utilized to fill in this gap one of these is the Rainbow Connection intervention program. It is one of the remediation innovations used in NJ Ingnore Elementary School, which aims to increase learners' literacy and numeracy skills.

Teachers experienced different issues and difficulties teaching beginning reading, especially in primary learners. Reading difficulties harm a student's life, such as academic progress, self-confidence, views on learning and reading, motivation to read, career options, socioeconomic status, and expectations for future reading success.

The outcome inspired and urged the researcher to provide an enhancement program that responds to teachers' and parents' experiences in teaching beginning reading.

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## MATERIALS AND METHODS

### Research Methodology

This chapter describes the research method, research design, sampling design, the participants of the study, the data gathering procedure, research instruments, validity of research instrument, and the data analysis employed in this study.

### Research Method

The study utilized the qualitative research method under the phenomenology approach. The researcher aimed to explore the experiences and perceptions of the researched phenomenon and form an understanding based on these perceptions. Phenomenology was conducted through in-depth interviews to identify and describe the aspects of each teacher's and parent's perceptions and reactions to their experience with challenges and practices in various strategies for teaching beginning reading.

### Research Design

The study utilized phenomenological approach. The primary purpose of the study was to describe the methodology to be used to achieve the research objectives of the study. The study aimed to find out the teachers' and parents' experiences in teaching beginning reading using the rainbow connection intervention program.

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The study used descriptive-qualitative under the descriptive method of research, employing in-depth interviews, key informant interviews and documentary analysis. For documentary analysis, pertinent data relative to determine the Teachers' and Parents' Experiences in teaching beginning reading were carefully examined and evaluated.

Qualitative analysis has different steps that start from the bottom up, and they range from data transcription, segmenting information into categories using codes, generation of themes or categories, description of themes and to interpretation of data (Creswell, 2009).

These steps are critical to check for accuracy and consistency of the findings. In a qualitative study, interviews afford interviewees an opportunity to provide their viewpoint, insight, and explanation without predetermination by the researcher (Galanes, 2003).

The findings were supported by the existing literature regarding Teachers' and Parents' Experiences in Teaching Beginning Reading and future research.

## Sampling Design

The phenomenological study aimed to investigate the various reactions or experiences of a specific phenomenon. The researcher gained insights into the world of the participants and described their experiences and reactions. Data were collected through in-depth interviews where the researcher identified and described aspects of everyone's perceptions and reactions to their experience in detail. Phenomenologists generally assume that there is some commonality to how

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human beings perceive and interpret similar experiences. They seek to identify, understand, and describe these commonalities.

## Participants of the Study

The participants of the study were nine (9) teachers from grades 1 to grade 3 and nine (9) parents of learners under the participant teacher of NJ Incore Elementary School during the school year 2022-2023. The participants were selected using a subjective sampling technique. The researcher identified those significantly involved in teaching beginning reading. The researcher judgment to select a sample that they believe, based on prior information, provided the data they need. The researcher's judgment may be in error, or he/she may not be correct in estimating the representativeness of a sample or their expertise regarding the information needed (Fraenkel & Wallen, 2010).

## Research Instrument

The researcher used a researcher-made interview guide for the in-depth interview to gather information to the Teachers' and Parents' Experiences in teaching beginning reading.

The interview guide has Five questions focusing on the purpose of this study.

Audio recorder was used for data gathering and documentation depending upon the permission of the participants.

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A thematic analysis was used to summarize the results of the study.

## Validity of the Research Instrument

A panel of jurors chosen for their expertise in research and instrumentation reviewed the research instrument for content validity. The jurors evaluated each item and decided whether to revise, reject, or retain it. The jury panel were made up of experts in research, tests and measurements, and evaluation.

## Data Gathering Procedures

After obtaining approval from the Dean of the Graduate School and the research adviser, the researcher identified the respondents involved in exploring the experiences of teachers and parents in teaching beginning reading. A letter of request for the conduct of the study was sent to the school head of NJ Ingore Elementary School in District III La Paz. Upon approval, the researcher personally conducted the interview using the interview guide. Face to face in-depth interview was done to gather information. Observance of minimum health protocol was followed upon the conduct of the study.

All data and responses were recorded, compiled, and analyzed. For ethical considerations, data collected during this study were kept strictly confidential and used only for the purposes of this study.

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## Data Analyses

The information gathered in the study were properly analyze using thematic approach.

The method was for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun & Clarke, 2006). The method involves interpretation in selecting codes and constructing themes for describing data.

## RESULTS AND DISCUSSION

This study was conducted to determine the teachers' and parents' experiences in teaching beginning reading using Rainbow Connection Intervention Program as bases for enhancement program in NJ Ingore Elementary School for the School Year 2022-2023.

The participants of the study were nine (9) teachers and nine (9) parents from grade 1 to grade 3 learners of NJ Ingore Elementary School.

This study employed the phenomenological research design to describe the teachers' experiences in teaching beginning reading using Rainbow connection intervention program.

A researcher-made interview guide was used to gather data. This tool was subjected to validity test.

The following are the findings of the study:

Based on the information gathered during the in-depth interview, the result shows that there are different views and opinions among teachers about rainbow connection intervention program.

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Teachers define rainbow Connection Intervention program as an intervention program and a remediation for numeracy and literacy skills. It is an intervention program which NJ Ingore Elementary school developed to help better provide proper and sufficient materials to learners especially in teaching reading. Rainbow intervention program is to remediate left behind learners to become more productive and competitive. With the help of parents, teachers, and other stakeholders, this program aims to increase the number of literates by using a variety of reading strategies and materials donated to produce well-rounded learners who are literate and numerate, making them articulate and comprehensive.

Based on the results of the in-depth interview, teachers and parents shared their different experiences in teaching beginning reading using Rainbow Connection Intervention Program. Teachers shared their experience as challenged and repeats the foundation in teaching reading due to COVID19 pandemic. Furthermore, parents shared their experiences in teaching beginning reading as a bridge in learning reading, and there are reading materials provided to further enhance teaching. Parents also had trouble in teaching reading due to pandemic.

Based on the results of the in-depth interview, the hindering factors encountered by teachers in teaching beginning reading using Rainbow intervention program are schedule, family factors and learner's interest and readiness to learn. In addition, the hindering factors encountered by the parents in teaching beginning reading to their children are distracted and low

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attention. Their children memorize and guess what they are reading. Parents also have lack of time spent to their children.

Based on the results of the in-depth interview, Rainbow intervention program facilitates teaching beginning reading of the teachers through the provision of reading materials, and teaching strategies and styles. Furthermore, it widens their knowledge and interest, and enables them to learn about parents' facilitating factors in teaching beginning reading using Rainbow Connection Intervention Program.

## Insights

Based on the findings, the following insights were drawn:

Reading is essential for discovering and communicating information. It is a crucial ability that is learned at a very young age. Developing a well-rounded self-image is vital, and it can provide a significant confidence boost to be able to read well. Learning new ideas, seeing exciting places, and understanding others' viewpoints are essential. Children are most sensitive to influence while they are young, and having an excellent reading experience can help form a positive self-perception. A social advantage of reading is also present. Kids can make friends over shared interests and talk stories with one another. Thus, Rainbow Connection Intervention program was inspired. An innovation to enhance students' literacy and numeracy skills at NJ Ingre Elementary School. Teachers, parents, and other stakeholders are expected to be well-

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prepared to support this initiative and help improve students' skills. The program aims to bring everyone together towards the common goal of producing successful and productive individuals. The COVID-19 pandemic has deeply affected different areas, especially education. With this, teachers and learners have difficulties coping with the gaps brought on by the pandemic. Teachers and parents must be more patient and consistent in teaching their children what they are expected to be. Teaching beginning reading is challenging and complex. Scheduling, family status, lack of time and learner's interest and attention are some hindering factors in teaching beginning reading, but in the end, there is always a rainbow that reminds success and fulfillment.

Literacy is one of the most crucial skills for a child's future, and teachers want their children to succeed. Reading is the foundation of education; thus, children should learn to read as early as possible. But if teachers and parents need help knowing where to begin, teaching children to read might seem overwhelming. Establishing a love for reading early on is crucial in unlocking the door to a future of learning. Children who are exposed to books and other reading materials develop a deep appreciation for reading. Providing such materials is essential in nurturing this desire for knowledge and learning. Early childhood education plays a vital role in a child's holistic development. It provides them with an advantageous start by facilitating the growth of their vocabulary, independence, and self-confidence. Moreover, it fosters the development of social-emotional skills and creativity while enhancing their ability to make sense of the world around them. Reading well is essential for children to succeed in school because it opens opportunities

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for learning and helps them develop their language and communication abilities. Encouraging children to read provides them with entertainment and promotes the use of their imagination, enabling them to explore different domains.

## CONCLUSION

Considering the findings and insights of the study, the following recommendations are forwarded:

There was a suggested program enhancement titled Project **FRIES** - Focus on Reading to Intensify and Enhanced Study Skills, which goals and objectives are anchored to Rainbow Connection intervention Program as the umbrella program of NJ Ingore Elementary School. Its goal is to help grade 1-3 learners who struggle with reading. It aims to eliminate non-readers and foster a love for reading. Teachers, with stakeholders' support, will create interactive reading materials. The resources will meet individual needs and cater to students' interests while being age-appropriate. It will use various reading strategies and techniques to ensure favorable results.

Parents should be more involved and well guided in teaching reading with their children. They should provide their children with their own distraction-free space for learning that can foster creativity and independence through proper parental approach like care, positive behavior, concern.

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Teachers should be appropriately equipped with different teaching strategies and skills in facilitating beginning reading. Teachers should also be flexible to challenges, be optimistic to effectively support beginning readers and maintain contact with parents to ensure that children get follow-up at home.

Strong support from stakeholders, particularly the LGU and any interested external stakeholders, is essential for the successful implementation of the mentioned program. They may allot resources for providing all students with new technologies for reading which is essential to sustain their interest and love for reading, and educational reading materials like story books, charts, and flash cards.

School heads should reduce the workloads and ancillaries of kinder to grade 3 teachers. Children's core skill development, particularly in reading, is critical during these grade levels. Through this, teachers can focus, innovate materials, and have enough time in teaching beginning readers.

They should also design in-service training programs, school learning action cell, seminar workshops and formulate action plans that will provide teachers with better techniques and strategies in teaching especially handling beginning reading. The same with the parents, they should have seminars, conferences, and trainings in order for them understand better in handling their children in reading.

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A similar study should also be conducted in other division offices to find out the best program that will work and help teachers and parents in teaching beginning reading.



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