



TEACHER INTERACTIVE STRATEGIES AND FOUNDATIONAL SKILLS OF LEARNERS: BASIS FOR A PROPOSED PROFESSIONAL DEVELOPMENT PROGRAM

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ABSTRACT

Interactive tactics are teaching methods that engage the classroom and encourage students and teachers to work together to promote learning. The brain activates students' innate analytical talents, allowing them to use their long-term memory. Literacy is a lifelong continuum of learning and skill in reading, writing Math and transferable skill qualities, such as socio - emotional tools. Reading and writing skills boost a person's likelihood of volunteering, participating in civic activities, and contributing to their community, all of which promote peace, prosperity, and long-term growth. The foundational skills are the most basic and fundamental learning tools. A child's progress is dependent on their ability to read. Learning to write is vital for enhancing your reading skills. Writing is an important job skill that many people today lack. It is the primary benchmark against which one's success in school, the workplace, and society as a whole will be evaluated. We improve our communication and thinking skills via writing.

This study attempted to assess the effectiveness of teacher interactive strategies and foundational skills of learners: basis for proposed development program of selected public elementary schools in Division of Caloocan, Manila and Valenzuela. The considered respondents from the sampling technique of the study were fifteen (15) school heads and 367 teacher respondents with a total sample of 382 respondents.

The majority of teachers are between the ages of 31 and 40. In terms of gender, female school teachers dominated the educational system with 346 out of 367 teacher respondents. However, in terms of length of service, majority of teacher respondents served

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for less than 5 years which is most of them are newly hired teachers. In addition to having the highest educational attainment, whilst the majority of teacher respondents hold a bachelor's degree holder but there are teacher respondents with master's unit. In terms of related training, majority of teacher responses attended school training or Learning Action Cell (LAC) session.

The assessment of learners' foundational skills in terms of the school's literacy skills generally suggests Can Read and Write (CRW), numeracy abilities generally imply Proficient (P), and socio - emotional skills generally indicate Very Good (VG). The assessment of teachers' efficacy in interactive tactics in terms of teaching methodologies, learner engagement, and classroom participation. Based on the data, both groups rate the teaching approaches fairly, with the verbal interpretation as Highly Effective (HE). There is a substantial association between teachers' levels of Effectiveness of Interactive Strategies when grouped by profile, as the null hypothesis is rejected. Since the null hypothesis, there has been a substantial association between teachers' levels of Effectiveness of Interactive Strategies when grouped by profile Is rejected.

The estimated r-values of 0.8701 indicate a substantial link between learners' foundational skills and the effectiveness of teachers' interactive tactics.

The result of the study signifies those interactive strategies of teacher has a big impact in the foundational skills of the learners.

Keywords: *Interactive strategies, Foundational skills, socio-emotional skills, metacognitive skills, collaborative learning*

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Introduction:

Teacher interactive strategies and foundational skills of learners are crucial aspects of effective teaching and learning processes. Interactive teaching strategies involve engaging students in active participation during lessons, fostering a collaborative learning environment, and catering to diverse learning styles. These approaches not only enhance students' understanding and retention of knowledge but also promote their critical thinking, problem-solving, and communication skills.

Foundational skills of learners, on the other hand, are the essential abilities that students need to develop in order to succeed in their academic journey. These skills include:

Cognitive skills: These are mental processes that help students understand, remember, and apply information. Examples include attention, memory, perception, and problem-solving.

Metacognitive skills: These are the abilities to reflect on and monitor one's own learning processes. Students who possess strong metacognitive skills can plan, evaluate, and adjust their learning strategies effectively.

Social and emotional skills: These skills help students interact with others positively, manage emotions, and build resilience. They include empathy, communication, conflict resolution, and self-regulation.

Language and literacy skills: These are essential for effective communication and understanding various forms of texts. They include reading, writing, speaking, and listening abilities.

Motor skills: These are physical abilities that enable students to perform tasks requiring hand-eye coordination, such as writing, drawing, or using digital tools.

Digital literacy: In today's technologically advanced world, students need to be proficient in using digital tools and platforms to access, evaluate, and create information.

Teachers can utilize various interactive strategies to support the development of these foundational skills. Some examples include:

Inquiry-based learning: Encourage students to ask questions, explore, and discover information on their own, fostering curiosity and critical thinking.

Collaborative learning: Promote group activities and discussions, allowing students to learn from and with each other, enhancing teamwork and communication abilities.

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Project-based learning: Assign projects that require students to apply their knowledge and skills to real-world situations, encouraging creativity, problem-solving, and time management. Differentiated instruction: Tailor lessons to cater to diverse learning styles and abilities, ensuring all students can grasp and engage with the material effectively. Technology integration: Incorporate digital tools and resources into lessons, helping students develop digital literacy and enhancing their learning experiences.

By implementing these interactive strategies, teachers can foster a conducive learning environment that nurtures the foundational skills of their students, ultimately leading to their academic success and personal growth.

In addressing the issues and gaining a broader perspective on teacher interactive strategies and foundational skills, it is essential to consider various aspects. These aspects include understanding the learning process, adapting to diverse student needs, fostering a positive classroom environment, and continuously enhancing one's teaching methods. Understanding the Learning Process: Teachers must have a strong grasp of how students learn and process information. This knowledge will help them design effective lesson plans and teaching strategies that cater to different learning styles. A teacher's ability to adapt to diverse student needs is crucial. This involves recognizing individual differences in students, such as learning abilities, cultural backgrounds, and personal experiences. By catering to these differences, teachers can create an inclusive learning environment where all students feel valued and supported. Teachers play a significant role in shaping the classroom atmosphere. By fostering a positive and inclusive environment, they can encourage active participation, critical thinking, and open communication among students. This can be achieved through empathetic listening, providing constructive feedback, and creating a sense of belonging for each student. Teachers should continuously update their knowledge and skills to stay relevant in the ever-evolving field of education. They can do this by attending workshops, participating in professional development programs, and collaborating with fellow educators. Incorporating innovative teaching strategies, such as project-based learning, gamification, and technology

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integration, can help engage students and improve their learning outcomes. Teachers should collaborate with their colleagues, administrators, and parents to create a supportive network for students. Effective communication among all stakeholders ensures that students receive consistent support and guidance throughout their educational journey. Regular assessment and feedback are crucial for both students and teachers. Teachers should provide constructive feedback that helps students identify their strengths and areas for improvement.

Foundational Skills is a globally problem facing of the educators and education program specialist. Which is in various schools are troubled by the proliferation of illiterate children. Children struggle to recognize or remember simple arithmetic, alphabets and sounds and as a result they struggle to read syllables / words or dealing with simple math problem. Even recognizing letters at the kinder level and first grade is a problem for teachers nationwide.

Nowadays, the problem worldwide is the increasing of children who are non - readers. Reading to children has been neglected, particularly in areas where poverty is a problem. This is one of the reasons why, out of the 79 participating countries, the Philippines' ranks lowest in reading, mathematics, and science, cited by Programme for International Assessment (PISA) 2022. An estimated 763 million adults still struggle with basic foundational skills abilities. Every year non-readers increase due to different factors affecting their foundational skills.

One of the main concerns is the lack of emphasis on foundational skills development in early education systems. Many children are not given adequate support and instruction in basic skills such as reading, writing, and arithmetic which can hinder their progress later on in life. The inconsistent quality of instruction and support provided to students who need foundational skills development. There was the issue that can occur at any level of education, including primary, secondary and tertiary levels.

The foundational skills are the basic and fundamental learning tools. A child's progress depends on their ability to read. Learning to write is essential to improving as a reader. Writing

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is a crucial work skill that so many candidates today lack. It is the main standard by which one's performance in school, in the workforce, and in society at large will be evaluated. We develop our communication and thinking abilities through writing. The Interactive strategies are methods of teaching that engage the classroom, encourages students and teachers to collaborate to foster learning. The brains activate the natural analytical abilities, helping students to engage their long-term memory.

A component of basic learning is literacy, which is a lifetime continuum of learning and mastery in reading, writing, math, and transferable skills abilities including socio-emotional tools. Reading and writing proficiency increases a person's likelihood of volunteering, taking part in civic activities, and giving back to their community - all of which promote peace, prosperity, and sustainable development.

Furthermore, there are concerns about the effectiveness of certain approaches and strategies for supporting and improving foundational skills. As educators, the challenge is to find the most effective and efficient ways to support all students in developing the foundational skills they need to succeed in life and in their chosen careers. Solutions to these issues may involve improving interactive strategies, teacher training and support, providing more resources to schools and educators, and implementing evidence-based strategies for teaching foundational skills. The teachers must use methodologies to promote engagement, collaboration and critical thinking among learners and it is called Interactive Strategies. Represent the essential aspects of a recently established approach to drive learning, so that the learners adopt a critical stance concerning the taught content. Learners become more involved in learning, retain more information, and becoming more satisfied when interactive strategies are used in teaching methodologies, learner engagement and classroom management.

In addition to this study, according to Mapacpac Jr., G. W. (2023) cited that interactive learning strategies is enjoyable and fun. Compared to the traditional methods that students frequently find tedious and repetitive, students are having fun when given the opportunity to

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collaborate with peers and the teacher, share ideas, and use technology to learn. Interactive learning offers a greater variety of activities and tools for mastering the same material. Their involvement and motivation are subsequently increased as a result. In addition to enabling students to study with a wide range of resources and technological capabilities, interactive learning gives them the chance to express their creativity and take control of their own learning.

Deped Order No., 13, s. 2023, adoption of the National Learning Recovery Program (NLRP) in the Department of education. The Department remains committed addressing the learning loss and low performance of learners heightened by school closures and disruption owing to Covid -19 pandemic. With this matter, Deped Sectary Sarah Duterte announced the Catch-up Friday's program start in January 12, 2024. Students in Kindergarten through Grade 12 will read age-appropriate books "based on their interest" and be required to submit essays, book reviews, and other such assignments as part of the "catch-up Fridays" program.

This study will significance most to the learners that encountered problem in their foundational skills and interactive strategies of teacher especially in learners: basis for a proposed professional development program among selected public elementary schools in National Capital Region.

Materials and Methods

Survey Questionnaire

Name: (Optional) _____

Part I: Demographic Profile of teacher respondents.

Instructions: Kindly tick the item applicable to your correct personal information.

Age:

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O 30 below O 31 - 40 O 41 - 50 O 51 - 60 O 61
years old and above

Gender: O Male O Female
Length of Service: O below 5 years O 6-10 O 11-15
 O 16-20 O 21-Above O 41-50

Highest Educational Attainment O Bachelor's Degree
 O With Master's Unit
 O Master's Degree
 O With Doctorate Unit
 O Doctorate Degree

Related training Attended:
 O School O District O Division
 O Regional O National O International

Part II: Level of foundational skills of learners.

Instructions: Below are the list of indicators to determine the level of foundational skills of learners.

A. Kindly put a check (√) mark on the correct literacy data assessment on the column that corresponds to answer. Kindly refer to the legend below.

Numerical Rating	Descriptive Rating
4	Can read and write (CRW)

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3	Full Reader (FR)
2	Emerging Reader (ER)
1	Beginning Reader (BR)

B. Kindly put a check (√) mark on the correct numeracy data assessment on the column that corresponds to answer. Kindly refer to the legend below.

Numerical Rating	Descriptive Rating			
4	Proficient (P)			
3	Approaching Proficiency (AP)			
2	Developing (D)			
1	Beginning (B)			
Literacy Skills				
Indicators	4 (CWR)	3 (FR)	2 (ER)	1 (BR)
1. Able to say and give the sounds of the alphabet.				
2. Blend consonant and vowels.				
3. Able to read simple words.				
4. Read with correct speed and blends.				
5. Reads fluently with proper expression and comprehension.				

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Numeracy Skills				
Indicator	4 (P)	3 (AP)	2 (D)	1 (B)
1. Able to recite the numbers.				
2. Read and write numbers.				
3. Use four fundamental operations.				
4. Solve simple arithmetic problems.				

Numerical Rating	Descriptive Rating
4	Very Good (VG)
3	Good (G)
2	Satisfactory (S)
1	Poor (P)

C. Kindly rate your observation on the learners and put a check (√) mark on the column that corresponds to answer. Kindly refer to the legend below.

Part III: Level of effectiveness on interactive strategies of teachers.

Instructions: Please kindly put a check (√) mark on the appropriate box per indicator corresponding to your assessment based on the legend below.

Numerical Rating	Descriptive Rating
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Socio - Emotional Skills				
A learner.....				
Indicator	4 (VG)	3 (G)	2 (S)	1 (P)
1. Recognize, identify and name emotions, feelings and thoughts.				
2. Recognize how different emotions, feelings and thoughts feel in his/her body.				
3. Verbally express his/her emotions or feeling.				
4. Describe the difference between a fixed and a growth mindset.				
4	Highly Effective (HE)			
3	Effective (E)			
2	Moderately Effective (ME)			
1	Not Effective (NE)			

As a teacher, I....	4	3	2	1
	(HE)	(E)	(ME)	(NE)
A. Teaching Methodologies				
1. Encourages or engages students to effectively work with peers, help each other learn, and feel a sense of belonging to a learning community.				
2. Expresses concepts and ideas, develop reasoning skills, examine diverse perspectives, and purposefully respond to others.				
3. Cultivates a key characteristic of life-long learners is their curiosity. Cultivate a sense of wonder and a desire to learn more about the world around them.				

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4. Determines consistency, make learning a regular routine. Schedule time for learning, and make it a priority.				
5. Collaboratives learning let the students work together in groups (or as an entire class) to solve a problem or complete a task.				
6. Makes non-verbal learning aids that are staggered to provide support to students in helping them get to the next step in the learning process.				
7. Activates learning or hands-on learning that students learn from experience as well as each other by trying out different learning methods, supporting each other's ideas and, most importantly, allowing space to think and act for themselves.				
8. Manipulates productively like blocks or figurines, to visualize a battle scene or explore mathematical concepts.				
9. Considers the multiple intelligences of each student.				
10. Listens to not just what they say but what they don't say, what they do and don't do, and pay attention to their body language.				
B. Learners Engagement				
1. Throwing questions is an important engagement skill because it allows to get to know someone better and understand the perspective.				
2. Promoting communication and collaboration that are learner engaged in a course often participate in social learning activities, like discussions.				

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3. Appearing more and more disinterested in the topic of study, have them stand and talk about their favorite TV show for 60 seconds.				
4. Understanding students' limitations and capabilities, personalities and cultures, It is genuinely appreciated and engaged with.				
5. Utilizing open-ended questions or tasks that provide are situational.				
6. Trying connecting to learners and families often with positive messaging that is assets-based learners well participate in classroom				
7. Create a bulletin board to showcase students' achievements, such as artwork, writing, or academic accomplishments. Showcase students' innovative ideas, projects, or solutions on a designated "Innovator's Wall."				
8. Using games are effective way to engage students outside of class, and drive engagement inside the classroom.				
9. Setting goals and practice equality by avoiding labels or prejudices based on past challenges will help learners to engage.				
10. Boosting learner efficiency will help learners to engage and motivated to complete their learning and perform well along the way.				
C. Classroom Engagement				
1. Building positive relationships with students and parents is critical, and it starts on the first moment of the first day of school each year.				

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2. Reminding classroom rules, policies and techniques at-the-ready from the first moment of the first day.				
3. Helping students learn and navigate new emotions will help them to bring their best self to the classroom and contribute positively to the learning environment.				
4. Getting to know and building the camaraderie and rapport will help establish a classroom culture early and help reinforce everyone's role in and contributions to the classroom community, leading to more positive student behavior management.				
5. Creates educational experiences for students that are challenging and enriching and that extend their academic abilities				
6. Setting one golden rule when it comes to establishing classroom management and prevent disruptive behaviors. Post the rules in a visible location. Make sure that the rules are prominently displayed so that students can refer to them as needed.				
7. Implementing effective discipline and communication.				
8. Focusing on honing classroom teaching skills: This goes to the heart of the idea that one of the most important purposes of teacher professional development is to enhance student learning.				
9. Enhancing problem-solving skills, making teachers more innovative and adaptable to the ever-evolving needs of their students.				

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10. Identifying and addressing areas for improvement and discover new teaching strategies, and boost their problem-solving skills.				
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The researcher used a descriptive - correlational method survey questionnaire, which was designed to describe the teacher interactive strategies and foundational skills of learner’s initiatives in selected public elementary schools in Caloocan, Manila and Valenzuela. It provided for a quantitative description of the current state of foundational skills and interactive strategies of teacher. Aside from summarizing the findings, it also provided factual and practical information for evaluating circumstances.

Descriptive correlational method refers to a kind of research where data is gathered without the study subject being altered. Descriptive studies generally use surveys or other methods of data collection that rely on existing records. The researcher used the quantitative description to assess the effectiveness of teacher interactive strategies and foundational skills of learners.

Results and Discussion:

The result of the study revealed the following findings:

1. The findings of this study show that, 5 are from the division of Caloocan, 3 are from the division of Manila, and 7 are from the division of Valenzuela. This was also employed by 367 teachers: 150 from the division of Caloocan, 120 from the division of Valenzuela, and 97 from the division of Manila.

According to the posted data, 367 teachers responded, with one hundred fourteen (114) or thirty-one point six percent (31.06%) falling into the age range of 30 and below. Meanwhile, there are 131 teachers between the ages of 31 and 40, or 35.69 percent. There are sixty-four (64) teacher respondents between the ages of 41 and 50. Furthermore, there

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are fifty-three (53) or fourteen point forty-four (14.44%) teachers for ages 51 to 60, and five (5) or one point thirty-six percent (1.36%) for ages 61 and up, for a total of 367 or one hundred percent (100%). This reveals that the majority of teacher respondents are in the in the middle-aged age bracket of 31 to 40 years. This could indicate that the teacher responses are mature enough to handle students well and reflect on the finest teaching approaches that can be used in the classroom.

It reveals the gender of the teacher respondents. Based on the result, for males, there are twenty-one (21) or five-point seventy-two percent (5.72) while there are three hundred forty-six (346) or ninety-four point twenty-eight (94.28%) female teacher respondents, with a total respondent count of three hundred sixty-seven (367) or one hundred percent (100%). The majority of teachers in the Philippines are female, and they have a better probability of becoming school administrators. As a matter of fact, data from the Philippine Commission on Women in 2008–2009 showed that around 89.58% of teachers in public elementary schools and 77.06% in public secondary schools are female. According to DepEd figures, 423,549, or 86.30%, of the 491,338 teachers in public elementary and high schools across the country are women. In fact, this study from the divisions of Caloocan, Manila, and Valenzuela stated that the teacher respondents were dominated by female teachers. There are very few men who teach primary learners, and almost all of them are assigned to teach intermediate learners.

Considering the data gathered, it showed that one hundred thirty-four (134) or thirty-six point fifty-one percent (36.51%) of the of the teacher respondents are under 5 years of age. While there were 6 to 10 years of service, ninety-seven (97) or twenty-six point forty-three percent (26.43%) of the teachers' respondents. Then, for 11 to 15 years of service, there are forty-nine (49) or thirteen-point thirty-five percent (13.35%) teacher respondents. Whereas, forty (40) or ten-point ninety percent (10.90%) of the of the teacher respondents have 16 to 20 years of service. From 21 years of service, there are forty-two (42) or one point fourteen percent (11.44%) of teachers to whom respondents belong. Lastly, for 41 to 50 years

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in service, there are five (5) or one point thirty-six percent (1.36) teacher respondents. Based on the result provided, the most numbered years in service of teacher respondents are below 5 years in service. This data implies that there are many newly hired teachers in positions.

Based on their highest educational attainment, Based on the facts supplied in the table, there are two hundred two (202) or fifty-five point four percent (55.04%) teacher respondents who have a bachelor's degree out of 367 teacher respondents. Meanwhile, there are one hundred nine (109) or twenty-nine point seventy percent (29.70%) teacher respondents with a Master's Unit out of 367 teacher respondents. Next is a Master's Degree holder; there are 42 or eleven point forty-four (11.44%) teacher respondents out of 367 of them. On the other hand, there are 13 or three points fifty-four 3.54% of the of the teacher respondent's holder with a doctorate unit out of 367 of them. Lastly, only one (1) teacher respondent is a doctorate degree holder out of 367 teachers. It demonstrates that the bulk of the teacher respondents were new teachers with a bachelor's degree, with a frequency of two hundred two (202) or 52.88%. However, there are teacher respondents with master's degrees, as evidenced by the result, with a frequency of one hundred twelve (112), or twenty-nine point thirty-two percent (29.32%). It is inferred that the majority of teacher respondents are pursuing graduate studies for professional development at their own expense.

Much more, it reflects that most of the teacher respondents were new teachers or bachelor degree holders, with a frequency of two hundred twenty (202) or fifty-two point eighty-eight percent (52.88%). But there are teacher respondents with master's units, as evident by the frequency of one hundred twelve (112) or twenty-nine point thirty-two percent (29.32%).

According to the data, out of 367 teachers, 211 (or 57.49%) attended related training in school. While attending district-related training, thirty-four (34) or nine point twenty-six percent (9.26%) of teacher respondents participated. In addition, out of 367 participants, 87 (or 23.71%) of teachers attended division-related training. Furthermore, eleven (11) or 3% of the 367 teacher participants received regional-related training. In contrast, out of 367

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teachers who attended national-related training, just eighteen (18) or five percent (5%) responded. Finally, in international-related training, there are six (6) or one point sixty-three percent (1.63%) of teacher respondents out of 367 participants. The majority of teacher respondents attended school-related training, followed by division-related training, and finally district-related training.

2. Based on the data, both groups assess the teaching methodologies fairly with the verbal interpretation of Highly Effective (HE) with a weighted mean of 3.63. In the indicator that is first in lowest rank, it encourages or engages students to effectively work with peers, help each other learn, and feel a sense of belonging to a learning community. With a weighted mean of 3.0, both groups imply a verbal interpretation of highly effective (HE). Meanwhile, second to the lowest rank, active learning, or hands-on learning, means that students learn from experience as well as each other by trying out different learning methods, supporting each other's ideas, and, most importantly, allowing space to think and act for themselves. Both groups rated it with a verbal interpretation of highly effective (HE), with a weighted mean of 3.52. Lastly, make non-verbal learning aids that are staggered to provide support to students in helping them get to the next step in the learning process. Both groups assess this indicator fairly, with a numerical rating of 3.53 for Highly Effective (HE) verbal interpretation.

3. The significant difference in the assessments of the two groups of respondents in the effectiveness of interactive strategies of teachers in terms of teaching methodologies is accepted since the computed t-value of 1.0563 does not exceed the critical t-value of 1.753, so there is no significant difference in the assessment of the two groups of respondents in the effectiveness of interactive strategies of teachers. While the learner's engagement is accepted since the computed t-value of 1.6122 does not exceed the critical t-value of 1.833, Thus, there is a non-significant difference in the assessment of the two groups of respondents in the interactive strategies of the teacher in the learners' engagement. The classroom management is rejected since the computed t-value of 2.855 exceeds the critical t-value of 1.795. On

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account of this, there is a significant difference in the assessment of the two groups of respondents in the interactive strategies of teachers in classroom management.

4. The assessment of learners' foundational skills in terms of the school's literacy skills generally implies Can Read and Write (CRW), with an overall numerical rating of 3.59. From the highest rank of the indicator, Can Blend Consonant and Vowels with a combined rating of 3.71; second indicator, Able to say and give the sounds of the alphabet with a combined rating of 3.63; third indicator, Able to read simple words with a combined rating of 3.59; second to last, Can read with correct speed and blends with a combined rating of 3.53; and lastly, the lowest rank indicator, Reads fluently with proper expression and comprehension with a combined rating of 3.48.

The assessment of the learner's foundational skills in terms of numeracy skills. Based on the results gathered, both groups of school heads and teacher respondents have an overall rating of 3.65, which means the numeracy skills are proficient (P) in numerical rating. The researcher ranks the indicators from highest to lowest. First, I can recite the numbers with a with a weighted mean of 3.74; second, I can read and write numbers with a with a weighted mean of 3.70; third, I can solve simple arithmetic problems with a with a weighted mean of 3.61; and lastly, I can use four fundamental operations with a with a weighted mean of 3.54. Meanwhile, based on the data, teacher respondents have the least numerical rating in two groups, which is 3.58.

The assessment of two groups on the level of foundational skills of learners in terms of socio-emotional skills. Based on the results gathered, the indicator that belongs is the ability to recognize, identify, and name emotions, feelings, and thoughts. It ranks first with a weighted mean of 3.80; next, it can recognize how different emotions, feelings, and thoughts feel in his or her body with a with a weighted mean of 3.74; and third, it can verbally express his or her emotions or feelings with a weighted mean of 3.68. Lastly, we can describe the difference between a fixed and a growth mindset by their lowest rank. Both groups overall

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rating 3.70 implies Very Good (VG) in descriptive rating. It signifies that the two groups agree that the socio-emotional skills of learners can develop in their home or kindergarten stage.

5. The assessments of the two groups of respondents in terms of the foundational skills of learners in terms of literacy skills are rejected since the computed t-value of 2.305 exceeds the critical t-value of 1.894. Socio-emotional skills are rejected since the computed t-value of 3.962 exceeds the critical t-value of 2.353. This finding concludes that there is a significant difference in the assessment of the two groups of respondents in the foundational skills of learners in terms of literacy skills and socio-emotional skills.

Meanwhile, numeracy skills are accepted since the computed t-value of 0.396 does not exceed the critical t-value of 2.253. This finding concludes that there is no significant difference in the assessment of the two groups of respondents in the foundational skills of learners in numeracy.

6. There is a significant relationship between the level of effectiveness of interactive strategies of teachers when grouped according to the profile of teachers using the T-test. The profile of the teacher according to age since computed χ^2 of 17.121 is exceed to the tabular χ^2 of 15.51, the gender since computed χ^2 of 12.052 is exceed to the tabular χ^2 of 11.07, the length of service since computed χ^2 of 21.30 is exceed to the tabular χ^2 of 16.92, the educational attainment since computed χ^2 of 17.172 is exceed to the tabular χ^2 of 15.51, and related training attended since computed χ^2 of 20.542 is exceed to the tabular χ^2 of 16.92. Based on the interpretation of the data, there is a significant relationship between the level of effectiveness of interactive strategies of teachers when grouped according to profile since the null hypothesis is rejected.

7. There is a significant relationship between the level of foundational skills of learners and the level of effectiveness of interactive strategies of teachers, as manifested by the computed r-values of 0.8701, which exceed the P-values of 0.6511, indicating that the null hypothesis is rejected.

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8. The researcher utilized the findings to craft a professional development program.

Conclusions

Based on research findings, the following conclusions are presented:

Based on the demographic profile of the teacher's respondents, it is evident that there is a diverse representation in terms of age, gender, educational background, and years of experience. This diversity brings a richness of perspectives and experiences to the teaching profession, which can ultimately benefit students in the learning environment.

It is essential for education policymakers to consider these demographics when implementing reforms or designing professional development programs to ensure that the needs of all teachers are met. By acknowledging and valuing the unique backgrounds and experiences of teachers, we can create a more inclusive and supportive educational system for both educators and students alike.

According to school heads and teacher respondents on teacher interactive strategies, there is a strong emphasis on innovative teaching methodologies that promote student engagement and participation. Teachers are employing a variety of interactive techniques to create a dynamic learning environment, leading to high levels of learner engagement and classroom interaction. This indicates a positive trend towards fostering effective teaching practices and enhancing student learning outcomes.

After analyzing the responses from the two groups of respondents regarding the effectiveness of teacher interactive strategies in teaching methodologies, learner engagement, and classroom engagement, it is evident that there is a significant difference in their assessments.

The group, comprising educators and teaching professionals, emphasized the importance of interactive strategies in enhancing student learning outcomes. They noted that engaging teaching methods foster active participation, increase student motivation, and create

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a dynamic learning environment. This group highly values the role of teacher-student interaction in promoting academic success.

The divergent perspectives of the two groups underscore the complexities of assessing the impact of teacher interactive strategies on teaching methodologies, learner engagement, and classroom dynamics. Further research and collaboration between educators and students are essential to tailoring interactive strategies to meet the diverse needs and preferences of learners.

After evaluating the level of foundational skills of learners in terms of literacy, numeracy, and socio-emotional skills, the assessment conducted by school heads and teachers is providing valuable insight into the capabilities of students.

The assessments have highlighted areas where students excel and areas where they may need additional support and intervention. This information is crucial for developing targeted interventions to help students succeed academically and personally.

Overall, the foundational skills assessment carried out by school heads and teachers plays a significant role in shaping the educational journey of students and ensuring they have a strong foundation to build upon in their future endeavors.

The school head and teacher respondents had comparable perspectives on the assessment of foundational skills in completing activities and interacting with students.

There is a significant relationship between the level of effectiveness of the interactive strategies of teachers when grouped according to profile. This suggests that the different profiles of teacher respondents have an impact on how effectively they utilize interactive teaching strategies; therefore, the null hypothesis is rejected.

It is evident that there is a significant relationship between the level of foundational skills of learners and the effectiveness of interactive teaching strategies implemented by teachers. Learners who possess strong foundational skills tend to benefit more from

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interactive teaching methods compared to those with weaker foundational skills. This correlation highlights the importance of ensuring students have a solid understanding of basic concepts before engaging in interactive activities. Therefore, the null hypothesis is rejected.

They researched and proposed a professional development program.

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