

Teaching Reading Competence of Teachers And Performance of Pupils in English in Blended Learning

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Abstract — The purpose of the present study is to determine the extent of teaching reading competence of teachers and performance of pupils in English and its relationship. Moreover, this study utilized a descriptive-correlational research design. Utilizing the complete enumeration in determining the 17 teacher-respondents and 100 randomly selected pupils enrolled in the current school year are involved in this study. The researcher used the survey adopted by Olga Nessipbayeva (2012) in her study on The Competencies of the Modern Teacher. It was revealed in the study that the extent of teaching reading competence of teachers in terms of classroom management is very high, learning practice, assessment and technology skills is high while the performance of pupils is very satisfactory. Moreover, it was revealed on the table that there is a significant relationship between the extent of teaching reading competence in terms of classroom management, teaching practice, assessment, technological skills and performance of pupils in English. Thus, to attain very satisfactory performance in English, teachers must promote the development of reading skills by providing direct and explicit reading instruction that builds student mastery through scaffolded instruction and incorporates universal design for learning principles. More so, teachers should possess the very high extent of teaching reading competence to help improve the performance of the pupils in English on blended learning.

Keywords — *Teaching Reading Competence, Teachers, Performance, Pupils, English, Blended Learning*

I. Introduction

Teachers are critical part of the education system and are essential to providing children with high-quality learning opportunities. They promote the development of reading skills by providing direct and explicit reading instruction that builds student mastery through scaffolded instruction and incorporates universal design for learning principles. They should have a solid understanding of the five reading skills (phonological awareness, phonics, reading fluency, vocabulary and reading comprehension), familiarity with the curriculum and use best practice pedagogical approaches for teaching reading. Most importantly, teachers must teach in the same language that their students use and understand. These language skills, coupled with the necessary

pedagogical content knowledge and instructional approaches, are essential for providing effective reading instructions.

Reading skills are necessary for a person to be able to learn from texts and are essential for lifelong learning. An effective way to understand texts thoroughly is to use reading strategies (McNamara, 2009). Students do not usually learn reading strategies incidentally (Artelt & Dörfler, 2010); therefore, they must be taught directly. Hence, teachers should focus on teaching reading strategies (Pressley, Graham, & Harris, 2006). In the last two decades, research on fostering reading comprehension has yielded several effective reading strategy programs. Currently, however, scientifically based reading instruction programs are still not implemented very often in the classroom by teachers (Koch & Spörer, 2016).

Furthermore, there are several findings that indicate that teachers' habits, engagement, and competence in reading are related to those of their students (see the so-called "Peter Effect," in Applegate & Applegate, 2004; Binks-Cantrell, Washburn, Joshi, & Hougen, 2012). The presumption is that only someone who has a specific ability (here, reading-related skills) can teach this to others. This idea reflects study results indicating that the specific competences of a teacher predict students' learning outcomes (Brouwer & Korthagen, 2005; Wayne & Youngs, 2003).

Reading as a tool for learning is important skill which can be achieved by the learners at an early school age. Learning other subject area is a waste if a child cannot read. Reading during this time of pandemic has been challenged most especially to the Key Stage 1 learners. It was evident on the output of the pupils that most of the parents accomplished the modules of the pupils. This is not only true to these pupils but to most of the pupils in school regardless of grade level. Parents usually find difficulty in teaching the pupils to read for the fact that some of them are struggling to read the text. Teachers have to possess competencies to make them proficient reading teachers to improve the performance of their pupils.

As Grade 1 teacher, the researcher had come up with an idea on what really are the competencies of teachers in teaching reading to help these pupils who are struggling to learn to read. Thus, this study is formulated to determine the relationship between the teaching competencies of teachers in reading and how this affect to the performance of the pupils. A proposed training plan was formulated based on the findings of the study.

This study determines the relationship between teaching reading competence of teachers and performance of pupils in blended learning in Tabgas Elementary School, Albuera South District, Leyte Division. The findings of the study were bases for the proposed training plan.

Further, it seeks to answer the following sub-problems:

What is the extent of teaching reading competence of teachers in terms of the following:

1.1 Classroom management;

1.2 Teaching practice;

1.3 Assessment; and

1.4 Technology skills?

What is the academic performance of the pupils in English for Quarter 3?

Is there a significant relationship between the extent of teaching reading competence of teachers and performance of pupils in modular learning?

What training plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational research design to determine the relationship between the extent of teaching reading competencies of teachers and performance of pupils in blended learning. Tabgas Elementary School, Albuera South District, Leyte Division is the main locale of the study. The respondents were the seventeen (17) teachers and 100 randomly selected pupils currently enrolled in the present school year. The research instrument used in this study is a survey adopted by Olga Nessipbayeva (2012) in her study on The Competencies of the Modern Teacher. To determine the performance of the pupils in English, the researcher gathered the 3rd quarter grade of the pupils. This research is focused in determining the extent of teaching reading competencies of teachers and performance of pupils and its relationship. A Proposed Training Plan based on the findings of the study is the output.

Sampling. The respondents of this study are the seventeen (17) teachers and 100 pupils randomly selected and enrolled in the said locale for school year 2021-2022. The research was conducted personally by the researcher with consent from the school head of the said locale.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies and permit from the Schools Division Superintendent of Leyte Division, District Supervisor of Albuera South District and school head of the said locale was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the survey using face-to-face modality was done during the conduct of the school meeting of teachers. Results of the 3rd quarter test in English were gathered as part of the survey given to the teacher-respondents. After the accomplishments of the survey, results were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Training Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of Leyte Division, District Supervisor and School Heads of Albuera South District. Orientation of the respondents was done and issues and concerns were addressed and consent to be included in the study were signed.

Treatment of Data. The **Simple Percentage** and **Weighted Mean** was employed to determine the extent of teaching reading competence of teachers and performance of pupils in blended learning. **Pearson r** was used to determine the significant relationship between the dependent and independent variables of the study. This formula proved or disproved what was postulated in the hypothesis.

III. Results and Discussion

Table 1
Extent of Teaching Reading Competence of Teachers in Terms of Classroom Management

	Indicators	Weighted Mean	Description	Interpretation
1	Prepare learning activities accomplished on a time allotted for the subject.	4.34	Very Satisfactory	High
2	Use different teaching methods and strategies on the activities provided in the modules.	4.42	Very Satisfactory	High
3	Create valuable learning experiences through the activities provided for the learners in the modules.	5.00	Outstanding	Very High
4	Draw learners' attention through the activities in the modules.	5.00	Outstanding	Very High
5	Analyze answers of pupils on the activities provided on the modules and prepare innovative projects to enhance learning.	4.52	Outstanding	Very High
6	Teachers treat students as individuals by maintaining a learning environment that conveys high expectations of every student.	4.38	Very Satisfactory	High
7	Teachers work collaboratively with families of students and other significant adults by communicating and collaborating with the home and community for the benefit of students.	4.56	Outstanding	Very High
8	Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults by maintaining a positive and nurturing learning environment.	5.00	Outstanding	Very High
9	Teachers embrace diversity in the school community and in the world by using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures	4.17	Very Satisfactory	High
10	Teachers led in the classroom by positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques.	4.45	Very Satisfactory	High
Average		4.58	Outstanding	Very High

Table 1 presents the extent of teaching reading competence of teachers in terms of classroom management. Results of the survey reveal that the level of teaching reading competence

of teachers in terms of classroom management rendered an average mean value of 4.58, which is interpreted as very high. This suggest that the teachers have effective methods employed in teaching reading competencies. Furthermore, results imply that the teacher’s methods and strategies in preparing and disseminating learning activities, setting the environment for learning, and collaborating with stakeholders involved are substantial in helping the academic and holistic growth of the pupils regarding reading competencies in terms of classroom management.

Table 2
Extent of Teaching Reading Competence of Teachers in Terms of Learning Practice

	Indicators	Weighted Mean	Description	Interpretation
1	Teachers demonstrate leadership by engaging in collaborative and collegial professional learning activities and identifying the characteristics or critical elements of a school improvement plan.	4.34	Very Satisfactory	High
2	Teachers develop and apply lessons based on an effective course of study by integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning.	4.42	Very Satisfactory	High
3	Teachers make their instructions relevant to students by integrating 21st -century skills and content in instruction	4.30	Very Satisfactory	High
4	Teachers conducts oral reading test through home visitation.	4.30	Very Satisfactory	High
5	Teachers prepare reading materials to supplement the modules.	4.52		Very High
6	Teachers provide intervention to pupils with difficulty in reading.	4.38	Very Satisfactory	High
7	Teachers provide other supplementary learning materials to the pupils to enhance their reading ability.	5.00		Very High
8	Teachers provide video clips for the pupils to use in the production of sounds of the letters of the alphabet.	4.19	Very Satisfactory	High
9	Teachers provide capability building to parents to help in assisting and guiding the pupils improve their reading ability.	4.17	Very Satisfactory	High
10	Teachers conduct regular monitoring to pupils at home.	4.15	Very Satisfactory	High
	Average	4.38	Very Satisfactory	High

Table 2 presents the extent of teaching reading competence of teachers in terms of learning practice. As shown on the table, the level of teaching reading competence of teachers in terms of learning practice yielded an average mean of 4.38 which is interpreted with a Very Satisfactory description. This means that teachers have commendable competence in teaching reading in terms of learning practice. Moreover, this suggests that the strategies the teachers employ in teaching reading such as home visitation, preparing supplementary material, and providing proper interventions are effective. This also implies that the varied approaches in teaching reading that the teachers utilize in learning practice has yielded positive results on the pupils indicating success in preparation and implementation.

Table 3
Extent of Teaching Reading Competence of Teachers in Terms of Assessment

	Indicators	Weighted Mean	Description	Interpretation
1	Teachers demonstrate leadership by engaging in collaborative and collegial professional learning activities and identifying the characteristics or critical elements of a school improvement plan.	4.14	Very Satisfactory	High
2	Teachers develop and apply lessons based on an effective course of study by integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning.	4.22	Very Satisfactory	High
3	Teachers make their instructions relevant to students by integrating 21st -century skills and content in instruction	5.00	Outstanding	Very High
4	Teachers conducts oral reading test through home visitation.	5.00	Outstanding	Very High
5	Teachers prepare reading materials to supplement the modules.	4.32	Very Satisfactory	High
6	Teachers provide intervention to pupils with difficulty in reading.	4.18	Very Satisfactory	High
7	Teachers provide other supplementary learning materials to the pupils to enhance their reading ability.	4.30	Very Satisfactory	High
8	Teachers provide video clips for the pupils to use in the production of sounds of the letters of the alphabet.	4.29	Very Satisfactory	High
9	Teachers provide capability building to parents to help in assisting and guiding the pupils improve their reading ability.	4.01	Very Satisfactory	High
10	Teachers conduct regular monitoring to pupils at home.	4.12	Very Satisfactory	High
	Average	4.36	Very Satisfactory	High

Table 3 shows the extent of teaching reading competence of teachers in terms of assessment. Results of the study revealed that the average mean measured for the competence of teachers in teaching reading regarding assessment dissemination is at 4.36. This rating is given a high interpretation suggesting that the assessments employed by the teachers in teaching reading are effective. This means that the strategies employed by the teachers in assessing the performance of the students in terms of reading yielded positive results. Further, interventions to pupils facing difficulties, conduct of regular monitoring, and other methods to involve stakeholders in the learning positively affect the learning of the pupils.

Table 4
Extent of Teaching Reading Competence of Teachers in Terms of Technology Skills

	Indicators	Weighted Mean	Description	Interpretation
1	Teachers display their awareness of technology's potential to enhance learning by integrating technology into their instruction to maximize student learning.	4.12	Very Satisfactory	High
2	Teachers introduce the use of technology to the pupils.	4.14	Very Satisfactory	High
3	Teachers uses technology in producing learning materials.	4.32	Very Satisfactory	High
4	Teachers produce video lessons to supplement learning materials provided to the pupils.	4.40	Very Satisfactory	High
5	Teachers use different platforms in teaching.	4.56	Outstanding	Very High
6	Teachers create valuable experiences to pupils using technology in teaching.	4.38	Very Satisfactory	High
7	Teachers display their awareness of technology's potential to enhance learning by integrating technology into their instruction to maximize student learning.	4.30	Very Satisfactory	High
8	Teachers reach their pupils best using technology-based communication.	4.29	Very Satisfactory	High
9	Teachers use technology in monitoring the pupils.	4.44	Very Satisfactory	High
10	Teachers participate trainings and seminars using technology for professional development.	4.62	Outstanding	Very High
	Average	4.37	Very Satisfactory	High

Table 4 presents the extent of teaching reading competence in terms of technology skills. It was revealed on the table that the level of competence of the teachers in teaching reading in terms of technology skills yielded an average mean of 4.37 which is interpreted as high. This

means that the teachers showed exemplary skills in utilizing technology to teach reading. This implies that teachers have substantial knowledge in using technology to promote learning which is applicable in the new normal learning modality.

Table 5
Performance of Pupils in English for the 3rd Quarter

Students	3rd Quarter Grade in English	Interpretation
1	87	Very Satisfactory
2	88	Very Satisfactory
3	82	Very Satisfactory
4	85	Very Satisfactory
5	90	Outstanding
6	83	Very Satisfactory
7	87	Very Satisfactory
8	88	Very Satisfactory
9	86	Very Satisfactory
10	85	Very Satisfactory
11	89	Very Satisfactory
12	82	Very Satisfactory
13	83	Very Satisfactory
14	81	Very Satisfactory
15	81	Very Satisfactory
16	83	Very Satisfactory
17	83	Very Satisfactory
AVERAGE	85	Very Satisfactory

Table 5 presents the performance of pupils in English for the 3rd quarter. It was revealed on the table that all of the students gained an average grade in English for the 3rd quarter of 85 which is interpreted as very satisfactory. This means that pupils attained the mastery level of the subjects and they all pass. This implies that teachers are providing appropriate and regular delivery of the lesson with varied and differentiated learning approaches suited for the needs of the pupils. Furthermore, this implies that teachers have substantial competence in teaching reading to pupils. As reading is a tool for learning, understanding of concepts is essential when pupils are readers and can understand what they read.

Table 6
Test of Relationship Between Teaching Reading Competence and Performance of Learners

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Classroom Management & Performance	0.52	4.912	2.226	Reject Ho	Significant Relationship
Teaching Practice & Performance	0.56	4.732	2.226	Reject Ho	Significant Relationship
Assessment and Performance	0.53	4.018	2.226	Reject Ho	Significant Relationship
Technological Skills & Performance	0.54	4.210	2.226	Reject Ho	Significant Relationship

Table 6 presents the relationship between the classroom management, teaching practice, assessment, and technological skills to the performance of the students in English during the 3rd quarter. It was revealed on the table that the level of classroom management and performance yielded an t-test value of 4.912 which is greater than the table value of 2.226 at 0.05 level of significance. Thus, the null hypothesis is rejected. This means that there is an underlying significant relationship between the classroom management and the performance of the students in English. Additionally, the computed r value of 0.52 suggests a strong significant relationship between the variables involved. This implies that the level of competence of teachers in terms of classroom management in teaching reading have a great impact on the performance of students. Furthermore, this shows that the teachers have great mastery in classroom management which promotes learning among the students.

The table also shows the relationship between the teaching practice and the performance of students in English during the 3rd quarter. It shows that the level of teaching practice and the performance of the students have a computed t-value of 4.732 which is greater than the table value or 2.226 at 0.05 level of significance. Thus, the null hypothesis is rejected. This means that there is a significant relationship between the level of learning practice and the performances of the students in English. The r value of 0.56 shows a significant relationship between the two variables. This implies that the competence of teachers in teaching reading in terms of learning practice significantly affects the performances of the pupils. This further implies that the learning practices employed by the teachers are effective in teaching reading which is backed by the satisfactory performance of the pupils.

Moreover, the table also shows the relationship between the assessment and the performance of students in English during the 3rd quarter. It shows that the level of assessment and the performance of the students have a computed t-value of 4.018 which is greater than the table value or 2.226 at 0.05 level of significance. Thus, the null hypothesis is rejected. This means that there is a significant relationship between the level of learning practice and the performances of the students in English. The r value of 0.53 shows a significant relationship between the two variables. This implies that the assessments employed by the teachers yield positive results in terms of student performance. Additionally, it shows that these assessments positively impact the learning of the pupils.

Finally, the table also shows the relationship between the technology skills of the teachers and the performance of students in English during the 3rd quarter. It shows that the level of assessment and the performance of the students have a computed t-value of 4.210 which is greater than the table value or 2.226 at 0.05 level of significance. Thus, the null hypothesis is rejected. This means that there is a significant relationship between the level of learning practice and the performances of the students in English. The r value of 0.54 shows a significant relationship between the two variables. This implies that the teachers are effectively utilizing their technology skills in promoting learning among the students. Furthermore, it implies that teachers have the necessary technology skills in teaching reading.

IV. Conclusion

The data revealed a significant relationship between the extent of teaching reading competence of teachers in terms of classroom management, teaching practice, assessment and technological skills and performance of pupils in English on blended learning. Thus, to attain very satisfactory performance in English, teachers must promote the development of reading skills by providing direct and explicit reading instruction that builds student mastery through scaffolded instruction and incorporates universal design for learning principles. More so, teachers should possess the very high extent of teaching reading competence to help improve the performance of the pupils in English on blended learning.

V. Recommendations

The researcher offered the following recommendations based on the result of the study:

1. The proposed training plan formulated should be utilized;
2. School Heads should provide technical assistance to the teachers in improving the teaching reading competence;

3. Teachers should enhance their teaching reading competence through the attendance in LAC sessions, trainings and seminars;
4. Teachers should encourage parents to support their children by providing materials to be used during teaching-learning process;
5. School Heads should encourage teachers for further learning for the improvement of their teaching and for professional growth; and
6. Future researchers should replicate this study to include different locale, and include different variables aside from the mentioned in this study.

ACKNOWLEDGMENT

This study is in partial fulfillment of the requirements for the Degree Master of Arts in Education major in School Administration and Supervision. Special thanks are extended: To Dr. Jasmine B. Misa, thesis adviser; Dr. Bryant C. Acar, Dr. Annabelle A. Wenceslao, Dr. Elvin H. Wenceslao, panel of examiners; her husband, Jimmyben and kids, Ylajia Lourace and Ayeesha Kate, for their love, prayers, care and sacrifices and all support they provided; Mr. Mandel Bucabuca, School Head, and teachers of Tabgas Elementary School, pupils and parents and the whole community of Albuera South District; siblings, relatives, friends, and all people whom she asks for advices and prayers and To God, her deepest and sincerest gratitude.

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AUTHOR'S PROFILE



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