

Effectiveness Of Cooperative Learning Strategy Through the Use of Contextualized Lesson Plan To The Literacy Performance of The Grade 5 Learners In English

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Abstract — This study aimed to determine the Effectiveness of cooperative learning strategies through the use of contextualized lessons plans to the literacy performance of the Grade 5 pupil in English. The findings of the study served as a basis of a proposed intervention plan. This study used the Quasi- Experimental method of research to determine the significant difference of the variables. The researcher utilized Universal Sampling in identifying the respondents of the study. The test of difference between the scores in the post-test of Grade 5 learners for control and experimental group in English after the integration of Cooperative Learning Strategies through the use of Contextualized Lesson Plans in teaching as well as to the continued usage of the traditional approach in teaching to the control group to the different learning competencies in English. Based on the table 4, showing the Grade 5 learners' performances in the control group for the posttest is said to be much lower compared to the posttest gained by the experimental which resulted to the computed t value which is higher than the critical t value. Based on the given data, the hypothesis which states that there is no significant difference between the post-test performances of the Grade 5 pupils both the control and experimental group in Mathematics after the integration of Cooperative Learning Strategies using Contextualized Lesson Plans is rejected.

The results in table 4 implied that that since the results of the control group is having slight increase of the performance on some of the level of performance as shown in the posttest performances of the learners, the traditional way of teaching should not be the focused of the delivery of the competencies. On the other hand, integration of the intervention in delivering the different learning competencies in English for Grade 5 learners which is the Cooperative Learning Strategies using Contextualized Lesson Plans should be continued because it really brought positive changes to the performances of the learners specially in improving their literacy performance. Furthermore, the intervention must be widening its usability which the teachers must utilized this innovation to their different teaching and learning deliveries for them to double check the usability of the intervention.

Keywords — Effectiveness, Cooperative Learning Strategy, Grade 5 Learners, English

I. Introduction

The ability to read well is essential for academic success, and reading difficulties will affect every aspect of a learner's academic performance. Students who struggle with reading also struggle in other subjects and find it difficult to stay up with their education. The purpose of this study was to assess the performance of the fifth graders at Ormoc City Central School's students in reading comprehension and determine the efficacy of a contextualized lesson plan. When teaching reading comprehension in a context, the students are immersed in an interesting, meaningful, and realistic setting.

Numerous intervention and remediation programs have been launched by the Department of Education to help struggling readers. DepEd has made programs available to help students with their reading needs. The DepEd Order No. 45 s was established. To ensure that every child is a reader by the end of third grade, Every Child A Reader Program (ECARP) was established in 2002. Teachers ran many intervention and remediation programs in response to the DepEd's demand. Most students who make it to grades four and above, however, still struggle with reading at a proficient level, according to the research.

Most teachers and learners find it challenging to deal with the vital duty of improving learners' reading comprehension abilities. Like this, learners today do not read as much because they have high-technology devices to occupy their free time. Occasionally, books and printed materials are put aside in favor of reading online content. Additionally, students today rarely read items that are unrelated to their interests and needs. The reading teacher had a problem because of this circumstance. If a teacher is unable to engage the kids' interest during reading lessons, problems will result.

Teachers must create a lesson that is engaging for the children to capture their attention in reading teaching. Teachers must contextualize their reading materials in order to solve this issue. Materials should be relevant to students' interests and contexts for improved reading comprehension performance.

Based on the different findings of the researcher particularly on the numeracy performance of the Grade 5 pupils for the past 4 quarters, the researcher is genuinely motivated and excited to finish her study in order to help the learners improve their literacy performance as well as to their academic performances in English. This research will also help the teachers improve their teaching strategies on how to deliver the different learning competencies specially on the first grading period.

This study evaluated the Effectiveness of Cooperative Learning Strategies through the use of Contextualized Lesson Plans to the Literacy performance of Grade 5 learners in English in Ormoc City Central School. The findings of the study were the basis for the proposed Cooperative Learning Strategies Based Approach Plan.

Specifically the study sought to answer the following questions:

1. What is the performance of the Grade 5 learners in Mathematics before the integration of Cooperative Learning Strategies through the use of Contextualized Lesson Plans based on the two groups?
 - 1.1. Control group.
 - 1.2. Experimental group?
2. What is the performance of the Grade 5 learners in Mathematics before the integration of Cooperative Learning Strategies through the use of Contextualized Lesson Plans based on the two groups?
3. Is there a significant difference in the performances of the Grade 5 learners in Mathematics before and after the integration of Cooperative Learning Strategies through the use of Contextualized Lesson Plans based on the two groups?
4. What Cooperative Learning Strategies Plan can be proposed based on the findings of the study?

NULL HYPOTHESIS:

There is no a significant difference in the performances of the Grade 5 learners in Mathematics before and after the integration of Cooperative Learning Strategies through the use of Contextualized Lesson Plans based on the two groups.

II. Methodology

Design. This study utilized the True experimental research to validate the Cooperative Learning Strategies through the use of Contextualized Lesson Plans to the performance of the Grade 5 learners in English. The findings of the study based on the comparative analysis are the basis for crafting Cooperative Learning Strategies Plan. The researcher utilized Universal Sampling in identifying the respondents of the study. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores in Ormoc City Central

School in the Division of Ormoc City based from the different most essential learning competencies in first grading period delivered in English subject which purely focused on the different competencies. The main location of the study is in Ormoc City Central School which is located under the in the Division of Ormoc City. Based on the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 5 learners which was identified based on their test performances prior to the integration of Cooperative Learning Strategies in the delivery of the different learning competencies. The assessment given to the respondents was carefully validated by the teacher-researcher himself which are the pretest and posttest test performances of the Grade 5 learners, the different steps in conducting the identified approach were undertaken to validate their performances before and after the implementation of Cooperative Learning Strategies to the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest scores performance of the Grade 9 learners before the implementation of the Cooperative Learning Strategies in identifying the performance of the respondents, The Posttest scores performance of the Grade 5 learners after the implementation of the Cooperative Learning Strategies as well as the significant difference of the pretest and posttest performances before and after the implementation of the Cooperative Learning Strategies in the delivery of the most essential learning competencies in teaching English for the first grading Period. In the Quasi- experimental research design, the researcher prepared the different materials which integrate Differentiated Instruction. The focus of this study was the Grade 5 learners and those readers who are in the fair and good level of performance in order to improve their performance those on the average level of performance as well as those learners who were independent learners as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed Intervention Plan was taken based on the findings of the study.

Sampling. The research participants of the study will be the Grade 5 learners of Ormoc City Central School in the Schools Division of Ormoc city. The respondents of the study will be determined through random sampling. There will be 18 Males, and 17 females with the total of 35 respondents and in other group there will be 13 Male and 22 female with the total of 35 respondents. The 2 sections identified are currently handled by the researcher, he will be randomly selected through fish ball technique and the one who will be chosen as the assigned respondents of the study. Control group, experimental group. The respondents or the grade 5 learners were being identified based on the performance of learners, and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them is through cellphones of their respective parents.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design and tools which are the different learning materials embedding the Cooperative Learning Strategies through the use of Contextualized Lesson Plans based from the numeracy test given to the respondents . The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Leyte Division for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) for his awareness.

The researcher conducted the pretest before the integration of Cooperative Learning Strategies through the use of Contextualized Lesson Plans in teaching English After conducting the pretest, the researcher now integrating the Cooperative Learning Strategies through the use of Contextualized Lesson Plans to the different most essential learning competencies (MELCs) in English for 4 weeks. After 4 weeks of integrating the Cooperative Learning Strategies through the use of Contextualized Lesson Plans to the lesson, the posttest was conducted to validate the learning of the Grade 5 learners.

The results were analyzed and interpreted in order to find out if there was an increase on the performance level from the pretest to the posttest. Then after the posttest and pretest were analyzed, the posttest result was treated statistically using the test for mean difference. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the school principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design were submitted to the School Division Office for approval. Upon approval, the Division released an endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal and approval of the Superintendent of the Division. Orientation of the respondents, both the learners and the teachers including the School Principal was done.

Treatment of Data. The quantitative responses were tallied and tabulated. The data will be treated statistically using the following statistical tool.

The Simple Percentage was employed to determine the academic performance in English of the Grade 5 learners in the control and experimental group.

T-Test of Mean Difference. This was used to determine the effectiveness of Cooperative Learning Strategies through the use of Contextualized Lesson Plans to the numeracy performance of the Grade 5 learners in English in both control and experimental group.

III. Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF GRADE 5 LEARNERS

Score Range	Description	PRETEST CONTROL		PRETEST EXPERIMENTAL	
		Frequency	%	Frequency	%
17-20	Excellent	5	14	5	14
13-16	Very Good	7	20	4	11
9-12	Good	7	20	9	26
5-8	Fair	11	31	13	37
1-4	Poor	5	14	4	11
Total		35	100	35	100
Weighted Mean		10.00	Good	9.62	Good

Table 1 presents the pre-test performance of Grade 5 pupils in English before the integration of the cooperative learning strategy through the use of contextualized lesson plan to be used in the delivery of the most essential learning competencies in English. In this table it shows how the control group which composed of the control group and experimental group shared their different learning experiences when they had exposed to the different learning competencies in the lower level particularly in the 4th grade which somehow guided them to be more literate or their literacy performance was increased and showcased a great performance that they use to be called independent learners in the second stage of learning which is in the Grade 5 learners. In these results, both of the learners in the control group and experimental group have no experience yet to the identified intervention which could guide and assist them if there are times that they cannot fully understand or comprehend the text or lessons shared by the teachers.

Based from the results on table 1, especially in the control group that was composed of 35 total number of respondents who underwent the pre-assessment or validation of their performances prior to the integration of the intervention which is the cooperative learning strategy through the use of contextualized lesson plan as well as continued usage of the traditional way of delivering the lessons or topics for the first grading period that will last for 4 weeks only of the

implementation. In the control group, it was revealed that among the 35 total number of learners in the control group that were being tested and validated their capacity in learning prior to the integration of the cooperative learning strategy through the use of contextualized lesson plan during the delivery of the most essential learning competencies. Based on the results of the control group it was revealed that there were 5 respondents, or it has an equivalent performance of 14 percent who are excellent got their performances and belong to this level of performance having ranged from 17-20. On the other hand, in the very good level of performance having scores ranging to 13-16, there were 7 total number of respondents or 20 percent out of the 35 total number of respondents being tested and validated in terms of the learnings they had gained from the past. In the good level of performance in having the scores ranging from 9-12, it was found out that the same number of respondents presents in this level as to the number of respondents in the very good level, which means that there are 7 respondents belong to this level and having a percentage of 20 percent. In the fair level of performance with the scores ranging from 5-18 it was revealed that that out of the 35 total number of respondents validated, there were 11 respondents belong to this level which has an equivalent percentage of 31 percent which is said to be that dominant level among all the 5 level of performance being shown in the table. Lastly, on the poor level of performance, having the scores ranging from 1-4, it was found out that there are still 5 respondents who belong to this level which completes to the distribution of scores among to the level of performances presented.

In the experimental group that was composed of 35 total number of respondents also the same as that to the control group in terms of the number of respondents who underwent the pre-assessment or validation of their performances prior to the integration of the intervention which is the cooperative learning strategy through the use of contextualized lesson plan before the teacher-researcher will be delivering the lessons or topics for the first grading period that will last for 4 weeks only of the implementation. In this group of respondents , it was revealed that among the 35 total number of learners that were being tested and validated their capacity in learning prior to the integration of the cooperative learning strategy through the use of contextualized lesson plan during the delivery of the most essential learning competencies, it was revealed that there were 5 respondents or it has an equivalent performance of 14 percent who are excellent got their performances and belong to this level of performance having ranging from 17-20. On the other hand, in the very good level of performance having scores ranging to 13-16, there were 4 total number of respondents or 11 percent out of the 35 total number of respondents being tested and validated in terms of the learnings they had gained from the past. In the good level of performance in having the scores ranging from 9-12, it was found out that there were 9 respondents, or it has an equivalent percentage of 26 percent in the very good level. In the fair level of performance with the scores ranging from 5-18 it was revealed that that out of the 35 total number of respondents validated, there were 13 respondents belong to this level which has an equivalent percentage of 37 percent which is said to be that dominant level among all the 5 level of performance being shown in the table. Lastly, on the poor level of performance, having the scores ranging from 1-4, it was found out that there are still 4 respondents who are belong to this level which completes to the

distribution of scores among to the level of performances presented or it has an equivalent percentage of 11 percent.

Based from the results given in table 1 both in the control and experimental group implied that the results connotes that even though there are learners who gained in the excellent to good level of performance for both groups, still, we should not take for granted to those learners who are in the bottom level such that there are learners who are in the fair and poor level of performance. These learners belong to the aforementioned levels of performance have no capacity to give more of their skills in showcasing great performances in English from the different learning competencies that they have learned from the past. The learners show further that they really need a learning support coming from the different people who can show them how to learn things and can give different learning resources to let them improve or increase their level of performances in English.

Table 2
POST TEST PERFORMANCE OF GRADE 5 LEARNERS IN ENGLISH

Score Range	Description	POST TEST CONTROL		POST TEST EXPERIMENTAL	
		Frequency	%	Frequency	%
17-20	Excellent	8	23	26	74
13-16	Very Good	12	34	9	26
9-12	Good	5	14	0	0
5-8	Fair	10	29	0	0
1-4	Poor	0	0	0	0
Total		35	100	35	100
Weighted Mean		12.82	Very Good	17.91	Excellent

Table 2 presents the posttest performance of Grade 5 pupils in English after the integration of the cooperative learning strategy through the use of contextualized lesson plan used in the delivery of the most essential learning competencies in English as well as continued application of the traditional approach in teaching the lessons following the different learning competencies in English which covers the whole month or 4 weeks implementation. In this table it shows how group which composed of the control group and experimental group shared their different learning experiences when they already exposed to the identified learning approaches such as traditional way of teaching applied in the control group and Cooperative Learning Strategies through the use of Contextualized Lesson Plans applied in the experimental group integrated to the different learning competencies of the Grade 5 level in the first grading period. In these results, both the

learners in the control group and experimental group have already experienced to the identified intervention which guided and assisted during the entire learning process specially to those competencies which very difficult to understand or comprehend.

Based from the results on table 2, especially in the control group that was composed of 35 total number of respondents who underwent the post-assessment or validation of their performances after the integration of the intervention which is the cooperative learning strategy through the use of contextualized lesson plan as well as continued usage of the traditional way of delivering the lessons or topics for the first grading period that will last for 4 weeks only of the implementation. In the control group, it was revealed that there were 8 respondents, or it has an equivalent performance of 23 percent who belong to the excellent level having scores ranging from 17-20. On the other hand, in the very good level of performance having scores ranging to 13-16, there were 12 total number of respondents or 23 percent out of the 35 total number of respondents being tested and validated in terms of the learnings they had gained from the lessons during the continue integration of the traditional approach. In the good level of performance in having the scores ranging from 9-12, it was found out that there are 5 respondents presents in this level with a corresponding 14 percent. In the fair level of performance with the scores ranging from 5-18 it was revealed that that out of the 35 total number of respondents validated, there were 10 respondents belong to this level which has an equivalent percentage of 29 percent which is said to be that dominant level among all the 5 level of performance being in the table. Lastly, on the poor level of performance, having scores ranging from 1-4, it was found out that there were no respondents who belong to this level or it has a zero percent out of the 100 percent of the respondents being tested or validated.

In the experimental group that was composed of 35 total number of respondents also the same as that to the control group in terms of the number of respondents who underwent the post assessment or validation of their performances after the integration of the intervention which is the cooperative learning strategy through the use of contextualized lesson plan after the teacher-researcher was delivered the lessons or topics for the first grading period that lasted for 4 weeks only of the implementation. In this group of respondents , it was revealed that among the 35 total number of learners that were being tested and validated their capacity in learning prior to the integration of the cooperative learning strategy through the use of contextualized lesson plan during the delivery of the most essential learning competencies, it was revealed that there were 26 respondents or it has an equivalent percentage of 74 percent who are doing great job in learning the topics presented or delivered having scores ranging from 17-20. On the other hand, in the very good level of performance having scores ranging to 13-16, there were 9 total number of respondents or 26 percent out of the 35 total number of respondents being tested and validated in terms of the learnings they had gained from the lessons they learned for the 4 weeks implementation of the lessons. In the good level of performance in having the scores ranging from 9-12, it was found out that there was no respondents or it has an equivalent percentage of 0 percent which is the same results shown in the In the fair level of performance with the scores ranging

from 5-18 together with the performance of the learners in the poor level, having the scores ranging from 1-4 which considered as the lowest performance level.

Based from the results given in table 2 both in the control and experimental group implied that since the results of the control group is stagnant having slight increase of the performance on some of the level of performance, the decision of changing the approach in the delivery of the lessons is important thus, the current approach in teaching. Moreover, the traditional way of delivering the learning competencies in teaching English is not really effective as expected. On the other hand, in the experimental group results implied that the integration of the intervention in delivering the different learning competencies in English for Grade 4 learners which is the Cooperative Learning Strategies through the use of Contextualized Lesson Plans should be continued because it really brought positive changes to the performances of the learners specially in improving their literacy performance.

TABLE 3

Test of Difference Between the Scores in the Pre-test and Post-test of Grade 5 Learners in Control and Experimental Group

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 5 Learners	Pre	10.00	0.724	0.976	Accept H ₀	Not Significant
	Post	12.82				
GRADE 5 Learners	Pre	9.62	1.654	0.976	Reject H ₀	Significant
	Post	17.94				

Table 3 shows the test of difference between the scores in the pre-test and post-test scores of the Grade 5 learners in English subject which focus on the different topics which falls only in the first grading period which lasted for 4 weeks in the implementation before and after the integration of Cooperative Learning Strategies through the use of Contextualized Lesson plans. Based on the results in table 3, it was revealed that in the control group, the pretest performance of the grade 5 learners is only 10.00 having a slight difference to the posttest results of the same group in the posttest having the score of 12.82. The aforementioned results of the pretest and posttest performances of the control group resulted to the computed t value of 0.724 which is lowered than the critical t value of 0.976 and so the hypothesis is accepted based on the significance level.

On the other hand, on the test of difference in the pretest and posttest performances of the Experimental group having exposed to the new strategy in teaching or delivering of the different learning competencies of the grade 5 pupils is having a significant results considering that the pretest performance of the Experimental group is equal to 9.96 and found out to higher compared

to the posttest performance gained by the group which is equal to the score of 17.94 which is considered a s better results based on the comparative results from pretest to posttest performances. These results of performances made by the Grade 5 learners resulted to the critical t value of 0.976 which is lowered than the computed t value of 1.654 So the hypothesis which states that there was no significant difference in the pretest and posttest performances of the Grade 5 leaners before and after the integration of the Cooperative Learning Strategies through the use of Contextualized Lesson Plans is rejected.

The results in table 3 implied that the lesser changes observed in the test performances and not significantly and statistically significant meaning, utilization of the traditional method in teaching in the control group must be changed because it does not bring too much positive effect to the performance of the learners. It is very important for the different teaching approaches applied during the delivery of the lessons to bring changes to the performance of the learners as well as give motivation to the learners to learn the different topics showcased to them. On the other hand, the results of the grade 5 learners who are in the experimental group are significantly effective and statistically significant. In other words, the integration of the Cooperative Learning Strategies through the use of Contextualized Lesson Plans has really brought positive changes to the lives of the learners and it brought to them meaningful impact to their performances. Moreover, the aforementioned intervention must widen its usability which the teachers must utilized this innovation to their different teaching and learning deliveries in order for them to double check the usability of the intervention.

TABLE 3
Test of Difference Between the Scores in the Post-test of Grade 5 Learner in Control and Experimental

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 5 Learners	Control Experime ntal	12.82 17.94	2.665	0.976	Reject H _o	Significant

Table 4 shows the test of difference between the scores in the post-test of Grade 5 learners for control and experimental group in English after the integration of Cooperative Learning Strategies through the use of Contextualized Lesson Plans in teaching as well as to the continued usage of the traditional approach in teaching to the control group to the different learning competencies in English. Based on the table 4, showing the Grade 5 learners' performances in the control group for the posttest is 12.82 only and said to be much lower compared to the posttest gained by the experimental group which is equal to 17.94 which resulted to the computed t value of 2.665 which is higher than the critical t value of 0.976. Based from the given data, the hypothesis which states that there is no significant difference between the post-test performances of the Grade

5 pupils both the control and experimental group in Mathematics after the integration of Cooperative Learning Strategies through the use of Contextualized Lesson Plans is rejected.

The results in table 4 implied that that since the results of the control group is having slight increase of the performance on some of the level of performance as shown in the posttest performances of the learners, the traditional way of teaching should not be the focused of the delivery of the competencies. On the other hand, integration of the intervention in delivering the different learning competencies in English for Grade 5 learners which is the Cooperative Learning Strategies through the use of Contextualized Lesson Plans should be continued because it really brought positive changes to the performances of the learners specially in improving their literacy performance. Furthermore, the aforementioned intervention must be widening its usability which the teachers must utilized this innovation to their different teaching and learning deliveries in order for them to double check the usability of the intervention.

IV. Conclusion

Based on the findings of this research, it can be concluded that there is a significant difference between the pre and post-test scores of grades 5 pupils in English. Integration of the intervention in delivering the different learning competencies in English for Grade 5 learners which is the Cooperative Learning Strategies through the use of Contextualized Lesson Plans should be continued because it really brought positive changes to the performances of the learners specially in improving their literacy performance. The wide usability of the intervention by the teachers must be practiced and served as innovation to their different teaching and learning deliveries in order for them to double check the usability of the intervention. Moreover, the traditional way of teaching should not be the focus of the delivery of the competencies on these particular topics because it does not bring any positive changes to the performance of the learners.

V. Recommendations

1. The proposed intervention plan that was crafted by the teacher-researcher should be utilized by the other teaching personnel and to use this as springboard in crafting a more significant activities which could help the learners more motivated to learn the different topics in English.
2. Teachers should focus on giving to the learners' different lessons and activities that could boost the learners self-stem to participate during the delivery of the lessons.
3. School Heads should encourage teachers to attend different training courses online or in person that will help them improve their teaching styles and use different approaches that could address the different types of learners as well as their needs.

4. Teachers should develop instructional materials to be used during the teaching and learning process focusing on their skills to be improved as they traverse to the different learning skills.
5. Based on the results of the study, teachers should guide the learners during the discussions in order for them to be guided and could create a more meaningful discussion among themselves.
6. School Heads should create activities that could boost the teacher's morale in teaching and at the same time make an avenue that teachers to share their different best practices in teaching the different subject.
7. Furthermore, the author encourages future researchers to conduct the same study in order to test the effectiveness of the result of the study.

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The author is born on January 28, 1984, at Ormoc City, Leyte, Philippines. She finished her bachelor's degree in Elementary Education at Western Leyte College Inc. In her high school and college days, she was really into the supervision field. She was a leader in different organizations when she was a student and that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher II in the Department of Education and a Grade – V Teacher at Ormoc City Central Elementary School at Barangay District 18 Carlos Tan Street., Ormoc City, Leyte, Philippines. She has been assigned Grade 5 coordinator for two years. She believes that supervising the young is the foundation of understanding how to supervise the old.