

# Interventions of Grades 4-6 Teachers on Reading Performance of Learners

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*Abstract* — The research aimed to ascertain the interventions employed by Grades 4-6 teachers to enhance the reading performance of learners within the Masbate City Division. Employing the descriptive-analytical method, the study utilized a questionnaire as the principal data-gathering instrument. The questionnaire's validity underwent assessment by two separate panels of judges, whose suggestions were integrated into the final revision of the instrument. Furthermore, the reliability of the questionnaire was affirmed through two preliminary trial runs, ensuring the consistency and dependability of the gathered data. The data gathered were treated using the following statistical tools: frequency and percentage for the profile of Grades 4-6 teachers, weighted mean for the factors affecting the performance of Grades 4-6 learners and to what extent as perceived by their teachers and rank order for the suggestions to improve further the reading performance of their learners. Findings revealed that the majority of Grades 4-6 teachers are females aged 25-29 and 45-49, married, with a bachelor's degree and MA CAR, holding the teacher III position, and demonstrating outstanding performance with 22 to 26 years of service. Learners in these grades tend to perform better in oral reading than in silent reading, with factors moderately affecting their reading performance. Teachers' interventions are highly effective, including pre- and post-reading assessments, establishing reading centers, and providing capacity-building for effective reading techniques through SLAC. Topmost of the suggestions offered by Grades 4-6 teachers to improve further the reading performance of their learners by the teachers were: conduct pre and post reading assessment ranked 1, establish reading center in school campus ranked 2, conduct capacity building for teachers on effective reading techniques and approaches through SLAC ranked 3.

*Keywords* — *Phil-IRI, Reading Performances, Interventions*

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## I. Introduction

Students' ability to read and understand material is closely related to how well they achieve academically. Poor performance in school is frequently associated with a lack of this essential ability. It is crucial to cultivate a sincere love of reading in students, especially during their earliest years. This obligation extends to parents as well as educators, as both groups are crucial in encouraging this reading propensity. Providing students with a wealth of reading materials and actively involving them in activities aimed at boosting their interest and enthusiasm for reading

are essential. By working together, parents and teachers can strengthen students' academic success by helping them develop a lifetime love of reading.

Alcantara, as cited in the article of Habada, offered steps to help children develop their reading habits:

- 1) The earlier you start, the better,
- 2) Time means love,
- 3) Listening shows commitment,
- 4) Select books that teach values,
- 5) Discover your child's ability to understand,
- 6) Assess your child's reading level,
- 7) A good environment sets the stage,
- 8) Practice your own skills,
- 9) Make room for laughter,
- 10) Keep them dangling,
- 11) Accept your child's pace,
- 12) Teach your child to find information,
- 13) Expand the imagination,
- 14) Share the fun with others,
- 15) Seek a response and enlarge a child's horizons,
- 16) Nurture a budding reporter, and
- 17) Give the gift of approval.

He added that all of us should start planting good seeds of learning through reading, after all a little encouragement to our children can spark great accomplishment.

Learners have multiple intelligences where they could enhance through love of reading. Marcelino<sup>2</sup> listed the following examples of instructional scenarios that can help students' intelligence grow and provide them with chances to build upon and enhance their abilities.

1. Reading Station (Verbal/Linguistic Intelligence). The strategies to be taken here will be vocabulary development, and reading
2. comprehension through story telling. Learners will also play Word Factory and Scrabble to enhance their vocabulary.
3. Math and Science Station (Logical/Mathematical Intelligence). Activities to be learned at this station will be solving math problems and performing science experiments. Chess Board and Da Math will also be put in this station to develop their logical/mathematical intelligence.
4. Music Station (Musical Intelligence). Varied musical instruments will be placed in this station.
5. Art Station (Visual/Spatial Intelligence). There will be art materials and varied activities that will enhance their visual/spatial intelligence.
6. Building Station (Kinesthetic Intelligence). Provision of materials that build their kinesthetic intelligence.
7. Working Together Station (Interpersonal Intelligence). Activities that will be creative/role playing to develop their people to people skills.
8. Plant Lover Station (Naturalist Intelligence). Activities include container/pot and tire garden. It is in this plight where the researcher has decided to focus his study on interventions of Grades 4-6 teachers to improve the reading performance of their learners.

The study focused on the Interventions of Grades 4-6 Teachers on Reading Performance of Learners in Masbate City Division . It covered the following: profile of Grades 4-6 teachers, the reading performance of Grades 4-6 learners based on the Philippine Informal Reading Inventory (Phil-IRI), the factors affecting the performance of Grades 4-6 learners and to what extent as perceived by their teachers, the interventions of Grades 4-6 teachers to improve the reading performance of their learners and to what extent and the suggestions can Grades 4-6 teachers offered to improve further the reading performance of their learners.

## **II. Methodology**

This study investigates the strategies employed by Grades 4-6 educators within Masbate City Division to enhance student reading abilities. Utilizing a descriptive-survey methodology (Creswell & Creswell, 2018), the research meticulously presents, analyzes, and interprets data on teacher practices.

As Gall, and Borg (2007) emphasize, this descriptive study aims to provide a detailed picture of the current state of reading instruction within the division. It focuses on understanding the characteristics of the teaching cohort, specifically the reading strategies utilized by Grades 4-6 teachers.

To learn more about the backgrounds, credentials, and teaching philosophies of teachers in Grades 4-6, the study examines the professional and demographic profiles of these educators.

A crucial aspect of this research revolves around examining the specific reading strategies these educators utilize in their classrooms. Existing research by Kamil et al. (2008) highlights the importance of effective reading strategies for improving student comprehension in Grades 4-6. Additionally, studies by the National Reading Panel (2000) emphasize the effectiveness of strategies like phonemic awareness, phonics, fluency instruction, vocabulary development, and comprehension strategies. The researcher developed a well-designed questionnaire with guidance from their advisor to gather comprehensive data on various aspects. This method offers several advantages: it allows for structured data collection, ensuring consistency and facilitating data analysis (Bryman, 2016). Carefully crafted questions focus on specific areas such as teacher demographics, instructional strategies, and factors influencing student reading performance (Moser & Kalton, 1972). Moreover, the questionnaire enables the quantification of responses, generating quantitative data for statistical analysis and trend identification (Babbie, 2013). The questionnaire used in the study was divided into five parts to comprehensively explore various aspects of teaching and learning. The first part collected information about Grades 4-6 teachers, including their years of experience and qualifications. In the second part, the focus shifted to the reading performance of Grades 4-6 learners, potentially utilizing data from standardized reading assessments like the Phil-IRI in English. The third part allowed teachers to share their perspectives on factors influencing students' reading performance, providing an opportunity for open-ended or scaled responses. Subsequently, the fourth part examined the interventions and strategies currently employed by teachers to support student reading development. Finally, the fifth part solicited suggestions from teachers to further enhance reading performance in their classrooms. Through this comprehensive approach, the research aimed to gain valuable insights into reading instruction practices and improve them effectively.

The study targeted all Grades 4-6 teachers within Masbate City Division. This approach ensured a comprehensive understanding of teacher practices across the division.

The questionnaire underwent a thorough validation process to ensure accuracy. In the first stage, the initial draft was reviewed by Grades 4-6 teachers, and their feedback was carefully considered to make revisions. Ethical considerations were also taken seriously, with respondents being assured that their data would only be used for research purposes and kept confidential. Through a descriptive-survey approach and a well-designed questionnaire, this study aims to provide valuable insights into reading instruction practices in Masbate City Division. It seeks to inform future professional development efforts and enhance student reading abilities effectively.

For the present study, the following 5-point Likert scales, interpretation, and descriptions were used in the analysis and interpretation of quantitative data based on the first part of the questionnaire:

### Scale in the Factors Affecting the Reading Performance of Grade 4-6 Learners

Scale	Range	Interpretation	Description
4	3.50 – 4.00	Great Extent	The indicator is established, well-defined, applied, and sustained
3	2.50 – 3.49	Moderate Extent	The indicator is established, well-defined, and applied
2	1.50 – 2.49	Extent	The indicator is established and well-defined
1	1.00 – 1.49	Not Extent	The indicator is established

Thematic Analysis was used to analyze and interpret the qualitative data from the questionnaire's second part. This approach focuses on identifying and interpreting patterns of meaning, referred to as "themes," within qualitative data (Braun & Clarke, 2006). Moreover, specific statistical procedures were employed to ensure a comprehensive interpretation of the survey data. Frequency count and percentage were applied to gauge the occurrences of indicators relative to the provided scale, while the weighted mean measured the extent of respondents' assessment of the research variables, including the evaluation of policy implementation on child protection across four public elementary schools.

### III. Results and Discussion

**Table 1.a Age of Grades 4-6 Teachers in Masbate City Division**

Age	Number	Percentage
20-24 years old	3	5.55
25-29 years old	12	22.22
30-34 years old	6	11.11
35-39 years old	4	7.41
40-44 years old	5	9.26
45-49 years old	14	25.93
50-54 years old	7	12.96
55-59 years old	2	3.70
60 years old and above	1	1.85
<b>Total</b>	<b>54</b>	<b>100.00</b>

Table 1.a furnishes the profile on age of Grades 4-6 teachers in Masbate City Division. The table includes the age, number and percentage. As furnished in the table, out of fifty-four respondents to the study, three or 5.55 percent belong to 20-24 years old bracket, twelve or 22.22 percent belong to 25-29 years old bracket, six or 11.11 percent belong to 30-34 years old bracket, four or 7.41 percent belong to 35-39 years old bracket, five or 9.26 percent belong to 40-44 years

old bracket, fourteen or 25.93 percent belong to 45-49 years old bracket, seven or 12.96 percent belong to 50-54 years old bracket, two or 3.70 percent belong to 55-59 years old bracket, and one or 1.85 percent belongs to 60 years old and above bracket.

**Table 1.b Civil Status of Grades 4-6 Teachers in Masbate City Division**

<b>Civil Status</b>	<b>Number</b>	<b>Percentage</b>
Single	13	24.07
Married	39	72.22
Widowed	2	3.70
Separated	0	0.00
<b>Total</b>	<b>54</b>	<b>100.00</b>

It can be obtained that Table 1.b provides the profile of civil status among Grades 4-6 teachers in Masbate City Division. The table presents the distribution of respondents based on civil status, indicating the number and percentage within each category. Specifically, out of fifty-four participants, thirteen or 24.07 percent are single, thirty-nine or 72.22 percent are married, two or 3.70 percent are widowed, and none or zero percent are separated. The findings indicate that a majority of Grade 4-6 teachers in Masbate City Division are married, suggesting that most have experience in raising children. Married teachers may exhibit patience in dealing with learners, a trait often practiced within their own families. Conversely, single teachers may have more time to attend to the needs of their students.

**Table 1.c Educational Attainment of Grades 4-6 Teachers in Masbate City Division**

<b>Degree</b>	<b>Number</b>	<b>Percentage</b>
Doctorate degree	0	0.00
Master's degree with PhD CAR	0	0.00
Master's degree with PhD units	3	5.56
Master's degree	6	11.11
Bachelor's degree with MA CAR	24	44.44
Bachelor's degree with MA units	14	25.93
Bachelor's degree	7	12.96
Doctorate degree	0	0.00
Master's degree with PhD CAR	0	0.00
<b>Total</b>	<b>54</b>	<b>100.00</b>

It can be obtained from Table 1.c that it presents the educational attainment profile of Grades 4-6 teachers in Masbate City Division. The table outlines the distribution of respondents based on their educational attainment, indicating the number and percentage within each category. As indicated in the table, out of fifty-four participants, three or 5.56 percent hold a master's degree

with PhD CAR, six or 11.11 percent possess a master’s degree, twenty-four or 44.44 percent have a bachelor’s degree with MA CAR, fourteen or 25.93 percent have a bachelor’s degree with MA units, and seven or 12.96 percent hold a bachelor’s degree. Notably, none of the respondents have a Doctorate degree or a Master’s degree with

PhD CAR. This suggests that a significant majority of Grades 4-6 teachers in Masbate City Division have pursued graduate studies. It is recommended for them to complete their graduate and postgraduate studies to further their professional development.

**Table 1.d Position Title of Grades 4-6 Teachers in Masbate City Division**

<b>Position Title</b>	<b>Number</b>	<b>Percentage</b>
Teacher I	15	27.78
Teacher II	3	5.56
Teacher III	28	51.85
Master Teacher I	5	9.26
Master Teacher II	3	5.56
<b>Total</b>	<b>54</b>	<b>100.00</b>

It can be obtained from Table 1.d that it presents the profile of position titles among Grades 4-6 teachers in Masbate City Division. The table provides details regarding the distribution of respondents based on their position titles, along with the corresponding number and percentage. As indicated in the table, out of the fifty-four participants in the study, fifteen or 27.78 percent hold the Teacher I position, three or 5.56 percent hold the Teacher II position, twenty-eight or 51.85 percent hold the Teacher III position, five or 9.26 percent hold the Master Teacher I position, and three or 5.56 percent hold the Master Teacher II position. The data presented in the table highlights that a majority of teachers within the Masbate City Division occupy the Teacher III position, which serves as a precursor to obtaining a master teacher position. Additionally, holding the Teacher III position can also be advantageous for progressing to a head teacher position. In summary, it is evident that the higher the position held by a teacher, the higher the corresponding salary they receive.

**Table 1.e Length of Service of Grades 4-6 Teachers in Masbate City Division**

<b>Length of Service</b>	<b>Number</b>	<b>Percentage</b>
3 years and below	3	5.56
3 years and 1 month to 6 years and 11 months	16	29.63
7 years to 11 years and 11 months	11	20.37
12 years to 16 years and 11 months	2	3.70
17 years to 21 years and 11 months	1	1.85
22 years to 26 years and 11 months	17	31.48
27 years to 31 years and 11 months	4	7.41
32 years and above	0	0.00
<b>Total</b>	<b>54</b>	<b>100.00</b>

It can be obtained from Table 1.e that it provides an overview of the length of service among Grades 4-6 teachers in Masbate City Division. The table outlines the distribution of respondents based on their length of service, indicating the number and percentage within each category. As indicated in the table, out of fifty-four participants, three or 5.56 percent have a length of service of 3 years and below, while sixteen or 29.63 percent have a length of service ranging from 3 years and 1 month to 6 years and 11 months. Additionally, eleven or 20.37 percent have served for 7 years to 11 years and 11 months, and so forth. These figures provide insights into the tenure of teachers within the division, reflecting the diverse experiences and expertise they bring to their roles.

**Table 1.f Trainings Attended of Grades 4-6 Teachers in Masbate City Division**

<b>Trainings Attended</b>	<b>Number</b>	<b>Percentage</b>
International	4	7.41
National	8	14.81
Regional	11	20.37
Division	54	100.00
District	54	100.00
<b>School</b>	<b>54</b>	<b>100.00</b>

It can be obtained from Table 1.f that it presents the profile of trainings attended by Grades 4-6 teachers in Masbate City Division. The table provides details on the number and percentage of teachers who have participated in various types of training. As indicated in the table, out of fifty-four respondents, four or 7.41 percent have undergone international trainings, eight or 14.81 percent have attended national trainings, and eleven or 20.37 percent have taken part in regional trainings. Notably, all respondents have participated in division, district, and school trainings. This finding underscores that the majority of teachers have engaged in school, division, and district-level trainings. However, there is a recommendation for teachers to actively pursue additional national and international training opportunities to stimulate their professional development.

**Table 1.g Performance Rating of Grades 4-6 Teachers in Masbate City Division**

<b>Length of Service</b>	<b>Number</b>	<b>Percentage</b>
Outstanding	38	70.37
Very Satisfactory	15	27.78
Satisfactory	1	1.85
Unsatisfactory	0	0.00
Poor	0	0.00
<b>Total</b>	<b>54</b>	<b>100.00</b>

It can be obtained from Table 1.g that it provides insights into the performance rating of Grades 4-6 teachers in Masbate City Division. The table presents data on the distribution of respondents according to their performance rating, indicating the number and percentage within each category. As indicated in the table, out of the total fifty-four participants, thirty-eight or 70.37 percent received an outstanding rating, fifteen or 27.78 percent were rated as very satisfactory, one or 2.85 percent received a satisfactory rating, while none or 0 percent were rated as unsatisfactory or poor. This data suggests that the majority of Grades 4-6 teachers exhibit outstanding



performance, with no participants falling into the unsatisfactory or poor performance categories. This indicates a commendable level of performance among the teachers in their respective roles.

**Table 2.a Reading Performance of Grades 4-6 Learners Based on Silent Reading Philippine Informal Reading Inventory (Phil-IRI) on Speed Level**

Speed Level	Pupils Tested	
	Pre	Post
Slow	1011	674
Average	562	450
Fast	270	719
<b>Total</b>	<b>1,843</b>	<b>1,843</b>

Table 2.a presents the reading performance of Grades 4-6 learners in Masbate City Division, assessed through the silent reading Philippine Informal Reading Inventory (Phil-IRI) on speed level. The table provides data on speed levels and the number of pupils tested. During the pre-test phase, out of one thousand eight hundred forty-three learners from the fifty-four respondents, one thousand eleven learners were categorized as slow, five hundred sixty-two learners as average, and two hundred seventy learners as fast. In the post-test phase, out of the same number of learners, six hundred seventy-four were classified as slow, four hundred fifty as average, and seven hundred nineteen as fast.

**Table 2.b Reading Performance of Grades 4-6 Learners Based on Silent Reading Philippine Informal Reading Inventory (Phil-IRI) on Comprehension Level**

Comprehension Level	Pupils Tested	
	Pre	Post
Frustration	1079	1101
Instructional	652	651
Independent	112	91
<b>Total</b>	<b>1,843</b>	<b>1,843</b>

Based on the table presented above, it shows that Table 2.b provides an overview of the reading performance of Grades 4-6 learners in Masbate City Division, assessed through the silent reading Philippine Informal Reading Inventory (Phil-IRI) in terms of comprehension level. The table presents data on comprehension levels and the number of pupils tested. In the pre-test phase, out of one thousand eight hundred forty-three learners from the fifty-four respondents, one thousand seventy-nine were classified as being at the frustration level, six hundred fifty-two at the instructional level, and one hundred twelve at the independent level. Similarly, in the post-test phase, out of the same number of learners, one thousand one hundred one were at the frustration level, six hundred fifty-one at the instructional level, and ninety-one at the independent level.

**Table 2.c Reading Performance of Grades 4-6 Learners Based on Silent Reading Philippine Informal Reading Inventory (Phil-IRI) on Reading Level**

Reading Level	Pupils Tested	
	Pre	Post
Frustration	899	562
Instructional	674	787
Independent	270	494
<b>Total</b>	<b>1,843</b>	<b>1,843</b>

Based on the table presented above, Table 2.c provides data on the reading performance of Grades 4-6 learners, as assessed through the silent reading component of the Philippine Informal Reading Inventory (Phil-IRI), within Masbate City Division. The table presents the distribution of reading levels among pupils who underwent pre-test and post-test assessments. In the pre-test, out of one thousand eight hundred forty-three learners represented by the fifty-four respondents, eight hundred ninety-nine were classified as being at the frustration level, six hundred seventy-four at the instructional level, and two hundred seventy at the independent level. Following the post-test, out of the same total number of learners, five hundred sixty-two were categorized as being at the frustration level, seven hundred eighty-seven at the instructional level, and four hundred ninety-four at the independent level.

**Table 2.d Change in Silent Reading Performance of Grades 4-6 Learners Based on Philippine Informal Reading Inventory (Phil-IRI)**

Level	Number
Frustration	337
Instructional	113
Independent	224
<b>Total</b>	<b>674</b>

Based on the table presented above, Table 2.d stipulates the change in silent reading performance of Grades 4-6 learners based on Philippine Informal Reading Inventory (Phil-IRI) on change in Masbate City Division. The table includes the level and number. As stipulated in the table, out of one thousand eight hundred forty-three learners from the fifty-four respondents to the study, three hundred thirty-seven are on frustration level, one hundred thirteen are on instructional level, and two hundred twenty-four are on independent level. This means that the Grades 4-6 learners in the City Division of Masbate have a total change of six hundred seventy-four as far as silent reading Philippine Informal Reading Inventory (Phil-IRI) is concerned.

**Table 2.e Oral Reading Performance of Grades 4-6 Learners Based on Philippine Informal Reading Inventory (Phil-IRI)**

Oral Reading Performance Based on Phil-IRI	Pupils Tested	
	Weighted Mean	Interpretation
Slow	1011	674
Average	562	450
Fast	270	719
Non-Reader	88	50

Based on the table presented above, Table 2.e divulges the oral reading performance of Grades 4-6 learners based on Philippine Informal Reading Inventory (Phil-IRI) in Masbate City Division. The table includes the oral reading performance of Grades 4-6 learners and pupil tested for pre and post-tests.

As divulged in the table, out of one thousand eight hundred forty-three learners from the fifty-four respondents to the study, for the pre-test, nine hundred seventy-two are on frustration level, three hundred seventy-three are on instructional level, four hundred ten are on independent level and eighty-eight are non-readers. For the post test, four hundred ninety-eight are on frustration level, seven hundred ten are on instructional level, five hundred eighty-five are on independent level and fifty are non-readers.

**Table 2.f Change in Oral Reading Performance of Grades 4-6 Learners Based on Philippine Informal Reading Inventory (Phil-IRI)**

Level	Number
Frustration	474
Instructional	337
Independent	175
<b>Total</b>	<b>648</b>

Based on the table presented above, Table 2.f offers the change in oral reading performance of Grades 4-6 learners based on Philippine Informal Reading Inventory (Phil-IRI) in Masbate City Division. The table includes the level and the number of learners. As offered in the table, out of one thousand eight hundred forty-three learners from the fifty-four respondents to the study, four hundred seventy-four are on frustration level, three hundred thirty-seven are on instructional level, and one hundred seventy-five are on independent level. It can be observed that the learners are improving in their reading performance. Teachers play an important role on this performance. They are of big help to their learners.

**Table 3.a Learner-Related Factors Affecting the Reading Performance of Grades 4-6 Learners**

<b>Learner-Related Factors</b>	<b>Weighted Mean</b>	<b>Adjective Rating</b>
Poor study habit	3.56	Great Extent
Poor nutritional status of the learners	3.63	Great Extent
Distance of school from home	3.39	Moderate Extent
Lack of interest to learn	3.63	Great Extent
Learners are engaged in child labor	3.52	Great Extent
Short term memory	3.67	Great Extent

*Legend: 3.50 – 4.00 Great Extent; 2.50 – 3.49 Moderately Extent; 1.50 – 2.49 Extent; 1.00 – 1.49 Extent*

### **Learner-related Factors**

Based on the table presented above, “*poor study habit*”, “*poor nutritional status of the learners*”, “*distance of school from home*” “*lack of interest to learn*”, “*learners are engaged in child labor*”, and “*short term memory*” are viewed as learner-related factors that affect the learner’s reading performance. These obtained a weighted mean of 3.67, interpreted as great extent. This means that, based on their assessment, the schools must develop initiatives that aim to inform students, parents and guardians, and external stakeholders about the factors that affect the learners’ reading performance.

**Table 3.b Parent-Related Factors Affecting the Reading Performance of Grades 4-6 Learners**

<b>Parent-Related Factors</b>	<b>Weighted Mean</b>	<b>Adjective Rating</b>
Parents are non-readers	3.46	Moderate Extent
No follow up of parents	3.50	Great Extent
Lack of motivation to their children	3.74	Great Extent
Negative attitude towards reading	3.63	Great Extent
Socio-economic status	3.67	Great Extent
Parent’s educational attainment	3.65	Great Extent

*Legend: 3.50 – 4.00 Great Extent; 2.50 – 3.49 Moderately Extent; 1.50 – 2.49 Extent; 1.00 – 1.49 Extent*

### **Parent-related Factors**

Based on the table presented above, “*no follow up of parents*”, “*lack of motivation to their children*” “*negative attitude towards reading*”, “*socio-economic status*”, and “*parent’s attitude towards reading*” are viewed as parent-related factors that affect the learner’s reading performance. These obtained a weighted mean of 3.6, interpreted as great extent. This means that, based on their assessment, the schools must also play their role more seriously in parenting especially in terms of academics to contribute to the reading performance of their learners.

**Table 3.c Teacher-Related Factors Affecting the Reading Performance of Grades 4-6 Learners**

<b>Teacher-Related Factors</b>	<b>Weighted Mean</b>	<b>Adjective Rating</b>
Lack of time to focus attention to slow reader	2.93	Moderate Extent
Inability to determine who among the learners are fast and slow readers	3.24	Moderate Extent
Voluminous tasks of the teachers	3.80	Great Extent

*Legend: 3.50 – 4.00 Great Extent; 2.50 – 3.49 Moderately Extent; 1.50 – 2.49 Extent; 1.00 – 1.49 Extent*

**Teacher-related Factors**

Based on the table presented above, “*Voluminous tasks of the teachers*” is viewed as teacher-related factor that affects the learner’s reading performance. This obtained a weighted mean of 3.80, interpreted as great extent. This means that, based on their assessment, the teachers must also consider the academic capacity and attention span of learners in terms of reading. The result also further suggest that teachers must also consider shortening the activities that will be utilize for something more fruitful in terms of reading development of learners.

**Table 3.d School-Related Factors Affecting the Reading Performance of Grades 4-6 Learners**

<b>School-Related Factors</b>	<b>Weighted Mean</b>	<b>Adjective Rating</b>
Inadequate reading materials	3.26	Moderate Extent
Lack of school program on reading intervention	3.22	Moderate Extent
No internet connectivity	3.30	Moderate Extent
Lack of teachers whose field of specialization is reading	3.29	Moderate Extent

*Legend: 3.50 – 4.00 Great Extent; 2.50 – 3.49 Moderately Extent; 1.50 – 2.49 Extent; 1.00 – 1.49 Extent*

**School-related Factors**

Based on the table presented above, “*Inadequate reading materials*”, “*Lack of school program on reading intervention*”, “*not internet connectivity*”, and “*Lack of teachers whose field of specialization is reading*” are viewed as school-related factor that moderately affects the learner’s reading performance. This obtained a weighted mean of 3.27, interpreted as moderately extent. This means that, based on their assessment, the school barely fulfills their obligation in providing learners with all the materials and programs needed to improve their reading performance.

**Table 4 Interventions Offered by Grades 4-6 Teachers on Reading Performance of their Learners**

<b>Intervention</b>	<b>Weighted Mean</b>	<b>Adjective Rating</b>
Home visitation	3.72	Very Effective
Parents serve as tutors	3.11	Effective
Peer teaching	3.83	Very Effective
Video tutorials	3.11	Effective
Remedial reading with the teacher	3.72	Very Effective
Recognition and reward system	3.85	Very Effective

*Legend: 3.50 – 4.00 Very Effective; 2.50 – 3.49 Effective; 1.50 – 2.49 Less Effective; 1.00 – 1.49 Not Effective*

### **Interventions**

Based on the table presented above, “*home visitation*”, “*peer teaching*”, “*remedial reading with the teacher*”, and “*recognition and reward system*” are viewed as interventions in improving the learner’s reading performance. These obtained a weighted mean of 3.56, interpreted as very effective. This indicates that these interventions are highly valued by respondents for their perceived impact on enhancing reading abilities. To implement these interventions effectively, schools can consider establishing regular home visitation programs to engage parents in their child’s learning process, advancing peer teaching activities where students can learn from one another, conducting targeted remedial reading sessions with individual students, and implementing recognition and reward systems to motivate students to improve their reading skills further. These strategies can create a supportive learning environment and encourage active participation, ultimately leading to improved reading performance among students.

**Table 5 Suggestions Offered by Grades 4-6 Teachers to Improve further the Reading Performance of their learners**

<b>Suggestions</b>	<b>Rank</b>
Conduct pre and post reading assessment	1
Conduct capacity building for teachers on effective reading techniques and approaches through SLAC	3
Establish reading corner inside every classroom	6
Establish reading center in school campus	2
Reading materials be made available	4
Motivate the learners to love reading	5
Conduct reading remediation activities	8
Conduct school reading camp	7
Strengthen after-class reading session	9

### **Suggestions**

Based on the table presented above, “*Conduct of pre and post reading assessment*” was viewed as the most ideal remedy in improving further the reading performance of learners.

Ranking 1<sup>st</sup> out of 9 suggestions, this just shows how important it is to compare the initial and the final result of the reading performance of learners for the teachers to determine whether or not there is an improvement, for the learners to reflect on their performance, for parents to monitor their learner's academic performance and the schools ability to provide the adequate services and programs to their learners.

#### **IV. Conclusion**

Based on the findings of this study, data revealed as regards status of policy implementation on child protection in four public elementary schools in District 8, Masbate City Division, the policy is highly implemented, which means that the indicators are established, well-defined, applied, and sustained. Challenges such as lack of financial support, unavailability of resources, lack of stakeholders' support, referral and monitoring system, and incapacitated teachers on child protection are encountered by the respondents during the policy implementation. Conversely, information dissemination programs, support and coordination, and ensuring children's rights are heard and respected are some of the best practices these schools implemented along child protection. It is therefore recommended that schools should strengthen collaboration with parents and stakeholders, continue conduct information dissemination, enhance referral and monitoring system, allot funds to finance activities and programs, and improve system on identifying children who are at risk of being abused, discriminated, exploited, and bullied to effectively implement the policy on child protection.

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