

Readiness of DepEd Teachers to Teach Reading

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ABSTRACT

Readiness to teach is crucial in learning. Learners appreciate and learn Reading when teachers are competent. The study was conducted to determine the readiness of the teacher-respondents to teach Reading along content, procedural, and motivational aspect. Specifically, it described the profile of respondents, determined their problems in teaching Reading, and identified the best teaching strategy. This was conducted in Tigaon District in Camarines Sur, Region V, Philippines. A quali-quantitative research, it made use of survey questionnaire and interview schedule. Seventy nine (79) respondents of the 337 teachers from the 23 elementary schools in the district were made respondents and five were interviewed. Findings show that most of the respondents were between the ages 41-45 age years old, and with the highest educational attainment of Bachelor of Elementary Education. Currently, majority are Teacher 1 with 6-10 years and 26-30 years in teaching. Most are teaching in Grade one. The main problem encountered by the respondents in teaching Reading was the poor reading comprehension of the pupils indicated by 64 of the 79 respondents. The learners tend to literally comprehend the text rather than interpret, evaluate, or understand the creative meaning. Experiencing this common problem, 71 of the 79 respondents perceive the Marungko Approach as the best method to teach Reading. The level of readiness of the respondents to teach Reading was found high in content (3.44) and motivational aspect (3.43) and moderate in procedural aspect (3.25). Their overall readiness was high, however, they have to work more on their competence along academic qualification and experiences. The study then recommends

that DepEd formulates and implements a Reading Development Plan which will include sending teachers to graduate programs and teacher trainings on Reading and Information Technology (IT). Moreover, to address the top three problems of teachers in this study, a Reading Hub or Reading Center in each school may be established to provide daily reading activities for the learners.

Keywords: Readiness of Teachers, Challenges of teachers in teaching Reading

INTRODUCTION

In the 2018 Programme for International Student Assessment (PISA), Philippines ranked the lowest in Reading from the 79 countries that participated. In Mathematics and Science, it ranked second to the last. With this very low result, a critical study on the teacher readiness to teach Reading must be in place. Teacher readiness is recognized as a great contributor to the academic performance of students.

Akubulo et al. (2015) citing UNICEF (2012) defines reading readiness as a process of preparing a child for reading, encouraging the child to read, and engaging that child in reading. On the part of the readers, reading readiness depends on the development of the child – from their mental, physical and socio-emotional factors involved in the reading process. Presence of these factors signals the point at which the reading process begins.

Other than establishing the readiness of the learners, determining the teacher readiness is essential. A teacher's ability to

help the child in this process will develop a child's ability to learn to read. An analysis of literature shows that in some countries, teacher readiness is given much attention since this is crucial in the teaching-learning process. In Indonesia, Rahmat, S. F. (2018) expressed that the success of teachers and schools in implementing education is determined in the implementation of school teaching and learning activities. The study identified the readiness of teachers in teaching Integrated Social Studies and the problems met by teachers in teaching the subject. In Kazakhstan, the empirical study using the system analysis by Kariyev, A. et.al.(2018) showed that the teacher's willingness to train by interactive methods is a condition for developing the creative abilities of students. Desired abilities were structured into motivational, content-based and procedural components. In Australia, the study of Lynch, D. et.al. (2017) found out that teacher readiness has an effect on student achievement than the other factors in the study. Teacher readiness shows significant correlations with Reading, Numeracy and Spelling.

This study provides greater emphasis on the teacher readiness of specific group of teachers in Camarines Sur particularly in the Department of Education in Tigaon District. Readiness was determined in the Reading discipline where Philippines got the lowest score. The study also identified the problems they encounter in teaching the subject and this recommended the best teaching strategy to achieve an effective teaching-learning experience to elevate the literacy level of the students.

OBJECTIVES

The study aimed to determine the readiness of teachers in teaching Reading. Specifically, it aimed to:

1. Describe the profile of teachers in Reading in Tigaon District.
2. Determine the problems they encounter in teaching the subject.

3. Identify the best teaching strategy for Reading as perceived by the respondents, and
4. Determine the level of readiness of teachers along content, procedural, and motivational areas.

METHODOLOGY

This study is a quali-quantitative or mixed method research. Schoonenboom, J. and Johnson, R. (2017) citing Johnson (2007) defines the mixed methods research as "the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration."

The study employed a descriptive research design and it used a survey questionnaire and a set of interview questions to gather data from the respondents.

The population of the study was composed of 337 elementary school teachers from the 23 elementary schools of Tigaon District in the 4th Congressional District of Camarines Sur. Respondents were identified by the Principals and recommended to the Public School District Supervisor (PSDS). From this preselected respondent, a complete enumeration was supposed to be used. Due to the difficulty in connecting with the respondents brought about by the covid-19 pandemic, only 79 teacher-respondents from 11 elementary schools of the district participated in the survey. And only six were interviewed through the use of social media, the messenger.

A self-made questionnaire was prepared and it served as the data gathering instrument. Questionnaire in print and in google form were used by the researcher. To have minimum exposure due to covid-19, the researcher sought the assistance of the Public School District Supervisor (PSDS) of Tigaon District for the

distribution and retrieval of the questionnaire. Specifically, the organization of Master Teachers which was organized by the PSDS provided assistance in the retrieval of questionnaires per elementary school.

Descriptive statistics was used on the data gathered.

RESULTS AND DISCUSSION

Profile of Teachers Teaching Reading in Tigaon District

The profile of the respondents was studied to determine their specific characteristics in relation to their readiness to teach the Reading subject. This includes the age, highest educational attainment, position in the school, number of years in teaching, subjects taught, trainings attended in relation to Reading, and awards received all throughout their stay in the Department of Education.

Table 1. Profile of Respondents in Tigaon District.

Characteristic	Response	Frequency	Percentage
Age	25-30	4	5.06
	31-35	9	11.39
	36-40	5	6.32
	41-45	28	35.44
	46-50	13	16.45
	51-55	16	20.25
	55 and above	4	5.06
Highest educational attainment	BEEd	64	81.01
	MA/MAEd	13	16.45
	Doctor of Education	1	1.26
	BSOA-OM with TCP	1	1.26
Position	Teacher 1	51	64.55
	Teacher 2	9	11.39
	Teacher 3	13	16.45
	Master Teacher 1	1	1.26
	Master Teacher 2	5	6.32
Number of years in teaching	1-5 years	19	24.05
	6-10 years	23	29.11
	11-15 years	7	8.86
	16-20 years	4	5.06
	21-25 years	4	5.06
	26-30 years	22	27.84
Grade level taught	Kindergarten	5	6.32
	Grade 1	22	27.84
	Grade 2	10	12.65
	Grade 3	8	10.12
	Grade 4	5	6.32
	Grade 5	11	13.92
	Grade 6	18	22.76
Trainings attended in Reading	With	50	63.29
	Without	29	36.70
Awards received	With	15	18.98
	Without	64	81.01
Characteristic	Response	Frequency	Rank
Subjects taught	Reading	71	1
	MAPEH	64	3
	Science	45	4
	TLE	10	10
	Math	68	2
	kinder subjects	5	11
	Filipino	22	7.5
	AP	25	5
	ESP	24	6
	MTB	15	9
	English	22	7.5
	GMRC	2	12

Table 1 shows that along age, 28 or 35.44 percent of the 79 respondents were between 41-45 age years old, 16 or 20.25 percent were 46-50 years old, and 13 or

16.25 percent were 51-50 years old. A minimal number of 4 or 5.96 percent were aged 25-30 and 56 and above years old.

Along highest educational attainment, most of the respondents at 64 or 81.01 percent were Bachelor of Elementary Education graduates and 13 or 16.45 have Masters Degree on education with major Science, Math of English. Only 1 or 1.26 percent has Doctor of Education degree.

As to current position in the Department of Education, majority of the respondents were Teacher 1 with 51 or 64.55 percent, followed by Teacher 3 at 13 or 16.45, and Teacher 2 at 9 or 11.39. Only 6 were Master Teachers of the 79 respondents.

As to the number of years they had been teaching in DepEd, 23 or 29.11 had been teaching for 6-10 years. This was immediately followed by 22 or 27.84 percent with 26-30 years and the newbies at 19 or 24.05 percent with 1-6 years in teaching.

As to the grade level they are teaching, 22 or 27.84 percent are teaching Grade 1, 18 or 22.76 percent are teaching in Grade 6, and 11 or 13.92 are teaching Grade 5.

As to subjects taught, all of them are teaching multi subjects which means that other than their specialization, they also teach other subjects in their grade level. Most of them are teaching Reading (71) at rank 1, Math (68) at rank 2, and MAPEH (64) at rank 3.

As to trainings attended related to Reading, 50 or 63.29 percent of the 79 respondents had attended training of this nature while the rest have not attended any.

As to awards received, almost all at 64 or 81.01 percent had not been awarded any while the rest received awards for their expertise in teaching.

Table 2. Experiences of Teachers Related to Reading.

Experience	Frequency	Rank
Personal tutor	27	2
Online tutor	2	6
Coach in contests and the like in local, regional, or national competition	37	1
Coordinator	12	3
Trainer	11	4
Organizer/initiator of activity within or outside the school	9	5
Reacting Teacher	1	7

Experiences of the teacher along Reading contribute to the readiness of the teachers to teach. Interestingly, the teachers had been engaged in various capacity. Table 2 shows the experiences of the respondents that strengthened their capacity and confidence to teach the Reading subject. Data show that 37 experienced being a coach in Reading and Language related contests in local, regional, or national competition at rank 1. Twenty-seven (27) experienced being personal tutor at rank 2. At rank 3, was their experience as Coordinator with 12 respondents.

Experienced teachers are more competent in teaching Reading than those without any teaching and related experiences. The study of Myrberg (2007)

showed that teachers with a good educational background in literacy and a greater number of years in teaching are more knowledgeable to teach Reading than those with lesser background and experience. Thus, the richness of experience of the teacher contribute to their readiness in teaching Reading.

Problems Encountered in Teaching Reading

The problems of the teachers in teaching Reading were also considered in this study. This was intended to make sound recommendations on how to improve their readiness in teaching the subject and also to improve the areas where they perceive students find it difficult to learn Reading.

Table 3. Problems Encountered by the Respondents in Teaching Reading to Pupils in Tigaon District, DepEd, Camarines Sur.

Problem	Frequency	Rank
Classroom management	7	12
Lack of trained teachers	17	11
Lack of teaching aids and materials	18	10
Lack of textbooks	19	9
Lack of time for students	30	5
Phonemic awareness of pupils (ability to perform oral phoneme blending or segmentation tasks)	20	8
Ability of pupils to decode words	38	3
Poor word recognition of pupils	45	2
Lack of fluency of pupils in text reading	34	4
Poor vocabulary bank of pupils	23	6
Anxiety of pupils (a psychological difficulty which includes fast breathing, heart palpitations and sweating.)	21	7
Poor reading comprehension of pupils (problems in recognizing key points of a text, understanding text structure, and summarization)	64	1

Table 3 shows that among the problems of the respondents in teaching Reading, the problem they encountered most was the poor reading comprehension of pupils as indicated by 64 of the 79 respondents at rank 1. The respondents experienced the problems of pupils in recognizing key points of a text, understanding text structure, and in making summaries. Another problem encountered was poor word recognition as indicated by 45 respondents at rank 2. And the problem on word decoding had 38 respondents at rank 3.

As experienced by the respondents in this study, poor reading comprehension of the pupils is usually a result of poor word recognition. When their learner has a limited vocabulary bank, he cannot decode the words properly. Eventually, he cannot identify the main idea and the details and draw implications and inferences from the text. The respondents also found the difficulty of learners on word decoding as another problem in teaching Reading. The learners cannot readily put sounds on the written words. Both limited vocabulary and difficulty in decoding can result to poor comprehension. For those learners who are attention deficient, such as those with Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD), the same poor comprehension was observed.

The study further noted that in terms of reading comprehension, the pupils literally interpret the material rather than critically interpret, evaluate, or give its creative meaning as shown in table 4.

Literal interpretation indicates that their minds are not stimulated to understand the meaning of the text nor had they developed their critical thinking skill and analytical skill to evaluate or assess the text. This implies that the teachers need to teach them not only the Reading skill but critical thinking skill and analytical thinking skill to fully comprehend and better appreciate the reading material.

Table 4. Comprehension ability of the learners as observed by the respondents.

Comprehension	Frequency	Rank
Literal	61	1
Interpretative	15	3
Evaluative	4	4
Creative	31	2

These top three problems in teaching Reading were also cited by Cicerchia (n.d.). She stated that the top three problems in reading are issues with decoding, reading comprehension, and speed in reading. Incidentally, the problems of the respondents of this study were the same problems identified by Spear-Swerling, L. (2015). He identified common reading problems and the three patterns of reading problems. In his study, learners may struggle from Specific Word Reading Difficulties (SWRD), Specific Reading Comprehension Difficulties (SRCD), and Mixed Reading Difficulties (MRD) which is a difficulty in both recognizing words and in understanding the words and texts.

Learners with SWRD have problems on vocabulary or word-reading skill which was the second problem encountered by the respondents in this present study. Attaching accurate and specific meanings to words

makes comprehension difficult. This problem requires the support from parents and siblings at home where the initial concepts and regular association between the object and the meaning develops. The experience at home enhances the vocabulary of early learners. Those with SRCD have poor reading comprehension which was the basic problem encountered by the respondents. This problem can again be addressed by regularly reading stories from a variety of books to the children to promote fluency and comprehension. After which asking comprehension questions will help.

Aaron, Joshi, Gooden, & Bentum, (2008) and Nation, Clarke, Wright, & Williams, (2006) further emphasized that knowledge of these patterns is useful in teaching students with these reading problems. Further, the study having been conducted in Tigaon District in the representative public elementary schools had a result of the actual reading difficulties of the pupils belonging from low income families and learners of English as second language. Reid-Lyon, G. (2015) emphasized that struggling learners are children who were raised in a poor condition, with limited proficiency in English, with parents possessing low reading levels and practices, and those who are handicapped in speech, language, and hearing have difficulty of learning to read. He cited a Programmatic longitudinal research, which showed that lack of phoneme awareness skills leads to difficulties in learning to read and reading acquisition. This is why children must also develop their phonics concepts and apply this skill effectively.

Additionally, Allington & McGill-Franzen, (2008); Kieffer, (2010); and Lesaux & Kieffer, (2010) found it important to know the reading problems and patterns in specific group learners as this. Specific problems of a particular learning group have to be identified to provide realistic and sound interventions. Figure 1 shows the common reading problems.

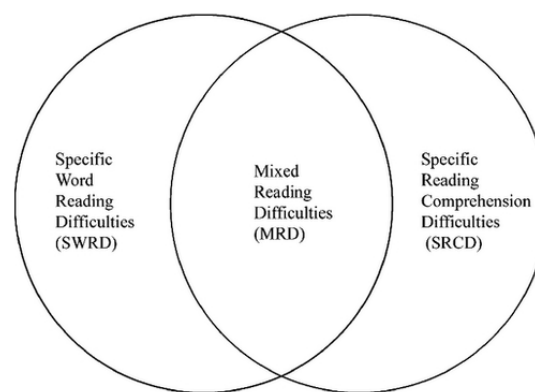


Figure 1. Illustration of the common reading problems in the study of Spear-Swerling (2015).

Taking into account the literatures cited above, the findings implies that the problems encountered by the respondents in the study are the same problems also encountered in other countries. The problems encountered by the respondents are not isolated problems but are rather universally acknowledged as problems in teaching Reading.

Best teaching Strategy in Teaching Reading as Perceived by the Respondents

Many teachers are still in search for the perfect strategy in teaching Reading. Some would prefer the approaches based on phonics where learners learn to decode or sound off words while some prefer to base it on word recognition. For Filipino teachers, particularly the elementary teachers in Tigaon District who are under study, they signified a method that is most applicable to Filipino learners. Educators in the Philippines view the learners as unique and with the potential to learn reading at an early age. That is why they give specific and contextualized reading activities where learners understand, enjoy, and have fun.

The experiences of the respondents on the problems they encountered in teaching Reading is as valuable as their perception on the best teaching strategy to the struggling learners. According to the National Reading Panel, (2000). the important components of reading include phonemic awareness, word decoding, fluent text reading, vocabulary, and listening

comprehension. Having considered these components and the problems encountered in teaching Reading, the best three strategies

will hopefully answer the reading deficiency of the learners.

Table 5. Best Strategy in Teaching Reading as Perceived by the Respondents.

Strategy	Frequency	Rank
Intensive instruction/training on word recognition	51	10
a drill on the sight words to solve word recognition in English	54	8
Teach blending (a skill that influences decoding) and segmenting (a skill that influences spelling) sounds in a word	69	2
Practice with word lists and multisyllabic words will help develop fluency in word reading.	44	11
Develop reading vocabulary through varied exposures to the Filipino words to be read	55	7
Make use of meaningful and fun games.	56	5.5
Recite rhymes and poems	56	5.5
Sing songs that use the words to be read.	60	4
Marungko Approach to teach reading where sounding off or deciphering is used. Example m is pronounced “mmm” rather than “ma”	71	1
Differentiated lesson during the reading of a selection composed of Prereading Activities like unlocking of difficult words, motivation, and asking motive questions	65	3
One on one tutoring	53	9
Others:		
Claveria Approach	2	12
Familiarize the sounds of the letters	1	13

Table 5 shows that the best strategy in teaching Reading as perceived by the respondents is the Marungko Approach with 71 respondents at rank 1. Marungko Approach is a method of teaching reading where sounding off or deciphering is used. At rank 2 with 69 respondents was teaching Blending and Segmenting. At rank 3 with 65 respondents was differentiated lesson during the reading of a selection composed of Prereading Activities like unlocking of difficult words, motivation, and asking motive questions.

The best method to teach Reading as perceived by the respondents is the Marungko Approach. It is a method that combines the teaching of the letters of the alphabet, word recognition, spelling, fluency, and reading comprehension. This approach was designed to equip Grade one pupils the necessary materials to improve their achievement in reading. It sought to develop a training model to enhance teachers’ competence in the teaching of reading in the primary grade particularly in grade one.

The Marungko Approach was modified by the reading professors in the College of Education from the University of the Philippines and the beginning reading teachers in the UP Integrated School, the laboratory school of the College of Education. For many years, the Marungko

Approach has been used and proven effective in the Department of Education nationwide. It uses sounding off or deciphering consonants like m is pronounced “mmm” rather than “ma”. L is “lll” rather than “la”. N is “nnn” rather than “na”. The two important points of the Modified Marungko Approach are: 1. The letters are taught starting from the letter that is easiest to sound. 2. Vocabulary development is embedded in every lesson. These were emphasized by Dr. Felicitas Pado in her webinar lecture on Reading Literacy to the teachers in Partido District. (Please see Appendix 6 sample lesson on Marungko Approach). The Marungko strategy also makes the Filipino learners appreciate the songs and poems and they learn to communicate in written and oral forms. It was noted in some studies that learners learn to read more when they enjoy singing songs and reciting poems. These activities lead to familiarity of words and improve their reading skill.

The second best approach as perceived by the respondents is blending and segmenting. As an approach on teaching Reading, learners begin to develop two skills at the same time. Blending is a skill important in reading because it influences decoding. While segmenting sounds is a skill that influences spelling and

it is used for writing. When the learner starts to blend, he merges phonemes or sounds. Oral blending comes first, then blending for reading comes next. On the other hand, when he segments, he splits words up into their phonemes. Oral segmenting comes first, the segmenting for writing comes next. These are closely linked skills that a learner understands.

With these differences, it is important to analyze the difficulties of the learners. Children with difficulties in word reading benefit from explicit, systematic phonics interventions, whereas children with comprehension difficulties benefit from explicit teaching and modeling of text comprehension strategies as well as from interventions that promote vocabulary and oral language development (Aaron et al., 2008; Clarke, Snowling, Truelove, & Hulme, 2010; Ehri, 2004; Snowling & Hulme, 2012). Further as a teaching strategy, National Reading Panel (2000) found that instruction in sound identification, matching, and the segmentation and blending of phonemes are most useful for young learners. Learning vocabulary words is best in context. Systematic phonics instruction is most helpful in kindergarten through 6th grade, and those children who have difficulty with reading.

The third best strategy in teaching Reading according to the respondents is differentiated instruction or lesson. They acknowledge that learners learn according to their individual readiness and at their own pacing. Teachers cannot assume that all learners are at the same level. Tomlinson (2021) defines differentiated instruction as “factoring students’ individual learning styles and levels of readiness first before designing a lesson plan.” According to him, many researches on the effectiveness of differentiation shows that this method benefits a wide range of students, from those with learning disabilities to those high performing ones. Making use of Differentiated Instruction can be through 1) content, 2) process, 3)

product, and 4) learning environment. The Reading teachers of the Department of Education use these areas when using differentiated lesson in the reading of a selection. It is composed of Prereading Activities like unlocking of difficult words, motivation, and asking motive questions. After reading, comprehension questions are asked to check on the understanding of students.

As experienced by the respondents, differentiated instruction varies for each group. Because of this, it is necessary that the teachers conduct a pre assessment activity to identify the ability or the level of each student. It is only then that they can create two groups – the high performers and the struggling readers.

Tomlinson (2021) recommended four helpful ways where teachers can differentiate instruction. 1.) Tiered assignments allow the students to show what they have learned at a level that suits them. His example was - one student might create a visual story board while another student might write a book report. 2.) Reading groups can choose a book based on interest or be assigned based on reading level. 3.) Teachers can explain with the use of visuals to scaffold instruction. Lynch (2020) classified visuals as charts, drawings, diagrams, reference guides, and video clips, and 4.) Use of flexible groupings where students will not be restricted of their choices. A student is supposed to be in one group for phonics based on their assessed level but may opt to be in another group for reading because they are more interested in a particular book.

Another helpful suggestion is for teachers to provide kindergarten children with instruction that develops their print concepts, the purposes of reading and writing, suitable vocabulary for their age and language comprehension skills, and familiarity with the language structure (Lyon, 2000). Building on this evidence is vital in reading development.

Moreover, in this new normal where there are no face-to-face classes, the respondents realized that it is not only the content where they have to focus but on the strategic delivery of the content as well. Here are some excerpts from the interview with some respondents. Ms. Ederlyn P. Vinas, an Elementary School Teacher of Eulalia A. Fuentebella Elementary School, suggested that,

“Teachers should conduct home visitation of at least 2 or 3 times a week for letting the children read one on one and give them reading materials to study. The parents must be oriented to follow up their children. If they can’t, the teachers, can follow up their students.”

Ms. Mary Ann E. Bombase, an Elementary School Teacher of Eulalia A. Fuentebella Elementary School, rather looked at the structure. She said,

“I think teaching Reading would be easier if the community can provide a Reading Hub with Reading Volunteers who will be allotted cash allowance by the Barangay. The Reading Volunteers can follow up the learners particularly those struggling learners.”

From these responses, it appeared that the respondents feel the need to train Para Teachers, Reading Volunteers, and the parents to assist particularly the struggling learners. With the limitations during this pandemic, the respondents need the support of people who can be helpful in the reading skill acquisition of the pupils. In fact, many studies today show that parental involvement is crucial in this distance education. Sari, Dini Kurnia and Maningtyas, Rosyidamayani (2020) found out that the involvement of parents in managing children's play and learning schedules was the lowest with an average percentage of 0.9. This means that parents

need to manage their children's daily activities such as play, study, rest, and other activities during the Covid-19 pandemic while children are learning at home. The result on the parental involvement in distance learning is good at a percentage of 1.04. This indicates that the learning materials provided by the teachers is well understood and mastered by parents who perform the roles as educators, mentors and supervisors in the whole learning process at home.

Despite the limited parental involvement as observed by some teachers. Some teachers are still hopeful that the pandemic will not impede the teaching-learning process. Mrs. Rushel Placencia, Teacher of May - Anao Elementary School expressed that,

“I am hopeful that nothing stops learning. I, myself, am doing strategies to reach my pupils. I use social media like Messenger and Facebook which are an important platform nowadays. These are helpful in sending the variety of reading materials and enrichment activities... but only for some pupils with internet connection.”

In summary, the top three strategies as perceived by the respondents namely, the Marungko Approach, Blending and Segmenting, and Differentiated Instruction, are research-based. These are used by the respondents and the teachers in teaching Reading worldwide. Many studies support their effectiveness when used for Kindergarten to Grade 3. The use of these strategies is believed by the respondents to enhance the reading skill of their learners.

Level of Readiness of Teachers along Content, Procedural, and Motivational Areas

This study used as basis the structure of teacher's readiness introduced by

Kariyev, et.al. in 2017. The authors used the system analysis to study the structure of teacher's readiness for training by interactive methods as a condition for the development of students' creative abilities. This study categorized three areas of teacher readiness namely motivational, content-based and procedural, some indicators, and levels of readiness. The motivational component included the teacher's professional orientation and the professional perspective of the object of a holistic pedagogical process (HPP). The content component involves the teacher's know The procedural component includes the teacher's ability to predict pedagogical activity taking into account the possibilities of using interactive methods and the ability to

introduce interactive methods into pedagogical reality. These were measured as High, Average, and Low.

In this study, readiness of teachers was measured in three same areas namely content, procedural, and motivational areas. Content included the knowledge on preparation of lesson plan and now the modules during the pandemic. Procedural contained the teaching methodology. Motivational comprised the teaching competence and teaming and openness of learning. Readiness of teachers was measured in four levels namely: Highly Ready, Moderately Ready, Fairly Ready, and Not Ready. Interpretation of these levels are attached as Appendix 3.

Table 6. Level of Readiness of Teachers to teach Reading along Indicators.

Indicator		Mean	Qualitative Description	Rank
Content		3.44	Highly Ready	
Lesson Plan				
	Well prepared lesson plan	3.62	Highly Ready	2
	Lesson plan is used in the class accordingly	3.63	Highly Ready	1
	Improves it regularly	3.59	Highly Ready	3
Modules				
	Prepared all modules in Reading before start of classes	3.5	Highly Ready	1
	In an understandable form by students who will study away from school	3.17	Moderately Ready	3
	Can distribute and reach students in specified time	3.18	Moderately Ready	2
Procedural		3.25	Moderately Ready	
Teaching method				
	Uses varied methods of teaching with the use of ICT	3.11	Moderately Ready	5
	Ability to teach topics with the appropriate teaching method	3.26	Highly Ready	3
	Assumes role of coach, adviser, and facilitator	3.72	Highly Ready	1
	Follows up students' progress regularly	3.41	Highly Ready	2
	Can use instructional media facilities confidently	3.25	Moderately Ready	4

ledge of the HPP theory and the knowledge of the object of teacher's professional activity.

Motivational		3.43	Highly Ready	
Teacher competence				
	Knowledge of the subject matter	3.43	Highly Ready	5
	Has masters/doctorate degree or currently enrolled in the graduate program	2.84	Moderately Ready	7
	Upgrades oneself by attending trainings in Reading	3.22	Moderately Ready	5
	Attends to details of teaching, assessment, and management of the class	3.62	Highly Ready	1
	Motivates the students and makes them participate actively	3.45	Highly Ready	3
	Explores new ways to teach the subject interestingly	3.53	Highly Ready	2
	Ability to introduce pedagogical technologies	3.20	Moderately Ready	6
Teaming and openness to learning				
	Willingness to learn from co-teachers			
	Actively involves in school activities	3.60	Highly Ready	3.5
	Initiates learning activities in Reading	3.60	Highly Ready	3.5
	Provides opportunities for collaboration	3.58	Highly Ready	5
	Presence of good teamwork between Principal and teachers	3.64	Highly Ready	2
		3.75	Highly Ready	1
General Weighted Mean		3.37	Highly Ready	

Adopted and modified from the study of Kariyev, et. al. (2017) with the title "A study of Teacher's readiness for

teaching students by methods of interactive learning as a condition for developing students' creative abilities.

Legend:

- 3.26-4.00 - Highly Ready
- 2.51-3.25 – Moderately Ready
- 1.76-2.50 – Fairly Ready
- 1.00-1.75 –Not Ready

On the readiness of teachers along content particularly on knowledge on preparing lesson plan, Lesson plan is used in the class accordingly had a weighted mean of 3.64 at rank 1. Well prepared lesson plan had a weighted mean of 3.62 at rank 2 while improves it regularly had a weighted mean 3.59 at rank 3. All of these were interpreted Highly Ready. On the preparation of modules during this pandemic, the respondents prepared all modules in Reading before start of classes had a weighted mean of 3.5 interpreted as Highly Ready at rank 1. Teachers can distribute and reach students in specified time had a weighted mean of 3.18 interpreted as Moderately Ready at rank 2. Modules are in an understandable form by students who will study away from school with 3.17 at rank 3.

The readiness of the respondents on content can be related to the profile of the respondents where it was noted that there were more respondents aged 41 to 45 years old and had been in service for 6 to 10 years and 36-30 years, enough for them to have formed the habit of preparing lesson plans thoroughly. However, in this time of the pandemic where they were required to prepare modules before the start of the schoolyear, they were only moderately prepared. This is in terms of preparing modules in its understandable form and in its distribution to learners in remote places. This may be due to the very limited time to prepare since the start of the pandemic as early as February 2020. In fact, there are criticisms on the content of modules prepared by some DepEd teachers in all subjects. This shows the limited capacity of some teachers to write the content. Probably they still need to research for more information on the subject matter and enhance their grammar skill. The scheme

for the distribution was difficult to perfect because everything seems to be at the experimental stage where perfection of the distribution scheme can still be achieved few years from now. The average class size for Grades 1 to 3 is 25 to 30 while Grades 4 to 6 is 35 to 40. The teacher has to distribute and retrieve the modules back from the students by himself. The task of home visit every week is huge that the interviewees suggest for a Para Teacher or Volunteer Teacher to assist them in remedial reading during this pandemic.

Dr. Emmylou Borja, Master Teacher 1 of Tigaon Pilot Central School

“...make action research to enhance the reading

competency of learners, develop innovations that will be used in remedial

Reading, train teachers or para teachers or parents to conduct remedial

Reading on distance learning.”

Teachers need to be ready in preparing the lessons and modules because teaching Reading is crucial to children. Reading is their stepping stone for greater learnings in the future. In fact, according to the National Council on Teacher Quality, “Teaching children how to read is job one for elementary teachers because reading proficiency underpins all later learning.” This is to show how basic reading is as a skill which is carried on in the later years of learning across disciplines. Also, Durrance (2017) stated that children who are not proficient in Reading at Grade 3 will most likely achieve poor academic performance. Reading is the basic skill in elementary school and it progresses while children are in school. This is how important the readiness of Reading teachers are in Kindergarten until Grade 3.

On the readiness of teachers along motivational aspect specifically on the Teacher competence, Attends to details of teaching, assessment, and management of the class had a weighted mean of 3.62 ; Explores new ways to teach the subject

interestingly with 3.53 ; and Motivates the students and makes them participate actively with 3.45. All of these were interpreted Highly Ready. On the Teaming and openness to learning, at rank 1 was Presence of good teamwork between Principal and teachers with a mean of 3.75. At rank 2 was Provides opportunities for collaboration with a mean of 3.64. At rank 3 were Willingness to learn from co-teachers and actively involves in school activities with a mean of 3.6. All of these were interpreted as Highly Ready.

Along the motivational aspect on teacher competence, the respondents were highly ready on their knowledge of the subject matter, attends to details of teaching, assessment, and management of the class, Motivates the students and makes them participate actively, and explores new ways to teach the subject interesting. Interestingly, they are only moderately ready in terms of educational attainment where almost all at 64 of the 79 respondents were only Bachelor's degree graduates. A minimal number has masters degree and only one with doctoral degree. They were also moderately ready in Upgrading themselves through trainings in Reading, and their Ability to introduce pedagogical technologies.

Data imply that while respondents are highly competent, they are still deficient in their academic qualification and trainings attended. Table 1 shows that 64 of the 79 or 81.01 percent are still baccalaureate degree holders which is a good indication for DepEd to craft a District-wide Faculty Development Plan which will consist of Scholarship Grants and trainings in the Philippines and abroad.

In the data from Progress in Reading Literacy Study (PIRLS), 2001, where Sweden participated, Myberg E. (2007) investigated the influence of teacher competence on 3rd-grade students' reading achievement in public and independent schools in Sweden. Results revealed that students in independent schools achieved better on the reading test than did students

in public schools. This study also showed that teachers with a good educational background in literacy and a greater number of years in teaching are more knowledgeable to teach Reading than those with lesser background and experience. A related study of Alatalo (2015) investigated the impact of formal teacher competence on pupils' reading achievement. The study used two measures of student achievement - from PIRLS 2001 reading test results and teacher judgement of pupil performance in the Swedish language. Results showed that teacher competence was positively and similarly related to both achievement measures. The study provided evidence for a strong impact of teacher competence on pupil reading achievement. These two studies show the influence or impact of teacher competence on the reading achievement of learners. Thus, teacher competence must be superior to ensure an increased learning performance of the learners.

On the readiness of teachers along the procedural aspect, assumes role of coach, adviser, and facilitator had a weighted mean of 3.72; Follows up students' progress regularly had a weighted mean of 3.41 and Ability to teach topics with the appropriate teaching method had 3.26 weighted mean. All were interpreted as Highly Ready.

Along procedural aspect, the respondents readily assume the role of coach, adviser, and facilitator, follows up students' progress regularly, and has the ability to teach topics with the appropriate teaching method. These show the versatility of the teachers in assuming certain roles to promptly answer the needs of the students. They also devote time to follow up their progress of every learner and they can pair a topic with an appropriate teaching method. This can be attributed to their long years in the teaching profession specifically in teaching Reading for 6-10 years and 26-30 years. However, they were only moderately ready in the Use instructional media facilities and Use of varied methods of

teaching with the aid of Information, Communication Technologies (ICT). It was noted from the responses that DepEd was not able to provide trainings on the effective use of media facilities nor on the use of teaching methods using the ICT. Of the 50 of the 79 or 63.29 respondents who had the chance to attend trainings, none were on the use of media facilities and ICT. The trainings they attended for the last 5 years were on Teaching Reading to elementary learners, Division Reading Recovery Training, Teaching Reading Strategies, Enhancement of Remedial Reading Techniques, English Training Program, International Phonetic Alphabet among others.

Ms. Ederlyn Pahoyo, an Elementary School Teacher in Eulalia A. Fuentebella Elementary school stated that

“ We need a training that will respond to teaching Reading while in the Distance Education mode, like how to conduct online reading tutorial and audio visual recording. Through these trainings, we can ably help our pupils to learn how to read even at home. ”

The same answer was cited by Chenita M. Sario, also an Elementary School Teacher in the same school.

“We need a comprehensive training for teaching reading during this pandemic. Training that will enhance teachers’ knowledge on how to reach out for their pupils while studying at home and still they can be taught on how to read through technological process, more on the use of technology. ”

Other than this online and technological trainings, Ms. Mary Ann E. Bombase added that,

“...in this new normal, a training is needed on involving parents in Reading and Audio-based reading program for Kindergarten to Grade 3.”

These trainings on instructional media and ICT use are needed today since in this pandemic time, no face to face classes are allowed. Should the respondents be computer ready, then they could have used the Blended Learning effectively. Blended learning is the learning modality that is supposed to be used by the Department of Education. Blended Learning is defined by DepEd Undersecretary for Curriculum and Instruction Diosdado San Antonio as the “face-to-face instruction with some of the lessons that could be learned at home through online media and modular.” The concept of blended learning does not require children to come to school everyday. This is difficult to implement because in most elementary schools in Tigaon District, there is a very poor or no internet connection in remote areas where teachers and learners are situated. Teachers are not trained on Instructional Media and ICT use.

One of the best practices in teaching young children to read as cited by the National Reading Panel in 2000 in the United States was sending educators to trainings that prepares them to teach more advanced literacy skills, including listening comprehension, reading comprehension, and learning content through reading. Once teachers are skilled, they can scaffold or assist their students’ use of the language by building from what they know. From here, teachers can provide more difficult lectures and questions that are appropriate for the word knowledge of each child. (Institute of Medicine and National Research Council).

A study in Australia shows that Practice teaching before graduation in college degree of teachers is important. It must be intensified and focused. The study of Meeks, Linda J. and Kemp, Coral R. (2017) in Sydney, Australia analyzed the preservice curricula of teachers and their preparation programs focused on the essential components of reading instruction. The study revealed the inadequacy in many teachers preparation programs on reading. Teacher preparation programs need to make sure their elementary teacher candidates

understand how children learn to read, as well as how to help students who struggle with early literacy skills. This shows that even in the Philippines, the curriculum for elementary education must highly prepare

the would-be elementary school teachers. Emphasis must be given on the Practice Teaching students in elementary schools where they are assigned.

Table 7. Summary Table for the Level of Readiness of Teachers.

Indicator	Average Weighted Mean	Qualitative Description	Rank
Content	3.44	Highly Ready	1
Motivational	3.43	Highly Ready	2
Procedural	3.25	Moderately Ready	3
General Weighted Mean	3.37	Highly Ready	

Legend:

- 3.26-4.00 - Highly Ready
- 2.51-3.25 – Moderately Ready
- 1.76-2.50 – Fairly Ready
- 1.00-1.75 –Not Ready

Overall, among the three indicators for teacher readiness, Content had the highest average weighted mean of 3.44 interpreted as Highly Ready, closely followed by Motivational with 3.43 also interpreted as Highly Ready. The last was Procedural with an average mean of 3.25 interpreted as Moderately Ready. The General Weighted Mean was 3.37 interpreted a Highly Ready.

To characterize the levels, the researcher made a description of each level based on the indicators. With the overall result as highly ready, this is described as the respondents have full mastery in teaching reading; prepare lesson plan and modules without difficulty; use varied teaching approaches in any topic; teachers have doctoral degree; highly motivate pupils and continuously find ways to make every lesson interesting; and work closely as a team with the administrators and co-teachers towards a meaningful teaching experience in Reading. From these characteristics of being highly ready, the respondents from the Department of Education, Tigaon District have to work more on their competence along academic qualification and experiences. This defines the need to pursue graduate programs and attend trainings and short courses on Reading and use of Information

Technologies (IT) to facilitate the learning process.

The study then recommends that DepEd formulates and implements a Reading Development Plan which will include sending teachers to graduate programs and providing teacher trainings on Reading and IT. Moreover, to address the top three problems of teachers in this study, a Reading Hub or Reading Center in each school may be established to provide daily reading activities for the learners.

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