

PREPAREDNESS OF SECONDARY READING TEACHERS IN THE CONDUCT OF READING PROGRAM IN ZONE 2, DIVISION OF ZAMBALES

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ABSTRACT

This study examined the preparedness of secondary reading teachers in implementing reading programs in Zone 2, Division of Zambales. Utilizing a descriptive research design and survey methodology, data were collected from 124 reading teachers. Results revealed that respondents were early-career teachers. The findings indicated high levels of perceived preparedness in teaching foundational reading components. However, lower levels of preparedness were reported in comprehension, reading disabilities, and psychological barriers. Analysis showed preparedness varied significantly by academic background and age in specific areas of instruction, while position and length of service had limited influence. Moreover, implementation of the Phil-IRI and 3Bs rated “good”, but gaps were observed in evidence-based aspects of program delivery. Therefore, it is recommended to implement a reading program that will reskill reading teachers in comprehension, fluency, reading disabilities, and psychological barriers in reading.

Keywords: Reading Preparedness, Reading Teachers, Phil-IRI, Hamon 3Bs, Capacity Building

INTRODUCTION

Reading is known as the foundation of knowledge. In order to strengthen it, the Department of Education has implemented various literacy programs, including the Philippine Informal Reading Inventory (Phil-IRI) under DepEd Order No. 14, s. 2018. This initiative aims to support Every Child a Reader Program, serve as a classroom-based assessment tool for reading proficiency in English and Filipino, and guide teachers in designing appropriate reading instruction and interventions.

Despite these exertions, literacy challenges continue. The Programme for International Student Assessment (PISA) 2018 reported that over 80% of Filipino learners did not reach the minimum reading proficiency level, with the Philippines ranking among the lowest-performing countries in reading literacy.

In Zambales, as presented in Learning Recovery Plan 2019 significant numbers of non-readers and learners at the frustration level even prior to the pandemic, indicating persistent literacy challenges at the division level. These data suggest that despite existing programs, reading difficulties remain a continuing concern.

Recent evidence suggests that effective reading instruction depends largely on teachers' content knowledge and pedagogical preparation in foundational literacy skills (Hudson et al., 2021). Consistent with this finding, Lupo et al. (2024) found that secondary educators benefit from collaborative professional learning opportunities that strengthen literacy intervention practices and improve support for struggling adolescent readers. However, Ancheta (2022) reported that content area teachers possess only moderate knowledge of reading instruction and identified insufficient training opportunities as a major challenge in implementing reading strategies.

Given this context, this study aims to examine the preparedness of secondary reading teachers in implementing reading programs, with the results serving as basis for improving instruction, teacher training, and literacy interventions in secondary schools.

RESEARCH PROBLEM

Reading proficiency continues to be a major concern among Filipino learners, as evidenced by various national and international assessments. Since teachers play a vital role in the successful implementation of reading programs, their preparedness and competencies are essential in addressing learners' reading difficulties. However, there is a need to assess the preparedness of secondary reading teachers in implementing these programs to identify areas for improvement and provide appropriate interventions that can strengthen their instructional practices and enhance students' reading outcomes.

OBJECTIVES

This study generally aimed to assess the level of preparedness of secondary reading teachers in the implementation of reading programs in Zone 2 of the Division of Zambales. The findings of the study served as basis for designing appropriate reskilling interventions to enhance teachers' competencies in reading instruction.

MATERIAL AND METHODS

This study utilized a descriptive research design to determine the preparedness of secondary reading teachers in the conduct of reading programs. Descriptive research is appropriate as it focuses on describing the current conditions, practices, competencies, and challenges experienced by teachers in implementing reading interventions and literacy activities. Through this design, the study gathered relevant information regarding teachers' knowledge, skills, instructional strategies, training, and readiness in handling reading programs in secondary schools. The data collected provided a clear picture of the teachers' level of preparedness and served as a basis for possible recommendations and improvement programs.

RESULTS

1.1 Summary on the Level of Preparedness in the Conduct of Reading Program through Attendance in Trainings and Workshops

Findings indicate that participants feel highly prepared in Phonics, Phonological Awareness, and Oral Language, each receiving an Excellent qualitative rating with weighted means ranging from 3.37 to 3.56. These results suggest that training in foundational reading skills has been effective in equipping educators with the necessary knowledge and strategies.

Conversely, Fluency and Psychological Barriers were rated as Good, reflecting moderate levels of confidence in addressing these critical aspects of reading development. Areas of concern include Comprehension and Reading Disabilities, which were both rated as Average, highlighting a need for more intensive and focused professional development in these domains.

The overall grand mean of 3.02, corresponding to a Good qualitative rating, demonstrates a generally positive perception of preparedness but also reveals gaps that need to be addressed. To enhance the effectiveness of the Reading Program, it is recommended that future trainings prioritize comprehension strategies and support for students with reading disabilities, alongside continued reinforcement of foundational reading skills. Moreover, as presented by Lane et al. (2023), teachers who receive structured preparation in phonics and word-reading interventions demonstrate greater confidence and effectiveness in supporting learners' decoding and word recognition skills.

Furthermore, research by Jakobson et al. (2022) indicates that teachers often require additional preparation to effectively support learners experiencing difficulties in reading comprehension and related reading processes, highlighting the need for specialized professional development.

1.2 Implementation of the Division Trainings and Workshops in Line with the Conduct of the Standardized Readings of the DepEd

The indicators with qualitative rating of Excellent are Indicator 1. Adjusting the readability level of the Phil-IRI selections based on the present curriculum (ranked 1 , WM=3.58); Indicator 3. Determining the whole class' reading level, and identify particular students who may need more assistance in performing reading tasks. (Group Screening Test) (ranked 2 , WM=3.51); Indicator 3. Conducting the three types of reading assessments (oral reading comprehension, listening comprehension and silent reading comprehension) to find the learner's independent, instructional and frustration level (Individual Reading Level) (ranked 3, WM=3.40). The indicators with qualitative rating of Good are; Indicator 7. Marking and scoring of oral reading miscues (ranked 4, WM= 2.81); Indicator 6. Analyzing the results quantitatively and qualitatively (ranked 5.5 , WM= 2.77); Indicator 8. Analysis and interpretation of word reading and comprehension level (ranked 5.5 WM= 2.69); Indicator 8. Analysis and interpretation of word reading and comprehension level (ranked 7, WM= 2.69); Indicator 5. Recording of the student's oral reading behaviors during the conduct of the individually administered Phil-IRI Graded Passages (Describe Reading Behaviors) (ranked 8, WM= 2.57); Indicator 9. Preparing of reading miscues inventory (ranked 9, WM= 2.56) and lastly Indicator 4. Comparing the results of Pretest and Posttest results of the Phil-IRI to monitor the growth in students' reading skills, as well as determine the efficacy of the program or reading interventions conducted by the school and/or classroom teachers. (Monitor Growth and Response to Intervention) (ranked 10, WM= 2.57). The overall weighted mean was 2.92 with qualitative rating of Good. In relation to the study conducted by Pado (2018), Phil-IRI can be used in several ways. One is the Phil-IRI Group Reading Level (GST), which is designed to assess the reading level of the entire class and identify specific learners who may need more significant help with reading assignments.

1.3 Summary on the Implementation of the Division Trainings and Workshops as to Standardized Reading Program of DepEd

The indicators have qualitative rating of Good wherein Indicator 1 Phil-Iri ranked 1 with WM of 2.92 and Indicator 2 Hamon 3Bs (Bawat Bata Bumabasa) ranked 2 with Wm of 2.65. The grand mean was 2.79 with qualitative rating of Good.

Dorado and Medina 2022 research study stated that Reading programs like Hamon: Bawat Bata

Bumabasa (3Bs Initiative) is helpful to improve the reading proficiency of students. Programs like this should be intensified. According to Pado (2018), Phil-IRI can be used in several ways. One is the Phil-IRI Group Reading Level (GST), which is designed to assess the reading level of the entire class and identify specific learners who may need more significant help with reading assignments.

DISCUSSION

The results indicated that age and college course and major significantly influenced teachers' preparedness in several areas of reading instruction, while position and length of service showed limited influence in most variables. Significant differences were also found in the implementation of division reading programs such as the Philippine Informal Reading Inventory (Phil-IRI) and Hamon 3Bs when grouped according to age, position, and length of service. Overall, the study concluded that teachers' demographic and professional profiles affect their preparedness and implementation of reading programs, highlighting the importance of continuous professional development and specialized literacy training to strengthen reading instruction among secondary teachers.

CONCLUSION

Based on the findings, it is recommended that the division strengthen and tailor professional development programs to address the varying needs of teachers based on age and academic background, particularly in reading instruction. Specialized trainings and workshops should be designed to enhance teachers' competencies in implementing reading programs such as Phil-IRI and Hamon 3Bs, ensuring that strategies are aligned with learners' literacy needs.

Moreover, since age and college course/major significantly influence preparedness, mentoring programs may be established where experienced teachers guide younger teachers in reading instruction, while younger teachers may support seniors in technology-based and innovative reading strategies. Continuous and sustained literacy training, along with hands-on coaching, should also be prioritized to improve program implementation. Ultimately, strengthening professional development and collaboration among teachers will enhance the effectiveness of reading programs and improve learners' reading outcomes.



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