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Original Article

A Case Study on PHIL-IRI Stage 3: Teachers' Initiatives and Effective Practices Towards Reading Literacy

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Abstract: This study described the elementary teachers' initiatives towards reading literacy during Phil-IRI implementation in Padada District, Davao del Sur using a Single Case Study design. School reading coordinators from 12 elementary schools in Padada became the participants of the study. The respondents underwent key informant interviews within April 2022 via face-to-face setting with strict adherence to health protocols and online platform. Informants' responses were gathered using an audio and video recorder. Data were then transcribed and analyzed using Braun and Clarke (2012) thematic analysis following the six-phase approach. Four major topics were discussed in this study: teacher's perspectives, teacher's initiatives, teacher's challenges, and teacher's suggested practices. Based on the emergent codes about teachers' perspectives on Phil-IRI, two themes were created to describe the Phil-IRI assessment – reliability in terms of "Quality Assurance and Content Validity". The emergent themes in teachers' initiatives and plan of action for frustration level readers and nonreaders were formulated such as "Reading Action Plan" and "Extended Outreach Efforts". In addition, teachers encountered challenges during the implementation of the reading remediation were coded in three themes: "Limited Teacher's Resources", "Lack of Pupil's Engagement" and "Minimal Stakeholders Support". Consequently, informants shared their honest suggestions in the administration of Phil-IRI with emerging themes in procedural order as followed: "Conduct Early Orientation", "Organize Materials Preparation", "Practice Mind Conditioning", and "Implement Close Monitoring" which were all important in the successful achievement of their single goal to make every Filipino child a reader.

Keywords: PHIL-IRI, reading literacy, quality assurance, content validity, reading action plan

Introduction

Reading is one of the English macro-skills that needs improvement in the Philippines. Higher grade levels in elementary, particularly Grades 4 to 6, still have frustrated readers and nonreaders. In fact, results during the 2019 Southeast Asia Primary Learning Metrics

(SEA-PLM) stated that 27% of our Grade 5 students who took the assessment could not read based on the SEA-PLM definition of reading literacy, which is "the ability to apprehend, utilize and retort to a variety of printed words, in meeting one's needs in the society, economy, and community." Basically, the pupils were still matching single words to images of known objects or concepts. To address this, the Philippine Department of Education (DepEd) created various reading programs and systematic tools for teachers to use in the assessment of pupil's reading literacy skills and development of suitable reading interventions or remedial instructions.

The Philippine Informal Reading Inventory (Phil-IRI) is the initiated reading diagnostic test of the department designed to identify the pupil's reading skills and necessities. As soon as the teacher collected all the data about the performance of the child, the teacher may design a reading remedial program or change teaching approaches and strategies in classroom instruction (Phil-IRI Manual, 2018). In this stage, teachers' initiatives and reading practices significantly impact student progress since they facilitate and monitor the reading process (Richards, 2010). And primary and elementary teachers have a crucial role in teaching the students with foundational skills. Hence, teachers as reading facilitators must be willing to commit and exert extra effort to help those struggling learners in reading.

In Padada District, Davao del Sur Division, elementary schools still have students with reading difficulties based on the result of the 8-Week Reading Curriculum and Phil-IRI assessment conducted last November 2021. Therefore, investigating the teachers' initiatives towards reading literacy through reading intervention programs must be looked into to determine whether elementary teachers of Padada district have initiated reading assessments and remediation for identified frustrated readers and nonreaders.

This study explored teachers' initiatives towards reading literacy during Phil-IRI implementation, particularly on the third stage, the provision of specialized instruction or intervention in Padada District, Davao del Sur. This single case study intended to describe the initiated reading interventions and adjusted classroom instruction conducted by elementary teachers after identifying the frustrated readers and nonreaders during the Phil-IRI Stages 1 (Group Screening Test) and 2 (Pre-Test).

Research Questions

This study explored teachers' initiatives towards reading literacy during Phil-IRI implementation, particularly on the third stage, the provision of specialized instruction or intervention in Padada District, Davao del Sur. This single case study intended to describe the initiated reading interventions and adjusted classroom instruction conducted by elementary teachers after identifying the frustrated readers and nonreaders during the Phil-IRI Stages 1 (Group Screening Test) and 2 (Pre-Test). The study specifically sought to answer the following research questions:

1. What do teachers think of the Philippine Informal Reading Inventory (Phil-IRI) as an assessment tool in describing the reading performance of students in their respective schools?

2. What are the teachers' initiatives and plan of action after identifying the frustrated readers and nonreaders in their school?

3. What are the challenges that teachers encountered that significantly affected the successful conduct of the reading remediation?

4. What are your suggestions or recommendations for the Philippine Informal Reading Inventory implementation?

Scope and Delimitations of the Study

This study was limited to the teachers' initiatives towards reading literacy during Phil-IRI implementation, particularly on the third stage, which is the provision of specialized instruction or intervention. The participants of this study were school reading coordinators in the elementary schools of Padada District, Davao del Sur Division. Hence, there were 12 participants only for this research study who underwent a Key-Informant Interview (KII) with the researcher. Moreover, the researcher never questioned the participant's personal information that are irrelevant to the study as well as subjective opinions that would make the participant uncomfortable.

Methodology

This study used a qualitative single case study research methodology to describe teachers' initiatives towards reading literacy during Phil-IRI implementation. This section presented the locale of the study, research design, methods, and approaches in detail, highlighting what has been done and how it was done throughout the study, justifying the ways in conducting the research, and considering their practical applicability.

Research Locale

The study was conducted to school reading coordinators of Padada district elementary schools. These schools were Padada Central Elementary School (PCES), Padada South Elementary School (PSES), Piape Elementary School (PES), Mariano Sarona Elementary School (MSES), Gaudioso Orbita Elementary School (GOES), Tulogan Elementary School (TES), Malinao Elementary School (MES), German Lanticse Elementary School (GLES), Paulina F. Dinglasa Elementary School (PDES), Don Serio Osmeña Elementary School ((DSOES), Lower Katipunan Elementary School (LKES), and Fidel A. Razonable Elementary School (FARES).

Research Design

In understanding the teachers' initiatives towards reading literacy during Phil-IRI implementation, a qualitative research design was used. In qualitative research, an interpretive and naturalistic approach is taken, as stated by Upadhyay and KC (2014) that

this allows the researcher to be heuristic and less objective upon relying on qualitative data based on scenarios in natural setting with search for meaning.

In this study, Padada District was considered and treated as a single subject covering the 12 elementary schools. The researcher described and analyzed the case by bringing together all relevant data that were collected through a Key-Informant Interview (KII). Thereby, the researcher collected all opinions and honest thoughts of the participants. The researcher also gathered facts on the various initiatives, reading plans, and programs taken by classroom teachers and school reading coordinators, especially during the Phil-IRI third stage which is the provision of specialized instruction or intervention.

Research Participants

In selecting the participants, the study used a purposive random sampling technique to find people who had the most knowledge related to the attribute that was being explored to collect the most particularized information from samples (Rai & Thapa, 2015). The respondents were selected not only because of their willingness to take part in the study, but also because of their capacity to articulately, expressively, and reflectively share their experiences and opinions.

With this, school reading coordinators were the research participants to get a thick description that allows for a thorough analysis of the particularistic nature of the reading status in the 12 schools in Padada District. The 12 school reading coordinators were selected as research participants for their first-hand knowledge about the topic of interest. Moreover, school reading coordinators were the qualified participants for they know better than anyone else the school reading programs, teachers' reading interventions, reading level and performance of the students, and overall reading standing of their respective schools. To qualify for this study, the participants were public school elementary teachers designated as school reading coordinators regardless of their age, gender, teaching position, parents, community, and students.

In addition to their qualification, these teachers had undergone proper training, workshops, and seminars on the teaching of reading (e.g., ELLN training). The participants read and comprehensively understood the Phil-IRI Revised Manual 2018 complete package as a guide on the Phil-IRI administration procedure. To determine this, the participants answered questions about their years of service in teaching, years of designation as reading coordinator, and training or seminars on teaching reading during the opening spiel before they were asked about the main research questions of this descriptive single case study.

Data Collection

Interviews are typically conducted using both audio recording and note-taking as the primary methods of data collection. As de la Croix et al. (2018) stated that one-to-one interview is a valid method of collecting data in all different kinds of qualitative research, making it the most prevalent approach.

This study used a Key-Informant Interview (KII) tool to gather information from the selected participants. The researcher established a priori categories of the questions. The researcher also prepared an interview guide with questions leading to the study's main research questions to collect necessary data from the respondents. Key-Informant Interview gathered data from the research participants who are the school reading coordinators with more expertise and experiences. KII was used to interview school reading coordinators who were chosen as participants with direct information about the issue investigated in this study.

Data Analysis

For findings to be valid, an analysis of the data gathered through qualitative research should be carried out. The data that was gathered from the participants was analyzed using a method called thematic analysis. It is a good approach, especially in finding out teachers' initiatives towards reading literacy during the Phil-IRI implementation. The phase of thematic analysis where the repeating patterns and linkages between codes, which emerge across all of the data, was synthesized and integrated into distinct themes using Braun and Clarke (2012) six-phased thematic analysis.

Therefore, the researcher carefully conducted the transcribing of audio files, text, and initial notes during the interview, coding to describe its content, producing themes, studying the generated themes, to describing and specifying themes from the gathered data up to the reporting of the result.

Result and Discussion

This chapter discusses the results collected from the Key Informant Interview (KII) with the elementary school reading coordinators of Padada District in Davao del Sur. Generated themes describe the teachers' initiatives towards reading literacy during Phil-IRI implementation using thematic analysis.

Teachers Perspectives about Phil-IRI as an Assessment Tool

The Philippine Informal Reading Inventory (Phil-IRI) has been used by teachers for more than five years already since it was first introduced by the Department of Education. Yet, there are various opinions coming from classroom teachers who are designated as test administrators of the Phil-IRI assessment tool. As a result, the views of elementary teachers from the key informants revealed two major themes: "Quality Assurance" and "Content Validity". These central themes were split into subthemes. For the Quality Assurance, the researcher identified emergent categories such as Expert Validation and Administration Framework. The researcher gathered from the key informants that these connections build some positive perspectives on the crafting of Phil-IRI as they narrated their experiences during its administration. The second subtheme is the Content Validity with categories such as Teacher-Friendly, Fitness-for-Purpose, and Data Reliability. The researcher identified that teachers have proven the efficiency of Philippine-IRI assessment tool according to results. The attainment of educating pupils in learning the basic reading skills starts with the tool and its entire procedure. Furthermore, the involvement of teachers in

the process of administering the tool used gave more sense in the informants' experiences and sharing.

Theme 1: Quality Assurance

All instruments and educational materials should undergo rechecking before its utilization and implementation for high quality education. Nicholson (2011) stated that the major objectives of quality assurance procedures are quality monitoring and maintenance. Thus, it is important to secure metrics and significant performance indicators to measure the qualities of the instrument being validated and determine whether or not it passed and fit its purpose.

Expert Validation

Every assessment tool has undergone a successive checking and validation to ensure that the content is suitable, research-based, and applicable to the people who will benefit from it. Moreover, it makes certain that the tool can measure what it should measure (Sullivan, 2011). The result of the key informant interviews showed that teachers of Padada District have deep confidence on the implementation of Philippine-IRI in assessing the level (independent, instructional, frustration, and nonreader) of the elementary pupils particularly grades 4-6.

Administration Framework

In respect of its dire importance, a number of expert organizations and institutions have agreed that documentation of an intervention's successful application should be one of the criteria used in locating evidence-based and practical solutions (Meyer et al., 2012).
Key informants emphasized that the Philippine Informal Reading Inventory (Phil-IRI) has an or

ganized flow of administration from stage 1 to stage 4. Each of which has its corresponding guidelines and timeline. Hence, some informants said that it's easy to administer because of the guide in administration procedure.

Theme 2: Content Validity

Zamanzadeh et al. (2015) noted that content validity refers to the extent where the instrument used will reflect the intended skills it purported to measure. The participants viewed Phil-IRI as a helpful, useful, and effective assessment tool used in describing the reading performance of their pupils. Moreover, for an assessment to be considered genuinely legitimate for the students, it must appropriately evaluate the students' capabilities and do so in a consistent manner across all testing environments and scorers. The amount of transparency provided should also be able to keep chances to learn in relation to the material.

Teacher-Friendly

All informants confirmed that they have read and comprehensively understood the Phil-IRI revised manual 2018. Following the procedures, they realized how helpful the assessment tool is. Classroom teachers administered the aforementioned tool in their respective classes and found out that it did make their work easier in identifying their students who struggle

in reading earlier in June or at the beginning of the school year.

Fitness-for-Purpose

The Department of Education created Phil-IRI as an assessment tool for a specific purpose. That is, to measure and describe the reading performance of pupils (Phil-IRI Revised Manual, 2018). During the Key Informant Interview (KII) with the participants, results revealed that Phil-IRI has been a useful tool in giving descriptions of pupil's performance in reading.

Jung et al. (2016) indicated that fitness-for-purpose pertains to the attainment of what is expected. Accordingly, the informants shared that Phil-IRI gives them the idea of how to describe the reading performance of their pupils based on how they performed in reading, listening, and comprehension. The passages from set A to D with varying difficulty make sense in assessing the level of comprehension that each pupil has.

Data Reliability

Phil-IRI has been recognized to provide a ballpark figure of the pupil's performance in reading and can be integrated with more assessment tools that are considered to give reliable results (Figuracion & Ormilla, 2021). It is important to note that an assessment tool should produce reliable results throughout the years since its first implementation and test administration. According to the informants, Phil-IRI has been continuously producing positive results. Thus, they think that the assessment tool was effective in identifying the pupil's level of reading based on performance. Pupils were categorized in the following levels: independent, instructional, frustration, and nonreader. Teachers recognized nonreaders as it is evident in the field that there were pupils who still cannot recognize and decode.

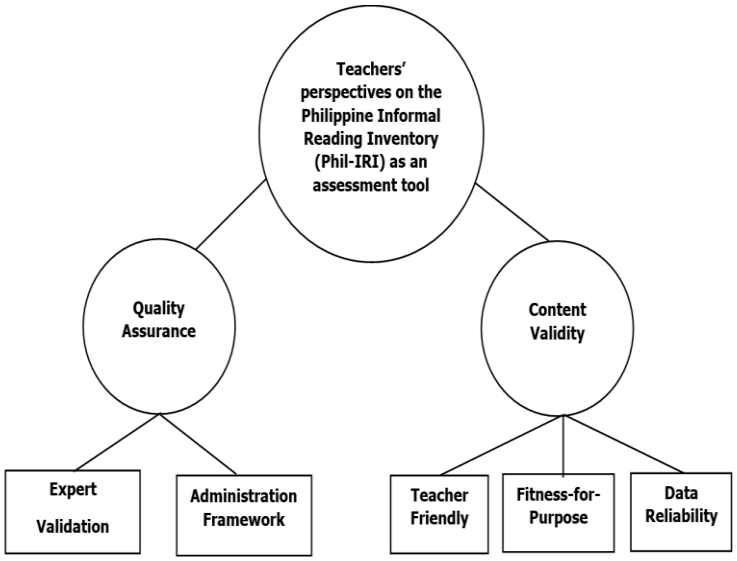

Figure 1. Emerging Themes on the Teachers' Perspectives on the Philippine Informal Reading Inventory as an Assessment Tool

Teachers' Initiatives and Plan of Action after Identifying the Frustration Readers and Nonreaders

In the Key Informant Interview (KII) conducted by the researcher, the participants shared the different programs and reading activities during Stage 3 of the Philippine Informal Reading Inventory or the Provision of Specialized Instruction/Intervention. The amount of effort that teachers put into their profession, the goals that they strive for, and the level of aspiration that they have are all impacted by their level of self-efficacy. Padada District teachers have proven that they are self-efficient teachers by initiating a variety of intervention exercises to address the reading needs of the identified struggling readers in their respective schools. There are two themes that emerged as the researcher immersed within and across the data. These were "Reading Action Plan" and "Extended Outreach Efforts."

Theme 1: Reading Action Plan

Every school is expected to have its school-initiated programs with approved activity designs and action plans for the entire school year intended for reading. Though some schools are only adopting from the division and district-initiated activities, all schools are encouraged to create one of their own. This will enable and strengthen the advocacy for reading literacy. The next sections discuss categories such as Reading Program Implementation and Remedial Instructions.

Reading programs and activities that include the community are implemented in schools to enhance the academic performance of children and to encourage pupils to read both within and outside of the school environment. Teachers specifically school reading coordinators will plan and craft a reading program that is sustainable and operational in improving the reading proficiency of pupils.

Consequently, key informants shared the different reading programs used and practiced in their schools which are found to help make their struggling readers read. These reading programs and activities exposed by the informants include their school reading activities during the pandemic. Anent to this, key informants confirmed that the school reading program is a big help in their hopes of improving the reading literacy of their students not only those who struggle but also those who are already independent readers with the use of their enhancement activities. In addition, some key informants revealed that they are using contextualized reading materials to make it easier for the students in learning how to read and comprehend. The contextualization of reading materials will surely make the learning process easier for those students who are struggling and those who are beginning readers.

Remedial Instructions

Classroom teachers are also considered reading teachers. Considering that, each teacher doesn't only teach the eight learning areas in elementary but primarily the basic reading, writing, and arithmetic skills. As the researcher interviewed the informants, the reading remediation period was commonly used by teachers to give time for an intervention.

Some of the students are unable to comprehend the materials in class and even end up giving up the learning opportunities. To ensure these students are not left behind, additional

support such as remedial instruction is necessary and effective. This coincides with Kasran et al. (2012) that remedial lessons are educational endeavors to alleviate the pupils' barriers to learning in elementary level. The key informants even confirmed that a reading period even 30 minutes a day is a good practice to help struggling readers in familiarizing words and practice reading.

According to key informants, it is different if teachers do first-hand tutoring to students with reading difficulties. They even sacrifice their lunch breaks just to conduct the one-on-one reading tutorial. Aside from helping their pupils, it also strengthens their bond with the kids. Indeed, one-on-one tutoring creates a positive impact on reading. On the other hand, key informants also revealed that they also allow peer tutoring during remedial instructions, especially for frustration-level readers and instructional readers. As they shared during our Key Informant Interview, independent readers or honor pupils will be partnered with their classmates who struggle in reading. This is one way of exercising collaboration among the students.

Theme 2: Extended Outreach Efforts

Teachers' roles are not limited to the four corners of the classroom nor within the school premises. It is far beyond that area. The researcher's interview with the participants justifies this role as teachers extend efforts to reach out to pupils with reading difficulties and ensure that they will develop their reading skills.

There may be circumstances that affects the school performance of a particular pupil. So, they should be given an environment that is receptive to each individual student's requirements in order to facilitate growth. In this regard, Key informants shared that teachers made sure to be oriented on the kind of environment that their pupils have by conducting outreach activities.

Home Visitations

Home visitation is an initiative conducted by teachers by going to the houses of their respective pupils. The efforts that teachers give to render extra time beyond class days are worth to be appreciated. Through this activity, students can receive reading activities in the comfort of their homes. Moreover, home visiting is considered an effective strategy because teachers give services to students which are tailored to meet their needs as well as improve the parenting skills of parents and involvement of siblings who serve as reading buddies of the target children. Thus, it has been determined that one of the most important factors in parental decisions is the parents' attitudes on the invitational efforts of the school (Fayez, 2021).

Aside from that, teachers also gave bring home reading activities for the children to read with the aid of their parents or older siblings. Parental involvement is found to be effective and helpful in the learning success of the student. Hence, informants reached out to the parents and humbly asked them to assist with the reading activities of the pupil at home.

Blended Learning Practices

As second parents of the students, teachers conversed with the concerned parents whole-heartedly so they can both make a collaborative effort in helping the child to be a reader. With this, the parents have a big role in the successful conduct of the reading remediation. Not only that, key informants also told the researcher that they had conducted a limited face-to-face and online reading session with the presence and assistance of the parents or any family member.

The pandemic has strengthened the collaboration of the parents and teachers than ever before since homeschooling requires parents to support the students' learning (Pokhrel & Chhetri, 2021). Both take part in giving the best learning experience to the child amid Covid19. It also allows parents and teachers to learn and engage in ICT-integrated instruction that helps bridge the learning gap brought by the current health situation of the country.

Teachers have expanded their connections and communication strategies in today's learning delivery modes. The efforts extended by the teachers create a positive impact and increase the reading proficiency rate of the schools. As mentioned by the informants during the interview, the activities and outreach programs they have implemented are worthy of their time because it makes them happy to see the progress in each of their pupils. But of course, the efforts extended by the parents also added to the successful implementation of the reading programs of the school.

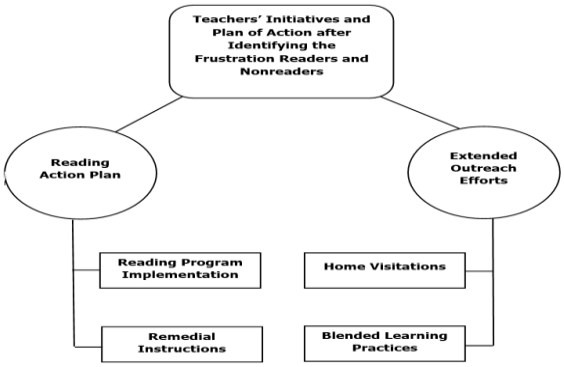

Figure 2. Emerging Themes on the Teachers' Initiatives and Plan of Action After identifying the Frustration Readers and Nonreaders

Challenges that Teachers Encountered which Greatly Affect the Successful Conduct of the Reading Remediation

There is a possibility of students having difficulty with reading in each and every class. As a result of this, during their careers, all teachers encounter a variety of students for whom reading is challenging, as well as students who are under the impression that they are unable to read and understand. Reading instruction for these students is a challenge for the instructors as well as the whole educational institution. These challenges encountered by teachers came from different reasons and circumstances.

Though teachers try hard enough, conducting reading remediation cannot be done perfectly. There are always challenges along the teachers' journey towards improving the reading literacy of their pupils. In the Key Informant Interview (KII) conducted by the researcher, there are three themes emerged. The next sections will discuss elaborately each theme and the categories from which it arose.

Theme 1: Teachers' Resources

Although instructors prepare their duties well, executing them may be quite tough. Large class sizes to attend to and limited teaching time is obstacles to the successful implementation of the reading intervention program, activities, and remedial instructions.

In the honest talk of the researcher and the informants, they revealed that teachers are having difficulty in the conduct of the intervention. As they said, teachers should be considered to fully perform the task expected from them. Since teachers are also humans, informants shared that teachers struggle financially and emotionally. Insufficient resources are also highlighted as an impediment to educators' efforts in performing their duties and tasks (Chen & Goh, 2011). Thus, the conduct of the reading remediation cannot be executed without spending on the crafting of materials, transportation, and the like. Also, teachers are bombarded with teaching and extra-curricular loads which give them a hard time managing their work responsibilities.

Limited Funds

Public schools have the Maintenance and Other Operating Expenses (MOOE) pertains to the expenses that support the school's operations, like costs of materials and equipment, transportation, bills (water, electricity, etc.), facility maintenances (Labutan et al., 2019). According to the 12 informants, their school principals have been supporting and providing them with the necessary materials for the crafting of reading paraphernalia. However, some informants revealed that the funds provided are only limited. They can always spend their own money ,especially during programs they facilitated as school reading coordinators.

The majority of the informants confirmed that one of the major challenges they are facing in the conduct of the reading remediation is a financial problem. Teachers are very creative with lots of plans in mind. But, some of those plans are difficult to realize especially without financial support more so if the teacher is also struggling financially in her own home.

Schedule Conflict

Teachers are not only classroom teachers. Teachers perform other tasks aside from teaching such as acting as coordinators in subject areas or co-curricular programs, coaches, trainers, mentors, and the like. Considering this, teachers become exhausted and burnt out due to overloaded work in both academic and extra-curricular activities.

Burnout adversely influences not just the health and wellbeing of teachers, but also their relationships with colleagues and school administrators, the quality of education, and the

mental health development of kids. It will have a detrimental impact on society as a whole. This can be triggered by either the teacher's physical, mental, or emotional state, and may find themselves in a situation that they view as levying, uncontrollable, or conflicting with the interpersonal, and/or behavioral resources (Groskopf, 2021). Hence, teachers find it challenging to implement the reading remedial instructions because of the overlapping activities of the department.

Theme 2: Pupils' Responses

The beneficiaries of the reading program are the pupils. So, they should take part in the successful conduct of the program. Though there are students who are very active and participative, some informants feel tired and hopeless whenever they encounter struggling readers who are seem to be passive and uninterested to learn and read.

Refusal

Pupil's lack of desire for academic pursuits is one of the most significant academic issues afflicting schools today. Year after year, several students find themselves in a position where they lack the motivation to perform the needed academic requirements. This apathetic attitude of students to the reading intervention causes instructors to strive harder and devote more effort.

Key informants shared how discouraging it is on their part to extend their hands to the pupils but they are refusing to accept it. For them, it is motivating to help a student who is also willing to learn. Otherwise, it is a bit challenging as the teachers' patience is tested when they handle students with this kind of attitude towards reading.

Amotivation

"Amotivation" develops from not engaging in an activity. Recent authoritative papers indicate a lack of relevance in the notion of amotivation. A student may be unmotivated if the work is not a vital part of his or her life or if it is not meaningful to the student. It is possible for students to lack their desire and excitement in the lessons they are taking, which is a significant obstacle in the way of successful language acquisition (Dişlen et al., 2013). With this, teachers are now faced with the challenge of how to persuade their students to read.

The key informants did have students who tend to be amotivated. No matter how much effort the teachers have given, the absence of willingness is within the child. This can be seen in the pupils' actions such as lack of focus or interest and troubled attention towards the reading activity.

Theme 3: Other Stakeholders' Responses

Educational stakeholders have an important role in implementing the reading activities. That is why their part and participation in the remedial instruction is a big impact. However, some showed no sign of cooperation or concern based on the experiences of the key informants.

Lack of Support

One of the stakeholders who is very important in the success of each child is the parent. Parental involvement is a great factor that will contribute to achieving the goal of making

their child a reader. It is generally accepted that parents who are involved in their children's educational experiences are more likely to foster their children's academic, social, and emotional development (Boonk et al., 2018).

Teachers always need the cooperation of parents to realize their vision. Though there are supportive parents, there are also those who are not. As the parent-teacher partnership is significant, key informants believed that parents should not merely rely everything on the teachers.

Lack of Teamwork

As mentioned above, teachers are also considered stakeholders. Teachers hold the biggest role in reading remediation because they are the facilitators of learning. It is then important that teachers help one another and cooperate in every activity to achieve common goals.

Success can only be acquired through close collaboration and constant communication. In fact, according to Adeyeye et al. (2015), a team arises when separate abilities and skills are joined with teamwork in shared goal to achieve productive outcomes. Nonetheless, key informants revealed that some of their colleagues respond negatively to the reading activities proposed by the reading coordinator. Sad to note that sometimes, teachers either refuse or are forced to cooperate.

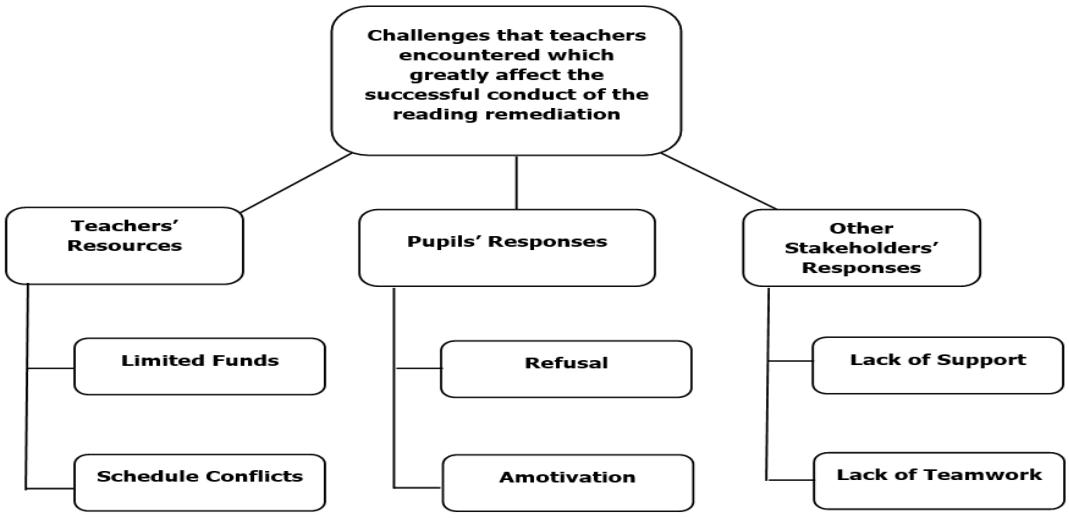

Figure 3. Emerging Themes on the Challenges that teachers encountered which greatly affect the successful conduct of the reading remediation

Effective Procedure in the Administration of Phil-IRI

The Philippine Informal Reading Inventory is composed of four stages. Each stage requires a different process of implementation which needs to be practically administered. This is of great importance in the educative process to carry out plans and achieve a positive result.

Stage 1: Administration of Phil-IRI Group Screening Test. Informants suggested that if possible before the school year begins, teachers will be orientated or reoriented on the

processes of the Phil-IRI administration that will benefit both the senior teachers as their refresher course and newly hired teachers as their guide course (K3, K4, K8, & K9).

Stage 2: Administration of Phil-IRI Pre-Test Graded Passages. The key informants' opinions for stage 2 of Phil-IRI is that teachers should have an early preparation of materials for the reproduction since this stage will consume a lot of passages per pupil (K1, K6, K9, & K12).

Stage 3: Provision of Specialized Instruction/Intervention. According to the key informants, it would be better if teachers will conduct mind conditioning exercises or warm-ups first to prepare the pupils mentally and emotionally, especially those who are as identified struggling readers (K2, K3, K6, K7, & K9).

Stage 4: Administration of Phil-IRI Post-Test Graded Passages. The key informants recommended that in stage 4, there should be close monitoring and post-orientation regarding the result of the post-test (K5, K8, K10, & K12).

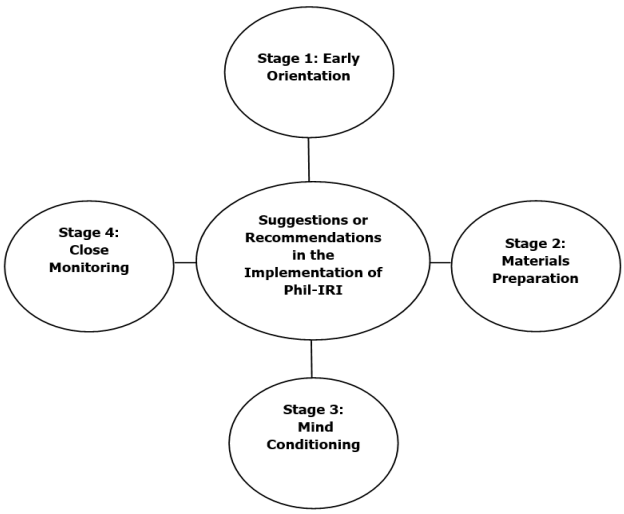

Figure 4. Emerged Themes on the Suggestions or Recommendations in the Implementation of Phil-IRI

Implications

The study serves as an avenue to better understand the different factors that contribute to achieving the reading literacy of all Filipino learners. It is observed in this study that classroom teachers are not the sole facilitators of learning and should not be the only ones exerting extra effort and time. All involved stakeholders are needed to collaborate to strengthen the implementation of reading intervention program and remedial instructions.

The study's findings could be used to plan for reading related-activities, pre- and post-conferences in reading with the presence of all stakeholders, and training or seminars for teachers as assessment administrators to help empower our teachers in conducting the assessment procedures and specialized instructions or interventions.

Finally, the results of this study imply these three main points: (1) the majority of elementary teachers in Padada District believed that Phil-IRI is a reliable and valid assessment tool; (2) they designed and launched reading programs, activities, and practices within and outside of school premises to achieve reading literacy among students and; (3) the underlying factor that negatively affect the successful conduct of the reading remediation is the limited cooperation from different stakeholders. With these, the researcher has been overwhelmed with the experience and opportunity talking to the participants who have shared honestly their involvement in Phil-IRI implementation and administration which compose the reliable findings of this study.

Recommendations

Based on the themes, this can be recommended to educational officials from the Department of Education (DepEd), school heads, teachers, and parents in strengthening the ties between stakeholders to exercise collaboration in the implementation of reading programs and remedial instructions. The roles of involved students and concerned parents, the support of the school administration and personnel, and the empowerment of teachers through training, seminars, or workshops will be essential in addressing the low-proficiency rate of our learners. If addressed, the underlying problems related to literacy will less likely to arise in the teaching-learning process.

Intrinsic and extrinsic motivational activities should be given to pupils to develop their self-efficacy and cooperate more actively in the reading intervention or specialized remedial instruction.

Also, parents should be given orientations and seminars on the reading program of the school to let them know how to supervise the bring home reading activities and how to assess the performance and behavior of their children towards the reading intervention. Consequently, the school reading coordinators and classroom teachers should also receive extensive training in implementing any program of the Department of Education. The role of teachers as reading facilitators is crucial because teaching reading is a big responsibility. It takes one to be well-versed and trained to teach reading. The conduct of reading programs must be supported and funded. It would also be a good idea for school heads to give awards and recognitions to teachers who render service as a token of appreciation for their dedication, efforts and hard work. Extensive review of the Phil-IRI administration in all elementary and secondary schools under this division should be conducted in terms of the reading practices, activities, and programs initiated by school reading coordinators and classroom teachers. Moreover, it would be better if teachers will be encouraged and informed on the process of submitting the action plans, activity designs and matrix to the Division office for possible adoption of their contextualized reading program.

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