



Implementation of Adopt A Reader Program in Alilem District

Andaya, Jonalyn Amie A.

Graduate School, Ilocos Sur Polytechnic State College, Philippines

ABSTRACT

This qualitative case study aimed to investigate the challenges faced by Grade 1 Teachers in Alilem District, Alilem, Ilocos Sur during the school year 2023-2024. This study utilized purposive sampling and conducted interviews from Grade 1 teachers who met specific criteria. The findings revealed that Grade 1 teachers encounter various challenges in the implementation of adopt a reader program due to time as a factor, Motivating Learners, Catching Learners' Interest, Commitment of Teachers, Ancillary Services of Teacher, Parental Factor and Limited Resources. Teacher employed coping strategies such as proper time management, developing a strong and positive attitude of learners, design a reading schedule, utilize technology based materials and having a good parent-teacher relationship. Based from the findings of the study, it was evident that Grade 1 teacher faced multifaceted challenges that during the Adopt a Reader Program implementation. The Grade 1 teacher are resilient and determined in addressing the challenges for effective teaching experiences. The proposed adopt a reader program can guide grade 1 learners in delivering effective reading instruction and creating inclusive learning environments. The study offers the following recommendations. It is recommended to follow and sustain the adopt a reader framework with constant program monitoring and reading diagnosis, additionally promoting early literacy programs investing in teacher training and developing culturally relevant reading materials, maintain good parent and teacher relationship, further studies maybe conducted by other researchers using other venue and variables not specified in the present study.

Keywords: Implementation, Adopt a Reader Program, Challenges, Coping Strategies, Adopt a Reader Framework

INTRODUCTION

Reading development is a part of quality education. Every child has an inherent right to quality education. The ability to read and comprehend is essential to achieve mastery and fluency. Hence, this leads the learner to decode better and construct meaning profoundly. This will be their weapon to become globally ready. There are many studies regarding reading, however, little is known on where really the cause of these reading problems and challenges. The study responds to this need through developing a deep understanding how agencies and institutions meet to make learners independent young reader and writer. In the Philippines, the Adopt a Reader Program is implemented to threat lower elementary learner who are experiencing difficulty in the area of reading. The primary goal is to provide a trained volunteer tutor to work with the learner who is having a difficulty. It is with the primary aim to come along the side of the learner and "adopt" him or her in the sense of providing encouragement and practice in brain reading and comprehension skills. In the province of Ilocos Sur Division Memorandum No. 053, s. 2022 which is the Adopt a Struggling- Reader Program "Sa Pagbasa, Tayo ay Magkasangga" provides additional policy guidelines on Division Reading Program. The purpose is to identify some reading challenges and to make way on how these should be addressed and fill in the reading gaps like what Dep Ed Memorandum Order Number 67, series of 2014 which stipulates that reading is a learning tool that promotes students. The Philippine Informal Reading Inventory (Phil-IRI) was created to provide classroom teachers a tool of measuring and describing reading performance. It is an assessment tool composed of graded passage designed to determine a students' reading level. It is important to note that Phil-IRI provide an approximate of the learner's abilities and may be used in combination with other reliable tools in assessment. The Every Child a Reader Program (ECARP) is designed to equip elementary learners with strategies reading and writing skills to make them independent young readers and writers.

The researcher being a grade 1 elementary teacher at Alilem, Ilocos Sur observed that as years go by, grade 1 learners are becoming poor in reading. Providing them with good instruction using an evidence-based curriculum is necessary, but not sufficient to improve reading. Despite all the reading materials given and offered by the Department of Education, still the predicament of teaching them how to read is the main problem. Hence this study.

Statement of the Problem

The study aimed to assess the challenges of the implementation of the adopt a reader program.

Specifically, it answers the following questions: What are the challenges in the implementation of the Adopt a Reader Program? How do you solve or address the challenges in the implementation of the Adopt a Reader Program? What framework be formulated for the Adopt a Reader Program?

Methodology

This qualitative study utilizes phenomenology as its research design. Phenomenological research is a design of inquiring from philosophy and psychology in which the researcher describes the experiences of the individual a phenomenon as described by the participants; this description culminates in the essence of the experiences for several individuals who have all experiences the phenomenon. Since the study looked into the experiences and mechanism of teachers teaching reading, the researcher found the design most appropriate. This conceptualize study is centralized in order to describe the teaching and reading as salient component of the Philippine educational system. This study was in Alilem District, Alilem Ilocos Sur. The participants were the grade 1 reading teachers. The participants of the study were chosen using total enumeration in which two criteria were set. First, the teachers have taught for at least two years and still teaching reading in any of the public elementary schools in Alilem District. Second, they were willing to be interviewed and participate in the study.

Research Instrument. In collecting pertinent data, an interview protocol was the main gathering tool. This contains questions that were asked to participants. This was formulated after the research questions were approved.

Results and Discussions

From the verbalization of the respondents, Adopt a Reader Program is a program that was launched by the Bureau of Elementary Education and regional division offices which aims to enable elementary grade pupils to communicate and access a variety of information in written and oral forms through effective reading instruction. Teachers Concerns: This pertains to the concerns of teachers on a) maximizing time b) motivating their learners c) commitment of the teacher to teach d) catching pupils interest e) too many school activities f) limited time and g) teachers having a lot of ancillary services. To justify, the following are the verbalizations of the participants. Time as a factor. Reading time activity is effective in making learners acquire reading habit. Kohsal and Deginmenei (2015). To justify the following are the verbalization of the participants: "Time, learners cooperation, materials and enough energy are the things that hinder me in implementing the ARP especially that it is self-contained and a multigrade class" (T1) "The thing that hinder me in implementing the ARP are lack of time, lack of materials" (T3) "The lack of time, lack of interest of learners are observed factors in line with experienced" (T4) "Lack of time because sometimes teachers attend seminars and having many activities in school" (T5) "Sometimes the time submission is within the time of the program" (T7)

"As a regular classroom teacher, lack of time to address the needs of the learners is one thing that is insufficient in the ARP's implementation" (T8) "Time conflict with paper works" (T9)

"It is hard to set aside even a short span of time to learners" (10) Daily reading time can take a huge commitment to make a big impact on learners' life. Along and Ozturk (2018). Motivating Learners. The theme refers to assisting and guiding teachers to devise ways to motivate their learners in reading. To do this, instructional leader should assist their teachers through sending them to professional activities such as attending seminars in reading by knowing proper strategies to be implemented in the classroom setting. Below are the statements of the participants to justify he claim.

"Learners seem to have information overload each day resulting to lack of motivation and focus in reading" (T2) "How to motivate them in order to participate in reading is my problem" (T1)

"Sustaining their reading interest is a problem that's why I think of ways how to motivate them" (T3)

"Letting them focus on the different materials distributed is what I am guarding in class just to motivate them continue of they have started" (T5) "Keeping them motivated through intrinsic and extrinsic motivation just to sustain their attention" (T7) "As classroom managers, they underscored their vital role in sustaining interest among their learners. As the self-determination theory states that intrinsically motivated behaviors are derived from people's essential psychology needs to feel interesting, competent, automatic and connected. Deci (2000). Commitment of Teachers. Teachers' commitment to learners embraces educators' inclination to assist learners and take accountability for their education. Committed educators focus more on their work, emphasize achieving school objectives, and remain in school. Thus, the following excerpts emphasized... "Sundays are being sacrificed to prepare the materials needed I ARP. Sleeping late at night is already a routine. Few minutes of lunch break is utilized in reading." (T2) "Make a reading schedule for the learners. When attending seminars, always give them reading materials." (T5) "In addressing the problems and challenges in the implementation of the ARP, conduct a remedial reading before or after classes or even at weekends." (T8) "In implementing the ARP, we used our extra time I tutoring our learners." (T11) "Commitment to work is one among the reasons why I stayed in profession. Even through the interest and readiness of the learners are at stake I remained to be committed at work. I cannot force them if they are not ready to learn." (T6) The above-mentioned statements emphasize the emotional bond teachers demonstrate towards their work. Teacher with high level of commitment can make a difference to the learning and achievement of their students. For it is describe as an attachment, association and agreement to the workplace and responsibilities to fulfill the tasks and duties. Zhang et.al (2021) stated that educators' commitment is highly prioritized because a teacher professional identity is stabilized by educators' commitment to their careers. Ancillary Services of Teachers. Aside from being classroom teachers, they have other related functions. These are additional responsibilities other than the mandated teaching load listed in the department manual. How teachers manage ancillary functions determine the holistic development of the pupils under their care. In the Philippine context, these ancillary functions are provided according to the expertise of the teachers. These activities are based on the principle of volunteerism but reading instruction should not be sacrificed. The following excerpts helped address this challenge. "Make a reading schedule for the pupils. When attending seminars, always give reading materials to them." (T5) "I addressed the challenges in implementing the ARP by giving more exciting activities for them to be more motivated and interested when attending various schools contests and feeding programs." (T7).

These verbalizations signify that even though there are seminars, trainings and workshops attended by the teachers, reading instruction is not sacrificed. It is a fact that teacher's role is beyond the four corners of the classroom since learning happens everywhere wherein, the learners gain experience. This aspect demands teacher to reader exigencies on the service, requiring the teacher to spend more than the regular working hours, and in worst cases, demand teacher out of their time and resources. Catching learners Interest. It is very important for the teachers to assess the interests of their learners. The term interest refers a psychological state of getting an effective reaction to any topic of fours. Learners' interest in education refers to inclination of the learners towards a particular subject in which he or she is easily able to connect without any hassle or hurdle. A teacher who is aware of their learners' interest is able to motivate and educate them appropriately. To meet the needs of their learners, it is very important to know where their interests lie. Below are the responses of the participants: "One thing that hinder me in implementing the ARP is the lack of interest of the learners. They have short time span in reading." (T4) "Some learners show little interest I reading particularly when reading fiction." (T3)

"One challenge that I experienced before implementing the ARP is catching pupils' interest." (T7)

"Learners interest in reading is very hard to sustain particularly during siesta time." (T8)

Parental Factor. Parental involvement is one key success factor in hearing a child's interest in reading. Learners whose prents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better in school. Some verbalizations to address the challenge on Parental Factor are the following: "Ask the help of parents when going out to the school like joining contests and attending seminars and trainings." (T5) "Good parent-teacher relationship help me to address problems and challenges in implementing ARP." (T10). These excerpts signal parental involvement, healthy positive relationship between teachers and parents. Definitely, learners develop a lifelong love of learning. Being involved is the first step towards engagement. While teachers can offer advices, families and caregivers have important information about their children that teacher may not know. So a students learning experience is enriched when both teacher and parent bring their perspectives to the table. Casey A. (2022) Parental Involvement in Your Child's Education. Even Parents' attitudes towards reading and parental expectation are shown to contribute to the development of children's positive attitudes toward literacy. Yeo et al (2014). In addition, the active home literacy environment reflected by parental involvement in reading demonstrate children's increased literacy skills and reading achievement. Lin et al (2011). Limited Resources. It refers to the insufficiency, shortage or absence of something required or desired. When resources are severely limited will always be challenging. The availability of resources in education brings fruitful learning outcomes since resources stimulate students learning as well as motivating them, however if they are insufficient they provide predicament in reading classrooms. 2. How do you solve or address the problems and challenges in implementing the ARP? The main themes of the challenges experienced before and during the Adopt a Reader Program are the following: Time as a Factor B. Motivating Learners C. Commitment of Teachers D. Catching Learners' Interest E. Ancillary Services of Teacher F. Parental Factor G. Limited Resources. These challenges were solved by having coping strategies to address them. Proper Time Management. Making time for reading is an essential component of a healthy lifestyle. Not only does reading exercise the brain but it has also been proves to be a crucial part of emotional intelligence and self-expression development for children and adults. As facilitators of learning, teachers are expected to assist and guide their learners to achieve quality and excellent education. They should use their time to devise, create or design materials for the learners. Despite of many roles given to teachers, they will not sacrifice the welfare and growth of their future leaders. As emphasized:

"I will always give time for them so they can join the program in spite the situation that I teach all the subjects in my multigrade class." The commitment and determination of teachers in teaching reading is of value and importance as shown in sacrificing many things to use time for their learners' reading. They know that reading open up the child's world and imagination. Proper Time Management is needed to meet the needs of learners. In a research study, a learner with well-developed interest in reading is more likely to engage with meaningful actual passages. John Dewey wrote that interest operates by a process of "catch" and "hold" first the individual's interest must be captured and then it must be maintained. Teacher can do catch and hold process by exposing learners to a wide variety of topics. Hidi and Renninger (2014) emphasizing the role of the interest in promoting learning and academic achievement, highlighting that students who are intentionally interested in a topic are more likely to engage deeply, persist in challenging tasks, and achieve better academic outcome. What framework could be formulated in the implementation of the Adopt a Reader Program?

Adopt a Reader Program Framework. The proposed Adopt a Reader Program framework for grade 1 learners is based on the identified challenges and coping strategies in the grade 1 classroom. This framework focuses on addressing challenges such as time as a factor, motivating learners, catching learners' interest, commitment of teachers, ancillary services of teacher, parental factor, and limited resources.

Additionally, coping mechanisms such as proper time management, developing a strong and positive attitude of learners, responsible and committed teacher, good parent-teacher relationship, and technology based materials. The framework also recognizes the role of parents in a child's education and highlights the importance of handling parental attitudes. By developing open and transparent communication channels, teachers can establish strong partnerships with parents. Accommodating different parenting styles and providing guidance and resources can help address any challenges or concerns that parents may have, promoting a positive home-school relationship. Separation anxiety is another crucial aspect of the grade 1 learners' experience that the framework addresses. The proposed strategies, such as maintaining teachers' commitment, aim to ease separation anxiety and provide reassurance to both learners and parents. Collaborating with parents in this aspect can contribute to a smoother and enhance learners' overall well-being.

Conclusions and Recommendation

Based from the findings, the following conclusions were drawn: Teachers indicated Time factor as a major setback to help the learners in their reading skills. Good motivation may it be intrinsic and extrinsic can encourage learners love reading. Catching learners' interest through interactive learning and

technology based materials arouse the interest of learners. Teacher remained to be committed in their chosen field by sacrificing their time to teach their learners the proper way of reading. Reading instruction is not sacrificed despite the many responsibilities of a teacher. Parental involvement is important for the development of the reading skills of their children. Create technology based materials to augment printed materials in reading. On the basis of the conclusion drawn the following recommendations are offered: It is recommended to implement a restructured and a sustained reading program with constant progress monitoring and reading diagnosis in the Department of Education. Effective communications between educators and parents should be promoted.

It is recommended to promote early literacy programs investing in teacher training and developed culturally relevant reading materials. Future researchers can write a similar study using a wider scope with different variables. Future studies should include a wider range of Grade 1 teacher from different places and educational system to gather more diverse perspective and experiences and allowing for a better understanding of these challenges teacher's facing different situations.

References

- Otto, B. (2015). *Literacy Development in Early Childhood: Reflective Teaching for Birth to Age Eight*. In Google Books. Waveland Press. https://www.google.com.ph/books/edition/Literacy_Development_in_Early_Childhood/eGF3CgAAQBAJ?hl=en&gbpv=0
- Deborah Ann Jensen, & Tuten, J. A. (2012). *Successful reading assessments and interventions for struggling readers Lessons from literacy space*. Palgrave Macmillan.
- U. Schiefele, "Interest and Learning from text". *Scientific Studies of Reading*, Vol.3, 1999
- Owusu-Acheaw, Micheal, "Reading Habits Among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic" (2014). *Library Philosophy and Practice* (e-journal). 1130. <http://digitalcommons.unl.edu/libphilprac/1130>
- Owusu-Acheaw, M. (2014). *Reading Habits Among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic*. *Library Philosophy and Practice*, 1. <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=2908&context=libphilprac>
- Kim, E. M., Sheridan, S. M., Kwon, K., & Koziol, N. A. (2013). Parent beliefs and children's social-behavioral functioning: The mediating role of parent-teacher relationships. *Journal of School Psychology*, 51(2), 175-185. <https://doi.org/10.1016/j.jsp.2013.01.003>
- Masoumparast, S. (2016). The role of Teachers' Emotional Intelligence and Self-Efficacy in Decreasing Students' Separation Anxiety Disorder. *International Education Studies*, 9(4), 185. <https://doi.org/10.5539/ies.v9n4p185>
- Gu, Q. (2014). The role of relational resilience in teachers' career-long commitment and effectiveness. *Teachers and Teaching: Theory and Practice*, 20(5), 502-529. <https://doi.org/10.1080/13540602.2014.937961>
- Paris, S. G., & Oka, E. R. (1989). Strategies for Comprehending Text and Coping with Reading Difficulties. *Learning Disability Quarterly*, 12(1), 32-42. <https://doi.org/10.2307/1510250>
- West-Higgins, T. (2019). Improving Reading through Fine Motor Skill Development in First Grade. <https://doi.org/10.33015/dominican.edu/2017.edu.14>
- O'Flynn, K. (2016). Students' Reading Interests Impact on Reading Comprehension Abilities. Students' reading Interest Impact on Reading Comprehension Abilities. https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1330&context=education_ETD_masters
- Steinbrenner, J. R., & Watson, L. R. (2015). Student engagement in the classroom: the impact of classroom, teacher, and student factors. *Journal of Autism and Developmental Disorder*, 45(8), 2392-2410. <https://doi.org/10.1007/s10803-015-2406-9>
- Philippine Star (2010). How do Filipino Students rate in Reading? https://philstar.com/lifestyle/health_and_family
- Kotze, M. et.al (2020). The influence of job resources on platinum mineworkers' work engagement and organizational commitment. An explorative study. *Extra. Indus. Soc* 7
- Connor, L.A (2016). Influences on self-regulated behavior in low income children.
- Adrian, A. et.al (2016). Identification of Factors Promoting Reading Habits of Students: A case study on Pakistan. *Research on Humanities and Social Sciences*.
- Aksoy, E. et.al (2018). Determining reading habit of students according to the opinions of students and teachers. *The Journal of Turkey Social Research*.
- Sarjaniah, Z. et.al (2022). "Students Interest in Reading English Texts" in International Conference. *Transdisciplinary Paradigm on Islamic Knowledge*.
- U. Schiefele, "Interest and Learning from text". *Scientific Studies of Reading*, Vol.3, 1999
- J. Alexander, *Teaching Reading*. New York: Scott, Foresman and Company, 1998

Kotze, M. et.al (2020). The influence of job resources on platinum mineworkers' work engagement and organizational commitment. An explorative study. *Extra. Indus. Soc* 7

Connor, L.A (2016). Influences on self-regulated behavior in low income children.