

***Hamon: Bawat Bata Bumabasa (3Bs Initiative) – Strategies in Teaching  
Reading Among Public School Teachers***

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### Endorsement

This thesis entitled “***Hamon: Bawat Bata Bumabasa (3Bs Initiative) - Strategies in Teaching Reading among Public School Teachers***”, prepared by Phoebe N. Cequeña, Via Bianca G. Blanca, Patricia R. Cruz, Jamaica V. Fernandez, and Ronamae L. Tiñola in partial fulfillment of the requirements for the degree of Bachelor in Elementary Education has been approved and now recommended for Oral Examination.

This is to certify that Phoebe N. Cequeña, Via Bianca G. Blanca, Patricia R. Cruz, Jamaica V. Fernandez, and Ronamae L. Tiñola are ready for the Oral Examination.

Hansel Hope Alarcon, Ph. D.

Adviser

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This is to certify that the thesis entitled “***Hamon: Bawat Bata Bumabasa (3Bs Initiative) - Strategies in Teaching Reading among Public School Teachers***” prepared and submitted by Phoebe N. Cequeña, Via Bianca G. Blanca, Patricia R. Cruz, Jamaica V. Fernandez, and Ronamae L. Tiñola has completed the Oral Examination on June 2024.

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Bernie Comia, Ph. D.

Chairman

### Certificate of Originality

We hereby declare that this thesis is our work and that, to the best of our knowledge and belief, it contains no material previously published or written by another person nor material which, to a substantial extent, has been accepted for the award of any degree or diploma of a university or other institute of higher learning, except where due acknowledgment is made in the text.

We also declare that the intellectual content of this thesis is the product of our work, even though we may have received assistance from others on style, presentation, and language expression.

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### Abstract

Proficient reading is a fundamental requirement for academic success and lifelong learning. As such, educators continuously refine teaching approaches to effectively develop this essential skill. In response to the Philippines' low performance in the Programme for International Student Assessment (PISA), the Department of Education (DepEd) implemented a national reading intervention through Memorandum No. 173, series of 2019, known as *Hamon: "Bawat Bata Bumabasa"* (3Bs). This initiative aims to ensure that every learner attains functional reading proficiency. The program is further reinforced by the amended MATATAG Curriculum, which introduced *Catch-Up Fridays*, dedicating one day each week to focused reading remediation and enrichment throughout the school year. Collectively, these efforts seek to address learners' reading difficulties, foster positive reading habits, and enhance literacy skills alongside values and health education.

Effective reading instruction must integrate the core components of literacy, including phonemic awareness, phonics, and reading comprehension. Teaching strategies under the program include administering the Philippine Informal Reading Inventory (Phil-IRI) to determine learners' reading levels, providing one-on-one reading interventions, implementing peer tutoring, and integrating technology such as audiovisual materials and educational software. Collaboration with parents and community stakeholders is also emphasized to ensure sustained support for learners' reading development.

Future research is recommended to examine the long-term impact of the 3Bs Initiative on learners' reading proficiency and overall academic achievement. Further studies may also explore the effectiveness of specific technological tools and parental involvement strategies in strengthening reading outcomes.

*Keywords: Strategies in Teaching Reading, Challenges in Teaching Reading, Components of Reading, Reading Levels, 3Bs Initiative, Catch-Up Friday*

## 1.0 Introduction

Reading is fundamental to academic success, well-being, and employment outcomes (McGeown et al., 2015). Educators employ various strategies to foster literacy in young minds, recognizing that reading proficiency is essential for academic achievement and lifelong learning (Smith et al., 2021). The importance of reading drives educators to experiment with and improve their teaching methods continually. In 2022, the Philippines received an average score of less than 10 points for reading compared to the annual progress according to PISA (Program for International Student Assessment).

The Department of Education (2019) consistently executes its commitment to developing efficient and reliable citizens with lifelong learning competencies and capabilities through the K-12 Basic Education Program. Schools nationwide must execute the Department of Education Memorandum No. 173 series of 2019 - *Hamon: "Bawat Bata Bumabasa"* (3Bs initiative) reading intervention program to help each student become a proficient reader. The Department of Education (2024) newly established Memorandum No. 001 series of 2024, the "Catch-up Friday" under the newly amended MATATAG Curriculum. Through this, public schools commit every Friday of the academic year to enhancing learners' reading skills, values, and health education. This study aimed to determine the most adequate teaching strategies used in the 3Bs initiative and to explore their potential application in the new "Catch-up Friday" program.

The issue at the heart of this study is the persistent low reading proficiency among Filipino students. According to the National Research Council, the most suitable teaching method combines the five core reading components: phonics, phonemic awareness, fluency, comprehension, and vocabulary.

The five research-supported characteristics of effective reading instruction for learners, which served as support criteria for the reading program, were: (a) The essential components of reading used in the 3Bs initiative program; (b) Ascertained strategies to meet the learners' reading skills; (c) Provided systematic instruction for learners and (d)

Provided options to apply mastery and strategies in familiarizing reading. The most important part is the teaching process and the strategies to utilize before, during, and after reading which help the learners locate and retain the information. (Sharma, 2023).

This study aimed to contribute significantly to the field of literacy education by providing a comprehensive analysis of the 3Bs initiative. The study might help educators and potential instructors expand their teaching strategies and apply them to 21st-century education. The findings will offer valuable insights for applying these strategies in the "Catch-up Friday" program, thereby enhancing the overall quality of reading instruction in the Philippines.

## **2.0 Background**

The study was anchored to the theory by the Russian Soviet Psychologist Lev Vygotsky in 1978. The paper's basis is the Zone of Proximal Development (ZPD) theory, which highlights the importance of understanding each learner's instructional results depending on how the teacher assists the students. As per Vygotsky's theory, learners are more efficient if they do things beyond their limits and when challenges are involved. The learners tend to excel when they move out of their zone.

The Vygotsky theory adequately suits the educational assistance that the learners need. The intervention highlights the number of challenging pupils while offering appropriate assistance to help them develop. It also stresses the cruciality of connection and teamwork between the educational procedures.

The figure of a teacher nearby is essential for success, especially in improving the non-readers' reading ability. Having a more knowledgeable person is recommended to serve as the scaffold for the learners' progress.

### *2.2 Literature Review*

The 3Bs Initiative Memorandum declared by the Department of Education has solved the country's reading problems. The reading program focuses on word reading and comprehension,

which helps to develop the pupils' reading skills. The dedication of the teachers in public schools contributes to the success of the reading intervention as it serves as a crucial factor in assisting learners in need.

### *2.2.1 Components of Reading*

Phonics, a widely used method in English instruction, emphasizes understanding the alphabet's role in reading. It starts with teaching letter names and sounds, helping students connect letters to their corresponding sounds for practical reading skills. This approach enables students to decode words by blending letter sounds, which is crucial for reading fluency.

As Sarwono and Purmanto (2017) defined, Phonics identifies the constant linkage between phonemes, native spoken language sounds, and graphemes, which require written language letters and spellings. By understanding this relationship, students can apply phonics principles to decode and pronounce English words accurately, improving their reading comprehension.

Salman (2019) found that implementing Phonics did not enhance the learners' reading skills during the academic year 2014 - 2015. Post-test scores showed a substantial increase from a mean score of 8.860 to 15.860, highlighting Phonics' effectiveness in reading instruction.

Reading Rockets (2020) describes phonemic awareness as recognizing and manipulating individual sounds (phonemes) in spoken language. It starts with identifying phonemes, including those at words' beginning, middle, and end. Students then progress to segmenting phonemes within single-syllable words and blending them to form complete words. The most advanced aspect of phonemic awareness is sound manipulation, where students replace, delete, or add sounds to form new words (Minnesota Center for Reading Research, 2019). Proficiency in manipulating and isolating phonemes signifies a high level

of phonological awareness, which is essential for developing fluent reading skills (Kilpatrick, 2018).

Phonemic awareness instruction is essential to all learners, regardless of their reading level. Early identification of struggling readers is difficult (Kilpatrick, 2018), yet phonemic awareness predicts reading success better than IQ or socioeconomic status (O'Connor, 2019). Introducing phonemic awareness in preschool through playful activities like nursery rhymes has effectively taught children essential language sounds (Kilpatrick, 2018). Mastering phonemic awareness aims to improve word decoding and reading fluency.

Fluency, a crucial aspect of reading, has been extensively discussed in literature. Researchers define it as the ability to read quickly, accurately, and expressively (Stevens et al., 2017). Fluent reading resembles natural speech, exhibiting smoothness and prosody (WETA Public Broadcasting, 2020). Fluency empowers students to ask and answer comprehension questions and make personal connections with the text (Paige, 2020). It enables them to grasp the narrative's flow and engage with its themes more deeply, which is crucial for compelling reading. Fluent readers comprehend the text they read, enabling them to focus their attention on understanding rather than word decoding (Paige, 2020). Effective teachers focus on developing oral reading fluency through targeted interventions that create a supportive learning atmosphere. This approach allows students to practice reading comfortably, leading to measurable improvements in fluency rates, supported by research (Hudson et al., 2020).

Reading comprehension is the primary focus of this crucial language skill. Once achieved, it involves the brain's interpretation of visible symbols (Bulut & Kuşdemir, 2018). Research shows that students who read daily perform better academically (Auld, 2019). Reading development is a lifelong process that begins early childhood and continues through adulthood (Locher, 2019). Reading comprehension skills include quickly recognizing words, acquiring a broad vocabulary for word recognition, analyzing sentences

for better understanding, using strategic processes and cognitive abilities, interpreting texts relevant to the reader's needs, and reading fluently over time (Masrai, 2019).

Vocabulary can be described as a growing list of words that learners need to comprehend in a complicated text (Leon, 2023). One study found that vocabulary and decoding predicted reading comprehension development (Raudszus et al., 2021).

### *2.2.2 Essential Skills and Strategies in Teaching Reading*

Teachers emphasize that students' reading comprehension suffers due to limited vocabulary and stress the need for parental support in fostering reading habits at home. Students also require help making inferences, identifying implied meanings, and understanding main ideas and story sequences. Basaran (2013) indicates that early phonemic awareness and letter knowledge strongly predict future reading success, particularly for struggling readers with slow reading, fluency issues, and difficulty grasping the main ideas in texts.

Teachers at Don E. Sero Elementary School in the Philippines emphasized the importance of phonemic awareness in language learning, supported by Bagolong and Usop's research (2021). Phonemic awareness, essential for literacy, involves manipulating and distinguishing sounds (Marshall, 2023). While students have mastered basic alphabetical skills, such as letter recognition and sounds, need help understanding what they read. It is reflected in their low reading comprehension scores, which are influenced by limited vocabulary, difficulty making inferences, slow reading speed, and other cognitive challenges. These issues are consistent with the Philippines' below-average performance in the 2022 PISA results, indicating a lag in educational progress.

Dinoro et al. (2023) found that public school students in Iligan City and Lanao del Norte at basic education levels show inadequate reading skills, posing a concern for their proficiency in essential reading abilities. Despite teachers' efforts to use diverse strategies, they often revert to more straightforward approaches they believe will be more effective.

However, recent Phil-IRI results over the past three academic years demonstrate notable improvements in students' reading skills in Iligan City.

### *2.2.3 Systematic Instruction*

Systematic instruction systematically teaches concepts and materials in a well-organized manner using explicit texts. It starts with basic ideas and progresses to more complex concepts in small, digestible parts, helping students understand the steps needed to achieve goals effectively. This method enhances students' comprehension and skill acquisition.

Henry (2020) found that upper elementary pupils who stumble with reading experience academic and emotional challenges compared to their peers. Research indicates that these students can improve with systematic phonics instruction, which focuses on teaching letter-sound relationships before introducing word meanings. This approach differs from whole language or balanced literacy methods. Additionally, morphological instruction emphasizes understanding the meanings of individual words.

Bowers (2018) advocates for the 'phonology first' approach as central to systematic Phonics. This method accentuates teaching grapheme-phoneme relationships in a structured sequence rather than randomly or as needed. It encompasses synthetic and analytic techniques and prioritizes phonology as foundational to effective phonics instruction.

### *2.2.4 Application of Strategies*

Various teaching strategies impact students' reading comprehension. According to Harmer (2017), a plan is a deliberate step teachers take to achieve their teaching objectives. Effective strategies are pivotal in enhancing students' comprehension skills during the learning process.

According to Brown (2014), teaching strategies simplify the teaching of reading by incorporating diverse methods. Educators prioritize reading comprehension and employ

strategies such as predicting words, observing comprehension, generating text, scanning, skimming, and summarizing (Wibowo, 2020) to enhance students' understanding of texts. These strategies are adapted to the text's genre, making learning engaging and aligned with curriculum goals.

Syfryandin (2020) found that educators could help pupils overcome challenges they may encounter in comprehending the texts. These strategies must be used as they recreate a vital role in achieving the learning objectives of reading comprehension.

Teachers can impact factors within the school environment mainly by cultivating and maintaining a positive learning culture encompassing personal attributes and environmental conditions and establishing shared values and standards (Rauch, 2021).

### *2.3 Problem Statements*

The research aspired to discover the various strategies that the educator utilized in teaching reading through *Hamon: Bawat Bata Bumabasa* (3Bs Initiative). The following are the research objectives for this study:

1. To identify the essential components of reading used in the 3Bs Initiative.
2. To ascertain strategies to meet the learners' reading skills.
3. To determine the systematic instructions utilized in the reading program *Hamon: Bawat Bata Bumabasa* (3Bs Initiative) and;
4. To apply the skills and strategies in teaching reading among public school teachers.

## **3.0 Methodology**

### *3.1 Research Design*

The research design was qualitative, as it aimed to assess the knowledge and experience of teachers in public schools. It strengthened the understanding and rendition of information suitable for the study. The study determined the most utilized strategies in teaching reading among public schools in District I of Antipolo City.

The research involves determining patterns and themes within the range of analysis. As the researcher aimed to understand the investigation in profundity, thematic analysis approach was best suited for the study.

### *3.2 Research Locale*

The study's locale was in the premises of public schools in District I of Antipolo City. The researchers aimed to learn the strategies for teaching reading. The schools implementing the *Hamon: Bawat Bata Bumabasa* (3Bs Initiative) served as the researcher's target locale.

### *3.3 Key Informant Selection*

The researchers used the Purposive Sampling Method, which involved six informants: two (2) teachers from school A, two (2) teachers from school B, and two (2) teachers from school C. The researchers applied the referral method in choosing the informants, with the following criteria: (a) The informants must have a Bachelor's Degree in Elementary Education. (b) An informant must work as a public school teacher in District I - Antipolo City. (c) Informants must currently be teaching in the Reading Intervention Program of the Department of Education.

### *3.4 Research Ethics*

The researchers provided a consent form for the informants and ensured everything was clear. The informants agreed to collaborate on the interview, and each knew the study's

scope and publication. The researchers are morally responsible for ensuring each informant is comfortable during the interview session. To maintain confidentiality and privacy, the researchers maintain anonymity. The information was kept private, and only the adviser and the researcher had access. The interview process was all documented for study purposes.

### *3.5 Research Instrument*

The researchers used a semi-structured interview as a method of research. It allows the informants to bring up new ideas during the interview. The interviewer used a set of open-ended questions that were anchored to the study's objective. During the interview, the informants answered questions based on the problem statement. The researchers documented the responses using a voice recorder and wireless microphone.

### *3.6 Data Collection*

The researchers visited the RDIC office of DepEd Antipolo to obtain consent to research the premises of public schools. They presented a letter approved by the Senior Education Program Specialist, Mr. Alfonso Abogado. The researchers gathered data through school visits and interviews, presenting the guide questionnaires with open-ended questions and a consent form approved and provided by the RDIC Research Specialist, Mr. Paul John D. Albon, LPT, Rpm.

The informants received a letter presenting all the information regarding the study. The interview session was in English, which allowed the researchers to transcribe the information from key informants formally. In instances where the informants answered the question using their preferred language, the research paper contained a translation of the information. The researchers visited the schools at a time convenient for the informants.

### 3.7 Data Analysis

The researchers applied a descriptive-thematic approach. Themes in data are described, examined, and documented using this methodology. The study's themes are significant patterns applied to address pertinent research problems.

## 4.0 Results

This part of the study presents the essential data collected from the informants to observe their ventures precisely. All of these are from the answers to the consented and given questions during the interview that best represent and analyze the strategies for teaching reading among public school teachers. The respondents chosen have the following criteria: (a) The informants must have a Bachelor's in Elementary Education. (b) An informant must be a public school teacher in District I - Antipolo City. (c) Informants must currently teach in the Department of Education's Reading Intervention Program.

The researchers used a thematic analysis to create common themes in the data. The themes found in the study were the following: (a) challenges in teaching reading, (b) reading levels of the pupils, (c) reading components in the 3Bs Initiative, and (d) strategies for teaching reading. This study sought to comprehensively understand the strategies for teaching reading among public school teachers.

### Teacher A

Teacher A has nine years of experience in teaching, six years in a private school, and three years in a public school. Throughout this time, Teacher A taught primary-level and grade-five pupils. One common issue observed among the students was difficulty with reading. Teacher A believes reading is fundamental to learning and that students need not be fluent in a specific language to be considered readers.

Teacher A conducts Phil-IRI (Philippine Informal Reading Inventory) or a reading assessment on the first day of classes to determine each student's reading level. Based on

the evaluation, Teacher A provides one-on-one reading interventions for students who struggle the most due to the Department of Education Memorandum *Hamon: Bawat Bata Bumabasa* (3Bs Initiative) and Catch-up Friday. The goal is to make those learners efficient readers before stepping into a higher grade level. Teacher A first considered making the learners phonemically aware by introducing the "Marungko" approach, a Filipino primary instrument for literacy. After securing phonemic awareness, Teacher A teaches CVC words and briefly introduces short stories that eventually target the learners' comprehension skills by asking questions about what they have read. This routine helps Teacher A develop the learners' reading ability as non-readers. When the learners show improvement, the one-on-one teaching becomes three pupils at a time. Eventually, Teacher A introduces peer-teaching strategies that benefit the learners. These things will not only be limited during class hours; for Teacher A, it is also essential to have follow-up teaching at home.

Teacher A believes that a reading intervention helps the learners cope with learning. Many strategies can be used to engage the pupils. One is using an audiovisual presentation, believing that technology is one of the best ways to make the most of learning. Partnerships with the stakeholders, such as the parents, are also beneficial for the learners as the continuity of education is evident and practiced. These strategies are among the most efficient and essential in teaching reading among public school pupils.

### **Teacher B**

Teacher B has been a teacher for about more than 20 years. For the whole experience, teacher B handled different grade levels, and amongst them, there was a common problem: the limited interest of the learners and the large number of non-readers. For Teacher B, the pupil's behavior is connected with what they hear and learn from home, which can reflect learners' behavior. Due to the strict child protection policy, it is hard for Teacher B to reinforce these kinds of behavior in classes, and due to that, there are instances that the teachers cannot force the pupils to read when, in fact, they do not want to participate.

Even on the first day of classes, Teacher B conducts a reading assessment called Phil-IRI (Philippine Informal Reading Inventory) to identify who needs intervention. Teacher B believes reading should be prioritized in learning, as it is a significant factor in understanding and comprehending other subjects in everyday class. Based on the Department of Education Memorandum *Hamon: Bawat Bata Bumabasa* (3Bs Initiative) and Catch-Up Friday, teachers must conduct a reading intervention at the end of the week to catch up with the learners' reading levels. For Teacher B, it is practical to guide the learners who are non-readers, starting from the "Marungko" approach to CVC words. The phrases, sentences, and short stories will follow once the learners are phonemically aware.

For teacher B, starting with the basics, such as phonemic awareness, is essential. Teachers must teach the sound first. These are examples of inductive methods that effectively teach reading among public school pupils. When the learners finally have the basic knowledge, teacher B also introduces peer tutoring to the pupils; in that way, the learners become comfortable learning through their peers. Teacher B also uses technology to assist the learners with their reading needs. An audiovisual presentation is a big help to engage the pupils. Teacher B believes that one of the best strategies in teaching reading is having cooperative stakeholders like parents. Asking the parents to assist the learners at home will significantly improve the learners' progress in school.

### **Teacher C**

Teacher C taught in a public elementary school for seven years, primarily handling grade 5. In addition to teaching English, Teacher C also teaches ESP (Edukasyon sa Pagpapakatao), Araling Panlipunan, and Filipino. Their extensive experience and commitment to education have equipped them with a deep understanding of the challenges and opportunities in fostering literacy among students.

The *Hamon: Bawat Bata Bumabasa* (3Bs Initiative) is a reading remediation program initiated by the Department of Education. The program aims to address literacy gaps and reduce the number of non-readers. Teacher C explains that this initiative is crucial because reading is fundamental to students' overall learning and academic success. The program is integrated into their teaching strategies, and students do not need to enroll separately. Teacher C highlights a significant issue: According to the Phil-IRI (Philippine Informal Reading Inventory) results, many students at their public elementary school are classified as non-readers. It indicates a substantial literacy gap that needs to be addressed to ensure all students develop essential reading skills. It is necessary to track progress and make timely adjustments to teaching strategies. It indicates that addressing students' literacy needs would be easier with frequent monitoring and ensuring effective continuous improvement. According to Teacher C, targeted interventions are needed to help non-readers improve their skills. Teacher C discusses various strategies and programs (e.g., daily remediation, sit-in programs, and instructional materials) designed to support students who struggle with reading. While not explicitly stated, the school's reliance on support from external stakeholders like Our Lady of Fatima University (OLFU) suggests that it may need more resources. The need for external support in feeding programs, gift-giving, and tutoring indicates that additional resources are necessary to address the literacy challenges effectively. Teacher C mentions that remediation is done after classes for 30 minutes with parents' permission. It highlights a potential time constraint issue, as the regular school schedule may need more time for the necessary interventions during school hours.

In addition, Teacher C stated that the need for training parents to support their children's reading development suggests that there may be inconsistent levels of parental involvement or support at home. Ensuring parents are equipped to assist their children is crucial for reinforcing the literacy skills taught at school. Teacher C emphasizes the importance of collaboration with stakeholders to support literacy efforts. Teacher C also highlights the advantages of this frequent assessment, noting that it enables timely

adjustments to teaching strategies and better tracking of improvements. Recognizing the importance of a supportive home environment, Teacher C and the school provide training for parents. By involving parents, the school ensures that students receive consistent encouragement and assistance in and out of the classroom. Teacher C's comprehensive approach to addressing literacy challenges at their public elementary school demonstrates the importance of collaboration, continuous assessment, and diverse teaching strategies. The integration of the 3Bs initiative, supported by stakeholders like OLFU and the involvement of parents, creates a robust framework for improving reading skills among students.

However, several problems must be addressed, including the high number of non-readers, resource constraints, time limitations, and inconsistent parental involvement. By tackling these issues, the school can further enhance its efforts to foster literacy and ensure that every child has the opportunity to succeed.

### **Teacher D**

Teacher D, a public teacher, has been teaching English and Filipino in grade 5 and is also one of the head teachers of the English department for several years. According to Teacher D, there is an advantage of being known in a different style in teaching reading, and as a 21st-century teacher, it helps to develop the learning of the pupil, especially in reading. Hence, they do a reading intervention and remediation program under the reading program *Hamon: Bawat Bata Bumabasa* (3Bs Initiative) that is ongoing at their school with partnership colleges and their stakeholders to help the school lessen the problems of the pupils.

For Teacher D, the pupils must first learn the sounds of the letters. Being phonetically aware will help the learners develop a basic reading knowledge, eventually developing their reading ability. The Department of Education gives the school some tablets to teach reading. In this generation, the pupils are more into modern technology

than traditional learning methods. Therefore, the Teacher used an audiovisual presentation and websites to find stories that students could read and then develop questions to test their comprehension. It is also inevitable that Teacher D will also do one-on-one reading remediation with learners through their parents' approval. Each grade level has an advisor who comes to the school early and spends five to 10 minutes reading. They also use Phil-IRI (Philippine Informal Reading Inventory) to measure the learners' reading speed and comprehension.

Teacher D thinks the Department of Education's reading program is essential for tracing each learner's reading level and developing comprehension.

### **Teacher E**

Teacher E has been teaching in public schools for eight years. She handles grade 6 pupils. One of the challenging skills the learners are struggling with is reading comprehension, which is of topmost concern. Communication and guidance with the stakeholders, such as the parents, are essential because Teacher E believes that teaching and learning do not stop in school; they should continue at home. The Teacher strongly believes that teachers should involve parents in their children's education because reading skills are fundamental for children.

Teacher E says teachers should focus on their dynamics when teaching children. Every child has different reading styles and alignments of instructional materials. As long as the Teacher meets the needs of the learners, it will be beneficial.

### **Teacher F**

Teacher F, a public school teacher, has been in the service for almost 15 years since 2008 and has been handling grade 6 pupils. In 2019, the school's reading program mostly had a pupil whose reading level was frustrated. Fortunately, a vast improvement happened;

currently, some learners are independent readers. The learners can read in Filipino instructions, while in English instruction, most can be considered frustrated readers. The learners are a mix of homogenous and heterogenous groups in their class. They create activities suitable for their level to meet the learners' reading needs. As stated by Teacher F, they have two to three activities in their lesson plan; if they notice that the learners are having difficulty doing them, they will lessen the activities.

According to Teacher F, one of the strategies for them to understand the material is to read it first and let the pupils do the same. Aside from that, the learners will be allowed to memorize a short story and test it the following day by reading it without a copy of the material, which serves as their performance task. After reading short stories, they will ask the learners questions after the first paragraph to test their comprehension. Aside from using question and answer, they also use multiple choice questions to test their understanding and comprehension of what they just read. Since Teacher F is handling the lower section, they said it is crucial to encourage students to read. Especially in today's generation, children will prioritize using mobile devices rather than opening books to read.

In summary, teacher F thinks having a homogenous class is good since some learners will answer their questions during the discussion. One benefit is that when teaching reading, some pupils assist their classmates at a frustrated reading level, which Teacher F believes is helpful. However, the negative side of this paired system is that non-reader pupils often weigh those who can read, forgetting that those learners also need guidance for further improvement.

### Matrix 1.0

#### Emerging Themes and Categories

Emerging Themes	Emerging Categories
4. 1 Challenges in Teaching Reading	4.1.1 Learner's Behavior

	4.1.2 Learner’s Limited Attention Span
	4.1.3 Learner’s Different Interest
4.2 Reading Levels of the Pupils	4.2.1 Non-Readers
	4.2.2 Slow Readers
	4.2.3 Frustrated Readers
4.3 Reading Components in the 3Bs Initiative	4.3.1 Phonics
	4.3.2 Phonemic Awareness
	4.3.3 Reading Comprehension
4.4 Strategies for Teaching Reading	4.4.1 Conducting reading assessment through Phil-IRI
	4.4.2 One-on-one Reading Intervention
	4.4.3 Marungko Approach
	4.4.4 Story Reading to Enhance Reading Comprehension
	4.4.5 Integration of Technology
	4.4.6 Collaboration with the Stakeholders

**Matrix 1.1**

**Categories, and Interpretation of Transcript**

Categories	Transcript	Interpretation
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	<p><i>“If you ask me, there are two factors. First is the interest of the child. If he's not interested in studying, it's like everything is gone for him.”</i></p>	<p>For Teacher B, one of the challenges in teaching reading is maintaining the learners' interest. Pupils have different interests and often prefer to avoid reading, which becomes a challenge to educators as they cater to the learners' different interests at once.</p>
<p><b>4.2 Reading Levels of the Pupils</b></p> <p><i>4.2.1 Non-Readers</i></p>	<p><b>Teacher C</b></p> <p><i>“We also have the tutoring program that some of the students in old school, they are the ones who handled some of the non-readers last year. So they taught the pupils to read. Then, we also have the National Learning Camp. We do have the reading remediation done by the advisors.</i></p> <p><i>They give 30 minutes after classes to remediate the learners who need that intervention. Then, I will use thematically constructed instruction using different strategies. It depends on the needs of the learners. For example, if there are non-readers, we give them easier tasks. And somehow, in everyday tasks, we give them some activities to read.”</i></p>	<p>Teacher C highlights a significant issue: According to the Phil-IRI (Philippine Informal Reading Inventory) results, many students at their public elementary school are classified as non-readers. This indicates a substantial literacy gap that needs to be addressed to ensure all students develop essential reading skills. It is necessary to track progress and make timely adjustments to teaching strategies. Without frequent monitoring, addressing students' literacy needs and ensuring continuous improvement effectively would be challenging.</p>
<p><i>4.2.2 Slow Readers</i></p>	<p><b>Teacher D</b></p> <p><i>“If they only answer one or two questions, it's problematic. Their comprehension is low. So what you measure in Phil-IRI is the reading speed, their understanding of what they are reading, and if they can read. So if they can't open one word, meaning they really can't read, that's where the intervention will start. So there is...The students are being made to read.”</i></p>	<p>During the first week of the school year, Teacher D conducts a reading assessment through Phil-IRI (Philippine Informal Reading Inventory). This instrument measures the speed of the learners in reading. It shows that many pupils in public schools are slow in reading, which became a factor in conducting a reading program <i>Hamon: Bawat Bata Bumabasa</i> (3Bs Initiative).</p>
<p><i>4.2.3 Frustrated Readers</i></p>	<p><b>Teacher F</b></p>	<p>Teacher F thinks having a homogenous class is good since some learners will answer their</p>



<p><i>next day, since I've identified it, I set aside the non-readers from the readers. Then, for the non-readers, I made a program. That's my goal, my main goal. They will learn how to read at the school year's end. Now, I have three non-readers. They're from different schools. So what I did was I told the parents that after class, they would stay with me for 30 minutes. After 30 minutes, I will let them read one by one. And then, luckily, they can read now. Because I have reading materials that I give them."</i></p> <p><b>Teacher B</b>  <i>"Of course, the first one is phonemics first, right? Letters first, sounds, syllables, words, phrases, sentences, then story. Things like that. So, letters first. If they can't read automatically, it's not okay. You need intervention if they can't read the letters or the sounds."</i></p> <p><b>Teacher A</b>  <i>"First, they should know the phonemic because that's where it starts. And then, for example, after that, I will let them read sentences. After they read the sentences, I will ask them because that's where I see if they have comprehension. And then, short stories, I ask them questions."</i></p> <p><b>Teacher E</b>  <i>"In my experience, one of the challenging skills that the students are struggling with is reading comprehension. That is the topmost concern."</i></p>	<p><i>approach, a Filipino primary instrument for literacy. After securing phonemic awareness, Teacher A teaches CVC words and briefly introduces short stories that eventually target the learners' comprehension skills by asking questions about what they have read. This routine helps Teacher A develop the learners' reading ability as non-readers. When the learners show improvement, the one-on-one teaching becomes three pupils simultaneously.</i></p> <p>For Teacher B, starting with the basics, such as phonemic awareness, is essential.</p> <p>Teacher A teaches CVC words and briefly introduces short stories, eventually targeting the learners' comprehension skills by asking questions about what they have read.</p> <p>Teacher E mentioned that one of the challenging skills the learners struggle with is reading comprehension, which is of topmost concern.</p>	
<p><b>4.4 Strategies for Teaching Reading</b></p>	<p><b>Teacher A</b></p>	

<p>4.4.1 Conducting reading assessment through Phil-IRI (Philippine Informal Reading Inventory)</p>	<p><i>“Alright, here, because on the first day, I immediately conduct the reading to identify who has reading problems or difficulties. Then, the next day, since I’ve identified it, I set aside the non-readers from the readers. Then, for the non-readers, I made a program. That’s my goal, my main goal. At the end of the school year, they will learn how to read.”</i></p> <p><b>Teacher B</b> <i>“We have a catch-up program right now, right? the children now, they can read. Most of my pupils in grade 4 can read. But they don't have comprehension. They lack proper pronunciation and intonation of words.”</i></p> <p><b>Teacher A</b> <i>“There, I have different ones that I use, especially now that we have Catch-Up Friday. Now, my Catch-Up Friday is collaborative. I group them, and then I have sentences that are cut-out words. Then, I will give them sentences. Out of those cut-out words, they need to form a sentence. Or it can also be that the relay, the message relay, that’s in their retention. Then, more on reading, then sometimes I will give them a review, and then there are also questions so that they can also check their comprehension.”</i></p>	<p>Teacher A conducts Phil-IRI (Philippine Informal Reading Inventory) or a reading assessment on the first day of classes to determine each pupil’s reading level.</p> <p>Teacher B conducts a reading assessment called Phil-IRI (Philippine Informal Reading Inventory) to identify who needs intervention. Teacher B believes reading should be prioritized in learning, as it is a significant factor in understanding and comprehending other subjects in everyday class.</p> <p>Teacher A believes that a reading intervention helps the learners cope with learning. Teacher A provides one-on-one reading interventions for students who struggle the most due to the Department of Education Memorandum Hamon: Bawat Bata Bumabasa (3Bs Initiative) and Catch-up Friday.</p>
<p>4.4.2 One-on-one Reading Intervention</p>	<p><b>Teacher C</b></p>	<p>According to Teacher C, targeted interventions are needed to help</p>

<p>4.4.3 Marungko Approach</p>	<p><i>“We do have the reading remediation done by the advisers. They are giving 30 minutes after classes to have that remediation to the learners who need that intervention. Then I will use thematically constructed instructions using the different strategies. It depends on the needs of the learners. For example, if there are non-readers, we are giving them easier tasks to do. And somehow, in everyday tasks, we are giving them some activities to read. Also, we had the sit-in program. So when we say sit-in program, last year, the Grade 1 teachers, they accepted the non-readers. They came from grades 4, 5, 6. And they are the ones who taught the pupils to read at least, I think, 30 minutes every day.”</i></p>	<p>non-readers improve their skills. Teacher C discusses various strategies and programs (e.g., daily remediation, sit-in programs, and instructional materials) designed to support students who struggle with reading.</p>
<p>4.4.4 Story reading to enhance reading comprehension</p>	<p><b>Teacher B</b>  <i>“We have CVC, right? We have the Marungko Approach—things like that. Or sounds first if they can't carry it. So when we teach reading, we start with the sounds. Phonemic awareness first. Short sentences. Phrases, paragraphs, things like that. So what happens is it's inductive if we start at a young age. Yes, especially those who don't know.”</i></p> <p><b>Teacher F</b>  <i>“Especially in paragraphs or short stories or in poems. Because in poems, I will read first. Then, the pupils will read again and again. Utilize? It's different. For example, this is your technique. You're the only one who's focused because the child will notice. It should be different. For example, this strategy,</i></p>	<p>For Teacher B, it is practical to guide the non-readers, starting from the "Marungko" approach to CVC words. Once the learners are phonemically aware, phrases, sentences, and short stories will follow.</p> <p>Teacher F mentioned that after reading short stories, they will ask the learners questions after the first paragraph to test their comprehension. In addition to using question-and-answer questions, they also use multiple-choice questions to test their understanding and comprehension of what they just read.</p>

<p>4.4.5 Integration of Technology</p>	<p><i>I'll do it first. The next day, I'll ask them to memorize it. The next day, they'll do it. That's their performance task. That's what we do when we read. Yes. Most of the time, when it's short stories, sometimes what we do in short stories, for example, we read the first paragraph, then we ask a question."</i></p> <p><b>Teacher A</b>  <i>"For them, especially if you will insert, if you use technology now, especially in games, quizzes, or just games, they are more active there."</i></p> <p><b>Teacher B</b>  <i>"My research is about video lessons. You let the learners watch with pictures while he's telling a story. That's it. It's like my master's research. That's what I adopted. It's more on models. There are also questions for comprehension. I can say that there's an improvement."</i></p>	<p>Teacher A mentioned that using an audiovisual presentation is one of the best ways to make the most of learning.</p> <p>Teacher B also uses technology to assist the learners with their reading needs. An audiovisual presentation is a big help to engage the pupils.</p>
<p>4.4.6 Collaboration with the stakeholders</p>	<p><b>Teacher A</b>  <i>"So what I did was, I told the parents that after class, they will stay with me for 30 minutes. After 30 minutes, I will let them read one by one. And then, luckily, they can read now. Because I have reading materials that I give them."</i></p> <p><b>Teacher B</b>  <i>"Then, maybe the parents lack guidance at home. There's no follow-up. Why do you say that you read at home and the parents don't do anything? Because they're busy. Maybe the parents don't know how to make the child read. So that's another factor."</i></p>	<p>Teacher A believes that Partnerships with stakeholders, such as parents, are also beneficial for the learners as they ensure the continuity of education.</p> <p>Teacher B believes that one of the best strategies in teaching reading is having cooperative stakeholders like parents. Asking the parents to assist the learners at home will significantly improve the learners' progress in school.</p>

	<p><b>Teacher C</b>  <i>“Like what I said earlier, as I have said a while ago, the remediation is done after classes. Every advisor they have or majority of teachers have non-readers in. So most of them are doing the remediation after classes. No other time should be given. After classes only. With the permission of the parents then.”</i></p> <p><b>Teacher E</b>  <i>“Most importantly, the communication with parents and the help with the parents are very important because I believe teaching or learning doesn't stop in school. It should be continuously at home. You should involve parents and family in the learning of the children, especially reading skills because that is very fundamental for the children”.</i></p>	<p>Teacher C stated that the need for training parents to support their children's reading development suggests that there may be inconsistent levels of parental involvement or support at home. Ensuring parents are equipped to assist their children is crucial for reinforcing the literacy skills taught at school. Teacher C emphasizes the importance of collaboration with stakeholders to support literacy efforts.</p> <p>Teacher E believes that teaching and learning do not stop in school; they should continue at home. The teacher strongly believes that teachers should involve parents in their children's education because reading skills are fundamental for children.</p>
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**Discussion**

This part of the study aims to discuss in-depth observations and themes through the data gathered from the respondents. In this part, the data's correlation and interpretation of the claim come from primary sources. It discusses the strategies for teaching reading among public school teachers across Antipolo Rizal within District I.

**4.1 Challenges in Teaching Reading**

Teachers are the facilitators inside the classroom - they inevitably notice the challenges in teaching. The common factor that contributed to the challenges was the learners' behavior. According to the respondents, they often encountered misbehaving pupils, which is linked to their upbringing in their homes. Several factors can happen at

home that affect the behavior of the learners inside the class, to which teachers do not have any access nor are responsible. Pupils' environments massively reflect their classroom performance as teachers directly influence many indirect environmental factors affecting pupils' behavior. One area where teachers can influence factors is within the school environment. Establishing and sustaining a positive culture for learning includes individual characteristics, environmental factors, and the creation of shared values and norms (Rauch, 2021).

It also becomes challenging for educators when learners have limited attention span. It is crucial to encourage students to read. Especially in today's generation, children will prioritize using mobile devices rather than opening books to read. Moreover, Filipino pupils' poor reading abilities are due to a preference for games and social media over reading books (Agyei, 2019).

It is also inescapable to have learners with different interests, which became a factor for the respondents to consider one of the challenges in teaching reading. Pupils have different interests and often prefer to avoid reading, which becomes a challenge for educators as they simultaneously cater to the learners' different interests. Learners often need more interest due to the need for instructional materials to teach reading. Lacking encouragement to read early can also contribute to why pupils reach higher grade levels while being non-readers, slow readers, and frustrated readers (Agyei, 2019).

#### **4.2 Reading Levels of the Pupils**

Teachers in public schools determine the reading levels through the use of assessment tools. According to the Phil-IRI (Philippine Informal Reading Inventory) results, the teachers observed several reading levels among the learners. A handful of pupils in elementary schools are non-readers, slow readers, and frustrated readers. The annual results from Phil-IRI indicate a learning gap that calls for attention from the Department of

Education (DepEd) to conduct a reading program for struggling learners, as educators must regularly assess reading rates to ensure reading development (Paige, 2020).

To address the gaps in the various reading levels - there is a need to strengthen every learner's reading proficiency and nurture a culture of reading, a requisite skill in all content areas. The DepEd Memorandum No. 173 s. 2019, also known as *Hamon: Bawat Bata Bumabasa* (3Bs Initiative), aims to combat learning poverty among public schools, especially those deficient in literacy skills in languages and content areas, mostly in reading. The reading program aims to develop the pupils' reading levels, which are commonly found in public schools.

For the respondents, it is essential to know the pupils' reading levels first, which is often conducted during the first week of the classes. It happens every school year, and teachers use the initial week to identify which reading level the pupils fall on. The benefit is that the teachers monitor and assess the learners accurately depending on their reading levels. The respondents believe that reading levels can be a factor in advancing learning within and across different content areas. Through that, the teachers develop strategies for teaching reading that they think will cater to the needs of the learners. According to Reading Rockets (2020), its development begins with isolating phonemes, including identifying beginning, middle, and ending sounds in words. Next, students learn to segment phonemes in single-syllable words into their component sounds. This is followed by blending phonemes to create words.

### **4.3 Reading Components in 3Bs Initiative**

The DepEd Memorandum No. 173 s. 2019, also known as *Hamon: Bawat Bata Bumabasa* (3Bs Initiative), was implemented to make every pupil become a proficient reader. There are still pupils with low achievement levels in different subjects due to a lack of reading comprehension, early-grade learners needing help to meet the learning

standards, and many more issues. In this Memorandum are the aforementioned “Conceptual Considerations in Implementing the 3Bs Initiative”:

The Components of Reading include phonics, phonemic awareness, and reading comprehension. The respondents explained that the Components of Reading were used in their strategies for their pupils. Teacher A implements reading interventions such as determining the Consonant-Vowel-Consonant combination of words or, in layperson terms, CVC, which undergoes phonics, reading short stories, peer teaching, and follow-up teaching to pupils that undergo reading comprehension. Teacher B also uses CVC, which goes through phonics, reading phrases, short stories, peer tutoring, and audiovisual presentations. It also meets with reading comprehension, and then the sound first undergoes phonics and phonemic awareness. Teacher C includes daily remediation and sit-in programs and includes parents within their pupils’ learning development to meet with reading comprehension. Teacher D, on the other hand, teaches pupils the sounds of letters that meet with phonics, producing the sound of letters that undergo phonemic awareness. Teacher E’s strategies include using instructional materials and knowing the interests of pupils, which both undergo all components of reading. Lastly, Teacher F reads first, and then the pupils repeat what she had read, which is phonemic awareness, question and answer method, and multiple choice after reading the story with reading comprehension. The skills of reading comprehension include the ability to quickly and accurately recognize words, acquire and apply a broad vocabulary for word recognition, analyze sentences to improve understanding, use a range of strategic processes and underlying cognitive abilities, interpret and assess texts that are appropriate for the reader’s needs, and process texts fluently over an extended period (Masrai, 2019).

These components are essential in building rapport for learning. Knowing the basics of reading components will give the learners broader knowledge across and within different content areas, which is why the teachers in the 3Bs Initiative often introduce it to the pupils.

#### 4.4 Strategies for Teaching Reading

Teachers play a crucial role in enhancing reading comprehension among pupils by sharing practical strategies based on their classroom experiences. These strategies are informed by the challenges and successes they encounter while teaching, making them highly relevant and effective. Key strategies teachers highlighted include using the Phil-IRI assessment tool, targeted interventions, technology integration, and stakeholder involvement. Henry (2020) asserts that upper elementary students facing reading challenges encounter academic difficulties and emotional setbacks in contrast to their advancing peers. Research consistently indicates that individuals struggling with reading can experience enhancements through structured teaching methods and a multi-sensory approach centered on phonics.

Teachers then emphasized the importance of the Phil-IRI (Philippine Informal Reading Inventory) assessment tool in diagnosing pupils' reading levels at the beginning of the academic year. By administering Phil-IRI, teachers can accurately determine each student's reading proficiency, identifying those who are struggling and those who are excelling. This data-driven approach allows teachers to tailor their instruction to meet the specific needs of their students, ensuring that no child falls behind.

Based on the Phil-IRI assessments' results, teachers implement targeted interventions designed to address the specific reading challenges faced by individual pupils. These interventions can include one-on-one tutoring, small group sessions, and differentiated instruction that caters to various reading levels within the classroom. Teachers can provide more effective and personalized support by focusing on the areas where pupils need the most help, thereby improving reading comprehension.

Teachers also highlight the integration of technology as a powerful tool to enhance reading comprehension. Digital resources such as e-books, reading apps, and interactive learning platforms can engage students and equip various reading materials that cater to

diverse attractions and reading levels. Technology can also facilitate personalized learning experiences, allowing pupils to practice reading at their own pace and receive immediate feedback. Additionally, educational software can track pupils' progress and adjust reading task difficulty to match their evolving skills.

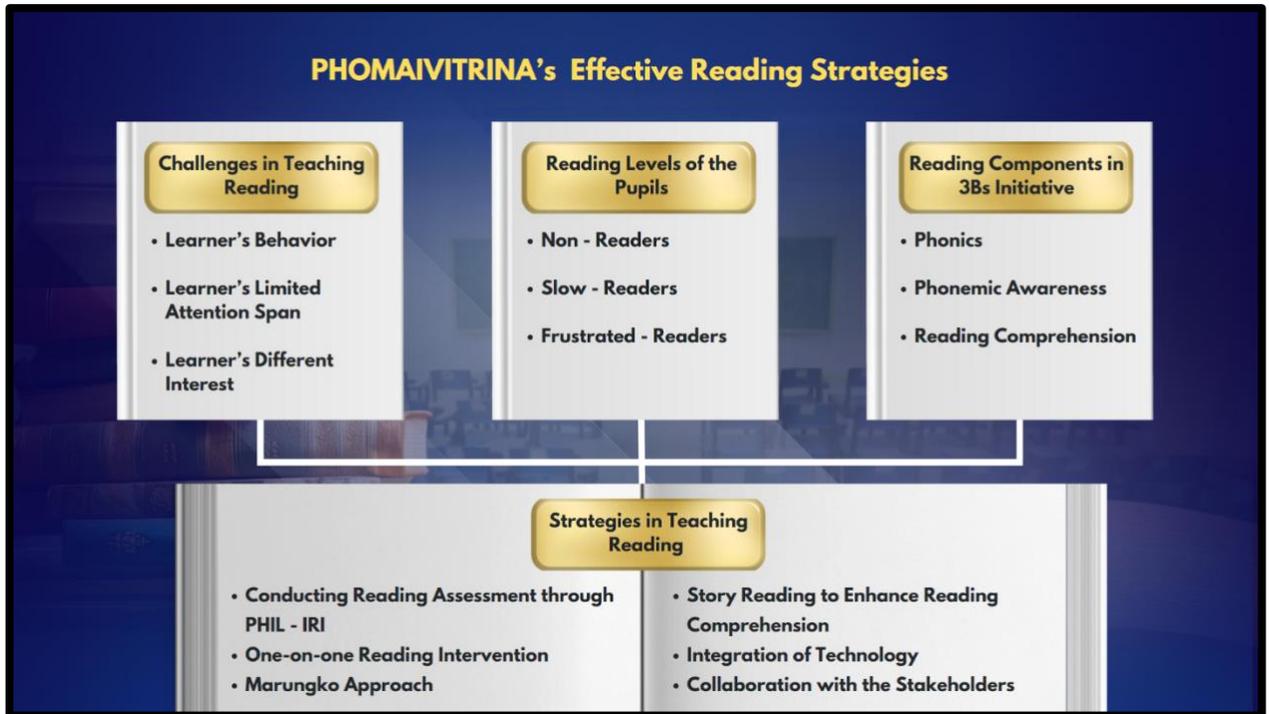
Teachers also emphasize involving stakeholders—such as parents, guardians, and the community—in the learning process. When stakeholders are engaged in the learning process, pupils receive more consistent support at school and home. Teachers encourage parents to be involved in their child's reading activities, which promotes higher development in the student's progress. Educators create a comprehensive support system that fosters a collaborative environment and promotes a reading and literacy culture.

Through their valuable insights, teachers underscore the multifaceted approach needed to improve reading comprehension. Critical strategies include using the Phil-IRI assessment tool to identify reading levels, implementing targeted interventions to address specific needs, integrating technology to enhance engagement and personalized learning, and involving stakeholders to provide consistent support. These practical approaches, grounded in teachers' real-world experiences, are essential for fostering effective reading comprehension and ensuring all pupils develop strong literacy skills.

## 5.0 Discussion

### 5.1 Research Simulacrum

Figure 1: PHOMAIVTRINA's Effective Reading Strategies



The figure summarizes the overall study through the respondents' answers. The study encountered four categories highlighted in the reading program *Hamon: Bawat Bata Bumabasa* (3Bs Initiative). These are the emerging categories in the public school teachers' responses. (a) Challenges in teaching reading include (b) pupils' reading levels, (c) reading components in the 3Bs Initiative, and (d) strategies in teaching reading. The research aimed to understand and analyze teachers' strategies to enhance their students' reading skills, mainly focusing on the Department of Education's "Hamon: Bawat Bata Bumabasa (3Bs Initiative)."

Teachers face significant challenges due to varying student behaviors influenced by home environments. Limited attention spans and differing interests among students hinder effective reading instruction. The preference for games and social media over reading books contributes to poor reading abilities. The Phil-IRI results indicate a

considerable literacy gap, with many pupils classified as non-readers, slow readers, and frustrated readers. Frequent assessments and timely interventions are crucial to address these literacy gaps.

Teaching strategies must include the critical components of reading—phonics, phonemic awareness, and reading comprehension. Teachers implement various methods, such as the Marungko approach, CVC words, peer teaching, and technology integration, to improve reading skills. The Strategies for Teaching Reading are conducting reading assessments through Phil-IRI to identify pupils' reading levels, implementing one-on-one reading interventions and peer tutoring, and utilizing technology, such as audiovisual presentations and educational software. To engage pupils—collaborating with parents and stakeholders to provide continuous support for pupils' reading development.

## **Conclusions**

The study highlights the importance of a comprehensive and multifaceted approach to teaching reading in public schools. The following conclusions can be drawn from the research: **Assessment and Identification:** Regular reading assessments, such as Phil-IRI, are crucial for identifying students' reading levels and tailoring interventions accordingly. **Targeted Interventions:** Individualized and small-group interventions effectively address specific reading challenges and improve students' reading skills. Including the dynamics of every pupil in the classroom – knowing their interests and dislikes – more outstanding instructional materials for reading, making it memorable and specified. **Integration of Technology:** Technology enhances engagement and provides diverse reading materials, facilitating personalized learning experiences. **Stakeholder Involvement:** Collaboration with parents and community stakeholders is essential for providing consistent support and reinforcing reading skills outside the classroom. **Practical Strategies:** Implementing various teaching strategies, including phonics, phonemic awareness, and reading comprehension techniques, is vital for developing pupils' reading abilities.

The entire research process presents a challenge for the researchers. Research is an uphill task, as is exploring public school teachers' experiences with teaching strategies in *Hamon: Bawat Bata Bumabasa* (3Bs Initiative). It involves analyzing and evaluating the responses while conceding all the reading difficulties the teachers may encounter. This study's completion provided value to the College of Education and other viewpoints on education and learning. Teaching reading requires passion and perseverance to be innovative and meet pupils' needs.

### **Recommendations**

Based on the findings and conclusions, the following recommendations are proposed to improve the effectiveness of reading instruction in public schools:

1. *Strengthen Teacher Training*: Provide ongoing professional development for teachers, equipping them with the latest reading instruction techniques and strategies through attending week-long seminars such as MATATAG Curriculum Training.
2. *Enhance Assessment Tools*: Regularly update and refine assessment tools like Phil-IRI to accurately measure students' reading levels and progress.
3. *Promote Parental Involvement*: Develop programs and resources to encourage parents' active participation in their children's reading development at home.
4. *Increase Access to Technology*: Invest in technological resources and training for teachers and students to integrate digital tools effectively into reading instruction.
5. *Foster a Reading Culture*: Create a supportive environment that encourages a love for reading through school-wide initiatives, reading clubs, and community partnerships.
6. *Address Behavioral Challenges*: Implement strategies to manage classroom behaviors and create a positive learning environment that supports reading instruction.

7. *Focus on Early Intervention:* Be proactive in identifying the needs and concerns— identify and address reading difficulties early, particularly in the lower grades, to prevent long-term literacy issues.
8. *Implications for Future Research:* Future research should explore the long-term impact of the 3Bs Initiative on students' reading proficiency and academic success. Additionally, studies could investigate the effectiveness of specific technological tools and parental involvement strategies in enhancing reading skills. Examining the role of socio-economic factors and their influence on reading development provides valuable insights for targeted interventions. By addressing these areas, educators and policymakers can develop more effective and comprehensive approaches to improving literacy rates and ensuring that every child becomes a proficient reader.

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## Appendix A

### Letter of Request to Conduct the Study



Republic of the Philippines  
**Department of Education**  
Region IV-A CALABARZON  
**CITY SCHOOLS DIVISION OFFICE OF ANTIPOLO**

February 19, 2024

**PHOEBE N. CEQUEÑA**  
**VIA BIANCA G. BLANCA**  
**PATRICIA R. CRUZ**  
**JAMAICA V. FERNANDEZ**  
**RONAMAE L. TIÑOLA**  
Our Lady of Fatima University

Sir/Madam;

Greetings!

This is with regards to the letter-request received by this office to conduct study this February 2024.

It shall be the discretion of the Principal or School Head concerned to allow such activity in consideration to the classes that may be affected and the time-on-task of the concerned respondent/s.

You are hereby advised to coordinate with the concerned Principal or School Head regarding your research.

Thank you.

  
**ALFONSO L. ABOGADO**  
Senior Education Program Specialist  
Planning and Research  
Tel. No. (8) 84245230 Local no. 111

**I-0032 - 2024**  
**@OSPAR-ALA**



Sports Educ. Hub, San. L. Samaling Mem. Circle, Brgy. San Isidro, Antipolo City  
Telephone No.: (02) 8630 -3110 local 101 -115

<https://depedantipolocity.edu.ph/>

[antipolo.city@deped.gov.ph](mailto:antipolo.city@deped.gov.ph)

[DepEd Tiyo Antipolo City](#)

Appendix A (Continued)

Letter of Request to Conduct the Study



OUR LADY OF FATIMA UNIVERSITY

February 16, 2024

Mr. Alfonso L. Abogado
Senior Education Program Specialist
Antipolo City

Dear Ma'am/Sir,

Greetings of peace and health!

We, the third-year students of Our Lady of Fatima University - Antipolo under the College of Education, are conducting an undergraduate study entitled "Hamon: Bawat Bata Bumabasa (3Bs Initiative) - Strategies in Teaching Reading among Public School Teachers" in partial fulfillment of the requirements in our research course. The purpose of this study is to determine the utilization of teaching strategies that are used in 3Bs initiative, it is to help instructors and potential educators develop their teaching strategies and apply these tactics to 21st-century education, this study attempts to determine whether educators use similar teaching strategies.

In line with this, we are seeking your permission to allow us to access and gather relevant teacher's data from your school for our research. We believe that obtaining access to the teacher's data will greatly contribute to the success and meaningfulness of our research project. We want to assure you that all information collected will be treated with the utmost confidentiality and privacy. Our group is committed to following all necessary ethical guidelines and regulations to safeguard the data. Rest assured that all gathered data will only be used solely for research purposes.

We appreciate your trust in our educational institution, and we are looking forward to your favorable response. Thank you for your cooperation and support in this matter.

Respectfully Yours,
The Researchers

Phoebé N. Cequeña

Via Bianca G. Blanca

Patricia R. Cruz

Jamaica V. Fernandez

Ronamae L. Tiñola

Noted by:

Dr. Hansel Hope Perez
Adviser

Endorsed by:

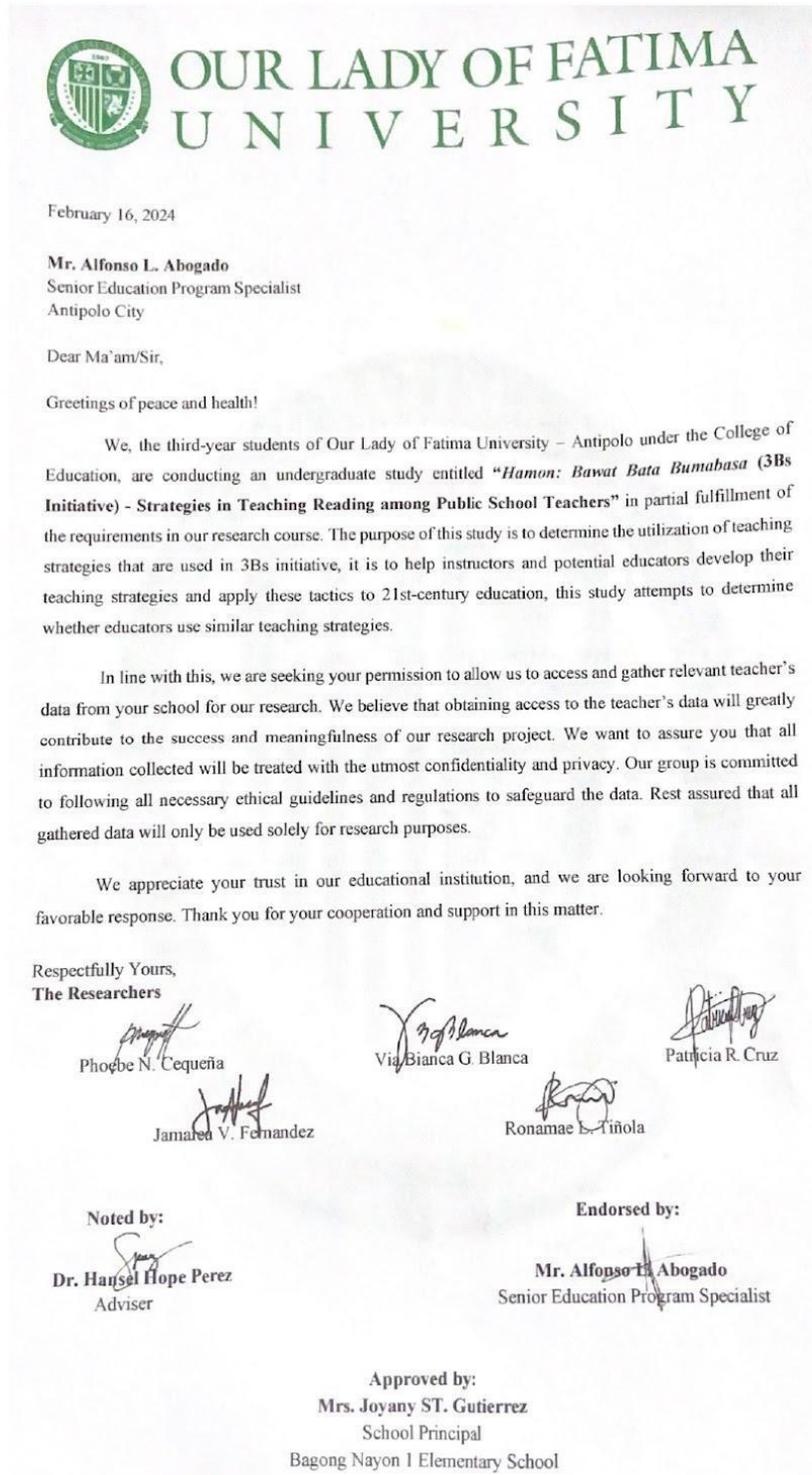
Mr. Alfonso L. Abogado
Senior Education Program Specialist

Approved by:

Dr. Ferdinand B. Millan
School Principal
Mayamot Elementary School

Appendix A (Continued)

Letter of Request to Conduct the Study



Appendix A (Continued)

Letter of Request to Conduct the Study



OUR LADY OF FATIMA UNIVERSITY

February 16, 2024

Mr. Alfonso L. Abogado
Senior Education Program Specialist
Antipolo City

Dear Ma'am/Sir,

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We appreciate your trust in our educational institution, and we are looking forward to your favorable response. Thank you for your cooperation and support in this matter.

Respectfully Yours,
The Researchers

Signature of Phoebe N. Cequeña

Phoebe N. Cequeña

Signature of Via Blanca G. Blanca

Via Blanca G. Blanca

Signature of Patricia R. Cruz

Patricia R. Cruz

Signature of Jamaica V. Fernandez

Jamaica V. Fernandez

Signature of Ronamae L. Tiñola

Ronamae L. Tiñola

Noted by:

Signature of Dr. Hansel Hope Perez
Dr. Hansel Hope Perez
Adviser

Endorsed by:

Signature of Mr. Alfonso L. Abogado
Mr. Alfonso L. Abogado
Senior Education Program Specialist

Approved by:

Dr. Flora D. Cahapay
School Principal
Sta. Cruz Elementary School

## Appendix B

### Plagiarism Test Result



## Digital Receipt

This receipt acknowledges that **Turnitin** received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author:	Anne Karylle Antido
Assignment title:	41
Submission title:	3Bs Initiative Chapter 1 - 5.pdf
File name:	3Bs_Initiative_Chapter_1_-_5.pdf
File size:	417.36K
Page count:	34
Word count:	9,633
Character count:	54,892
Submission date:	13-Aug-2024 12:35PM (UTC+0100)
Submission ID:	238591277

**1.0 Introduction**

Reading is fundamental to academic success, well-being, and employment outcomes (McGeown et al., 2011). Educators employ various strategies to foster literacy in young minds, recognizing that reading proficiency is essential for academic achievement and lifelong learning (Smith et al., 2021). The importance of reading drives education to experiment with and improve their teaching methods continuously. In 2023, the Philippines scored an average score of less than 19 points for reading compared to the annual program according to PISA (Program for International Student Assessment).

The Department of Education (DOE) consistently exercises its commitment to developing efficient and reliable citizens with lifelong learning competencies and capabilities through the K-12 Basic Education Program. Schools nationwide must execute the Department of Education Memorandum No. 179 series of 2019 - Memorandum "Minor Basic Remedial" (3Bs initiative) reading intervention program to help each student become a proficient reader. The Department of Education (2024) newly established Memorandum No. 811 series of 2023, the "Catch-up Friday" under the newly amended MATATAG Curriculum. Through this, public schools conduct every Friday of the academic year to enhance learners' reading skills, values, and health education. This study aimed to determine the most adequate teaching strategies used in the 3Bs initiative and to explore their potential application in the new "Catch-up Friday" program.

The issue at the heart of this study is the persistent low reading proficiency among Filipino students. According to the National Research Council, the most suitable teaching method combines the five core reading components: phonics, phonemic awareness, fluency, comprehension, and vocabulary.

The five research-supported characteristics of effective reading instruction for learners, which served as support criteria for the reading program, were: (a) The essential components of reading used in the 3Bs initiative program; (b) Acquired strategies to meet the learner's reading skills; (c) Provided systematic instruction for learners and (d)

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## Appendix C

### Ethical Review Certificate

<p>OUR LADY OF FATIMA UNIVERSITY</p>  <p>INSTITUTIONAL ETHICS REVIEW COMMITTEE</p>	<p>R.I.S.E. Tower, Fatima Avenue Marulas, Valenzuela City 283-9754 loc 1204 ierc@fatima.edu.ph</p> <hr/> <p>April 25, 2024</p> <p><b>CEQUEÑA, PHOEBE N.</b> College of Education Our Lady of Fatima University Reference Number: <u>2024-IERC3-20084</u></p> <p>Dear Mr./Ms. Cequeña,</p> <p>I am pleased to inform you that the research protocol for your research entitled <b>HAMON: BAWAT BATA BUMABASA (3BS INITIATIVE) – STRATEGIES IN TEACHING READING AMONG PUBLIC SCHOOL TEACHERS</b> has been <b>APPROVED</b> by the Institutional Ethics Review Committee of the Our Lady of Fatima University. This means that your research protocol has passed the ethical standards imposed by the Philippine Health Research Ethics Board (PHREB).</p> <p>The following are the standard guidelines for you to follow:</p> <ol style="list-style-type: none"> <li>1. This approval will take effect for a period of twelve (12) months. At the end of this period, if the project has not been completed, you are required to accomplish an Application for Continuing Review Form, one month before the period ends, in order to renew the approval for another term. Approval effectivity period: April 25, 2024 to April 25, 2025.</li> <li>2. Once the study has been completed, or if for any instance terminated at an earlier time, you are required to submit a Study Completion/Termination Form, so that the committee can officially close the protocol.</li> <li>3. The approved research protocol must be followed at all times in order to protect the integrity of your human subjects. Changes in the protocol and materials utilized in the study necessitate you to submit a Protocol Amendment Form, to be approved by the committee once received.</li> <li>4. In such occurrence when the protocol was not followed, you are required to accomplish a Protocol Deviation/Violation Form within seven (7) working days after the occurrence in order to document the event.</li> <li>5. For studies that require longer periods of investigation, a Progress Report Form must be accomplished every semester.</li> <li>6. Failure to comply with the standard guidelines can lead to disapproval, or termination of the research protocol.</li> </ol> <p>I, together with the ethics committee, am very much excited for the completion of your investigation.</p> <p>Sincerely,</p>  <p>Jenica Ana R. Rivera, MAN, RN, PGDipHS Chair, Institutional Ethics Review Committee Our Lady of Fatima University</p>
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Appendix D

Letter of Validation



OUR LADY OF FATIMA UNIVERSITY

March 19, 2024

MR. JOSEPH EARNEST V. TIEMPO, LPT, MaEd
Faculty Member, College of Education
Our Lady of Fatima University – Antipolo

Dear Mr. Tiempo,

Greetings of peace and health!

We, the third-year students of Our Lady of Fatima University – Antipolo under the College of Education, are conducting an undergraduate study entitled "Hamon: Bawat Bata Bumabasa (3Bs Initiative) - Strategies in Teaching Reading among Public School Teachers" in partial fulfillment of the requirements in our research course.

In line with this, we are seeking your permission to validate our proposed research questionnaire. We admire your extensive knowledge and experience in the field of education, that's why your valuable insights and feedback will greatly contribute to the overall validity and reliability of our research findings.

We have attached a copy of our research questionnaire for your review. We would be grateful if you could take some time to go through it and provide us with your comments, suggestions, or any modifications that you deem necessary. Your feedback will be treated with strict confidentiality and will only be used for the purpose of improving our questionnaire.

We understand that your time is valuable, and we would be more than happy to accommodate any convenient time for you to review our questionnaire. Your contribution to our research would be acknowledged in the final report.

Thank you for considering our request. We are looking forward to your positive response and the opportunity to work with you.

Respectfully Yours,
The Researchers

Phoebe N. Cequeña

Jamalca V. Fernandez

Via Bianca Blanca

Ronamae Iñiola

Patricia Cruz

Noted By,

Dr. Hansel Hope Perez
Research Adviser

Approved By,

Mr. Joseph Earnest Tiempo, LPT, MaEd
Faculty Member, College of Education

Appendix D (Continued)

Letter of Validation



OUR LADY OF FATIMA UNIVERSITY

April 20, 2024
MRS. MA. VICTORIA LORNA BUENAVENTURA, LPT, MAEd
Faculty Member, College of Education
Our Lady of Fatima University – Antipolo

Dear Mrs. Buenaventura,

Greetings of peace and health!

We, the third-year students of Our Lady of Fatima University – Antipolo under the College of Education, are conducting an undergraduate study entitled "Hamon: Bawat Bata Bumabasa (3Bs Initiative) - Strategies in Teaching Reading among Public School Teachers" in partial fulfillment of the requirements in our research course.

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Respectfully Yours,
The Researchers

Phoebe N. Cequeña

Jamaica Fernandez

Via Blanca G. Blanca

Ronnie I. Tiñola

Patricia R. Cruz

Noted By:

Dr. Hansel Hope Perez

Dr. Hansel Hope Perez
Research Adviser

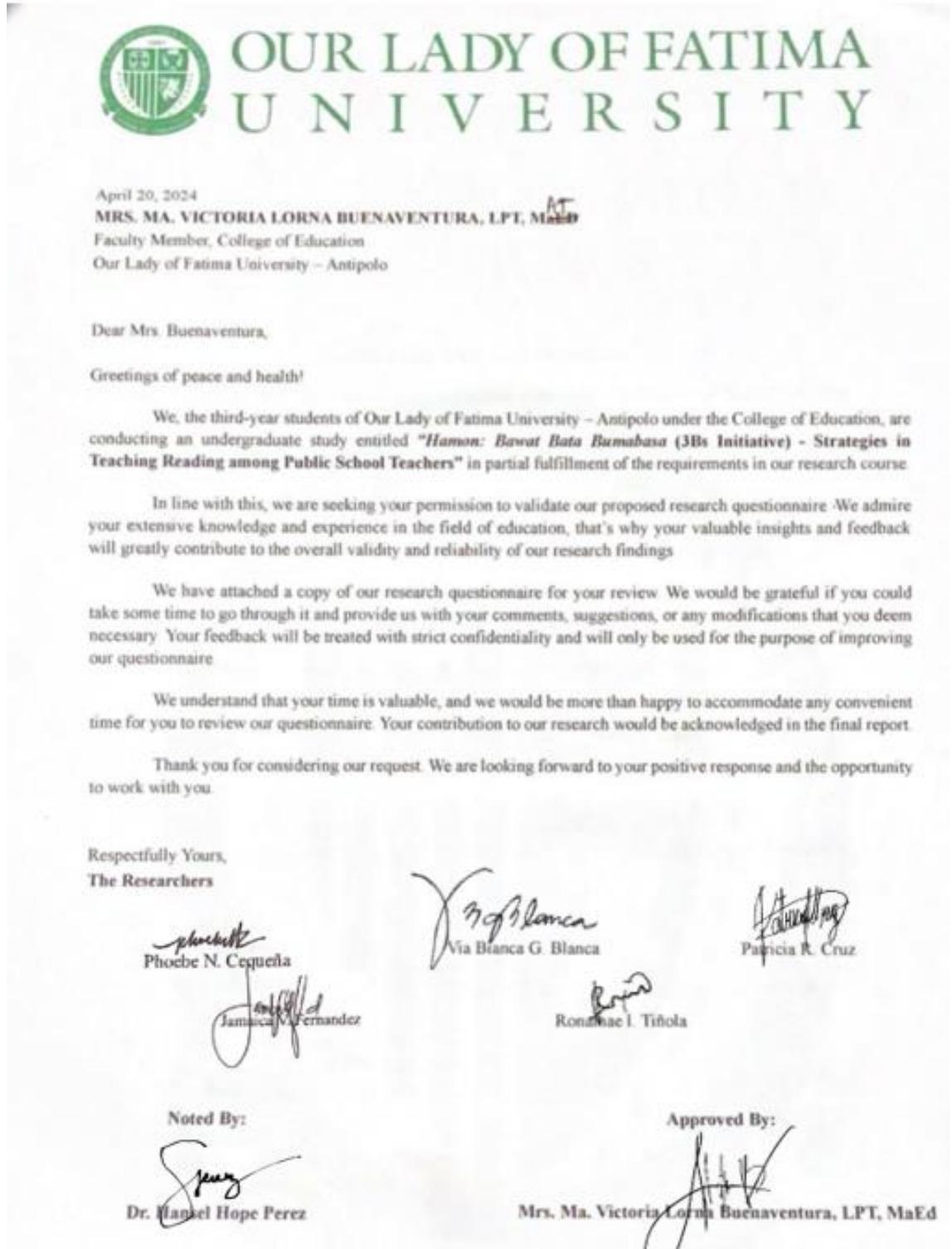
Approved By:

Mrs. Ma. Victoria Lorna Buenaventura, LPT, MAEd

Mrs. Marilyn M. Comia, LPT, MAEd
Faculty Member, College of Education

Appendix D (Continued)

Letter of Validation



## Appendix E

### Interview Guide Questions



# OUR LADY OF FATIMA UNIVERSITY

## RESEARCH QUESTIONNAIRE

### *Hamon: Bawat Bata Bumabasa (3Bs Initiative) – Strategies in Teaching Reading Among Public School Teachers*

This study sought to find the different strategies that the teacher uses in teaching reading through *Hamon: Bawat Bata Bumabasa (3Bs Initiative)*.

1. How long have you been teaching in public schools?
2. What grade level have you been handling for the past school years?
3. In the reading program *Hamon: Bawat Bata Bumabasa (3Bs Initiative)*, what are the common reading skills of the learners you have encountered?
4. What are your teaching strategies to meet the needs of the learners enrolled in the 3Bs Initiative?
5. How will you systematically construct an instruction using the strategies in teaching reading?
6. How will you utilize the strategies in teaching reading?

## Appendix F

### Transcription

<b>Teacher A</b>	
1. How long have you been teaching in public schools?	Three years na ako nagtuturo sa public school.
2. What grade level have you been handling for the past school years?	Dito sa public school, (pause) I handle grade five students na.
3. In the reading program Hamon: Bawat Bata Bumabasa (3Bs Initiative), what are the common reading skills of the learners you have encountered?	<p>So dito kasi, pag first day, (pause) nagko-conduct na ako ng ano, ah... yung reading para ma-identify ko ka agad kung sino yung mga may mga reading problems or difficulties sila. Tapos, kapag kinabukasan naman, since na-identify ko na, uhm... yun na siniset aside ko yung mga non-readers sa readers. Tapos yung mga non-readers, gumagawa ako ng program para yun naman, yun ang goal ko. Ang pinaka-main goal ko na at the end of the school year, talagang matututo silang (pause) mag-read. Tapos ngayon, meron akong tatlong non-readers. Galing silang ibang school. So ang ginawa ko, yung kinausap ko yung parents na after class, mag stay sila sa akin ng 30 minutes. Tapos yung 30 minutes, papare-read ko sila isa-isa. Then, luckily naman, nakaka-read mo sila ngayon. Kasi meron ako mga reading materials na binibigay sa kanila.</p> <p>Ayun, ang first talaga, uhm.. dapat aware siya sa phonemics. Kasi dun talaga ang pinaka simula. Then, nagpapabasa na ako sa ng sentences, ah... at after mag-read nila ng sentences tinatanong ko sila kasi dun mong makita ko may comprehension. And then mga short stories yun. May mga tinatanong ako sa kanilang questions.</p>
4. What are your teaching strategies to meet the needs of the learners enrolled in the 3Bs Initiative?	<p>Ayun, halimbawa, diba – ah... nag-search ako ng mga reading materials na pwede kong ibigay sa kanila. And then, 30 minutes kami nagkakaroon ng one-on-one reading. Tapos after noon, yung tatlo, pinapabasa ko sila ng sabay-sabay. Tapos, sabi ko sa kanila na kapag walang teacher, yung katabi nila, pwede nilang i-help yung kaklase nilang mag-read. So, kumbaga may peer tutoring (pause) uhm... between the reader and non-reader.</p> <p>Aside dito, may follow-up sa bahay, yung parents nung mga bata kinausap ko.</p>

	Tapos, di ba nag-follow-up na sila sa bahay? Kinabukasan, tatawagin ko sila para pabasahin.
5. How will you systematically construct an instruction using the strategies in teaching reading?	Siyempre yung pinakauna yung, ah... phonemic muna talaga. Tapos kapag hindi sila aware doon sa phonemic, isa-isahin ko na yun sa kanila kung ano yung tamang pag-pronounce, tapos kung ano yun, ang mga words o yung letter, ganoon, ganoon. And then, after yun, words, tapos CVC, tapos sentences, and then short paragraph na. Yung short paragraph, dapat mayroon doon na question, may questioning, kasi doon muna makikita kung may comprehension sila. Nag-search lang ako sa internet ng mga pwedeng gamitin yun. Tapos yun, yung violet box na yun, doon nakalagay yung mga reading materials nila.
6. How will you utilize the strategies in teaching reading?	Ayun, mayroon ako dyan na iba-ibang ginagamit, lalo na ngayon na mayroon tayong Catch-Up Friday. Kaya yun naman, ang Catch-Up Friday ko naman, collaborative naman sila. Ginugroup ko sila sa ano, tapos mayroon ako mga sentences, ayun mga cut out words, tapos maybibigyan ako ng sentences, out of those cut out words, kailangan nilang mag-form ng sentence, or pwede din naman na yung message relay naman, sa retention naman yun ang ano nila. Tsaka mas ano sa kanila, lalo na kung mag-insert ka, ay mag-gagamit ka ng technology ngayon, lalo na yung sa mga games, mga quizzes, or mas na yung mga games, mas active sila doon.
<b>Teacher B</b>	
1. How long have you been teaching in public schools?	Ako ay (counting) more than 12 years pa lang po ako sa public.
2. What grade level have you been handling for the past school years?	Dati ang nahawakan ko ay grade 1 and grade 2 (pause), then bago ako napunta sa grade 4. So, grade 2 ako last year. This year naman ay (pause) grade 4, bago lang po ako sa grade 4. (soft laugh)
3. In the reading program Hamon: Bawat Bata Bumabasa (3Bs Initiative), what are the common reading skills of the learners you have encountered?	Meron na tayong catch up program ngayon, diba? So, mga bata ngayon, meron sila, nakabasa. Karamihan naman ng pupils ko ang grade 4, nakabasa. Pero wala silang comprehension (sigh). Like kulang, uhm... kulang sila sa proper pronunciation, intonation ng mga words.
4. What are your teaching strategies to meet the needs	So, kumbaga, ina-upgrade na lang natin yung lesson natin, diba? Kung marunong na siya, doon na tayo, bale sa... bale may comprehension na siya sa reading. Tapos mayroong questions and application. Kapag

of the learners enrolled in the 3Bs Initiative?	marunong na yung bata, ini-enhance na lang po sila. Yung mga dependents naman, bibigyan mo na sila ng sarili nilang tasks. Kumbaga, parang modular, parang self-study na sila. Kasi marunong na sila, diba? Bibigyan mo na sila ng sarili nilang activity sa bahay.
5. How will you systematically construct an instruction using the strategies in teaching reading?	Diba, siyempre yung una phonemics muna. Letters muna, sounds. Saka siya mag syllables, words, phrases, sentences, and stories. Yung mga ganoon ba? So, letters muna talaga. Pag di siya makabasa, automatic hindi na pwede. Kailangan i-apply na yung intervention. Pag hindi na siya nakakabasa ng letters sa sounds. Yung, CVC meron tayo na, diba? Meron naman marungko approach. Yung mga ganoon, or, sa sounds muna talaga, pag hindi pa niya kaya. Phonemic awareness muna ang dapat maituro sa mga bata.
6. How will you utilize the strategies in teaching reading?	<p>Sa una pa lang ina assess na yung mga bata diba? (cough) Sa first day ng class tinitignan na kung nakakabasa sila. Para malaman yung reading level ng mga bata. Kapag nalaman mo na kung sino yung nakakabasa sa hindi nakakabasa mag focus ka na sa kanila. So yung isa, kapag hindi siya makakatch up, doon ka na mag-focus sa kanya. Kumbaga, pag nagtanong, hindi niya maintindihan, ita translate mo yun. Diba? Tatagalogin mo. Usually, pag-English ang turo ko, di naman nila naintindihan. Kapag Tagalog, naman naiintindihan na nila eh. Minsan nagpapa peer group din ako, yung body body system. Si marunong tatabihan si hindi marunong magbasa.</p> <p>Isa rin siguro sa mga effective na strategy ay yung video lesson, papanood mo sa kanila yung mga pictures na may kasamang kuwento ganoon. Tapos pwede kang gumawa ng question na lang about doon sa pinanood nila. (pause) Ayun.</p>
<b>Teacher C</b>	
1. How long have you been teaching in public schools?	Okay, so, I've been teaching in public school for uhm... seven years.
2. What grade level have you been handling for the past school years?	I am in grade five. I'm teaching grade five. (pause) I'm handling English, aside from English, also ESP, Araling Panlipunan and Filipino.
3. In the reading program Hamon: Bawat Bata Bumabasa (3Bs Initiative), what are the	In the reading program, Hamon: Bawat Bata Bumabasa, or the 3Bs Initiative, this is the reading remediation initiated by the Department of Education to address the gaps in literacy (pause) so, that... that the number of pupils who are non-readers will be lessened. Because, the reading is... very important. And according to the Phil-IRI result, some of the pupils in Bagong Nasyon 1 Elementary School are at non-readers level. So, to

common reading skills of the learners you have encountered?	address those gaps, we made some interventions, remediations connected to the reading remediation initiated by the Department of Education.
4. What are your teaching strategies to meet the needs of the learners enrolled in the 3Bs Initiative?	We do have different teaching strategies to meet the needs of the learners. Actually, again, uhm... it's not enrolled. No need to enroll in 3Bs because that is the reading remediation done by the Department of Education. So, the strategies that we had last time, ah... we were lucky enough because the OLFU, (pause) your school, is one of our stakeholders. We have a tutoring program where some of the students in OLFU are the ones who handled some of the non-readers last year. So, they taught the pupils to read. And then we also have the National Learning Camp. We do have the reading remediation done by the advisors. They are giving 30 minutes after classes to have that remediation to the learners who need that intervention.
5. How will you systematically construct an instruction using the strategies in teaching reading?	It depends. It depends on the needs of the learner. (thinking) For example, ah... if there are non-readers, (pause) we are giving them easier tasks to do. And somehow, in everyday tasks, we are giving them some activities to read. Also, we had the sit-in program. Last year during the sit-in program, the Grade 1 teachers, they accepted the non-readers, who came from grades 4, 5, 6, and they are the ones who taught pupils to read at least, I think 30 minutes every day.
6. How will you utilize the strategies in teaching reading?	We utilize the given different kinds of learning materials. Some teachers have their own learning materials to be used, for example, ah... for non-readers. And then we also have the reading monitoring tool since last year. Then in that reading monitoring tool, we do have different activities to be given to the pupils. For us to classify the reading level, we have what we call the Phil-IRI.  There are questions, and then the pupils need to answer those questions. That is a form of listening and answering the questions. So that is written for listening and speaking level or activity.
<b>Teacher D</b>	
1. How long have you been teaching in public schools?	Okay, so I've been teaching in public school for several years.
2. What grade level have you been handling for the past school years?	I am in grade five... I'm handling English and Filipino.

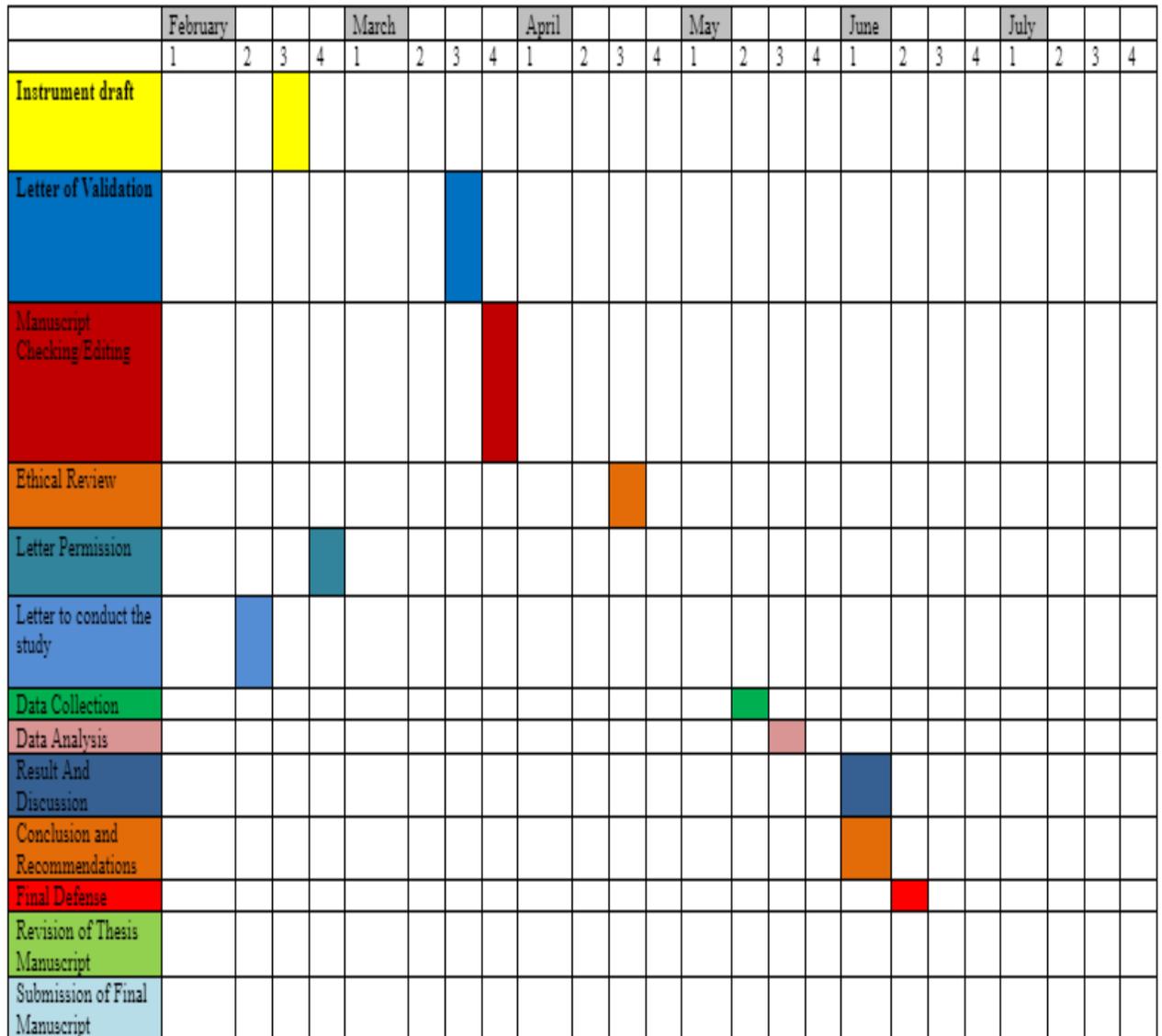
<p>3. In the reading program Hamon: Bawat Bata Bumabasa (3Bs Initiative), what are the common reading skills of the learners you have encountered?</p>	<p>Hindi rin niya mamamaster yung second language which is the English. Mas mahihirapan siya. Pero may mga bata talaga na mas nakakabasa mauna sa English dahil sa effect ng social media. Just like dun sa mga napapanood sa YouTube. So yun yung advantage naman doon.</p>
<p>4. What are your teaching strategies to meet the needs of the learners enrolled in the 3Bs Initiative?</p>	<p>We do have different teaching strategies to meet the needs of the learners. Actually, again, ah... it's not enrolled. No need to enroll in 3Bs because that is the reading remediation done by the Department of Education. So, the strategies that we had last time, we were lucky enough because the OLFU, your school, is one of our stakeholders.</p>
<p>5. How will you systematically construct an instruction using the strategies in teaching reading?</p>	<p>Same student, pero magkaiba yung materials. (pause) So Filipino materials, apat na ah... kwento and then babasahin nila and then may mga tanong sa baba. Ayun, so pag nasagot nila kasi mayroon mga bracket yun. Pag isa o dalawa lang yun nasagot, matik yun yung comprehension niya is mababa. So ang sinusukat ka sa Phil-IRI, yung bilis ng pagbabasa, yung pagkaintindi niya dun sa binabasa, and kung nakakabasa nga siya. So, pag hindi na niya naibuka or nasabi yung isang word, meaning, hindi talaga siya nakakabasa. So dun na mag-uumpisa yung intervention.</p>
<p>6. How will you utilize the strategies in teaching reading?</p>	<p>There are also different objectives that need to be met in teaching beginning reading. (inaudible) Instructional materials also are there. The use of ICT, uhm... they have tablets to be used. Also, there was a Training of Parents last year.</p>
<p><b>Teacher E</b></p>	
<p>1. How long have you been teaching in public schools?</p>	<p>Ahm... I've been teaching for Public School for eight years now.</p>
<p>2. What grade level have you been handling for the past school years?</p>	<p>I've handled grade six past learners in the reading program.</p>

3. In the reading program Hamon: Bawat Bata Bumabasa (3Bs Initiative), what are the common reading skills of the learners you have encountered?	For my experience, one of the challenging skills that the students are struggling with are reading comprehension. That is the top most concern.
4. What are your teaching strategies to meet the needs of the learners enrolled in the 3Bs Initiative?	Most importantly, (pause) communication... of course sa ano... with parents and the help with the parents are very important because I believe teaching or learning doesn't stop in school. It should be continuously at home. So, you uhm... should involve parents and family in the learning of the children, especially reading skills, diba? because that is very fundamental for the children.
5. How will you systematically construct an instruction using the strategies in teaching reading?	It's very important. It is very important ano... ah... instruction, you have to look at dynamics in... of children. Every child has different needs for reading. So, you have to align eh, the instructional materials into the children's needs.
6. How will you utilize the strategies in teaching reading?	For as long as it needs? It meets the needs of the children.
<b>Teacher F</b>	
1. How long have you been teaching in public schools?	I'm almost 16. So 15 years na po ako sa school.
2. What grade level have you been handling for the past school years?	Grade level, grade 6. Since 2008, grade 6 ang hawak ko.
3. In the reading program Hamon: Bawat Bata Bumabasa (3Bs Initiative), what are the common reading skills of the learners you have encountered?	Ang bata ako talaga ay ah... frustration reader. Ano po? Dahil itong ngayon, wala nang mga ganoon nakakakuha na kami ngayon ng mga independent pero mabibilang sa kamay. Mga (thinking) sampu, siyam, karamihan ay instructional sa Filipino. Pero sa English, karamihan ay frustration talaga.

<p>4. What are your teaching strategies to meet the needs of the learners enrolled in the 3Bs</p> <p>Initiative?</p>	<p>Talagang ibinababa namin. Yung halimbawa, kasi ang hawak ko, ah... may pilot akong turo, then meron akong bata na homo. Ibig sabihin, yung homo, halo. Halo-halo sila. May magaling, merong hindi. Nag-aantayan. So ang aming mga activities, dalawa minsan tatlo sa lesson plan. Yung unang activities, 4FL yung kaya nila. So dahil hindi kaya ng iba, ibababa namin yung iba. Ganun yun.</p>
<p>5. How will you systematically construct an instruction using the strategies in teaching reading?</p>	<p>Kadalasan ang ginagawa namin is uhm... ano, ah... lalo pag English kami muna ang nagbabasa. After non, sila naman. Lalo pag mga paragraph na or short stories, lalo na kapag poem. Pag poem kasi ako muna. Talagang napaka hands on ako kasi sa reading. O sige ako babasa ganun. And then sila. And then paulit-ulit yun.</p>
<p>6. How will you utilize the strategies in teaching reading?</p>	<p>Iba-iba talaga. Hindi kami pare-pareho, halimbawa, ito yung technique mo, eto ka lang nakapokus. Kasi mananawa ang data. Dapat iba-iba. Halimbawa itong strategies na ito, ako muna ngayon. Ang kinabukasan nun, ipapamemorize ko yun sa kanila. Pag bukas, sila yun. Yun ang performance test nila. Ganun ang ginagawa namin pag review na. Karamihan naman kapag short stories, halimbawa binasa namin yung first paragraph, magtatanong kami sa mga students. Then ganoon din gagawin sa mga iba pang paragraph, kapag nakakatapos basahin, magtatanong para mas madali nilang maintindihan. Minsan kapag reading, lalo na kung mahaba yung babasahin nila, question and answer lang ang binibigay namin, walang worksheet. Pero kapag halimbawa nagpa read lang kami, may question kahit multiple choice ganon.</p>

**Appendix G**

**Gantt Chart**



**Appendix H**  
**Research Budget**

Thesis Fee	Php 5, 400. 00
Food and Drinks (Panelist and Informants)	Php 3, 033. 00
Transportation	Php 980. 00
Token (Panelist and Informants)	Php 1,000. 00
Print	Php 1, 850. 00
Materials (Paper, Envelope, etc.)	Php 400. 00
<b>Total</b>	<b>Php 12, 663. 00</b>

## Appendix I

### About the Researchers



Phoebe N. Cequeña was born on June 28, 2003. Education was her family profession. Her desire to get her Bachelor of Elementary Education degree was sparked by her drive to be a teacher. She attends Our Lady of Fatima University - Antipolo Campus, where she was once a senior high school and is currently a third-year student. She was a journalist and a Senior Scout of the Philippines during elementary and high school years. She enjoyed exploring and climbing difficulties in addition to her academic pursuits. Phoebe once became a first-year Fatima Young Educators Society (FYES) and a second-year Guild of Education Major Serving the Community (GEMC) representative. Phoebe works as a volunteer at an elementary school in her hometown of Cainta, Rizal. She does activities and provides her hand to the school to help them. She intends to pursue a career in education and is excited to impart her expertise and experience to future.

## Appendix I

### About the Researchers (Continued)



Via Bianca G. Blanca was born on March 20, 2002. She graduated high school from San Roque National High School in Brgy. San Roque, Antipolo City. She spent her first year at ICCT Colleges Inc. before transferring to Our Lady of Fatima University. She works as a preschool teacher aide while studying for a Bachelor of Elementary Education. She also plans to finish her bachelor's degree in education to pass the teacher licensure examination. She plans to continue her profession in teaching and work as a full-time primary preschool teacher in her current workplace.

## Appendix I

### About the Researchers (Continued)



Patricia R. Cruz was born on April 24, 2001. She completed her senior high school at Affordable Private Education Center (APEC) Schools - Concepcion Dos, where she took the Accountancy and Business Management strand. She is a 3rd-year student at Our Lady of Fatima University, taking a Bachelor of Elementary Education. She bakes sweets during her free time and sells them because she believes that everyone has a sweet spot within themselves. After college, she will take the Licensure Examination for Teachers as an official elementary teacher. She also considers working abroad after gaining experience here in the

## Appendix I

### About the Researchers (Continued)



Jamaica V. Fernandez was born on September 25, 2002. She completed her senior high school year at Our Lady of Fatima University-Antipolo Campus, where she took the Humanities and Social Sciences (HUMSS) course. She is a 3rd-year college student at the same university and taking a Bachelor of Elementary Education. She served as the Fatima Young Educators Society (FYES) president for the academic year 2023-2024. She's also a member of an environmental youth organization outside school, where she can teach the youth in the community about the importance of taking care of the environment. She is dedicated in her career and determined to learn and grow from her chosen path. She believes that knowing her potential and possibilities will lead her far better than the expectations that people have set. She is her standard.

## Appendix I

### About the Researchers (Continued)



Ronamae L. Tiñola was born on June 20, 2001. She completed her senior high school at Infant Jesus Academy Marikina. She is taking a Bachelor's or Elementary Education course and is now in her third year. She represented the second year of the Fatima Young Educators Society (FYES). She is also a working student with bigger dreams for the world and herself. She wants to balance work and life after taking the LET. She also wants to go to Australia to take steps further. Time management is the key to a brighter future.

