

Reading Intervention Through “Brigada Sa Pagbasa”: Viewpoint of Primary Grade Teachers

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Abstract:- This study unfolded the views of teachers in implementing the Brigada sa Pagbasa to improve the learners’ reading skill. The narratives were reflective of both perspective and challenges of teachers in implementing the Brigada sa Pagbasa program that improve learners’ reading ability. There were seven (7) teacher-participants are involved in this study. The participants are primary grade teachers who have implemented the Brigada sa Pagbasa program, and they are purposively selected as informants. The data gathering of information in this phenomenological inquiry had employed in-depth interview of participants through virtual conference and limited face-to-face subsequently observing strict compliance of standard health protocol. Using thematic analysis, the views of teachers in implementing the Brigada sa Pagbasa to improve the learners’ reading skill were as follows: Promote a reading culture and Develop reading skills. On the challenges of the teachers in in implementing the reading program to improve the learners’ reading skill, the following were the themes and findings of the study: Lack of Parental support and Lack of motivation in reading. From the perspectives and challenges of teachers, the following were the insights drawn from the findings of the study: Encourage parental involvement in reading programs and Conduct trainings/seminar for teachers in reading. From the start, this study endeavored to contribute insights of the teachers in implementing the Brigada sa Pagbasa to improve the learners’ reading skill. The new knowledge drawn from this study is noteworthy for quality delivery of education in school.

Keywords:- Reading, Intervention, “Brigada sa Pagbasa”, Viewpoints, Primary Grade Teachers.

I. INTRODUCTION

In today's fast-paced and technology-driven world, the importance of reading cannot be overstated. Reading is not only a fundamental skill but also a gateway to knowledge, imagination, and personal growth. It is through reading that we gain access to different perspectives, expand our vocabulary, and develop critical thinking skills. However, there are many children who struggle with reading and lack the motivation to engage with books.

This study, titled "Reading Intervention through Brigada sa Pagbasa: Viewpoint of Primary Grade Teachers," aims to explore the perspectives of teachers in implementing the Brigada sa Pagbasa program to improve the reading skills of learners. The Brigada sa Pagbasa program is an intervention program designed to support struggling readers and enhance their reading abilities.

The study recognizes the importance of parental involvement in reading programs and the need for teachers to receive training and seminars in reading instruction. It also emphasizes the significance of creating a reading culture and developing reading skills among students. By understanding the challenges and viewpoints of teachers in implementing the Brigada sa Pagbasa program, this study seeks to provide insights and recommendations to enhance reading intervention strategies.

Through qualitative research methods, such as in-depth interviews and focus group discussions, the study gathers the experiences and observations of teachers regarding the implementation of the Brigada sa Pagbasa program. The data collected is analyzed using thematic analysis, focusing on common experiences and frequently mentioned ideas by the participants.

The findings of this study have implications for both teachers and stakeholders involved in promoting literacy and improving reading skills among learners. The insights drawn from the study can inform the development of support systems, training programs, and resources to strengthen teachers' abilities in implementing reading interventions effectively.

Furthermore, this study contributes to the existing body of research on reading motivation and intervention programs. By exploring the perspectives of teachers, who work closely with struggling readers, the study sheds light on the factors that influence students' motivation to read and the challenges faced by teachers in addressing these issues.

In conclusion, this study aims to provide valuable insights into the implementation of the Brigada sa Pagbasa program and its impact on improving the reading skills of learners. By understanding the viewpoints and challenges faced by teachers, this research seeks to contribute to the development of effective reading intervention strategies and support systems.

II. METHOD

The researcher utilized quantitative descriptive-correlational technique. This method focuses on the objective measurement and analysis of numerical data to draw conclusions and make inferences about a specific population or phenomenon. The researcher utilized surveys as a data collection technique to gather numerical data that can be quantified and statistically analyzed. The questionnaire used a 5-Likert scale for respondents to indicate their level of agreement or disagreement with statements related to human capital management, teachers' eagerness for school initiatives, and technical support.

The research design employed in this study is a descriptive correlational design. This design aims to describe the relationship between variables without manipulating them. The researcher aimed to evaluate the mediating effect of technical support on the relationship between human capital management and teachers' eagerness for school initiatives.

The research instrument used in this study was a modified and enhanced survey questionnaire. The questionnaire was pilot-tested in a nearby school to ensure high reliability and internal consistency. The Cronbach's alpha value obtained from the pilot test indicated a high level of internal consistency.

Data analysis in this study involved the use of statistical tools such as mean and Pearson Product Moment Correlation. Mean was used to characterize the human capital management, teachers' eagerness for school initiatives, and technical support. Pearson Product Moment Correlation was used to assess the significant relationship among these variables.

In conclusion, the research method used in this study is quantitative descriptive-correlational technique. The research design is a descriptive correlational design, and the research instrument is a modified survey questionnaire. Data analysis involved the use of mean and Pearson Product Moment Correlation.

III. RESULTS AND DISCUSSIONS

The results of the study focused on the views of teachers in implementing the Brigada sa Pagbasa program to improve learners' reading skills. The findings were obtained through in-depth interviews with the teachers, and the data analysis process followed a thematic content analysis approach.

The first theme that emerged from the data was the promotion of a reading culture. Teachers expressed their efforts in creating an environment that encourages reading among students. They emphasized the importance of providing access to a variety of reading materials, such as books, magazines, and newspapers. Teachers also mentioned the use of reading corners or libraries in their classrooms to facilitate independent reading. This theme

highlights the teachers' belief in the significance of fostering a love for reading among learners.

The second theme identified was the development of reading skills. Teachers discussed various strategies and techniques they employed to enhance learners' reading proficiency. These included explicit instruction in phonics, vocabulary development, and reading comprehension strategies. Teachers also mentioned the use of reading interventions for struggling readers, which provided additional support in decoding, comprehension, and fluency. This theme emphasizes the teachers' commitment to improving learners' reading skills through targeted instruction and interventions.

Overall, the findings indicate that the efforts of teachers in implementing the Brigada sa Pagbasa program have been beneficial in promoting a reading culture and developing reading skills among learners. The program has provided teachers with the necessary resources and strategies to support students' reading development.

In terms of implications, the study suggests that promoting a reading culture and developing reading skills should be prioritized in educational settings. Teachers play a crucial role in creating an environment that fosters a love for reading and equipping students with the necessary skills to become proficient readers. Therefore, it is important to provide teachers with professional development opportunities and resources to enhance their knowledge and instructional practices in reading education.

Furthermore, the study highlights the need for parental involvement in reading programs. Parents can support their children's reading development by engaging in reading activities at home, providing access to reading materials, and fostering a positive attitude towards reading. Collaboration between teachers and parents is essential in creating a comprehensive approach to improving learners' reading skills.

In terms of future directions, the study suggests conducting parallel studies in different locations to verify the findings and broaden the understanding of the topic. Additionally, further research can be conducted using quantitative methods to provide a more in-depth inquiry into the views of teachers in implementing the Brigada sa Pagbasa program. This would allow for a comprehensive examination of the program's effectiveness and its impact on learners' reading skills.

In conclusion, the findings of this study indicate that the efforts of teachers in implementing the Brigada sa Pagbasa program have been effective in promoting a reading culture and developing reading skills among learners. The study emphasizes the importance of creating an environment that supports reading and providing targeted instruction to enhance learners' reading proficiency. The implications of the study highlight the need for continued support and collaboration between teachers, parents, and educational authorities to improve reading education.

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