



# TEACHERS' INTERVENTION IN SUPPRESSING NON-READERS

<sup>1</sup>Jezel D. Dulpina, <sup>2</sup>Maryjean N. Gamba

Sorsogon State University  
Graduate School  
Sorsogon City

**Abstract:** This study explored the interventions used by the teacher to suppress non-readers in the Bacon West District during the school year 2022-2023. A descriptive survey design with a quantitative approach was used to gather data from 50 teachers across 19 schools through surveys and unstructured interviews. Statistical methods like frequency counts, percentages, and ranking were employed to interpret the data. Most teachers surveyed were female, and aged 35 and below, with some aged 36 to 45 and a smaller group aged 46 and above. They primarily taught grades 1 to 3, with most holding positions as Teachers 1 to 3, and a smaller number as Master Teacher 1 or 2. While some teachers had bachelor's degrees, others held master's degrees. Formal training was lacking for many, though some had participated in various levels of educational training (international, national, regional, division, and district). Phonics was the most widely used intervention for non-readers with reading aloud as the second most popular method. Other strategies included individualized reading instruction, literacy centers, word analysis, guided reading, partner reading, tutoring, and one-on-one scheduled reading activities. These approaches varied based on the teacher's demographic profiles, such as age, sex, grade level, and qualifications. Recommendations included encouraging teachers to pursue professional development and master's degrees, and enhancing teacher competency through ICT-related training and other reading interventions. It was also suggested that any proposed training undergo assessment by relevant authorities before implementation. This study could guide further research to create innovative methods for enhancing student literacy.

*Keywords:* Teachers' intervention, suppressing non-readers, profile of teachers, training

## 2. INTRODUCTION

Literacy promoted sustainable development, increased labor-force participation, improved health and nutrition, reduced poverty, and fostered economic growth. The concept of UNESCO literacy envisioned a world with digital expertise (UNESCO, 2023). UNESCO worked toward achieving literacy for all, emphasizing the acquisition and improvement of literacy skills throughout one's life providing enormous empowerment and benefits. In 2015, UNESCO, UNDP, UNFPA, UNICEF, and the World Bank launched the "Education for All", which aimed to address the learning needs of all children, youth, and adults, and six main education goals.

Tracing the source of an educational system like primary education, various assessment were one of the components of education used to inform instruction. In Memorandum Circular No. 141, also known as "Adopting the EFA: A Philippine Action Plan 1991-2000," signed by President Corazon C. Aquino on December 4, 1991, the Philippine Education for All (EFA) 2015 National Action Plan was established. In September 2000, two of the EFA goals were adopted as part of the eight Millennium Development Goals (MDGs) because of the poor development over the decade. The Philippines reaffirmed its commitment to achieving EFA through the Philippine National Action Plan, ensuring every Filipino possessed the fundamental learning requirements for functionally literacy by 2015.

The Philippine concept of functional literacy at the time resembled the idea of real-life literacy, along with the life skills promoted by UNESCO. These abilities gave people the opportunity to seize economic opportunities, meet fundamental needs, and participate in development initiatives. Lifelong learning, which included traditional and nontraditional learning methods, started at birth, and lasted until death. Teachers were integral to basic education; influenced student progress and effective teaching and learning depended on the availability of school resources.

Republic Act 10533, "Enhanced Basic Education Act of 2013," intended to provide a quality education that was globally competitive and flexible education in line with foreign standards. The implementation of RA 10533, which included the policy of Learning Action Cell (LAC) as a school-based continuing professional development strategy, actively supported the ongoing advancement of its teaching staff. This school-based LAC acted as a place for professional development for teachers to improve practice and student progress. To strengthen every learner's reading proficiency and foster a culture of reading, DepEd Memorandum No. 173 s. 2019, the "Hamon: Bawat Bata Bumasa" (3Bs) which strengthened the "Every Child a Reader Program" (ECARP), aimed to provide learners with reading skills that would enable them to become fluent and independent readers.

However, the teaching-learning environment shifted from the conventional in-class to distant learning due to pandemic, which had a significant impact on educational processes. Quick modifications were made. DepEd developed different programs to meet the students' needs and guide them toward 21st-century skills. Initial and continuous reading tests were used to identify the learners needs, as stated in DepEd Order No. 25, s. 2021 with the enactment of DepEd Order No. 13 s. 2018, "Implementing Guidelines on

the Conduct of Remedial and Advancement Classes During Summer for the K-12 Basic Education Program," addressing the learning gaps brought by the pandemic's immediate pedagogical shift. Teacher's supported in improving quality education and addressing the issue.

The RAISE: R5 Learning Recovery Plan (Recovering for Academic Achievement by Improving Instruction through Sustainable Evidence-based Learning Programs), implemented by DepEd Bicol, aimed to assist students in catching up and accelerating their learning after two years of disruption from COVID-19. Regional Memorandum No. 104 s, 2022, "Policy Guidelines on the Implementation of the 8<sup>th</sup> Week Learning Recovery Curriculum in Region V", mandated the implementation of an 8-week curriculum for grades 1 to 3 aiming to accelerate learning activities and prevent significant setbacks for the current generation of students. Many schools implemented reading programs as intervention based on students' needs to measure their growth. For example, multimodal reading program (Bernarte & Digo, 2024) and modular distance learning (Mostera & Digo, 2023) among others were implemented to assist teachers in improving the reading performance of students.

To maintain continuity of learning, various strategies and interventions were put in place, recognizing the diverse backgrounds and different levels of literacy and proficiency among learners. The effect of pandemic was very low performance of learners and increased on the number of non-readers. Learners were grouped based on their reading ability. Addressing the diverse needs of students was crucial, particularly when it came to literacy. Teachers strived to make additional intervention for learners who were categorized as non-readers (full refresher category), aimed to transform them into independent readers.

One of the primary interventions was phonics instruction. Non-readers gained confidence in decoding words by mastering the connection between letters and sounds. The impact of one-on-one tutoring was not enough. Individualized attention from a teacher allowed for the identification of challenges, prompt feedback, and customized instruction. This personalized approach addressed the needs of each learner by creating a supportive environment that promoted rapid progress. Moreover, advancements in technology had also paved the development of interventions. These tools, along with traditional methods, accommodated various learning styles and had the advantage of engaging non-readers in the learning process.

The result of post assessment revealed an increase in the number of readers. The Grade 1 to 3 learners improved a lot in literacy. The implementation of the 8-week curriculum combined with literacy skills improved significantly among students in grades 1 through 3. Various interventions had a great impact on the primary learners. They not only acquired the ability to identify sounds, read words or phrases, and stories, but, more importantly, developed a genuine love for reading.

According to Admin (2023), since the implementation of the curriculum, there was a big improvement on the numeracy and literacy skills of the learners. It served its purpose of recovering learning losses brought about by the pandemic. The implementation of specific reading programs and interventions proved to be a powerful tool in bridging the gap and moved non-readers toward academic success. However, the effectiveness remained a complex and multifaceted issue.

Indeed, this study covered the interventions utilized by teachers to suppress non-readers in the Bacon West District. This study aimed to determine the intervention used by teachers and developed appropriate action plans to help children read at their grade level. At the same time, it encouraged collaboration among administrators, teachers, students, and parents to continue supporting children's literacy growth and development.

### 3.3 Conceptual Framework

This study used the Input-Process Output. It focused on the teachers' intervention in suppressing non-readers in Bacon West District of the Division of Sorsogon City, school year 2022-2023. The input comprised the profile of the teacher respondents, including age, sex at birth, grade level handled, position, highest degree earned, and relevant training. The intervention utilized by teachers in suppressing non-readers, and the intervention by teachers according to their profile. The process component involved conducting a survey questionnaire and an unstructured interview. Data gathering was subjected to descriptive analysis. This tool helped the researcher analyze the data gathered. The output referred to the result of the study. The research output included a training design for teachers. This training design aimed to improve the teachers' interventions in suppressing nonreaders and foster their professional development.

## 3. METHODOLOGY

### 3.1 Research Design

The study aimed to determine the teachers' intervention in suppressing non-readers in Bacon West District for school year 2022-2023. It aimed to describe the teachers' interventions utilized by teachers to suppress non-readers. This study employed a descriptive survey design. A survey questionnaire and an unstructured interview were utilized to determine the teachers' intervention in suppressing nonreaders. Descriptive research in quantitative studies focused on naturally occurring individuals, events, or conditions (Siedlecki, 2020). In this study, teacher's intervention was being measured among the learners in grades one to three.

Additionally, a survey and an unstructured interview were used to collect information from 50 teachers at different schools in Bacon West. The respondents were the teachers who handled grades one to three class. The data were analyzed and interpreted using appropriate statistical tools and measures such as frequency count, percentage, and ranking.

### 3.2 Respondents

Reflected in Table 3.1 were the primary sources of data for the study which are the 50 teachers from Grades 1 to 3 teachers in Bacon West District, Division of Sorsogon City.

Table 3.1  
The Respondents

Teachers	f	%
Grade 1	17	34
Grade 2	16	32
Grade 3	17	34
Total	50	100

In selecting the respondents in the study, the researcher used the purposive sampling technique. It was purposeful in the sense that only teachers who answered the survey from all elementary schools in Bacon West District were included in the study. Based on the data, 17 or 34% of the teachers were Grade 1 teacher, 16 or 32% of them were Grade 2 teachers, and 17 or 34% of them were grade 3 teachers.

### 3.2 Data Collection Materials and Procedures

The researcher presented the questionnaire to the panel, and corrections and suggestions were provided. Subsequently, after the corrections were made, the researcher prepared a request letter (Appendix A) to conduct her study on teachers' intervention in suppressing non-readers. The letter was addressed to the Schools Division of Superintendent (SDS) of the Sorsogon City and sent for approval. Upon securing permission from the SDS, letters for school heads (Appendix A) with the attached approved request from the SDS were sent to the school heads on June 6, 2023, and June 7, 2023. Once the approval secured from the school heads, the researcher communicated with teachers and conducted the survey.

The researcher asked for assistance from the school heads in far-flung areas to send the link of the Google Form of the questionnaire to the respective respondents. In nearby schools, the researcher personally surveyed and conducted an unstructured interviews. The respondents were given enough time to answer survey questionnaires to reveal the conceptualized interventions and tools utilized in suppressing non-readers.

The researcher retrieved the questionnaire on the same date, but some were retrieved a few weeks after with the help of the respective school heads and teaching staff. Only 50 questionnaires were retrieved and not all 50 respondents answered the unstructured interview. These fifty teachers who answered the survey were considered the respondents of the study.

After completing the survey, the researcher went over the recording and field notes for the writing and organizing of responses. The responses were further subjected to analysis and interpretation .

### 3.4 Data Analysis Procedures

The data gathered were analyzed and interpreted using descriptive statistical tools. Frequency and percentage were used to determine the demographic profile of teachers. On the other hand, to determine the interventions utilized by teachers in suppressing nonreaders, frequency counts and ranking were used. Likewise, frequency and ranking were used to determine the interventions of teachers when grouped according to their profiles.

## 4. RESULTS AND DISCUSSION

### 4.1 Profile of the Teachers

Table 4.1 contained the profile of teachers of Bacon West District in terms of age, sex at birth, grade level taught, position, highest degree earned, and relevant trainings attended. The frequency and percentage were used in the data analysis.

Table 4.1  
Profile of the Teachers

Variables	f (n=50)	%
Age (years)		
35 and below	24	48
36-45	16	32
46 and above	10	20
Sex at birth		
Male	1	2
Female	49	98
Grade level taught		
Grade 1	17	34
Grade 2	16	32
Grade 3	17	34
Position		
Teacher 1-3	47	94
Master Teacher 1-2	3	6

Highest Degree Earned		
Bachelor's degree	40	80
Master's degree	10	20
Highest Relevant Trainings		
International	4	8
National/Regional	1	2
Division	11	22
District	8	16
None	26	52

**Age.** The majority of teachers, 24 or 48%, were in the age bracket of 35 years old and below, while 16 or 32% were between 36 and 45 years old and 10 or 20% of them were aged 46 and above.

This implied that most of the teachers fell into the younger age category (35 and below), comprising half of the total sample. The adoption of the K-to-12 program in the educational system broadened the 10-year course to 12-year, adding two (2) years to the high school level (RA 10533, 2013). The formulation of teacher recruitment policy was based on an individual need analysis of specific schools that referred to the teacher's teaching experiences and their ages (Pranto et al, 2021). This led to the allocation of additional years for their career preparation.

**Sex.** It likewise revealed that 49 or 98% of teachers were female, and 1 or 2% were male. This meant that most of the teachers in primary grades were female which may have been due to their qualifications as compared to males, leading to them being given the opportunity to teach grades 1 to 3 class.

This was aligned with the findings of Siagol and Danish (2016) that, due to poor pay and limited compatibility in private schools, male teachers did not teach early learners. Factors like gender stereotypes, societal norms and concerns about the safety of children also played a role.

This refuted the conclusion made by the study of Tarik and Zaman (2022). They revealed the commitment of female teachers to the teaching profession. Primary students were comfortable with female teachers due to their nurturing, caring, and loving nature, leading to higher job satisfaction. In contrast, male teachers were unsatisfied with their jobs due to lower pay and a repetitive routine.

**Grade level taught.** Out of 50 teachers 17 (34%) handled grade 1, 16 (32%) handled grade 2 and 17 (34%) handled grade 3 classes. The grade level assigned to teachers could be connected to years in service and their attended training.

**Position.** As shown in Table 2, 47, or 94% of the teachers were from positions 1 to 3, while 3 or 6% of the teachers were designated as Master Teachers from positions 1 to 2. This indicated that the majority of teachers in Bacon West District were either Teacher 1, 2, or Teacher 3. The position of teacher was associated with their highest degree earned.

**Highest degree earned.** Table 2 also revealed that 40, or 80%, of teachers earned bachelor's degree, while 10 or 20% teachers acquired master's degree. This implied that most of the teachers in Bacon West District had not yet pursued post-graduate studies. Mcklaine (2021) stressed that teachers who pursued their education developed specialization and lifelong learning (Mitchell, 2021). A teacher's education and technology skills were influenced by their past experiences in professional development and the need to integrate active and innovative teaching approaches (Chin et. al., 2022)

**Relevant trainings.** Furthermore, the relevant training attended by the teachers was presented in Table 2. It disclosed that 4 or 8 % of the teachers attended or participated in international training. Meanwhile, 1 or 2% of teachers had participated in regional or national training, and 11 or 22% attended seminars on the division level. Moreover, the training for the district had been attended by 8 or 16% of the teachers, and 26 or 52% of them had not received training. Generally, this implied that some teachers were updated and equipped with relevant seminars, webinars, workshops, and trainings for successful teaching and learning processes as to content, pedagogy, and among others.

Professional development (PD) stood as an important pathway to the implementation of high-quality instructional practices by means of research-based instruction (Didion and Filderman, 2019). Likewise, the more experienced the teacher, the better it was for the students to understand both the flipped learning methodology and their teacher's performance (Lerchundi et. al., 2023).

The demographic profile of respondents played an important role in designing effective training programs, especially for non-readers. Grasping the demographic profile of the respondents was a valuable resource in making the training content, delivery methods, and overall design meet the specific needs and preferences of the learners. The inclusion of the demographic profile lay in its ability to customize content, adapt delivery methods, address diversity, and improve overall effectiveness by considering the characteristics of the learners.

#### 4.2 Interventions utilized by the teachers to suppress non-readers.

Table 4.2 presented the frequency and rank of the interventions utilized by the teachers to suppress non-readers for the school year 2022-2023.

**Table 4.2**  
**Interventions Utilized to Suppress Non-readers**

Interventions	F	Rank
Phonics	42	1
Reading aloud	41	2
Individualized reading instruction	37	3
Literacy centers	30	4
Word analysis	28	6
Guided read	28	6
Partner reading	28	6
Tutoring	19	8
Reading clinics	9	9
One-on-one scheduled reading activity	2	10

The interventions utilized by teachers to suppress non-readers for the school year 2022-2023 were revealed in Table 4.2. It was shown that the major intervention utilized was phonics, which was mentioned by 42 teachers. It was followed by reading aloud, mentioned by the 41 teachers. This meant that phonics was the most commonly used intervention by teacher, wherein learners began to learn the sounds of the letters to recognize the patterns before decoding words. There were 37 teachers who said that individualized reading instruction was utilized, as reflected in Table 3 regarding interventions utilized, while 30 teachers mentioned that literacy centers in the classroom provided a playground for learners during their free time, and 28 teachers utilized word analysis, guided reading, and partner reading to suppress non-readers. Meanwhile, 19 teachers mentioned tutoring. Moreover, 2 teachers mentioned that one-on-one scheduled reading activity was applicable for grades 1 to 3 learners.

Furthermore, out of 50 teachers in Bacon West District a few of them utilized interventions like remedial instructions, printed charts, downloaded reading and learning materials, regular monitoring of pupil's reading progress, conducting assessments, explicit instruction, sending reading materials, reading with the aid of video, team reading, and a video-based Marungko approach. This portion contained the conceptualized interventions of teachers. The teachers were personally asked about the interventions they initiated to suppress non-readers.

However, from the data gathered, teachers mentioned how they utilized their respective interventions to suppress non-readers in their class. Teacher A mentioned:

*"Nonreader, an problema kan mga maestra na awatunon nan mapagalon solusyunan. Maski kan dae pa nauso an COVID-19 iyo na talaga an problema kan satuyang edukasyon kaya na gibo na sana kita ki paraan para maski papano mabawasan ta ini. An common na garamiton pag non-reader an aki an tig-aapod tang phonics, na kun sain dapat maaraman muna kan aki ang sounds kan letter para madali niya mabasa ang mga words."*

*"The challenge of dealing with nonreaders presents a persistent and complex issue for teachers. Although COVID-19 has not yet trend, it remains a significant issue in education, compelling us to seek solutions. A commonly employed strategy for addressing non-reading is known as phonics, wherein children are taught to recognize the sounds associated with letters to enable them to read words easily."*

Phonics played a vital role in reducing non-readers, especially in the early stages of literacy development. It was a systematic approach to teaching letter-sound relationships that enabled learners to recognize and decode words easily. By focusing on the relationships between sounds and letters, learners develop foundational skills that were essential for reading success. Early and consistent exposure to phonics significantly contributed to breaking down barriers to literacy.

The result was supported by the study of Vadasy and Sanders (2021), which suggested integrating cognitive flexibility practice into phonics lessons for kindergarten students benefited those who were at risk of struggling in acquiring basic alphabet knowledge.

Teacher B uttered:

*"Pinakacommon na intervention na tigagamit ta na teachers na kun sain ang teacher muna an inot na mabasa kan salita saka na ang mga aki. Ginagamit ko siya especially sa English kasi most of the time napapagalan ang aki na basahon ang word lalo na kun bag-o palang sa saindang paghiling (spelling)."*

*"The most common intervention that teachers used was the teacher reading words aloud before the learners. I employ this method, especially in English because children frequently struggled to read words that were unfamiliar to them."*

Reading aloud was one of the intervention or strategy could be used both by teachers and parents. Incorporating reading aloud into educational practices was a powerful tool to address the challenges faced by non-readers and demonstrate the connection of oral and written language. It fostered confidence and created a positive environment for developing reading skills.

This was supported by the study of Hajod and Hafizoah (2020), which revealed that read-aloud strategies were better than silent reading because most Pakistan students used English as their second language. Students showed a better response in improving reading proficiency and literal comprehension skills.

Teacher C explained that:

*"Iba-iba ang abilidad kan aki para makaaram magbasa. Kaya iba-iba man ang mga instruction nan strategy na itatao ta sainda lalo na kun dakol ang non-readers ta sa klase. Kaipuhan ta mag-effort nan tutukan an estudyante para sa pagtao nin individualized reading instruction lalo kun may mga estudyante kita na dai talaga tatao magbasa tapos may nakadiit diit na."*

*"Children's have different learning styles to read, so the instructions and strategies we provide differ accordingly, especially when there are numerous non-readers in the class. It's essential to dedicate effort and focus on delivering individualized reading instruction, particularly for students who face reading difficulties or those who were in moderate reader category."*

Learners had different learning styles, strengths, reading levels and weaknesses to which teachers could cater. Addressing their needs in specific aspects of reading gave learners opportunities to love reading and build their confidence.

This meant that these top three interventions were commonly used by the teachers in Bacon West District schools to suppress non-readers. The study of Llego (2022) partly supported this result, which concluded that many types of treatments were used to assist the needs of non-readers. Through the application of specialized reading intervention students were able to improve their reading abilities.

Addressing the needs and supporting the literacy development of non-readers was one of the goals of utilizing interventions in classroom settings. Each student had different learning styles and preferences when it came to learning and reading. Teachers'

intervention addressed difficulties such as decoding, fluency, comprehension, and vocabulary acquisition. The data presented by the respondents to this research were based on their personal experience using interventions to address the needs of nonreaders.

According to Teacher D:

*“Ang tutoring bako lang sa mga pamilya na may kaya pwede man in isa satuyang mga estudyante. May mga aki na kusang narani Sakuya para mag patutor. Minsan mas maray kun an aki ang magkusa magrani sa teacher para turuan siya. Pero may mga aki man nasusupog magrani kaya bilang teacher ninda ika nalang ang ma tap sainda para tuturan mo sinda sa mga bagay kun sain sinda maluya.”*

*“Tutoring is not only for families who can afford it, it can also be done for our students. There are children who voluntarily seek tutoring assistance. It’s preferable for learners to voluntarily seek guidance from teachers. However, some children were shy to do so, so as a teacher, you are the one who can tap them to address their needs.”*

Effective tutoring required appropriate training and careful planning. Tutoring supported and addressed the needs of learners who might struggle with reading. Through individualized instruction, a teacher could focus on the specific skills that the learner needed and monitor the progress of the learner.

The findings in the study of David (2019) presented that learners needed meticulous attention in resolving their deficiencies in reading in order to facilitate their improvement and ultimate integration into the group of independent readers. The instruction of reading was essential to acquiring knowledge and comprehending concepts across various academic disciplines.

Teacher E explained:

*“Importantihon sa laog kan classroom anfg reading clinics. Igwa dapat kita maski saday na space o area para digdi na kun sain may iba-ibang libro na mga basahon para makaaram an mga aki na magbasa lalong lalo nap ag oras kan YTR.”*

*“Reading clinics are very important in our classrooms. We must have a small space or area for our reading clinics to foster the love of reading in our students. Different books were displayed there so that our students could read them when they were free and during their YTR.”*

A reading clinic was a facility in the classroom that provided support for learners who were struggling with reading. These clinics had different literary pieces such as books and stories to address various aspects of reading difficulties. It helped our learners improve their reading skills and overcome challenges they faced in literacy.

According to Victoria (2023), it was asserted that establishing a conducive and encouraging atmosphere was crucial for every prosperous educational endeavor, particularly in the context of reading. To optimize students' ability to concentrate on the necessary learning materials, it was imperative to provide a conducive and undisturbed classroom environment.

Providing reading materials to nonreaders had a great impact. It had a beneficial effect on nonreaders by providing diverse and accessible reading materials to conquer their challenges in acquiring literacy skills. It contributed to their language acquisition, cognitive development, and overall academic success.

Teacher E added:

*“Bako lang reading clinics ang kaipuhan kan mga aki pati na an pag monitor kan saindang progress. One-to-one scheduled an saro sa tiggigibo ko lalo na kung free time mi o kun may vacant man lang na oras na pwede ko ini magibo sa sainda para maaram kun sain o kun ano pa ang mga kaluyahan ninda.”*

*“Not only are reading clinics necessary for our learners, especially when they are in our classroom. To monitor their progress, we need to employ one-to-one scheduled reading activities during our free time. By doing so, we can easily identify their weaknesses in reading.”*

The one-to-one scheduled reading activity was one of the powerful interventions that teachers could use. By means of this intervention, teachers could personalize their strategies for their specific learners or non-readers to cater to their needs related to literacy.

The result was supported by Garcia (2019), which revealed that reading should not be limited to mere repetition but should also involve comprehension. Teachers consistently aided students in achieving their reading goals and becoming proficient readers.

Even though it was the least effective of the three (3) interventions used by teachers in their reading session it was effective in suppressing non-readers. This implies that determining the most accurate strategy for teaching reading to nonreaders affected their cognitive and reading skills.

Reporting feedback to students, teachers made sure to track the progress of the non-readers through monitoring their reading progress and conducting assessments. Teachers identified the weaknesses of students through feedback and tracking tools. The interventions played a vital role in a classroom setup in the teaching and learning process of both students and teachers. Indeed, reading skills were important skills that had to be developed for students. Understanding the text and conveying the message from the text would help learners read and comprehend the text.

### 4.3 Interventions of teachers when group according to their profile

This portion encompassed the interventions of teachers when group according to their profile in terms of age, sex at birth, grade level taught, position, highest degree earned, and relevant trainings.

**Table 4.3A**  
**Intervention and Age Group**

Interventions	35 and below	36-45	46 and above
Phonics	13	14	15
Reading aloud	13	14	14
Individualized reading instruction	13	8	9
Literacy centers	15	10	12
Word analysis	7	10	11
Guided read	5	15	8
Partner reading	9	9	10
Tutoring	7	6	6
Reading clinics	5	3	1
One-on-one scheduled reading activity	2	0	0

The data in Table 4.3A revealed that in the age bracket of 35 and below, out of 10 interventions, 5 of them had the least number of users. These interventions were phonics, reading aloud, word analysis, guided reading, and partner reading, while teachers who aged 36- 46, the least used were individualized reading instruction, literacy centers, partner reading, tutoring, and one-to-one reading activity. Along with age 46 and above, the interventions with the least number of users were tutoring, reading clinics, and one-to-one scheduled reading activity.

It would imply that teachers' intervention varied depending on their age. Similarly, this may be attributed to the experiences acquired during their training. The result was supported by the findings of Aini et al. (2018) that the effectiveness of delivering Higher-Order Thinking Skills (HOTS) in classroom settings was influenced by both teachers' age and teaching experience. Additionally, older teachers had more knowledge accumulated over years of teaching than young teachers. However, they had to consistently update their pedagogical skills to seamlessly incorporate HOTS into their daily teaching for optimal teaching and learning outcomes. On the contrary, young teachers or teachers who were novices in the service could benefit from the experiences of their older teachers and anchor that knowledge to enhance their teaching practices.

**Table 4.3B**  
**Intervention and Sex at birth**

Interventions	Female	Male
Phonics	41	1
Reading aloud	40	1
Individualized reading instruction	36	1
Literacy centers	29	1
Word analysis	27	1
Guided read	27	1
Partner reading	27	1
Tutoring	18	1
Reading clinics	8	1
One-on-one scheduled reading activity	1	1

Table 4.3B showed that among sexes at birth 41 female teachers used phonics, 40 used reading aloud, 36 used individualized reading instruction, 29 used literacy centers, 27 used word analysis, guided reading, and partner reading, 18 used tutoring, 8 used reading clinics, and one used one-to-one scheduled reading activity. On the contrary, only one male teacher used the mentioned interventions.

This means that female teachers predominantly engaged in those interventions in literacy. It was gleaned that there was a higher comfort level among female teachers for nurturing and expressive activities. Both genders showed the same interventions used to suppress non-readers. This implied that gender preferences in the adoption of a certain teaching methods and intervention were suggested for the enhancement of teaching practices. Recognizing and using these strengths could contribute to an effective and balanced teaching approach.

The study of Gong and Song (2018) revealed that the role of teacher gender in the advancement of education matters when it came to learning. Female teachers gave different feedback to boys and girls, and having a female teacher changed girls' ideas about frequently held gender stereotypes and enhanced their willingness to study. Specifically, it asserted that having a teacher of the opposite sex affected the academic progress and then the learning ability of the students.

**Table 4.3C**  
**Intervention and Grade Level Handled**

<b>Interventions</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
Phonics	16	14	12
Reading aloud	15	14	12
Individualized reading instruction	13	12	12
Literacy centers	10	10	10
Word analysis	9	9	10
Guided read	11	10	7
Partner reading	5	10	13
Tutoring	8	7	4
Reading clinics	3	3	3
One-on-one scheduled reading activity	2	0	0

It could be gleaned from Table 4.3C that in terms of grade level handled by teachers, the commonly used interventions for grade 1 were phonics, reading aloud, individualized reading instruction, guided reading, tutoring, and one-to-one scheduled activity. In grade 2, teachers employed phonics, reading aloud, guided reading, partner reading, and tutoring, while grade 3 teachers primarily utilized word analysis and partner reading. Furthermore, it showed that most of the grade levels made use of literacy centers and reading clinics.

This meant that across the grade levels, teachers used various reading interventions. However, at the grade 3 level, few teachers had used the said interventions. This may imply that conducting reading instruction through various interventions might have been more convenient for teachers. Perhaps the specific intervention was more comfortable because it was the most common method across the grade level.

**Table 4.3D**  
**Intervention and Position**

<b>Reading Intervention</b>	<b>Teacher 1-3</b>	<b>Master Teacher 1-2</b>
Phonics	39	3
Reading aloud	38	3
Individualized reading instruction	34	3
Literacy centers	27	3
Word analysis	25	3
Guided read	25	3
Partner reading	25	3
Tutoring	16	3
Reading clinics	6	3
One-on-one scheduled reading activity	1	1

The data in Table 4.3D showed that generally, the teachers were proficient. In terms of position, all the interventions were used by both teachers 1 to 3 and master teachers 1 to 2. However, only 3 master teachers used the phonics, reading aloud, individualized reading instruction, literacy centers, word analysis, guided reading, partner reading, tutoring, and reading clinics due to the limited number of teachers designated as master teachers. Additionally, only a few of the master teachers utilized the one-to-one reading scheduled activity.

This implied that both teachers 1 to 3 and master teachers were actively involved in various reading interventions due to their specific training and roles within the educational setting. They engaged in providing suitable reading materials, indicating a shared responsibility for adapting materials to student needs.

The study of Sarabia and Collantes (2020) partly supports this result, concluding that teaching performance was positively influenced by gender and position, indicating that female teachers and those in higher teaching positions tended to exhibit better teaching performance. Prioritizing the needs of our teachers that address their personal well-being, growth, and development would enable them to confidently teach the learners. Those teachers who participated in stress management seminars demonstrated higher teaching performance compared to those who did not.



**Table 4.3E**  
**Intervention and Highest Degree Earned**

<b>Interventions</b>	<b>Bachelor's Degree</b>	<b>Master's Degree</b>
Phonics	32	10
Reading aloud	31	10
Individualized reading instruction	27	10
Literacy centers	20	10
Word analysis	18	10
Guided read	18	10
Partner reading	18	10
Tutoring	9	10
Reading clinics	4	5
One-on-one scheduled reading activity	1	1

Table 4.3E indicated that 32 teachers with bachelor's degrees utilized phonics, 31 used reading aloud, 27 used individualized reading instruction, 20 used literacy centers, 18 used word analysis, guided reading, and partner reading, 9 used tutoring, 4 used reading clinics, and a few used one-to-one scheduled reading activities as interventions for addressing nonreaders. Moreover, most of the teachers who held master's degree utilized all interventions, with only 5 using reading clinics and a few employing one-to-one scheduled reading activities.

This implies that there was a connection between the education attained by teachers and their choice of interventions in addressing nonreaders. The educational background of teachers may have influenced the types of interventions they chose, indicating a potential connection between higher education levels and the adoption of more individualized instructional strategies.

The result was partially supported by the study of Nyberg (2023), in which the impact of educational attainment in age-related changes on the brain and cognition remains largely unexplored. Additionally, the study of Chin et al. (2022) explained that teacher's education and technology skills were influenced by their past experiences in professional development and the need to integrate active and innovative teaching approaches.

**Table 4.3F**  
**Intervention and Relevant Trainings**

<b>Interventions</b>	<b>International</b>	<b>Regional/ National</b>	<b>Division</b>	<b>District</b>	<b>None</b>
Phonics	1	1	2	1	5
Reading aloud	1	0	1	1	4
Individualized reading instruction	1	0	1	1	2
Literacy centers	0	0	1	1	2
Word analysis	1	0	1	1	2
Guided read	0	0	1	1	3
Partner reading	0	0	1	1	2
Tutoring	0	0	1	1	3
Reading clinics	0	0	1	0	2
One-on-one scheduled reading activity	0	0	1	0	1

Table 4.3F showed that four (4) teachers who attended international training employed interventions such as phonics, reading aloud, individualized reading instruction, and guided reading. One (1) teacher who attended regional or national-level training and used phonics as an intervention. 11 teachers attended in division level used all of the listed interventions. Furthermore, 16 teachers who attended district training used phonics, reading aloud, individualized reading instruction, literacy centers, word analysis, guided reading, partner reading, and tutoring whereas 26 teachers who did not have receive training utilized all of the interventions.

This meant that teachers who had participated in seminars and training at various levels used a variety of instruction and intervention strategies. This suggested that training had a major impact on intervention implementation, providing a framework for understanding how teachers from various training backgrounds contribute to literacy development.

The findings of this study supported Didion and Filderman (2019) prior research, which found that professional development (PD) was a crucial road to the implementation of high-quality instructional practices. Similarly, the more experienced the teacher, the better students to understood both the learning approach and the teacher's performance (Lerchundi et al, 2023).

This suggested that the researcher's training was based on the conclusions obtained from the interpreted data, which ranged from the Table 4.A to Table 4.F the respondent that used the intervention the least frequently where those who received the recommended instruction.

Based on the findings of the study, the researchers has derived the following conclusions. The majority of the teachers were 35 years old and below, female teaching grade 1 and grade 3 classes; the majority were designated as Teachers 1 to 3 and had a bachelor's degree. Furthermore, most of the teachers did not have any training. Teachers utilized various interventions to suppress non-readers. Some of these interventions represented innovative mainstream strategies. Teachers' interventions related to their age, sex at birth, grade level handled, position, highest degree received, and relevant training. A training design was proposed to enhance teacher's professional standard and development and reading intervention was presented to suppress nonreaders.

Given the aforementioned conclusions, the following recommendations were proposed: Teachers were encouraged to improve their qualifications by participating in professional growth and development programs and completing a master's degree. Teachers' intervention varied according to their demographic profile and grade level. The Division was recommended to provide relevant ICT-related training and reading interventions to improve the teacher's competency to the highest level. The training design was recommended to be submitted to the concerned authorities for further assessment and evaluation prior to its implementation and implications. Future researchers may utilize the data from this study to deepen their understanding and develop innovative methodologies on literacy development of students.

## REFERENCES

- [1] Admin, B. W. (2022). DepEd CamSur launches learning recovery plan for SY 2022-2025. *Bicolmail*. <https://www.bicolmail.net/single-post/dep-ed-camsur-launches-learning-recovery-plan-for-sy-2022-2025>
- [2] Aini, M., Rozita, A., and Abas, Z. (2018). Can teachers age and experience influence teacher effectiveness in hots? *International Journal of Advanced Studies in Social Science & Innovation*, 2(1), 144–158. <https://doi.org/10.30690/ijassi.21.11>
- [3] Bernarte, M. L., & Digo, G. S. (2024). Multimodal Reading model for rural elementary school. *International Journal of Social Science and Education Research Studies*, 4(03), 224-233.
- [4] Chin, J. M., Ching, G. S., Del Castillo, F., Wen, T., Huang, Y., Del Castillo, C. D., Gungon, J. L. P., & Trajera, S. M. (2022). Perspectives on the Barriers to and Needs of Teachers' Professional Development in the Philippines during COVID-19. *Sustainability*, 14(1), 470. <https://doi.org/10.3390/su14010470>
- [5] David, C. (2019). Remedial reading classes among Grade 7 non-readers in the Division of Pampanga: Basis for intensive reading instruction. <https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/3793>
- [6] DepEd. (2022). Regional Memorandum No. 104 s. 2022. Policy Guidelines on the Implementation of the 8-Week Learning Recovery Curriculum in Region V. August 4, 2022.
- [7] DepEd. (2018). Amendment to DepEd Order No. 13, s. 2018 (Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program). (2022, June 7). Official Gazette. <https://www.deped.gov.ph/2022/06/07/june-7-2022-do-025-s-2022-amendment-to-deped-order-no-13-s-2018-implementing-guidelines-on-the-conduct-of-remedial-and-advancement-classes-during-summer-for-the-k-to-12-basic-educatio/>
- [8] Didion, L., Toste, J. R., & Filderman, M. J. (2019). Teacher Professional Development and Student Reading Achievement: A Meta-Analytic Review of the Effects. *Journal of Research on Educational Effectiveness*, 13(1), 29–66. <https://doi.org/10.1080/19345747.2019.1670884>
- [9] Garcia, T. (2019). Making Non-Readers read: The case of Grade three pupils of Matabungkay Elementary. <https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/8835>
- [10] Gong, J., Lu, Y., & Song, H. (2018). The effect of teacher gender on students' academic and noncognitive outcomes. *Journal of Labor Economics*, 36(3), 743-778.
- [11] Llego, M. A. (2022). *Reading Intervention Strategies for Teachers: Detailed guide*. TeacherPH. <https://www.teacherph.com/reading-intervention-strategies/>
- [12] Mostera, M. J., & Digo, G. S. (2023). Teachers' profile and the implementation of kindergarten program during pandemic. *Jurnal Pendidikan Progresif*, 13(1), 119-132.
- [13] Nyberg, L., & Lövdén, M. (2023). Education and neurocognitive aging - is there a relation? In *Elsevier eBooks* (pp. 512–519). <https://doi.org/10.1016/j.heliyon.2023.e21318>
- [14] Official Gazette. (2013). Republic Act no. 10533 an act enhancing the Philippine basic education system by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefor and for other purposes. <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>
- [15] Pablo-Lerchundi, I., Núñez-Del-Río, C., Jiménez-Rivero, A., Sastre-Merino, S., Míguez-Souto, A., & Martín-Núñez, J. L. (2023). Factors affecting students' perception of flipped learning over time in a teacher training program. *Heliyon*, 9(11), e21318. <https://doi.org/10.1016/j.heliyon.2023.e21318>
- [16] RTI International (2019) Comprehensive Rapid Literacy Assessment [CIES Presentation] | SharEd. Research Traingle Institute. <https://shared.rti.org/content/comprehensive-rapid-literacy-assessment-cies-presentation>
- [17] Sajid, M., & Hafizoah, K. (2020). Comparison of reading aloud strategies versus silent reading strategies used on pakistani university students' reading comparison for reading proficiency & literal reading skills. *Zenodo* (CERN European Organization for Nuclear Research). <https://zenodo.org/record/2541862>
- [18] Sarabia, A., & Collantes, L. M. (2020). Work-related stress and teaching performance of teachers in selected school in the Philippines. *IRJE (Indonesian Research Journal in Education) (Online)*, 6–27. <https://doi.org/10.22437/irje.v4i1.8084>
- [18] UNICEF, & SEAMEO. (2020). SEA-PLM 2019 Main regional report: Children's learning in 6 Southeast Asian countries. <https://www.unicef.org/eap/reports/sea-plm-2019-mainregional-report>
- [20] UNESCO. (2017). More than one-half of children and adolescents are not learning worldwide. UIS Fact Sheet No. 46. <http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf>
- [21] Vadasy, P., & Sanders, E. (2021). Introducing phonics to learners who struggle content and embedded cognitive elements. *Reading and Writing*, 34(8), 2059–2080. <https://doi.org/10.1007/s11145-021-10134-9>
- [22] Victoria. (2023). Techniques and tools for struggling readers. *Reading Teacher*. <https://readingteacher.com/techniques-and-tools-for-struggling-readers/>