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PLANNING TECHNIQUES OF READING COORDINATORS AND THE LITERACY DEVELOPMENT AMONG ELEMENTARY SCHOOL LEARNERS IN MATI SOUTH DISTRICT

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Abstract. This study unfolded the extent of the planning technique of a reading coordinator and its association with support to literacy development among Elementary Learners in Mati South District, Mati City Schools Division. The study used a non-experimental descriptive-correlational research design, where it utilized an adapted survey instrument to gather responses from the randomly selected teacher-respondents. Data gathered were treated using Mean scores with descriptive interpretation, Pearson r, and Simple Linear Regression Analysis. Findings revealed that planning techniques of reading coordinators in terms of communicating with parents and administrators, collaborating with teachers, planning, and implementing the reading program, and providing individualized support are extensive, while support to literacy development among elementary learners in terms of comprehension, phonemic awareness, vocabulary, phonics, Fluency, and writing is moderately extensive. There was a significant relationship between the planning techniques of a reading coordinator and literacy development among elementary learners. Domains of teachers' pedagogical skills in terms of collaboration with teachers, planning and implementing reading programs, providing individualized support, analyzing data and communicating with parents and administrators significantly influenced literacy development. Future research may engage in partnerships to implement and evaluate interventions aimed at enhancing planning mechanism skills.

KEY WORDS

1. planning techniques   2. reading coordinators   3. literacy development
4. elementary learners

1. Introduction

The study shows the key role of literacy development in elementary school. It highlights the challenges schools face, especially in low-income and diverse communities. It identifies reading coordinators as a potential solution to these challenges. But it also points out major barriers. These include lack of funding, inadequate training, and language barriers.

The study examines international and specific regional contexts. It looks at places like the United States and the Philippines. It shows both the effectiveness and the struggles of using reading coordinators. The Reading Recovery program in the United States of America was a successful example. It shows the potential benefits of targeted literacy support. The find-

ings emphasize the need to recognize, resource, and train reading coordinators. This will enhance their ability to promote literacy. Literacy development is a critical aspect of academic success, and elementary school years are crucial for developing these skills. However, many schools struggle to adequately support literacy development, particularly in low-income communities or areas where students come from diverse linguistic backgrounds. One potential solution is using reading coordinators, who can provide targeted support and resources to teachers and students. However, there are several international situation issues related to the implementation and effectiveness of reading coordinators in promoting literacy development among elementary learners. However, the effectiveness of reading coordinators in promoting literacy development among elementary learners is influenced by various international situation issues. One of the major issues in the international setting is the severe lack of funding and resources available to support reading coordinators. In many low-income communities, schools are often underfunded and understaffed, posing significant challenges in providing the necessary resources for effective literacy development programs. This systemic issue can lead to a lack of support for reading coordinators, who may struggle to provide the necessary resources and support for teachers and students (Kaso, 2021). Another area for improvement is the need for more training and professional development available for reading coordinators. Reading coordinators need specialized training to support teachers and students in literacy development effectively. However, in many countries, there needs to be more training programs available for reading coordinators, leaving them ill-equipped to provide adequate support. Furthermore, language barriers can also be an issue in promoting effective literacy development. In areas where students come from diverse linguistic backgrounds, reading coordinators need

to be able to provide support in various languages. However, many reading coordinators may only be proficient in one language, making it difficult to support students who speak other languages effectively. Despite these challenges, there are successful examples of reading coordinators supporting literacy development among elementary learners. For instance, in the United States, the Reading Recovery program was effective in helping struggling readers in the early elementary grades (Sari, et al.,2023). This program provides individualized instruction and support for struggling readers and has been shown to significantly improve reading skills. In the Philippine setting, reading coordinators are essential in supporting literacy development among elementary learners. However, several problematic situations can hinder these coordinators' effectiveness in promoting literacy development. One issue is the need for recognition and support for reading coordinators. According to a study by Moats (2020), reading coordinators in the Philippines often do not receive recognition for their contributions to literacy development. They are usually seen as assistants to teachers rather than as professionals with specialized training in literacy development. This lack of recognition can lead to low morale and job dissatisfaction among reading coordinators, ultimately hindering their effectiveness in supporting literacy development. Another area for improvement is the need for more training and professional development available for reading coordinators. According to a study by Didion et al. (2020), many reading coordinators in the Philippines need sufficient training in literacy development. They are often expected to learn on the job without formal training or support. This can lead to ineffective literacy development programs and a lack of support for teachers and students. Furthermore, the lack of resources available to reading coordinators can also be challenging. Many schools in the Philippines are underfunded and understaffed, making

INDEPENDENT VARIABLE   DEPENDENT VARIABLE

Planning Techniques of
Reading Coordinators

- Collaboration with
  Teachers
- Planning and
  Implementing the
  Reading Program
- Providing
  Individualized Support
- Analyzing Data
- Communicating with
  Parents and
  Administrators

Source: Ariola, Gadian, and
Mateo (2018)

Literacy Development

- Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension
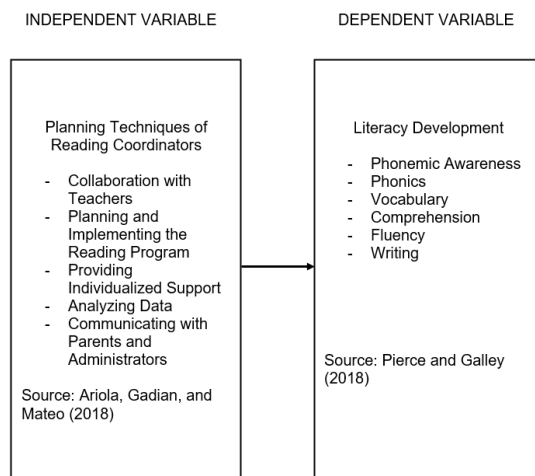- Fluency
- Writing

Source: Pierce and Galley
(2018)

Fig. 1. Enter Caption

it difficult to provide the resources needed for effective literacy development programs. This can lead to a lack of support for reading coordinators, who may struggle to provide teachers and students with the required resources and support. Additionally, language barriers can also be an issue in promoting effective literacy development in the Philippines. Many students in the Philippines come from diverse linguistic backgrounds, and reading coordinators may struggle to provide support in multiple languages. This can lead to a lack of effective support for students who speak languages other than the language of instruction. In Davao Region, Mati South District, it was essential to provide recognition, training, and professional development opportunities for reading coordinators. According to a study by Rambuyon and Nogara (2020), providing these opportunities can lead to more effective literacy development programs and better support for teachers and students.

1.0.1. Theoretical and Conceptual Framework—Theories of learning play a critical role in guiding instructional practices, particularly around literacy development. In the context of reading development, reading coordinators can utilize various learning theories to support the literacy development of elementary learners. Social constructivism is a theory that posits that learning is an active process that involves constructing knowledge through social interactions and experiences. In the context of reading development, reading coordinators can use social constructivist principles to create an interactive and collaborative learning environment that supports the literacy development of elementary learners (Abderrahim Plana, 2021). This can be achieved by encouraging students to share their ideas, experiences, and perspectives on what they read. Reading coordinators can facilitate discussions and activities that enable students to learn from one another. Vygotsky's sociocultural theory emphasizes the importance of social interactions and cultural contexts in learning. According to this theory, learning occurs when learners are challenged to engage in activities that are just beyond their current level of ability. Reading coordinators can apply this theory by scaffolding instruction and providing support that gradually increases students' reading proficiency (Pierce Galley, 2018, as cited in Hewitt, 2020). This can be achieved by breaking down reading tasks into smaller, more manageable steps and gradually increasing the difficulty level as students' progress. Informa-

tion processing theory suggests that learners process information through a series of mental processes such as attention, perception, and memory. Reading coordinators can use information processing theory to help students develop strategies for comprehending and remembering what they read (Wang, 2019). This can be achieved by teaching students how to use various reading strategies, such as predicting, questioning, and summarizing, to improve their comprehension and retention of information. The balanced literacy approach is another instructional approach that can support literacy development. This approach emphasizes the importance of integrating various components of literacy instruction, such as phonics, fluency, vocabulary, and comprehension, to support overall literacy development. Reading coordinators can use this approach to ensure that students receive a comprehensive and balanced approach to literacy instruction (Pressley, 2023). This can be achieved by providing instruction in all areas of literacy and using a variety of instructional strategies and materials to support student learning. In conclusion, the theories of social constructivism, Vygotsky's sociocultural theory, information processing theory, and the balanced literacy approach provide valuable guidance for reading coordinators in supporting literacy development among elementary learners. By understanding and applying these theories, reading coordinators can create effective instructional strategies that support students' development of literacy skills. A study conducted by Rambuyon and Nogara (2020) examined the professional development of reading coordinators in selected schools in Davao City, Philippines. The researchers found that the reading coordinators were able to enhance their knowledge and skills in various areas, such as reading instruction, assessment, and monitoring. This, in turn, allowed them to provide more effective support to teachers and students in promoting literacy development. In another study, Did-

ion et al., (2020) explored the perceptions of reading coordinators on their role in the development of pupils' reading abilities in selected public elementary schools in Baguio City. The researcher found that the reading coordinators played a crucial role in providing professional development and resources to teachers, as well as providing individualized support to students. The reading coordinators also emphasized the importance of collaboration and communication with teachers, parents, and other stakeholders in promoting literacy development among young learners. Furthermore, Moats (2020) conducted a review of the roles and challenges of reading coordinators in the Philippines. The researchers found that reading coordinators played a key role in implementing reading programs, providing support to teachers, and monitoring the progress of students. However, the study also identified challenges such as inadequate training and resources, limited time for coordination activities, and the need for stronger partnerships with other stakeholders. The findings of these studies suggest that reading coordinators can play an important role in supporting the literacy development of young learners in Davao Region. By providing targeted support and resources to teachers and students, as well as emphasizing collaboration and communication, reading coordinators can help improve reading instruction and monitor progress towards achieving literacy goals. However, addressing challenges such as inadequate training and resources, limited time for coordination activities, and the need for stronger partnerships with other stakeholders is crucial for the effective implementation of the roles of reading coordinators in promoting literacy development among young learners in the region.

Figure 1 shows the variables under study, depicting an association between the roles of reading coordinators in support of literacy development among elementary learners. The Davao Region in the Philippines is home to

many young learners who require support in developing their literacy skills. One potential solution to address this need is through the use of reading coordinators, who could provide targeted support and resources to both teachers and students. However, there is a need to explore the association between the roles of reading coordinators and the literacy development of young learners in the region. In conclusion, the roles of reading coordinators have been found to have a positive association with the literacy development of young learners in Davao Region. The studies cited in this essay highlight the importance of providing effective professional development and resources to reading coordinators, promoting collaboration and communication among stakeholders, and addressing challenges in the implementation of reading coordination activities.

2. Methodology

This chapter contains the processes and steps in the conduct of the study. This includes the selection of the design of the study, the respondents and its sampling method, the research instruments to be used in data gathering, the procedure, and the ethical consideration and lastly, the data analysis. These steps are considered essential to assume appropriateness and correctness to produce sound data process collection, analysis, and interpretation.

2.1. Research Design—This study used a non-experimental descriptive-correlational and predictive research design. Descriptive research design is used to describe and document the characteristics of a phenomenon or population. It involves collecting data using observation, surveys, or other methods and summarizing it using measures such as means, medians, and frequencies. Descriptive research was often used as a preliminary step and could help identify patterns and relationships that can be further investigated using other research designs (Siedlecki, 2020). A correlational research design was used to determine and examine the relationship between two or more variables. It involves collecting data on the variables of interest and analyzing them using statistical techniques such as correlation analysis. Correlational research can help identify patterns of association between variables and could be used to make predictions about future outcomes. However, correlational research cannot establish causality or determine the direction of the relationship between variables. Predictive research design was used to make predictions about future outcomes based on data collected from past events. It involves collecting data on the variables of interest and using statistical techniques such as regression analysis to develop a predictive model. Predictive research could be used to identify risk factors for negative outcomes or to develop interventions that can improve outcomes (Gujarati, 2020). In this study, descriptive research could be used to document the characteristics of reading coordinator roles and how they were associated with supporting learners' literacy development in Mati South District, Mati City.

2.2. Research Respondents—Respondents of the study were the Elementary School Teachers in Mati South District, Mati City Schools Division. She used the Raosoft sample size calculator, where 120 respondents were taken randomly from each respective School within Mati South District, Mati, Schools Division. Once randomly determined, the respondents were informed through online platforms and face-to-face, considering the availability of Wi-Fi Connections; they were likewise oriented about the purpose and importance of the study and its contribution to their professional devel-

opment status. These teacher-respondents were the teachers who handled tasks such as reading coordinators and within teaching three years and above in the public-school service, and likewise teaching Elementary English subjects in the respective schools to measure their competence in responding to the queries of the study. They are qualified for they are expected to have performed and contributed to the betterment of the schools and the learners' literacy development stages on the practical skills of instruction given the regular learning system during SY 2022-2023. Further, they have frequently engaged in various seminars and trainings, including SLAC sessions on the pedagogies in integrating pedagogical skills in teaching English subjects and integrated reading practices in the school management and curriculum development delivery system. Moreover, assumptions in the respective schedule of classes during data collection were explicitly discussed with the respondents, and even observance of Division policy.

2.3. Research Instrument—This research study used the adapted instrument from reviewed literature and related studies. The researcher took time gathering and reading reviews of related literature to come up with concepts for the content that support the instrument and its corresponding strands in articulating the set of question items, reducing threats to validity. Items were adapted from the contents of the reviewed literature, as argued by the authors. There were two parts of the survey questionnaire, which consisted of measuring the roles of reading coordinators in terms of collaboration with teachers, planning and implementing the reading program, providing individualized support, analyzing the data, and communicating with parents and administrators. Likewise, the second part of the survey measured the extent of learners' literacy development in terms of phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing. The statements of the survey were placed in contexts based on the definitions of the variables. Further, the survey statements were subjected to a test-retest or validity and reliability testing using Cronbach Alpha at a .05 level of confidence. They generated an alpha Cronbach of 0.859, which means that an 85.9 percent level of confidence in the validity and reliability of the survey statement constructs (Kennedy, 2022).

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The planning techniques of a reading coordinator are always manifested.
3.40 – 4.19	Extensive	The planning techniques of a reading coordinator are oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The planning techniques of a reading coordinator are sometimes manifested.
1.80 – 2.59	Less Extensive	The planning techniques of a reading coordinator are rarely manifested.
1.00 – 1.79	Not Extensive	The planning techniques of a reading coordinator are not manifested.

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2.60 – 3.39	Moderately Extensive	The learners' literacy development is sometimes manifested.
1.80 – 2.59	Less Extensive	The learners' literacy development is rarely manifested.
1.00 – 1.79	Not Extensive	The learners' literacy development is not manifested.

2.4. Data Gathering Procedure—The preceding statements steps explain the data gathering procedure steps where the researcher must comprehensively consider and follow. The statements are based on the policies and guidelines of the Rizal Memorial Colleges. Permission to conduct the study. The researcher started to conceptualize the contents and objectives of the thesis proposal. She then prepares documents such as letter requests in the conduct of the study. The research study underwent and adopted the standard ethics procedures in data collection (Creswell, 2014, as cited in Huang Sheeran, 2021). As soon as the research proposal presentation was approved by the panel of members and the dean of the college, the researcher wrote and sent a letter of permission to the office of the Schools Division Superintendent of Mati City, through channel and sought permission to collect data and conduct the study within the Elementary schools of Mati South District,

Mati City Schools Division. Distribution and retrieval of the questionnaire. The researcher prepared and created a Google sheet form for the online survey collection process, which was sent to the randomly selected respondents via email addresses and to respondents without internet access. Likewise, a prepared hard copy of the survey sheets was given to each of them. Once done, a link was sent, and responses were generated right away, ready for sorting, analyzing, and interpreting. This activity was done right after the approval of the Schools Division Superintendent to proceed with data gathering. Collation and statistical treatment of data. The results of the preliminary analysis were given to the thesis adviser. For coaching and statistical treatment, the thesis adviser sought the graduate school statistician's assistance for technical discussions in running the data and its interpretations and implications of the study and further deepening the analysis to make more meaning with the interpretations of results.

2.5. Data Analysis—Mean scores and standard deviation were used to address statement problems posed in statement problem number one, the extent of a reading coordinator's planning techniques, and statement problem number two, the extent of learners' literacy development

in Mati South District of Mati City Schools Division. Pearson Product Moment Correlation Coefficient or Pearson-r was used to determine its strength/direction significant relationship between the extent of planning techniques of a reading coordinator and the extent of learners'

learners' literacy development. Simple linear regression analysis was used to address statement problem number 4, on the indicators of planning techniques of a reading coordinator that significantly influence learners' literacy development (Gujarati, 2000, asc cited in Montgomery, 2021). All data processing and analysis were performed using Jeffrey's Statistics Amazing Program (JASP) version 0.12.20. When results yielded, discussions and interpretations followed.

3. Results and Discussion

This chapter deals with presenting, analyzing, and interpreting data gathered. Tabular and textual presentation is presented to make the analysis more meaningful and draw out the implications. This further shows evidence to support the claim posed in the hypothesis.

Table 1. Planning Techniques of Reading Coordinator

No	Planning Techniques Of Reading Coordinator	Mean	Descriptive Equivalent
1	Collaboration with Teachers	3.66	Extensive
2	Planning and Implementing Reading Program	3.35	Moderately Extensive
3	Providing Individualized Support	3.05	Moderately Extensive
4	Analyzing Data	3.70	Extensive
5	Communicating with Parents and Administrators	3.73	Extensive
	Overall Mean	**3.61**	**Extensive**

[a] The table summarizes the planning techniques of a reading coordinator, along with their mean scores and descriptive equivalents.

3.1. Summary of the Planning Techniques of Reading Coordinators—Table 1 shows the summary of the extent of the planning techniques of the reading coordinator. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: communicating with parents and administrators (3.73) and collaboration with teachers (3.66) are extensive while planning and implementing the reading program (3.35) and providing individualized support (3.05) are moderately extensive. The overall mean rating of (3.61) denotes the extent to which teachers' pedagogical skills are extensive and, thus, oftentimes manifested.

Professional development for reading coordinators is also a crucial aspect that needs to be addressed. Rambuyon and Nogara (2020) conducted a study on professional development for reading coordinators in selected schools in Davao City, Philippines. They found that training and workshops on different aspects of literacy development. As literacy plays a crucial role in students' academic success, the role of a reading coordinator is essential in ensuring effective reading instruction. A reading coordinator serves as a leader in developing and implementing comprehensive literacy plans within an educational institution. One of the primary

responsibilities of a reading coordinator is designing a comprehensive and cohesive literacy curriculum. This involves selecting appropriate instructional materials, resources, and strategies that align with the needs of students at various grade levels. The coordinator collaborates with teachers to create a scope and sequence for literacy instruction, ensuring a systematic and progressive approach. By considering research-based practices and incorporating diverse texts and genres, the coordinator fosters a balanced literacy program that promotes reading comprehension, fluency, vocabulary development, and critical thinking skills. The coordinator collaborates with teachers to identify and utilize a variety of assessments, such as formative assessments, diagnostic assessments, and summative assessments, to gauge students' reading proficiency and growth. It was mentioned by Grandeza and Grandeza (2024) that the learners of this generation respond well with interactive and digital platforms when it comes to assessment and performance task such as reading. These assessments provide valuable data that inform instructional decision-making and help identify areas where targeted support is needed. The reading coordinator supports teachers in interpreting assessment results and using the data to differentiate instruction and develop intervention plans for struggling readers. By analyzing student assessment data, the coordinator can identify trends, patterns, and areas for improvement. This data-driven approach helps the coordinator make informed decisions regarding instructional adjustments, intervention programs, and professional development priorities. Progress monitoring allows the coordinator to track individual student growth, identify struggling readers, and provide targeted support. Collaboration ensures a shared vision of literacy instruction, promotes alignment across grade levels and allows for the sharing of resources and instructional strategies. The reading coordinator may organize regular meetings, professional

learning communities, and family engagement events to foster a collaborative environment focused on improving literacy outcomes for all students. Literacy development among elementary learners is a complex process that involves the acquisition of multiple skills and strategies, including phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing. Over the years, scholars have conducted extensive research to understand the factors contributing to successful literacy development and to identify effective instructional practices supporting struggling readers. One of the foundational skills in literacy development is phonemic awareness, which involves identifying and manipulating the individual sounds in spoken words. According to a study by Rice et al., (2022), phonemic awareness skills are critical for the development of phonics skills, which involve the ability to decode written words based on their sound-symbol correspondences. The authors suggest that effective phonemic awareness instruction should be explicit, systematic, and multi-sensory and that it should be provided to all learners, including those who are at risk for reading difficulties. In addition to phonemic awareness and phonics, vocabulary knowledge is also essential for literacy development. According to a study by Kim et al. (2021), vocabulary knowledge in the early elementary years is a strong predictor of later reading comprehension skills. The authors suggest that effective vocabulary instruction should involve the use of multiple modalities, including exposure to rich and diverse texts, explicit instruction of word meanings and usage, and opportunities for independent practice and application. Comprehension, the ability to understand and interpret written text, is another critical aspect of literacy development. In a study by Afflerbach et al., (2020), comprehension was found to be related to both decoding and vocabulary knowledge, highlighting the importance of these foundational skills for overall reading success. The

authors suggest that effective comprehension instruction should involve using comprehension strategies, such as questioning, summarizing, and making connections, and that it should be integrated with instruction in other areas of literacy, such as writing. Fluency, the ability to read with accuracy, speed, and expression, is also an important component of literacy development. According to a study by Yenkimaleki and van Heuven (2023), fluency instruction should focus on developing automaticity in word recognition and on promoting expressive reading through modeling and repeated readings. The authors suggest that effective fluency instruction should be integrated with instruction in other areas of

literacy and that it should be tailored to the individual needs of learners. Finally, writing is an important aspect of literacy development that involves the ability to communicate effectively through written language. According to a study by Bean and Melzer (2021), effective writing instruction should involve explicit instruction in writing processes, such as planning, revising, and editing, as well as opportunities for independent practice and feedback. The authors suggest that writing instruction should be integrated with instruction in other areas of literacy and differentiated to meet the diverse needs of learners.

Table 2. Indicators and Means of Literacy Development

No	Indicators	Mean	Descriptive Equivalent
1	Phonemic Awareness	3.61	Extensive
2	Phonics	3.30	Moderately Extensive
3	Vocabulary	3.40	Extensive
4	Comprehension	3.81	Extensive
5	Fluency	2.81	Moderately Extensive
6	Writing	2.63	Moderately Extensive
	Overall Mean	**3.26**	**Moderately Extensive**

[a] The table presents indicators and means of literacy development, along with their descriptive equivalents.

3.2. Summary of Extent of Support to Literacy Development among Elementary Learners —Table 2 shows the summary of the extent of support to literacy development among elementary learners. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: Comprehension (3.81), phonemic awareness (3.61), vocabulary (3.40)

are extensive, while phonics (3.30), Fluency (2.81), and writing (2.63) are moderately extensive. The overall mean rating of (3.26) denotes that the extent of the reflective thinking process of teachers is moderately extensive thus, sometimes manifested. Supporting literacy development among elementary learners is crucial for their academic success and lifelong learn-

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ing. Effective support strategies focus on developing foundational literacy skills, fostering a love for reading, and providing opportunities for language enrichment. Providing elementary learners with access to a wide range of reading materials is essential for their literacy development. School libraries, classroom libraries, and community resources should offer a diverse collection of age-appropriate books, magazines, digital resources, and audio materials. These resources should reflect students' interests, backgrounds, and reading levels to engage and motivate them to read. Having a print-rich environment with accessible reading materials encourages independent reading, improves vocabulary, and expands knowledge across various subject areas. Encouraging students to use new vocabulary, providing explicit vocabulary instruction, and exposing them to rich language experiences enhance their reading comprehension and writing skills. Vocabulary development supports students in understanding complex texts, expressing their ideas effectively, and becoming more proficient readers and writers.

Table 3. Results of Correlation Analysis

Variables	r-value	p-value	Interpretation	Decision
Literacy Development among Elementary Learners	0.850	< 0.030	Significant	Reject H_0

*significant @ $p < 0.05$.

3.3. Significant Relationship Between Planning Techniques of a Reading Coordinator and Literacy Development among Elementary Learners —Pearson's Correlation generated a significant correlation between the planning techniques of a reading coordinator and literacy development among elementary learners. Table 3 revealed the yielded results of the significant relationship between the planning techniques of a reading coordinator and literacy development among elementary learners. It provides information that the posed null hypothesis, stating that there is no significant relationship between the planning techniques of a reading coordinator and literacy development among elementary learners, must be rejected for it provided empirical evidence to show its correlation. The relationship between the planning techniques of a reading coordinator and literacy development among elementary learners is integral and impactful. The planning techniques employed by a reading coordinator directly influence the effectiveness of literacy instruction and support provided to students. The reading coordinator's planning techniques involve designing a comprehensive literacy curriculum that addresses the various components of literacy, including reading, writing, vocabulary, and comprehension. A well-designed curriculum ensures a structured and progressive approach to literacy development, providing students with a strong foundation in essential literacy skills. Planning techniques focus on differentiated instruction, catering to the diverse needs and abilities of elementary learners. By tailoring instruction to individual students, the reading coordinator ensures that all students receive appropriate support and challenge in their literacy development. Differentiated instruction allows struggling readers to receive targeted interventions while providing opportunities for advanced learners to further their skills. By pro-

viding access to a wide range of resources, the reading coordinator enhances students' exposure to diverse texts, enriches their vocabulary, and promotes engagement with literacy materials. Adequate resource allocation creates an environment conducive to literacy development.

Through ongoing assessments, the coordinator can gauge students' literacy skills, track their growth, and provide targeted support. Assessment data informs instructional decisions, allowing for adjustments and interventions tailored to students' specific needs.

Table 4. Results of Regression Analysis

Model	B	Beta	Standard Error	p-value	Decision
H	(Intercept)	4.245	0.077	60.416	0.001
H	(Intercept)	0.312	0.174	1.066	0.270
	CT	0.807	0.107	0.102	1.010
0.315	0.001	*Reject H_0			
	PIRP	0.441	0.108	0.136	1.299
0.196	0.000	*Reject H_0			
	PIS	0.202	0.097	0.210	2.098
0.038	0.002	*Reject H_0			
	AD	0.921	0.508	0.136	1.299
0.296	0.003	*Reject H_0			
	CPA	0.502	0.057	0.210	3.098
0.038	0.000	*Reject H_0			

R^2	= 0.891
F-value	= 254.588
p-value	= < 0.020

*Significant @ $p < 0.05$

3.4. Domains of Planning Techniques of a Reading Coordinator Significantly Influence Literacy Development —Table 4 depicts the simple regression coefficient analysis showing that the domains of planning techniques of a reading coordinator significantly influence literacy development. Domains of teachers' pedagogical skills in terms of collaboration with Teachers, planning and implementing reading programs), providing individualized support, analyzing data, and communicating with parents and administrators significantly influenced literacy development. Meanwhile, the R2 value suggests that the planning techniques of a reading coordinator, the literacy development among elementary learners. This provides empirical evidence that variability of and literacy development among elementary learners can be accounted for and be explained by the planning techniques of a reading coordinator. In addition, the F-value shows all the sums of squares, given regression as the model and Residual as the error. The F-value and F-statistic are significant, indicating that the model is significantly a better predictor of literacy development among elementary learners. Pedagogical skills form the foundation of effective instructional strategies. Teachers who possess a diverse repertoire of pedagogical skills can employ a range of

teaching methods, such as active learning, cooperative learning, and differentiated instruction, to engage students and meet their diverse learning needs. However, the reflective thinking process is essential for teachers to critically evaluate the effectiveness of their chosen instructional strategies. The planning techniques employed by a reading coordinator play a significant role in influencing literacy development among students. These techniques encompass various strategies and considerations that shape the instructional practices and support systems provided to students. The reading coordinator's planning techniques involve designing a comprehensive and well-structured literacy curriculum. This includes identifying key literacy goals, selecting appropriate instructional materials, and determining the scope and sequence of instruction. A thoughtfully designed curriculum ensures that essential literacy skills, such as phonics, fluency, vocabulary, and comprehension, are systematically taught, allowing students to develop a solid foundation in reading and writing. By providing targeted support and challenge, differentiated instruction enables students to make progress at their own pace, leading to improved literacy skills and a greater sense of engagement and success. Through ongoing formative and summative assessments, the coordinator gathers valuable information about students' literacy strengths and areas for improvement. This data helps identify specific needs and guides the selection of appropriate instructional interventions and support services to promote literacy growth. Planning techniques foster collaboration among stakeholders involved in literacy development, such as teachers, administrators, families, and community members. The reading coordinator facilitates collaborative efforts by establishing professional learning communities, organizing literacy-focused meetings and workshops, and fostering partnerships with families and community organizations. Collaboration enhances the sharing of ideas, resources, and best practices, resulting in a coordinated and cohesive approach to literacy development.

4.   Conclusions and Recommendations

This chapter presents the findings, conclusion and recommendation based on the results of the data analyzed, discussed, and drawn implications. Findings are based on the posed statement of the problem; conclusions are based on the findings generated and recommendations are based on the implications of the discussions.

4.1.   Findings—The following are findings of the study given the results in the presentation, analysis, and discussions. The extent of planning techniques of reading coordinator in terms of collaboration with Teachers. The result is focused on the highest and lowest mean ratings of indicators which are as follows: Communication for improvement 4.30) is very extensive; Collaborate with teachers in implementing reading program (4.00) and Manage the plan and its implementation of the design of the program (3.60) are extensive, while, Provide opportunity for professional development (3.30) and Measure knowledge of content on the program (3.10) are moderately extensive. The overall mean rating of 3.66 denotes extent of planning techniques of reading coordinator in terms of collaboration with teachers is extensive, thus, oftentimes manifested. The extent of support to literacy development among elementary learners. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: Comprehension (3.81), phonemic awareness (3.61), vocabulary (3.40) are extensive, while phonics (3.30), Fluency (2.81), and writing (2.63) are moderately extensive. The

overall mean rating of (3.26) denotes that the extent of reflective thinking process of teachers is moderately extensive thus, sometimes manifested. Pearson's Correlation generated a significant correlation between planning techniques of a reading coordinator (r=0.859; p¡.030) and literacy development among elementary learners. Domains of teachers' pedagogical skills in terms of collaboration with Teachers, planning and implementing reading program, providing individualized support, analyzing data and communicating with parents and administrators significantly influenced literacy development.

4.2. Conclusions—Given the findings of the study presented, the following are the conclusions, to wit; The planning techniques of the reading coordinator in terms of communicating with parents and administrators, collaborating with Teachers, planning and implementing the reading program, and providing individualized support were extensive. The support to literacy development among elementary learners in terms of comprehension, phonemic awareness, vocabulary, phonics, fluency, and writing (2.63) was moderately extensive. There was a significant relationship between the planning techniques of a reading coordinator and literacy development among elementary learners. Domains of teachers' pedagogical skills in terms of collaboration with Teachers, planning and implementing reading programs, providing individualized support, analyzing data, and communicating with parents and administrators significantly influenced literacy development among elementary learners. Vygotsky posited Social Constructivism, which states that learning is active and social. Individuals build knowledge through interactions with others and their environment. This theory supports the conclusion. It says that the extensive planning techniques of reading coordinators work. These techniques include talking to parents and administrators. They also include working with teachers and giving individualized support. These

techniques create an interactive environment. It helps collaboration and boosts literacy among elementary learners. Reading coordinators can influence learners. They do this by facilitating social interactions and scaffolding learning. They improve comprehension, phonemic awareness, vocabulary, phonics, fluency, and writing (Pierce Galley, 2018, as cited in Hewitt, 2020. The Balanced Literacy Approach has various parts. These include phonics, fluency, vocabulary, comprehension, and writing. It agrees with the study. It highlights the need for a thorough and varied approach to literacy. This approach underscores that planning and running reading programs are key. So are help and teamwork from reading coordinators. They can improve literacy. Reading coordinators address many literacy domains. They use diverse strategies. This ensures that students get well-rounded literacy instruction. This fosters big improvements in literacy (Pressley, 2023).

4.3. Recommendations—With the presented conclusions of the study, the following were recommendations, to wit; Public School District Supervisor. May provide Adequate Resources: Ensure that schools have access to sufficient resources, including funding, instructional materials, and technology, to support effective literacy instruction. Allocate resources specifically for professional development programs and interventions targeted at improving literacy outcomes. Encourage collaboration among teachers, reading specialists, and other stakeholders to share best practices, exchange ideas, and develop a cohesive approach to literacy instruction. Foster opportunities for professional learning communities and cross-school collaboration to enhance literacy development. Regularly assess the implementation of literacy programs and initiatives across schools within the district. Monitor the effectiveness of instructional strategies, the use of evidence-based practices, and the progress of students' literacy development. Use this data to inform

decision-making and provide targeted support where needed. School Principal. May create a dedicated team of educators responsible for overseeing literacy development within the school. This team can include a reading co-ordinator, literacy specialists, and grade-level representatives. Collaborate with this team to develop and implement effective literacy initiatives aligned with district guidelines. Prioritize professional development opportunities for teachers focused on effective literacy instruction, assessment strategies, and differentiation techniques. Offer ongoing support and coaching to help teachers improve their pedagogical skills and implement research-based literacy practices. Promote a school-wide culture that values literacy and encourages reading. Create a print-rich environment with well-stocked libraries and reading corners. Organize literacy-focused events, book clubs, and reading challenges to engage students and foster a love for reading. Teacher. May engage in professional development opportunities to enhance instructional strategies and stay updated on current research and best practices in literacy instruction.

Seek out workshops, conferences, and online resources to deepen knowledge and refine teaching techniques. Tailor instruction to meet the diverse needs of students by employing differentiated instructional strategies. Use a variety of teaching methods, materials, and assessments to accommodate different learning styles and skill levels. Provide targeted interventions for struggling readers and challenge opportunities for advanced readers. Create a classroom environment that promotes a love for reading. Set aside dedicated time for independent reading, establish reading routines, and provide access to a wide range of engaging books. Encourage student choice and provide opportunities for students to share their reading experiences. Future Researcher. Conduct empirical research to explore the effectiveness of specific literacy interventions, instructional strategies, or assessment methods. Generate evidence-based findings that contribute to the field of literacy development and inform educational practice. Explore the impact of technology on literacy development, including the use of digital resources, online reading platforms, and educational apps.

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