Management Support Practices on the Department of Education Reading Program

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ABSTRACT

This case study explores the management support practices of the Department of Education Reading Program in Panabo City Division, Davao Del Norte, Philippines. Seven (7) school principals were interviewed using Key Informants Interview, and another seven (7) school reading teachers were invited to the Focus Group Discussion using the same enhanced researcher–made interview guide. Findings revealed that the Department of Education manifested management support practices on the reading program, such as policies, teachers, external stakeholders, learning spaces, and learning resources, which were perceived to be consistent with general system theory of Ludwig von Bertalanffy (1928). Each input has a unique process, output, and outcome in this study. This paper provided implications for practice and further research on management support in a reading program.

Keywords: Department of Education, Management Support Practices, Reading Program

INTRODUCTION

Management support has been an issue evolving all this time in the educational arena, as affirmed by Lunenburg (2010), highlighting that management support may be an overtime issue because principals also have a heavy workload and work at a rapid pace is both hectic and taxing. In addition, Mendels (2012) believed that today's principals need to be focused on instruction and not building management. Theabsence of a management support system leads to the school's failure in its program implementation.Further, Walter and Pickands (2000) conducted a study in the USA aimed at detecting the role of school administration in solving school problems at a moderate level. In recent studies, school administration continuously follows up on the students' issues and concerns, monitors, and provides solutions (Faulkner, 2015). On the contrary, Davis, Darling-Hammond, LaPointe, and Meyerson (2005) showed that successful school leaders influence achievement by supporting and developing effective teachers and implementing effective organizational practices.

Thus, management support in any endeavor is urgently needed to achieve the vision, mission, and objectives. In the education sector worldwide, the student's reading skill is one of the challenges in the field of education in which teachers' primordial concerns are to enhance students reading ability towards a certain level of comprehension and to understand what has read fully. How does the management level today in low-performing schools provide necessary support in helping teachers across the school at the low level of reading performance to continue to meet reading level standards and make adequate yearly progress in reading?

Despite its efforts to uphold varied programs, the Department of Education has experienced challenges, specifically in implementing the reading program Ocampo (2018). The latest Phil-IRI Test in the Schools Division of Manila, S.Y.2014-2015, as reported in the study of Magistrado (2015), revealed that one-sixth to one-third

of elementary graduates were identified as "frustrated' readers and one-third as "instructional". These results were below the desired grade level at the end of the elementary cycle. A similar study by Briones (2014) regarding PHIL-IRI results in 2015 in the Schools Division of Camarines Sur revealed that 55% of the graduates were frustrated readers, 33% were instructional readers, and both findings fall below grade level standard. OCampo (2018) cited that if these will not address these concerns and no appropriate interventions are given, the learners will have difficulty in all subject areas. The barriers to achieving high academic performance may lead to a more significant gap as learners escalate in the educational ladder.

In addition, Drayer (2002) emphasizes that providing management support practices by school principals is essential for teachers' performance in training sufficiently motivated and effective teachers. Nevertheless, differently, it is the act of giving assistance, encouragement, and stimulation to teachers by principals to enhance their performance towards the achievement of the objectives of the school system. Imperatively, teachers need supportive practices from their principals to perform maximally. To perform excellently, teachers should try harder and demand more of him; thus, achieving more takes particular joy in winning and does not need fulfillment to perform. Teachers' performance can be taken to be synonymous with teacher commitment and is a valid construct in school growth.

Moreover, the reading gap is the difference between the target and the actual level of proficiency (Otaiba & Fuchs, 2002). The result of the study found that only some classrooms achieved the target level of proficiency. Thus, with proper instruction to meet the goal, about 85% to 90% of students at any school should be able to read a text for a particular grade level. Affirmation in the reading gap has been noticed by Stanovich (2002), who stated that the gap between poor readers and their progressing peers increases overthe elementary years. Remedial reading programs were established in most schools around the globe to fill the gap in children's reading skills under their grade level and those who fall below the standard readinglevel within their grade level.

The Philippine Informal Reading Inventory (Phil-IRI) is one initiative supporting the Every Child a Reader Program of the Department of Education. It is a classroom-based reading assessment that assesses the student's interaction with print orally and silently. It informs the classroom teacher of the student's reading performance in terms of their reading strengths and difficulties and helps the teachers design appropriate classroom interventions. The Phil-IRI assesses and evaluates the reading proficiency level of elementary pupils. Results of the pre-test serve as the basis for implementing interventions for children below the standard reading level. The remedial program, Every Child a Reader Program, utilizes the Phil-IRI to assess the program's results. The Phil-IRI standards are adopted from comparisons of several international reading inventories and the recent national reading achievement test results.

Numerous studies on the different interventions of the reading program globally needed support from the management. The programs may succeed because of the collaboration of diverse internal and external stakeholders. The management support practices are highly appreciated and recognized to realize the goal set of the reading programs.

Management support practices are one of the most critical aspects of the reading program for achieving higher performance levels. A contributing factor to the lag in management support is the management's need to understand their expectations. Management is equally vital to know the needed support in implementing, monitoring, and evaluating programs. The findings from new research reported in this study may serve as baseline data for the training material for management.

The findings of this study are valuable because they impact managers' ability to provide vital reading programs within their organizations. The facts are that management support practices can support life-long learning through leadership training and staff development opportunities.

Purpose of the Study

This case study explored the management support practices of the Department of Education (DepEd)Reading Program in the Division of Panabo City, Davao del Norte, Philippines. This case study primarily sought to answer the grand tour question, "What are the management support practices on the reading program of DepEd by the school principals?" The following probing questions are as follows:

1. What resources or inputs do the school principals provide to manage the reading program?
2. What are the strategies or processes in implementing the resources or inputs by the school principals as management support on the reading program?
3. What are the tangible outputs of using these resources and strategies?
4. What are the outcomes or benefits of using the outputs or services on the reading program?

THEORETICAL FRAMEWORK

This study is anchored on the General Systems Theory (GST). This theory was originally proposed by Hungarian biologist Ludwig von Bertalanffy in 1928. He suggested that a system is considered by the connections of its components. It defines the concept of a system, where "all systems are characterized by a combination of parts whose relations make them interdependent. The systems approach was quickly applied to the study of organizations which had essential effects on organizational behavior and structure (and vice versa). The theory comprises four basic elements: (1) Inputs are standard materials and concept used by the organization that includes people, ideas, time, money, facilities, technologies, customers, locations, collaborators, etc. (2) Processes refer to subsystem to process the inputs and generate outputs that include individuals, teams, projects, programs, products, functions, etc., (3) Outputs are tangible results from organization, products or services that may include the products, services, and knowledge, and (4) Outcomes include the benefits to clients from using the outputs like happy, literate, financially strong, and independent and employed.

This case study also explores the four elements described in the GST: inputs, processes, outputs, and outcomes. The management support practices are viewed as : (1) inputs include policies, teachers, external stakeholders, learning space, and learning resources, (2) processes include policy enforcement, professional development, external stakeholders, learning resources renovation and redecoration, and multimedia integration; (3) outputs include contextualized school reading program, competent teachers, committedexternal stakeholders, and improved reading delivery system, (4) outcomes include improved reading delivery system, improved reading instruction, and improved reading skills.
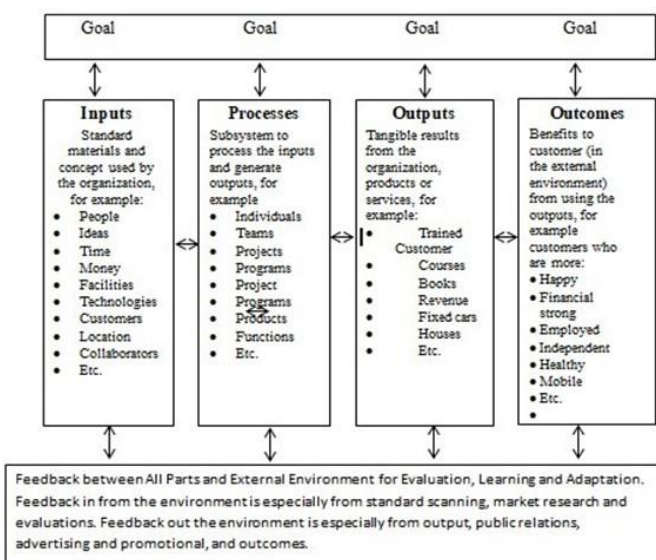

Figure 1: General System Theory of "Ludwig Von Bertalanffy (1928)

METHODOLOGY

Research Design

This chapter presents the research design, research site, sampling procedure, research instrument, data gathering procedures, data recording procedures, data analysis procedures, data reliability and validity, qualitative write-up, and ethical consideration of the study. In pursuing this research undertaking, a case study was employed. This study used a purposive sampling strategy to select informants for the study. Key Informants Interview and Focused-Group Discussion were used for data gathering. Data were transcribed using Qualitative data analysis framework of Creswell (2002).

Sampling Procedure

This study used the purposive sampling strategy to select "information rich" key informants for the key informants' interview, which included seven (7) school principals involved in the management support practices of DepEd reading program. Informants were selected based on their experience as reading program policy implementers. Then, focused-group discussion involved seven (7) school reading teachers of the identified schools. The filter used in selecting the participants was significantly and functionally active reading teachers in the implementation of the reading program of DepEd.

Research Instrument

A researcher made interview guide was used as the main instrument to describe the management support practices of the Department of Education Reading Program of Panabo City Division, Philippines. Central theme of this study was directed by its several sub-questions. The interview guide was validated and enhanced by two (2) Chief Head Supervisor and one (1) School principal, who were equally competent in their respective field of work, expert on research, well specialized in teaching language, and with backgrounds in reading program. After which, the validated guide questions were tried out with two elementary school principals who were not part of the qualitative sample.

Data Gathering Procedures

Setting boundaries for the study and collecting information through key informants interview were included as data gathering methods used as the main source of the data and focus group discussion for clarification. Open-ended questions protocol and predesigned form (used in recording information) were applied ingathering the data. First, permission to conduct the study was secured from the Schools Division Superintendent of Panabo City Division, copy was furnished to the elementary school principal for itsproper information, determination of key informants for interview and participants for focus group discussion, and schedule arrangement for the said interviews. Finally, interviews for KII and FGD were conducted one at a time as scheduled, respectively.

Data Recording Procedures

First, key informants for KII were informed about the content of the consent interview form. After which, proper interview was conducted. Responses from the key informants were recorded using audio tape and at the same time handwritten notes was made. Recorded interviews of the key informants were carefully transcribed. Transcribed interviews were sent back to the respective key informants for their affirmation of the information's correctness, accuracy, and completeness. Second, temporary themes out of the transcribed interviews were assigned too. Set of themes on management support practices in the reading program was identified, which was used as a guide for the focus group discussion. Then, focus group discussion with selected participants was conducted as scheduled. On same manner, participants were informed first about the content of the consent interview form before proper

interview was made. Responses from the participants were recorded using audio tape and at the same time handwritten notes were made. Recorded interviews of the participants were carefully transcribed. Transcribed interviews were sent back to the respective key informants for their affirmation of the information's correctness, accuracy, and completeness. Final output of FGD was used for triangulation and validation of the outputs in the key informants' interview. Lastly, final outputs for focus group discussion were used to triangulate and validate key informants' responses in the interview.

Data Analysis Procedures

Audio tape recorded and field notes data were transcribed. Key informants concrete information were noted words to words and data information were carefully quoted. Relevant statements were extracted from the responses of the informants, which were grouped and analyzed thematically. Ethics of confidentiality was highly treated in such a way the KII and participants' names were coded. The findings of the study were presented in holistic manner. According to Creswell (2009), data analysis in qualitative research involves of preparation and organization of the data for analysis, then the reduction of the data into themes through a process of coding and condensing the codes, and finally the presentation of the data results in figures, tables or a discussion Figure 2 proposes a data analysis in qualitative research adopted from Creswell (2002). This study followed and interpreted carefully the procedures to establish common themes, patterns, terms, or ideas to obtain a deeper understanding of the issues while enunciating a detailed description of the management support practices of the school principals from different districts of Panabo City Division.
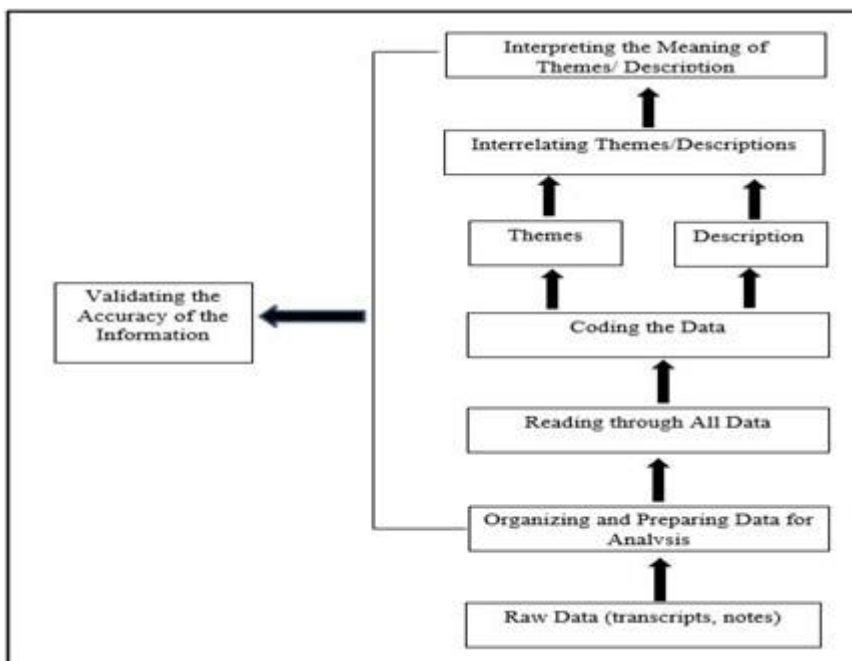

Figure 2: Data Analysis in Qualitative Research adopted from Creswell (2009)

Data Reliability and Validity

The recorded audio tape and written notes were checked and re-checked to ensure no mistakes were contained during transcriptions to ensure the reliability of the study's data. The audio tapes were repeated during the transcription to ensure that data were transcribed accurately. Validity strategies were employed to confirm the validity of findings by triangulating different data sources (interviews and focus group discussions). According to Stakes & Creswell (1998) that the use of multiple sources of data (data triangulation) is a way of increasing the internal validity of the study. The responses were returned to the informants to check the accuracy and validity of the meanings as formulated. Informants and participants were asked to affix their signature on the transcript to ascertain their conformity to the transcribed results of the study.

Qualitative Write-Up

Description and themes were developed that conveyed multiple perspectives from informants. Then, different writing strategies were employed such as directly quoting from the participants, which varied from short to long passages. Participants' responses were grouped to form codes, theme labels, and quotations for interpretation. The protocol format of the manuscript adopted was followed to call attention to quotation from participants. After which, results were related directly to the central question and then to the sub- question. Finally, cross-checking of the whole analysis process was done.

Ethical Consideration Confidentiality and Anonymity

Letters of Consent were secured from the Schools Division Superintendent, District Public Supervisors, principal informants, and teacher participants. The informants and participants were informed about their rights and anonymity. Obtained information was kept confidential to safeguard the privacy.

Ethics of Informed Consent

Invitations and schedules were arranged according to the approval of the proper authorities and ensuring not violate protocol and other considerations. The informants and participants were selected based on what would most benefit personal biases and opinions lessening. The purpose of the study, duration, and procedures were revealed to the informants and participants, who participated in the research. Freedom was given to them to stay in anonymity. Participants were informed about their right to withdraw from participation and pull out of the research once it started. Final draft of the study was presented to the informants for their confirmation and affirmation.

Trustworthiness and Credibility

Informants and participants were carefully selected based on the set criteria. Essentially, qualitative research has to demonstrate trustworthiness in providing rigor and strength to the study validity and reliability in all stages, including data collection, data analysis, and descriptions (Speziale & Carpenter, 2007; Vivar, McQueen, Whyte, & Armayor, 2007). Trustworthiness approaches, credibility, dependability,confirmability, and transferability were undertaken throughout the study process. To ensure credibility, correct operational measures, and concepts were incorporated in the conduct of the interview and focusgroup discussion. Further, the utmost essential to the orderly arrangement of the study based on traditions of inquiry were also ensured to establish credibility (Patton, 2002).

RESULT

Management Support Practices on the Department of Education Reading Program

The Department of Education (DepEd) has implemented the reading program for 18 years since 2001. Every child a reader is the ultimate goal of the Department of Education in which this program aims to improve the learners' reading skills and literacy from Kindergarten to Grade

3. With this, a study explores the extended management support practices in sustaining theimplementation of the reading program. This study reveals that policies, teachers, external stakeholders, learning spaces, and learning resources are the management support provided by the school principal. These are considered as resource-inputs which are patterned on General System Theory of Ludwig von Bertalanffy (1928). In each input, process, output, and outcome are also organized.

Based on the result of the study, the policies of the DepEd on the reading program serve as management support that is essential in the program's implementation. These include policy enforcement of the division

reading supervisor, contextualized school reading program, and improved delivery system on the reading program.

The result of the study reveals that teachers are also considered as management support which the school principal has to consider. Moreover, all mentioned resources are deemed equally essential for reading program implementation. Professional development, competent teachers, and improved reading instruction are also involved.

External stakeholders, as another management support, find that having it would establish a solid school-community partnership with committed external stakeholders that would help improve the delivery system of the reading program towards successful implementation.

Moreover, learning spaces are essential in implementing the reading program where the principal initiates different related renovations and redecoration programs. A conducive reading learning space develops an interest in reading and study habits.

Lastly, in learning resources as management support on the reading program, the school principals apply strategic implementation that involves multimedia integration in reading instruction and access to quality learning resources, improving reading skills in the long run. These are described in the conceptual map shown hereunder:
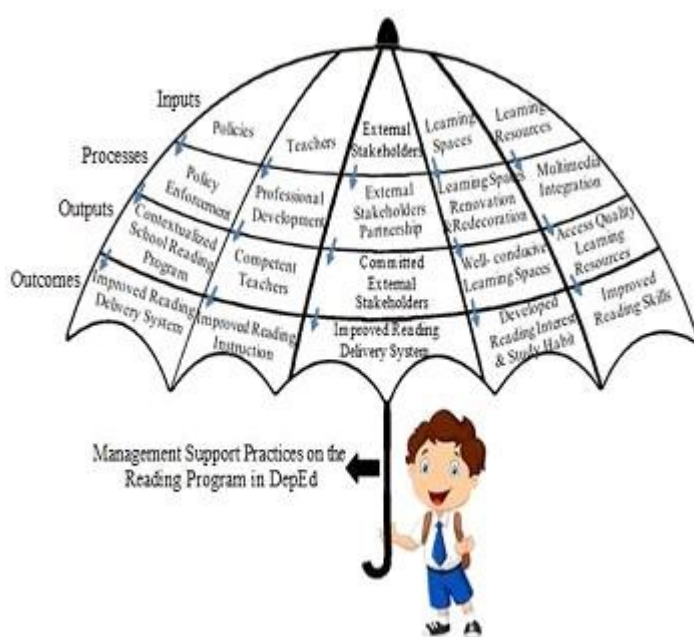

Figure 3. Over-All Concept Map showing the Integrated System Framework on Management Support Practices in the Department of Education Reading Program

Input 1: Policies

Policies as inputs to the reading program refer to legal bases such as the DepEd Order, DepEd Memorandum, NCBL Act of 2001, and the like. These policies reinforce the principal reading teachers to coordinate with the division reading supervisor regarding synchronized planning of the reading program before its implementation. Accordingly, proper coordination and collaboration with the division reading program coordinator result in the approval of the contextualized school-based reading program. Eventually, in the long run, the implementation further results in an improved delivery system for the reading program of DepEd. These are shown hereunder:

Figure 4. Concept Map showing the Integrated System Framework of the Policies of the Department of Education to Improved Delivery System on the Reading Program

Policy Enforcement. The Department of Education has initiated a plan regarding the policy implementation of the reading program. As far as the process is concerned, policies require close coordination and collaboration. The informant revealed that policy enforcement with the Division Education Program Supervisor in the reading program needed support systems initiated by the school principal to ensure the smooth implementation of the program within the entire division. One of the informants testified that school collaboration was significant in implementing an instructional reading remediation program. The program could be fully implemented with the high commitment of the school principals and reading teachers. The informant also revealed no problems implementing the program because teachers were already committed. Moreover, policy enforcement, as emphasized by the informant to be more accessible and better in the implementation phase, must be considered. The informants described how the resource was being processed.

Contextualized School Reading Program. The contextualized school reading program is an essential result policy enforced through coordination and collaboration among the DepEd division reading program supervisor, principal, and the school reading program teachers. Reading programs are designed and implemented with effective literacy instruction for Grade 1–3 teachers. The localized and contextualized school reading programs are blueprints to the management support practices that the informants reveal in collaborative discussions and deliberations. This was indeed an advocacy for reading, and have felt in love with reading is one of the informants' revelations. The testimonies of the informants perceived that the school-based reading program shall be modified similarly to the framework of the school program. Finally, the informants got names for the school reading programs. These are DREACTOR, SIRIP and #basabata.

Improved Delivery System on the Reading Program. The Department of Education mandated a system-wide delivery from national to regional, regional to division, and division to school levels. It facilitated the reading program that was aligned with the DepEd. At the school level, the informants believed proper policy enforcement might be with the collaboration and coordination of higher authorities. Having a contextualized school reading program resulted in an improved delivery system. Improved reading delivery system resulted from a well-crafted plan directed by the DepEd policies and guidelines. The participants revealed several outcome benefits of the contextualized reading intervention program which operationally implemented for bridging the gaps between the reading standard level and the needs of learners.

Input 2: Teachers

Teachers are the resources provided by the school principal as management support on the reading program of the DepEd. The school principal highlights teachers' professional development by sending them to seminars, trainings and workshops. One of the programs that school principals implemented is the School Learning Action Cell (SLAC). This is a session that is done twice every month. This resource strategy will now enhance teachers' skills and abilities to become competent teachers in reading instruction. Of course, with the enhanced strategies and competent teachers, the program will gradually improve its reading instructions. Most of the informants and participants recognize the essential role of reading teachers in implementing the reading program. These are the system shown hereunder:
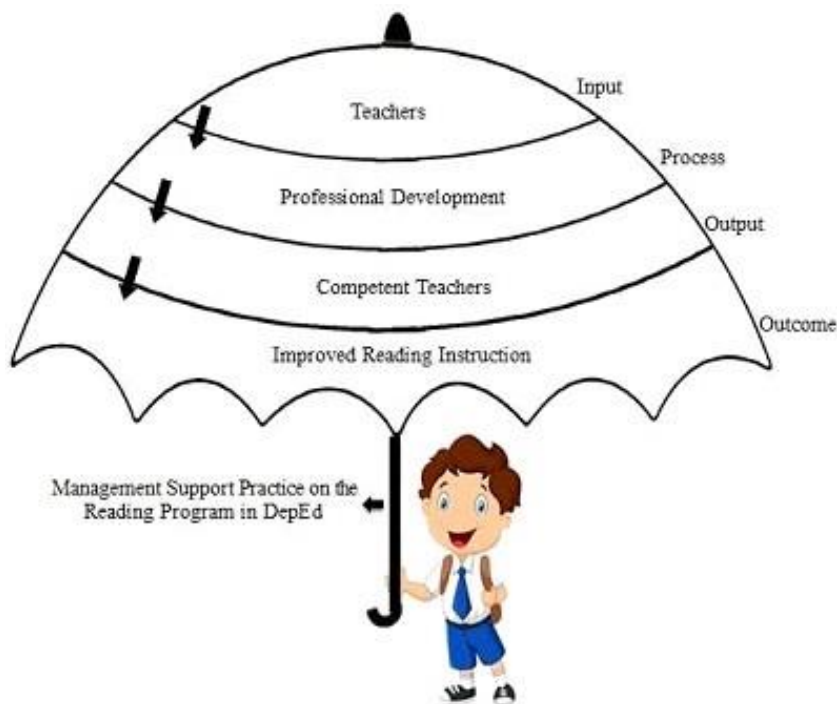

Figure 5: Concept Map

Professional Development. This is one of the many showing the system model processes that emerged during the informants' deliberation. According to the informants, there is a need to continue teachers' professional development. Moreover, they emphasize that after attending the school-based Learning Action Cell (SLAC), the participants in return, shall be excelled and be able to exercise their expertise by sharing what they have learned from their pieces of training.

Competent Teachers. The principal's management support, which becomes an essential output in the study, is competent teachers. DepEd policy envisioned that training on effective literacy instruction came together with mandatory teaching and learning materials. The active informants and well-versed participants revealed that good training design activity enabled teachers to implement what they learned from training directly. Moreover, audio-visual materials that demonstrated how the approaches and materials could be used in the delivery of instruction developed several teaching strategies and approaches. The training enhanced the professional growth and the teachers' competence acquired from the Continuing Professional Development (CPD) program and in the School Learning Action Cells (SLACs).

Improved Reading Instruction on the Reading Program. This is an essential result based on the output, competent teacher that is enhanced with the necessary skills, knowledge, and attitude to achieve a specific

target. The department's goal and the study's result resulted in improved reading instruction on the reading program that served as management support practices. School principals are mandated to provide guidance, support, and mentoring to their classroom teachers and ensure that children receive quality instruction to improve learning. The participants have said that ensuring the benefits of the nonreaders and reducing their numbers will achieve the school to make every child a reader. The schools provide emotional and moral support like being committed, passionate, and goal- oriented to their work areas.

Input 3. External Stakeholders

Management support practices revealed that external stakeholder was another resource provided by the school principal. The whole community has an essential role to play in the growth and development of a child. The entire system comprises the vital concept in the implementation of the program, which includes external stakeholders' partnership where people can build commitment to the reading program. Now, it is easy to ask for assistance once these people commit to support the reading program. By making the whole community as a partner in the implementation of the reading program, there is a quality assurance for the improvement of the reading delivery system. These are the system shown in the succeeding page.
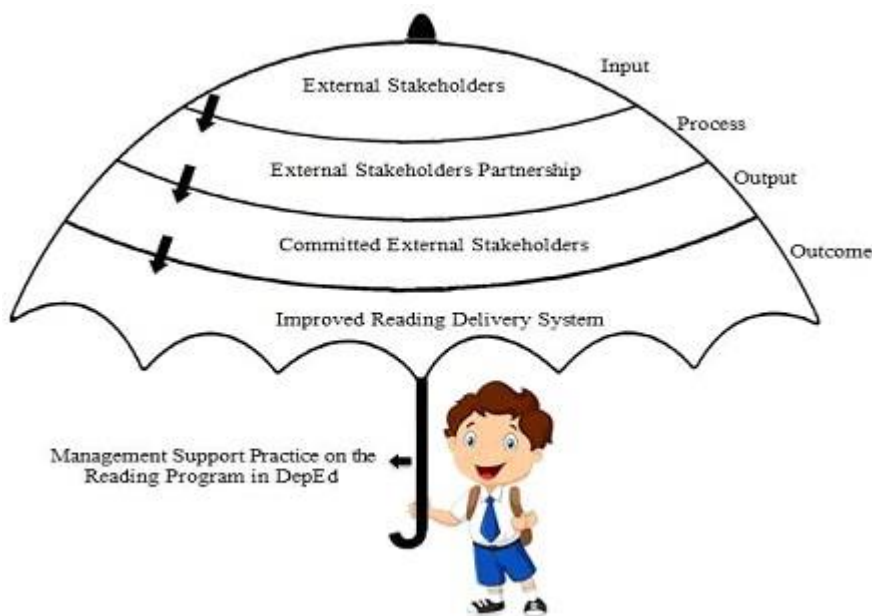

Figure 6. Concept Map showing the System Model of the External Stakeholders to Improved Reading Delivery System Of The Reading Program.

External Stakeholders Partnership. The management support practices on the reading program sustained through the external stakeholders' partnership with community. The informants revealed that the transparency of the status of the learners about their reading level would be presented and coordinated to the parents. The informants clearly described that the constant support coming from the stakeholders andparents showed improvement to learners.

Committed External Stakeholders. A commitment is a promise made between two people or organizations directly or indirectly affected by the project. In the result of this study, informants described that a committed external stakeholder was an important output. This output could be a very good start of investment partnership with people who were committed to work. These people were having best intentions to uplift the reading skills of learners. However, it was one of the most difficult tasks that could make or break its success. The informants expressed that committed stakeholders were partner to improve reading ability of the learners. They would be happy to share their expertise with others. As such, school to school commitment, PTA assembly, and community people were the important persons in the program

implementation. Improved Reading Delivery System. It is an outcome of the study derived from the committed external stakeholders. The support given to the reading program is not well compensated to the learners. However, these problems need to be addressed through external stakeholders. Management support, then, is recognized in the study as improved reading delivery system. The donation and solicitation are other way to sustain the program. In addition, informants revealed that there was an increased in the literacy level performance of the whole school. Then, several informants expressed in a well-versed manner the positive feelings of the stakeholders supported on the school's reading program.

Input 4. Learning Spaces

Management support practices on reading program manifested that learning space is one of the resources provided by the school principal. Learning space itself cannot tell alone that program is going to besuccessful. However, there are processes to consider in making it more effective. It is through renovationand redecoration of learning spaces that support reading program context. The informants revealed that well-conducive reading learning spaces inspire learners to read. This eventually developed an interest in reading and improved study habits among learners.

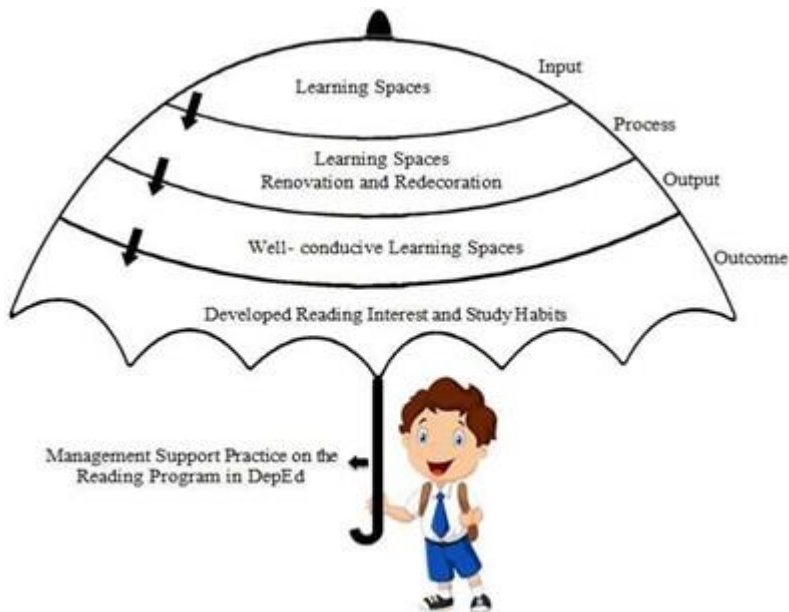The diagram showing a concept map system hereunder:

Figure 7. Concept Map showing the System Model of the Learning Spaces to Developed

Reading Interest and Study Habits on the Reading Program

Learning Spaces Renovation and Redecoration. The school-based reading program has various implementing activities that support the program. The teachers' renovation and redecoration of learningspace are tasks to make an attractive yet functional learning space. As cited by Filardo (2008), poorly designed and maintained schools, often found in areas of lowest educational achievement, can also have a detrimental impact on teacher and student morale and engagement and adverse effects on students' outcome. This study revealed that well-designed learning spaces could boost learners' confidence and help them become comprehensive readers.

Well-conducive Learning Spaces. The management support practices on the reading program revealedseveral reasons for having a conducive atmosphere for reading and learning. According to the informants, a well – conducive learning space is a big help to the learners' reading performance. Moreover, informants

revealed that it gradually improved the reading habits of the learners. In addition, the regular scheduling of the reading program should be monitored by the informants. Moreover, a time would come when no child would be left in the reading process. That served as a goal of the school.

Developed Reading Interests and Study Habits. The management support practices on the reading program reached their target of creating interests in reading and study habits among school children. The informants found that learning spaces were essential for developing the child's interest in studying. Spending quality time in the reading learning space developed a love for reading among learners.

Input 5. Learning Resources

The management support practices on the reading program in the Panabo City Division revealed that reading learning resources are essential in implementing the program. The learning resources include multimedia, laptops, projector, reading books, and reading materials such as tarpapel, flashcards, CDs, reading modules, reading charts, newspaper, and pamphlets. In implementing the reading program, one ofthe best practices is integrating multimedia in reading instructions. The results of the study revealed that children were attentive and participative in the classroom once the integration of television, projector,laptops, and other technology-integrated materials were present to enhance the children's reading level. Multimedia integration in reading instruction plays priceless reactions to learners of any grade level. The informants manifested management support practices as equally significant when the reading program was accessible to the different and quality reading resources that could cater to diverse learners. From time to time, the availability of quality reading resources for the different needs of the readers was eventually improving access to quality reading programs. The diagram showing a concept map system hereunder:
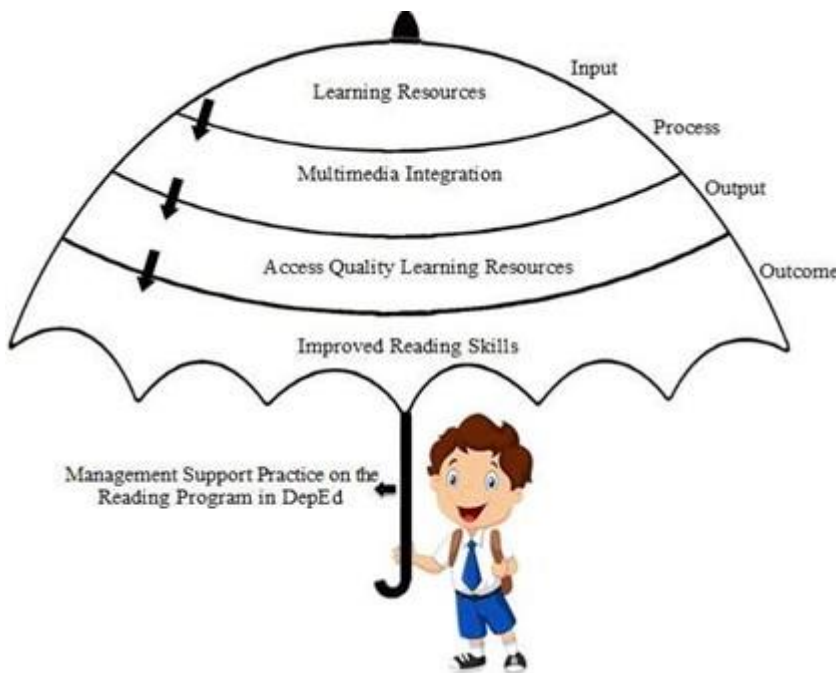

Figure 8. Concept Map showing the System Model of the Learning Resources to Improved Access to Quality Reading Resources

Multimedia Integration. Management support practices on the reading program revealed that multimedia integration is effective in reading processes. The informants said integrating technology in the reading program was of great help in implementing the program effectively. The reading of the learners hadimproved through the use of appropriate learning resources.

Access to Learning Resources. Management support practices recognized access to learning resources on the reading program that contribute meaningfully to the program's implementation

The informants mentioned that accessible reading resources are always available on online educational learning resources. That would only happen if the teacher were resourceful. Another informant tried to clarify issues regarding the accessible learning materials online. These educational materials were effective processes of reading improvement. The informants' untold stories that multimedia (cellphone and laptops) contribute to making reading instruction easy and better result of learners' reading performance.

Improved Reading Skills. This management support practices on the reading program were found as the outcome or result based on the input, and learning resources. The informants realized that the implementation of the program was considered to be risk-taking. The reading resources that sustained the goal-oriented program and prepared readily available materials to all readers improved reading skills and reading comprehension.

DISCUSSION

Management Support Practices in the Department of Education Reading Program

The management support for the DepEd reading program, including policies, teachers, externalstakeholders, learning spaces, and learning resources, is essential in implementing the reading programs. This management support is aligned to the General Systems Theory of Kast & Rozenzweig (2017). This theory has established the interrelatedness of reading program and science regarding management practice. On contrary, Onuma (2015) highlighted that most school principals lacked supervisory skills and, as aresult, entrusted academic supervision to the hands of external supervisors. Most principals are reluctant to endorse in-service training teachers, and teachers, in turn, hide their pursuit of a higher degree. However, Castller (2010) pointed out that school principals should provide teachers with the needed management support to function in their chosen field effectively.

Input 1: Policies

Numerous policies of DepEd are issued to strengthen the goal of reading programs. This goal aims to make every child a reader across regions in the Philippines. This national policy is used in every school all over the country that implements reading programs as essential blueprints in the success of the implementation. These policies are found as resources provided by the school principals. Khan (2016) points out that policy also empowers school principals and reading teachers to establish appropriate actions to implement the program. Policy implementation involves translating the goals and objectives of a policy into an action. In addition, the systematic study of policy implementation is relatively new in the broader social science domain. According to Anderson (2010), policy serves as a purposive course of action followed by actors ora set of actors who deal/s with problems and other matters. On the other hand, Stewart, et al. (2008) defines policy as a series or pattern of government activities or decisions designed to remedy some social problems. The success of an adopted policy depends on how it is successfully implemented.

Policy Enforcement. Management support practices have explored the policy enforcement as a process in implementing the reading program. Besides, it pushes for the enforcement to enhance school autonomy, accountability, and external engagement. Under a decentralized set?up, the schools are seen as primarily responsible for implementing the program. Along with this, Classical Theory of Max Weber (1864-1920) explains that bureaucracy is the exercise of control based on knowledge. It focuses on using rules, dividing organizations into hierarchies, an evident division of labor, and thorough procedures to guarantee efficiency and effectiveness. Gutman (1997) states continued discrimination and exclusion to the national framing of democracy in education where participants are empowered to make decisions and policies but where the nondiscrimination constraints such choices. The situation is compounded by the failure to monitor the status

adequately or take action. Schools are guided to follow the prescription policy from its highest source and modified to the lowest source policy. Furthermore, Brinkerhoff and Hoff (2002) state that successful policy outcomes depend on designing good policies and managing their implementation.

Contextualized School Reading Program. The contextualized school reading program has been found to be the output based on the policy enforcement process. Wherein, school principals and the school reading coordinator establish coordination and collaboration with DepEd reading supervisors regarding the policy enforcement of the reading program implementation. In addition to that, school principals' utmost desire to improve the reading performance of the school has exerted through their efforts and sleepless nights in crafting, internalizing, and conceptualizing a contextualized school reading program. The enhanced school reading program is mandatory for all schools that implement programs in reading. Hence, according to Dolores (2001), contextualization is grounded in a conceptual framework relating to the transfer of skill and student motivation; practitioners who use it observe positive results, and the available quantitative evidence indicates that it has the potential to increase achievement. Moreover, Berns and Erickson (2005) point out that contextual learning theory assumes that learning makes sense if the learners can deal with novel data within their frame of reference.

Improved Reading Delivery System of the Program. The policy enforcement has reached its outcome: improved delivery systems. This outcome has been gradually realized to maximize the policies intended for schools implementing reading programs. The school principals provide effective strategies to implement a program aligning with the department policy. Moreover, according to Bliss, Firestone, & Richards (1991), outcomes in the study are not intended to provide a simple recipe for student reading achievement. Prior research has attempted to outline effective schools, teachers, and classrooms without considering the complexity of the policy environment or the contextual variables that influence success, as confirmed in the study conducted by Purkey & Smith (1983). These studies revealed that specialized training in reading affects reading achievement for students in this school district.

Input 2: Teachers

As management support in implementing the program, teachers play a vital role in establishing reading instructions. Nonetheless, they serve as facilitators in the teaching and learning process. As a management support practice, teachers are guided by school principals to be more aware of their personal and professional tasks in the reading process. By that, the Theory of Behaviorism by Elton Mayo and his associates, as cited by Olum (2004), discusses the results of group dynamics and the social makeup of an organization. In addition, this outcome causes a call for greater participation of workers, greater trust and openness in the working environment, and greater attention to teams and groups in the workplaces. Thus, effective management supports workers by energizing them and by letting them identify school system goals.

Professional Development. There is an emerging consensus in this study that revealed professional development as a vital process in the reading program implementation. This process is found to be an effective principle cultivated by school principals in the management of the reading program. Similar to the Scientific Theory of Frederick Taylor, as cited in Olum (2004), the systematic training of workers in "in one best practice" allows their discretion to do their tasks. Moreover, according to Riddle (2009), the theory of Teachers' Continuing Professional Development (CPD) supports a skills-based technocratic view of teaching teachers with the opportunity to update their skills to demonstrate their competence. Undertaking professional development improves the job performance skills of an individual teacher. Nonetheless, continuing a teacher's professional development program is the most effective reading intervention for high- risk struggling readers (Joyce, Calhoun, & Hopkins, 1999). Competent Teachers. Becoming competent teachers does quickly happen. It should be developed through constant engagement in several training and seminar workshops. School principals consider that sending teachers to relevant training enhances skills in becoming competent teachers. Teacher competences are interpreted as a set of discrete, theory-free practical

skills. Strongly influenced by behavioral psychology, teachers' performances form the basis for qualifying themselves in competent categories. There is growing interest in assessing teacher competence prompted by demand for quality assurance and for greater recognition of the teaching profession (Verloop, 1999). Nevertheless, another notion shows that validating statements about teachers' competence is regarded as evaluating interpretive argumentation (Kane, 1992).

Improved Reading Instruction on the Reading Program. Improvement in reading instructions is the outcome of the process from the input being followed and implemented well. Competent teachers bring improvement in instruction, based on this study's emerging result. Then, school principals recognize the significant consequences of improving learners' reading performances by supporting the teachers' professional development. This is where it enhances teachers' effectiveness in reading instructions. The principles to improve instructions are directly related to the teachers who serve as facilitators inside the learning institutions (Alberta, 1995). In addition, teachers are key provisions of quality education. Quality teaching is built on a solid foundation of knowledge, skills, and attributes teachers use to help students learn. According to McNamara and Kendeou (2011), the importance of teaching reading as a process and a strategy instruction has been found to impact students' appreciation of reading as a process. The goal of which is to understand what is being read. It implies that reading instructions give views on how to achieve the steps in absorbing letters and other fundamental phonemic aspects in turning to reading comprehension activities. Thus, the improvement in reading instructions dictates possibilities in achieving goals based on the teachers, their professional development, and their competencies. Teachers, now serve as components for improving reading instructions that will be applicably done to elementary education.

Input 3. External Stakeholders

External stakeholders are indispensable resources in the implementation of management support in the reading program in DepEd. This study reveals that support from external stakeholders such as the barangay officials, PTA officials, parents, community, and significant others who are within reach play a great role in implementing the reading program. Furthermore, this study shows that parent involvement is characterized by volunteers, mostly mothers, assisting the learners at risk and doing fundraising. In this study, external stakeholders contributed necessary support for improving the reading delivery system of the school reading program. Mullins (2005) emphasizes that an organization's technical requirements and organizational needs are as follows: organization without people; the human relations approaches emphasized the psychological and social aspects and the consideration of human needs – people without organizations. This assertion was also claimed by Emery and Trist (1960) that organization as socio-technical system highlights the two main components of the firm seen as a system: a social component (people) and a technical component (technology and machines) External Stakeholders Partnership. The school principals initiated external stake holders' partnership for the success of the reading program by improving the reading skills of theschool learners. In addition, the study revealed that the school principals initiated to include the communityas a story teller and a volunteer parent to help the learners improve their reading skills. Furthermore, thestudy showed that the learners' reading skills are escalated due to the transparency and support system established among the stakeholders. Partnership activities must be directly aligned with the student's achievement goals, as stated by the National Reading Foundation (2009). Institutional arrangements and systems are needed to facilitate interfaces between executive management and project teams. Such arrangements will enhance the value created for the organization by ensuring the strategic alignment of its projects, decentralization of decision-making powers, rapid resource allocation, and participation of external stakeholders (Muller, 2009). Committed External Stakeholders. Management support practices on the reading program advocate committed external stakeholders as one of the best results of the study. Building a strong committed external stakeholder is highly considered in the study, contributing much to the program's success. "Taken as a

backgrounds and for students of all ages" Henderson and Mapp (2002). The study conducted by Epstein (1995) found that Johns Hopkins University maintains the National Network of Partnership Schools (NNPS). The school has identified a list of "Keys to Successful Partnerships," similar to the PTA's partnership standards, focusing on decision-making and community collaboration. Both of these help schools to go deeper in cultivating the outcomes.

Improved Reading Delivery System. School principals testified that an improved reading delivery system requires a collaborative effort of the school principal, teachers, and distinguished stakeholders to plan, implement, monitor, and sustain the results within the context. The study revealed that partnership with external stakeholders gains a commitment to improving the reading delivery system for as long as there is a strong bond between or among others with one goal: to contribute to the program's success. Community stakeholders played essential agents of change in the reading perspective context. Several parent-family-community-school partnerships have documented positive results. NEA President Dennis Van Roekel (2009) concluded that parents, families, educators, and communities—there's no better partnership to ensure that all pre-K- to high school students have the support and resources they need to succeed in school and life.This is also supported by the study done by Fielding, Kerr, & Rossier (1998, 2007), in which they explained that the work being done in Kentucky shows that parent and community involvement in theschools need not be an issue. It can include all interested stakeholders working in collaboration to provide leadership to improve school outcomes

Input 4. Learning Spaces

Learning space is a resource that contributes impact to the success of learners. This also serves as management support in the reading program. It has a significant contribution to student learning. Despite teachers' busy schedules in preparing lessons, they find ways to create a learning space to maximize reading programs. Moreover, the learning space is a small portion inside the classroom that serves as a mini-library,a reading corner. According to Martin (2002), the importance of school buildings and classroom spaces for teachers' and students' practice had been ignored for many years. However, better conditions for teaching and learning in schools and classrooms focus on the constructed environment and its possibilities to support teaching and learning. This study shows that the school encourages reading teachers to create an attractive, colorful, learner-centered reading environment where valuable materials are provided for diverse learners. Thus, to strengthen the address in implementing a functional and learner-centered reading corner, schools come up with a competition awarding a classroom with a reading corner that is not only ideal but also useful and functional, among others. The diagram showing a concept map system hereunder:
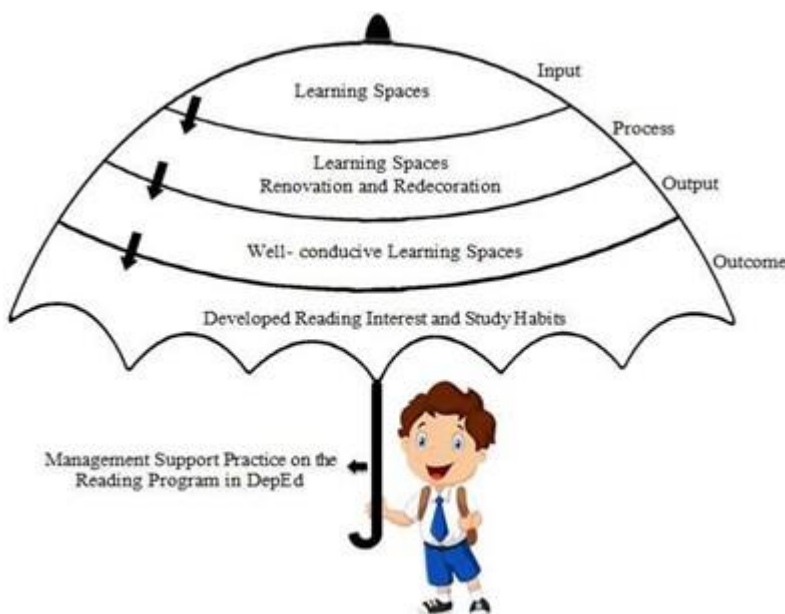

Figure 7. Concept Map showing the System Model of the Learning Spaces to Developed Reading Interest and Study Habits in the Reading Program

Learning Spaces Renovation and Redecoration. Learning spaces should be renovated and redecorated to provide more effective and helpful input in learning and reading. Renovation and redecoration are two processes in enhancing the effectiveness of a reading center. According to Thomsen (2014), designing elementary-level classroom should provide maximal opportunities for quality learning. Three things need attention: namely, furniture arrangement, the opportunities activities centers bring, and the importance of a literature center. Moreover, the creation and re-creation of learning spaces are vital for the survival of the academic community (Baden, 2008). Instead of adopting conceptions of learning or learning styles, it is essential that learning is located within the identities of the learner.

Well- conducive Learning Space. After renovating and redecorating a learning space, well-conducive learning spaces come out as the output. From its input, it now touches the work, a well-conducive learning space. The school principals find out that bringing the library inside the class can gain positive outcome result in the learners' reading skills. This study identifies some factors to the program's success that can be seen from the transformation of reading corners. This transformation has led to its well-functioned and well- accommodated place that allows students' interest and love in reading. According to Cohen and Cowen (2007), labeling is a crucial way to help children learn the language. It is also an excellent way to learn defined concepts by understanding their classifications and other areas. As a result, the International

Reading Association strongly advocates for school library media centers, and classroom libraries should provide books for all children. Books as one of the primary sources of information, are being parted away from other learners.

Developed Reading Interests and Study Habits. This becomes the outcome based on the process and output and raised from the input, the learning space. A conducive learning environment develops students' reading interests and study habits. With that, the study found that the reading program shall be supported with a learning space with appropriate technology-integrated resources and high-quality reading materials. Most of the participants would tell stories that children need time to read independently. The results also reveal that learning spaces gradually improve reading skills and comprehension. According to Association for Supervision and Curriculum Development (1979), the techniques of mastery learning, particularly the use of instructional reading materials and technology, help to fulfill the responsibility of the administrators, teachers, and pupils toward a common goal. Successful learning space and successful reading learning instruction lead to successful learning outcomes. In addition, scaffolding is the approach to a specificlearning strategy in promoting achievement to teach reading skills. Moreover, to encourage reading habits as a daily routine, it is necessary to understand the educational purposes of reading (Houry, 2015).

Input 5. Learning Resources

The learning resource is one of the emerging inputs of the study. This input highlights integrating educational technology and other instructional media into reading programs. It reveals that multimedia integration programs, access to quality learning resources, and improved reading skills are in the learning resources system. This study also demonstrates that school principals provide learning resources that are appropriately distributed to all teachers to ensure that classrooms' needs and other meaningful activities in reading are being attended. Meanwhile, teachers are developing their creative skills toward reading materials that will suit the needs of every reader. According to the study by Evans (2010), children need tobe better equipped with essential resources, particularly the availability of reading books at school andhome. In Mali, a recent survey revealed that 75% of grade 2 did not have textbooks, and no students had supplementary books. In addition, reading books and libraries are very scarce; thus, it has an impact on the learning of the students. The diagram showing a concept map system in the next page:
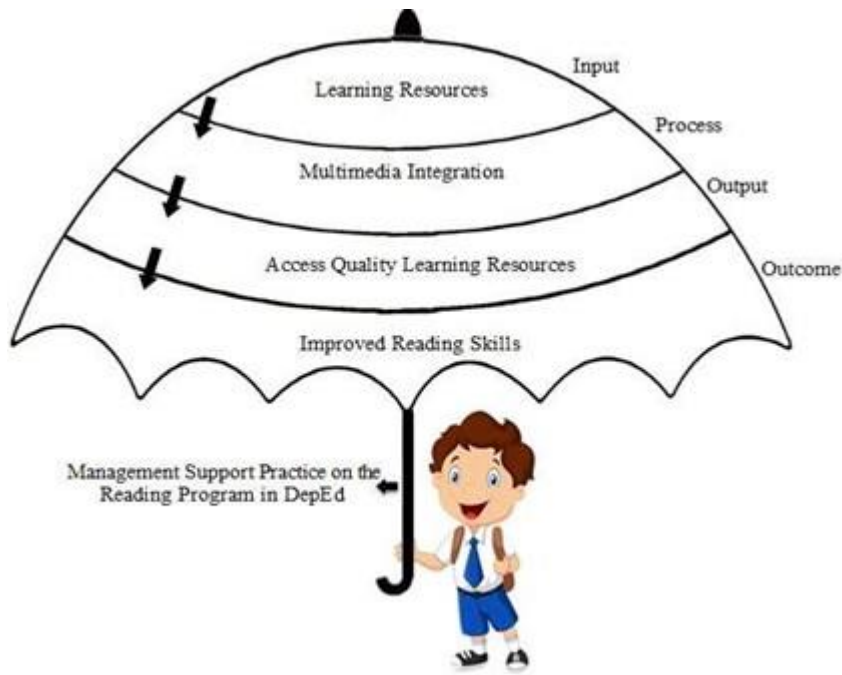
Figure 8. Concept Map Showing The System Model Of The Learning Resources To Improved

Access On Quality Reading Resources

Multimedia Integration Program. One of the strategies employed in the management support practices on the reading program in DepEd is the multimedia integration program. This study reveals that multimedia has a positive impact on the success of the program. Despite the poor signal in some areas, same schedule is followed in regular times for utilizing multimedia in the reading instruction. The study also shows high-quality reading materials are observed in remedial instruction. Furthermore, the study indicates that multimedia integration could create participative discussions and attentive reading instruction through viewing and listening to prepare appropriate materials for reading purposes. According to the study byCavus & Ibrahim (2017), many researchers believe that mobile applications can be used as an educational tool in teaching reading. In this context, e-learning is characterized by separating the teacher and theparticipant. Gilakjani (2012) mentioned three reasons and the rationale for using multimedia in the classroom. According to him, its use increases students' interest level, enhances their understanding, and memorizing ability.

Access Quality Learning Resources. Access to quality learning materials is the emerging output based on the input of learning resources and the process of multimedia integration. Quality denotes that learning resources are not just mere materials but functional, durable, and relevant materials that suit the learners' needs. The availability or access of quality reading resources is usually stored in the reading corner for reading remediation. To get children's interest and enthusiasm towards reading, teachers should provide books that captivate their imaginations and help them connect to an authentic context. A mobile-devices- supported peer-assisted learning (MPAL) model is used to support the collaborative reading activities of elementary EFL learners (Lan,Yu, Sung Yao, & Chang Kuo, 2007).

Improved Reading Skills. Based on the learning resource as input, multimedia integration as a process, and access to quality learning resources as output, this study reveals another outcome: the improved reading skills of learners in reading programs. This now becomes the management support practice extended and provided by school principals. According to the No Child Left Behind Act of 2001, all students are expected to read at or above proficient level by 2013. As a result, the legislation stipulates that all students must be readers by the end of third grade. Under NCLB, school districts must implement instructional practices and

materials supported by scientific evidence to enhance children's reading skills. Moreover, studies specified that computer-based multimedia material would last longer than traditional instructional materials. According to Najjar (1996), this enhancement of materials can be attributed mainly to the dual coding of the information presented in two different modalities— visual plus auditory. This means that the integration of technology also caters to visual and audio learners.

CONCLUSION

Conclusion for Theory

This study is an exploration of the management support practices on the reading program of the basic education institution that has contributed to the field of educational management. The early General System Theory of Ludwig Von Bertalanffy (1928) cited by Ocampo (2018). was brought to life in this study. Policies in any program management ensure that main actors are consistent in decision-making. Human resource should be the top priority as they are main actors in the in any program management. External stakeholders' increases project success since they share the burden of development. Well-conducive

learning spaces have dramatic effects on students' behavior and academic performance. Learning materials with the integration of multi-media significantly increase student achievement by supporting student learning. Multi-media learning take advantage of the brain's ability to make connections between verbal and visual representations of content leading to deeper understanding that helps transfer of learning of Generation Z students. Therefore, management support plays vital role in program's success.

Conclusion for Practice

Management support has been evident in the implementation of the reading program of the basic education institution. Policies are decentralized from the national to the school level to enforce the reading program's implementation fully. These policies have contextualized each school-based reading program that resulted to improved reading delivery system. Teachers are likewise given professional development opportunities that turn them into competent teachers, eventually leading to improved reading instruction. Committed external stakeholders have also contributed to enhancing the reading delivery system. Learning spaces are renovated and redecorated to have well-conducive spaces that result in students' developed reading interests and study habits. Learning resources such as multi-media integration are likewise provided to access quality learning resources that improve student reading skills. Management support indeed significantly contributes toward the program's success.

RECOMMENDATION

Recommendation for Theory

Having explored the management support practices in the reading program of the basic education institution, this study which has contributed a lot to the field of educational management underwent deeper investigation by doing quantitative research on development of a research instrument on the extent of management support towards the reading program. In recommendation, a predictive study may be explored further to determine the factors that contributed to the success of the reading program. The Open System Theory of Warner Burke (2019) may be relevant in the quantitative and mixed method investigation. Guided by the policies, the principals must continue to be consistent in deciding on the reading program. The principals must strengthen the school-community partnership to ensure the program's sustainability. School principals and teachers should provide learners with dedicated and functional learning spaces. Moreover, school principals should be resourceful in acquiring the learning materials needed.

Recommendations for Practice

The top management of the education department has to provide intensive management support to help sustain the reading program. School principals need to strengthen the capacity of education authorities to govern for continuous improvement of policy implementation. School principals must enhance faculty and staff development through continuing studies with a short-term course, seminars and training, rewards, and incentives for the best reading teachers and school best implementers of the reading program. In addition, school principals must continue establishing various school and parent engagement initiatives, a strong partnership between school and community for change, and establishing commitment among stakeholders to support the program's sustainability. Lastly, higher authorities must demonstrate substantive commitment from various funding agencies and partners for reading centers in all schools in the Philippines. They must strengthen the culture of making reading corners well-conducive to elevate students' interests in reading and improve the literacy level of the school. Finally, school principals may appropriately enhance access to reading resources to ensure the reading program's improvement. They must adequately monitor and evaluate downloaded online educational resources, e?learning resources for their effectiveness, and research- based resources that conform to quality teaching resources.

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