

Reading Management Program For Junior High School English Coordinators In Batangas Province

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Abstract: The problems in reading among learners are perennial issues in every school. One way to resolve this is by crafting strategic reading programs suited to the specific needs of every struggling reader. However, to make it more effective it must be managed properly. At this point, English coordinators must acquire and enhance the necessary management competencies for reading program management. Thus, this study aimed to assess the management competencies of English coordinators and identify the issues and concerns in reading program management so as to propose a reading program management for them. The study utilized a descriptive research design utilizing a researcher made questionnaire as research instrument. The results of the study showed that the management competencies of English coordinators were moderately evident in terms of planning, documentation and reporting, management communication, and decision making, while the primary issue and concern in reading program management was the sufficiency of resources to support the program and time to support and implement the program. The results were used as basis in crafting a reading program management for English coordinators.

Keywords: English coordinators, management competencies, reading program, reading management program

1. Introduction

Reading is considered as one of the foundational skills in communication. It enables a person to understand knowledge and key concepts from simplest to the most complex one. It is considered vital most especially in different learning situations. It is a multifaceted process involving word recognition, comprehension, fluency and motivation. A person gets information from written letters and words through reading. However, most of the English teachers observe significant problems in their classes during the reading lessons. Some of the students could hardly answer simple questions like the noting details. They failed to answer even literal questions that can be found in the text and are directly stated. And worst, most of them could not even make inferences about things not directly stated in the text. Others are having difficulties in recalling previous knowledge which they can make use to increase their reading skills. Based on the 2013 Functional Literacy, Education and Mass Media Survey (FLEMMS), those who can read, write, compute and comprehend among the 10-14 years old and 15-19 years old Filipinos were 54.8% and 76.6 % respectively. Dr. Ricardo Ma. Nolasco, head of 170+ Talaytayan MLE Inc, a coalition of education reform advocates in the country, said that counting and comprehension skills among Filipinos remain dismally and alarmingly low. According to FLEMMS survey, the number of individuals lacking in comprehension skills actually grew.[1]. In another study conducted by DepEd, it was found out that students had been performing poorly not only in Math and Science but also in English reading and comprehension skills. Results of various National Achievement Tests (NATs) also revealed this problem. This test is a system-based assessment specifically designed to gauge learning outcomes across target levels in identified periods of basic education. Recently, the performance of the country's public elementary and high school students in this test has been on the decline as indicated in the data provided by DepEd for the past five years. From 2009 to 2015, the average performance on the NAT measured in Mean Percentage Score are 68% and 49% for elementary pupils and secondary students

respectively. DepEd annual report also showed that only 64% of high school learners scored average or better in NAT 2016-2017[2]. One way of facilitating this problem in reading is having initiatives among educators, particularly the English coordinators who are the overseer of development of the students in the English language. They can establish a strategic reading program to address this challenge. They can use their management competencies to develop effective reading programs that will enhance the reading skills of their students. However, preparing a reading program is not a simple task. Since reading is a complex task which is dependent on many different elements like student diversity, student ability level, and prior knowledge, it requires programs to be adept at addressing a spectrum of issues. Before making a decision on a core of a reading program, school administrator and reading teachers should evaluate a variety of programs to ensure that they are aligned with activities and strategies that are supported by research. Indeed, it is very significant for the English coordinators to acquire the needed skills and competencies in developing an effective reading program and manage it well. They must lead the planning and implementing of the different activities that will help to improve the performance of the students in English. Likewise, they must also be skillful and positive in addressing various issues and challenges related to their role as a coordinator of English including those programs within their department. They should provide recommendations of expenditures for activities, equipment, and supplies that enhance the school programs as well. And of course, they must serve as a resource to respective school staff, providing support and guidance based on their subject area knowledge and experience. At this point, a reading program management must be established as a guide among the English coordinators. Program management is the centralized, coordinated management of a program to achieve the program's strategic benefits and objectives. By definition, program management is an executive function that addresses systemic issues and focuses on business and strategic aspects of projects and programs that cannot be resolved at the project management level.

2. Objectives

Primarily, this study aimed to propose a reading management program for Junior high school English coordinators in the province of Batangas.

Specifically, it sought to answer the following questions:

1. What is the profile of English coordinators in terms of:
 - 1.1 highest educational attainment;
 - 1.2 length of experience as coordinator; and
 - 1.3 related seminars and trainings attended?
2. How do the respondents assess the management competencies of English coordinators relative to:
 - 2.1 planning;
 - 2.2 documentation and reporting;
 - 2.3 management communication;
 - 2.4 decision making?
3. What are the issues and concerns in reading program management?
4. Based on the analysis, what reading management program may be prepared?

3. Methodology

The researcher used the descriptive type of research with the use of self-constructed questionnaire as tool to gather data. In order to validate the responses, unstructured interview and focus group discussion were also utilized. Respondents were 131 English coordinators and 280 English Teachers in Batangas province. To assess the management competencies and issues and concerns, statistical treatment was used such as frequency and percentage, and weighted mean.

4. Results and Discussions

1. Profile of English Coordinators

English coordinators play a very significant role in their department. They lead their colleagues in all the programs and activities of the school. This study identified the profile of the English coordinators in terms of highest educational attainment, length of experience as coordinator and related seminars and trainings attended.

1.1 Highest Educational Attainment. Table 1 presents the highest educational attainment of English coordinators. It can be gleaned from the table that majority of the English coordinators had gained their masteral units with the highest percent of 51.9. This result indicates that English coordinators are trying to continue their graduate studies and did not stop of having their Baccalaureate degree only. They are doing their best to earn units in masteral despite of the tedious tasks assigned to them. They are doing this to equip themselves with the latest trends and innovations in education to provide assistance with their colleagues. This finding support that English coordinator as teacher leader must be concerned primarily with developing high quality learning and teaching in school. and one way of achieving this is by engaging themselves to further professional development through master's study [3].

Table 1: Highest Educational Attainment of English Coordinators

Educational Attainment	Frequency	Percent
Doctorate Degree	4	3.1
With Doctoral Units	12	9.2
Master's Degree	27	20.6
With Masteral Units	68	51.9
Bachelor's Degree	20	15.3
Total	131	100.0

1.2 Length of Experience as Coordinator. Having various and significant experiences help an English coordinator to be adept with their roles and functions. The length of experience of the English was also identified through their profile. Table 2 presents the length of experience as English coordinator of the respondents. It can be gleaned here that majority of the English coordinators are having 16-20 years as being the coordinator of their department. It has a percentage of 31.3. This implies that most of the English coordinators are no longer a novice in their position. They already gained much experiences that help them to perform their duties appropriately. They should be well familiar with all their functions and roles as an English coordinator.

Table 3: Length of Experience as English Coordinators

Length of Experience	Frequency	Percent
26 years and above	16	12.2
21 - 25 years	22	16.8
16 - 20 years	41	31.3
11 - 15 years	13	9.9
6 - 10 years	14	10.7
5 years and below	25	19.1
Total	131	100

This concept means that English coordinators must have the knowledge to recommend pedagogical practices among teachers and mentor them to be improve their teaching abilities [3].

1.3 Related Seminars and Trainings Attended.

Having a competent and well-performing English coordinator is one of the most important resources in every school. The English coordinator is considered as the leader in the English department and the most directly responsible person in the process of learning in English subject. Thus, English coordinators must aim to be not only efficient but also effective coordinator and mentor. One of the ways in achieving this is through training's and seminars. Table 3 presents the number of related seminars and trainings attended by English coordinators. As shown in the table, majority of the English coordinators are considered not active in terms of attending seminars and trainings related to reading program management for they only attended a maximum of three. It has the frequency of 88 with the 67.18 percentage. The result connotes that most of the English coordinators are lacking of the necessary trainings in reading program and reading management program. They must make a way to help update themselves with this significant information for this might help them resolve their problems in reading. It must be understood that in any organization, providing workers with the necessary training is actually one

of the best ways to make employees able to unleash their talents and potentials. This is highly useful to make the organizations able to stay competitive despite the changes and challenges [5].

Table 3: Distribution of Related Seminars and Trainings Attended by English Coordinators

No. of Seminars Attended	Frequency	Percent	Verbal Interpretation
7-9	14	10.69	Highly Active
4-6	29	22.13	Active
0-3	88	67.18	Not Active
Total	131	100	

2. Assessment on the Management Competencies of English Coordinators

2.1. Planning. One of the basic functions of management is planning. In order to ensure the success of a program or activity, it must be planned accordingly. Table 4 presents the assessment on management competencies of English coordinators in terms of planning as assessed by English coordinators. As shown in table, it was moderately evident that the English coordinators conduct meeting with the English teachers in coordinating activities and planning and implementing activities or events as assessed by them. It obtained the weighted mean of 3.36. This means that the English coordinators recognize the importance of planning and coordinating any activities and programs of the school. English coordinators must have a skill in coordinating various activities whether in school, district or division. They must have also have the ability in disseminating and receiving information related to English Language Department. They must be competent enough in planning and implementing programs and activities in school [6].

Table 4: Management Competencies of English Coordinators in Terms of Planning

Indicators	English Coordinators	
	W.M	V.I
1. Assist the school head in meeting the needs of English language learning (e.g. reading improvement)	3.26	ME
2. Develop a strategic plan for the improvement of English performance of the teachers and students.	3.19	ME
3. Lead reading and literacy strategies in English subject.	3.16	ME
4. Conduct meeting with the English teachers in coordinating activities and planning and implementing activities or events.	3.36	ME
5. Communicate clearly the results that are expected.	3.18	ME
6. Identify the sequence of tasks and the resources needed to achieve a goal, and prioritizes key action steps	3.24	ME
7. Determine the programs' needs for its successful implementation.	3.20	ME
8. Take responsibility for achieving specific, challenging objectives within an agreed time scale and budget.	3.12	ME
9. Determine the selection of appropriate assessment tools for diagnostic and monitoring.	3.25	ME

10. Integrate the current plan with other plans as needed to achieve the overall mission.	3.15	ME
11. Display the drive, determination and resilience to mobilize colleagues and resources towards achieving the desired results of the programs/projects.	3.21	ME
12. Show proper prioritizing in implementing programs and activities.	3.21	ME
13. Communicate the goals and objectives of the programs and projects and creates a positive vision of the future.	3.21	ME
14. Organize regular meeting with the colleagues for the tracking of progress of the implemented programs.	3.11	ME
15. Tap and manage/ allocate resources wisely.	3.01	ME
16. Show innovativeness and creativity in planning programs and activities.	3.11	ME
17. Empower colleagues by giving appropriate task in accordance with their skills and abilities.	3.16	ME
18. Evaluate proposed actions and timelines against DepEd vision, mission and core values.	3.08	ME
COMPOSITE MEAN	3.18	ME

It can also be gleaned in the table from the findings that English coordinators perceived themselves to assist the school head in meeting the needs of English language learning as moderately evident. This gained the second highest weighted mean of 3.26. This means that the English coordinators are responsible in helping their school heads in addressing the needs of the English subject particularly in terms of instructions. English coordinators must guide the English staff in effective student progress reporting. In collaboration with the administration, they must ensure and monitor the student academic progressions [7]. The lowest mean was on tapping and managing/allocating resources wisely which got 3.01 rating. The English coordinators can see it as moderately evident. Seemingly, English coordinators admit that there were some challenges in terms of tapping or managing resources in the school. The English coordinators are excited on planning programs for the department and the students but they find it difficult when it comes to support and resources. Generally, as assessed by English coordinators, their management competencies in terms of planning are moderately evident. It yielded a composite mean of 3.18. This signifies that that English coordinators have skill on planning but they have to enhance it further to provide more effective leadership among their colleagues in English department. They must recognize the vital role of planning in achieving the goals and objectives of their implemented programs. One of the basic managerial functions is planning along with controlling, directing, organizing, and staffing. The planning function relates to strategic activities like formulating long-term plans, and looking for acquisition opportunities [8]

2.2 Documentation and Reporting

Table 5 presents the assessment on the management competencies of English coordinators in terms of documentation and reporting as assessed by the English coordinators. As can be gleaned in table, English coordinators observe that it is moderately evident that they find a way to carry out their duties in preparing documentations and reports even when overloaded with work. This obtained the highest mean of 3.16. This connotes that despite of too much tasks and obligations, English

coordinators can still find a way to accomplish the needed documents and written reports. They show flexibility and multi-tasking skills most of the times. English coordinator must possess the skill of adaptability and flexibility and adapt to frequent changes in priorities. They must find a way to carry out their duties even when overloaded with work [9].

Table 5: Management Competencies of English Coordinators in Terms of Documentation and Reporting

Indicators	English Coordinators	
	W.M	V.I
1. Prepare a variety of reports, memos and written materials for the purpose of documenting activities and programs and ensuring compliance with established guidelines.	3.27	ME
2. Convey ideas and facts in writing using language the readers will best understand.	3.19	ME
3. Apply logic and complex layers of rules to analyze and categorize complicated information.	3.01	ME
4. Go beyond analyzing factual information to develop a conceptual understanding of the meaning of a range of information	3.04	ME
5. Know where and how to access the right data for the assignment	3.08	ME
6. Eliminate irrelevant and vague information, keeping the high-quality data.	3.08	ME
7. Communicate information in an appropriate and effective manner.	3.25	ME
8. Know when more information is needed and when enough has been collected to reach a conclusion.	3.20	ME
9. Meet and exceed deadlines through efficient undertaking.	3.15	ME
10. Prepare a concise and clear documentations and reports.	3.25	ME
11. Produce and keep up to date tools (i.e checklists, schedules, calendar of activities) to ensure that even the smallest details are under control.	3.24	ME
12. Keep and organize a file of documents and archives.	3.24	ME
13. Exhibit excellent skills in writing.	3.17	ME
14. Possess good skills in computer (i.e. encoding, editing and lay-outing)	3.25	ME
15. Find a way to carry out his duties in preparing documentations and reports even when overloaded with work.	3.29	ME
COMPOSITE MEAN	3.18	ME

Moreover, English coordinators can observe that they prepare a variety of reports, memos, and written materials for the purpose of documenting activities and programs and ensuring compliance with established guidelines which obtained a weighted mean of 3.27. It is considered as moderately evident. This connotes that the English coordinators follow the given guidelines in preparing all their documents and reports. The lowest assessment of English coordinators was on applying logic and complex layers of rule to analyze and categorize complicated information. This obtained the weighted mean of 3.01 and described as moderately evident. This can also be attributed to the tons of paper works and other responsibilities to be performed by the English coordinators in a short period of time. To sum up, English coordinators assessed that their management

competencies in terms of documentation and reporting is moderately evident with the composite mean of 3.18. This finding implies that the English coordinator must further improve their skills in preparing documents and reports. English coordinators are required to perform multiple, technical tasks therefore they need to occasionally upgrade their skills including documentation and reporting[6].

2.3 Management Communication. Communication has an optimum importance in management. It greatly contributes to the success of managing and implementing programs and activities. Table 6 presents the assessment on the management competencies of English coordinators based on management communication as assessed by English coordinators. It can be gleaned in the table that English coordinators observe that it was moderately evident that they speak and write simply, clearly and persuasively. This obtained the highest mean of 3.34. This implies that English coordinators were certain that they are communicating properly with their colleagues. Likewise, they can motivate them to agree with them and support them. As mentioned by Sutcliffe (2013) English coordinators are confident communicators and great motivators. They enable people to do things and that extra mile if needed [10].

Table 6: Management Competencies of English Coordinators in Terms of Management Communication

Indicators	English Coordinators	
	W.M	V.I
1. Conduct a formal staff meetings for proper information dissemination.	3.27	ME
2. Communicate regularly with the group, making sure people know the important meeting and due dates well in advance.	3.21	ME
3. Organize all the files and memos and keep these up to date.	3.27	ME
4. Disseminate information to every member of the organization.	3.26	ME
5. Remain aware and take care of details that are easy to overlook or dismiss as insignificant.	3.20	ME
6. Seek and acquire new competencies, work methods, ideas, and information that will improve own efficiency and effectiveness on the job.	3.24	ME
7. Prepare for group meetings by identifying the key issues, goals, and stakeholder expectations. Identifies resources that are most likely to help the group with its task.	3.22	ME
8. Lead the organization in its initial stages, outlining issues, communicating direction and desired outcomes, and helping participants understand their tasks, roles, and contributions to the process.	3.18	ME
9. Engage all members in the discussion	3.31	ME
10. Present information clearly, concisely, and logically focusing on key points.	3.31	ME
11. Choose the most effective and meaningful form to express ideas and information.	3.24	ME
12. Display clarity and openness in communication both written and verbal to colleagues and stakeholders.	3.21	ME

13. Communicate information in an appropriate and effective manner.	3.31	ME
14. Speak and write simply, clearly and persuasively.	3.34	ME
15. Interpret and sum up the opinions of the group and expresses it clearly and sharply.	3.28	ME
16. Use a variety of communication mechanisms, such as email, presentations, lectures, brochures, case studies and posters to convey ideas and concepts.	3.29	ME
17. Conduct periodic briefings/status updates of the implemented programs and projects.	3.18	ME
18. Show excellent presentation skills, including the ability to chair meetings and present new initiatives to staff, students and parents	3.18	ME
19. Display excellent command of the English language.	3.23	ME
COMPOSITE MEAN	3.25	ME

Likewise, English coordinators cited they present information clearly, concisely, and logically focusing on key point which gained the second highest weighted mean of 3.31. The English coordinators can see that it is moderately evident that they are presenting only those significant data and information. They know how to simplify those ideas and filtering them and getting only the important points. They know how to discriminate ideas properly Likewise, English coordinators observe that their skills in leading the organization in its initial stages, outlining issues, communicating direction and desired outcomes, and helping participants understand their tasks, roles and contributions to the process is moderately evident. It yielded the same weighted mean of 3.18. This finding means that English coordinators are challenged to perform their duty as leader of the entire process in implementing a program or activities in the school. As the coordinator, they must be present at all phases of the entire process. They could have found it difficult to plan, monitor, revise and redesign the program and activities of the school. This result implies that English coordinators must work on their skills of being an effective program manager. English coordinators as program managers need to fully understand the program's desired outcome, available resources, and required delivery timeframe. They need to monitor the programs from a holistic point of view including data reports, communication with key players, and earned value management [11]. As a whole, English coordinators perceived that their management competencies in terms of management communication was moderately evident. It yielded a composite mean of 3.25. This result signifies that English coordinators assume themselves as competent and effective manager of communication. However, this could not be enough for there were still some areas to be improved. English coordinators must engage themselves with improvement. Despite of business and too much pressures, they must still work on with their personal development including their skills and abilities.

2.1.3. Decision Making. Decision making is the process of making choices by identifying a decision, gathering data, and assessing alternative resolutions. Decisions need to be

capable of being implemented, whether on a personal or organizational level. Table 7 presents the assessment on the management competencies of English coordinators in terms of decision making by English coordinators.

Table 7: Management Competencies of English Coordinators in Terms of Decision Making

Indicators	English Coordinators	
	W.M	V.I
1. Collect some pertinent information before making decisions.	3.22	ME
2. Make necessary decisions even when information is limited or unclear.	3.17	ME
3. Use well-defined process in structuring the decision.	3.18	ME
4. Involve colleagues in generating solutions.	3.28	ME
5. Consider a variety of potential solutions before making decision.	3.29	ME
6. Balance analysis, wisdom, experience, and perspective when making decisions.	3.29	ME
7. Find solutions that are acceptable to diverse groups with conflicting interests and needs.	3.28	ME
8. Make timely, informed decisions that take into account the facts, goals, constraints, and risks.	3.33	ME
9. Manage work pressures well, showing both resilience and tenacity.	3.25	ME
10. Originate ideas and does not hesitate to make decisions when appropriate.	3.29	ME
11. Display ability to handle situations with discretion, tact and diplomacy.	3.25	ME
12. Show firmness in making decisions.	3.24	ME
13. Make decision that empowers colleagues to act.	3.24	ME
14. Show fairness and transparency in making decisions.	3.34	ME
15. Understand how to balance emotion with reason and make decisions that positively impact themselves and stakeholders.	3.19	ME
16. Seek out opportunities to thoughtfully and proactively make challenging decisions.	3.26	ME
COMPOSITE MEAN	3.26	ME

As reflected on the table, English coordinators observe that they show fairness and transparency in making decisions. This obtained the highest weighted mean of 3.34. This connotes that the English coordinators believe that they are making decisions correctly and objectively. This means they are making sound decisions when needed. It is important for the leaders to make good decisions. It is one of the key components of leadership strategies in organizational management [12]. On the other hand, the English coordinators assessed that they make necessary decisions even when information is limited or unclear. This obtained the least weighted mean of 3.17. This finding connotes the admission of the English coordinators that they find it difficult to decide when everything seems vague. They are uncertain to make decisions when the situation seems confusing because of limited information. This could be because they were afraid to fail and make the wrong decisions. any

managers are uncomfortable with making decisions. While no person makes the right decision one hundred percent of the time, having a strategy that guides them fosters confidence in the process [13]. In summary, the English coordinators expressed that their management competencies in terms of decision making skill is moderately evident. It was revealed by the composite mean of 3.26. This means that they possess an effective skill in decision making but they must not stop in the further enhancement of these skills. Educators in management and leadership positions who manage and lead, and who engage in management tasks, need to continually reflect on their management tasks, skills, and attributes and improve on and develop these. They have to look forward towards effective management in order to meet challenges and demands of the educational institutions [14].

5. Issues and Concerns in Reading Program Management

There are many encountered issues and concerns in reading program management. These challenges affect the desired result of these programs which ultimately focused on improving the reading achievement of the students. Table 8 presents the issues and concerns in reading program management as assessed by English coordinators. As reflected in the table, English coordinators strongly agreed that the sufficiency of resources to support the reading program was an issue and concerns in reading program management. This obtained the highest assessment with a weighted mean of 3.88. This implies that the school needs to consider proper budgeting and include the reading programs in its budget. Moreover, there must be some activities to be taken in order to acquire the needed resources for the program. Cost control, configuration management, and resource allocation are inextricably intertwined in every program [15]. English coordinators assessed that there are complete mandates on the implementation of the reading program. They also disagree that this item is an issue and challenge having a weighted mean of 2.16. This could be because the Department of Education continuously intensifying the reading program of every school. They are issuing memos and mandates for its implementations. DepEd is really doing its best to improve the reading achievement of the students. They are holding various activities like Search for Best Reading Program Implementer to support this endeavor.

Table 8: Issues and Concerns in Reading Program Management

Items	English Coordinators	
	W.M	V.I
1. Funds for the facilities to ensure success of the reading program in the school.	3.73	SA
2. Enough time for the full implementation of the reading program.	3.74	SA
3. Involvement and cooperation of the students in the program is a challenge.	3.70	SA
4. One of the priorities of the school.	3.06	A
5. Proper planning before the implementation of the program.	3.30	SA
6. Sufficiency of resources to support the reading program.	3.88	SA
7. Full cooperation among teachers in implementing the program completely	3.07	A

8. Complete support from parents in implementing the program completely.	2.85	A
9. Well defined objectives of the reading program and communicated it with the teachers.	3.52	SA
10. Proper evaluation of the reading program.	3.10	A
11. Significant outcome of the implemented reading program.	3.08	A
12. Appropriate training in implementing the reading program.	3.83	SA
13. Achievement of its intended objectives.	3.05	A
14. Relevance to the needs of the students.	2.20	D
15. Full commitment of teachers in implementing the reading program.	3.13	A
16. Provision of research-based information.	3.12	A
17. Sustainability and continuity of the reading program.	3.39	A
18. Complete mandates on the implementation of the reading program.	2.16	D
19. Specified tools for monitoring and evaluation of the reading program.	3.19	A
COMPOSITE MEAN	3.22	A

Generally, English coordinators agreed on the issues and concerns in reading program management. It yielded a composite mean of 3.22. This means that English coordinators as leader of the English department must consider these issues and concerns in planning and designing a reading management program. They must know what to be prioritized in order to be successful in managing the program appropriately. Managing a program is indeed a tough business. Program managers need to integrate key elements of the program to deliver it on time and on budget with available resources [16].

6. Proposed Reading Management Program for Junior High School English Coordinators

The reading management program for the English coordinators was proposed to enhance the existing reading program and their management competencies as well. The results of the assessments of English coordinators were used as the basis of the researcher’s framework. The lowest and highest rated items in management competencies of the English coordinators and issues and concerns in reading program management were considered. The proposed reading management program covered strategies and activities to further improve the existing reading program of the school in terms of reading facilities, utilization of assessment tools and literacy competitions. This could also help to address the issues and concerns in reading program management such as lack of funds and resources. This could also help enhance the management competencies of the English coordinators in planning, documentation and reporting, management communication, decision making, and instructional supervision. This program management is an effective and strategic endeavors for enhancing the reading programs of the school and the management competencies of the English coordinators. It can provide significant help in achieving better performance among English coordinators, teachers and learners.

5. Conclusion and Recommendations

It can be gleaned from the discussions that English coordinators had assessed their management competencies in terms of planning, documentation and reporting, communication management, and decision making as moderately evident. The common issues and concerns in reading program management were insufficiency of resources including funds and time to support and implement the reading program. The researcher conceptualized a reading management program to enhance the reading program of the school as well as the management competencies of the English coordinators and may be presented to the English supervisors for review and enhancement after which these may be implemented in public junior secondary schools. Moreover, it was also recommended that the English coordinators may further enhance their management competencies in planning, documentation and reporting, communication management and decision making through the proposed management program. Likewise, seminars, trainings, and workshops on reading management program may be conceptualized and conducted for English coordinators. Similar studies using the same set of variables may be conducted in private junior high schools and in other provinces was also recommended.

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