EXPLORING TEACHERS' APPROACHES IN STRENGTHENING READING FLUENCY OF STUDENTS: AN EXPLORATORY SEQUENTIAL DESIGN

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ABSTRACT

This study determined the dimensions of teachers' approaches in strengthening reading fluency of the students. Ten participants were invited for in-depth-interview (IDI) and 7 participants for focus group discussion (FGD). Two hundred (200) teachers as respondents used for exploratory factor analysis in the Municipality of Matalam, Cotabato. This study employed an exploratory sequential design. The data gathering tool contained formulated interview guide that asks questions about their thoughts on teachers' approaches in strengthening reading fluency dimensions. The results revealed upon factor analysis that a teachers' approaches in strengthening reading fluency have four themes which include management of educational materials and instruction process, assessment of education process and students, facilitating inclusive learning-teaching experience and work efficacy. Teachers' Approaches in Strengthening Reading Fluency Questionnaire with 52 items was developed. Reliability test revealed the results on teachers' approaches in strengthening reading fluency the overall Cronbach's Alpha value of .709 which interpreted as high. It means that the validity of the instrument was very high and suitable for using the instrument as a tool. Results from the Exploratory Factor Analysis (EFA) revealed that there are 52 items of set of questionnaires that are suitable for factor loading. This means that these items are appropriate and pass the face validity for measuring tools in the study.

Keywords: *Reading Fluency, Public-School Teachers, Exploratory Sequential Design, Exploratory Factor Analysis, Municipality of Matalam*

INTRODUCTION

To comprehend and make sense of the text being read is the ultimate goal of reading. Every youngster who enters elementary school often picks up reading during their normal growth and development. Even when some kids learn to read, they struggle to read fluently and have trouble comprehending what they are reading. According to estimates from 2020 by Ylmaz, 15% to 20% of primary school students struggle with reading and writing. Because reading fluency is seen as a necessary skill for reading comprehension, the majority of people who have reading problems typically have trouble reading fluently (Başaran, 2018; Baştuğ & Akyol, 2021; Bigozzi, Tarchi, Vagnoli, Valente, & Pinto, 2018; Fuchs, Fuchs, Hosp, & Jenkins, 2021; Pikulski & Chard, 2019; Powell, 2018).

As was already mentioned, most teachers are looking for strategies to teach reading to all of their pupils in their classrooms. While assisting the pupils in understanding what they read, the teacher's role should be one of support. Each reader must possess a copy of the same book and be in charge of their reading in order for this to work. Students take responsibility for their reading, making it important to them. A teacher "can help the kids develop the habit of checking and reflecting as they read, in addition to working for meaning" (Mooney, 2019).

There has been prior research on the reading comprehension and fluency of students in the Philippines that used a quantitative approach and focused on trends, opportunities, and challenges; however, no comparable research has been done that examined how teachers addressed issues and problems in improving reading fluency of students through their teaching approaches using qualitative studies. Therefore, the researcher is committed to employing a qualitative research methodology to examine the strategies used by Filipino teachers in South district of Matalam, Cotabato to improve their pupils' reading fluency. This leads to the development of theoretical paradigms and models for increasing reading fluency.

The study gained knowledge and understanding of teachers, school administrators, and policy makers regarding the issues in the field of strengthening students' reading fluency through a variety of teaching methods used by the teachers, making the study's findings valuable for both teachers and institutions. This study also helps institutions support teachers working in better learning environments and provides crucial information for identifying the root causes of these challenges so that new teaching methods can be implemented in the academic setting to address the issues of this research study.

FRAMEWORK

The Automaticity Theory proposed by Samuels (2007), on which this study is based, emphasizes word recognition heavily. According to the automaticity theory, reading fluency is the ability to comprehend and understand a text at the same time (Samuels, 2007). Tracey and Morrow (2012) assert that reading text involves a variety of sub-skills (or processes), such as letter recognition, letter-sound association, blending, segmenting, chunking, skimming, and scanning. Every reader passes through three basic reading processes: decoding, comprehension, and attention (Samuels, 2007; Tracey and Morrow, 2012). It's intriguing that the final one, attention discusses how much focus and effort readers make when reading a material for understanding. When one concentrates more on decoding, one's focus on comprehension declines. As a result, Samuels (2007) developed a repeated reading method based on the automaticity idea. Students benefit from using the repeated reading strategy because it helps them focus and think less about text-decoding. As a result, there will be more cognitive and attentional capacity available for higher order tasks, like reading comprehension.

The automaticity theory obviously helps in identifying readers who have problems with reading speed. Readers do not have memory issues, according to the automaticity hypothesis. It has to do with not reading materials carefully enough. In order to treat this attention deficit disorder and assist children achieve spontaneous reading, the automaticity hypothesis suggests using easier texts with them (Samuels, 2007). Samuels also suggested that teachers assess kids' reading development using a rubric. This theory also supports the use of peer and self-evaluation approaches to assist pupils identify their own strengths and flaws.

The Theory of Behaviorism put out by Zurif (1985) is another theory that is validated by this study. Behaviorism, a well-known theory, highlights how behavior shifts through time. Behaviorists contend that information is transmitted from a teacher to a student who is less knowledgeable source (Zuriff, 1985). Behaviorism in education can significantly influence literacy instruction by pushing teachers to use specific teaching strategies and evaluation methods. Essentially, it is a major hypothesis with implications for reading that could improve students' academic performance (Tracey & Morrow, 2012). It comes with detailed instruction. Generally speaking, the three fundamental behavioral theories that have an impact on behaviorism are operant conditioning, connectivism, and classical conditioning. These three theories center on dissecting the challenging endeavor, in this case reading, into more manageable parts.

It is also emphasized by Rasinski (2014), Padak and Rasinski (2008), and Rasinski and Padak (2000). To help children become more fluent readers, they insisted on the significance of providing them with the appropriate guidance and feedback. The significance of feedback in the development and assessment of reading fluency has also been highlighted by numerous other studies (Cummings, Park, and Schaper 2013, Dewey et al. 2015).

METHODS

Research Design

This study utilized exploratory-sequential methodology. It is an approach that is utilized when a researcher wishes to combine qualitative and quantitative analyses. This two-stage approach is very beneficial for researchers who want to develop a new instrument, taxonomy, or treatment process (Creswell & Plano Clark, 2011). The researcher applies the qualitative (exploratory) findings from the first phase to the construction of the instrument or intervention, which is then tested in the second stage (quantitative).

Respondents

For the preliminary (qualitative) phase of the study, a total of 10 public elementary school teachers were invited for in-depth interview. The results of which were used to identify the emerging themes and as well as the items to generate the questionnaire.

For the succeeding quantitative phase, the constructed survey questionnaires from the qualitative interviews were disseminated to 200 teachers of elementary and secondary schools in Matalam, Cotabato.

Research Instruments

In the qualitative phase, the researcher formulated an interview guide that asked questions about their approaches in strengthening reading fluency. The interview provided an insight into how a group of teacher thinks about approaches in strengthening reading fluency, about the range of opinion and ideas, and the similarities and variation that exists in their beliefs, their experiences, and practices at school and at home.

Meanwhile, the items of the questionnaire were constructed based from the frequency of occurrence as results of focus group discussions. The construction of the tool from qualitative phase revealed the approaches in strengthening reading fluency scale. This tool was subjected to dimension reduction to look for the factors that constitute the teachers' approaches in strengthening reading fluency.

Further, five experts were invited to perform content validity of the interview questions and check the suitability of the items that captured the underlying dimensions on teachers' approaches in strengthening reading fluency. The purpose was to ensure the readability and comprehensibility of the questionnaire.

Data Analysis

In the qualitative data, thematic analysis was used to analyze the data. This approach places a premium on identifying, evaluating, and documenting patterns (or "themes") within the data. Themes are patterns found in data sets that are important for the explanation of a phenomena and are associated with certain study areas (Boyatzis, 1998).

In quantitative data, the Exploratory Factor Analysis is used in the study. It determines empirically how many constructs, or latent variables, or factors underlie a set of items. Factor analysis is a type of multivariate analysis that seeks to explain the relationship between a large number of variables (items) in terms of a set of independent underlying factors. This statistical method can serve as an important tool for validating the structure of instruments (Nunnally, 1978; Carpenter, 2007) pointed out

that factor analysis is not a simply defined statistical method, but a broad category of methods for conceptualizing groupings of variables that includes mathematical procedures for assigning variables to certain groups.

KMO (Kaiser-Meyer-Okin measure of sampling adequacy) was used which signals in advance whether the sample size is large enough to reliably extract factors (Field, 2009). In this phase, Barlett's Test of Sphericity will also be used. It tests whether the correlation coefficients are all zero. The test computes the probability that the correlation matrix has significant correlations among at least some of the variables in a dataset, a prerequisite for factor analysis to work (Hare, 1998).

Additionally, the questionnaire was tested to Cronbach's Alpha to determine its reliability. This intended to offer a measure of a test's or scale's internal consistency. Internal consistency refers to the amount to which all items in a test assess the same notion or construct, and is therefore linked to the interrelatedness of the test items. Internal consistency should be established prior to using a test in study or examination to verify its validity (Cronbach, 1951).

RESULTS AND DISCUSSION

Emerging Themes of Teachers' Approaches in Strengthening Reading Fluency

There are four themes that emerges from in-depth interview and focus group discussion with the selected elementary public-school teachers in South district, Matalam, Cotabato that put emphasis on management of educational materials and instruction process, assessment of education process and students, facilitating inclusive learning-teaching experience and work efficacy.

Management of Educational Materials and Instruction Process. Many of the participants believed that the use of educational materials and processes may help them improve the performance of their students. The used of memorization, reading themes and utilization of drills, seems to be a significant teaching material to improve and develop the reading fluency of the students. On the other hand, some participants say that making their teaching more fun and exciting could be an effective way to enhance the ability of the students in reading. These are evident in the following quotes from the participants:

> *I used memorization of poems to develop*
> *reading skills of my students especially on intonation*
> *and pronunciation.*
> (FGD-Participant 2)
> *I know how to make teaching more fun and*
> *exciting and how to be effective and efficient.*
> (IDI-Participant 9)

> *I let students read the same themes several times, drill sights word, make used of variety of materials and different font and text sizes.*
> (IDI-Participant 7)

Meanwhile, the participants revealed that they used to record the performance of their students and do evaluation to monitor the progress of their students. In addition, some of the participants spend their time to consolidate reading materials and assess ability of the students by giving tasks and assignments. One of the participants also added that they used reading booklets and passages that is necessary in increasing reading performance of the students. These views are presented by the quotes of the participants as discussed below:

> *I used to record the performance of my students and evaluate their reading progress after.*
> (FGD-Participant 1)

> *I spend 20-30 minutes of my time consolidating my reading materials and understand students' reading ability before giving tasks and assignment to them.*
> (FGD-Participant 2)

> *I used reading booklets and passages to enhance students' reading performance.*
> (IDI-Participant 6)

The result on the relevance of management of educational materials and instruction process is supported by is supported by Patanasorn (2020) that teachers should always study new techniques and concepts in order to spark students' enthusiasm for learning and their subject. Additionally, they ought to exhort students to consistently utilize their resources, skills and talents. Finally, teachers should help students grow as individuals in accordance with their unique skills and talents. In other words, in order to help students, fit in with society's needs, they should act as resource organizers as well as resources; as mentors and managers of the classroom's procedures and activities; and as researchers and learners. They should also have a lot to offer in terms of appropriate knowledge, skills, and actual and observed experience in the nature of learning and organizational abilities.

Assessment of Education Process and Students. For most participants, providing materials and integrating technology into their instruction has a significant contribution to the assessment of education process. The participants believed that using CVC and MARUNGKO approach helps them to assess the performance and ability of their students in reading. Other participants says that the provision of social media and other ICT materials can effectively develop the reading fluency of their students. While, some participants concluded that they used to guide their students in correct pronunciation and let them read the passages so that they may understand the word and its meaning. The participants explained these ideas as follows:

I provide reading materials such as CVC and MARUNGKO to my students.
(IDI-Participant 4)

I guide students the correct pronunciation of letters and words and let them understand the passages.
(IDI-Participant 5)

I utilized ICT materials like televisions, speakers, laptop and reading videos to introduce songs and games to children.
(FGD-Participant 3)

Furthermore, the participants added that sometimes, students are challenged to recognize the sounds and they need proper guidance and patience coming from their respective teachers. However, despite of these difficulties, teachers are able to keep in touch with their students and still guiding them towards their reading journey. These are presented in the narratives of the participants below:

Sometimes, students have a hard time recognizing sounds to make up words and need guidance and patience from their teachers.
(FGD-Participant 3)

I always keep in touch with my students and guide them to their reading journey.
(IDI-Participant 4)

The finding implies that the use of educational approaches and modern technology in education may help both teachers and students to simplify and empower the teaching-learning process. In addition, teachers' guidance and assessment to their students significantly impacted educational process and students' achievement. Teacher must change from being the dominating authority in the classroom to learning facilitators in order to facilitate communication among all students as well as between these students and the various activities and text (Breen & Candlin, 2020). They must also offer direction and counsel as necessary. In order to actively seek out potential in students, utilize it, and actively share the burden of learning and teaching with them, teachers must perceive students as having meaningful contributions to make.

Facilitating Inclusive Learning-Teaching Experience. Majority of the participants narrates that they provide stress-free environment and atmosphere while assisting students with their reading journey and some of them creating a strong bond and relationship to maintain their affection towards students. Other participants indicate that they introduce some reading drills to foster students' understanding in words and letters. These views are presented by the quotes of the participants as discussed below:

I facilitate a stress-free environment while assisting students with their reading.

(IDI-Participant 1)

I used to become emotionally invested in my students, forming close bonds with them and allowing them to sense my affection for them.
(IDI-Participant 3)

I introduce drill sight words to my students for them to understand clearly the letters and words.
(FGD-Participant 2)

Moreover, some participants expressed that they strengthen the reading fluency of their students by allowing students to read aloud the words and letters in several times. Furthermore, they reported that they motivate students to make reading as a habit and they give feedback before starting class to make students more aware of their performances in class. The participants expressed these ideas as follows:

I strengthen my students' reading fluency by having them read aloud several times.
(IDI-Participant 4)

I tell students to make reading as their habit, used their vacant time in reading.
(FGD-Participant 2)

I out feedback prior to the start of class.
(IDI-Participant 1)

The participants imply that providing students a positive and stress-free learning atmosphere and motivating them to improve their performance is essential in facilitating inclusive teaching-learning experiences for teachers and students. Devaney, Foord, and Anne (2019) suggested teachers to promote a positive learning atmosphere and build a relationship with children to ensure that no student in the class felt intimidated to make mistakes. This would encourage children to read and support them. In addition, Rowen et al.'s (2019) discussion also touched on the significance of both intrinsic and extrinsic reading motivation as well as students' views towards reading aloud. Due of their extrinsic motivation, students frequently concentrate on the grades they need to obtain.

Work Efficacy. It is both rewarding and overwhelming that the participants have a strong work efficacy on the learning of their students. As part of it, they reported that making students read short stories and poetry and letting them to familiarize words and letters could possibly help them to increase the ability, speed and accuracy of the students in reading. They also added that they feel overwhelmed and happy when they see their students learning and these motivates them to become more creative in making lessons for reading. The participants explained these ideas as follows:

> *I make students read short stories and poetry*
> *to increase their reading ability.*
> (FGD-Participants 4)

> *I let students to familiar words and letters and*
> *let them read with speed and accuracy.*
> (IDI-Participant 10)

> *I feel happy when I see my students eager to*
> *learn and it drives me to be more creative with my*
> *lessons in reading.*
> (IDI-Participant 10)

The result on the relevance of work efficacy is supported by Hashim (2019) that teachers must demonstrate a passion for learning, a desire and aptitude to keep learning new things, and they must set an example by regularly updating their knowledge and skills to stay current with developments in their field of specialization. This is similar to how teachers want their students to be lifelong learners.

Construction of Teachers' Approaches in Strengthening Reading Fluency Scale

Based from the narratives of the participants, the teachers' quality practices scale items which are selected based on their frequency or occurrence from the responses in qualitative reviews. This 101-item questionnaire was subjected to data reduction technique using the exploratory factor analysis (EFA). Hence, the number of factors was fixed to five based on the priori qualitative analysis dimensions.

Dimensions of Teachers' Approaches in Strengthening Reading Fluency

Testing of the Proposed Questionnaire consisting of 139-Item Scale on Teachers' Approaches in Strengthening Reading Fluency. To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 2 that KMO value is .617 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocore, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974).

Meanwhile, the Bartlett's test was performed to check if there is a certain redundancy between the variables that we can summarize with a few numbers of factors. The results revealed that the p-value is significant (p<.05) which indicates that the data has patterned relationships, and factorability is assumed. It is emphasized by

Tabachnick and Fidell (2007) that the Bartlett's Test of Sphericity should be significant for factor analysis is suitable.

Table 1

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.617
Bartlett's Test of Sphericity	Approx. Chi-Square	14690.526
	Df	4950
	Sig.	.000

As shown in the preliminary analysis, it can be generalized that the 139-item teachers' approaches in strengthening reading fluency scale is suitable and adequate for extraction of factors, and thus ready for factor analysis.

Derivation of Factors Structure for Teachers' Approaches in Strengthening Reading Fluency. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are four dimensions of teachers' approaches in strengthening reading fluency skills. The factor loading below .4 are reduce from the model and from 139 items, only 52 items passed the criteria then subject for rotation and analysis. After which, the 139-item construct is then subjective for rotation. The promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

Field (2005) provides evidence that .4 is both advised and required in order to achieve the desired characteristics. Additionally, it is clear that there is no item cross-loading at all, indicating that the items accurately reflect their components. Hair et al. (1998) emphasize that loadings show how closely a variable and a factor correspond, with higher loadings making the variable more indicative of the factor.

The item loading of each item to their factor indicates sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the four-factor model of teachers' approaches in strengthening reading fluency with 139 items was developed as shown in table 3, namely, on management of educational materials and instruction process, assessment of education process and students, facilitating inclusive learning-teaching experience and work efficacy.

The items that do not fit with the factor were removed in the final questionnaire. More specifically, the item in factor 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 36, 37, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 58, 60, 61, 64, 65, 72, 73, 74, 75, 76, 77, 79, 80, 81, 82, 85, 86, 89, 92, 93, 95, 96, 97, 99, 100, 101, 102, 103, 105, 106, 107, 112, 116, 117, 125, 128, 129, 131, 132, 133, 134, 135, 136, 137, 138, and 139 does not fit the factor talking about on management of educational materials and instruction process, assessment of education process and students, facilitating inclusive learning-teaching experience and work efficacy.

Reliability Test of the Scale

The instrument was validated for reliability to determine the internal consistency of items. It can be observed in the table 4 that the overall reliability is high with a Cronbach's alpha value of .709. The subscale or dimensions also is above the criteria of reliability above .70 alpha, namely management of educational materials and instruction process (a=.788), assessment of education process and students (a=.897), facilitating inclusive learning-teaching experience (a=.881), and work efficacy (a=.825). This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

Table 2
Reliability Analysis for Teachers' Approaches in Strengthening Reading Fluency Scale

Scale	Cronbach's alpha
Management of Educational Materials and Instruction Process	.788
Assessment of Education Process and Students	.897
Facilitating Inclusive Learning-Teaching Experience	.881
Work Efficacy	.825
Overall Reliability	**.709**

Final Version of Teachers' Approaches in Strengthening Reading Fluency Model

The final version of the instrument, which is the output of this study, is presented in the form provided in Table 3. From 52 items, the analysis suggests several issues on face validity based on the factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al., (2010) that those items having no sense and not effective with the factor can be removed in the model. Also, Hair et al., (2010) loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using the EFA, Teachers' Approaches in Strengthening Reading Fluency Questionnaire was developed. This tool is consisting of 52 items which consist of four themes. Four themes were obtained after the qualitative results. Four themes were developed which are management of educational materials and instruction process with a total of twenty-one (21) items, assessment of education process and students (16) items, facilitating inclusive learning-teaching experience with eleven (11) items and work

efficacy with four (4) items. The 5-point Likert scale from 5-Always to 1-Never is shown below.

Table 3
Teachers' Approaches in Strengthening Reading Fluency Questionnaire

	MANAGEMENT OF EDUCATIONAL MATERIALS AND INSTRUCTION PROCESS
1	I used reading booklets and passages to enhance students' reading performance.
2	I feel happy when my students are eager to learn and read.
3	I teach students how to track and focus on sight words and employ choral reading to record and evaluate their performance.
4	I got problem with the confusion of the students on the meaning of words and sentences.
5	I participate in stress relieving activities and prioritize my wellbeing.
6	I let students read the same themes several times, drill sights word, make used of variety of materials and different font and text sizes.
7	I used books and internet to help students learn better.
8	I observe students' lack of concentration during reading time.
9	I have passion, patient, creativity, preparedness, focus and respect to my learners.
10	I guide student, ask them question before reading and help them connect their readings to prior knowledge.
11	I reflect my teaching to my students and guide them the benefits of good learning.
12	I establish realistic goals and prioritize my health, family and wellbeing.
13	I take time doing priorities, talk about good things and improve explicit teaching.
14	I love students cooperating in my class and I take video to see if they understand the lesson.
15	I know how to make teaching more fun and exciting and how to be effective and efficient.
16	I used Marungko approach to guide students how to write letters and read the words.
17	I used to record the performance of my students and evaluate their reading progress after.
18	I spend 20-30 minutes of my time consolidating my reading materials and understand students' reading ability before giving tasks and assignment to them.
19	I spend time for my lessons and employ oral reading to develop students' reading fluency.
20	I used memorization of poems to develop reading skills of my students especially on intonation and pronunciation.
21	I try to finish another work or task for me to forget my problems and the reason of my stress.
	ASSESSMENT OF EDUCATION PROCESS AND STUDENTS
1	I provide reading materials such as CVC and MARUNGKO to my students.
2	When my students read fluently, it gives me hope.
3	Being a teacher motivates me, and teaching pupils to read is my main objective.

4   I always keep in touch with my students and guide them to their reading journey.

5   I employ regular reading practices and used variety of reading materials that enable students to familiarize the sounds and words.

6   I guide students the correct pronunciation of letters and words and let them understand the passages.

7   I always give feedbacks on the performance of my students.

8   I used interactive games that focuses on enhancing reading fluency of students.

9   Sometimes, students have a hard time recognizing sounds to make up words and need guidance and patience from their teachers.

10   I introduce the advantage of reading to students through storytelling, pictures, songs and poems.

11   I divert my attention to something good and focus on the necessary things in life.

12   I introduce games and songs to my students so that they may enjoy the learning process.

13   I utilized ICT materials like televisions, speakers, laptop and reading videos to introduce songs and games to children.

14   I used to involve parents in some activities of their children for them to understand the performance of their own children.

15   I am motivated when I see the learning progress of my students.

16   I used to connect to social media and sing a song to relieve my stress.

FACILITATING INCLUSIVE LEARNING-TEACHING EXPERIENCE

1   I out feedback prior to the start of class.

2   I facilitate a stress-free environment while assisting students with their reading.

3   I use students' regular reading habit as a way to gauge their fluency.

4   The Marungko approach and Alpha Blocks channel were utilized by me to enhance my students' reading fluency.

5   I used to become emotionally invested in my students, forming close bonds with them and allowing them to sense my affection for them.

6   My students continue to work hard at reading.

7   I strengthen my students' reading fluency by having them read aloud several times.

8   I do my work and teach my children to refuse and get myself away from stress.

9   I tell students to make reading as their habit, used their vacant time in reading.

10   I make plan and small goals in life and I used to track my progress.

11   I introduce drill sight words to my students for them to understand clearly the letters and words.

WORK EFFICACY

1   I experience lack of materials in teaching and sometimes it hinders me to continue my class.

2   I let students to familiar words and letters and let them read with speed and accuracy.

3   I feel happy when I see my students eager to learn and it drives me to be more creative with my lessons in reading.

4   I make students read short stories and poetry to increase their reading ability.

CONCLUSIONS

Results on the study of teachers' approaches in strengthening reading fluency of the students entails several implications for educational practices. As the study revealed that teachers were challenge on how to maintain their quality of teaching while facing different problems and issues, they have face in both personal and professional life as a teacher. However, despite of those struggles and difficulties, there are things that keeps them motivated and inspired to continue to provide the best education for the young children. Teachers are able to manage educational materials and instruction process, facilitate inclusive teaching and learning environment, show work ethics and enthusiasm and appropriate assessment for education and students. The success of their students and their genuine commitment and interest to improve and strengthen the reading fluency of their children serves as their strong foundation to continue to impart their knowledge and learnings in the mind of our young children and mold them into a better person in the future.

Findings on this study clearly indicate that in spite of everything, teachers were doing the best that they can to make children a better individual in the future not just on their learnings but also in fluency in reading. Teachers' strong sense of work efficacy and dedication to teach may create a significant contribution for both student academic achievement and personal life and can open more opportunity for improvement that will lead them to become more efficient and effective in the future. Provision of support, motivation and encouragement coming from their respective school heads, co-workers, students and the community may create a significant impact on their lives and to their own professional development career.

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