

The Use of Reciprocal Teaching: A Tool to Improve Understanding

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Abstract: This study deals with the use of reciprocal teaching to improve understanding. The researcher used quantitative research design using the 90 public school students who were chosen using purposive sampling.

This research finds that reciprocal teaching emerges as a potent strategy for improving understanding across various subjects and disciplines. Through its structured approach of predicting, questioning, clarifying, and summarizing, students develop a deeper comprehension of the material being studied. The method provides a scaffolded learning experience, gradually releasing responsibility from the teacher to the students. Initially guided by the instructor, students eventually internalize the cognitive processes involved in comprehension, becoming more autonomous and effective learners. Reciprocal teaching fosters active engagement among students, shifting the learning process from passive reception to active participation. By actively predicting, questioning, clarifying, and summarizing, students become more deeply involved in the material, leading to improved retention and application of knowledge. The use of reciprocal teaching promotes metacognitive development by encouraging students to reflect on their own thinking processes. Through activities such as summarizing and clarifying, students gain insight into their comprehension strategies, enabling them to monitor and adjust their approach to learning independently. Reciprocal teaching encourages collaboration among students, as they work together to facilitate each other's understanding. By engaging in dialogue and peer teaching, students not only deepen their own understanding but also develop communication skills and empathy, creating a supportive and enriching learning environment.

It is suggested that teachers should receive comprehensive training and ongoing professional development in the principles and techniques of reciprocal teaching. Teachers should provide explicit modeling and guided practice sessions. Teachers should promote collaboration, active participation, and respect among students, fostering a culture where everyone feels valued and encouraged to contribute to the learning process. Provide scaffolding and support for struggling learners, while also offering opportunities for extension and enrichment for advanced students. Differentiated instruction ensures that all students are appropriately challenged and supported in their learning journey. Encourage self-assessment and peer evaluation, and provide constructive feedback to help students refine their understanding and application of reciprocal teaching techniques. By engaging in reflective practices, students develop metacognitive awareness and become more effective learners.

Keywords: Reciprocal Teaching; Understanding the Learners

INTRODUCTION

Reciprocal teaching is interactive, scaffolded in which the teacher (or peer, older students or parent) leads a group of students as they dialogue their way through a text understand it. As they read together, group members monitor their understanding by stopping at regular intervals to ask questions, summarize, predict and clarify. According to Annemarie Sullivan Palincsar (2016), “Reciprocal teaching is best represented as a dialogue between teachers and students in which participants take turns assuming the role of teacher.”

The dialoging technique is developed by Palincsar and Ann L. Brown and found to be successful for improving understanding with students of all ages, including first graders responding to text read aloud. The initial research is conducted with middle school students “who are adequate decoders but poor comprehenders” (Palincsar, 2016). This terrific technique has also been found to be instrumental for increasing reading achievement of low –

performing students in an urban school as measured by standardized tests.

As explained by Palincsar and Brown, students are taught each of the following strategies to promote interaction and improve understanding.

There is a general agreement that the goal of reading is to be able to understand printed text. Reading comprehension instruction is beneficial for all students, especially those with learning disabilities. Although assessment of reading comprehension is common within literacy classes through high school, unfortunately teaching reading comprehension is not. Surprisingly, several studies have documented that reading comprehension strategy instruction accounts for only 16% of the literacy curriculum in grades K-3 (Pilonieta & Medina, 2009). Similarly, in special education settings, explicit instruction in reading comprehension skills is rare, and the questions that teachers ask are mostly factual (Klingner, Urbach, Golos, Brownell, & Menon, 2010).

The interventions with the highest effect size for reading comprehension among students with learning disabilities encourage students to monitor their understanding before, during, and after reading. Such strategies include making predictions, clarifying words/concepts, summarizing, and questioning (Klingner et al., 2010). According to Hattie (2009), reciprocal teaching is among the most powerful instructional practices in terms of achievement outcomes for students with disabilities due to its combination of strategy and direct instruction methods.

Reciprocal teaching is a multicomponent approach that combines four strategies into one cohesive structure of increasing comprehension of text: predicting, clarifying, questioning, and summarizing (Takala, 2006). This approach helps teachers to explicitly scaffold learning to help students become more metacognitive about their reading and learning. Further, it helps students become more active, reflective, and strategic readers. Reciprocal teaching can be successfully implemented within both general education and special education classrooms. Direct instruction procedures and reciprocal teaching formats are effective within inclusion settings for all learners (Gajria, Jitendra, Sood, & Sacks, 2007).

Direct instruction of reciprocal teaching includes teacher modeling of each component, guided practice, and formative feedback to students. Teachers have also incorporated a picture walk and visualization (see Table 1) to make the learning sequence mirror how effective readers approach reading for comprehension. Once this sequence has been established, the teacher gradually releases the responsibility for predicting, clarifying, questioning, and summarizing to the group or groups of students. Peer support and structured student dialogue have also been shown to be effective scaffolds for students with learning disabilities.

Direct, explicit, and systematic instruction supports the learning of complex material for students with disabilities (see Table 1). Teachers' strategic use of task analysis and scaffolding with students has been found to be more effective than traditional methods (Gajria et al., 2007).

Reciprocal teaching, also known as reciprocal learning, is a strategy that puts the students in charge of the content. Instead of the teacher reading to the students or having them read out loud during class time, the students are given independent reading time to pursue the material, then given time to discuss what they have read. This type of strategy puts the onus on the students, having them use their minds to take in the content. Then, the teacher helps them start a discussion about the text where they can ask clarifying questions and analyze what they've read.

Reciprocal teaching allows students to come together to and encourages the sharing of information or the completion of instructional task success procedures in collaboration. The concept of cooperation is the foundation of the point of view and should be understood. Palincsar and Brown addressed a reciprocal teaching aimed at equipping topics with tools to facilitate the use of metacognition and reading comprehension approaches. Reciprocal Teaching is the name of their program. "Reciprocal Teaching is a" learning technique in which comprehension of reading is seen as an operation of problem-solving that facilitates thought while reading ". During a small group reading session, fluent readers can benefit from Reciprocal Teaching to improve their comprehension skills.

Teachers can use reciprocal teaching components as a variation on a guided reading session, because there is less teacher involvement and more student independence in this practise, students must read more independently than

in a structured guided reading session. The reciprocal teaching or learning is a form of teaching that assists the instructor. Reciprocal Teaching is an interactive method designed to improve students' comprehension skills and to foster metacognitive habits, which are defined as thinking about thinking, recognising what one knows and what one does not, as well as organisational strategies for managing the process. Referring to Oczkus, Peer Learning Reciprocal Teaching describes four predictive roles, predictor, clarifier, questioner, and summarizer, making it a helpful technique to improve learning difficulties such as: listening, speaking, understanding, decoding, phonetic knowledge, word recognition, comprehension, computation, and problem solving. Palincsar and Brown were the first to use reciprocal teaching to overcome low attention distress, as it provides an interactive environment that engages every student, in which they are exposed to low attention span negatives. A specific, essential role is assigned to mitigate the effects and create a functional environment. Researchers who developed reciprocal teaching, Palincsar and Brown discovered that after using the tactics with a sample of students for just 15–20 days, assessments of their reading comprehension rose from 30% to 70%, and there is evidence that students who use this strategy are more likely to venture outside of their study subjects. Reciprocal teaching strategy strengthened by using four elements (predicting, questioning, clarifying, and summarising). According to Mehmood and Alvi reciprocal teaching enhances students' confidence and persuades them to learn, which in turn improves understanding and academic performance alongside an awareness of weaknesses in areas where they cannot read. Philippa suggested that teachers should use reciprocal teaching as a teaching method if students can read the text, but do not understand what it means; using reciprocal teaching with students will help to improve comprehension skills (word problems) and critical thinking.

Reciprocal Teaching is considered a scientific method, but this method is not properly practiced with scientific filed. Some researchers focus on four stages or strategies of reciprocal teaching: i.e., predicting, clarifying, questioning, and summarising. However, other researchers have concentrated on the eight stages or techniques of reciprocal teaching, including anticipating, clarifying, questioning, picturing, connecting, calculating, summarising, and providing feedback.

Reciprocal teaching model can be used to enhance students' cognitive development and retention in all school and university levels. Reciprocal teaching is a supportive teaching method because it fosters meaningful student dialogue, including extended discussion of texts, and helps students hone their skills in finding, recording, and organising information in preparation for writing. Additionally, Reciprocal Teaching clarifies what readers predict, explain, query, and summarize; it also aids students in developing comprehension methods in a supportive atmosphere; and it broadens their subject-matter vocabulary. Students have the opportunity to debate their ideas with their group members while participating in reciprocal teaching. Although they frequently approach the teacher for help, they prefer to talk about issues with their classmates and pose questions to themselves and to each other. That is, children receive assistance from both their classmates and their teachers in developing their questioning, arguing, and validating skills. Students may gain confidence in their capacity to answer word problems and expand on prior knowledge by employing a reciprocal method in any subject, such as math teaching, by paying attention to the ideas and information of other students in their groups.

However, reciprocal teaching helps students to improve their comprehension of text by teaching them how to predict, question, clarify, and summarize information. This approach helps students to engage with the text and develop a deeper understanding of the material. Reciprocal teaching helps students to develop critical thinking skills by teaching them how to analyze and evaluate information. By predicting, questioning, clarifying, and summarising information, students learn how to think critically about the text and develop their own perspectives and opinions. Reciprocal teaching promotes active learning by encouraging students to participate in the learning process. By engaging in the four key strategies of reciprocal teaching, students become active learners, rather than passive recipients of information.

Reciprocal teaching supports differentiated instruction by allowing teachers to tailor the instruction to the needs of individual students. By providing students with different reading materials and allowing them to work in small groups, teachers are able to differentiate instruction to meet the needs of all learners. Reciprocal teaching increases student motivation by providing students with a sense of ownership over their learning.

By engaging in the four key strategies of reciprocal teaching, students feel more invested in the learning process and are more motivated to continue learning. Reciprocal teaching encourages collaboration by requiring students

to work in small groups and share their ideas and perspectives with each other. This approach helps students to develop their social and emotional skills, such as communication, collaboration, and empathy.

Overall, reciprocal teaching is a structured approach to teaching that has many benefits for both students and teachers. By improving comprehension, developing critical thinking skills, promoting active learning, supporting differentiated instruction, increasing student motivation, and encouraging collaboration, reciprocal teaching helps to create a more engaging and effective learning environment.

Academic achievement is defined as performance outcomes that show how well a person performed against specific objectives that were the focus of classroom activities, particularly in school, college, and university (critical thinking) or the acquisition of knowledge and understanding in a particular intellectual area (eg, arithmetic, writing, science, history). The definition of academic success depends on the metrics used to quantify it because it covers a wide variety of academic outcomes. Academic achievement can be determined by a variety of factors, including procedural and declarative information gained through formal schooling, curriculum-based factors like grades or results on academic performance tests, and cumulative indicators for academic services and qualifications.

Academic achievement among students is a hot topic because of how important it is. It displays how well children have mastered fundamental skills and also shows when learning has taken place. Academic achievement is the calibre of a student's performance in the classroom. It has to do with the pupils' skills as well as their understanding of a subject that they studied in school. Academic achievement is the mastery of fundamental ideas and concepts, significant truths, practical abilities, strategic knowledge, and the integration of information. The status of subject-matter knowledge, comprehension, and abilities over a predetermined time frame or the levels that pupils have advanced in all academic content areas are also included. It also shows how capable pupils are at finishing assignments and studying. Academic achievement is the outcome of a learning process that measures how well students, teachers, or institutions accomplish their educational objectives.

Philippine educational system empowers each pupil to attain all-round development according to his/her own characteristics. To achieve this, pupils should be provided with appropriate assistance and supervision in accordance with their abilities and learning needs, so they can develop their full potential.

The education of our students has been impeded due to Covid-19 pandemic. Many students need to manage with online learning for the past two years. Many of the students not even get enough this opportunity due to lack of basic facilities and system for online learning. In order to compensate the lost learning of the last 2 years, the school education program is implementing the learning recovery program for the student from kinder to grade 6. The crisis was intensified by the pandemic as schools were forced to close and shift to less effective remote learning setups. Children are unique.

Having distinctive combinations of abilities, skills and needs that affect their learning, teacher must come up with possible solutions for their improvement. Pupils deserve the opportunity to learn in ways that make the most of their strengths and help them overcome their weaknesses. The fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of word from discourse context, ability to identify the main thought of a passage, ability to answer questions in a passage.

Problems in reading comprehension are issues that can truly hurt anyone's learning process. Teacher must be able to recognize these common problems, and work to find solutions. The Philippine Informal Reading Inventory (PHIL IRI) is an initiative of the Bureau of Learning Delivery, Department of Education that directly addresses its thrust to make every Filipino child a reader.

The Philippine Informal Reading Inventory (Phil-IRI) was created to provide classroom teachers a tool for measuring and describing reading performance. It is an assessment tool composed of graded passages designed to determine a pupil's reading level. It is important to note that the Phil-IRI only provides an approximation of the learner's abilities and may be used in combination with other reliable tools of assessment. This type of assessments aims to find the learner's independent, instructional and frustration levels. DepEd Order No. 70, Section 1. Every kid A Reader Program (ECARP), launched in 2011, is a national initiative that aims to ensure that every child is a reader at his grade level. It is intended to give elementary school pupils the reading and writing strategies they need to develop into independent readers and writers. In line with this principle is the new and vigorous vision

that calls for realigning existing mechanics to develop reading comprehension. The purpose of the National Reading Program is to strengthen the reading program already being used in schools and other field offices. ECARP provides an assessment tool that will help schools determine the children's reading level as well as the reading profile. ECARP is implemented through the following components. They are Reading Recovery (RR), Philippine Informal Reading Inventory (Phil IRI), and Philippines Word List in English (PWLE).

Phil IRI is the assessment component of ECARP. It is nationally-validated assessment tool for measuring the reading proficiency level of public elementary both English and Filipino. There are different strategies used to teach reading. Strategies are key to help with reading comprehension. They vary according to the challenges like new concept, unfamiliar word or vocabulary, etc. Strategies should be suited on the ability, aptitude and age level of the learner. Some of the strategies teachers uses are reading aloud, group work and reading exercises. Reciprocal Teaching is a form of collaborative learning that involves pupils of similar backgrounds experiencing interchanging roles of tutor and learner. It is a great way to review information and practice skills in classroom. It is a teaching intervention strategy in which pupils alternate between the role of tutor and tutee. Pupils get to be the learner and the teacher. Reciprocal teaching strategy is defined as a strategy that directly teaches learners to use meta-cognitive thinking while constructing meaning from a text. In fact, it is a method of reading comprehension as an interactive one, in which readers interact with the text as their prior experience is activated and improves their motivation and interest. The relevance of education in teaching reading literacy and in predicting excellent academic achievement is one of the report's key points.

According to Hooper, S., and Martin (2016), discussion-based instructional approaches, small group work, and peer mentoring are some of the powerful tactics that foster students' engagement and are associated with higher reading achievement. Reciprocal teaching is a type of method training created to encourage self-regulation while reading and learning with text, according to Palincsar (2017). The purpose of RT is to provide students with tools for self regulating the process of constructing meaning while reading. According to Palincsar (2017). The purpose of RT is to provide students with tools for self-regulating the process of constructing meaning while reading. It involves the teacher and students in extensive language use while the group co-constructs the meaning of the book they are reading and discussing. Reciprocal teaching is implemented to make sure that students comprehend the material they read. Discussion in which students and teachers collaborate to create the meaning of a text. The text were presented to the students in order to help them improve their ability to make sense of information: summarizing, questioning, clarifying, and forecasting.

Reading motivation can be improved by reciprocal teaching strategy and by making reading relevant to learners' lives and attitudes, it will create what learners know and believe and by being mindful of their purposes and hopes for their futures (Guthrie & Wigfield, 2000). Instructors will provide reading environment that are suitable, interesting and appropriate to learners' reading capabilities to assist in improving their motivation. Motivation is improved by reciprocal teaching which activates background knowledge in ways of pre-reading, in instructing students to get data and in monitoring their reading during their reading time (Guthrie & Wigfield, 2000). Widi Andewi (2016) conducted a study to investigate how students' perceptions of reciprocal teaching affected their levels of anxiety and reading self-efficacy. The findings indicated that almost all of the students had anxiety and lack of confidence when applying the four reciprocal teaching instructional tactics (predicting, questioning, clarifying, and summarizing).

Due to a variety of unique student characteristics, including their level of English proficiency, prior knowledge, and linguistic and lexical expertise, the students with high anxiety and poor self-efficacy were unable to conduct the four instructional tactics adequately. In a study of accountable talk, Wolf, Crosson and Resnick (2006) found that the difficulty was limited when teachers used talk in formulaic ways. These patterns included providing little wait time or teachers answering their own questions.

This study provided evidence that classroom interaction which incorporates listening to others, questioning each other's knowledge and exploring one's thinking has a positive correlation to the academic difficulties of reading comprehension (Wolf, Crosson & Resnick, 2006). Chandra & Watters (2012) indicated that the evaluation of learning effectiveness was a series of data and information collection whether students' capability satisfied the curriculum goals. Such an evaluation was preceded during the course and was generally through assignation. Zhu (2012) regarded learning evaluation as collecting correct data related to learners' learning behaviors and the

achievement by applying scientific methods and techniques and analyzing, studying, and judging learners' learning performance based on the instructional objectives. Wischow et al. (2013) mentioned that learning effectiveness was the index to measure a student's learning outcome as well as a major item in the teaching quality assessment. Such a performance evaluation could stimulate and guide students' learning, and the evaluation results could have students and teachers understand the learning and teaching outcome to explain or improve teaching effectiveness. Paver et al. (2014) indicated that most research applied self-assessment to measure learners' behavior change after learning. Most researchers assessed learning effectiveness with students' self-assessment on the questionnaire. Mella Prasetya Windawati (2015)

According to research, using the reciprocal teaching strategy when introducing analytical exposition to students can help them read more effectively. Esfendahad (2010) pointed out that Reciprocal Teaching, a socio-instructional approach developed by Artino & Jones (2012) based on Vygotsky's idea, is a kind of reading strategy teaching to enhance reading comprehension. With commonly discussed reading material contents to enhance and monitor individual student's understanding of reading materials, it could assist teachers in promoting students' self-regulation and thinking of reading comprehension through the dialogues.

Zyx Ravie R. Cuartero & Jacinto P. Elpa (2018) stated in his study that the Reciprocal Cooperative Learning in the Teaching of Reading Comprehension was made clear that cooperative learning is a teaching strategy in which pupils work together in small groups to optimize one another's learning and to accomplish shared objectives. In their study of reciprocal learning, they found that all four understanding strategies—predicting, clarifying, questioning, and summarizing—were effectively aided by reciprocal cooperative learning. Additionally, it was discovered to be very effective at enhancing the students' summarizing abilities.

Reading is an essential skill of every individual where most people acquire information that enables them to be functional in their everyday living. It is a fundamental skill that education is requiring to obtain and where formal education depends. Reading is a way of giving meaning to the letters written in a sentence, phrase, or in a paragraph form. This highly recognizes phrases, fluency, spelling, and comprehension. This skill is what everyone should learn or acquire since it would be difficult to understand what is being read (Rivera, 2019). The reading comprehension is a persuasive, and complex procedure which encompasses multiple interactions where the reader bridges their knowledge with the information through the application of reading strategies (Ting, et. al., 2021).

Understanding the text from the reading materials is the key to this. The capacity to read and comprehend text is known as reading comprehension. It is dependent on two interconnected abilities: word reading which decodes the symbols on the page and language comprehension in which it enables learners to understand the meaning of the words, phrases, and sentences. According to De Belen (2021), reading comprehension is one of the significant skills for learners in learning English. The researcher stated that most of the learners' important skills are comprehending what they have read. Reading comprehension aims to comprehend and interpret what is being read. It aids in the development of knowledge, text comprehension abilities and reading and understanding experiences in learners. According to Khori and Ahmad (2019), in the field of teaching English reading comprehension, the teacher's responsibility is to help learners express their own thoughts using their reading comprehension skills. It's crucial to understand the reading purpose—or the reason why reading is being done—before starting to read. The efficacy of the reading is substantially improved by understanding the purpose. Additionally, being aware of the goal can assist one to adopt the reading style that is most appropriate for that goal. As mentioned in the study conducted by Islam (2022), Reciprocal Teaching Method in the teaching-learning of reading comprehension was effective in improving the learners' reading comprehension.

For the learners to enjoy and fully comprehend the text they are reading, it is essential that they have a strong reading comprehension skill. Reciprocal learning strategy is said to be effective in this regard because it gives learners the chance to oversee their own learning while working and discussing together with their small group. As reported by the World Bank, the percentage of the learning poverty in the Philippines before the pandemic is 69% or approximately 69.5 percent. However, the percentage of the learning poverty in the Philippines after the pandemic jacked up from 69% to 90%. In this collected data information, the association concluded that 10-15 years of age learners are likely to have low reading proficiency. Vera (2022) stated that, the United Nation International Children's Emergency Fund (UNICEF) conducted a comparative study between Vietnam, Myanmar, Laos, Malaysia, and Philippines. This study claims that the Grade 5 level in the Philippines are most

likely to be considered as the grade levels that have low proficiency in reading skills. The comparative study revealed how the pandemic affects and has a big impact on the learners especially in reading comprehension. Reciprocal Teaching as an approach in teaching learning process as a tool to further enhance learners' ability to comprehend what they are reading is a Collaborative and Constructive Learning that provides each member of the small group the opportunity that requires their active participation in taking part of their reading process (Oczkus, 2018). Every part of the strategy involves metacognition and aids learners in their effort to better understand the meaning being conveyed in the text. Regardless of learners' skill levels, the reciprocal Teaching technique serves as a bridge to literacy engagement of the learners during their active participation. Numerous studies show that meta cognitive strategies improve learners reading comprehension such as Reciprocal Learning Strategy developed by Palincsar and Brown (1984) which provides scaffolding to support learners with reading comprehension difficulties. However, there are no findings about the effectiveness of Reciprocal Learning being conducted in a large group of learners working together without the full supervision of the teachers. This research study was supported by Lev Vygotsky's Social Constructivism Theory. Social contact or interaction is a basic activity that occurs before development since socializing was a product of cognition. The Zone of Achieved Development (ZAD) pertains to the learner's current level of mastery of concepts. This is what the learners can do independently. The second phase is the Zone of Proximal Development (ZPD), which can be perceived as the learning zone. This pertains to what the learners can do with assistance of more knowledgeable peers. The most productive learning activities take place in the ZPD as it provides scaffolding or support to gradually develop higher order thinking skills. It is the gap between what the learners can accomplish on their own and what they can achieve with the presence of assistance or support.

Learning takes place in different ways at different levels. This forms the basis for different learning theories. Learning theories describe how students process, absorb and retain knowledge in the teaching/learning process. The three broad learning theories that have traversed the ages are: behavioural, cognitive and constructivism. In behavioural learning theory, the learner is largely passive and dependent upon the teacher because the learner is seen as an empty vessel waiting to be filled. This theory thrives in rote learning, repetition and recall. The cognitive theory focuses on the processes of thinking, concept formation, reasoning and problem solving involving the individual student's mental processes. The next level of learning, which is the constructivism theory, holds that learning is significant when learners through active participation construct or create basic knowledge by themselves through enquiry and discovery. While looking briefly at the theory of constructivism our main focus shall be on social constructivism which focuses on interaction, collaboration and group work for effective learning. Social constructivism is a learning theory propounded by Lev Vygotsky in 1968. The theory states that language and culture are the frameworks through which humans experience, communicate, and understand reality. According to Vygotsky, language and culture play essential roles both in human intellectual development and in how humans perceive the world. This is to say that learning concepts are transmitted by means of language, interpreted and understood by experience and interactions within a cultural setting. Since it takes a group of people to have language and culture to construct cognitive structures, knowledge therefore is not only socially constructed but co-constructed. The link here is that while the constructivist sees knowledge as what students construct by themselves based on the experiences they gather from their environment, the social constructivist sees knowledge as what students do in collaboration with other students, teachers and peers. Social constructivism is a variety of cognitive constructivism that emphasizes the collaborative nature of learning under the guidance of a facilitator or in collaboration with other students.

In social constructivism children's understanding is shaped not only through adaptive encounters with the physical world but through interactions between people in relation to the world that is not merely physical and apprehended by the senses, but cultural, meaningful and significant, and made so primarily by language. Hein (1991) puts it in his own way that the level of potential development (academic achievement) is the level of development that the learner is capable of reaching under the guidance of teachers or in collaboration with peers. He sees learning as a social activity associated with other human beings like the peers, family members as well as casual acquaintances, including the people that existed before. Social Constructivism recognizes the social aspect of learning and the use of conversation, interaction with others, and the application of knowledge as an essential aspect of learning and a means to achieving learning objectives. Vygotsky believed that life long process of development is dependent on social interaction and that social learning actually leads to cognitive development. In other words, all learning tasks (irrespective of the level of difficulty), can be performed by learners under adult guidance or with peer collaboration. This theory helps to give a backup to the establishment of opportunities for

students to collaborate with the teacher and peers in constructing knowledge and understanding. Kapur (2018), observed that social construction of knowledge takes place in various ways and at different locations. It could be achieved through group discussion, teamwork or any instructional interaction in an educational or training institution, social media forum, religious and market places. As students interact with people, the material and immaterial environment, they gain understanding and gather experience which is needed to live successful and functional lives. Social constructivism is also called collaborative learning because it is based on interaction, discussion and sharing among students. This teaching strategy allows for a range of groupings and interactive methods. These may include total class discussions, small group discussions or students working in pairs on given projects or assignments. The underlying factor to the theory is that learners work in groups sharing ideas, brainstorming trying to discover cause and effect, answers to problems or just creating something new to add to existing knowledge.

The researcher has observed that reciprocal teaching is used for the sake of observation but not as a good method to show learner centered.

Therefore, the paper determined the use of reciprocal teaching across subject area to promote understanding.

Specifically, it determined the profile of the student respondents in terms of sex, age and section through questionnaire; assessment on the differences on the use of reciprocal teaching; and this led to improve understanding.

The interplay between and among the variables is seen in the paradigm of the study seen below:

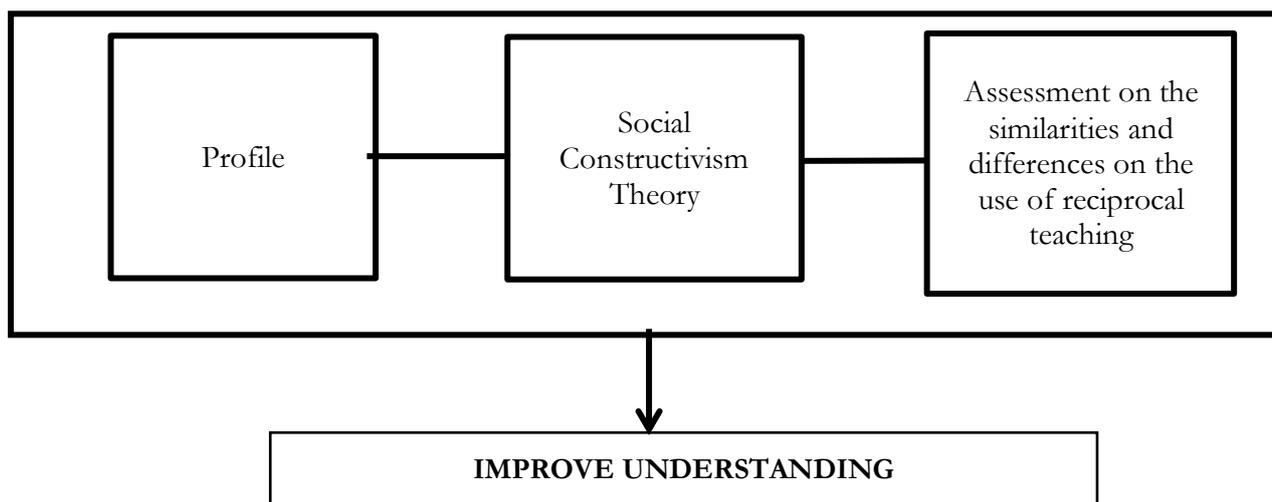


Figure 1. Research Paradigm

In order to formulate the use of reciprocal teaching across subject area to promote understanding of students, the study will survey the personological aspect of the respondents in terms of sex, age and section of the students.

Afterwards, the assessment of the respondents was taken. The significant difference in the assessment of the respondents were also determined. The respondents’ answers were explained using the Social Constructivism theory purported by Lev Vygotsky.

In order for the intended readers to have a clearer understanding of this paper, the researcher has provided both the conceptual and operational definition of the following terms:

Reciprocal Teaching: Reciprocal teaching is a collaborative instructional strategy where the teacher and students take turns leading discussions about a text. This approach involves four main strategies: predicting, questioning, clarifying, and summarizing, and aims to improve comprehension and critical thinking skills.

Collaborative Learning: Collaborative learning refers to an educational approach in which students work together in small groups or pairs to achieve shared learning goals. In the context of reciprocal teaching, collaborative learning involves students actively engaging in discussions to collectively enhance their understanding of the subject matter.

Scaffolding: Scaffolding is a teaching technique where the instructor provides support and guidance to students as they learn new concepts. In reciprocal teaching, scaffolding is employed as the teacher initially models the cognitive strategies, gradually transferring responsibility to the students as their understanding and skills develop.

Zone of Proximal Development (ZPD): The Zone of Proximal Development, a concept by Lev Vygotsky, refers to the range of tasks that a learner can perform with the help of a more knowledgeable person, such as a teacher or a peer. In reciprocal teaching, the ZPD is engaged as students receive guidance and support, allowing them to reach a level of understanding beyond what they could achieve independently.

Metacognition: Metacognition involves thinking about one's own thinking processes and understanding how to approach learning tasks. In reciprocal teaching, students use metacognitive strategies as they predict, question, clarify, and summarize information during discussions. This self-awareness contributes to improved comprehension and critical thinking skills.

METHODOLOGY

This research utilized the descriptive-comparative research design in determining the respondents' assessment.

Descriptive design is suitable wherever the subjects vary among themselves and one is interested to know the extent to which different conditions and situations are obtained among these subjects. The word survey signifies the gathering of data regarding the present conditions. A survey is useful in (1) providing the value of facts, and (2) focusing attention on the most important things reported.

Specifically, the type of descriptive aside from the generic descriptive design is status which is problem-solving and seeks to answer questions about real facts relating to existing conditions. This quantitative description technique determines the prevailing conditions in a group of cases chosen for the study.

Descriptive comparative considers two variables (not manipulated) and establishes a formal procedure to compare and concludes that one is better than the other. After the comparative assessment, the researcher considered the evaluative part of the paper where it carefully appraises the present study's worthiness.

The study was conducted at Sinaguayan Elementary School, which is in existence for 70 years with the total population of 678 pupils. The school has 23 teachers including the researcher.

The 90 Grade 6 pupils were used using the total enumeration.

The method of gathering data is a survey questionnaire which is a product of a thorough reading of related literature and studies. After the construction, the questionnaire has been validated by the experts and the researcher's colleagues and she asked for the help of her former professors in the graduate school in the revision of the survey. Moreover, the last step in the validation is proposal defense where the comments and suggestions of the panel were included in the revision.

After gathering data and asking permission from the different offices, the gathered data were subjected to the statistical treatment of data.

The instrument was developed using a 4-point scale (Salkind, 2019).

The gathered data was subjected to statistical treatment which is as follows:

- (1) Frequency Count – This was used by the researcher in the analysis of the data profile of the respondents.
- (2) Weighted Mean – This was used by the researcher in determining the degree of the responses of the

respondents.

(3) T-test/Anova - This tool was used by the researcher in the analysis of the comparison of the assessment of the respondents.

The following values of the computed mean were interpreted as follows:

Point	Range of Values	Qualitative Description	Interpretation
1	1.00 – 1.50	Not True of My Teacher	Poor
2	1.51 – 2.50	Somewhat True of My Teacher	Fair
3	2.51 – 3.50	True of My Teacher	Good
4	3.51 – 4.00	Very True of My Teacher	Very Good

Furthermore, this study made use of the 5% level of significance in all the statistical analysis thereby providing 95% level of confidence in the rejection or acceptance of the stated hypothesis. Using the SPSS software, any value of Sig found lower than 0.05 level was rejected.

The overall reliability of the questionnaire obtained Cronbach's Alpha = 0.84 showing a relatively consistent result for all of the items. The reliability test result indicated that the research instrument was statistically reliable.

This research was free from any conflict of interest as it was not compromised financial or personal considerations and even the researcher's professional judgment. The privacy and confidentiality of the respondents were the utmost considerations in the process and they were recruited with their full approval and consent. It was made clear to them that no physical, psychological, and economic harm came their way or be inflicted in them.

The respondents chosen were briefed and informed about the study and its purpose and it was made clear to them that the study was just for academic purposes and it won't by any means jeopardize their safety and privacy. Their answers were only pooled for the research project and individual results of this study remain absolutely confidential and anonymous. Should this study be published, only pooled results would be documented.

Specifically, the following are the specific considerations of the study.

Conflict of interest. - There will be no conflict of interests in the conduct of this study. The researcher informed all the parties involved in the study about the purpose and goals of the study. **Privacy and Confidentiality** - The privacy of the participants and the confidentiality of the data to be obtained from the participants were strictly maintained in such a manner that the participants couldn't be identified in the report or any related publications. **Informed Consent Process.** - Formal consents were obtained from the participants prior to the start of the survey. The survey was conducted at the workplace or site of each respondent. **Vulnerability and Assent** - Grade 6 pupils are the respondent of this study and it is done with sensitivity and care. **Recruitment** - The researcher personally involved in the conduct of the study and no other personnel or staffs were hired. **Risks** - The survey questionnaire is composed of a number of pages. As this may result to discomfort and inconvenience to the respondents, hence they were given the option to refuse to participate without explanation. For the sake of convenience, the questions in the survey questionnaire was translated to Chinese for better understanding and more accurate answer. **Benefits** - Outcomes of the study provides diagnosis or concrete information about the how the variables in SOP have significant relationship. Good mental health is without a doubt important for everyone and leaders play an important role in safeguarding the mental health of people in the workplace. **Incentives or compensation.** - There was no monetary benefit that the researcher promises to the co-participants, however the participants could be reimbursed for any untoward incident, cost, injury or other similar cases that may have happened because of their participation as agreed by both parties.

RESULTS AND ANALYSIS

This chapter deals with the presentation of the gathered data together with the analysis and interpretation according to the statement of the problem. The gathered data on the profile of the student respondents and their assessment of their present situation are hereby presented.

4.1 Profile of the Student Respondents

Table 1 shows the demographic profile of the student respondents in terms of their age and sex.

Table 1. Frequency Distribution of the Teacher Respondents' Profile

Profile	Frequency	Percentage
Age		
10-11 years old	23	25.6%
12-13 years old	64	71.1%
14-15 years old	3	3.3%
Total	90	100%
Sex		
Male	50	55.6%
Female	40	44.4%
Total	90	100%
Section		
Section A	45	50%
Section B	45	50%
Total	90	100%

In terms of age, twenty-three (23) or about 25.6% of the student respondents are less 10-11 years old, sixty-four (64) or about 71.1% of the student respondents are 12-13 years old, and the remaining three (3) or 3.3% of the student respondents are 14-15 years and above. This means that majority of the student respondents are 12 - 13years old. This may be taken to mean that the student respondents are in the appropriate age and are able to assess the teachers per subject.

In terms of sex, fifty (50) or about 55.6% of the student respondents are male, and the remaining forty (40) or 44.4% of the student respondents are female. This means that majority of the student respondents are males in terms of sex. This goes to show that there are more male students in the institution than female students.

In terms of section, forty-five (45) or about 50% of the student respondents are in each of the sections. This means that all of the student respondents are the same in terms of section. This goes to show that there are equal number of students in the institution

4.2 Assessment of The Student Respondents on the Teachers Subject

Table 2 shows the assessment of the student respondents on the teacher's subject in terms of English, Filipino, Math, Science, AP, ESP, PE, and EPP.

Table 2. Assessment of The Student Respondents on Teachers Subject in terms of English

	Mean	SD	Qualitative Description	Interpretation	Rank
1. put/s students in groups of four	3.06	.77	True of My Teacher	Good	12
2. distribute/s one note card to each member of the group identifying each person's unique role such as summarize, questioner, clarifier, predictor	3.36	.77	True of My Teacher	Good	11
3. has/have students read a few paragraphs of the assigned text selection	3.86	.38	Very True of My Teacher	Very Good	1
4. encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion	3.86	.46	Very True of My Teacher	Very Good	1
5. at the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading	3.67	.64	Very True of My Teacher	Very Good	4
6. the Questioner will then pose questions about the selection such as unclear parts, puzzling information, connections to other concepts already learned	3.53	.74	Very True of My Teacher	Very Good	8
7. the Clarifier will address confusing parts and attempt to answer the questions that were just posed	3.64	.71	Very True of My Teacher	Very Good	5
8. the Predictor can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be	3.59	.65	Very True of My Teacher	Very Good	6
9. the roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles	3.56	.77	Very True of My Teacher	Very Good	7
10. this continues until the entire selection is read. As it opens in a new window	3.52	.66	Very True of My Teacher	Very Good	9
11. throughout the process, the	3.73	.63	Very True of	Very Good	3

teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group			My Teacher		
12. the teacher's role is lessened as students develop skill	3.48	.78	True of My Teacher	Good	10
Overall Mean	3.57	.42	Very True of My Teacher	Very Good	

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.86, with the qualitative description of very true of my teacher is observed among the teachers and is interpreted as the teachers being very good, was found for items 3 and 4 which states that has/have students read a few paragraphs of the assigned text selection and encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion. Providing reading selections to students in English subjects profoundly impacts their language acquisition, critical thinking, and analytical skills. Exposure to diverse texts enhances vocabulary, comprehension, and fluency, while also fostering empathy and cultural awareness through exposure to different perspectives. Implementing effective note-taking strategies further amplifies this impact by promoting active engagement with the material. Strategies such as summarizing main ideas, annotating key passages, and creating visual organizers facilitate deeper understanding and retention of information. Additionally, encouraging students to ask questions, make connections, and reflect on the text through their notes cultivates metacognitive awareness and promotes higher-order thinking skills. Overall, the combination of curated reading selections and strategic note-taking practices empowers students to become more proficient readers, critical thinkers, and communicators in the realm of English language and literature.

On the hand the lowest mean of 3.06, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good in the subject English, was found for item 1 which states that put/s students in groups of four. While groupings can foster collaboration and peer learning, they also present several disadvantages in the context of English subjects. One major drawback is the potential for uneven participation, where certain students may dominate discussions while others remain passive or disengaged. This imbalance can hinder the development of critical thinking and communication skills for some students, as they may not have the opportunity to fully contribute or articulate their ideas. Additionally, group dynamics may lead to social distractions or conflicts that detract from the academic focus of the lesson. Moreover, in tasks such as writing assignments or literary analysis, individual expression and creativity may be compromised within group settings, limiting opportunities for students to develop their unique voice and style. Therefore, while groupings can have benefits, careful consideration of their implementation is necessary to mitigate these disadvantages and ensure equitable learning experiences for all students in English subjects.

The overall mean of 3.57 shows that the teachers are very good in English subject which can potentially have positive effects on the teacher's performance in the schools. When an English teacher demonstrates exceptional proficiency in their subject, it can have a transformative effect on students. Firstly, such expertise instills confidence and credibility, establishing a strong foundation of trust between teacher and students. This confidence encourages students to actively engage with the material, knowing they are under the guidance of a knowledgeable mentor. Additionally, a highly skilled English teacher can effectively model advanced language usage, critical analysis, and creative expression, inspiring students to aspire towards higher standards of literacy and communication. Moreover, the teacher's passion and enthusiasm for the subject are contagious, fostering a love for language and literature among students. Ultimately, the impact of a proficient English teacher extends beyond academic achievement, shaping students into articulate, discerning, and empathetic individuals prepared for success in various aspects of their lives.

Table 3. Assessment of The Student Respondents on Teachers Subject in terms of Filipino

	Mean	SD	Qualitative Description	Interpretation	Rank
1. put/s students in groups of four	3.08	.88	True of My Teacher	Good	12
distribute/s one note card to each member of the group identifying each person's unique role such as summarize, questioner, clarifier, predictor	3.18	.66	True of My Teacher	Good	11
has/have students read a few paragraphs of the assigned text selection	3.62	.57	Very True of My Teacher	Very Good	3
encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion	3.77	.50	Very True of My Teacher	Very Good	1
at the given stopping point, the Summarizer will highlight the key points as up to this point in the reading	3.59	.52	Very True of My Teacher	Very Good	5
the Questioner will then pose questions about the selection such as unclear parts, puzzling information, connections to other concepts already learned	3.44	.62	True of My Teacher	Good	8
the Clarifier will address confusing parts and attempt to answer the questions that were just posed	3.67	.67	Very True of My Teacher	Very Good	2
the Predictor can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be	3.38	.63	True of My Teacher	Good	9
the roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles	3.54	.52	Very True of My Teacher	Very Good	7
this continues until the entire selection is read. As it opens in a new window	3.24	.74	True of My Teacher	Good	10
throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group	3.61	.74	Very True of My Teacher	Very Good	4
the teacher's role is lessened as students develop skill	3.57	.72	Very True of My Teacher	Very Good	6
Overall Mean	3.47	.35	True of My Teacher	Good	

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.77, with the qualitative description of very true of my teacher is observed among the teachers and is interpreted as the teachers being very good, was found for item 4 which states that encourages them to use note-taking strategies such as

selective underlining or sticky-notes to help them better prepare for their role in the discussion. Note-taking strategies play a crucial role in the Filipino subject as they facilitate the comprehension, retention, and application of key concepts and information. In a subject that encompasses language, literature, and cultural studies, effective note-taking techniques aid students in capturing important details from literary texts, historical narratives, and linguistic lessons. By actively engaging with the material through note-taking, students develop a deeper understanding of Filipino language and culture, enhancing their ability to express themselves eloquently, analyze literary works critically, and appreciate the richness of Filipino heritage. Moreover, note-taking encourages students to organize their thoughts coherently, facilitating the synthesis of ideas and the formulation of well-supported arguments in both oral and written communication. Thus, note-taking serves as a fundamental tool for empowering students to navigate the complexities of the Filipino subject and to become proficient and culturally literate individuals.

On the hand the lowest mean of 3.08, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good in Filipino subject, was found for items 1 which states that put/s students in groups of four. Grouping students in the Filipino subject holds significant importance as it fosters collaborative learning, cultural exchange, and linguistic development. Through group activities, students have the opportunity to engage in meaningful discussions, share diverse perspectives, and collaborate on projects that deepen their understanding of Filipino language, literature, and culture. Group work encourages students to communicate effectively in Filipino, honing their language skills in speaking, listening, reading, and writing. Additionally, group activities provide a platform for students to explore and appreciate the rich cultural heritage embedded within the Filipino subject, fostering a sense of pride and identity. Moreover, by working together in groups, students develop essential interpersonal skills such as teamwork, empathy, and conflict resolution, which are invaluable in their academic and personal lives. Overall, grouping students in the Filipino subject not only enhances their linguistic proficiency but also nurtures a deeper connection to Filipino identity and community.

The overall mean of 3.47 shows that the teachers are good in Filipino subject which can potentially have positive effects on the teacher’s performance in the schools. When a Filipino teacher excels in their subject, it contributes significantly to the overall academic environment and success of the school. Firstly, a proficient Filipino teacher serves as a role model for both students and colleagues, inspiring a culture of excellence and dedication to the subject. Their expertise and passion create an engaging and dynamic classroom atmosphere where students are motivated to learn and explore the intricacies of Filipino language, literature, and culture. Moreover, a skilled Filipino teacher plays a vital role in preserving and promoting Filipino identity and heritage, instilling a sense of pride and cultural appreciation among students. Additionally, their ability to effectively transmit language skills, critical thinking, and cultural understanding equips students with the necessary tools to excel academically and become culturally literate individuals. Overall, the positive impact of a proficient Filipino teacher extends beyond the classroom, enriching the school community and contributing to the holistic development of students.

The assessment of the student respondents on teacher’s subject showed that the highest mean of 3.74, with the qualitative description of true of my teacher is observed among the teachers and is interpreted as the teachers being good, was found for item 7 which states that the clarifier will address confusing parts and attempt to answer the questions that were just posed.

Table 4. Assessment of The Student Respondents on Teachers Subject in terms of Math

	Mean	SD	Qualitative Description	Interpretation	Rank
1. put/s students in groups of four	3.16	.79	True of My Teacher	Good	12
2. distribute/s one note card to each member of the group identifying each person’s unique role such as summarize, questioner, clarifier, predictor	3.17	.62	True of My Teacher	Good	11
3. has/have students read a few paragraphs	3.28	.73	True of My	Good	10

of the assigned text selection			Teacher		
4. encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion	3.59	.63	Very True of My Teacher	Very Good	3
5. at the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading	3.36	.69	True of My Teacher	Good	8
6. the Questioner will then pose questions about the selection such as unclear parts, puzzling information, connections to other concepts already learned	3.53	.66	Very True of My Teacher	Very Good	6
7. the Clarifier will address confusing parts and attempt to answer the questions that were just posed	3.74	.53	Very True of My Teacher	Very Good	1
8. the Predictor can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be	3.33	.73	True of My Teacher	Good	9
9. the roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles	3.57	.69	Very True of My Teacher	Very Good	4
10. this continues until the entire selection is read. As it opens in a new window	3.54	.60	Very True of My Teacher	Very Good	5
11. throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group	3.70	.60	Very True of My Teacher	Very Good	2
12. the teacher's role is lessened as students develop skill	3.41	.65	True of My Teacher	Good	7
Overall Mean	3.45	.36	True of My Teacher	Good	

In a math subject, the role of the clarifier is pivotal in addressing confusing concepts and providing clarity to students' questions. When students encounter challenging or unclear parts of a math problem or concept, the clarifier steps in to elucidate the underlying principles, methods, or steps required for comprehension. They identify specific points of confusion raised by students and offer explanations or examples to clarify misunderstandings. Through clear and concise explanations, the clarifier assists students in grasping the logic, procedures, and applications involved in solving mathematical problems. By addressing students' questions directly, the clarifier fosters a supportive learning environment where students feel empowered to overcome obstacles and develop confidence in their mathematical abilities.

On the hand the lowest mean of 3.16, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good in Math subject, was found for items 1 which states that put/s students in groups of four. By working collaboratively in groups, students can engage in active discussions, share diverse perspectives, and collectively solve problems. This collaborative approach fosters a sense of camaraderie and peer support, encouraging students to take ownership of their learning and develop essential teamwork skills. Furthermore, group work promotes deeper understanding of complex concepts as students can draw upon each other's strengths and insights. Additionally, group activities provide opportunities for differentiated instruction, allowing students to learn from their peers and receive personalized support. Overall, placing students in groups

facilitates a dynamic and interactive learning environment that promotes critical thinking, communication skills, and academic achievement.

The overall mean of 3.45 shows that the teachers are good in Math subject which can potentially have positive effects on the teacher’s performance in the schools. Firstly, their expertise creates a vibrant and engaging learning environment where students are inspired to explore and excel in the subject matter. A proficient subject teacher serves as a role model for both students and colleagues, fostering a culture of excellence and dedication to learning. Their passion and knowledge contribute to student motivation, leading to increased academic achievement and success. Moreover, a skilled subject teacher enhances the school's reputation, attracting students who are eager to benefit from their expertise. Additionally, their ability to effectively transmit knowledge and cultivate critical thinking skills equips students with the tools needed for future academic and professional success. Overall, the positive impact of a proficient subject teacher extends beyond the classroom, enriching the entire school community and fostering a culture of lifelong learning and achievement.

Table 5. Assessment of The Student Respondents on Teachers Subject in terms of Science

	Mean	SD	Qualitative Description	Interpretation	Rank
1. put/s students in groups of four	3.56	.60	Very True of My Teacher	Very Good	5
2. distribute/s one note card to each member of the group identifying each person’s unique role such as summarize, questioner, clarifier, predictor	3.30	.71	True of My Teacher	Good	12
3. has/have students read a few paragraphs of the assigned text selection	3.41	.63	True of My Teacher	Good	9
4. encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion	3.71	.55	Very True of My Teacher	Very Good	1
5. at the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading	3.53	.67	Very True of My Teacher	Very Good	6
6. the Questioner will then pose questions about the selection such as unclear parts, puzzling information, connections to other concepts already learned	3.53	.66	Very True of My Teacher	Very Good	7
7. the Clarifier will address confusing parts and attempt to answer the questions that were just posed	3.63	.63	Very True of My Teacher	Very Good	4
8. the Predictor can offer predictions about what the author will tell the group next or, if it’s a literary selection, the predictor might suggest what the next events in the story will be	3.67	.60	Very True of My Teacher	Very Good	2
9. the roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles	3.43	.72	True of My Teacher	Good	8

10. this continues until the entire selection is read. As it opens in a new window	3.37	.64	True of My Teacher	Good	11
11. throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group	3.66	.62	Very True of My Teacher	Very Good	3
12. the teacher's role is lessened as students develop skill	3.41	.62	True of My Teacher	Good	10
Overall Mean	3.52	.33	Very True of My Teacher	Very Good	

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.71, with the qualitative description of very true of my teacher is observed among the teachers and is interpreted as the teachers being very good, was found for item 4 which states that encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion. Note-taking strategies are essential for students as they play a fundamental role in facilitating comprehension, retention, and synthesis of information across various subjects. Effective note-taking techniques empower students to actively engage with course material, aiding in the organization and consolidation of key concepts, ideas, and information presented during lectures, discussions, or readings. By capturing essential points and summarizing complex ideas in their own words, students deepen their understanding of the subject matter and develop critical thinking skills. Additionally, the act of taking notes enhances memory retention, allowing students to review and reinforce learning outside the classroom. Moreover, note-taking encourages students to stay focused and attentive during lessons, promoting active participation and academic success. Ultimately, mastering note-taking strategies equips students with a valuable tool for academic excellence and lifelong learning.

On the hand the lowest mean of 3.30, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good in science subject, was found for item 2 which states that distribute/s one note card to each member of the group identifying each person's unique role such as summarize, questioner, clarifier, predictor. Assigning unique roles within a group, such as summarizer, questioner, clarifier, and predictor, is crucial for maximizing collaboration and ensuring comprehensive understanding of the material. Each role serves a distinct purpose in the learning process, promoting active engagement and accountability among group members. The summarizer synthesizes key points and central themes, consolidating complex information into concise summaries that aid in comprehension and retention. The questioner stimulates critical thinking by posing thought-provoking inquiries that encourage deeper exploration and analysis of the subject matter. The clarifier addresses confusion and clarifies misunderstandings by providing explanations, examples, or additional context to enhance comprehension. Finally, the predictor anticipates future developments or outcomes based on the information presented, fostering forward-thinking and hypothesis-building skills. By assigning specific roles, group members are empowered to contribute their unique strengths and perspectives, resulting in a more holistic and collaborative learning experience.

The overall mean of 3.52 shows that the teachers are very good in science subject which can potentially have positive effects on the teacher's performance in the schools. Firstly, their expertise creates a vibrant and engaging learning environment where students are inspired to explore and excel in the subject matter. A proficient subject teacher serves as a role model for both students and colleagues, fostering a culture of excellence and dedication to learning. Their passion and knowledge contribute to student motivation, leading to increased academic achievement and success. Moreover, a skilled subject teacher enhances the school's reputation, attracting students who are eager to benefit from their expertise. Additionally, their ability to effectively transmit knowledge and cultivate critical thinking skills equips students with the tools needed for future academic and professional success. Overall, the positive impact of a proficient subject teacher extends beyond the classroom, enriching the entire school community and fostering a culture of lifelong learning and achievement.

Table 6. Assessment of The Student Respondents on Teachers Subject in terms of Social Science

	Mean	SD	Qualitative Description	Interpretation	Rank
1. put/s students in groups of four	3.29	.82	True of My Teacher	Good	12
2. distribute/s one note card to each member of the group identifying each person's unique role such as summarize, questioner, clarifier,predictor	3.31	.84	True of My Teacher	Good	11
3. has/have students read a few paragraphs of the assigned text selection	3.69	.71	Very True of My Teacher	Very Good	2
4. encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion	3.80	.43	Very True of My Teacher	Very Good	1
5. at the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading	3.42	.69	True of My Teacher	Good	8
6. the Questioner will then pose questions about the selection such as unclear parts, puzzling information, connections to other concepts already learned	3.51	.67	Very True of My Teacher	Very Good	5
7. the Clarifier will address confusing parts and attempt to answer the questions that were just posed	3.57	.60	Very True of My Teacher	Very Good	4
8. the Predictor can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be	3.49	.59	True of My Teacher	Good	6
9. the roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles	3.42	.65	True of My Teacher	Good	9
10. this continues until the entire selection is read. As it opens in a new window	3.38	.66	True of My Teacher	Good	10
11. throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group	3.67	.65	Very True of My Teacher	Very Good	3
12. the teacher's role is lessened as students develop skill	3.48	.72	True of My Teacher	Good	7
Overall Mean	3.50	.37	True of My Teacher	Good	

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.80, with the qualitative description of very true of my teacher is observed among the teachers and is interpreted as the teachers being very good, was found for item 4 which states that encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion. Note-taking strategies are essential for students as they play a fundamental role in facilitating comprehension, retention, and synthesis of information across various subjects. Effective note-taking techniques empower students to actively engage with course material, aiding in the organization and consolidation of key concepts, ideas, and information presented during lectures, discussions, or readings. By capturing essential points and summarizing complex ideas in their own words, students deepen their understanding of the subject matter and develop critical thinking skills. Additionally, the act of taking notes enhances memory retention, allowing students to review and reinforce

learning outside the classroom. Moreover, note-taking encourages students to stay focused and attentive during lessons, promoting active participation and academic success. Ultimately, mastering note-taking strategies equips students with a valuable tool for academic excellence and lifelong learning.

On the hand the lowest mean of 3.29, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good in Social science subject, was found for item 1 which states that put/s students in groups of four. By working collaboratively in groups, students can engage in active discussions, share diverse perspectives, and collectively solve problems. This collaborative approach fosters a sense of camaraderie and peer support, encouraging students to take ownership of their learning and develop essential teamwork skills. Furthermore, group work promotes deeper understanding of complex concepts as students can draw upon each other's strengths and insights. Additionally, group activities provide opportunities for differentiated instruction, allowing students to learn from their peers and receive personalized support. Overall, placing students in groups facilitates a dynamic and interactive learning environment that promotes critical thinking, communication skills, and academic achievement.

The overall mean of 3.50 shows that the teachers are good in their subject which can potentially have positive effects on the teacher's performance in the schools. Their passion and knowledge contribute to student motivation, leading to increased academic achievement and success. Moreover, a skilled subject teacher enhances the school's reputation, attracting students who are eager to benefit from their expertise. Additionally, their ability to effectively transmit knowledge and cultivate critical thinking skills equips students with the tools needed for future academic and professional success. Overall, the positive impact of a proficient subject teacher extends beyond the classroom, enriching the entire school community and fostering a culture of lifelong learning and achievement.

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.60, with the qualitative description of very true of my teacher is observed among the teachers and is interpreted as the teachers being very good, was found for item 4 which states that encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.

Table 7. Assessment of The Student Respondents on Teachers Subject in terms of Values Education

	Mean	SD	Qualitative Description	Interpretation	Rank
1. put/s students in groups of four	3.26	.87	True of My Teacher	Good	11
2. distribute/s one note card to each member of the group identifying each person's unique role such as summarize, questioner, clarifier predictor	3.20	.85	True of My Teacher	Good	12
3. has/have students read a few paragraphs of the assigned text selection	3.54	.67	Very True of My Teacher	Very Good	4
4. encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion	3.60	.70	Very True of My Teacher	Very Good	1
5. at the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading	3.36	.80	True of My Teacher	Good	10
6. the Questioner will then pose questions about the selection such as unclear parts, puzzling information, connections to other concepts already learned	3.47	.71	True of My Teacher	Good	5

7. the Clarifier will address confusing parts and attempt to answer the questions that were just posed	3.57	.74	Very True of My Teacher	Very Good	3
8. the Predictor can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be	3.44	.60	True of My Teacher	Good	6
9. the roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles	3.42	.75	True of My Teacher	Good	7
10. this continues until the entire selection is read. As it opens in a new window	3.40	.82	True of My Teacher	Good	8
11. throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group	3.59	.63	Very True of My Teacher	Very Good	2
12. the teacher's role is lessened as students develop skill	3.40	.73	True of My Teacher	Good	9
Overall Mean	3.44	.45	True of My Teacher	Good	

Note-taking strategies are essential for students as they play a fundamental role in facilitating comprehension, retention, and synthesis of information across various subjects. Effective note-taking techniques empower students to actively engage with course material, aiding in the organization and consolidation of key concepts, ideas, and information presented during lectures, discussions, or readings. By capturing essential points and summarizing complex ideas in their own words, students deepen their understanding of the subject matter and develop critical thinking skills. Additionally, the act of taking notes enhances memory retention, allowing students to review and reinforce learning outside the classroom. Moreover, note-taking encourages students to stay focused and attentive during lessons, promoting active participation and academic success. Ultimately, mastering note-taking strategies equips students with a valuable tool for academic excellence and lifelong learning.

On the hand the lowest mean of 3.20, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good in Physical Education, was found for items 2 which states that distribute/s one note card to each member of the group identifying each person's unique role such as summarize, questioner, clarifier, predictor. Assigning unique roles within a group, such as summarizer, questioner, clarifier, and predictor, is crucial for maximizing collaboration and ensuring comprehensive understanding of the material. Each role serves a distinct purpose in the learning process, promoting active engagement and accountability among group members. The summarizer synthesizes key points and central themes, consolidating complex information into concise summaries that aid in comprehension and retention. The questioner stimulates critical thinking by posing thought-provoking inquiries that encourage deeper exploration and analysis of the subject matter. The clarifier addresses confusion and clarifies misunderstandings by providing explanations, examples, or additional context to enhance comprehension. Finally, the predictor anticipates future developments or outcomes based on the information presented, fostering forward-thinking and hypothesis-building skills. By assigning specific roles, group members are empowered to contribute their unique strengths and perspectives, resulting in a more holistic and collaborative learning experience.

The overall mean of 3.44 shows that the teachers are good in Values Education which can potentially have positive effects on the teacher's performance in the schools. Firstly, they cultivate a positive and inclusive school culture by instilling values such as respect, empathy, integrity, and responsibility among students. A skilled values education teacher creates a safe and supportive learning environment where students feel valued, respected, and empowered to make ethical decisions. Moreover, they facilitate meaningful discussions and activities that promote social-emotional development, character growth, and moral reasoning skills. By nurturing students' moral and ethical development, a dedicated values education teacher contributes to the overall well-being and success of students, fostering a harmonious and compassionate school community grounded in shared values and principles.

Table 8. Assessment of The Student Respondents on Teachers Subject in terms of Physical Education

	Mean	SD	Qualitative Description	Interpretation	Rank
1. put/s students in groups of four	3.20	.77	True of My Teacher	Good	12
2. distribute/s one note card to each member of the group identifying each person's unique role such as summarize, questioner, clarifier, predictor	3.33	.67	True of My Teacher	Good	9
3. has/have students read a few paragraphs of the assigned text selection	3.59	.71	Very True of My Teacher	Very Good	3
4. encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion	3.68	.58	Very True of My Teacher	Very Good	2
5. at the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading	3.44	.62	True of My Teacher	Good	6
6. the Questioner will then pose questions about the selection such as unclear parts, puzzling information, connections to other concepts already learned	3.32	.70	True of My Teacher	Good	10
7. the Clarifier will address confusing parts and attempt to answer the questions that were just posed	3.47	.72	True of My Teacher	Good	4
8. the Predictor can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be	3.37	.69	True of My Teacher	Good	7
9. the roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles	3.23	.95	True of My Teacher	Good	11
10. this continues until the entire selection is read. As it opens in a new window	3.36	.78	True of My Teacher	Good	8
11. throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group	3.69	.63	Very True of My Teacher	Very Good	1
12. the teacher's role is lessened as students develop skill	3.47	.71	True of My Teacher	Good	5
Overall Mean	3.43	.42	True of My Teacher	Good	

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.69, with the qualitative description of very true of my teacher is observed among the teachers and is interpreted as the teachers being very good, was found for item 11 which states that throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group. As facilitators of learning, teachers provide structured guidance and support to help students navigate the complexities of prediction, questioning, clarifying, and summarizing. They model each strategy, offering clear examples and explanations to demonstrate their application in different contexts. Additionally, teachers scaffold the learning process by gradually releasing responsibility to students, allowing them to take ownership of their learning while

providing timely feedback and encouragement. By fostering a supportive learning environment and nurturing students' confidence and competence in utilizing these strategies, teachers empower students to become independent and proficient learners, capable of applying these skills across various academic and real-world situations.

On the hand the lowest mean of 3.20, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good at Physical education, was found for item 1 which states that put/s students in groups of four. By working collaboratively in groups, students can engage in active discussions, share diverse perspectives, and collectively solve problems. This collaborative approach fosters a sense of camaraderie and peer support, encouraging students to take ownership of their learning and develop essential teamwork skills. Furthermore, group work promotes deeper understanding of complex concepts as students can draw upon each other's strengths and insights. Additionally, group activities provide opportunities for differentiated instruction, allowing students to learn from their peers and receive personalized support. Overall, placing students in groups facilitates a dynamic and interactive learning environment that promotes critical thinking, communication skills, and academic achievement.

The overall mean of 3.43 shows that the teachers are good at their subject which can potentially have positive effects on the teacher's performance in the schools. Having a skilled Physical Education (PE) teacher has a profound impact on the school environment. Firstly, they promote physical health and well-being among students by designing engaging and effective physical activities and fitness programs. A proficient PE teacher instills a love for physical activity and encourages students to adopt healthy lifestyle habits that can last a lifetime. Moreover, they play a crucial role in fostering teamwork, sportsmanship, and leadership skills through organized sports and cooperative games. Additionally, a dedicated PE teacher contributes to the overall positive school culture by promoting inclusivity, respect, and camaraderie among students. Their enthusiasm and passion for fitness and athletics inspire students to strive for excellence and participate actively in school-wide events and competitions. Overall, a good PE teacher enhances the holistic development of students, creating a supportive and vibrant school community centered around physical health and wellness.

Table 9. Assessment of The Student Respondents on Teachers Subject in terms of TLE

	Mean	SD	Qualitative Description	Interpretation	Rank
1. put/s students in groups of four	3.31	.66	True of My Teacher	Good	10
2. distribute/s one note card to each member of the group identifying each person's unique role such as summarize, questioner, clarifier, predictor	3.29	.67	True of My Teacher	Good	11
3. has/have students read a few paragraphs of the assigned text selection	3.54	.66	Very True of My Teacher	Very Good	5
4. encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion	3.71	.66	Very True of My Teacher	Very Good	1
5. at the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading	3.54	.62	Very True of My Teacher	Very Good	6
6. the Questioner will then pose questions about the selection such as unclear parts, puzzling information, connections to other concepts already learned	3.53	.56	Very True of My Teacher	Very Good	7
7. the Clarifier will address confusing parts and attempt to answer the questions that were just	3.60	.68	Very True of My Teacher	Very Good	3

posed					
8. the Predictor can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be	3.52	.69	Very True of My Teacher	Very Good	8
9. the roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles	3.46	.71	True of My Teacher	Good	9
10. this continues until the entire selection is read. As it opens in a new window	3.26	.87	True of My Teacher	Good	12
11. throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group	3.66	.71	Very True of My Teacher	Very Good	2
12. the teacher's role is lessened as students develop skill	3.56	.58	Very True of My Teacher	Very Good	4
Overall Mean	3.50	.36	True of My Teacher	Good	

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.71, with the qualitative description of often true of my teacher is observed among the teachers and is interpreted as the teachers involved, was found for item 4 which states that encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion. Note-taking strategies are essential for students as they play a fundamental role in facilitating comprehension, retention, and synthesis of information across various subjects. Effective note-taking techniques empower students to actively engage with course material, aiding in the organization and consolidation of key concepts, ideas, and information presented during lectures, discussions, or readings. By capturing essential points and summarizing complex ideas in their own words, students deepen their understanding of the subject matter and develop critical thinking skills. Additionally, the act of taking notes enhances memory retention, allowing students to review and reinforce learning outside the classroom. Moreover, note-taking encourages students to stay focused and attentive during lessons, promoting active participation and academic success. Ultimately, mastering note-taking strategies equips students with a valuable tool for academic excellence and lifelong learning.

On the hand the lowest mean of 3.26, with the qualitative description of not true of my teacher among the teachers and is interpreted as the teachers being not involved in TLE subject, was found for item 10 which states that this continues until the entire selection is read. As it opens in a new window. In this approach, the teacher models effective reading strategies while students follow along silently or participate in reading aloud. The process is iterative, with the teacher pausing at strategic points to discuss vocabulary, concepts, or comprehension questions with students. By continuing until the entire selection is read, the teacher ensures that students have ample opportunities to engage with the text, building fluency, comprehension, and critical thinking skills. This method fosters a collaborative learning environment where students actively participate in the reading process, enhancing their understanding of technical and practical concepts within the context of TLE.

The overall mean of 3.50 shows that the teachers are good in their subject which can potentially have positive effects on the teacher's performance in the schools. Firstly, they equip students with practical skills and knowledge essential for success in both academic and real-world settings. A proficient TLE teacher fosters innovation, creativity, and problem-solving abilities among students through hands-on learning experiences and project-based activities. Moreover, they inspire students to explore diverse career pathways in technical and vocational fields, preparing them for future employment opportunities and entrepreneurship. Additionally, a dedicated TLE teacher promotes critical thinking, adaptability, and digital literacy skills, empowering students to thrive in an increasingly technology-driven society. Overall, the positive impact of a skilled TLE teacher extends beyond the classroom, shaping the academic and career trajectories of students and enriching the school community as a whole.

4.3 Significant Difference In The Assessment Of The Student Respondents On Teacher’s Subject

Table 10 shows the significant difference in the differences on the assessment of student respondents to teachers subject such as English, Filipino, math, science, social science, values education, physical education, and TLE.

Table 10. Difference In The Assessment Of The Student Respondents On Teacher’s Subject According to Their Profile

	Group	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
Age	10-11 years old	3.61	.50	.83	.44	Accepted	Not Significant
	12-13 years old	3.67	.51				
	14-15 years old	4.00	.00				
	Total	3.67	.50				
Sex	Male	3.56	.50	5.44	.02	Rejected	Significant
	Female	3.80	.46				
	Total	3.67	.50				
Section	Sampaguita	3.64	.48	.18	.67	Accepted	Not Significant
	Santan	3.69	.51				
	Total	3.68	.50				

In terms of age, a computed T-value of 0.83 and a significance value of 0.44 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of the student respondents on teacher’s subject when they are grouped according to age. This means that there is no difference in the assessment of the students’ respondents on the use of reciprocal teaching. This goes to show that the older and younger student-respondents have the same evaluation of the reasons on the use of reciprocal teaching. Thus, the factor age does not affect the assessment of the student respondents on teacher’s subject.

In terms of sex, a computed F-value of 5.44 and a significance value of 0.02 were found. Since the significance value is less than 0.05 level of significance, the null hypothesis is rejected which means that there is a significant difference in the assessment of the student respondents on use of reciprocal teaching to the class when sex is a test factor. This means that there is a difference in the assessment of the student respondents on use of reciprocal teaching since there is a difference in sex. This illustrates that the female and the male students have different assessment of the teacher respondents on use of reciprocal teaching of teachers.

In terms of section, a computed F-value of 0.18 and a significance value of 0.67 were found. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of the student respondents on use of reciprocal teaching to the class when section is a test factor. This means that there is no difference in the assessment of the student respondents on use of reciprocal teaching since there is no difference in sex. This illustrates that both all students regardless of their section have the same assessment of the teacher respondents on use of reciprocal teaching of teachers.

DISCUSSION

This chapter contains the summary of findings obtained through the conduct of this research. It also includes the conclusions and recommendations formulated by the researcher, which were based on the gathered and analyzed data.

5.1 Findings

5.1.1 Profile of the Respondents

The demographic profile of the student respondents showed that terms of sex, majority of the student respondents are males in terms of sex. This goes to show that there are more male students in the institution than

female students.

In terms of age, majority of the student respondents are 12 -13years old. This may be taken to mean that the student respondents are in the appropriate age and are able to assess the teachers per subject.

In terms of section, all of the student respondents are the same in terms of section. This goes to show that there are equal number of students in the institution.

5.1.2 Assessment of The Student Respondents on Teachers Subject

5.1.2.1 English

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.86, with the qualitative description of very true of my teacher is observed among the teachers and is interpreted as the teachers being very good, was found for items 3 and 4 which states that has/have students read a few paragraphs of the assigned text selection and encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.

On the hand the lowest mean of 3.06, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good in the subject English, was found for item 1 which states that put/s students in groups of four.

The overall mean of 3.57 shows that the teachers are very good in English subject which can potentially have positive effects on the teacher's performance in the schools.

5.1.2.2 Filipino

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.77, with the qualitative description of very true of my teacher is observed among the teachers and is interpreted as the teachers being very good, was found for item 4 which states that encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.

On the hand the lowest mean of 3.08, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good in Filipino subject, was found for items 1 which states that put/s students in groups of four.

The overall mean of 3.47 shows that the teachers are good in Filipino subject which can potentially have positive effects on the teacher's performance in the schools.

5.1.2.3 Math

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.74, with the qualitative description of true of my teacher is observed among the teachers and is interpreted as the teachers being good, was found for item 7 which states that the clarifier will address confusing parts and attempt to answer the questions that were just posed.

On the hand the lowest mean of 3.16, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good in Math subject, was found for items 1 which states that put/s students in groups of four.

The overall mean of 3.45 shows that the teachers are good in Math subject which can potentially have positive effects on the teacher's performance in the schools.

5.1.2.4 Science

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.71, with the qualitative description of very true of my teacher is observed among the teachers and is interpreted as the teachers being very good, was found for item 4 which states that encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.

On the hand the lowest mean of 3.30, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good in science subject, was found for item 2 which states that distribute/s one note card to each member of the group identifying each person's unique role such as summarize, questioner, clarifier, predictor.

The overall mean of 3.52 shows that the teachers are very good in science subject which can potentially have positive effects on the teacher's performance in the schools.

5.1.2.5 Social Science

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.80, with the qualitative description of very true of my teacher is observed among the teachers and is interpreted as the teachers being very good, was found for item 4 which states that encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.

On the hand the lowest mean of 3.29, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good in Social science subject, was found for item 1 which states that put/s students in groups of four.

The overall mean of 3.50 shows that the teachers are good in their subject which can potentially have positive effects on the teacher's performance in the schools.

5.1.2.6 Values Education

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.60, with the qualitative description of very true of my teacher is observed among the teachers and is interpreted as the teachers being very good, was found for item 4 which states that encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.

On the hand the lowest mean of 3.20, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good in Values Education, was found for items 2 which states that distribute/s one note card to each member of the group identifying each person's unique role such as summarize, questioner, clarifier, predictor.

The overall mean of 3.44 shows that the teachers are good in Values Education which can potentially have positive effects on the teacher's performance in the schools.

5.1.2.7 Physical Education

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.69, with the qualitative description of very true of my teacher is observed among the teachers and is interpreted as the teachers being very good, was found for item 11 which states that throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group.

On the hand the lowest mean of 3.20, with the qualitative description of true of my teacher among the teachers and is interpreted as the teachers being good at Physical education, was found for item 1 which states that put/s students in groups of four.

The overall mean of 3.43 shows that the teachers are good at their subject which can potentially have positive effects on the teacher's performance in the schools.

5.1.2.8 TLE

The assessment of the student respondents on teacher's subject showed that the highest mean of 3.71, with the qualitative description of often true of my teacher is observed among the teachers and is interpreted as the teachers involved, was found for item 4 which states that encourages them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.

On the hand the lowest mean of 3.26, with the qualitative description of not true of my teacher among the teachers and is interpreted as the teachers being not involved in TLE subject, was found for item 10 which states that this continues until the entire selection is read. As it opens in a new window.

The overall mean of 3.50 shows that the teachers are good in their subject which can potentially have positive effects on the teacher's performance in the schools.

5.1.3 Significant Difference In The Assessment Of The Student Respondents On Teacher's Subject

In terms of age, a computed T-value of 0.83 and a significance value of 0.44 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of the student respondents on teacher's subject when they are grouped according to age. This means that there is no difference in the assessment of the students' respondents on the use of reciprocal teaching. This goes to show that the older and younger student-respondents have the same evaluation of the reasons on the use of reciprocal teaching. Thus, the factor age does not affect the assessment of the student respondents on teacher's subject.

In terms of sex, a computed F-value of 5.44 and a significance value of 0.02 were found. Since the significance value is less than 0.05 level of significance, the null hypothesis is rejected which means that there is a significant difference in the assessment of the student respondents on use of reciprocal teaching to the class when sex is a test factor. This means that there is a difference in the assessment of the student respondents on use of reciprocal teaching since there is a difference in sex. This illustrates that the female and the male students have different assessment of the teacher respondents on use of reciprocal teaching of teachers.

In terms of section, a computed F-value of 0.18 and a significance value of 0.67 were found. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of the student respondents on use of reciprocal teaching to the class when section is a test factor. This means that there is no difference in the assessment of the student respondents on use of reciprocal teaching since there is no difference in sex. This illustrates that both all students regardless of their section have the same assessment of the teacher respondents on use of reciprocal teaching of teachers.

5.2 Conclusion

1. Enhanced Comprehension: Reciprocal teaching emerges as a potent strategy for improving understanding across various subjects and disciplines. Through its structured approach of predicting, questioning, clarifying, and summarizing, students develop a deeper comprehension of the material being studied.
2. Scaffolded Learning: The method provides a scaffolded learning experience, gradually releasing responsibility from the teacher to the students. Initially guided by the instructor, students eventually internalize the cognitive processes involved in comprehension, becoming more autonomous and effective learners.
3. Active Engagement: Reciprocal teaching fosters active engagement among students, shifting the learning process from passive reception to active participation. By actively predicting, questioning, clarifying, and summarizing, students become more deeply involved in the material, leading to improved retention and application of knowledge.
4. Metacognitive Development: The use of reciprocal teaching promotes metacognitive development by encouraging students to reflect on their own thinking processes. Through activities such as summarizing and clarifying, students gain insight into their comprehension strategies, enabling them to monitor and adjust their approach to learning independently.

5. Collaborative Learning: Reciprocal teaching encourages collaboration among students, as they work together to facilitate each other's understanding. By engaging in dialogue and peer teaching, students not only deepen their own understanding but also develop communication skills and empathy, creating a supportive and enriching learning environment.

5.3 Recommendation

1. Implement Professional Development: Teachers should receive comprehensive training and ongoing professional development in the principles and techniques of reciprocal teaching. This will ensure that educators are equipped with the necessary skills and knowledge to effectively implement the strategy in their classrooms.
2. Provide Modeling and Guided Practice: Before students engage in reciprocal teaching independently, teachers should provide explicit modeling and guided practice sessions. Demonstrating each component of the process (predicting, questioning, clarifying, summarizing) and offering structured opportunities for students to practice with support will enhance their understanding and confidence.
3. Foster a Positive Learning Environment: Creating a positive and supportive classroom environment is crucial for the success of reciprocal teaching. Teachers should promote collaboration, active participation, and respect among students, fostering a culture where everyone feels valued and encouraged to contribute to the learning process.
4. Differentiate Instruction: Recognize the diverse learning needs and abilities of students within the classroom and tailor reciprocal teaching activities accordingly. Provide scaffolding and support for struggling learners, while also offering opportunities for extension and enrichment for advanced students. Differentiated instruction ensures that all students are appropriately challenged and supported in their learning journey.
5. Encourage Reflection and Feedback: Foster a culture of reflection and feedback by regularly prompting students to reflect on their comprehension strategies and learning process. Encourage self-assessment and peer evaluation, and provide constructive feedback to help students refine their understanding and application of reciprocal teaching techniques. By engaging in reflective practices, students develop metacognitive awareness and become more effective learners.

PROPOSED STRATEGIES TO IMPROVE STUDENT'S UNDERSTANDING

I. Rationale of the Program

Reciprocal teaching is an instructional practice identified as a way of improving reading comprehension through explicit teaching of skills needed for metacognition. It is also recognized as an example of an inclusive practice (Alton-Lee, Westera & Pulegatoa-Diggins, 2012; Palincsar & Brown, 1984; Rosenshine & Meister, 1994; Westera, 2002). Palincsar, Brown and Klenk developed the concept of reciprocal teaching between 1984 and 1991 as a teaching strategy for meeting the needs of students who were strong decoders, but with poor comprehension skills. Over time, reciprocal teaching has been shown to be effective for diverse groups of learners: pre-readers, students with limited comprehension and decoding skills, English language learners, and students with specific learning difficulties.

Reciprocal teaching focuses on four thinking strategies: predicting, clarifying, questioning, and summarizing. It is an amalgamation of reading strategies that are believed to be used by effective readers and follows a dialectic process to enable metacognitive thinking and to empower students to take ownership of their learning in a systematic and purposeful process. During a reciprocal teaching session, teacher and students use prior knowledge and dialogue to construct a shared understanding of the text and to build reading comprehension. Teachers monitor the discussion and provide cognitive scaffolding through a shared language related to the four aforementioned thinking strategies. Research on reciprocal teaching has shown that there are improved comprehension results and transfer of skills to other curriculum areas (Brown & Campione, 1992; Palincsar & Klenk, 1992; Westera, 2002). It is also noted that the dialogical approach is inclusive of students with different abilities and students who have diverse sociocultural experiences as all perspectives are embraced in a reciprocal discussion (Soto, 1989, cited in Arbor, 2013).

Morroco (2001), who studied long-term teacher professional development projects at the Education Development Center in the USA, identifies four principles to design better learning environments based on deepening student understanding: 1) Authentic tasks to fully engage students in their learning and develop a deeper understanding of the content; 2) Opportunities to build cognitive strategies; 3) Learning that is socially mediated so students can interact to build and integrate knowledge; and 4) Engaging in constructive conversation so students can express and then integrate their own ideas and questions.

II. Objectives

This conclusion, caveats and challenges in time of the pandemic the teaching – and – learning transformational practices intends to equip teachers with the appropriate skills which they can utilize and optimize in the exercise of their inherent role.

Specifically, the proposed model below needs to be implemented, monitored and evaluated for all the concerned stakeholders

Key Result Area	Activity/ies	Persons Involved	Performance Indicators
Student Engagement and Participation	Activity: Implement Reciprocal Teaching Sessions Conduct regular reciprocal teaching sessions where students take turns assuming the roles of predictor, questioner, clarifier, and summarizer. Provide structured opportunities for all students to actively engage in discussions and contribute to the comprehension process. Monitor student participation levels and provide feedback to encourage active involvement.	Teacher	Number of reciprocal teaching sessions
	Activity: Peer Collaboration and Feedback Facilitate peer collaboration by assigning students to work in small groups during reciprocal teaching sessions. Encourage students to provide constructive feedback to their peers on their comprehension strategies and contributions to the discussion. Foster a supportive environment where students feel comfortable sharing their thoughts and ideas with their peers.	Teacher pupils	Number of pupils feedback

<p>Comprehension and Critical Thinking Skills</p>	<p>Activity: Pre- and Post-Assessment Administer pre-assessment tasks to gauge students' initial understanding of the material before engaging in reciprocal teaching activities. Use a variety of assessment methods, such as quizzes, concept maps, or open-ended questions, to assess comprehension levels. Compare pre-assessment results with post-assessment data to measure the impact of reciprocal teaching on students' comprehension and critical thinking skills.</p> <p>Activity: Scaffolded Instruction Provide scaffolded instruction by gradually releasing responsibility to students as they become more proficient in reciprocal teaching. Begin with teacher-led modeling and guided practice sessions, gradually transitioning to independent student-led discussions. Offer additional support and guidance to students who may require extra assistance in understanding and applying reciprocal teaching strategies.</p>	<p>Teacher pupils</p>	<p>Number of assessment</p>
<p>Metacognitive Awareness and Reflection</p>	<p>Activity: Metacognitive Prompts Incorporate metacognitive prompts throughout reciprocal teaching sessions to encourage students to reflect on their thinking processes. Prompt students to articulate their predictions, questions, clarifications, and summaries, and explain the reasoning behind their responses. Encourage students to monitor their comprehension strategies and make adjustments based on their reflections.</p> <p>Activity: Self-Assessment and Goal Setting Provide opportunities for students to engage in self-assessment by reflecting on their participation and contribution to reciprocal teaching discussions. Guide students in setting personalized learning goals related to improving their comprehension and critical thinking skills. Support students in monitoring their progress towards their goals and adjusting their strategies as needed.</p>	<p>Teacher Pupils</p>	<p>Number of prompt pupils</p>

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