

Results-Based Performance Management System (Rpms) – Based Teaching and Learning Strategies for the Recovery of Literacy Skills of Students

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Abstract

The study aimed to identify the significant difference in the recovery of literacy skills of the students when grouped according to profile. It also determined if RPMS-based teaching and learning strategies significant predictors of literacy skills. More importantly, it determined the effect of the Results-Based Performance Management System (RPMS) teaching and learning strategies on literacy skill recovery in Grade 8 students at Magdalena Integrated National High School.

The study utilized the descriptive method design of research. The focus of the study was the 90 Grade 8 students of Magdalena Integrated National High School, Magdalena District. They were invited to respond to the research questions. The research utilized self-made questionnaires and rubrics to assess the effectiveness of RPMS-based teaching and learning strategies.

The results indicate that RPMS-based strategies, particularly differentiated instruction, cooperative learning, and collaborative learning, significantly enhance the respondents' literacy skills such as reading fluency, grammar, vocabulary, and comprehension. Differentiated instructions show positive effects on multiple literacy skills, while cooperative learning has mixed effects, impacting some skills negatively but positively influencing grammar. Collaborative learning has a consistently positive and statistically significant impact on reading fluency and vocabulary. Age-related differences are noted in reading fluency, and the study finds no significant influence of age or gender on literacy skills with cooperative and collaborative learning. Singly or in combination, RPMS-based teaching and learning strategies are significant predictors of literacy skills.

The study examined RPMS-based teaching methods for grade 8 students' literacy skill recovery in Magdalena Sub-Office. While age influenced reading fluency, there was no significant difference in recovery based on student profiles or cooperative learning. However, RPMS-based strategies, including differentiated instruction and cooperative learning, notably improved literacy skills such as reading fluency, grammar, vocabulary, and comprehension. These findings suggest RPMS strategies are key predictors of literacy skill recovery, offering an evidence-based approach to instruction. Therefore, the null hypothesis that RPMS-based strategies do not affect literacy skill recovery was rejected.

The findings underscore the importance of teachers conducting action research to assess RPMS-based teaching strategies' effectiveness in recovering student literacy skills across various domains. Action plans should be tailored to incorporate differentiated instruction, cooperative learning, and collaborative learning. Strict implementation of RPMS-based strategies, coupled with comprehensive teacher training and ongoing support, is essential to ensure effective implementation. Prioritizing adherence to RPMS principles can create an ideal learning environment for maximizing literacy skill development and academic success among all students.

Keywords: Literacy Skills; Cooperative learning; Collaborative learning

1. Introduction

Quality education is an essential component of sustainable development because it guarantees that all persons have equal and inclusive learning opportunities that promote lifelong learning and the acquisition of information, skills, attitudes, beliefs, and habits. (UNESCO, 2021). In the pursuit of sustainable development, quality education stands as a cornerstone, ensuring equal and inclusive learning opportunities for all individuals. Rooted in the conviction that education extends beyond mere access, the essence of quality education lies in the cultivation of lifelong learning, encompassing the acquisition of information, skills, attitudes, beliefs, and habits.

Quality education requires effective teaching and learning methodologies. Teachers utilize a variety of strategies and procedures to promote student learning, selecting the strategy that is best suited to the student's present level of knowledge, the idea being studied, and the stage in the student's learning journey. Visualization, cooperative learning, differentiated instruction, using technology to their advantage, student-centered inquiry, and inquiry-based learning are some of the teaching tactics that teachers can utilize to improve their teaching methodologies (Prodigy, 2023).

The Results-Based Performance Management System (RPMS) plays a crucial role in ensuring the provision of high-quality education in the Philippines. Through RPMS, teachers can evaluate their performance, pinpoint areas for enhancement, and create plans of action to address these areas. It is a tool that can help in improving literacy skills. RPMS uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. Teachers can apply a range of teaching strategies to develop students' literacy skills, such as reading comprehension, vocabulary, and writing skills.

Literacy skills have become increasingly important in today's quickly changing world for individuals to live and prosper. Reading, writing, and communication skills not only enable individuals to fully engage in society but also serve as a basis for obtaining information and participating in critical thinking. As educators attempt to improve their student's reading abilities, the use of effective teaching tactics becomes increasingly important (The International Literacy Network, 2019).

In the physical classroom, choosing the right strategy in a class is still a big challenge to teachers in a heterogenous class with different needs and abilities, strengths, and weaknesses. Some teachers find it hard to craft and innovate the best teaching strategy in day-to-day classes due to teaching loads, ancillary workloads, insufficient teaching hours, and even the revised curriculum.

Based on the given scenario the researcher wants to determine the effects of the RPMS -based teaching strategies in the Magdalena Sub office to recover the literacy skills of the students. The study's findings are projected to make a substantial contribution to the area of literacy education and to improve instructional techniques that prioritize student learning outcomes.

1.1 Statement of the Problem

Specifically, it will seek the answers to the following questions:

1. What is the profile of the respondents regarding:
 - 1.1 age and
 - 1.2 gender?
2. What is the level of RPMS-based teaching and learning strategies in terms of
 - 2.1. differentiated instruction,
 - 2.2. cooperative learning, and

- 2.3. collaborative learning?
3. What is the extent of recovery of literacy skills as to:
 - 3.1. reading fluency,
 - 3.2. comprehension,
 - 3.3. vocabulary, and
 - 3.4. grammar?
4. Is there a significant difference in the recovery of literacy skills of the students when grouped according to profile?
5. Do the RPMS-based teaching and learning strategies have a significant effect on the recovery of literacy skills among grade 8 students in Magdalena Sub-Office?
6. Singly or in combination, are RPMS-based teaching and learning strategies significant predictors of literacy skills?

2. Methodology

The present study utilized the descriptive method of research to determine the effect of the Results-Based Performance Management System-based teaching and learning strategies on the recovery of literacy skills among grade 8 students of Magdalena Integrated National High School. Widely accepted, the descriptive method of research is a fact-finding study that involves adequate and accurate interpretation of findings.

The descriptive method is a research method that tries to describe a phenomenon, occurrence, or event, that happens in the present. Creswell (2018) said that the descriptive method of research is to gather information about the present existing condition. He explained the purpose of the descriptive method is to find a detailed explanation and description of the object of the research systematically.

3. Results and Discussion

This chapter presents, analyzes, and interprets the data gathered that showed the significant effect of RPMS-based teaching and learning strategies, such as differentiated instruction, and cooperative, and collaborative learning on the recovery of the literacy skills of the students.

Profile of the Respondents

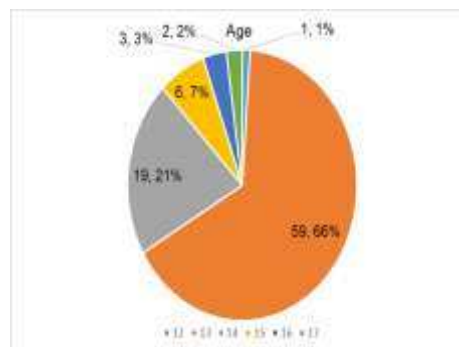


Figure 1. Profile of the Respondents in terms of Age

The respondents in this study are 90 eighth graders. The respondents were from the two sections of

Magdalena Integrated National High School in Magdalena Laguna, where the data collection was conducted. The profile of the respondents is categorized in age and gender and is presented in the figure below.

Figure 1 shows that most respondents are 13 years old, constituting 65.56% of the total, which is 59 of the 90 respondents. It is the most significant age group in the sample. The distribution shows a decreasing trend as age increases, with fewer respondents in the older age categories. Age groups 14 and 15 together make up 27.78%, which is 25 out of the 90 respondents. Age groups 16 and 17 are the smallest segments, comprising 5.56% of respondents. There were five students in the 16-17 age brackets. Notably, there was one student aged 12 at the time of the conduct of the study, which constituted 1% of the total respondents. It is seen that there are various age brackets in the sample that show the diversity of the respondents.

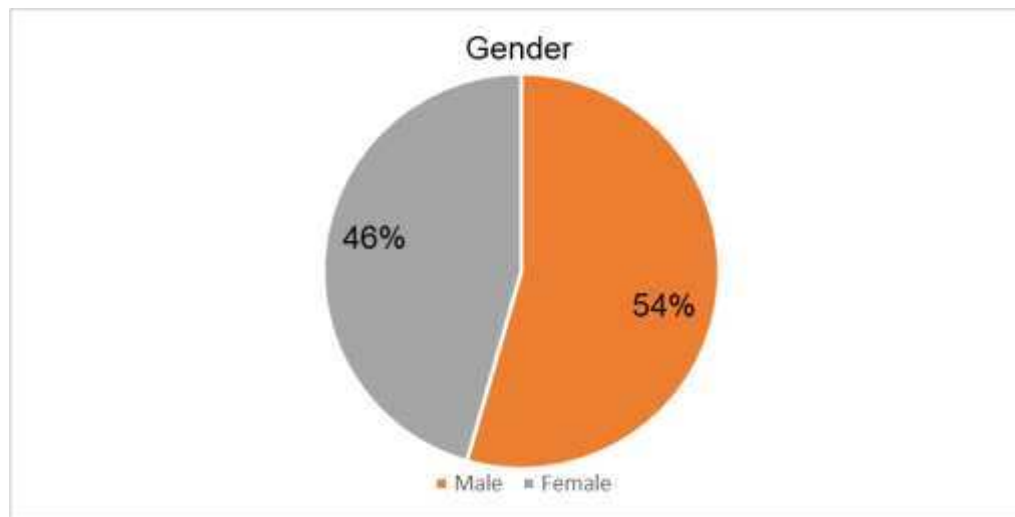


Figure 3. Profile of the Respondents in terms of Gender

Figure 3 depicts that the gender distribution shows a slight majority of male respondents (54.44%) compared to female respondents (45.56%). While there is a difference in the number of male and female respondents, the overall distribution is relatively balanced, with neither gender dominating the sample. The information allows for considerations of potential gender.

Level of RPMS-based Teaching and Learning Strategies

RPMS-based teaching and learning strategies comprise differentiated instruction, cooperative, and collaborative learning and were measured by getting mean.

Table 1. Level of RPMS-based Teaching and Learning Strategies in terms of Differentiated Instruction

Differentiated Instruction	Lesson 1		Lesson 2		Lesson 3	
	Mean	Remarks	Mean	Remarks	Mean	Remarks
1. Customizes lesson content to address the diverse learning needs of students, ensuring	4.71	Strongly Agree	4.74	Strongly Agree	4.79	Strongly Agree

personalized learning experiences.								
2. Presents a range of learning options and resources to cater to various learning styles and abilities among students.	4.56	Strongly Agree		4.61	Strongly Agree		4.69	Strongly Agree
3.Offers both challenges and support to keep every student engaged and progressing at their own pace.	4.46	Strongly Agree		4.49	Strongly Agree		4.50	Strongly Agree
4. Utilizes diverse assessment methods to gauge individual student understanding and track their progress.	4.44	Strongly Agree		4.48	Strongly Agree		4.51	Strongly Agree
5. Adapts teaching strategies based on student feedback and performance, fostering a responsive and tailored educational approach.	4.37	Strongly Agree		4.51	Strongly Agree		4.52	Strongly Agree
Overall Mean	4.51			4.57			4.60	
Verbal Interpretation	Very Great Extent			Very Great Extent			Very Great Extent	

Table 1 indicates the level of RMPS teaching and learning strategies in terms of differentiated instruction across three lessons. The table indicates the mean scores and their interpretation for each lesson and category.

The mean of the first lesson is 4.51, 4.57 for the second lesson, and 4.60 for the third lesson. The results suggest that the teaching and learning strategies employed in these lessons align well with the principles of differentiated instruction. The mean scores consistently indicate a Very Great Extent of customization, variety in learning options, support for individualized pace, diverse assessment methods, and responsiveness to student feedback and performance. It indicates effective implementation of differentiated instruction in the RPMS-based teaching and learning strategies across the three lessons.

Table 2. Level of RPMS-based Teaching and Learning Strategies in terms of Cooperative Learning

Cooperative Learning	Lesson 1		Lesson 2		Lesson 3	
	Mean	Remarks	Mean	Remarks	Mean	Remarks
1. Promotes students working together with an emphasis on active participation and equal contribution from all group members.	4.59	Strongly Agree	4.64	Strongly Agree	4.67	Strongly Agree
2. Communicates instructions and expectations for group tasks to ensure a seamless and productive collaborative experience.	4.67	Strongly Agree	4.71	Strongly Agree	4.73	Strongly Agree
3. Cultivates a positive and inclusive classroom environment that encourages effective group interactions and teamwork.	4.73	Strongly Agree	4.76	Strongly Agree	4.72	Strongly Agree
4. Evaluates and provides feedback on both individual and group contributions to foster accountability and mutual learning.	4.60	Strongly Agree	4.68	Strongly Agree	4.66	Strongly Agree

5. Manages group dynamics and resolves conflicts that may arise during cooperative activities.	4.77	Strongly Agree	4.73	Strongly Agree	4.78	Strongly Agree
<i>Overall Mean</i>	4.67		4.70		4.71	
<i>Verbal Interpretation</i>	Very Great Extent		Very Great Extent		Very Great Extent	

Table 2 shows the effectiveness of RPMS-based teaching and learning strategies focused on cooperative learning across three lessons. Each aspect, such as promoting collaboration, communicating instructions, cultivating a positive environment, evaluating contributions, and managing group dynamics, receives consistently high mean scores ranging from 4.59 to 4.78, indicating a "Very Great Extent" of effectiveness. The overall mean scores for lesson 1, lesson 2, and lesson 3 are 4.67, 4.70, and 4.71, respectively, leading to an overall verbal interpretation of "Very Great Extent." It suggests that the cooperative learning strategies implemented in the lessons are highly successful, fostering active participation, inclusive environments, and effective teamwork in the classroom, as evidenced by the overwhelmingly positive responses from respondents.

Table 3. Level of RPMS-based Teaching and Learning Strategies in terms of Collaborative Learning

Collaborative Learning	Lesson 1		Lesson 2		Lesson 3	
	Mean	Remarks	Mean	Remarks	Mean	Remarks
1. Guides activities that prompt students to actively participate in joint problem-solving and knowledge-building.	4.46	Strongly Agree	4.63	Strongly Agree	4.66	Strongly Agree
2. Generates opportunities for students to share and integrate their individual perspectives and ideas with their peers.	4.54	Strongly Agree	4.54	Strongly Agree	4.57	Strongly Agree
3. Promotes open communication and effective information sharing among	4.71	Strongly Agree	4.76	Strongly Agree	4.72	Strongly Agree

students during collaborative tasks.						
4. Provides guidance and support to help students develop the necessary skills for effective collaborative learning.	4.59	Strongly Agree	4.63	Strongly Agree	4.60	Strongly Agree
5. Evaluates and acknowledges the collective achievements of student groups to emphasize the value of collaborative efforts.	4.63	Strongly Agree	4.69	Strongly Agree	4.64	Strongly Agree
<i>Overall Mean</i>	4.59		4.65		4.64	
<i>Verbal Interpretation</i>	Very Great Extent		Very Great Extent		Very Great Extent	

Table 3 assesses the effectiveness of RPMS-based teaching and learning strategies in terms of Collaborative Learning across three lessons. The table reveals consistently high mean scores ranging from 4.59 to 4.65 for collaborative learning, such as prompting active participation, integrating individual perspectives, fostering open communication, providing guidance, and acknowledging collective achievements. The verbal interpretation categorizes each lesson's overall mean score as a "Very Great Extent," indicating a high degree of success in implementing collaborative learning strategies throughout the instructional sessions. It suggests that the teaching and learning methods employed actively engage students in joint problem-solving, encourage information sharing, and emphasize the value of collaborative efforts, contributing to a positive and effective collaborative learning environment across the lessons.

Level of Recovery of Literacy Skills

The level of enhanced literacy skills includes reading fluency, comprehension of vocabulary, and grammar and was measured using the rubrics made by the researcher and was determined by the computed mean.

Table 4. Extent level of Recovery of Literacy skills as to Reading Fluency

Indicator	Mean	Interpretation
Differentiated Instructions	4.03	Good
Cooperative Learning	4.48	Excellent
Collaborative Learning	4.52	Excellent

Table 4 reveals the reading fluency of the students using different teaching and learning strategies. The mean 4.03 with the interpretation of *Good*, using differentiated instruction, shows that most of the students read fluently with occasional minor hesitations, showing overall good proficiency. The mean of 4.48

with the interpretation of *Excellent* using cooperative learning means that almost all students demonstrate exceptional fluency when reading aloud, contributing effectively to the cooperative learning environment. The mean of 4.52 with the interpretation of *Excellent* using collaborative learning observed that students consistently contribute to collaborative reading activities with exceptional fluency, enhancing group understanding.

Table 5. Extent level of Recovery of Literacy skills as to Grammar

Indicator	Mean	Interpretation
Differentiated Instructions	4.33	Excellent
Cooperative Learning	4.54	Excellent
Collaborative Learning	4.54	Excellent

Table 5 illustrates the extent of recovery of literacy skills, specifically focusing on grammar, through various instructional approaches. The mean scores for Differentiated Instructions, Cooperative Learning, and Collaborative Learning are notably high, ranging from 4.33 to 4.54, indicating an "Excellent" level of effectiveness across the board. It suggests that employing these instructional methods contributes to the grammar skills among learners. Differentiated Instructions, which tailor teaching methods to accommodate diverse learning needs, and Cooperative Learning, which encourages active participation and peer collaboration, both receive commendable mean scores, indicating their impact on improving grammar proficiency. Similarly, Collaborative Learning, which fosters joint problem-solving and communication among students, also garners a high mean score, further highlighting its effectiveness in enhancing grammar skills.

Overall, Table 5 underscores the success of employing Differentiated Instructions, Cooperative Learning, and Collaborative Learning in enhancing literacy skills, particularly in grammar. The consistently high mean scores with "Excellent" interpretation across all indicators suggest that these instructional approaches are instrumental in promoting effective grammar acquisition and proficiency among learners. It implies that educators can leverage a combination of differentiated, cooperative, and collaborative strategies to create dynamic and engaging learning environments that facilitate significant advancements in grammar skills, ultimately contributing to overall literacy development.

Table 6. Extent level of Recovery of Literacy skills as to Vocabulary

Indicator	Mean	Interpretation
Differentiated Instructions	4.32	Excellent
Cooperative Learning	4.53	Excellent
Collaborative Learning	4.60	Excellent

Table 6 provides an insightful evaluation of the extent to which literacy skills, specifically focusing on vocabulary, are enhanced through different instructional approaches. Across all indicators, including Differentiated Instructions, Cooperative Learning, and Collaborative Learning, the mean scores are notably high, ranging from 4.32 to 4.60, with an interpretation of "Excellent" for each. It suggests that employing these instructional methods contributes to the recovery of vocabulary skills among learners. Differentiated instructions, designed to cater to diverse learning needs, receive a commendable mean score, indicating their effectiveness in improving vocabulary proficiency. Similarly, cooperative learning, which fosters active participation and collaboration among peers, and collaborative learning, which promotes joint problem-solving and communication, both garner high mean scores, further emphasizing their effectiveness in enhancing vocabulary skills.

Overall, Table 6 underscores the success of differentiated instructions, cooperative learning, and collaborative learning in enhancing literacy skills, particularly vocabulary. The consistently high mean scores

coupled with the "Excellent" interpretation across all indicators suggest that these instructional approaches play a crucial role in promoting effective vocabulary acquisition and proficiency among learners. Educators can leverage a combination of differentiated, cooperative, and collaborative strategies to create engaging learning environments that facilitate significant advancements in vocabulary skills, thereby contributing to overall literacy development and academic success.

Table 7. Extent level of Recovery of Literacy skills as to Comprehension

Indicator	Mean	Interpretation
Differentiated Instructions	4.51	Excellent
Cooperative Learning	4.57	Excellent
Collaborative Learning	4.61	Excellent

Table 7 assesses the impact of instructional methods on literacy skills, specifically focusing on comprehension. Differentiated Instructions, Cooperative Learning, and Collaborative Learning demonstrate their effectiveness with mean scores ranging from 4.51 to 4.61, all interpreted as "Excellent." These results suggest that these strategies significantly contribute to the improvement of comprehension skills among learners. Differentiated Instructions, designed to meet diverse learning needs, receive a commendable mean score, emphasizing their effectiveness in promoting comprehensive proficiency. Similarly, both cooperative learning and collaborative learning, fostering active participation and joint problem-solving, achieve high mean scores, underscoring their efficacy in enhancing comprehension skills.

In summary, Table 7 highlights the success of differentiated instructions, cooperative learning, and collaborative learning in advancing literacy skills, particularly in comprehension. The consistently high scores and the "Excellent" interpretation across all indicators indicate that these instructional approaches play a pivotal role in fostering effective comprehension acquisition and proficiency among learners. Educators can leverage this valuable insight to create engaging and effective learning environments that facilitate significant advancements in comprehension skills, thereby contributing to overall literacy development and academic success.

Table 8. Test of difference in the Literacy Skills in terms of Differentiated Instructions to the Students when grouped according to Profile.

Profile	Literacy Skill	Type III Sum of Squares	df	Mean Square	F	P	Partial Eta Squared
Age	Reading fluency	8.897	5	1.779	2.411	.043*	.125
	Comprehension	2.435	5	.487	1.484	.204	.081
	Vocabulary	6.462	5	1.292	2.207	.061	.116
	Grammar	3.008	5	.602	1.839	.114	.099
Gender	Reading fluency	1.422	1	1.422	1.801	.183	.020
	Comprehension	.976	1	.976	2.958	.089	.033
	Vocabulary	1.501	1	1.501	2.440	.122	.027
	Grammar	.049	1	.049	.141	.708	.002

Note: * $p < .05$ Statistically significant

Table 8. provides the results of a statistical analysis examining the significant differences in the recovery of literacy skills based on differentiated instructions to students, with the groups being defined according to their age and gender. The literacy skills include reading fluency, comprehension, vocabulary, and grammar. The table presents results from a statistical analysis examining the relationship between age, gender, and various literacy skills. For reading fluency, age shows a significant relationship with a p-value of

.043, suggesting older age is associated with higher reading fluency. However, comprehension and grammar do not show significant relationships with either age or gender, as indicated by p-values above .05. Vocabulary demonstrates a marginal significance level with age ($p = .061$), hinting at a potential association. These findings underscore the importance of age in reading fluency but suggest a lack of significant associations between gender and literacy skills overall.

As the result presented it can be observed that only age shows a significant difference in the literacy skill of the students in terms of reading fluency with the ($p=0.043$) with a partial eta squared of 0.125. Comprehension, Vocabulary, and Grammar do not show significant differences.

In summary, the analysis reveals that age is a significant factor affecting reading fluency among students exposed to differentiated instructions. However, no significant differences were observed in comprehension, vocabulary, and grammar based on either age or gender. The findings suggest that age-related variations may play a role in the effectiveness of differentiated instruction, particularly in enhancing reading fluency.

Table 9. Test of difference in the Literacy Skills in terms of Cooperative Learning to the Students when grouped according to Profile.

Profile	Literacy Skill	Type III Sum of Squares	df	Mean Square	F	P	Partial Eta Squared
Age	Reading fluency	3.904	5	.781	1.898	.103	.102
	Comprehension	3.637	5	.727	2.130	.070	.113
	Vocabulary	2.954	5	.591	1.685	.147	.091
	Grammar	2.248	5	.450	1.356	.249	.075
Gender	Reading fluency	.089	1	.089	.205	.652	.002
	Comprehension	.321	1	.321	.883	.350	.010
	Vocabulary	.058	1	.058	.157	.693	.002
	Grammar	.026	1	.026	.077	.782	.001

Note: * $p < .05$ statistically significant

Table 9 indicates the test of difference in the literacy skills in terms of cooperative learning to the students when grouped according to profile. The table outlines results from a statistical analysis investigating the relationship between age, gender, and various literacy skills. For age, significant associations are observed with comprehension ($p = .070$) and vocabulary ($p = .147$), indicating potential influences on these skills. However, no significant relationships are found between gender and any literacy skill, with all p-values exceeding .05. The findings suggest age may play a role in comprehension and vocabulary development, highlighting its significance in these areas, while gender appears unrelated to literacy skills in this analysis. As observed, none of the literacy skills show statistically significant differences based on their profile. All p-values are greater than 0.05, indicating no significant differences.

In summary, the analysis of cooperative learning reveals that neither age nor gender significantly influences literacy skills among students. The p-values for all literacy skills and both age and gender factors are greater than 0.05, indicating no statistically significant differences. The partial eta squared values suggest that any observed variations are likely to be small, even though they are not statistically significant.

Therefore, based on the results, cooperative learning seems to have a similar impact on literacy skills across different age groups and genders, with no significant variations observed in reading fluency, comprehension, vocabulary, and grammar.

Table 10. Test of difference in the Literacy Skills in terms of Collaborative Learning to the Students when grouped according to Profile.

Profile	Literacy Skill	Type III	Df	Mean	F	P	Partial
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		Sum of Squares		Square			Eta Squared
Age	Reading fluency	4.297	5	.859	2.113	.072	.112
	Comprehension	3.637	5	.727	2.130	.070	.113
	Vocabulary	1.960	5	.392	1.191	.320	.066
	Grammar	1.644	5	.329	.995	.426	.056
Gender	Reading fluency	.577	1	.577	1.341	.250	.015
	Comprehension	.321	1	.321	.883	.350	.010
	Vocabulary	.007	1	.007	.021	.884	.000
	Grammar	.000	1	.000	.000	.984	.000

Note: * $p < .05$ statistically significant

Table 10 shows the test of difference in the literacy skills in terms of collaborative learning to the students when grouped according to profile. For age, reading fluency and comprehension display marginal significance levels with p-values of .072 and .070, respectively, suggesting potential associations. However, vocabulary and grammar show no significant relationships with age, as indicated by p-values above .05. Gender demonstrates no significant differences in any literacy skill, with all p-values exceeding .05. These results imply that collaborative learning may have some influence on reading fluency and comprehension among students of different ages, warranting further investigation, while gender appears unrelated to literacy skills in this context. As observed, none of the given variables shows a significant effect. All p-values are greater than .05 indicating no significance.

In summary, the analysis of collaborative learning reveals that neither age nor gender significantly influences literacy skills among students. The p-values for all literacy skills and both age and gender factors are greater than 0.05, indicating no statistically significant differences. The partial eta squared values suggest that any observed variations are likely to be small, even though they are not statistically significant.

Therefore, based on the results, collaborative learning seems to have a similar impact on literacy skills across different age groups and genders, with no significant variations observed in reading fluency, comprehension, vocabulary, and grammar.

Table 11. Significant effect of RPMS-based Teaching and Learning Strategies on students Literacy Skill

Teaching and Learning Strategies	Literacy Skills	Beta	SE	95 % CI		B	P
				LL	UL		
Differentiated instruction	Reading Fluency	.773	.428	-.672	1.418	.175	.045*
	Grammar	.576	.456	.130	1.283	.170	.019*
	Vocabulary	.298	.592	.879	1.474	.054	.016*
	Comprehension	.852	.426	.006	1.698	.209	.048*
Cooperative Learning	Reading Fluency	-.302	.326	.950	.347	.098	.038*
	Grammar	.063	.333	.599	.724	.020	.041*
	Vocabulary	-.435	.360	-1.150	.281	.128	.031*
	Comprehension	-.520	.358	1.232	.193	.153	.005*
Collaborative Learning	Reading Fluency	.181	.347	-.507	.870	.156	.002*
	Grammar	-.606	.300	-1.203	-.009	-.210	.047*
	Vocabulary	-.047	.281	.606	.512	.518	.007*

	Comprehension	-.058	.294	-.642	.527	.121	.045*
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Note: * $p < .05$.

Table 11 presents the results of a study on the significant effect of different teaching and learning strategies, specifically RPMS-based strategies, on students' literacy skills. The table illustrates the impact of RPMS-based Teaching and Learning Strategies on students' literacy skills, with a focus on the p-values. Differentiated instruction shows statistically significant effects on reading fluency ($p = .045^*$), grammar ($p = .019^*$), vocabulary ($p = .016^*$), and comprehension ($p = .048^*$). Cooperative learning significantly affects reading fluency ($p = .038^*$) and grammar ($p = .041^*$). Collaborative learning significantly influences reading fluency ($p = .002^*$) and grammar ($p = .047^*$). Additionally, cooperative learning has a significant impact on vocabulary ($p = .031^*$) and comprehension ($p = .005^*$). These findings suggest that RPMS-based Teaching and Learning Strategies, particularly differentiated instruction and cooperative learning, significantly enhance various literacy skills among students, highlighting the effectiveness of these approaches in educational settings.

The table includes various literacy skill categories, along with corresponding statistical values. Differentiated instruction shows positive beta values for reading fluency, grammar, vocabulary, and comprehension, indicating a positive impact on these literacy skills. It means that reading fluency, grammar, and comprehension have statistically significant effects ($p < 0.05$). While cooperative learning with negative beta values for reading fluency, vocabulary, and comprehension suggests a negative impact on these literacy skills, on the other hand, grammar has a positive effect, and the effect is statistically significant ($p < 0.05$). Lastly, collaborative learning shows positive beta values for reading fluency, vocabulary, and comprehension suggesting a positive impact on these literacy skills. Reading fluency and vocabulary have statistically significant effects ($p < 0.05$).

In summary, differentiated instruction shows a positive effect on various literacy skills, with statistically significant effects on reading fluency, grammar, and comprehension. Cooperative learning has mixed effects, with a negative effect on some skills and a positive effect on grammar. Collaborative learning shows a positive effect on reading fluency and vocabulary, with statistically significant effects for these skills.

4. Conclusion and Recommendation

Based on the initial findings, the following conclusions were drawn.

Age significantly influences reading fluency among students exposed to differentiated instruction, with younger or older students responding differently. However, no significant differences were found in comprehension, vocabulary, and grammar based on either age or gender, suggesting these aspects of literacy may be less impacted by such factors. Cooperative learning, when grouped by profile, showed no significant differences in literacy skills, regardless of age or gender, implying that students perform similarly in collaborative settings. There is no significant difference in the recovery of literacy skills of the students when grouped according to profile. Therefore, the null hypothesis was accepted.

The RPMS-based teaching and learning strategies have a significant effect on the recovery of literacy skills among grade 8 students in Magdalena Sub-Office. The effectiveness of RPMS-based teaching and learning strategies, particularly differentiated instruction, cooperative learning, and collaborative learning, in enhancing various literacy skills such as reading fluency, grammar, vocabulary, and comprehension, with consistently high mean scores indicating a "Very Great Extent" of effectiveness. Therefore, the null hypothesis was rejected.

Singly or in combination, RPMS-based teaching and learning strategies are significant predictors of literacy skill. The adoption of RPMS-based teaching and learning strategies represents a deliberate and evidence-based approach to instruction, designed to optimize student learning outcomes across various literacy domains. Whether through explicit instruction, scaffolded learning experiences, or targeted

interventions, RPMS strategies consistently yield positive results in recovering students' literacy skills. Therefore, the null hypothesis was rejected.

Based on the findings and conclusions drawn, the following were recommended:

1. School administrators may allocate dedicated resources and time for comprehensive professional development programs aimed at enhancing teachers' understanding and implementation of RPMS-based strategies. These initiatives should go beyond generic training and be tailored to individual teacher needs, addressing specific areas identified through rigorous evaluations of their current practices.
2. Regular workshops and seminars may be organized to keep teachers informed about the latest developments in RPMS-based strategies and related educational methodologies. Additionally, embracing online learning platforms can provide flexible and accessible professional development opportunities, allowing educators to engage in continuous learning at their convenience. This approach facilitates the dissemination of up-to-date information and accommodates diverse teaching schedules, promoting a culture of lifelong learning among educators.
3. The monitoring and evaluation team may institute a structured and timely feedback mechanism within the assessment process. This system should provide constructive feedback to teachers based on their performance, guiding them toward areas of improvement. Personalized support plans should be implemented to enhance their effectiveness, utilizing feedback data to address specific needs, and offering targeted resources or training.

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