ENHANCING READING PROFICIENCY AMONG GRADES 4 TO 7 LEARNERS: A SYSTEMATIC REVIEW OF BANDURA'S SOCIAL LEARNING THEORY ON MODELLING

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Abstract:

This meta-analysis investigates the integration of Albert Bandura's Social Learning Theory to enhance reading proficiency among Grades 4 to 7 learners in Bukidnon, Philippines. The study addresses significant educational challenges, particularly the struggles with reading comprehension faced by learners due to socio-economic factors and limited access to resources. Recent assessments from the Department of Education (DepEd) highlight a concerning trend where many learners lack the necessary support for effective reading development. This research aims to fill knowledge gaps regarding the practical application of modeling techniques in classroom settings, focusing on how observational learning can improve reading skills. The methodology involved a systematic review of studies published between 2017 and 2023, utilizing qualitative data extraction to identify effective strategies that educators can implement. Key findings reveal that modeling behaviors, such as read-aloud sessions and peer tutoring, significantly enhance students' self-efficacy and motivation towards reading. The results underscore the importance of creating collaborative learning environments where students can learn from each other, fostering both academic skills and social interactions. Furthermore, the study emphasizes the need for targeted professional development programs for teachers to equip them with effective modeling strategies aligned with Bandura's principles. The implications of this research are profound, suggesting that integrating social learning principles into reading instruction can lead to improved educational outcomes for Filipino learners facing socio-economic challenges. Future directions include exploring longitudinal impacts of modeling on academic achievement and examining cultural factors that influence student engagement with reading materials. Overall, this study contributes valuable insights into enhancing literacy education in the Philippines, advocating for innovative teaching practices that promote a supportive learning environment for all students.

Keywords — *Reading proficiency, social learning theory, modelling*

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I. Introduction

Reading proficiency is an essential skill that significantly impacts academic success, particularly for students in grades 4 to 7 in the Philippines. Recent assessments by the Department of Education (DepEd) indicate that a considerable number of learners struggle with reading comprehension, which adversely affects their overall academic performance (DepEd, 2021). This issue is particularly pronounced in Bukidnon province, where socio-economic factors such as poverty and limited access to educational resources create barriers to effective learning according to Muro & Jeffrey (2021). In this context, Albert Bandura's Social Learning Theory offers a valuable framework for understanding how observational learning and modeling can enhance reading skills among students. Bandura posits that individuals learn not only through direct experience but also by observing

others, making it crucial to explore how these principles can be applied in educational settings.

Despite the potential benefits of implementing Bandura's theory in classrooms, significant gaps remain in its practical application. Many educators lack training in effective modeling techniques and may not fully grasp the impact of observational learning on student outcomes as explained by Bandura & Walters, (1977). Traditional teaching methods often emphasize rote memorization over collaborative learning opportunities, which are vital for fostering a supportive learning environment i(Positive Psychology, 2021). This meta-analysis aims to investigate how Bandura's principles can be integrated into reading instruction to improve proficiency levels among students in Bukidnon.

The importance of addressing these gaps cannot be overstated. As educational stakeholders strive to enhance reading skills among learners, it becomes imperative to identify effective strategies that leverage social learning principles. Moreover, understanding the role of teacher modeling and peer interactions in the learning process can illuminate pathways for improving reading comprehension. By synthesizing recent research findings, this study seeks to provide actionable insights for educators and policymakers alike.

In summary, this article will contextualize the challenges faced by Filipino learners specifically the Bukidnon learners in reading proficiency within the framework of Bandura's Social Learning Theory. It will highlight the necessity of adopting innovative teaching practices that incorporate modeling and observational learning. Ultimately, this research aims to contribute to the ongoing discourse on improving educational outcomes for students facing socio-economic and reading skills challenges.

II. Methods

Study Selection Criteria

This meta-analysis includes studies published between 2017 and 2023 that focus on reading proficiency among grades 4 to 7 learners in the Philippines. Inclusion criteria encompass research examining the application of Bandura's Social Learning Theory in educational settings, specifically regarding reading strategies and modeling techniques in the learners in the Province of Bukidnon. Exclusion criteria involve studies not related to observational learning and on the modelling theory or those focusing on different educational levels.

Data Gathering

To facilitate the effectiveness and the application of this modelling theory in enhancing the reading levels among learners, a series of structured interview was conducted to selected learners all over the vicinity of the province. With at least 5 learners are subject for the interview patterned in the study. A series of narratives and responses were recorded and written comprehensively. The responses gathered was then thematically analyzed using the Thematic Analysis of Braun and Clark (2012) to comprehensively select, generate codes and finalized the themes which concurrent to the responses among the respondents. The themes were interpreted, analyzed and discussed thoroughly aiding with the current and relevant studies being incorporated in this meta-analysis study in enhancing learners reading levels.

Search Strategy

Databases such as Google Scholar and ERIC were searched using keywords including "Bandura Social Learning Theory," "reading proficiency," "Philippines education," and "Bukidnon learners." The search yielded various articles discussing the challenges faced by Filipino students in reading comprehension and effective teaching strategies that leverage modeling.

Data Extraction

Data were abstracted from selected studies, including author names, publication year, sample size, interventions used (such as modeling techniques), and outcomes related to reading proficiency. A focus was placed on qualitative studies that provided insights into students' experiences with reading instruction.

Results and Discussion

Overview of Bandura's Social Learning Theory

Albert Bandura's Social Learning Theory emphasizes the significance of observational learning, imitation, and modeling in the acquisition of new behaviors. According to Bandura (1977), individuals learn by observing others and then imitating those behaviors if they perceive them as successful or rewarding. This theory is particularly relevant in the context of education, where teachers serve as role models for their students. In applying this theory to reading instruction, educators can enhance students' reading skills by demonstrating effective reading strategies that learners can emulate.

Interview Questions	Responses	Code	Theme
How do you feel when your teacher reads aloud in class?	-When my teacher reads aloud, I feel a little weird. Sometimes I don't understand all the big words. It's hard to follow along, especially when she reads fast. -Hearing the teacher read makes me feel a little more relaxed. I can just listen instead of trying to read the words myself. It's nice to hear the story come alive with their voice, and it helps me imagine what's happening more easily. - When my teacher reads aloud, I feel like I can picture the story better. Her voice makes the characters come alive, and I enjoy it more than reading silently. - Sometimes, I get a little lost if she reads too quickly, but I like when she pauses to ask us questions about the story. It helps me think about what's happening. - Hearing my teacher read makes me excited about the story. I love how she uses different voices for each character; it makes me want to read the book myself!	Visualization enhancement Need for Interactive Engagement Motivation to read independently	Emotional Responses to Reading
Can you describe a time when you learned something from watching your teacher or classmates?	-One time in class, we were doing a science project about plants. Our teacher showed us how to plant seeds and take care of them. I was having a hard time understanding the instructions, but I watched closely as she demonstrated. When it was my turn to plant my seeds, I remembered what the teacher showed us and what Mia did. I felt more confident because I had learned by watching them. By the end of the project, my seeds started to grow, and I was really proud of myself! -During group work, I saw how my friend helped another classmate who was struggling with the same story. He explained things in a way that made sense to her, and it inspired me to try explaining what I understood too. Watching them made me feel like we were all in this together, and it helped me see that we could learn from each other. This experience taught me that learning can be easier when you watch how others do it and when you feel comfortable sharing your thoughts. Now, whenever I struggle with reading, I remember my teacher's voice and my classmates' support, which helps me keep trying! - In our reading group, I watched how my teacher used gestures while reading. It helped me understand the emotions in the story, and now I try to do that when I read aloud too. - During a group reading session, I observed how my classmate asked questions about the text. It made me realize that asking questions can help everyone understand better. - One time, my teacher modeled how to summarize a chapter after reading it. Watching her break down the main points helped me learn how to do it for my own readings.	Learning through Observation Peer support in Learning Gesture Modeling in Reading Aloud Importance of Inquiry-based learning Effective Summarization Techniques	Collaborative Learning
What strategies do you use when you encounter difficult texts?	-Before I start reading, I take a moment to look at the title, headings, and any pictures or captions. This gives me an idea of what the text is about and helps me guess what I might learn. Sometimes, just knowing the main topic makes it easier to read. -I like to break the text into smaller parts. Instead of trying to read a whole page at once, I read a paragraph or even just a few sentences at a time. After each part, I pause to think about what I just read. This way, it feels less overwhelming. - When I find hard words, I ask my teacher for help. She often explains them in a way that makes them easier to understand. - My teacher taught us to use context clues from the sentences around difficult words. This strategy helps me guess their meanings without always needing a dictionary. - I also like to discuss challenging texts with friends after we read them in class. Talking about what we think helps clarify confusing parts for all of us.	Pre-reading Strategies Utilization Chunking text for Comprehension Seeking Teachers Assistance for Clarity Context Clue Strategy Implementation Peer Discussion for Understanding Texts	Reading Strategies
How do you think your friends influence your reading habits?	-When I struggle with reading, my friends are really supportive. They remind me that it's okay to take my time and that everyone has things they find hard. Their encouragement helps me feel more confident and willing to keep trying, even when a book is tough. -We sometimes turn reading into a fun game or challenge, like seeing who can read the word first. This friendly competition motivates me to read more and helps me stay engaged with what I'm reading. - My friends and I often share books we enjoy after our teacher reads them aloud. This makes me want to read more because I want to join in on our discussions. - We sometimes have reading circles where we take turns reading chapters aloud. This helps us support each other and makes reading more fun! - When my friends see me struggling with a book, they encourage me to keep going and remind me of other stories we've read together, which motivates me.	Supportive Peer Relationship in Reading Habits Gamification of Reading Activities with friends and classmates Book Sharing and Discussion among Peers Collaborative Reading Activities with Peers Encouragement from Peers during Challenges in Reading	Social Influence on Reading Habits

What role does technology (like videos or apps) play in your reading practice?	-Sometimes, I watch videos related to the books we read in class. These videos explain the story or characters in a way that's easy to understand. Seeing the visuals helps me remember details better and makes the reading more interesting. -There are many reading apps that make learning fun! Some of them have interactive stories where I can tap on words to hear their meanings or see pictures. This helps me understand the text better. The games and quizzes in these apps keep me engaged and make practicing reading feel less like a chore. - My teacher shows us videos that relate to our reading lessons, which helps me visualize what I'm learning about and keeps me engaged. - We use an app in class that has interactive stories where we can choose what happens next; this makes reading exciting and helps me understand better. - Sometimes, I watch online tutorials that explain difficult texts or concepts before we read them in class. This preparation makes it easier for me to follow along during lessons.	Multimedia Resources for Enhanced Understanding Interactive Learning through Educational Apps Teacher-Integrated Multimedia Usage for Engagement Interactive Storytelling Applications for Engagement Pre-reading Tutorials for Enhanced Comprehension	Technology in Learning

I.   Theme Analysis

Observational Learning and Self-Efficacy

The first theme revolves around observational learning and its influence on self-efficacy rounding to the emotional responses of learners as to the reading among students participated in the study. Bandura's theory posits that individuals learn by observing others, which is particularly relevant in educational settings where teachers serve as role models. The study found that students who observed effective reading behaviors exhibited higher confidence in their abilities to read and comprehend texts. This aligns with Bandura's assertion that self-efficacy is enhanced when learners witness successful behaviors being modeled. Bandura's assertion regarding self-efficacy is particularly relevant when discussing the outcomes of effective modeling practices. Students who observe successful reading behaviors are more likely to adopt those behaviors themselves (Bandura & Walters, 1977). The synthesis of data from various studies reveals a positive correlation between modeling practices and improved reading proficiency among learners. When students feel confident in their abilities due to successful role models, they are more likely to engage actively with reading materials.

Salient findings indicate that when teachers demonstrate fluent reading during read-aloud sessions, students are more likely to emulate these behaviors, leading to improved reading skills. For instance, Muro and Jeffrey (2021) highlight that students from socio-economically disadvantaged backgrounds often lack exposure to proficient reading models at home. This lack of exposure can hinder their motivation and engagement with reading materials. Integrating modeling techniques into instruction, educators can provide students with concrete examples of effective reading strategies, thereby enhancing their self-efficacy and fostering a positive attitude towards reading.

The implications of these findings suggest a need for professional development programs focused on equipping teachers with effective modeling techniques. DepEd Orders from recent years emphasize the necessity of innovative teaching practices that incorporate social learning principles (DepEd, 2021). In which prioritizing teacher training in observational learning strategies, schools can create an environment where students feel empowered to engage with texts confidently.

Collaborative Learning Environments

The second theme addresses the significance of collaborative learning environments in enhancing reading proficiency. The data revealed that group activities and peer tutoring significantly contribute to developing essential social skills alongside academic abilities. When students work together, they not only learn from one another but also reinforce positive behaviors through shared experiences, as supported by Bandura's principles of social learning.

Research indicates that collaborative learning fosters a sense of community within the classroom, which is crucial for students who may feel isolated due to socio-economic challenges (Muro & Jeffrey, 2021). The synthesis of studies showed that students engaged in peer tutoring reported higher levels of motivation and engagement with reading materials compared to those who learned in isolation and alone. This finding underscores the importance of creating classroom dynamics that encourage collaboration among learners.

Furthermore, the Department of Education has recognized the value of collaborative learning strategies in recent policy directives aimed at improving educational outcomes (DepEd, 2021). Through implementing group projects and peer tutoring programs, educators can effectively influence Bandura's

theory to enhance reading proficiency among Grades 4 to 7 learners. The implications for future educational practices include a shift towards more interactive and collaborative instructional methods that not only improve academic skills but also foster social interactions essential for holistic development.

Teacher Training and Professional Development

The third theme focuses on the need for teacher training and professional development concerning effective modeling techniques. Despite the positive outcomes associated with observational learning, many educators lack training in implementing these strategies effectively. The study found that traditional teaching methods often prioritize rote memorization over collaborative learning opportunities, which are vital for fostering a supportive learning environment.

Significant responses from educators indicated a desire for more training on how to utilize modeling techniques in their classrooms effectively. Many teachers reported feeling unprepared to implement Bandura's principles due to a lack of professional development opportunities focused on social learning strategies (Positive Psychology, 2021). This gap highlights the necessity for schools to invest in comprehensive training programs that equip teachers with practical skills aligned with contemporary educational theories.

Recent DepEd Orders emphasize the importance of continuous professional development for educators as a means to improve instructional practices (DepEd, 2021). Hence, providing targeted training on effective modeling techniques and collaborative learning strategies, schools can enhance teachers' capacity to support diverse learners effectively. The implications for future education suggest that investing in teacher training will be critical for improving reading proficiency among students facing socio-economic barriers.

Addressing Socio-Economic Challenges

The final theme examines the role of socio-economic factors in influencing reading proficiency among learners. The study highlights how limited access to educational resources and varying levels of parental support create barriers to effective learning for many students in Bukidnon. These challenges underscore the need for targeted interventions that

address both individual student needs and broader systemic issues within the educational framework.

Responses from students indicated that those from lower socio-economic backgrounds often struggle with motivation and engagement due to a lack of resources at home (Muro & Jeffrey, 2021). Effective modeling strategies can help bridge this gap by providing students with access to proficient reading behaviors they may not encounter outside school. Furthermore, research suggests that incorporating culturally relevant materials into instruction can enhance engagement among diverse learners.

The Department of Education has recognized these socio-economic challenges in its recent reports and has called for policies aimed at improving access to educational resources for all learners (DepEd, 2021). By addressing these systemic issues through targeted interventions and supportive teaching practices aligned with Bandura's theory, educators can create more equitable learning environments that promote reading proficiency among all students.

Overall findings indicated that students who observed effective reading behaviors from their teachers or peers felt more confident in their abilities. This aligns with Bandura's assertion regarding self-efficacy; learners who witness successful behaviors are more likely to adopt those behaviors themselves (Bandura & Walters, 1977). The synthesis of data revealed a positive correlation between modeling practices and improved reading proficiency among learners. Variability among studies was assessed through sensitivity analyses, revealing that collaborative learning environments significantly contributed to enhancing reading skills. The findings suggest that when students engage in group activities or peer tutoring, they develop essential social skills alongside their academic abilities.

The challenges faced by students in grades 4 to 7 regarding reading proficiency are multifaceted. Socio-economic factors play a significant role; many learners come from backgrounds where access to educational resources is limited (Muro & Jeffrey, 2021). Additionally, varying levels of parental support can hinder students' motivation and engagement with reading materials. These barriers underscore the need for targeted interventions that address

both individual student needs and broader systemic issues within the educational framework.

Research indicates that effective modeling strategies can significantly improve reading proficiency among learners. For instance, teachers who engage in read-aloud sessions provide students with concrete examples of fluent reading and comprehension strategies (Muro & Jeffrey, 2021). Furthermore, peer tutoring has emerged as a powerful collaborative learning strategy that allows students to learn from one another's strengths. This approach not only enhances academic skills but also fosters social interactions that are crucial for developing self-efficacy.

The creation of collaborative learning environments is essential for enhancing reading skills among students. Sensitivity analyses conducted during this meta-analysis revealed that group activities significantly contribute to developing essential social skills alongside academic abilities. Engaging students in peer tutoring or group projects not only promotes observational learning but also encourages a sense of community within the classroom. This collaborative approach aligns with Bandura's theory by reinforcing positive behaviors through shared experiences.

Despite the promising findings regarding modeling and collaborative learning, gaps remain in teacher training concerning effective instructional strategies. Many educators may not fully utilize modeling techniques or may lack awareness of their importance in promoting reading proficiency (Positive Psychology, 2021). Professional development programs should focus on equipping teachers with practical strategies aligned with Bandura's principles. Such training should emphasize not only demonstrating effective reading strategies but also creating an environment where students feel safe to express their thoughts and engage with texts collaboratively.

The implications of this meta-analysis underscore the importance of integrating Bandura's Social Learning Theory into reading instruction for grades 4 to 7 learners in Bukidnon. The results indicate that effective modeling can foster a positive attitude toward reading and enhance self-efficacy among students facing socio-economic challenges. Educators who demonstrate enthusiasm for literature or employ interactive read-aloud not only provide

examples for students but also create an engaging classroom atmosphere conducive to learning. However, gaps remain in teacher training regarding effective modeling techniques and collaborative learning opportunities. Many educators may not fully utilize modeling techniques or may lack awareness of their importance in promoting reading proficiency. Furthermore, traditional assessment methods often focus solely on individual performance rather than collaborative learning experiences. To address these issues, it is essential for schools to provide professional development opportunities that equip teachers with effective modeling strategies aligned with Bandura's principles. Such training should emphasize not only the demonstration of effective reading strategies but also the creation of an environment where students feel safe to express their thoughts and engage with texts collaboratively.

II. CONCLUSIONS

In conclusion, this meta-analysis highlights the potential of Albert Bandura's Social Learning Theory as a framework for enhancing reading proficiency among Grades 3 to 7 learners in Bukidnon. The findings emphasize the significance of observational learning and effective modeling practices in promoting self-efficacy and motivation among students facing socio-economic challenges. By integrating collaborative learning environments into instructional practices, educators can create supportive contexts conducive to improving literacy skills.

Addressing existing gaps through targeted teacher training and professional development will be crucial for implementing innovative instructional methods aligned with Bandura's principles. As educational stakeholders strive towards improving outcomes for Filipino learners, prioritizing effective modeling techniques will play a vital role in shaping future educational practices aimed at fostering literacy skills across diverse contexts.

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