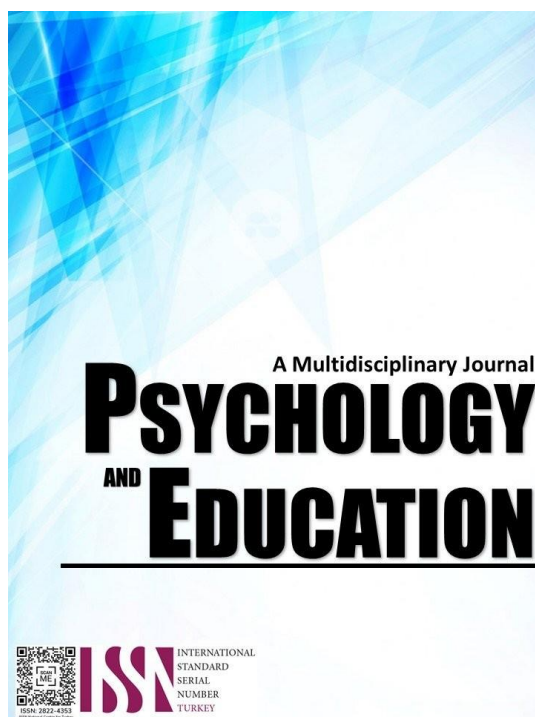


LEVEL OF READING LITERACY AND ITS RELATIONSHIP TO THE TEACHERS' STRATEGIES OF GRADE 6 STUDENTS IN SELECTED PUBLIC SCHOOLS IN DASMARIÑAS, CAVITE



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 28

Issue 9

Pages: 944-953

Document ID: 2024PEMJ2719

DOI: 10.5281/zenodo.14476713

Manuscript Accepted: 11-14-2024

Level of Reading Literacy and its Relationship to the Teachers' Strategies of Grade 6 Students in Selected Public Schools in Dasmariñas, Cavite

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Abstract

This study has shed light on the importance of utilizing effective teaching strategies to improve the reading literacy skills of Grade 6 students. The findings highlight the significance of student-centered approaches, such as inquiry-based, reflective, and constructivist teaching, in promoting critical thinking, metacognition, and deeper comprehension. While collaborative and integrative strategies showed mixed results, they still play a role in enhancing reading proficiency. It is recommended that educational institutions prioritize the implementation of personalized reading programs, provide ongoing professional development for teachers, and collaborate with parents to create a supportive reading environment at home. Regular assessment and monitoring of students' reading literacy levels, as well as research on teaching strategies' effectiveness, are essential for continuous improvement. By leveraging technology, promoting extracurricular activities, and fostering a culture of lifelong learning, schools can create enriching reading experiences for students and help them develop into proficient, confident readers. Ultimately, the goal is to equip Grade 6 students with the skills and confidence they need to succeed academically. Implement differentiated instruction: Tailoring teaching approaches to meet the diverse learning needs and abilities of students can help enhance reading proficiency. By offering personalized instruction, educators can cater to individual strengths and weaknesses, ensuring that all students have the opportunity to succeed. Encourage independent reading: Promoting a culture of independent reading both inside and outside the classroom can significantly impact students' literacy development. Providing access to a variety of age-appropriate reading materials and encouraging students to explore different genres can foster a love of reading and improve overall literacy skills. Foster a growth mindset: Emphasizing the importance of effort, resilience, and perseverance in developing reading skills can help students overcome challenges and develop a growth mindset towards learning. Encouraging a positive attitude towards reading and celebrating students' progress can boost motivation and engagement. Provide targeted intervention and support: Identifying students who may be struggling with reading literacy and providing targeted interventions and support can help address specific areas of need. This can include one-on-one tutoring, small group instruction, or specialized reading programs to support students in developing their reading skills. Collaborate with literacy specialists: Engaging with literacy specialists or reading experts can provide valuable insights and resources to support effective reading instruction. Collaborating with experts in the field of literacy can help educators stay informed about best practices and research-based strategies for improving reading proficiency. Cultivate a positive reading environment: Creating a stimulating and supportive reading environment in the classroom can enhance students' engagement and motivation towards reading. Decorate the classroom with literary-themed decorations, establish a cozy reading nook, and organize reading-related activities and events to make reading a fun and enjoyable experience for students. Continuously assess and adjust teaching strategies: Regularly evaluate the effectiveness of teaching strategies through student assessments, observations, and feedback. By analyzing data and making adjustments based on student performance and engagement, educators can fine-tune their approaches to better meet the needs of their students. By implementing these recommendations and strategies, educators can create a comprehensive and engaging reading literacy program that supports the holistic development of Grade 6 students and equips them with the essential skills for academic success and lifelong learning.

Keywords: *reading literacy, proficiency, metacognition, comprehension*

Introduction

Reading literacy is a fundamental skill that plays a crucial role in the academic success and personal development of students. The ability to read and comprehend texts not only enables students to access and understand information but also enhances their critical thinking, vocabulary, and overall cognitive abilities. In Grade 6, students are expected to possess advanced reading skills and be able to comprehend complex texts across various subjects. However, the achievement levels in reading literacy among Grade 6 students in Dasmariñas City, Cavite have shown room for improvement.

The capacity to successfully read and comprehend written material is known as reading literacy, and it is an essential skill. It is regarded as one of the most crucial abilities for people to have since it serves as the basis for learning and gaining knowledge across a variety of topics. Reading literacy includes the comprehension, analysis, and interpretation of written material in addition to the simple decoding of letters and words.

In all subject areas, reading literacy is essential for academic achievement. Strong reading literacy abilities enable students to interact and understand textbooks, articles, and other instructional materials more effectively. They are able to draw conclusions from what

they read, link concepts, and assess material critically. The capacity to understand and evaluate texts is necessary for critical thinking, problem-solving, and decision-making.

Moreover, reading literacy is applicable outside of academic settings as well. It significantly affects both professional and personal development. People who possess good reading literacy abilities are better able to navigate the large amount of written content they come across in their everyday lives in today's information-driven culture. From understanding instructions and effectively communicating to reading news stories and using web tools, reading literacy is an essential skill needed to participate fully in modern society.

Reading literacy also promotes a love and pleasure of reading. It provides access to a lifetime love of study, various cultures, fresh viewpoints, and imaginative new worlds. People can widen their perspectives, experiment with new concepts, and cultivate empathy via reading since it exposes them to a variety of people and storylines.

This study's goal is to investigate and pinpoint practical methods for improving reading literacy among Grade 6 students. This research aims to support the creation of an all-encompassing reading literacy program that can cater to the unique needs of the school's Grade 6 pupils by examining various instructional strategies and interventions.

Recent reading literacy tests, however, have shown that students in Grade 6 are not achieving to the expected levels. Concerns regarding the efficacy of present teaching methods and the requirement for focused interventions to improve reading skills are brought up by this study.

The concept of reading literacy is complex and includes a variety of fundamental competencies linked to vocabulary growth, reading comprehension, fluency, and critical thinking. For pupils in Grade 6, reading literacy is crucial to both their scholastic progress and overall cognitive development. Students are required to interact with texts that are more difficult and sophisticated in a variety of subject areas as they advance in their education. Thus, it becomes crucial to foster and enhance their reading literacy skills during this stage of their educational journey.

Reading literacy in Grade 6 emphasizes on students' comprehension, interpretation, and analysis of texts rather than only the fundamentals of reading. This entails understanding a passage's key concepts and specifics, deriving conclusions and inferences, and critically assessing the information. Having a large vocabulary bank that helps children access and understand a variety of words and phrases is another requirement for proficient reading proficiency. Additionally, reading fluency improves pupils' ability to read accurately, effortlessly, and with appropriate expression, all of which improve reading comprehension in general.

In Grade 6, the development of good reading literacy abilities has a significant impact on pupils' learning results in all subject areas. With strong reading comprehension, students may draw conclusions, ideas, and information from a range of texts, allowing them to effectively interact with a number of topic areas. Additionally, increasing kids' vocabulary helps them comprehend specialist terms and communicate more effectively both orally and in writing. Furthermore, reading literacy fosters critical thinking abilities by teaching students to assess and evaluate other viewpoints, identify biases, and formulate well-reasoned conclusions. It takes efficient teaching methods, focused interventions, and a positive learning environment to meet the reading literacy needs of sixth graders. Teachers can enable Grade 6 children to become self-sufficient readers, lifelong learners, and critical thinkers who are ready for next academic challenges and personal development by improving their overall reading skills.

The purpose of this study is to investigate efficacious ways for improving the reading literacy skills of grade 6 students in Dasmariñas City, Cavite. Through an emphasis on reading comprehension, vocabulary growth, fluency, and critical thinking abilities, we hope to offer educators insightful information and suggestions that will help them support the development and academic success of sixth-grade students as they work toward becoming proficient readers and learners. According to earlier research, effective reading literacy programs use a variety of techniques to meet the various needs of their students. These tactics could include developing vocabulary, encouraging a love of reading, providing explicit phonics instruction, and developing comprehension techniques. Effective teaching strategies and teacher experience have also been found to be important components in raising reading literacy outcomes. Thus, knowing the precise tactics that may be used to increase sixth-grade kids' reading literacy can help to improve schools educational program as a whole.

This study intends to offer insightful analysis and helpful suggestions for Grade 6 English teachers by investigating effective tactics for improving reading literacy among 6th grade students. They will be able to create evidence-based teaching strategies that effectively meet their students' reading requirements with the aid of the research findings. The ultimate objective is to equip sixth-grade students with the knowledge and abilities needed to become skilled and self-assured readers, paving the way for their success both in the classroom and beyond. The development and advancement of students' reading abilities are greatly aided by strategies for improving reading literacy. These tactics cover the teaching philosophies, interventions, and methods that Grade 6 English teachers use with students to encourage and enhance reading literacy. By employing effective strategies, teachers can create an engaging and supportive learning environment that nurtures students' reading abilities, comprehension, vocabulary, fluency, and critical thinking skills.

The sixth grade is a crucial year for children since it marks their entry into increasingly difficult literature and advanced subject matter. Teachers are essential in providing students with the reading literacy skills they need to thrive in school at this period. Teachers may

give children opportunity to grow in all areas of their literacy—deep reading comprehension, vocabulary expansion, fluency, and critical thinking—by choosing and putting into practice effective practices.

The foundation of methods for improving reading literacy is the use of effective teaching techniques. Explicit education, such as modeling and direct teaching of reading, comprehension, and cognitive skills, may be part of these tactics. Students' reading comprehension can be increased by including them in relevant and purposeful activities like literature circles, guided reading sessions, and group discussions. It can heighten their motivation and interest in reading. Additionally, the integration of technology, such as online resources and digital reading platforms, can enhance students' access to a wide range of texts and provide interactive learning experiences.

Targeted innovations also form an integral part of strategies for enhancing reading literacy. These interventions may involve differentiation and individualized support based on students' specific needs. For instance, small-group interaction, one-on-one tutoring, or additional practice activities can be employed to address struggling readers' challenges or to extend the skills of advanced readers. Diagnostics assessment and progress monitoring can help in identifying students' strength and areas of improvement, informing targeted interventions and tracking progress over time. The implementation of effective strategies for enhancing reading literacy holds immense potential in improving students' overall academic achievement and fostering a love for reading. By focusing on the unique needs for Grade 6 students, English teachers can create rich and meaningful reading experiences that support their growth as proficient readers and critical thinkers.

The Department of Education (DepEd) has mandated the implementation of the Philippine Informal Reading Inventory (Phil-IRI) program in schools. This program serves as an evaluation instrument to determine the reading proficiency of learners. This report conducted a thorough analysis of the implementation of Phil-IRI in schools as a mandated reading program by the Department of Education (DepEd). The article employed a critical analytical technique to examine the challenges faced throughout the implementation of the program. The inventory data are used by teachers to develop suitable reading intervention initiatives aimed at enhancing the performance of students who are facing difficulties in reading. Obstacles were encountered throughout the implementation of the Phil-IRI program, which hindered the progress of improving literacy and the writing and reading skills of the students. During the implementation phase, several teachers did not adhere to or consistently follow program interventions due to their heavy workloads in teaching responsibilities and numerous paper works required for submission, in addition to the time-consuming reading interventions. Implementing the necessary reading rehab was challenging due to time limits for teaching and an excessive workload, as well as a lack of adequate instructional reading materials, restricted or nonexistent technical tools, and limited access to library resources. Undoubtedly, enhancing the reading proficiency of students who struggle with reading has always posed a challenging task for educators specializing in reading instruction. (Abril, 2022)

In line with this, reading is an activity characterized by the translation of symbols, or letters, into words and sentences that have meaning to the individual. The ultimate goal of reading is to be able to understand written material, to evaluate it, and to use it for one's need. (Chall and Stahi, 2010). In public schools, reading ability can be measured through the use of the Philippine Informal Reading Inventory (Phil – IRI). It is the anchor on the flagship program of Department of Education “Every Child a Reader Program” the goal of which is to enable every Filipino child to communicate proficiently both in Filipino and English through effective reading instruction. (Maralit, 2019)

Research Questions

The objectives for Level of Reading Literacy and its Relationship to the Teachers' Strategies of Grade 6 Students in Dasmariñas City, Cavite could be:

1. What is the profile of the respondents in terms of :
 - 1.1. Sex?
2. What is the level of reading literacy of the grade six pupils in Phil-IRI?
3. What are the teachers teaching strategies in reading in terms of:
 - 3.1. constructive;
 - 3.2. collaborative;
 - 3.3. integrative;
 - 3.4. reflective; and
 - 3.5. inquiry based?
4. Is there a significant relationship between the level of grade six pupils of reading literacy and the teachers teaching strategy?
5. What proposed reading intervention can be proposed to enhance the reading literacy of the students?

Methodology

Research Design

The research design to explore effective strategies to improve the reading comprehension of 6th grade students in Dasmariñas City, Cavite could be a mixed methods approach. This design combines descriptive-quantitative research to provide a comprehensive

understanding of the topic. Descriptive research design can collect data that can be tabulated for better understanding of to describe categories of information. Moreover, descriptive research design shows a picture of the specific details of the situation, social setting, or relationship. According to Thakur, H. (2021), this research method is best used as it describes the characteristics of a population or phenomenon being studied, and it is designed to depict the participants accurately.

Respondents

The chosen participants of this study are the selected thirty (30) Grade 6 pupils in the selected public schools in Dasmariñas City, Cavite. A subset of a statistical population with an equal chance of selection for each member is known as a simple random sample. The goal of a basic random sample is to provide an objective depiction of a group. In a simple random sample, every member has an equal chance of being selected, and a small, random part of the population is used to represent the complete data set. Using techniques like lotteries or random draws, researchers can produce a basic random sample. (Hayes, 2023).

Instrument

The study used a self-made questionnaire to gather the feedback of the participants. The questionnaire was prepared for the selected thirty (30) Grade 6 pupils in the selected public schools in Dasmariñas City, Cavite. The Part 1 of the questionnaire is consists of the demographic profile of the respondents and also the result of their Phil-IRI. While the Part 2 of the questionnaire is consists of the teaching strategies and its indicators.

Procedure

The researcher observed step-by-step procedures to ensure that the research is conducted properly. The questionnaire was distributed by the researcher to the respondents and guided the respondents on how to answer the questionnaire.

In order to investigate viable approaches for improving the reading proficiency of grade 6 students in Dasmariñas City, Cavite, it is important that you adhere to a prescribed sequence of protocols. The researcher will secure the approval from the school administration and the relevant authorities to conduct the study.

The participant will be oriented on the purpose of the research work and its relevance to encourage their maximum participation. The questionnaire will be distributed to the selected grade six pupils and they will be provided with the guidance for the students to further understand the questions that are not clear to them and also they will be given enough time to answer it.

Data Analysis

In this study, frequency, weighted mean, ranking and correlation coefficient are the statistical tools used.

Frequency. This was used to determine the number of respondents.

Ranking. This showed the potential importance of an item or object discussed. This was used to determine which item in the questionnaire is given a higher assessment from among other items.

Weighted Mean. This was used to determine the influence of certain variables in assessing from the five-scale options, of which 5 is the highest, and 1 is the lowest value. Equivalent verbal descriptions were used to interpret and explain the numerical data gathered.

Correlation coefficient. This was used to determine the significant difference.

Ethical Considerations

The researcher ensured that certain ethical elements will be considered, such as data privacy, anonymity, and confidentiality of the participants in executing and conducting this study. The ethical considerations must be taken into account when conducting research on how to improve the reading literacy of grade 6 students at in Dasmariñas City, Cavite. The researcher informed the participants the scope and reason for the research paper. This included any persuasion to gain their trust. The respondents' participation was wholly voluntary, and their responses were secured to confidentiality.

Results and Discussion

This section present analyzed, and interpreted the data gathered using appropriated statistical tools. This presentation is sorted with the specific questions presented on the rationale of this study. The data were presented in the tabular form.

Profile of the Respondents

Table 1. *Profile of the Respondents in Terms of Sex*

<i>Sex</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
Male	13	43.33	2
Female	17	56.67	1
Total	30	100 %	

Table 1 presents the frequency distribution of the respondents in terms of sex. The study revealed that the female has the highest

frequency of 17 and highest percentage of 56.67, respectively. On the other hand, male has the lowest frequency of 13 and lowest percentage of 43.33.

Level of Reading Literacy of the Grade Six Pupils in Phil-IRI

Table 2. *Level of Reading Literacy of the Grade Six Pupils in Phil-IRI*

<i>Reading literacy of the students</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
Emergent Literacy	0	0	5
Alphabetic Fluency	2	6.67	4
Words and Patterns	8	26.67	2
Intermediate Reading	17	56.67	1
Advanced Reading	3	10 %	3
Total	30	100 %	

Emergent- ability to recognize letters and words

Alphabetic-reading out loud word by word

Words and Patterns-stronger ability to comprehend reading materials

Intermediate-reading to learn, less difficulty with independent reading

Advanced-strong understanding of the meaning and semantics of words, and understand complex reading materials. (Reference at LWT,2021)

Table 2 shows the five levels of reading literacy. The study revealed that the Intermediate Reading has the highest frequency of 17 and highest percentage of 56.67, the second is the Word and Patters with the frequency of 8 and the percentage of 26.67, next is the Advance Reading which have the frequency of 3 and percentage of 10, followed by the Alphabetic Fluency with the frequency of 2 and percentage of 6.67 and lastly the emergent Literacy with no frequency and percentage of 0.

Teachers Teaching Strategies in Reading

In terms of Constructive

Table 3.1. *Teachers' Teaching Strategies In Reading in Terms of Constructive*

<i>Items</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1. Teachers use small group instruction to guide students in reading texts at their instructional level.	2.37	Disagree	5
2. Teachers provide support and facilitate discussion that encourages students to construct meaning from text through predictions, connections and questioning.	3.27	Strongly Agree	2
3. Teachers allow students to form a group to read and discuss shared activity together.	3.19	Agree	3
4. Students pair up or form small groups to share their thoughts and perspectives on a text. They can discuss their favorite parts, questions, or insights gained from the reading. Sharing and listening to others' reflections help students gain new perspectives and broaden their understanding.	2.56	Agree	4
5. Teachers assign projects that require students to investigate a topic related to a text. This inquiry-based approach encourages students to seek information, analyze data, and present their findings, promoting critical thinking and research skills.	3.31	Strongly Agree	1
Overall Mean	2.94	Agree	

Legend: 1.00- 1.74 (Strongly Disagree) 1.75- 2.49 (Disagree) 2.50-3.24 (Agree) 3.25-4.00 (Strongly Agree)

In terms of the constructive teaching strategies in reading the respondents agree to four statements out of five. The highest weighted mean of 3.31 is observed in the statement number 5 (Teachers assign projects that require students to investigate a topic related to a text. This inquiry-based approach encourages students to seek information, analyze data, and present their findings, promoting critical thinking and research skills.), whereas some of the respondents disagree with statement 1 with the weighted mean of 2.37 (Teachers use small group instruction to guide students in reading texts at their instructional level.) Statement 2 was also strongly agreed by the respondents with the weighted mean of 3.27 (Teachers provide support and facilitate discussion that encourages students to construct meaning from text through predictions, connections and questioning.) Then the statement 3 was also agreed by the respondents with the weighted mean of 3.19 (Teachers allow students to form a group to read and discuss shared activity together.) And lastly the statement 4 was also agreed by the respondents with the weighted mean of 2.56 (Students pair up or form small groups to share their thoughts and perspectives on a text. They can discuss their favorite parts, questions, or insights gained from the reading. Sharing and listening to others' reflections help students gain new perspectives and broaden their understanding.)

In terms of Collaborative

Table 3.2 illustrates that in terms of collaborative teaching technique the respondents agreed that statement number 1 (Teachers facilitate small group or whole-class discussions where students share their thoughts, observations, and questions about a book or text. This promotes collaboration and allows students to learn from one another.) ranked 1 with the weighted mean of 2.72 followed by the statement number 2 which the students also agreed (Students are placed in small groups; each assigned a book to read. They then gather periodically to discuss the book, analyze its themes, and share their thoughts. This fosters collaborative learning and critical thinking.)

with the weighted mean of 2.51.

Table 3.2. *Teachers' Teaching Strategies In Reading in Terms of Collaborative*

Items	Weighted Mean	Verbal Interpretation	Rank
1. Teachers facilitate small group or whole-class discussions where students share their thoughts, observations, and questions about a book or text. This promotes collaboration and allows students to learn from one another.	2.72	Agree	1
2. Students are placed in small groups; each assigned a book to read. They then gather periodically to discuss the book, analyze its themes, and share their thoughts. This fosters collaborative learning and critical thinking.	2.51	Agree	2
3. Similar to literature circles, book clubs are student-led groups where students choose a book of their choice and meet regularly to discuss it. This strategy encourages collaboration, as students engage in meaningful discussions and share their insights.	1.56	Strongly Disagree	5
4. Students are divided into small groups where each member becomes an "expert" on a specific topic or section of a reading. They then collaborate with members from other groups to share their knowledge and complete a comprehensive understanding of the entire text.	1.79	Disagree	4
5. Teachers assign group projects that involve reading texts, conducting research, and presenting findings. This allows students to work together, share responsibilities, and enhance their reading comprehension and analysis skills.	2.33	Disagree	3
Overall Mean	2.18	Disagree	

Legend: 1.00- 1.74 (Strongly Disagree) 1.75- 2.49 (Disagree) 2.50-3.24 (Agree) 3.25-4.00 (Strongly Agree)

The respondents disagree with the statement 3 and 4 (Teachers assign group projects that involve reading texts, conducting research, and presenting findings. This allows students to work together, share responsibilities, and enhance. ; Students are divided into small groups where each member becomes an "expert" on a specific topic or section of a reading. They then collaborate with members from other groups to share their knowledge and complete a comprehensive understanding of the entire text.) Also the respondents strongly disagree with statement number 3 (Similar to literature circles, book clubs are student-led groups where students choose a book of their choice and meet regularly to discuss it. This strategy encourages collaboration, as students engage in meaningful discussions and share their insights). To summarize the table 3.2, they respondents disagree with the collaborative teaching strategy of the teachers.

In terms of Integrative

Table 3.3. *Teachers' Teaching Strategies In Reading in Terms of Integrative*

Items	Weighted Mean	Verbal Interpretation	Rank
1. Teachers integrate reading instruction with other subjects such as science, social studies, or math. For example, students might read scientific articles, historical documents, or solve math word problems that require reading comprehension.	3.34	Strongly Agree	4
2. Students engage in hands-on projects that involve reading and research. They might read authentic texts to gather information, analyze data, and present their findings. This strategy fosters collaboration, critical thinking, and problem-solving skills.	3.17	Agree	5
3. Teachers provide students with real-world reading tasks, such as reading newspaper articles, blogs, or online publications related to their interests or current events. This helps students see the relevance and practical application of their reading skills.	3.21	Agree	4
4. Teachers integrate different media forms such as videos, podcasts, or graphic novels into reading instruction. This broadens students' understanding of literacy beyond traditional text, helps develop media literacy skills, and enhances engagement.	3.29	Strongly Agree	3
5. Teachers make connections between literature and various aspects of students' lives, experiences, or the community. For instance, students may relate a character's journey in a story to their personal experiences or discuss the social issues presented in a novel.	3.79	Strongly Agree	1
Overall Mean	3.36	Strongly Agree	

Legend: 1.00- 1.74 (Strongly Disagree) 1.75- 2.49 (Disagree) 2.50-3.24 (Agree) 3.25-4.00 (Strongly Agree)

The result in table 3.3 displays the weighted mean distribution of the teaching strategies that the teachers are using in terms of integrative teaching strategies in reading. The respondents strongly agreed that the statement number 5 (Teachers make connections between literature and various aspects of students' lives, experiences, or the community. For instance, students may relate a character's journey in a story to their personal experiences or discuss the social issues presented in a novel.) ranked 1 and has the highest weighted mean of 3.79. Next the respondents also strongly agreed with statement number 1 (Teachers integrate reading instruction with other subjects



such as science, social studies, or math. For example, students might read scientific articles, historical documents, or solve math word problems that require reading comprehension.) which ranked 2 and has a weighted mean of 3.34. While the statement 4 (Teachers integrate different media forms such as videos, podcasts, or graphic novels into reading instruction. This broadens students' understanding of literacy beyond traditional text, helps develop media literacy skills, and enhances engagement.) was also strongly agreed by the respondents with the weighted mean of 3.29. The statement 3 and 2 was also agreed by the respondents with the weighted mean of 3.21 and 3.17 consecutively. (Teachers provide students with real-world reading tasks, such as reading newspaper articles, blogs, or online publications related to their interests or current events. This helps students see the relevance and practical application of their reading skills. ; Students engage in hands-on projects that involve reading and research. They might read authentic texts to gather information, analyze data, and present their findings. This strategy fosters collaboration, critical thinking, and problem-solving skills.) With the overall result that the respondents strongly agreed with the integrative teaching strategies of the teacher.

In terms of Reflective

Table 3.4. Teachers' Teaching Strategies In Reading in Terms of Reflective

Items	Weighted Mean	Verbal Interpretation	Rank
1. Students keep journals where they reflect on their reading experiences, thoughts, and questions. They can write about their understanding of the text, their reactions, connections to their own lives, and any areas of confusion. This helps students develop metacognitive skills and deepen their comprehension.	2.34	Disagree	5
2. Teachers provide thought-provoking prompts for students to respond to after reading. These prompts can encourage students to analyze characters, themes, or make connections to their own experiences. By reflecting on their reading, students develop a deeper understanding and engage in critical thinking.	3.69	Strongly Agree	2
3. Teachers model their thinking process while reading aloud to the class. They verbalize their thoughts, predictions, questions, or connections they make to the text. This strategy helps students understand how skilled readers actively reflect on their reading and apply comprehension strategies.	3.23	Agree	4
4. Students participate in group discussions where they reflect on a text's meaning, themes, and implications. They ask open-ended questions, analyze different perspectives, and support their ideas with evidence from the text. These discussions encourage reflective thinking and promote deeper understanding.	3.25	Strongly Agree	3
5. At the end of a reading session, teachers can use exit tickets for students to reflect on their learning. Students can write a brief summary, pose a question, or identify something they found challenging or interesting. This allows teachers to assess student comprehension while encouraging reflection.	3.96	Strongly Agree	1
Overall Mean	3.29	Strongly Agree	

Legend: 1.00- 1.74 (Strongly Disagree) 1.75- 2.49 (Disagree) 2.50-3.24 (Agree) 3.25-4.00 (Strongly Agree)

As can be seen in the table 3.4, it shows the following statement about the reflective teaching strategy of the teachers. The respondents strongly agreed with the statement 5, 2, and 3 with the weighted mean of 3.96, 3.69 and 3.25 consecutively. Also the respondents agreed with statement 3 (Teachers model their thinking process while reading aloud to the class. They verbalize their thoughts, predictions, questions, or connections they make to the text. This strategy helps students understand how skilled readers actively reflect on their reading and apply comprehension strategies.) with the weighted mean of 3.23. However, on statement 1 the respondents disagreed (Students keep journals where they reflect on their reading experiences, thoughts, and questions. They can write about their understanding of the text, their reactions, connections to their own lives, and any areas of confusion. This helps students develop metacognitive skills and deepen their comprehension.) with the weighted mean of 2.34.

In terms of Inquiry-based

As presented on the table the respondents strongly agreed with all five of statements. The statement 1 (Teachers encourage students to generate their own questions about the text before, during, and after reading. This helps stimulate curiosity and prompts students to actively seek answers and engage with the material.) ranked 1 with the weighted mean of 3.88. Followed by statement number 4 (Students are placed in small groups to read and discuss a chosen text. Within these circles, students generate and explore questions about the text, share their insights, and engage in collaborative inquiry.) ranked 2 with the weighted mean of 3.87. Next is the statement number 5 (Teachers guide students through the process of analyzing texts by examining elements such as plot, characters, themes, and literary devices. Students are encouraged to question the author's purpose, perspectives, and explore multiple interpretations.) ranked 3 with the weighted mean of 3.84. Then statement 3 (Teachers assign research projects based on topics or themes related to a text. Students are encouraged to seek information from a range of sources to deepen their understanding and answer their own questions.) ranked 4 with the weighted mean of 3.80. Lastly is the statement number 2 (Teachers facilitate small group or individual reading sessions where they guide students to ask questions, make predictions, and draw connections based on the text. This strategy encourages students to explore ideas and concepts within the text.) ranked 5 with the weighted mean of 3.72. To conclude the table 3.5 the inquiry-based teaching strategies for reading was agreed by the respondents.

Table 3.5. Teachers' Teaching Strategies In Reading in Terms of Collaborative

Items	Weighted Mean	Verbal Interpretation	Rank
1. Teachers encourage students to generate their own questions about the text before, during, and after reading. This helps stimulate curiosity and prompts students to actively seek answers and engage with the material.	3.88	Strongly Agree	1
2. Teachers facilitate small group or individual reading sessions where they guide students to ask questions, make predictions, and draw connections based on the text. This strategy encourages students to explore ideas and concepts within the text.	3.72	Strongly Agree	5
3. Teachers assign research projects based on topics or themes related to a text. Students are encouraged to seek information from a range of sources to deepen their understanding and answer their own questions.	3.80	Strongly Agree	4
4. Students are placed in small groups to read and discuss a chosen text. Within these circles, students generate and explore questions about the text, share their insights, and engage in collaborative inquiry.	3.87	Strongly Agree	2
5. Teachers guide students through the process of analyzing texts by examining elements such as plot, characters, themes, and literary devices. Students are encouraged to question the author's purpose, perspectives, and explore multiple interpretations.	3.84	Strongly Agree	3
Overall Mean	3.82	Strongly Agree	

Legend: 1.00- 1.74 (Strongly Disagree) 1.75- 2.49 (Disagree) 2.50-3.24 (Agree) 3.25-4.00 (Strongly Agree)

Relationship Between the Level of Reading Literacy and the Teachers Teaching Strategy

As gleaned in the table, the computed r-values of 0.37 for constructivism strategy, 0.22 for collaborative strategy, 0.24 for integrative strategy, 0.47 for reflective strategy and 0.42 for inquiry-based strategy for reading literacy have corresponding p-values of less than 0.05, thus rejecting null hypothesis.

Table 4. Significant Relationship Between the Level of Reading Literacy and the Teachers Teaching Strategy

Significant relationship	R-value	p-value	Decision
Level of reading literacy of the student and use of constructivism strategy	0.37	.044165	Significant at $p < .05$, reject H_0
Level of reading literacy of the student and use of collaborative strategy	0.22	.242739	Not significant at $p > .05$, Failed to reject H_0
Level of reading literacy of the student and use of integrative strategy	0.24	.201445	Not Significant Failed to reject H_0
Level of reading literacy of the student and the use of reflective strategy	0.47	.008774	Significant at $p < .05$, reject H_0
Level of reading literacy of the student and use of inquiry-based strategy	0.42	.020849	Significant at $p < .05$, reject H_0
Level of reading literacy of the student and overall utilization of teaching strategies	0.39	.033127	Significant at $p < .05$, reject H_0

These safely inferred that the level of reading literacy and its relationship with the teaching strategies in terms of constructivism, reflective, and inquiry based strategies have significant relationship to the level of reading literacy of the respondents. While the collaborative and integrative strategies do not have significant relationship to the level of reading literacy of the respondents. This result shown that the strategies used by the teachers have an impact on the level of reading literacy of the respondents.

Conclusions

Based on the findings presented in the thesis, it can be concluded that:

The majority of respondents were female, with 56.67% of the total participants, while males made up 43.33%.

In terms of reading literacy levels among Grade Six pupils, Intermediate Reading had the highest frequency at 56.67%, followed by Words and Patterns at 26.67%.

Teachers' teaching strategies in reading were analyzed in terms of Constructive, Collaborative, Integrative, Reflective, and Inquiry-based approaches.

The Constructive teaching strategy was mostly agreed upon by the respondents, especially in assigning projects related to texts for critical thinking and research skills.

Collaborative teaching strategies were less favored by the respondents, with some disagreement in group projects and literature circles.

Integrative teaching strategies, which include integrating reading with other subjects and real-world tasks, were strongly agreed upon

by the respondents.

Reflective teaching strategies, such as keeping journals and engaging in group discussions for deeper understanding, were mostly agreed upon by the respondents.

Inquiry-based teaching strategies, focusing on students generating questions and collaborative inquiry, were strongly agreed upon by the respondents.

The relationship between the level of reading literacy and teaching strategies showed a significant correlation with Constructive, Reflective, and Inquiry-based strategies, impacting the respondents' reading literacy levels. However, Collaborative and Integrative teaching strategies did not show a significant relationship with the level of reading literacy among the respondents.

Based on the findings presented in the thesis, the following recommendations can be made:

Given that a higher percentage of female respondents participated in the study, it would be beneficial for educators to consider gender-specific teaching strategies that cater to the diverse learning needs of both male and female students.

Provide additional support and resources for students at the Emergent and Alphabetic Fluency levels to enhance their reading skills and progress to higher literacy levels.

Encourage the use of inquiry-based projects and activities to promote critical thinking and research skills among students. Explore ways to enhance collaboration in group projects and discussions to foster a deeper understanding of reading materials.

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